

The Role of Social Media in Activating the Extracurricular Activities of the Ninth Grade English language from the Teachers' Point of View in Jordan

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Abstract: This study aimed to identify the role of social media in activating the extra- curricular activities of ninth grade students in English language from the teacher's point of view in Jordan. The descriptive analytical approach was adopted through a sample of (45) male and (83) female teachers.

The study tool consisted of (40) items, and the validity was verified by presenting it to a panel of arbitrators. The reliability coefficient was extracted and it reached (0.75) for each Test – Re test internal consistency reliability.

The statistical analysis process reached the following results:

1. There is a role for social media in activating extracurricular activities in the English language for the ninth grade from the point of view of teachers in Jordan.
2. It was also found that the items that received a high level amounted to (33) items, as for the items that received medium level, there were (7) items.

The study recommended the necessity for activating the extracurricular activities so that it is invested within the time of classes of all kinds and goes outside the time allocated for the class to achieve integration in education.

Keywords: Social Media, Activating Extracurricular Activities, English Language.

دور وسائل التواصل الاجتماعي في تفعيل الأنشطة اللامنهجية للصف التاسع للغة الإنجليزية من وجهة نظر المعلمين في الأردن

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المستخلص: هدفت هذه الدراسة إلى التعرف على دور وسائل التواصل الاجتماعي في تفعيل الأنشطة اللاصفية لطلبة الصف التاسع في مادة اللغة الإنجليزية من وجهة نظر المعلمين في الأردن. تم اعتماد المنهج الوصفي التحليلي، وتمثلت أداة الدراسة في استبانة تكونت من (40) عبارة، تم توزيعها على عينة قوامها (128) منهم: (45) معلما و (83) معلمة، وتم التحليل الإحصائي باستخدام البرنامج (SPSS)، وبينت النتائج الآتي: 1. هناك دور لوسائل التواصل الاجتماعي في تفعيل الأنشطة اللامنهجية في اللغة الإنجليزية للصف التاسع من وجهة نظر المعلمين في الأردن. 2. وتبين أيضا أن الأصناف التي حصلت على مستوى عال بلغت (33) صنفا، أما الأصناف التي حصلت على مستوى متوسط فبلغت (7) أصناف. وفي ضوء النتائج أوصى الباحثان بضرورة تفعيل الأنشطة اللامنهجية بحيث يتم استثمارها في أوقات الفصول بأنواعها وتخرج عن الوقت المخصص للفصل لتحقيق الاندماج في التعليم.

الكلمات المفتاحية: وسائل التواصل الاجتماعي، تفعيل الأنشطة اللامنهجية، اللغة الإنجليزية.

1- Introduction.

The information technology revolution has transformed the visual, audio and readable media to a new and advanced stage, based on openness and display of different points of view and visions, and making room for the public and individuals of all spectrums and orientations to present their opinions and perceptions about many issues and topics that affect their private and public lives, and there has become what is called social media. The social group based mainly on Social Media.

Social Media means "the written instructions that the operator of the device works to use and enter into social media through any of the available computer languages until the computer is switched on to store data and information, arrange and retrieve them when required, save files and manage the calculations of institutions and financial companies such as banks, stock trading companies, etc. This confirms that social media satisfies instinctive need for individuals, so they can only communicate with each other through any Application" (Safko, 2020, 4). Furthermore, social media is defined by Boyd and Ellison (2007) as "a web- based service that enables individuals to: Prepare personal files in specific frameworks. Showing network users who share the same task. Using appropriate means of communication.

Using social media as one of the most important social networking websites gives the opportunity to engage and interact with social networking. It is a place where people post their ideas, Opinions, and information about themselves. Therefore, the student can interact and communicate with friends, family and meet new people from different countries through using social media (Al- Najem, 2018).

The extracurricular activities are considered as synonym for classroom activities and the educational curriculum. The teachers and school administration are the directors for these activities, which play important roles in deepening understanding, acquiring scientific and motor skills and habits, enhancing positive values and attitudes, in addition to enriching the student's language and improving his/her linguistic and cognitive level. The school administration has great Responsibility in activating the activities within the school, and endeavoring to activate it by contributing and participating in its activities. (Taha, Amar Allah, 2019)

Students accept the extracurricular school activity for many reasons, including satisfying their tendencies and needs, seeking for developing their skills, and increasing their knowledge and information. The school activity is an opportunity to develop relationships and achieve belonging, because it includes some of those whom the student tends to work with, and so that they are attracted to participate in extracurricular school activities effectively (Mahmoud, 2019).

While the teacher is considered the main element in the teaching learning process, the teachers' task is to prepare and develop the primary concern of all educational systems consider that developing the performance of the teacher is the only way to face the twenty- first century challenges. As raising and developing teacher performance is the gateway to improve the quality of education and improving its

outputs. Generally, the teacher is the basis of the educational process, and he has an active role in this process. He/she remains the guide and the mentor for managing the quality of education at all levels (Al-Najem, 2018).

Hathnawi (2009) indicated that no country can achieve a comprehensive renaissance in all fields except through the presence of teachers who possess competencies, experiences and skills that help them in the planning process, evaluation of lessons and academic achievement, and classroom management in a successful manner, so there is no way to achieve this except through the due preparation and development of the teacher professionally to carry out the tasks required from him in an appropriate manner (Mahmoud, 2019).

