

لجمهورية الجزائرية الديمقراطية الشعبية  
PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
وزارة التعليم العالي والبحث العلمي  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF ABBES LAGHROUR –KHENCHELA



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## *The Importance of Social Media in Promoting EFL*

### *Learners' Speaking Skill:*

Case Study of Second-Year LMD Students of English at

Khenchela University

*Dissertation Submitted to the Department of English in Partial Fulfillment of  
the Requirements for the Degree of Master in Language and Culture*

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**May, 2019**

## DEDICATION

I dedicate this work to:

*The most precious people to my heart, to the ones who gave me birth and meaning to my life, to the persons who provided me with strength and hope, to the King and the Queen: my dearest father and my beloved mother. May Allah bless them.*

*All my dearest teachers of English, especially my supervisor « Dr. Baghzou Sabrina », thank you for your support, efforts and help.*

*All my freinds and classmates,  
Oral expression teachers in our departement,  
The second year students at Abbas Laghrour University,  
who willingly participated in the realization of this work.*

*Thank you for your participations and help.*

*Finally, to all the people I love. Thanks for your support and encouragement.*

## ACKNOWLEDGEMENT

First of all we would thank God, The Most Gracious and the Most Merciful for providing me with patience, assistance, guidance, and strength to finish this research work.

I would also like to express my deepest gratitude to my supervisor, **Dr. Baghzou Sabrina** for her grateful help. I thank her for her precious advice, continual assistance, valuable remarks and suggestions throughout the preparation of this dissertation.

We would like to express our warm thanks and heartfelt gratitude to the members of the jury; to the board of examiners, Beddiaf Abdelghafour and Mekhazenia Wafaa for reading and correcting my dissertation and for providing me with precious advice.

## **Abstract**

The current study aims to investigate the effectiveness of using Social Media in developing EFL learners speaking skill of Second Year LMD students at the section of English in Abbas Laghrour University o Khenchela. In order to ensure an existing relationship between the two variables, we hypothesised that EFL learners will enhance their speaking skill if they use Social Media in an appropriate way. The hypothesis is evaluated by a qualitative approach deduced from the results of the students' and teachers' questionnaires. Hence, the results revealed that the use of Social Media could help students to improve their speaking skill. Moreover, according to these results that we have obtained the majority of English' teachers do not use the Social Media in delivering their courses but they agree that it has a great effect in developing EFL learners Speaking Skill. Thus, it is clear that through such results and the conclusions we achieved, our hypothesis has been confirmed.

***Key Terms:*** EFL learners; Speaking skill; Social media; Social Networks; Web 2.0;

## **LIST OF ABBREVIATIONS AND ACRONYMS**

**EFL: English Foreign Learners**

**Q: Question**

**%: Percentage**

**N°: Number**

**L2: Second Language**

**LMD: License Master Doctorate**

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**General**

**Introduction**

## **Introduction**

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skill hence is enormous for the learners of any language. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Also, non-native learners of English language are supposed to use it in an appropriate way, taking into account its lexis, grammar... Any gap in communication results in misunderstandings and problems; In order to enhance their speaking skills, students rely on different tools including social media.

Technology has taken an important role in the 21'st century in all disciplines of life the results of this development has to make communication as a necessity for every person during his/her lifetime. This necessity pushed Media to carry out the time and create what we call it Social networks which has become popular and useful nowadays. In fact people tend to prefer Social Network sites to communicate with each other. There are some reasons under these preferences of people; one of these reasons is to communicate with foreign languages such as English to practise it with native or not native speakers in order to improve their language skills. This point is a significant way to learn English language. So, Social networks may play an important role in EFL learner's exposure to the language. Therefore, this study intends to determine the significance of social media on improving EFL learners' speaking skill.

## **1. Statement of the problem**

The speaking skill is among the most important learning skills that students of English as a second or foreign language need to improve. Speaking skill is considered the core of education and is regarded a necessary path of language learning by which it assists students to achieve their tasks as well as to reach certain goals and allows them to appreciate their capacities. In other words, getting a fluent learner in English as a foreign language is an essential, professional and educational feeling that offers different educational objectives and satisfies certain learning requirements upon which the foreign language students' progress depends. For more precision, it is the key to students' academic achievements which gives foreign language learners a sense of optimism and allows them to take risks and handle setbacks without hesitation.

As far as speaking skill is concerned, the need to improve this competence has led to the use of new ways of technology in order to keep up with the times. As a matter of fact, students use Social networks to communicate with different people around the world using English as a global language of communication. Starting from this point we need to know if Social media have any effects on EFL learners' speaking skill.

## **2. Research questions**

The present study is based on three main questions. Subsequently, we attempt to answer the following questions:

### **2.1. Main Research Question**

To what extent is the use of social media effective in improving speaking skill among second-year students at Khenchela University?



## **2.2. Subsidiary questions**

1. Are both teachers and students aware of the types of social media? Which type is considered the best to improve EFL students' speaking skill?
2. How can the social media use improve EFL students' speaking abilities?

## **3. Research Hypothesis**

In this study, we hypothesize that:

Social media could be an appropriate tool to improve second- year students' speaking skill if they use it in an appropriate way.

## **4. Significance of the study**

This study is intended to be informative so that teachers and students can benefit from its outcomes. First, it attempts to encourage teachers and make them aware of the efficacy of the social media in enhancing their student's capacities and how to use it. Second, it is expected to provide insights into students' perceptions about the use of social media as a technique in enhancing their speaking skill. Therefore, students will be able to participate, share their ideas, and cope with life challenges comfortably and in a relaxed manner without hesitation. It also supports teachers to better understand the technique and incorporate it into their classroom.

## **5. Aims of the study**

This study aims at:

- ) Exploring whether the use of the social media as a technique is useful in enhancing students' communicative competence or not.
- ) Drawing teachers' attention towards the significance of social media as a technique in improving the speaking skill of second-year students at Khenchela University.
- ) Raising students' awareness of the social media-speaking skill relationship.

## **6. Methodology**

### **6.1. Research method**

In this study, we sought for a connection between the two variables, which are the use of social media as a technique as the **independent variable** and the significance of this technique on developing EFL students' speaking skill as the **dependent one**. The method that shall be adopted throughout this research is the **descriptive** one.

### **6.2. Data collection tools**

This research is based on two semi- structured questionnaires as data collection tools: First, a semi structured questionnaire will be administered to second- year students at Abbas Laghror University of Khenchela to find out how students see social media, as well as, the benefits they enrich while use it. The second, will be distributed to six teachers of the oral expression course, to know if the social media really enhance the students oral competence, if yes, to what extent they are aware of the social media-speaking skill connection. The questionnaires are very necessary means of data collection, which are regarded as being more appropriate to this type of research that will lead in the validity and the reliability of the findings of our research study.

### **6.3. Population and sampling**

The samples of this study are restricted to second-year students of English and teachers at the Faculty of English in the Department of Foreign Languages at Khenchela University. Due to the shortage of time of the current study, and the large number of second year students, this research is restricted to a particular number of students. We have decided to select only thirty (30) students. They have been chosen as participants according to the two main following reasons: firstly, they are more experienced in the context of learning.

Secondly, students at that level start recognizing the existence of clearer and crucial problems related to their learning.

Moreover, six teachers of oral expression, in order to figure out to what extent the use of social media is an important technique in enhancing students' speaking skill. The reason behind choosing those teachers is due to the fact that they are dealing with TD sessions in oral laboratories, were they would have enough time and suitable materials to use social media (e.g. YouTube videos..) , and also because the research study is concerned with the speaking skill. In other words they are more experienced in the subject under study.

## **7. Structure of the dissertation**

The present study is composed of two main parts: a theoretical and practical with a total number of three chapters. The theoretical part which overviews the related literature consists of two chapters. In the first one, it addresses the major issues related to the speaking skill. It starts with different definitions of this skill, and then it introduces its importance and relation with the listening one. After that it gives some classroom oral activities that can be done using social media, then it mentions main errors and mistakes students make while speaking (Overgeneralization, Fossilization, lack of vocabulary...) In addition, it mentions some speaking difficulties the students face like (Inhibition, Mother tongue use, Low participation...). The end of the chapter talks about how the speaking skill can be improved through using of social media.

The second one, we provide general definitions of social media according to different writers, besides we gave some types of social media (blogs, social networks...) which are the most known that have a close relation to learning. After that, we move to the benefits of social media. Finally, we talked about the speaking skill and how it can be improved through using social media.

In the practical part, we end up our research with the third chapter (field work), which describes the methodology used and the findings of the practical part. In methodology, we provide an overview of research instruments description, data analysis, and results. In particular, it comprises students' and teachers' questionnaires, description of the process, results of the questionnaire as well as research findings and the analysis. Finally, we provide conclusion at the end of the chapter, general conclusion, several recommendations for teachers and students, and suggestions for further studies.

# **Chapter One: Overview of Speaking Skill**

## **Introduction**

For EFL learners, speaking is a key to communicate, through speaking EFL learners can express and exchange their ideas and opinions during the learning process with their teachers, classmates or with foreign speakers via social media. Consequently, this chapter will discuss the issue of speaking skill and its relation to the listening one; we will identify the importance and the functions of this latter (speaking skill) and tackle the main classroom oral activities. Also we will discuss mistakes and difficulties that students face during their oral performance. Finally, we will identify the problem of errors correction and highlight some characteristics of a good EFL learner.

### **1.1. Definition of speaking**

There are four skills (speaking, listening, reading, writing, our focus is on the speaking skill, this last was defined by many writers. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned, speaking is one of the four skills that the student should gain well. Wallace(1978,1998) stated that the oral performance « speaking » becomes meaningful to students, when they have to pay attention to what they are saying, like this the students can learn better how to require that ability to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. (Wilson 1983) defines speaking as the development of the relationship between speakers and the listeners.

### **1.2. Complimentary Relationship between speaking and listening**

Those interested in the development of language skills have long realized that the normal development of speech is partly contingent upon the ability to hear speech. The relationship between speaking and listening has been extended to the assumption that

speaking and listening skills are positively correlated, Sarett, Foster, for example have a subsection in their text entitled, « the Able speaker is a good listener », Likewise, Nichols and Lewis; Robinson, Mersand and others have implied a parallel growth of the skill involved in the sending and receiving aspects of speech.

### **1.3. The importance of speaking**

The four language skills: listening, speaking, reading, and writing are all interconnected and the proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skilfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thought, opinions and feelings, provides the speaker with these important advantages:

- Ability to inform, persuade and direct educators.
- Ability to stand out from the rest.
- Ability to stand before others and speak.
- Effectively is not an ordinary ability, many people are deathly afraid of public speaking.

Speaking skill is important for career success, but certainly not limited to one's professional operation, speaking can enhance one's personal life.

The acquisition of speaking skill is among the most important essential language skill for students currently, since language competency is measured through speaking, even learner desires to acquire correct communication skill and fluency in speaking, while teachers aim to give the necessary education in speaking (Nurdini, 2018)

### **1.4. Functions of speaking**

In order to classify the functions of speaking in human interaction, many studies have been assumed. Brown and Yule (1983, cited by Richards, 2008) made a useful distinction between the interactional function of speaking, in which it serves to establish and

keep social relations, and the transactional functions, which focus on the exchange of information. They also designed three speech activities that are quite and distinct in terms of forms and functions, and that require different teaching approaches which are; talk as interaction, talk as transaction and talk as performance.