Several studies emphasized the importance of teacher preparation and professional development. Among these studies is the study of Al- Ansari (2019), which aimed at revealing the extent to which it is important of teacher preparation in light of global experiences, and the practical reality of these showed that preparing and developing the teacher professionally is one of the aspects that are necessary in educational work in general. (Taha, Amar Allah, 2019)

The Ministry of Education in Jordan attempts to integrate technology and the subsequent development and spheres of life into extra- curricular activities, to keep pace with the successive development, and to contribute to preparing future generations who are qualified and ready to continue the process of development and progress in the country (Jordanian Ministry of Education, 2021).

Recently, the use of social networking websites in the field of English language teaching and learning has increasingly attracted the attention of researchers. However, previous researches have tended to focus on mass media and how they affect the field of English language teaching and learning. In this research, the focus is on social networking websites is critical and valuable resource for engaging students as active and social language learners. From this Point the Research Emerges to Addresses the Role of Social Media in activating the extracurricular activities of the ninth grade English language from the teacher's point of view in Jordan

Research Problem:

This study aimed at identifying the role of social media in activating the extracurricular activities of the ninth grade English language from the point of view of the teachers in Jordan, especially within teachers in the present situation are unable to meet and interact with the students face- to face teaching in spite of extracurricular activities importance in playing an integrated and complementary role.

Research Questions:

The study attempts to address the following questions:

1. What is the role of social media in activating extracurricular activities in English language for the ninth grade from the point of view of teachers in Jordan?

2. Do the English language teacher's points of view differ regarding the role of social media in activating the Extracurricular activities at a level ($\alpha=0.05$) regarding the following variables (Gender, Academic achievement, years of teaching experience)?

Research Objectives:

The research attempted to achieve the following Objectives:

1. To identify the role of social media in activating extracurricular activities for the ninth grade English language from the point of view of teachers in Jordan.
2. To find out if the teachers point of view differs regarding role of social media in activating the Extracurricular activities at a level ($\alpha=0.05$) regarding the following variables (Gender, Academic achievement, years of teaching experience).

Significance of the Research:

The importance of the research comes in two aspects:

First: Theoretical Significance:

- The current research through the results may add new scientific knowledge to the Arab and Jordanian library related to the role of social media in activating the extracurricular activities of the English language for the ninth grade.
- Importance of this study stems from the point that social media usage is a relatively new field regarding its usage, which constitutes a cognitive base among the social media networks, so it is important to direct the students toward using social media site to be able to attain the desired results through enriching their writing skills and vocabulary content.

Second: Practical Importance:

- The current research may provide teachers, school administrators and Ministry of Education with opinion about the potential relationship between the roles of social media in activating extracurricular activities. In addition, the results of this may contribute to reaching the formulation of policies and plans necessary to improve the learning outcomes and performance.
- This research may pave the way for researchers and those interested to conduct more studies and researches on the role of social media in activating the extracurricular activities for other subjects from various aspects.

Conceptual and Operational Definitions:

The following is an introduction of the most important terms used in the research:

Social Media: Theoretically it is defined as "A service provided over the Internet, which allows individuals within their sites to build personal profiles, within a specific system that includes a group of

users who share the connection, and build new friendships by searching and reviewing the lists of friends of other subscribers, thus allowing individuals to build virtual and realistic relationships through their contacts" (Grabner, 2010, 520)

In addition, it is defined procedurally as services provided over the Internet, which allows individuals in their sites to build personal profiles, within a specific system that includes a group of users who share the connection to build realistic virtual relationships with them in communication .

Extracurricular activities: Theoretically it is defined as "patterns of educational behavior that students practice under the guidance of educators, outside the scope of the lessons, in a way that fosters their knowledge, enhancing their experiences to achieve their integrated growth" (Taha, Amar Allah, 2019, 28).

As a procedural definition of extracurricular activities, are those activities approved by Ministry of Education in schools, such as cultural, social, artistic and sports activities, which help students to enrich their experiences, acquire multiple skills, and linking the student to the school curriculum in the extracurricular activities included in the English language

Delimitations of the Research

The research is limited to the following:

- **Human limits:** The current study is limited to English teachers, of Public secondary schools in the Qweismeh District
- **Spatial limits:** The application of this research was limited to Public secondary schools in the Qweismeh District.
- **Time limits:** This research was applied during the second semester of the academic year (2020-2021).

2- Theoretical Framework and Previous Studies.

The researcher reviewed the theoretical framework and relevant previous studies, after referring to the previous relevant literature, as follows:

First: Theoretical Framework:

In the theoretical framework, the researcher has conducted review regarding the topics of social media as well as extracurricular activities, as follows:

Social Media:

The world is currently witnessing many developments in all aspects and fields represented in the use of modern means and technologies that clearly contribute to developing the work of sectors, improving productivity and the quality of services provided, as well as raising the degree of competition in

various global markets. Various sectors are currently seeking to adopt the use of modern technological methods in order to develop and enhance their performance (Mujahid 2020).

This confirms that social media has fulfilled an instinctive need for individuals, so they can only communicate with each other through any method (Safko, 2020). Therefore, social media is mainly a system related to one or other types that may include value, vision, common thought, social communication, conflicts, financial and commercial exchange, and many aspects that regulate the human relationship with others.