#### **1.4.1. Talk as transaction**

This is when the message is the central focus of the conversation and making oneself understood clearly and accurately, rather than focus on the participants and how they present themselves and interact socially with each other. This type of talk refers to situations where the focus is on what is said or done. In transactions, talk can be related with other activities. For example, students in science lesson may be focusing on activities to explore concepts associated with a scientific study. So, students and teachers in this type of spoken language usually focus on meaning, or on talking their way to understanding (Jones, 1996, cited in Richards, 2008).

#### **1.4.2. Talk as transaction**

This is when the message is the central focus of the conversation and making oneself understood clearly and accurately, rather than focus on the participants and how they present themselves and interact socially with each other. This type of talk refers to situations where the focus is on what is said or done. In transactions, talk can be related with other activities. For example, students in science lesson may be focusing on activities to explore concepts associated with a scientific study. So, students and teachers in this type of spoken language usually focus on meaning, or on talking their way to understanding (Jones, 1996, cited in Richards,2008).

According to Richards (2008), talk as transaction has two types: the first type is a situation where the participants focus primarily on what is said or achieved and where the



focus is on giving and receiving information for example, asking for time. The second type is transaction, which focuses on obtaining goods or services. We can understand this kind of talk by relying on many examples: asking for directions on the street and buying something in a shop and so on (Richards, 2008).

### **1.4.3. Talk as performance**

The third type of talk refers to the public talk or what is called talk as performance in which information is exchanged before an audience such as morning talks, public announcements, and speeches. Talk as performance is in the form of monologue more than dialogue for example, a political speech or report. Will be focus on giving information. It is closer to written language than conversational language.

The effectiveness of talk as performance can be evaluated according to its impact on the listener, unlikely talk as interaction or transaction. Skills should be included in the focus on how this talk is performed by such features as these skills: using an appropriate format, and presenting information in an appropriate sequence, selecting and using the right pronunciation and rules of grammar. The second point, are the features which aim to focus on both message and audience. Then, this reflects organisation and sequencing. Finally, the language talk as performance is more like written language (ibid).

## **1.5. Classroom Oral Activities**

In a foreign language classroom, being able to be clearly understood when speaking, and the ability to use effective oral communication skills are so important particularly that given speech remains the form of communication most often used.

To deal with speaking a foreign language, it requires a degree of real time exposure, this latter can be realized through a set of classroom activities which have to be developed best in a dynamic interactive learning environment where both teacher and

learner collaborate and cooperate with one another to create a safe, comfortable and relaxed atmosphere for a perfect productive talk in classroom.

Through the following classroom speaking activities, the teacher tries all the time to create interaction by exchanging information and expressing ideas of course with an exclusive case like a native speaker's one

### **1.5.1. Discussion**

It is considered as one among the best ways of presenting speech and it is an interesting form of oral practice in the classroom. It can provide some of enjoyable and productive speaking in language classroom.

According to (Thornbury, 1998) many teachers would agree that the best discussion in class are those that arise spontaneously either because of something personal that a learner reports or because a topic or a tear in the course book triggers some debate'P102.

Discussion in foreign language classroom generally help EFL learners to develop their communicative abilities since it gives them practice in expressing ideas orally in an organized manner and enables them to be active at conclusion to classify or modify ideas, through discussion learners can bring their personal experiences and outside world in the classroom.

### **1.5.2. Role Play**

It is among the very common classroom speaking activities, according to (Ur, 1984), it is one way to consider when a teacher wants to vary the kind of the spoken interaction experienced in classroom, and role play provides the opportunity and revise their understanding and perspective by exploring thoughts and feelings of characters in a given situation. More precisely (Ur,1984) , comes to define it as follows : « Role play (...) is used to refer to all sorts of activities where learners imagine themselves in a

situation outside the classroom and using the language appropriate to this new context (Page.131).

This special speaking activity is said to have many positive impact on the learners in the classroom.

- It gives them empathy as they examine other ideas, feeling and point of view.
- It is a chance to practice their oral skills and interpretation as they use foreign language to describe perception, emotion and reaction.
- It develops both speaking and listening activities.

### **1.5.3. Story telling**

« We all need stories for our minds as we need food for our bodies: we need television, go to the cinema and theatre, read, and exchange stories with our friends. Stories are particularly important in the lives of our children; stories help children to understand their world and to share it with others. Student's hunger for stories is constant. Every time they enter your classroom they enter with a need for stones. (Wright, 1945; quoted in 2004).

Story telling is described to be the original form of teaching and there are still societies in which it is the only form of teaching (Pederson M.1995)

Generally, storytelling is reading to a table to one or more listeners through voice and gestures, it differs from reading a story aloud or acting out a drama through it shares characteristics with these arts.

Telling a story can be profound, exercising the thinking and touching the emotion of both teller and listener.

Students can briefly summarize a table for a story they heard from somebody before, or they may create their own stories to tell their classmates.

#### **1.5.4. Interview**

Interviewing skills are an important strength for career – minded individuals. In addition to participating in interviews as a job candidate, almost everyone will need to conduct interviews of their own in the course of their career, people who don't know how to do interviews put themselves and their companies at a disadvantage. It is really so important to teach students how to conduct an interview and try to supply them with invaluable readiness for the challenges that await them, also give them the chance to practise speaking not only in class but also outside and help them to be socialized (Johns Predman, *How to Teach Students Interviewing*).

#### **1.6. Student Errors and Mistakes while Speaking**

A lot of studies (Krashen 1998, Trask 1999, Kind 2008) inevitably reveal that not all wrong production of learners are the same, therefore the distinction has been made between a mistake and error in the literature of language teaching and learning. Mistakes, are generally regarded as inconsistent deviation, can appear even in one's first language and thus can be self corrected. However, errors are quite different from mistakes in that they result from incomplete knowledge of the language being learnt, or used, so they are less amenable to self correction, especially in the absence of the feedback from an authority (Richards, and Schmidt 2010).

##### **1.6.1. Interference**

EFL learners are obliged to interfere their knowledge of first language during the early stage of the learning the second language process in order to overcome obstacles and problems faced in their utterances production.

From the point of view of psycholinguistics, it is a negative transfer of language habits and skills from the mother tongue or from foreign language to another foreign

language, from a linguistic point of view; Interference is an interaction or a change in linguistic structures and structural element. It appears to be deviation from the linguistic norms in the spoken and written language (Lakova 2010, 320)

### **1.6.2. Overgeneralization**

EFL learners at early stage of learning, the second language have limited grammatical skills. So they use their prior linguistic knowledge then they produce a new structure. Overgeneralization is the application of a grammatical rules in cases where it doesn't apply, it is the most often used in connection with acquisition example, a young children may say 'foots' instead of 'feet' (Richard, Nordquist, 2018). Overgeneralization is a common type of errors in thinking or reasoning, it is varies from mild to extreme and it can take different forms. ( WebSite)

### **1.6.3. Lack of vocabulary**

This kind usually dislike reading, lack of vocabulary can be the cause of poor reading skills, and makes learning every subject challenging. Vocabulary represents the most important skill necessary for teaching and learning a language. It is the basic for the development of all other skills. Vocabulary development plays a vital role in making transition from an immediate to more advanced level of language proficiency. (Jack Richards, 2015).

Talking about the importance of vocabulary, the linguist David Wilkins argued that: without grammar little can be conveyed, without vocabulary nothing can be conveyed. Indeed people need to express themselves in any language.

### **1.6.4. Mispronunciation**

It is the actors states of saying or pronouncing the sound incorrectly, words and names are sometimes deliberate by mispronounced for comic or malicious purposes

(Richards, Nordquist 2017, 10). English learners often have mistakes in their pronunciation; these are the common mistakes we have when learning a new language.

We will share a practical and beneficial advice:

- Be aware of the mistakes; find out how to fix them.
- Practice, and use words in a correct way.

### **1.6.5. Lack of Fluency**

Kopomen and Strock (1976), state that a person is considered to be a fluent speaker of a language, when he is able to use its structures accurately while concentrating on the context rather than the form, using the units and pattern out automatically at normal conversational speed when they are required.

Also, “a performance based phenomenon which is related to the flow continuity, automatically or smoothness of the speech” (ibid)

The other abilities are to talk on coherent .reasoned and semantically dense sentences, the ability to have appropriate thing to say in a wide range of context and the ability of being creative.

### **1.7. Students’ Speaking Difficulties**

English as foreign language, EFL learners no matter how much they know about the English language skill, they face many speaking difficulties .and most of the time, oral language in the classroom is used more by teachers then by students. However, oral language even used by teachers, this makes students face a lot of difficulties, the main ones are stated below:

### **1.7.1. Inhibition**

According to the *Collins Dictionary* 2019, Inhibitions are feelings of fear or embarrassment that make it difficult for you to behave naturally.

Inhibition appears to be most heavily recruited during the early stages of second-language acquisition, thereby facilitating retrieval of the weaker, foreign language in the face of the otherwise overwhelming dominance of the native vocabulary. (Anderson et al., 1994; Shivde & Anderson, 2001).

We can say that inhibition is a conscious or unconscious constraint, that prevents you from saying or doing what you want. In an EFL classroom inhibition appears especially when learners are asked to speak in front of their classmates.

### **1.7.2. Nothing to Say**

In the classroom, when teachers ask students to share their thoughts and talk about a given topic most of them prefer to keep silent, while others may say this expressions :I do not know ,I have no ideas. These expression shows that they have nothing to say and this problem can be by the lack of motivation in expressing themselves on the chosen topic. (Rivers 1968)

### **1.7.3. Mother Tongue Use**

According to Baker (2007) barriers to learning can occur knowingly or unknowingly when transfer the cultural rules from mother tongue to a foreign language. Therefore, the learner will find it difficult to use the target language correctly if he keeps on borrowing words and terms from his mother tongue that is a result of target language vocabulary tasks.

Students prefer to use the mother tongue outside the classroom or even inside the classroom more than the target language for many reasons; for example they see that this may help them understanding the second language and this can present a speaking difficulty.

#### **1.7.4. Low participation**

Is an important aspect of students learning, when students speak up in the class, they learn to express their ideas in ways that others can understand them, when they ask question how to obtain information to enhance their own understanding of a topic .

Just as speaking in front of a group is not an easy task to adults. However, speaking up in class is a struggle for many students (DR. Ken 1968). That struggle might manifest itself in the classroom, and the teacher has to deal with this problem positively for example:

- The teacher tries not to force his students to speak, instead motivates them.
- Ask questions you are confident he/she can answer.

#### **1.8. Reasons for Poor Speaking Skills**

In no-native English language speakers' societies, EFL learners have many reasons for their poor speaking performance and here are some of the main reasons:

- The curriculum does not focus on speaking skills;
- English proficiency by Teachers is also poor and limited;
- The conditions in Classroom do not support to use speaking or oral expression activities;
- Lack of practicing English outside the classroom because of the limited opportunities; and
- The system of examination does not emphasise learners speaking skills (Richards (n.d))



## **1.9. Errors correction**

EFL students face many problems and obstacles during their oral performance and even teacher have different views on this and different ways of correcting their students and it is a case finding out both you and your students feel comfortable with.

There are several ideas of how to go about it:

- Ask student how they want to be corrected.
- One way to give students a choice on how much they want to be corrected in particular class or activity.

### **1.9.1. Self correction/ peer correction**

Sometimes students realize that they made a mistake; the teacher should give them time to correct their errors themselves.

Students can be also correct one another ,peer correction often create a positive classroom atmosphere, as students realize that the teacher is not the only source of errors correction and they can learn a lot from one another (Dr.Ken 2011).

### **1.9.2. Correction Slots**

One way to focus on students' mistakes is to take time out of an activity and look at mistakes as a group. When students are doing a speaking tasks in pairs or groups, the teacher often monitor student and listen on what they be saying, if they can have a mate look and pen and makes mate of mistakes instead of you ,usually most of the mistakes can be corrected by the students themselves.

## **Conclusion**

In this chapter, we have discussed what speaking skill is, its relationship with the speaking skill and its importance and functions. We spotted the light on some common classroom oral activities and on students' errors and mistakes while speaking. Also we dealt with some difficulties students face when speaking, and some types of errors corrections that both teachers and learners' may use. Finally, we discovered the main characteristics of good speakers or language learners.

# **Chapter Two: Theoretical Background Of Social Media**

## **Introduction**

In this chapter, we will discuss what social media means, its various types, its history, benefits and significance in daily life. We will also attempt to present the relation between social media and education. The chapter ends with the effects of Social Media on EFL learners' speaking skill.

### **2.1. Definition of Social Media**

Social media have many definitions and these are some of them: according to (Oxford Dictionary, 2013) social media refers to Websites and applications that enable users to create and share content or to participate in social networking. Also, Social Media has been defined as websites which allow profile creation and visibility of relationships between users (Boyd & Ellison, 2008); web-based applications which provide functionality for sharing, relationships, group, conversation and profiles (Kietzmann et al., 2011). Social media has been referred to as "social media sites" (Diga & Kelleher, 2009), or a set of information technologies which facilitate interactions and networking (Kapoor et al., 2017; Oestreicher-Singer & Zalmanson, 2013).

**Media** regarded as instruments of communication and **Social Media** is to be seen as a social instrument of communication with the examples such as radio, newspaper, web sites etc.

### **2.2. Types of Social Media**

There are many types of Social Media that are used by most of people around the world, let us start by narrowing down some of them:

#### **2.2.1. Social Networks**

Formerly designed on communication purposes and for improving information exchange among small groups of users, Social Networks sites have become popular, with a

huge number of users joined the groups and became regular clients. In general, the social networks sites provide users with a private virtual space where each one could build his own public profile and manage a list of links to other users' profile (Boyd & Ellison, 2007).

They are services that allow you to connect to other individuals with common interests. Usually they consist of a profile, relational modalities and features to interact with other users. Members are linked bilaterally or through groups. The most popular today are Facebook and LinkedIn.

### **2.2.2. Platforms of Social Bookmarking**

Services that allow you to save, organize, and manage links to Web resources that you have found useful, interesting. Most allow you to "tag" your links to make them easy to find and share. The most famous are Pinterest or StumbleUpon.

### **2.2.3. Sharing Services**

Services that allow you to upload, share photos, videos, audio content on a website to make them accessible from anywhere in the world. Most of these services have additional social characteristics such as the addition of user profiles or the ability to comment on content. The most popular are Youtube or Flickr.

### **2.2.4. Micro-Blogging Sites**

Services that focus on short updates that are visible to anyone who has subscribed to receive. These are publishing, sharing and discussion services. Each individual member has a public profile where the latest messages are listed and can subscribe to profiles of other users. The best known site is Twitter.

### **2.2.5. The Forums**

Public chat room services where messages are displayed in chronological order. They differ from chats in that messages often represent more than one line of text and are at

least temporarily archived. A message posted by a user could be approved before by a moderator. The content posted by Internet users are categorized by themes, subjects.

#### **2.2.6. Blogs**

Services having a particular form of website, with specific features, but which are not always present. A blog is characterized by the more or less regular publication of articles, usually classified in reverse chronological order on the main page. Articles are dated and each has a unique URL with a comment box. There are many known and influential blogs. The blog also participates in SEO optimization of a company on a search engine.

As a result, we can say that to better understand the potential of social media in our digital strategies, it is essential to understand the specifics and the different types of platforms that hide behind such a familiar term. The presented types are only some examples, of course there are many other types.

#### **2.2.7. Collaborative Projects / Media**

Social and information sites that tend to relay content in a relatively neutral and factual way. In some cases, however, the former tend to influence each other. Collaboration, mutual aid and exchange are embodied in this type of social media. These sites are particularly powerful collaborative spaces. The best known are Wikipedia and Commentçamarche.net.

There are too many types of Social Media and those are only some examples.

### **2.3. History of Social Media**

It is important to understand the history of a phenomenon in order to manipulate it. At first glance, Social Media comes across as novelty. But a careful evaluation helps the user to trace back the origins of Social Media.



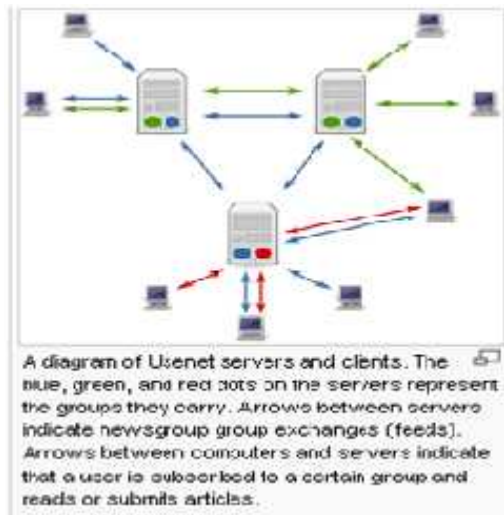
**Figure 1. Social Media History**

➤ **1971: Email**

There are ongoing debates on whether Email could be considered a part of social media. The predominant reasons why Email is not considered a social media are because (i) Email is a distribution mechanism whereas Social Media is a collective mechanism and (ii) Mass communication is different from Mass collaboration.<sup>4</sup> But Email certainly qualifies if we go by the simple definition that „social media is conversations that happen online“. Though the debate goes on, we cannot ignore the fact that the introduction of Email marked the beginning to the much more collaborative social media years later. Computer engineer, Ray Tomlinson invented internet based email in late 1971.

➤ **1979: Usenet**

Usenet is a worldwide distributed Internet discussion system. It developed from the general purpose UUCP architecture of the same name. Duke University graduate students Tom Truscott and Jim Ellis initiated this in 1980. They improvised the Email concept to share categorized messages. Users could read and post messages to one or more categories.



**Figure 2. Usenet**

➤ **1984: *LISTSERV***

LISTSERV scaled up the usage of email communication and proved as an effective way to reach out to a large number of people in an instant.

Prior to *LISTSERV*, email lists were managed manually. People would have to write to the administrator who manages the list and ask to be added or removed. This process only got more time-consuming as discussion lists grew in popularity. Eric Thomson, an engineering student tried to automate the process of managing email lists. Eric Thomson's email list management program, known as *LISTSERV* became a huge success. The emailing mechanism was expanded with the introduction of *LISTSERV*.

*LISTSERV* was the first electronic mailing list software application, in which the sender can send one email and it will reach a group of people. After the launch of *LISTSERV* in 1986, several other list management tools have been developed, such as Lyris ListManager in 1997, Sympa in 1997, GNU Mailman in 1998.<sup>7</sup> *LISTSERV* was freeware from 1986 through 1993. It is now a commercial product developed by LSoft, a company founded by *LISTSERV* author Eric Thomas in 1994.



➤ **1988: IRC**

Email, Usenet and Listserv helped in sharing messages, individually, categorized and also to a group through a list. This still could not replicate the ease of meeting a person face to face. Internet Relay Chat (IRC) introduced in 1988 improved the experience. IRC is a form of chatting. Originally designed for group chatting in discussion forums, this also allowed one-to-one communication via private message as well as chat and data transfers.

➤ **1991: Personal websites, Discussion groups, chat**

After the success of IRC, many personal websites, discussion groups and chat groups also became popular. At the beginning of the 90s, internet access was not completely accessible to the public. This situation changed when Private internet service providers (ISPs) began to start operations in the United States around 1994 or 1995. This gave millions of home users the chance to experience it. The other reason for the initial euphoria was the fact that the content was absolutely free other than the data usage paid to the internet companies. Early internet users were extremely outspoken and opinionated by today's standards. People were thrilled at the possibility of sharing their opinions and often went overboard in their expressions. The first online social media etiquette standards were proposed, and called netiquette, as a control mechanism. Internet forums grew in popularity by the late 90's and began replacing Usenet and BBSes as the primary platform for topical discussions.

➤ **1995: Social Networking site classmate.com**

Randy Conrads created Classmates.com in 1995 by. Nielsen Online ranked Classmates as number three in unique monthly visitors (U.S. home, work) among social networking sites in 2008. The objective of this social media website is to assist members in finding friends and acquaintances from throughout their lives, from kindergarten, primary school, high school, college, work and the United States military. Classmates.com has over 50 million members.

➤ **1998-2004**

Blogs, Podcast, Wikis The modern blog evolved from the online diary. Justin Hall, who began personal blogging in 1994 is generally recognized as one of the earliest bloggers.<sup>11</sup> The other popular blogs are Dave Winer's Scripting News and Wearable Wireless Webcam. Wearable Wireless Webcam was unique in terms of how it combined text, video, and pictures transmitted live from a wearable computer and EyeTap device to a web site in 1994. This practice of semi-automated blogging with live video together with text was referred to as sousveillance. Such entries were considered as legal evidence as well. Early blogs were simply updates in common Web sites. However, the evolution of tools to facilitate the production and maintenance of Web articles posted in reverse chronological order made the publishing process feasible to a much larger, less technical, population. Ultimately, this resulted in the distinct class of online publishing that produces blogs we recognize today. For instance, the use of some sort of browser-based software is now a typical aspect of "blogging". Blogs can be hosted by dedicated blog hosting services, or they can be run using blog software, or on regular web hosting services. Blogs are recognized as a separate medium in itself.

➤ **2005 and beyond**

**Web2.0** applications and user generated content took over during this time period:- The term Web 2.0 is commonly associated with web applications that facilitate interactive information sharing, interoperability, user-centered design, and collaboration on the World Wide Web. A Web 2.0 site gives its users the free choice to interact or collaborate with each other in a social media dialogue as creators (prosumer) of user-generated content in a virtual community, in contrast to websites where users (consumer) are limited to the passive viewing of content that was created for them. Examples of Web 2.0 include social networking sites,

blogs, wikis, video-sharing sites, hosted services, web applications, mashups and folksonomies.