Significance of Social Media in the Educational Process:

Social media is programs through which people can communicate on many topics, where it is possible to use sound, image and writing together. Just a relay of information to a mentor and guide for students who are the focus of the educational process, and the classroom has become responsive to learners' needs, readiness and inclinations. (Taha, Amar Allah, 2019)

Through social media, the participants can enter, and others communicate with them and take the initiative to participate and ask questions, and this leads to enriching the educational materials and courses that they are working on discussing. The teacher can also through social media ask questions and receive answers, which leads to understanding the educational material presented in an appropriate manner. Through these means of individual or group communication with the teacher, it is also possible to communicate outside the classroom or anywhere else (Grabner, 2010).

Social media plays a role in developing the educational process by adding the social aspect to it, and the participation of all parties in the learning process, from teachers and students, and can focus on teaching the material through it. This requires schools to encourage students to participate in these activities in order to acquire the skill of dealing With the Internet, as well as changing their view of education and their view of themselves and their social life in general (Al- Anzi, 2020).

Extracurricular Activities:

The extra- curricular activities are considered a synonym for the classroom activities and the educational curriculum, and the teacher and school administration are the guides and planners for these extra- curricular activities, which play important roles in deepening understanding, acquiring scientific and motor skills and habits, promoting positive values and attitudes. Furthermore, to enriching the student's language and improving his linguistic and cognitive level, and it is no secret to anyone (Taha, Amar Allah, 2019).

Shehata (2017) indicates that "The extra- curricular activities should provide its students with educational, educational, developmental and professional programs that are consistent with the conditions of the handicapped and the gifted" (El- Gawish, 2019).

Extra- curricular activities are defined by several definitions, where the American Encyclopedia defines student activities are the programs implemented under the supervision and direction of the school, and which deal with everything related to school life and its various activities, related to academic subjects, or social and environmental aspects, or Clubs (groups and associations) with special interests in practical, scientific, sports, musical, theatrical, or publications. (Alkin, 2018).

Extra- curricular activities also, defined as a set of programs and activities practiced by students inside the school at a specific time according to their inclinations, readiness and abilities, and according to the material capabilities and available human competencies. Their tendencies and capabilities (Shehata, 2017).

After reviewing these definitions that have dealt with extra- curricular activities, it can be said that they are programs prepared by the school administration in the social, cultural, sports, and community aspects that serve the general philosophy of the curriculum, and aim to deepen the students' valuable organization. It is consistent with their inclinations, desires and interests.

There are many goals that extracurricular activities seek to achieve, but most of these goals revolve around the students, to show them how to provide them with a set of desirable directions. There is a set of goals that extracurricular activities seek to achieve, including.

1. Creating educational situations that are favorable to the same student.
2. Helping to provide the opportunity for the students' talents to emerge, and to highlight their tendencies.
3. Training students to love work, respect workers, and appreciate manual work.
4. Training the students to use their free time to benefit them.
5. Instilling the spirit of cooperation, returning to work, and developing social relations between them.
6. Planning and organizing work, assigning responsibility, and training in leadership among students.
7. Giving the opportunity to treat many psychological problems that some students suffer from, such as feeling ashamed, introverted, and love of solitude.
8. There are recreational objectives represented in artistic programs, entertainment games, parties, trips, and other types of recreational activities (Al- Fahidi, 2019).

By reviewing the objectives of extra- curricular activities, we note that they aim to develop students' skills and values, and allow them to deal with psychological problems for students, or prevent them during different stages of growth.

Second: Previous Studies:

In this part it was presented previous relevant studies under two categories:

The first category: deals with studies related to social media and its relationship to the development of educational and extracurricular activities

Wasfian (2019) conducted a study which aimed at researching the repercussions and effects of social networking sites on the Arabic language. The study population consisted of all Arabic Languages Teachers while the study sample consisted of (120) males and female teachers and used the questionnaire as a tool for collecting data and revealing the study to important results and linguistic phenomena that marginalize the Arabic language, including duplication, dualism and multilingualism. The study showed the global site of Facebook and the extent of the reality of Arabic in it. The study concluded the need to rebuild the foundations of linguistic communication and take into account the forms affecting the mother tongue and its promotion within the segments of society, and encourage universities and scientific, academic and research institutions to establish student sites as a reference to preserve the Arab identity. The study recommended the need to conduct more studies on social networking sites and their relationship to the number of variables.

Al- Zayadi (2019) studied the positive and negative effects of social networking sites on the scientific level for university students in Iraq and its relationship to gender variables, age, academic level, marital status, the acceleration of access to these sites, the number of hours of use through communication sites and their desire to continue using these sites. The descriptive approach and quantitative statistical analysis was used. The study population consisted of all students in Iraqi universities while the research sample amounted to (480) male and female students. For this purpose, the study used the questionnaire and the individual interview with the students themselves as a tool for collecting the required data, and the study found that students' rates decreased remarkably after entering this virtual world and using social networking sites, and there is a significance for positive and negative effects of social networking sites on the scientific level for university students in Iraq and its relationship to gender variables, age, academic level, marital status. The study recommended the need to know the factors through which social networking sites can be activated. in an appropriate manner

Al- Hamadneh and Al- Khafaji (2017) investigated the attitudes of Arabic language teachers towards the use of social networking sites (Facebook) in teaching the Arabic language. The sample of the study consisted of (272) male and female teachers who were chosen by random stratified method. The questionnaire was used as a tool for collecting study data. After conducting the statistical analysis process, the study concluded that the attitudes of Arabic language teachers towards the use of social networking sites were moderate, and the study recommended the need to conduct more studies. On the role of social media in other courses .