The term is closely associated with Tim O'Reilly because of the O'Reilly Media Web 2.0 conference in 2004. Although the term suggests a new version of the World Wide Web, it does not refer to an update to any technical specifications, but rather to cumulative changes in the ways software developers and end-users use the Web. Whether Web 2.0 is qualitatively different from prior web technologies has been challenged by World Wide Web inventor Tim Berners-Lee, who called the term a "piece of jargon", precisely because he intended the Web in his vision as "a collaborative medium, a place where we [could] all meet and read and write". He called it the 'Read/Write Web'.

Social Media History points out how the entire phenomenon relied on power of the crowd. The technological Innovation had more to do with how a certain technology was combined with something else to bring in the power of social groups than a break through Innovation. Email was only an incremental Innovation of an existing program that let people leave messages on their personal computer. When that was combined with the file transfer program through ARPANET, the scope of reaching people expanded and ultimately resulted in a disruptive innovation. True to its history, Social Media impact also relies on how well digital technologies are matched with the goal of the company and the need of the target audience.

#### **2.4. Social Media and Education**

Behzadan and Kamat (2012) make the point that recent figures show that today's digital native students who are highly engaged with the technology around them are more likely to choose scientific and engineering fields that are more flexible and have already embraced the use of latest technologies. This point might seem in conflict with the discussion about social work faculty and practitioners using social media to enhance practice and policy

engagement. But the critical point is that students who are comfortable with the digital platform are more likely to embrace technology. So, rather than being fearful of and running away from the technology the profession should embrace it as more students are comfortable with it.

Behzadan and Kamat further highlighted that recent findings indicated that when properly implemented, computer technology has a significant effect on student achievement, stimulated increased instructor–student interaction, encouraged cooperative learning, collaboration, problem solving, and student inquiry skills. Yingxia, Ajjan, and Hong, (2013) in their research found that the higher the perceived risk of using social media utilization, the less likely faculty will use the technology to support in-class instructions frequently. They also found that social media use has a positive effect on student’s learning outcomes and their satisfaction.

### **2.5. Using Social Media in Class**

Due to the continuous increase of using new technologies in everyday life, the implementation of these technologies in learning activities becomes a necessity. Although the e-learning methods are incorporated in universities all around the world, the educational methods, techniques and educational software tools do not always keep up with the new information technologies.

However, they consider social media sites as educational tools because students and teachers can use them for sharing knowledge, as well as communication and social support (cited in Lee and McLoughlin, 2008).

This is an example of using social media during a class, taken from the « *International Journal of Learning and Teaching Vol. 3, No. 2, June 2017* » (Social Media in English Language Teaching and Learning ) :

**A case of using Facebook:** A teacher of the department had a positive experience with Facebook while teaching a course of English in the Workplace with a group project component for engineering students. Since the assessments were in the form of a project, requiring students to form a company and design a brochure to promote a product, the teacher suggested that his students set up a company Facebook page for group work. This helped to bring the project to life. Since all students were already on Facebook and in the habit of communicating with each other through this channel, they found it easy and intuitive to communicate and collaborate in this way. He informed his students that they might add him to their group if they wanted him to see their progress and provide feedback comments. He could easily give quick feedback comments, re-upload a file with feedback, or simply encourage students by clicking the “like” button. Students would often reply to his feedback with follow-up questions and they made use of the private message function to ask questions about the course, which he could answer quickly both inside and outside the classroom using the class computer or iPhone.

## **2.6. Benefits of Social Media for Learning**

Social Media have gained a status in nowadays people’s life because of the huge benefits it serves to the society in general and to each individual. This has encouraged the new generation to adapt quickly, collaboratively to this complicated ‘New Digital World’ which is based on the intercontact between the different users of Social Networks. Among the benefits of Social Media include:

- The use of media tools (text, audio, and video) is more dynamic and effective than the traditional tools.

- Social Networks give a chance for learners to get rid of the tension of classroom activities due to the fear of making mistakes or any negative behaviour.
- Traditional language assessment that still uses pen and paper does not suit the ways through which present day generation gain knowledge.
- Language learning and acquisition needs to use new technologies and a lot of practice.
- Traditional ways of education in most of cases may be boring and useless for learners and will put them in isolation and deprive them from discoveries, innovations and technology applications of the rich and healthy environment of the technology.
- Collaboration is a dynamic strategy in language learning because individual work cannot help learning language.
- Traditional direct instruction has no effect on language skills because it lacks interactivity.
- The traditional classroom nowadays is no longer a practical context to master the language skills.
- Online learning is learner-centered, and achievement directed for the sake of better performance.

As a result we can say that this new generation is lucky to have many digital tools, software applications, laptops and mobile devices such as smart phones with recent applications at hand every minute.

## **2.7. Effects of Social Media on EFL Learners' Communicative Competence**

The purpose of this study was mainly to explore how the use of multiple social media tools could complement EFL learners' communicative competence. The *Common European Framework of References for Languages*, introduced in 2001, provided a structure for measuring communicative competences in foreign languages, placing considerable emphasis on “using a language for independent communication” (Council of Europe 2011). As technological developments advanced, so did the way in which languages were taught. The shift from a behaviourist approach to language teaching, where drills and repetition were the modus operandi, to a social-cultural approach (Harrison & Thomas 2009) was facilitated by a departure from the use of Computer Assisted Language Learning (CALL) packages to online resources and communities, as language teachers sought to maximise the opportunities for students to access authentic material and native speakers.

The arrival of Web 2.0 tools, which encourage users to generate content and share experiences and opinions, has provided foreign language teachers with a unique opportunity to tap into an authentic environment for their students. Higher Education has seen a marked increase in the use of social media as a teaching tool (Bax 2011, Gouseti 2010, Blankenship 2011).

## **2.8. Using of Social Media to Enhance EFL Learners' Speaking Skill**

Within the learning process of a certain language, student needs to be completely involved in the practice of the target language for an effective and rapid enhancement of language competency. Therefore, the exposure to the target language input constitutes a corestone in the learning operation. This is what social media can provide for student in an enjoyable way. Students who are learning English as a Target Language can easily experience, and encounter it once they log into their social networks sites. Facebook, for

example, offers the learner the opportunity to have a good chat in English with native speakers from all over the world or read an amusing article in English which will immerse the student in a full language experience. Thus, social networks sites stand for an excellent substitution to the tradition language exposure operations. Many students might choose to enjoy a visual group chat on skype rather than sitting on their chairs in a normal classroom situation. This instance illustrates how student can benefit from social networks in order to have some activities in the target language.

## **Conclusion**

We discussed in this Chapter Social Media with a general view, starting from its definitions according to different scholars and what does the term itself means. Also, we gave types of social media most used nowadays. We added a brief history and why it became important by mentioning its significance in daily life. We also mentioned the benefits of Social Media for learners, and its relation with language learning and teaching process and we finished this chapter with its effects on EFL learners' communicative competence. Accordingly to that we will discuss in the second chapter the *speaking skill* and how it could be improved by using social media as an education tool.



**Chapter**

**Three:**

**Field Work**

## **Introduction**

The previous two chapters are devoted to the literature review of the EFL learners' speaking production and the role of social media as a teaching/learning tool to improve this skill, the difficulties that face them during the learning process, and the speaking activities most applied by teachers during oral tasks.

The present chapter aims to collect data about the students' behaviour during oral tasks, the obstacles they face during their speech, in addition to collect teachers' opinions about their students' speaking proficiency, and the importance of using social media to improve this proficiency.

Throughout this chapter, we will analyze the data collected from the teacher's and the students' questionnaires accordingly to our research questions and to our stated hypothesis in order to investigate the role of social media in promoting EFL learners speaking skill.

### **3.1. Students' Questionnaire**

It is an instrument for gathering data; it is done to collect information about our subject and to get answers for our questions.

#### **3.1.1. Aim of the students' questionnaire**

The main aim of the learners' questionnaire is to check second year student's attitudes towards the social media use and its effects in improving their speaking performance.

#### **3.1.2. Population and Sampling**

There are 97 students enrolled in the second year at the department of English at Abbes Laghrour University of Khenchela, our sample consists of thirty students (30) who are chosen randomly and they are enrolled for the academic year 2018/2019. They are chosen as participants because they study for the second year and have been introduced to the oral

expression course in their first year and had more experience in using the English language in the classroom where many obstacles during their oral production are observed.

### **3.1.3. Administration of the questionnaire**

I administered this questionnaire before the summer holidays; I gave it to 2<sup>nd</sup> year students from the 3 groups. Most of them accepted the questionnaire and they gave it back the moment they finished answering the questions. This questionnaire contains 13 questions of multiple choices and three questions are open ended with a total number of 16 questions.

The questionnaire consists four sections: General Information, Speaking Skill, and Social Media and social media in the Speaking skill.

### **3.1.4. The Description of Students' questionnaire**

#### **Section one: Background information**

In this section, there are four questions. These questions aim to know about our participants by knowing their gender, age, their level in speaking English, and their choice of studying English.

#### **Section two: Speaking Skill**

This section contains four (4) questions, which aim to know about the students' opinion towards speaking skill, the relation between the speaking and listening skills, the difficulties they face during speaking activities and the most preferring oral activities used by teachers to overcome these difficulties.

#### **Section three: Social Media**

It consists of four (4) questions. The purpose of these questions is to get information about whether they like using social media or not and for how much time they use it per day, also to know their most preferable type of social media; in addition to how they see the importance of social media in our daily life today.

## Section four: Social Media and the Speaking Skill

The section contains four (4) questions. This section sought to investigate learners' opinions about the use of social media to improve their speaking skill and to what extent they benefit from using it. Moreover, it aims at identifying the usefulness of using new technologies to improve teaching English as a foreign language. Furthermore, the section investigates the effect of using social networks to overcome the weaknesses of pronunciation.

### 3.1.5. Data Analysis Procedures

We intended to use the descriptive approach to analyse the collected data from the questionnaire.

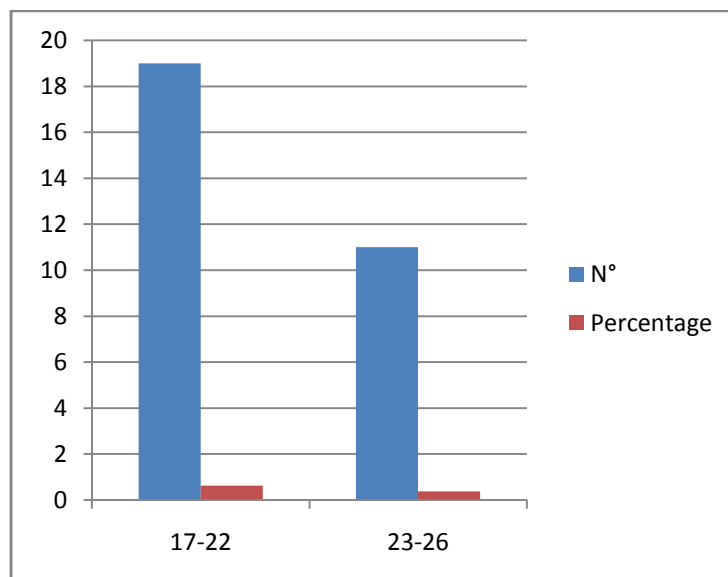
### 3.1.6. Analysis of the Students' questionnaire

#### Section One: General Information

##### Q 1: age

Option	17-22	23-26
N°	19	11
Percentage	63%	37%

Table 1. students' age



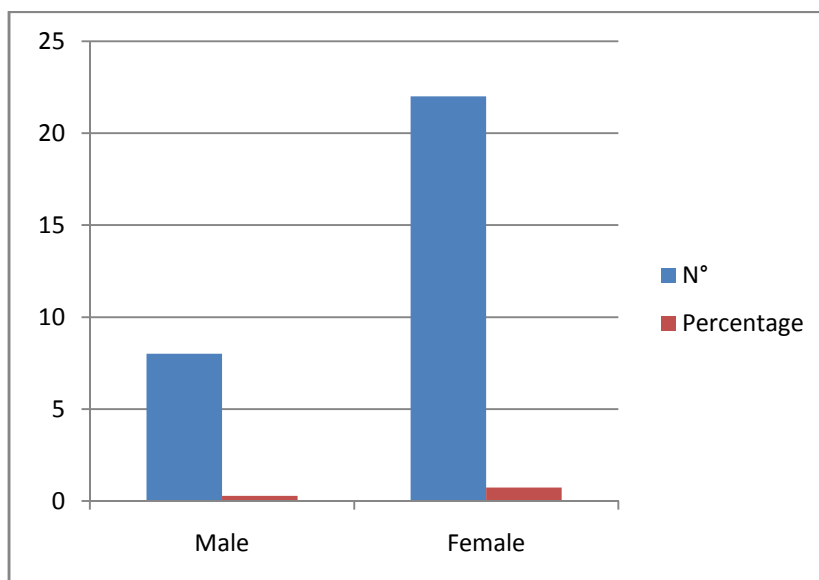
Graph 1. students' age

The table 1 shows that the majority of second year students' age is between 17-22 years old, which resembles 63% from the total sample and the rest are between 23-26 years old that represent 37%.

**Q 2: gender**

<b>Gender</b>	<b>Male</b>	<b>Female</b>
<b>N°</b>	8	22
<b>Percentage</b>	27%	73%

**Table 2. students' gender**



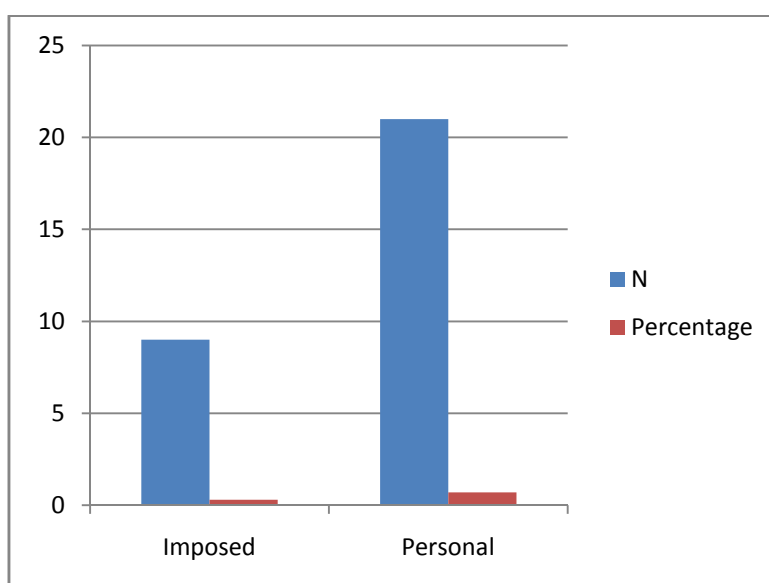
**Graph 2. Students' gender**

The table 2 shows that the majority of students are females, which resembles 73% from the total sample and the rest are males that represent 27%.

### Q 3: students' choice to study English

Option	Imposed	Personal
N°	9	21
Percentage	30%	70%

**Table 3. students' choice to study English**



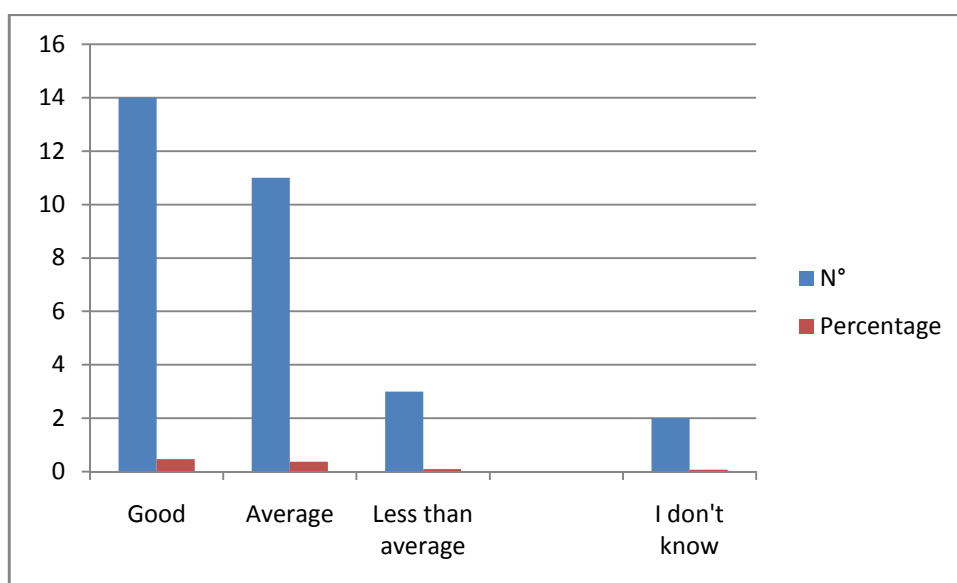
**Graph 3. students' choice to study English**

Table 3 shows that the most of students 70% declare that their choice to study English is personal, this means that they are motivated to learn more about the English language, maybe they like it more than other options. Whereas the remaining ones 30% are imposed because of many reasons, among which being imposed by their parents or their marks do not allow them to study another specialty they like.

### Q 4: How do you evaluate your level in speaking?

Option	Good	Average	Less Than average	I don't know
N°	14	11	3	2
Percentage	47%	37%	10%	7%

**Table 4. students' level in speaking**



**Graph 4. students' level in speaking**

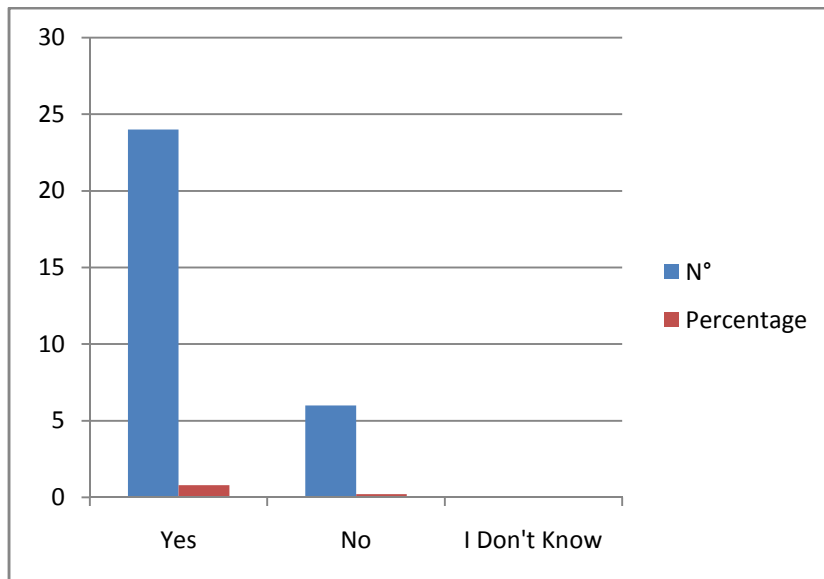
We noticed that the majority of the participants (resembles 47% from the total), think that they have a **good** English, maybe because they practice their English Language using different tools such as reading books. Some others they describe their level in speaking English by **average** which represents 37%, and only a few of them have a **less than average** level in speaking English 10% and the rest 7% answered by **I don't Know** . Therefore, those who answered that their experience in speaking English is low may be they are facing obstacles or problems in their learning.

## Section Two: Speaking Skill

**Q 5: Do you think that speaking English is important?**

Option	Yes	No	I Don't Know
N°	24	6	0
Percentage	80%	20%	0%

**Table 5. importance of the speaking skill**



**Graph 5. importance of the speaking skill**

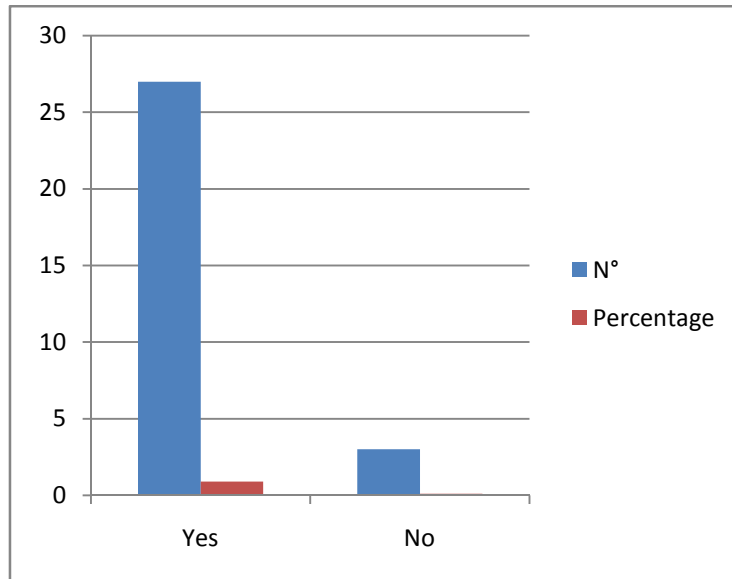
The results show that the majority of the 2<sup>nd</sup> year students (80%) see that the speaking skill is an important issue related to their learning. The rest 20% do not see any importance of this skill. Therefore those who answered by **no** maybe some of them are the same who are imposed to study English, so that they don't really see the role of this skill for their learning.

**Q 6: Do you think that there is a relationship between speaking and listening?**

Option	Yes	No
N°	27	3
Percentage	90%	10%

**Table 6. relationship between speaking and listening**





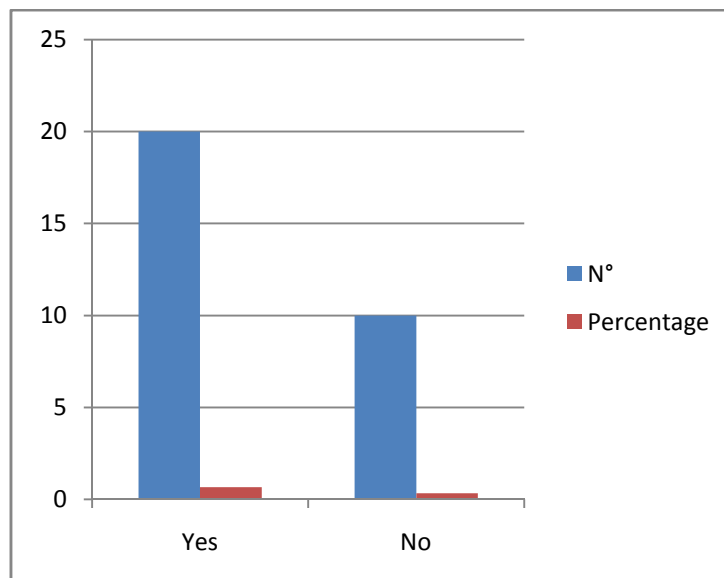
**Graph 6. relationship between speaking and listening**

The table above shows that 90% out of the total number of students agreed with the existence of a clear connection between the speaking and the listening skills, those two are regarded to have a complementary relationship. They are inseparable. The remaining students' percentage 10% answered by no actually they are not really aware with the importance of this relationship, but it still their opinion.