Desmal (2017) carried out a study which aimed at finding out the impact of using social media internet and social media on academic performance of the students through providing them with a range of academic benefits and opportunities to enhance their learning process. Through some of Extracurricular Activities, the new social networks, such as Instagram, Facebook, Twitter, etc., can affect the behavior and academic performance of the students .The study population was the students at Bahrain Universities. While the sample consisted of (150) students. The researcher used a quantitative survey method. Reliability and Validity of the instrument were confirmed. The results showed that social media has a positive impact on academic performance, and (57%) of students prefer the mobile application what's App as a social media for their academic purpose. The researcher recommended conducting more studies concerning the extracurricular activities.

The second category: deals with studies related to extracurricular activities and their relationship to the educational process

Mabrouk, (2020) study aimed at identifying the role of extracurricular activities in developing the skills of 21st century in light of the Kingdom's 2030 vision for female student of the preparatory year at Imam Abdul Rahman Bin Faisal University.

The researcher used the descriptive approach in the survey method because of its relevance to the nature of the study. Study population consisted of students of the preparatory year 2018- 2019, their number was (2431) student, while the study sample consisted of (1184) student who fully answered the questionnaire. Based on data analysis, the results revealed the effectiveness of the role of extracurricular activities in developing the skills of the 21st century of the students.

It is recommended that extracurricular activities play positive role in providing students with some of the skills, merging the skills of the 21st century within the goals of extracurricular activity for the students to acquire these skills and develop their creativity.

El Harrasi (2018)investigated the role of extra- curricular educational activities in achieving the objectives of the educational process in general secondary schools in the Dakhiliyah region in the Sultanate of Oman. Analytical method was used in this study. The study population was the students in the secondary schools in the Dakhiliyah region in the Sultanate of Oman, and study sample was (100) male and female students. The researcher used a questionnaire to collect data. The findings of the study appeared the biggest reason for students' reluctance to practice extracurricular activities in public education schools is the school in the first place, and the obstacle that prevents students from participating in extra- curricular activities is the large number of courses and homework and the lack of time required to practice extra- curricular activities. Also, the most important obstacles that limit the activation of extra- curricular activities in public education schools from the point of view of principals, teachers and activities specialists, and the lack of material and moral incentives for both the teacher and

the student. The study recommended the need to search for the reasons that cause students' reluctance to interact with extracurricular activities.

Alkhamsah (2016) carried out study which aimed at examining the effectiveness of study extracurricular activities in evaluating violent behavior among students in the preparatory year at Hail University. The researcher used the descriptive analytical method. The study sample consisted of (104) violent female students from the preparatory year. Results of the analysis revealed that the practice of violent students in the preparatory year in the areas of extracurricular activities at Hail University was very low. It was recommended that the use of student extracurricular activities had a significant impact in assessing violent behavior among students in the preparatory year at Hail University.

Comments on the previous studies:

The current study is distinguished from previous studies by being the first study within the limits of the researcher's knowledge, which dealt with a topic "The Role of Social Media in Activating the Extracurricular Activities of the Ninth Grade English language from the Teachers point of view". This study also benefited from previous studies in writing the theoretical framework and developing the study tool that was distributed to the members of the study sample.

3- Methodology and Procedures.

This part included the study methodology, study population and sample, the instrument used accompanied by its validity and reliability, describing the procedures followed to achieve the study objectives in addition the statistical treatments that used in data processing to extract the results.

Study Approach:

A descriptive approach based on survey used because of its relevance to the study and its questions.

Study Population:

The population of the study consisted of all public secondary school teachers in Qweismeh District. The total number of teachers was (512) males and females in the academic year 2020- 2021. The female teachers were (331), and the male teachers were (181) (The Jordanian Ministry of Education, 2021).

Study Sample:

A proportional stratified random sample from the whole population, the sample consisted of (25%) of each male and female teachers representing of the population. The total number ended with (83) female teachers and (45) male teachers.

Study Instrument:

In light of the study questions and objectives, a questionnaire was developed concerning the role of social media in activating instrument extracurricular activities in the secondary public schools in the Qweismeh District. By referring to previous studies such as Yunus and Salehi (2012), Desmal (2017) the questionnaire was developed and consisted of two parts:

The first Part; included the demographic variables about the respondents, and the second part: included the questionnaire's items according to the role of social media in activating extracurricular activities.

The study questionnaire was designed according to the scale set by the scientist Likert, known as Likert Scale, and in this study the five- point scale was be adopted that gave five answers to each item of the questionnaire, and in which the answers were given numerical weights representing the degree of the answer to the item.

Validity of the Study Instrument:

To achieve the validity through identifying the extent of the tool's ability to fit with the objective, which it has been prepared to measure. Also the content validity of the study tool verified by presenting it in its initial form to a number of experienced and competent arbitrators specialized in curricula science and teaching methods in Jordanian universities to determine the clarity of the items, their relevance to the field, and to present their opinions in terms of addition, or modification or omission some items, so that the questionnaire appears in its final form at least (80%) of the acceptance will be accredit for accepting the item.

Reliability of the Study Instrument:

The researcher extract reliability coefficient by using Test – Retest reliability method through applying the study instrument to a sample from outside the study sample by (30) male and female teachers, and re- applying it after two weeks, then extracting reliability coefficient using simple correlation coefficient, and its value was (0.75). Moreover, Cronbach's Alpha equation was employed for verifying the internal consistency reliability of the Instrument, and its value was (0.828). These values are acceptable to be used for the questionnaire and its measure to collect the data.

Study Variables:

1. Dependent variables: They are represented in the role of social media in activating the extra-curricular activities of the ninth grade students in the English language from the point of view of teachers in Jordan.
2. Independent variables: include
 - a. Gender variable (teachers).

- b. NS. Qualification variable, including (Bachelor's, Higher Diploma, Master's, Ph.D.).
- c. Job experience variable includes (less than 5 years, 5- less than 10 years, 10- less than 15 years, 15 years and more).

Study Procedures:

The study consists of a number of procedures, as follows:

1. Reviewing the theoretical literature from the previously published studies related to the topic.
2. Selecting a proportional random stratified sample from the study population.
3. Developing the study tool (the role of social media in activating the extracurricular activities) by referring to the theoretical literature and previous studies.
4. Verifying validity of the study tool after presenting it to the arbitrators and using appropriate statistical methods.
5. Applying the study tool to the study sample individuals and retrieving their answers to the questionnaire items.
6. The researcher determined the level of the questionnaire items by using this equation:

$$\text{Category length} = \frac{\text{Highest degree of the category} - \text{lowest degree of the category}}{\text{Number of the categories}}$$

Explain the equation.

Highest degree of the category = 5

Lowest degree of the category = 1

Number of the category = 3 (Highest, Medium, Lowest)

And when applying the equation to extract length of the categories resulting in

$$\text{Category length} = \frac{5 - 1}{3}$$

So, length of the category = 1.33

And based on the category length determine level of importance of each item (high, medium, low).

Low level = 1- 1.33

Medium level = more than 1.33 – 2.67

High level = higher than to 2,67 – 5

7. Using the statistical package for social sciences (SPSS) software for data analysis, results discussion, and introducing recommendations.

Statistical Analysis:

1. Means, standard deviations, and ranks were used for each item of the questionnaire, each field and the instrument as a whole.
2. T- test and ANOVA analysis was used, for the comparisons of categories of the demographic variables to find out the statistical significant differences between and among the means of the variables.

4- Results of the study.

In this chapter of the study, the results are presented according to the sequence of the questions as follows:

First question: What is the role of social media in activating extracurricular activities in English language for the ninth grade students from the point of view of teachers in Jordan?

The means and standard deviations were measured for role of social media in activating extracurricular activities in English for the ninth grade from the point of view of teachers in Jordan. Table (1) presents the findings of the question.

Table (1) Means and standard deviations for the role of social media in activating extracurricular activities in English from the point of view of teachers

No.	The Item	Mean	Standard deviation	Rank	level
38	Providing extracurricular activities through social media that satisfies students' knowledge needs	2.62	1.093	1	Medium
39	Extracurricular activities presented via social media provide new information.	2.61	0.832	2	Medium
8	Social media leads to creating a social atmosphere between students on the one hand and between students and teachers on the other hand when carrying out extracurricular activities.	3.97	0.744	3	High
5	Implementation of extracurricular activities through social media generates constructive and new ideas for learners	3.89	0.803	4	High
3	Extracurricular activities through social media generate an overall growth in the behavior of learners	4.15	0.738	5	High
9	Extracurricular activities presented through social media increase the exchange of educational experiences among learners	3.96	0.666	6	High
10	Extracurricular activities that are presented through social media achieve the satisfaction of the psychological needs of learners.	3.95	1.000	7	High
7	Extracurricular activities via social media enhance the learning motivation of learners.	3.28	1.093	8	High
23	Extracurricular activities that are presented through social media develop the innovation skill of learners.	3.23	1.033	9	High
18	Extracurricular activities through social media foster the spirit of teamwork.	3.84	0.713	10	High
15	Extracurricular activities provided through social media increase the	3.87	0.832	11	High

No.	The Item	Mean	Standard deviation	Rank	level
	inclusion of learners in the teaching and learning process				
2	Extracurricular activities presented through social media stimulate meaningful social relationships among learners.	4.17	0.737	12	High
17	Extracurricular activities presented through social media help in developing the learner's personality.	3.85	0.612	13	High
1	Extracurricular activities presented through social media lead to the development of the learner's culture.	4.54	0.556	14	High
16	Extracurricular activities presented through social media help to unleash the energies of students	3.86	0.755	15	High
12	Extracurricular activities presented through social media develop problem- solving skills	3.93	0.554	16	High
13	Extracurricular activities presented through social media lead to the acquisition of life skills by learners	3.89	0.777	17	High
14	Extracurricular activities through social media help to learn new vocabulary in English language.	3.88	1.022	18	High
19	Extracurricular activities offered through social media help enhance students' academic achievement.	3.83	1.111	19	High
11	The extracurricular activities presented through social media are suitable for all ages of students.	3.94	0.743	20	High
21	Extracurricular activities help students make up for lost information in the classroom.	3.79	0.762	21	High
22	Extracurricular activities offered through social media help students understand the English language better.	3.78	0.599	22	High
20	Extracurricular activities offered through social media reduce the stagnation in English language learning.	3.82	0.555	23	High
24	English language material can be introduced through extracurricular activities via social media in more than one way to increase learning.	3.24	0.441	24	High
25	The use of audio and visual effects when presenting extracurricular activities through social media enhances the impact of learning.	3.25	0.711	25	High
26	Social media helps teachers face difficulties in carrying out extracurricular activities in teaching English	3.26	0.656	26	High
27	Extracurricular activities through social media develop students' creativity in English language.	3.27	1.213	27	High
28	Social media helps to present extracurricular activities to students in an innovative way in the English language.	3.28	0.733	28	High
29	Extracurricular activities help students through social media to adapt to the difficulty of the English language.	3.29	0.722	29	High
30	Social media helps teachers diversify the teaching strategies used in	3.30	0.777	30	High