**Q 7: When you speak English, do you face problems?**

Option	Yes	No
N°	20	10
Percentage	67%	33%

**Table 7. students' problems when speaking English**



**Graph 7. students' problems when speaking English**

The 7<sup>th</sup> table and graph shows that the majority of the students (67%) face speaking problems when practicing their English language. Whereas, only 10% of them do not have such obstacles.

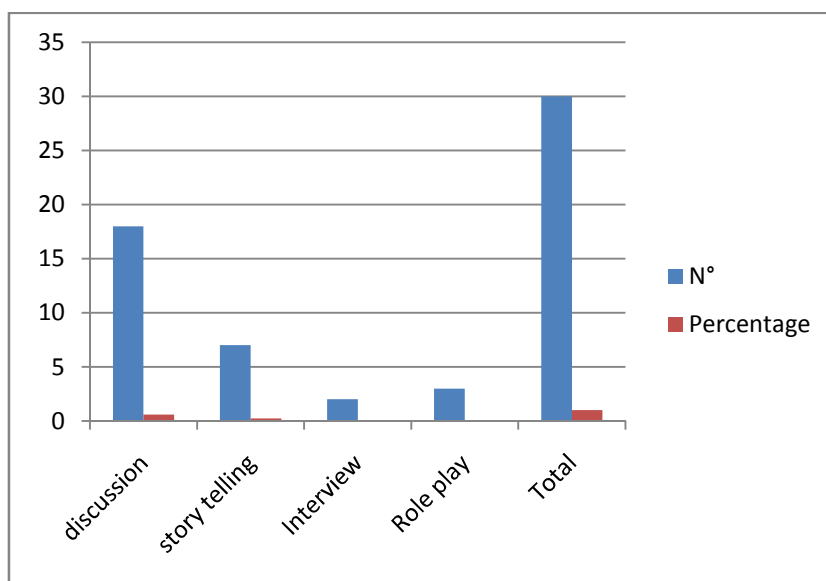
**Justification:**

The participants from the samples who answered by **Yes** arguing that the **low self-confidence, pronunciation** and the **linguistic difficulties** are the major speaking problems they encounter during a speaking task or any time they intentionally use the English language. Thus, teachers must be aware about these difficulties and should figure out some viable solutions to overcome their students' weaknesses.

**Q 8: What are the main speaking activities used by your teacher to overcome these difficulties?**

Option	Discussion	Story telling	Interview	Role Play
N°	18	7	2	3
Percentage	60%	23%	7%	10%

**Table 8. oral activities used by teachers**



**Graph 8. oral activities used by teachers**

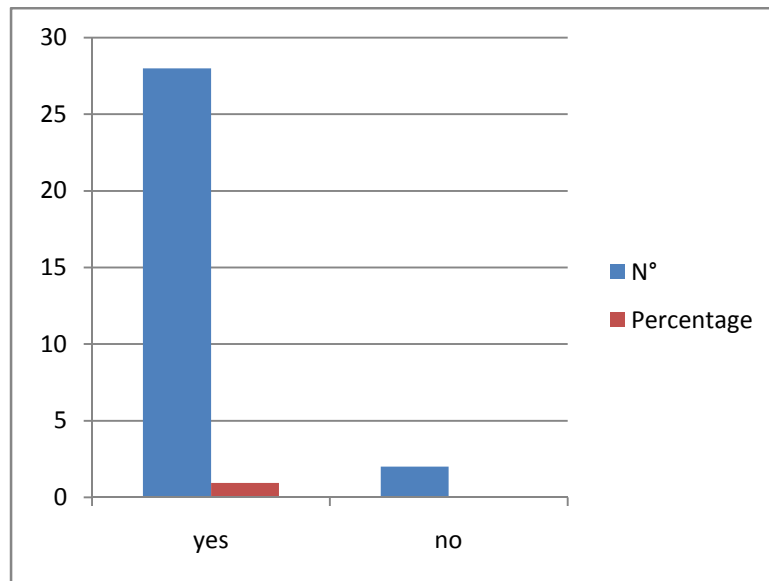
The use of different classroom oral activities is mostly up to the teacher choice, some other teachers like to know about their students preferable oral tasks and leave the choice for them. The results in the 8<sup>th</sup> table say that the highest percentage (60%) was for the “discussion”, “storytelling” with 23% and the “interview” and “role playing” are between 10% and 7%.

### **Section Three: Social Media**

#### **Q 9: Do you like to use Social Media?**

Option	Yes	No
N°	28	2
Percentage	93%	7%

**Table 9. do students like to use social media**



**Graph 9. do students like to use social media**

The table shows that more than 90% of the samples choose the **yes** option and only 7% choose **no**.

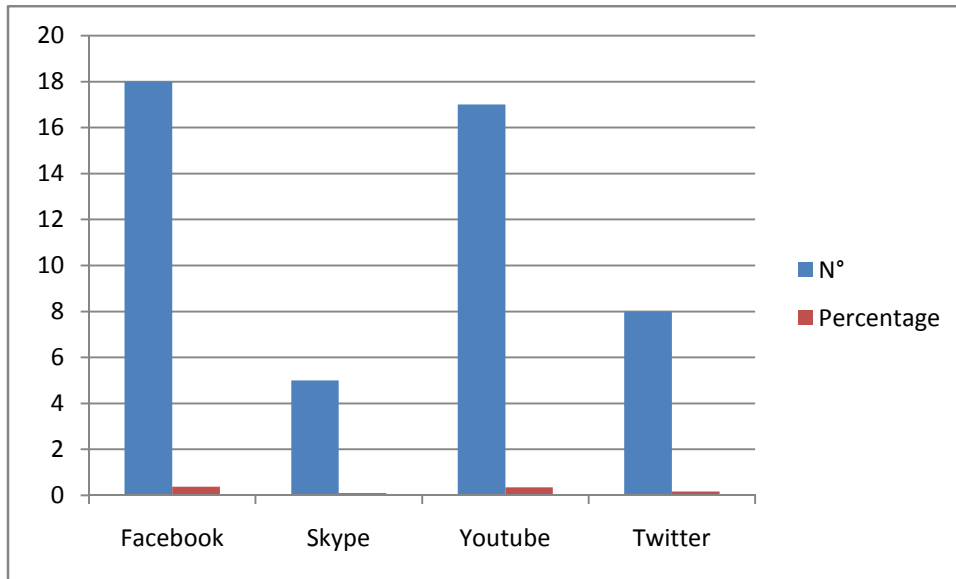
**Justification**

Those who like to use Social Media (28 students out of 30) agreed on using it to chat with English native speakers in order to improve their language, to communicate with friends and exchange ideas and to stay aware about what happening in the world. But the two (2) participants who do not like to use this latter, said that they find that this technology is a waste of time and may cause visual problems when overused, but this does not means that they do not use it at all.

**Q 10: Which kinds of the following Social Networks do you prefer?**

Option	Facebook	Skype	Youtube	Twitter
<b>N°</b>	18	5	17	8
<b>Percentage</b>	38%	10%	35%	17%

**Table 10.kinds of Social Networks most used by students**



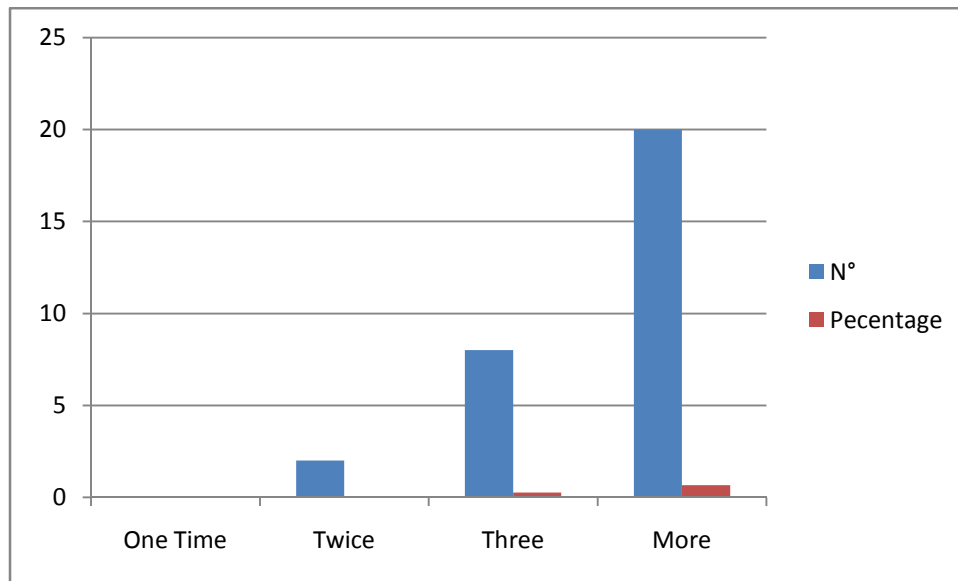
**Graph 10. kinds of Social Networks most used by students**

According to the table, 18 out of 30 participants like to use both Facebook and Youtube and the rest are divided between Twitter and Skype. Every one prefer to use one of these technologies, it is a personal choice but the previous studies showed that people like to use **Facebook** and **Twitter** because they allow them to post real content to their profiles besides the ability to post links with a picture attached, photos with all friends tagged. Those who prefer to use **Skype** are said to feel free with it more than others and people who like use **Youtube** is due to the two main services it offers: usage for own created videos and usage to watch videos. Some of the participants add **Instagram** in their choices and justify that it fosters relationships with their friends and community at large. According to the study, more than half (56%) of **Instagram** users surveyed said that “the platform makes them feel more connected to the people they know”. (Website)

**Q 11: How much time you use Social Media per day?**

Option	One Time	Twice	Three	More
N°	0	2	8	20
Percentage	0%	7%	27%	67%

**Table 11. time spent by students on the use of social media per day**



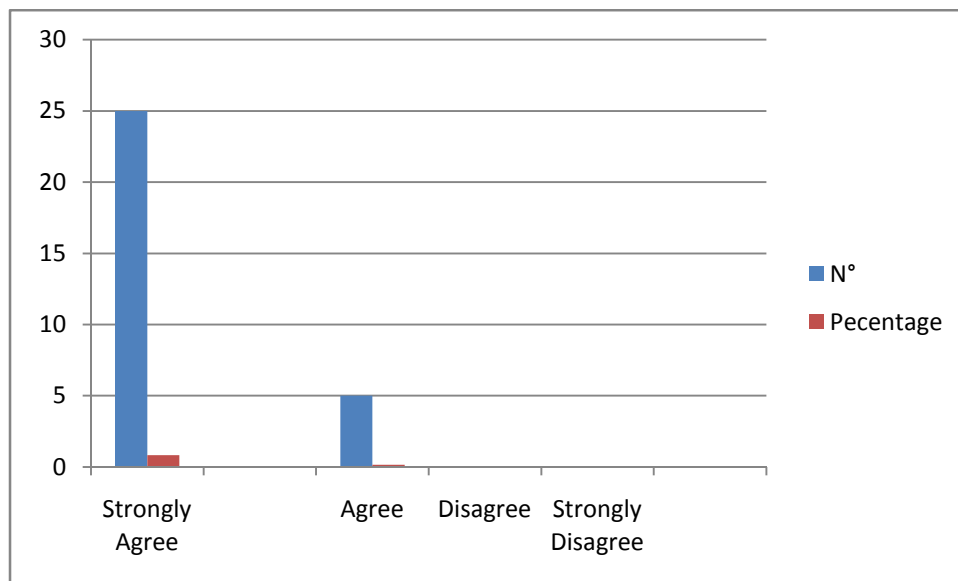
**Graph 11. time spent by students on the use of social media per day**

The data collected shows that 20 out of 30 participants use social media more than three time a day, this is a much time spent and may cause serious problems and perhaps leads to the overuse of this technology. 8 participants use it three time a day and this is the best use and the remaining two simples use social media twice per day maybe they are the same participants who answered that they do not like to use social media in the previous question.