No.	The Item	Mean	Standard deviation	Rank	level
	the delivery of extracurricular activities				
31	Extracurricular activities via social media help learners to solve their homework easily in English language.	3.33	0.656	31	High
32	Learners can follow up on extracurricular activities in English using social media anytime and anywhere.	3.42	1.093	32	High
40	Social media enables learners to translate difficult structures and terms embedded in extracurricular activities	2.66	0.755	33	Medium
35	Through social media, learners were able to simulate extracurricular activities in the English language with the real reality in the classroom.	2.65	0.669	34	Medium
36	Social media provides more than one application to display extracurricular activities to suit English language teaching and improve learners' learning.	2.64	0.738	35	Medium
37	Extracurricular activities through social media reduce the boredom of learners with education	2.63	0.662	36	Medium
33	Extracurricular activities offered through social media deepen students' knowledge.	3.44	0.811	37	High
34	Extracurricular activities offered via social media are increased when learners feel the need for them.	2.66	0.439	38	Medium
4	Learners can get feedback when extracurricular activities are presented to them through social media in English language.	4.00	0.782	39	High
6	Social media improves learners' performance in the content provided through extracurricular activities in the English language.	3.98	0.711	40	High
Total		3.53	0.77		High

Table 1 represents the values of the mean and the standard deviation of the variables, where the highest value of the mean was item (14), which states: "Extracurricular activities presented through social media lead to the development of the learner's culture", Where the value of the arithmetic mean (4.54) and a standard deviation (0.556), as well as the lowest arithmetic mean was item (33), which states "Social media enables learners to translate difficult structures and terms embedded in extracurricular activities " Its arithmetic mean was (2.66) with a standard deviation (0.755), while the general average was (3.53), with a standard deviation (0.77) and at a level.

It was also found that items have achieved a high level amounted to (33) items, and their numbers were (3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 37, 39, 40).

As for the items, which achieved medium level, there were (7) items, which were (1, 2, 33, 34, 35, 36, 38), and the total level of the scale was (3.53) with standard deviation of (0.77), which was a high level, and this indicates at the presence of medium response on the items of questionnaire.

Second Question:

Do English language teacher's points of view differ regarding role of social media in activating the Extracurricular activities at a level ($\alpha=0.05$) with reference to the following variables (Gender, Academic achievement, years of teaching experience)?

Gender:

To answer the question, the means of and standard deviations for both male and female teachers were calculated regarding the role of social media in activating the extra- curricular activities of the ninth grade students in the English language and a t- test for two independent samples was conducted to find out whether there is significance difference between the two average answers of the study sample members, as shown in Table (2):

Table (2) Means and standard deviations and T- test for two independent samples regarding the Gender variable

Gender	Number	Mean	Standard Deviation	Df	T	Significance level
Males	45	3.44	0.60	126	- 1.63	0.11
Females	83	3.60	0.32			

Table (2) shows that there is difference in arithmetic mean between the male teachers and female teachers, (3.44) for male teachers and (3.60) for female teachers. Therefore, in order to verify this, result the T – test was used and its statistical value was (- 1.63) and it was non- significant at the level of ($\alpha=0.05$) and less. However, based on this result there was no difference between the average responses of the male and female teachers' point of view according the role of social media in activating the extra-curricular activities of the ninth grade students in the English language.

Academic Qualification:

To answer the question, the arithmetic means and standard deviations for the academic qualification of the study sample were calculated regarding the role of social media in activating the extra-curricular activities of the ninth grade students in the English language, as shown in Table (3):

Table (3) Means and standard deviations regarding the Academic Qualification variable

Academic Qualification	Number	Arithmetic Mean	Standard Deviation
Bachelor	100	3.44	0.70
Diploma	5	3.46	0.54
Master	15	3.66	0.63

Academic Qualification	Number	Arithmetic Mean	Standard Deviation
Doctorate	8	3.56	0.53

Table (3) showed that there were differences in arithmetic mean among the Academic Qualification. Of Teachers It was (3.44) for the teachers with Bachelor degree, (3.46) for the teachers with Diploma degree, (3.66) for the teachers with Master degree and (3.56) for the teachers with Doctoral degree. Therefore, in order to verify this result (ANOVA) test was used as shown in table (4):

Table (4) One Way Analysis of Variance (ANOVA) statistical Test and (F) value according the teachers academic qualification variable

Source of variance	S.S	D.f	MSS	F	Significance level
Between the groups	1.18	3	0.39	0.453	0.378
Within groups	105.99	124	0.86		
Total	107.17	127			

It is clear from Table (4) that calculated value of (F) was (0.453) and it less than the tabled value (0.378). Therefore, it was non- significant at the level of ($\alpha = 0.05$) and less. However, based on this result there were no differences among the averages of the teachers' point of view according the role of social media in activating the extra- curricular activities of the ninth grade students in the English language due to their qualification.

Years of Teaching Experience:

To answer the question, the arithmetic means and standard deviations for the years of teaching experience of the study sample were calculated regarding the role of social media in activating the extra-curricular activities of the ninth grade students in the English language, as shown in table (5):

Table (5) Means and standard deviations regarding the Years of teaching experience variable

years of teaching experience	Number	Arithmetic Mean	Standard Deviation
Less than 5 years	8	3.45	0.67
5- 10 years	50	3.46	0.53
10- 15 years	60	3.59	0.62
More than 15 years	10	3.62	0.54

It is appeared from table (5) that there were differences in arithmetic mean between the Years of teaching experience. It was (3.45) for the teachers with Less than 5 years, (3.46) for the teachers 5- 10 years, (3.59) for the teachers 10- 15 years and (3.56) for the teachers more than 15 years. Therefore, in order to verify this result the (ANOVA) test was used as shown in table (6):

Table (6) One Way Analysis of Variance (ANOVA) statistical Test and (F) value according the Years of teaching experience

Source of Variance	SS	df	MSS	F	Significance level
Between the groups	1.224	3	0.408	0.482	0.459
Inside the groups	104.982	124	0.846		
Total	106.206	127			

It is clear from Table (6) that calculated value of (F) was (0.482) and it less than the tabled value (0.459). Therefore, it was non- significant at the level of ($\alpha = 0.05$) and less. However, based on this result there were no differences among the averages of the teachers' point of view according the role of social media in activating the extra- curricular activities of the ninth grade students in the English language due to years of teaching experience.

5- Discussion, Conclusion and Recommendations.

In this section, the results are discussed according to the sequence of the research questions it also includes the recommendation of the study:

Discussion the results of the first question, which states, "What is the role of social media in activating extracurricular activities in English for the ninth grade students".

It was also found that items have achieved a high level amounted to (33) items, Regarding the items which achieved medium level were (2) items. While the items that have received low level were (5) items, and this indicates at the presence of high response regarding the role of social media in activating extracurricular activities in English for the ninth grade students.

In addition, it was found from Table (1) that item (14), which stated "Extracurricular activities presented through social media leads to the development of the learner's culture" received the highest mean, this can be explained through that the study sample individuals find the importance of extra curriculum activities in developing the learner's culture, by providing them with information to help in understating English language in an interesting and attractive way and contributing to building the learner's cognitive.

The items (1, 2, 35) have achieved the less arithmetic means with low level. Since item (1) has achieved the pre- last rank, which stated "providing extracurricular achieved through social media to satisfy students' knowledge needs". This can be explained through that the study sample of teachers find that the extracurricular activities introduced by social media contribute little to improve the student's cognitive needs, and the real knowledge they receive in English language curricular.

Item (35) came at the last rank which stated "social media provides more than one application to display extracurricular activities relevant to English language teaching and improving learners' learning" at

low level. This can be explained through that the study sample of teachers find that the extracurricular activities present through one application.

Those results are in line with the results of Al- Zayadi (2019) study. The study found that students' rates decrease remarkably after entering this virtual world and using social networking sites This result differs from the result of Wasfian (2019) study which reached the conclusions that need to rebuild the foundations of linguistic communication and take into account the forms affecting the mother tongue and its promotion within the segments of society, and universities encourage and scientific, academic and research institutions to establish student sites as a reference to preserve the Arab identity

Discussion the results of the second question which stated "Do the teachers' point of view differ regarding role of social media in activating the Extracurricular activities at a level ($\alpha=0.05$) regarding the following variables (Gender, Academic achievement, years of teaching experience)?

1. Gender:

Table (2) shows that there was a difference in arithmetic mean between the male teachers and female teachers point of view regarding role of social media in activating the Extracurricular activities of the ninth grade students in the English language. In addition, it was non- significant at the level of ($\alpha=0.05$) and less. Therefore, based on this result there was no difference between the average responses of the male and female teachers' point of view according the role of social media in activating the extracurricular activities.

This result can be explained by the fact that the members of the study sample whether they are male or female teachers equally see that the impact of social media and its effective role in activating extracurricular activities in the English language for ninth grade students. This mean where teachers use social media they can enrich the study material and content of extracurricular activities and activating them. So that the students can benefit from extracurricular activities that are presented in different ways, and help to transfer the impact of learning and achieve their educational objectives and acquiring the English language skills effectively. Therefore, the social media play an active role in activating extracurricular activities by reducing the difficulty of the study materials and help students to think, and contribute to the process of building knowledge and skills.

Social media is one of the most interesting Internet applications in recent years, as it has opened unprecedented horizons in the history of social interaction, by forming virtual communities that involve patterns of interaction and behavior that differ from those of the real world, attracting millions of users in different continents, and of different ages, although the younger generation is the most prominent in these means (Grabner, 2010).