**Q 12: Social Media is a very important tool in our today daily life today?**

Option	Strongly Agree	Agree	Disagree	Strongly Disagree
N°	25	5	0	0
Percentage	83%	17%	0%	0%

**Table 12. students' reactions to the importance of social media in today life**



**Graph 12. students' reactions to the importance of social media in today life**

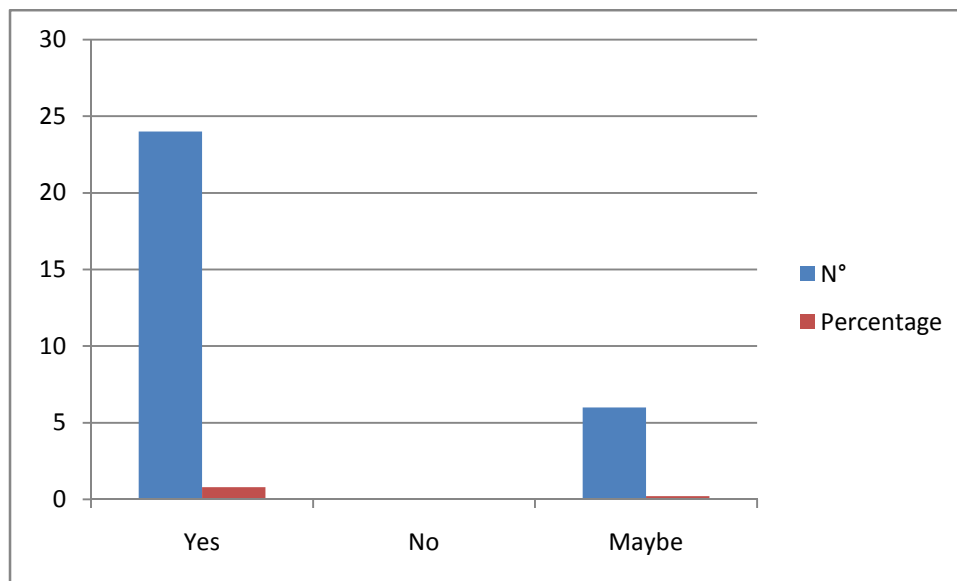
The graph shows that more than 80% of the students who participated in this questionnaire strongly agreed that social media is a very important tool in our daily life today. No one of the participants disagreed with that. This means that students are aware about the crucial role new technologies play in our life, its significance in our studies and the different services it offers. We can say that this latter facilitates almost everything especially communication.

#### **Section Four: Social Media in Speaking Skill**

**Q 13: Do you think that the adoption of new technology in teaching English as a foreign language is a good strategy to improve your speaking skill's level?**

Option	Yes	No	Maybe
N°	24	0	6
Percentage	80%	0%	20%

**Table 13. Students' reactions about the use of new technology in teaching EFL**



**Graph 13. Students' reactions about the use of new technology in teaching EFL**

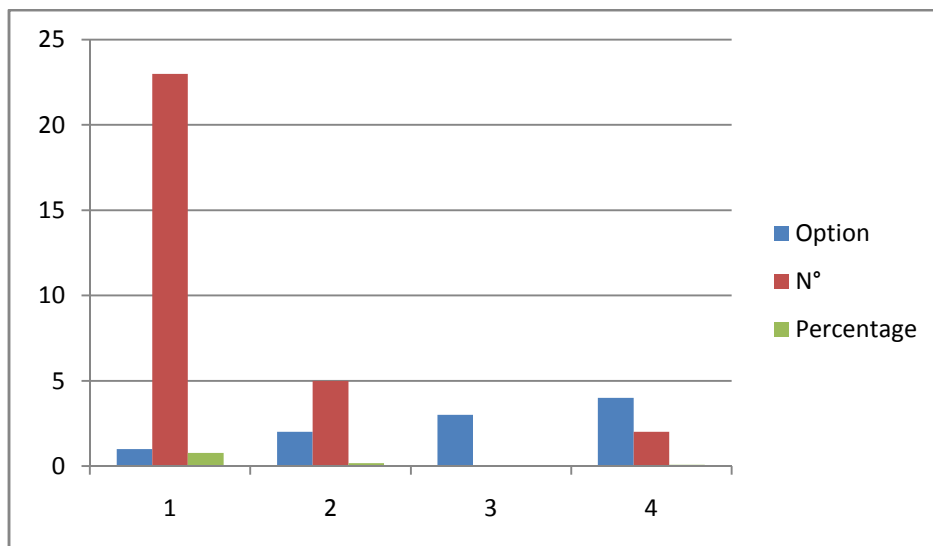
Eighty percent of the samples agree with the idea of using new technologies in teaching EFL is a good strategy to improve the speaking skill. This means that the majority are conscious about how they can benefit from the usage of these new technologies. The remaining percentage (20%) represents the minority of students who choose “maybe” as an option. They are somehow motivated about the importance of the new technology role in EFL teaching/learning processes.

**Q 14: What do you think about the use of Social Media to improve your speaking skill?**

Option	It is a great help for you (1)	They do not help much in class (2)	They are not Beneficial (3)	It is difficult to apply them in class (4)
N°	23	5	0	2
Percentage	77%	17%	0%	7%

**Table 14. students' reactions to the use of social media to improve their speaking skill**





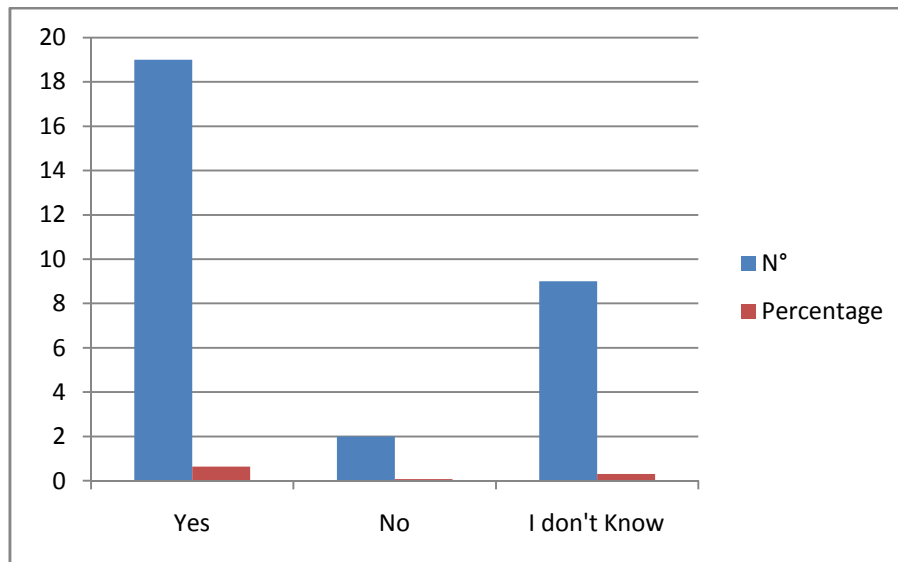
**Graph 14. students' reactions to the use of social media to improve their speaking skill**

The results show that 77% of students see that the use of social media is a great help for them to improve their speaking skill. 17% of them choose the 2<sup>nd</sup> option that says “social media do not help much in class” and this may be due to the teacher. Some teachers do not really use social media in their classes and also they don't motivate their students to use it as well. No one of the samples choose the option that says “social media is not beneficial” and this means that the majority of 2<sup>nd</sup> year students in our department are aware about the importance of this technology.

**Q 15: In your opinion, do you think that using Social Networks help you to overcome your weaknesses in pronunciation?**

Option	Yes	No	I don't Know
N°	19	2	9
Percentage	63%	7%	30%

**Table 15. Students' opinion about the use of social networks to overcome pronunciation weaknesses**



**Graph 15. Students' opinion about the use of social networks to overcome pronunciation weaknesses**

The obtained results say that 63% of the participants think that using social media help them to overcome their English pronunciation problem because they answered by **yes**. Maybe this category of students interacts too much with English native speakers via social networks that is why they agree with this idea. The rest two options “**no**” and “**I don't know**” are between 30% and 7 %.

**Q 16: What do you think about the chosen topic? Is it a good one?**

All the participants respond positively to this question. They claim that it is a good topic to be investigated, interesting and an important one. Some of them see that it is important for every student to take into considerations the significance and the role of social media to enhance their communicative competence.

## **3.2. Teachers' questionnaire**

This research tool helps us to get teachers' opinions about the role they played during teaching oral expression session and to get insight about the use of social media in class.

### **3.2.1. Aim of the teachers' questionnaire**

Teachers' interview aims at finding out the teachers' attitudes about the existing relationship between the social media and learners' speaking performance. Also, it aims at investigating whether or not our teachers use the Social Media in their teaching process. Moreover, it sought to identify its effectiveness on students' speaking skill.

### **3.2.2. Population and Sampling**

It was administered to six (6) teachers of oral expression in our department. The reason behind this choice of participants because first the topic under investigation is about the speaking skill so it is the best choice is oral expression teachers and second because they are more experienced with the subject under study.

### **3.2.3. Administration of the teachers' questionnaire**

In this current research, I selected a questionnaire. The use of this data gathering tool will support the researcher to collect data from the participants' experiences.

Regarding the administration of the questionnaire, we distributed the questionnaire hand in hand to our sample in their ordinary sessions of oral expression, after the spring holidays in the same academic year 2018/2019. The respondents answered the questionnaires in the same sessions.