This result agreed with the result of Mabrouk, (2020) Which appeared the existence of a correlation between students' attitudes and their academic achievement in school and the level of using the social networking site Facebook. This result differs from the result of Koles & Nagy (2012) the results

revealed the effectiveness of the role of extracurricular activities in developing the skills of the 21st century of the students.

2. Academic Qualification:

Table (3) showed that there were differences in arithmetic mean according to the academic qualification of teachers regarding the role of social media in activating the Extracurricular activities of the ninth grade students in the English language. The arithmetic mean was (3.44) for the teachers with Bachelor degree, (3.46), for the teachers with Diploma degree, (3.66), for the teachers with Master degree and (3.56) for the teachers with Doctoral degree. While Statistical test appeared, that the apparent differences were

Non- significant at the level of ($\alpha = 0.05$) and less. And those apparent differences might due to the sampling error or to the chance error. Therefore, based on this result there were no differences among the averages of the teachers' point of view according the role of social media in activating the extra-curricular activities for the ninth grade students in the English language attribute to their qualification of teachers.

This result can be explained by the fact that the members of the study sample whether they are highly qualified or lowery qualified do not differ in their point of views about the effective role and the impact of social media in activating extra- curricular activities in the English language.

It is possible to explain that through the concept that teachers according to their scientific qualification perceive that social media technologies have great role in activating the extracurricular activities according to what they knew of advantage provided by social media like visual and vocal influence, and other influences in providing extracurricular activities increasing the students' enthusiasm and their motivation to the studying subject to enhance the studying curricula, enabling the teachers to enrich the studying material through these extracurricular activities.

This shows that social media is important in activating classroom activities for students, through its advantages, sound and kinetic effects that enable students to understand the English language in an appropriate manner and to enrich the English language.

This results of the study are in congruent with Al- Hamadne and Al- Khafaji (2017) the study concluded that the attitudes of Arabic language teachers towards the use of social networking sites were moderate, and the study recommended the need to conduct more studies. On the role of social media in other courses .

This result of the study is not harmony with the result of Al- Qubelat, N. (2020) result that the degree of teacher participation in designed activities related to the subjects as perceived by the 10th grade students in Madaba Directorate of Education was medium.

3. Years of Teaching Experience:

Table (5) showed that there were differences in arithmetic means according to the years of teaching experience of teachers in terms of the role of social media in activating the Extracurricular activities of the ninth grade students in the English language. The arithmetic mean was (3.45) for the teachers with Less than 5 years, (3.46) for the teachers 5- to less than 10 years, (3.59) for the teachers 10- to less than 15 years and (3.56) for the teachers with more than 15 years. While Statistical test appeared, that the apparent differences were non- significant at the level of ($\alpha = 0.05$) and less. And those apparent differences might due to the sampling error or to the chance error. However, based on this result there were no differences among the averages of the teachers' point of view according the role of social media in activating the extra- curricular activities of the ninth grade students in the English language attribute to years of teaching experience.

This result can be explained by the fact that the members of the study sample whether they have long years of teaching experience or short do not differ in their point of views about the effective role and the impact of social media in activating extra- curricular activities in the English language for the ninth grade students. Regardless their period of teaching experience, the teachers with different experiences activate social media to present extracurricular activities so that they break the deadlock of the material and contribute to transferring the impact of learning on students in general.

Individuals around the world join social media as soon as they access these means, as they are asked to present themselves digitally by creating a personal profile according to their perceptions of themselves through text, images, video, audio, short competitions and surveys, and these files are linked to each other through a massive network of lists Friends within those mediums (Boyd, 2007).

This clearly shows that social media has become one of the important means accompanying the school curriculum because of the advantages it offers through which the material can be presented to students and additional information in an attractive and interesting way, which can increase students' motivation towards the learning process.

Those results were in harmony with the results of Desmal (2017) whose showed that social media has a positive impact on academic performance, and (57%) of students prefer the mobile application what's App as a social media for their academic purpose. The researcher recommended conducting more studies concerning the extracurricular activities.

This result opposed from the result of Yunus and Saleh (2012) Results of this study showed that Facebook groups are effective tools in improving the students writing skills especially in the brainstorming of ideas before the actual reading.

Conclusion:

It is clear from the Study that there is an Impact of using social media on improving students' performance in English language through the use of extracurricular activities. as these activities contribute to enrich students' information on many different topics and enable them to understand the study material in an appropriate and interactive manner, as language materials are always characterized by difficulty and there is a need to use modern methods and strategies to enable teaching subjects, especially the English language, in a new way in which there is an interaction between the teacher and the student and the appropriate use of social media and making use of audio and visual effects in providing interactive extracurricular activities for students

Recommendations.

1. The study reached that role of social media in activating extra curriculum was at medium level, this required from the teachers to use social media because of their multiple benefits for teaching different subjects because of the effect on improving the students' performance.
2. The study reached the absence of differences in role of social media in activating extra curriculum in teaching English language for the ninth grade students attribute to demographic variables, this means that social media play important role in activating Extracurricular in teach English requires increasing teachers awareness about the importance of social media role in activating the extra curriculum in teaching the different subjects.
3. Organizing training courses for teachers in schools, whether short or long, on all areas of using social media to activate the Extracurricular in teaching English Language for the ninth grade students.
4. It is recommended to make further studies carried same subject to be applied in other English classes.

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