### **3.2.4. Description of the Teachers' Questionnaire**

Teachers' questionnaire is addressed to six (6) teachers of oral expression course from Khenchela University, Department of Foreign Languages, Faculty of English Language. The questionnaire is composed of three (3) sections with a total number of sixteen (15)

questions. The first three questions are about gathering background information about the teachers' gender, degree and experience at the university level in general. The questions from four (4) to fifteen (15) are the core of the present research topic which aim to study the significance of using social media as a teaching / learning tool in boosting EFL learners speaking proficiency. The questionnaire is composed of four (4) multiple choices questions, three (3) yes/no questions and four (4) questions are open questions. The use of different types of questions helps in confirming our hypotheses. The last question (15), as an open question and it is about knowing teachers' attitudes towards the current topic and/or their comments and advices if they have any. The teachers were asked to answer the questionnaire by ticking the appropriate box, and making statements whenever required.

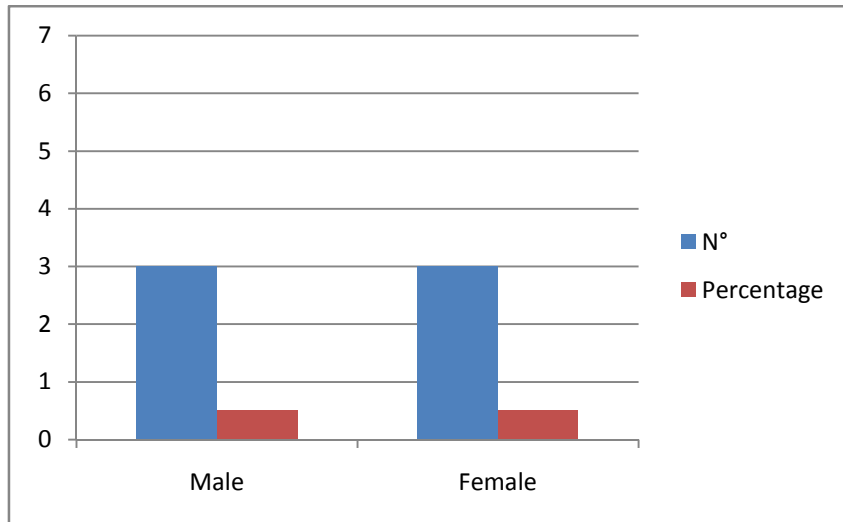
### **3.2.5. Analysis of teachers' questionnaire**

#### **Section One: General Information**

##### **Q 1: gender**

<b>Gender</b>	<b>Male</b>	<b>Female</b>
<b>N°</b>	3	3
<b>Percentage</b>	50%	50%

**Table 16. teachers' gender**



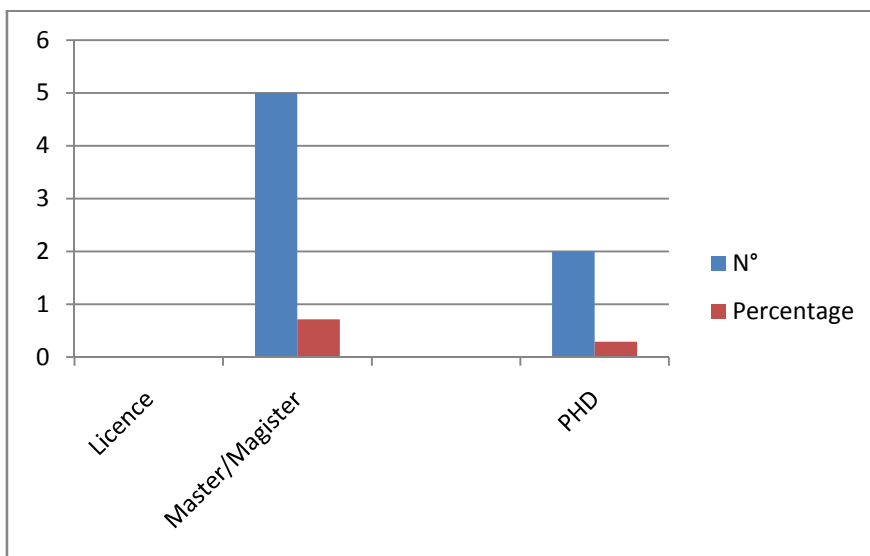
**Graph 16. teachers' gender**

The participants are three (3) males and three (females). This will help to get good and valid results because we will collect answers of both genders equally.

**Q 2: What is your Degree?**

Degree	Licence	Master/Magister	PHD
N°	0	5	2
Percentage		71%	29%

**Table 17. teachers' degree**



**Graph 17. teachers' degree**

The data in both 17<sup>th</sup> table and graph say that none of our participants have Licence degree; rather 5 out of 6 have either Master or Magister degrees. The remaining two teachers have a PHD degree. From this we deduce that the chosen participants are qualified and experienced enough to give good answers to the questionnaire which will help for the validity of the results of my thesis.

**Q 3: How long have you been teaching English at the university level?**

**Teacher 1:** 9 years

**Teacher 2:** 5 years

**Teacher 3:** 4 years

**Teacher 4:** 12 years

**Teacher 5:** 10 years

**Teacher 6:** 3 years

These answers show that all of the participants have experience of more than 10 years in teaching English at the university level. This means that the English Department at Abbas Laghrour University have experienced and qualified teachers. Therefore, they will provide us with the necessary data needed in this study.

**Section Two: Speaking Skill**

**Q 4: How long have you been teaching the oral expression subject?**

**Teacher 1:** 3 years

**Teacher 2:** 2 years

**Teacher 3:** 3 years

**Teacher 4:** 5 years

**Teacher 5:** 2 years

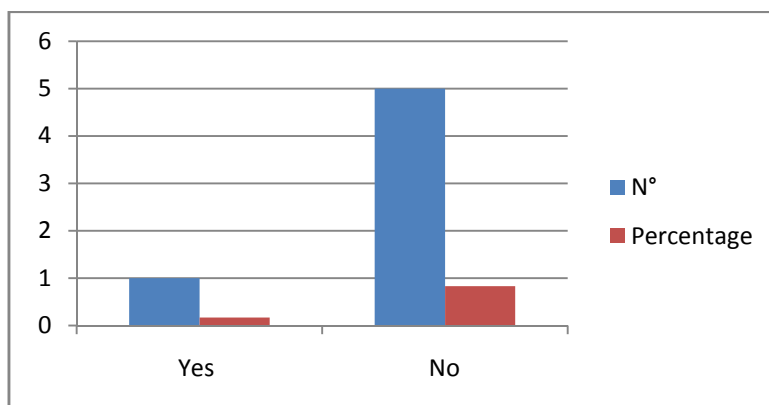
**Teacher 6:** 2 years

The answers were between 3 and 5 years. All of the samples have an experience of more than 2 years in teaching the oral expression module, a period in which it is more than sufficient to have to an effective training and reflective teaching. This means that they are expected to be familiar with their students' errors and difficulties faced during the speaking performance. In addition, they are more experienced in when and how to use social media to improve students' speaking skill.

**Q 5: Do you think that time allotted to the subject is enough to fully help your learners' develop their speaking?**

Option	Yes	No
N°	1	5
Percentage	17%	83%

**Table 18. teachers' reactions about the time allotted to the oral expression course**



**Graph 18. teachers' reactions about the time allotted to the oral expression course**

Five out of six answers agreed about that the number of sessions allotted for the oral expression module per week is not sufficient to help EFL learners promote their speaking. Therefore, this affects negatively the outcome of the subject, the teacher cannot reach the lesson objectives in a period of 1 hour or 2 hours per week, especially the oral expression course where each task provided by the teacher needs a lot of practice by the students and this

cannot be done in this short time. What can we deduce is that the administration should take into account this type of problems and figure out some solutions to fix them probably by programming more than 2 sessions per week, also it is the students responsibility to practice their English language outside the class using different ways and techniques, they mustn't rely only on the oral expression session in the university.

**Q 6: How do you find teaching speaking?**

Concerning the interviewees' answers, our samples agreed on one answer which tells that teaching speaking is a difficult task to do, a very interesting answer says that despite the fact that it is difficult, it is enjoyable at the same time. Here we can understand that many EFL teachers realize that fluency in speaking is the hardest skill to develop but at the same time it still one of the most important language skills. Teaching oral expression subject based more on exercises such as games, role playing, watching videos... so that the teacher can figure out some ways to facilitate his job for himself and for his students.

**Q 7: Are your students good speakers?**

Five teachers claim that not all of their students are good speakers; three teachers said that many learners face many obstacles at different levels in the speaking task, and only one teacher said that some of his students are really good speakers.

**) If yes what are the reasons?**

The only teacher who claimed that he has some good students in his class said that is this category of good speakers are good listeners and they practice their English language outside class a lot.

**) If no, what are the main difficulties they encounter during a speaking task?**



**Teacher 1:** lack of accuracy, lack of vocabulary, shyness, fear of making mistakes, fear of a teacher negative feedback.

**Teacher 2:** they seem exposed to the English language for the first time.

**Teacher 3:** lack of vocabulary and interference.

**Teacher 4 :** anxiety, they lack self-confidence, fear of making mistakes in front of their peers, lack vocabulary and mastery of the language, afraid of their teachers' oral feedback.

**Teacher 5:** they suffer from many problems among them which are linguistic problems (have nothing to say, some of the students have ideas and do not know how to express them...

The replies demonstrated that EFL students suffer from many problems when learning speaking. We can classify the interviewees' answers into two main problems: **psychological problems** including (shyness, anxiety, the fear of making mistakes, lack of self confidence) and **problems in the linguistic competence** including (lack of vocabulary and lack of mastery of grammar rules, nothing to say).

This reality is closely matched with what we found when analyzing students' questionnaire. What we can derive from these answers is that although teaching speaking is a difficult task to do for teachers, but still they should take into considerations these kind of problems and try to provide their students with the appropriate solutions for these obstacles in order to facilitate the process of the oral expression course.

**Q 8: How do you help your students to overcome their speaking weaknesses?**

The samples gave many ways and techniques mostly used in an EFL classroom during the oral expression course in order to aid their students to deal effectively with their speaking difficulties.

Some of these techniques were:

- ) To give the students equal opportunities to speak freely during the task.
- ) To vary the type of activities and the topics, this should go with the learners' needs and interests.
- ) To put the students in an authentic context.
- ) To take into account the students level of language proficiency.
- ) By motivating/encouraging them through the selection of interesting topics.
- ) Make the environment suitable for the students so that they enjoy doing the oral task and feel free to talk about their needs, problems and desires.

What we can conclude from all of these answers is that, the variation in the type of the activities from one hand, and the motivation from the other hand will absolutely help learners overcome their speaking weaknesses and to develop this skill more and more.

**Q 9: What are the different oral activities you find helpful?**

**Teacher 1:** acting events or scenes from theatre, presenting a research a research or a speech

**Teacher 2:** discussion

**Teacher 3:** playing roles (pairs or groups)

**Teacher 4:** debates

**Teacher 5:** tasks in form of interview in which they prepare it before class then play it in front of class like playing roles as interviewers and interviewees.

**Teacher 6:** repeating a short story or a scene from a play prepared before orally.

As we have said before in the analysis of students' questionnaire, the choice of oral activities is totally up to the teacher. The variety of oral tasks will help students improve their speaking performance for sure as well as making the classroom environment enjoyable one.

### **Section Three: Social Media**

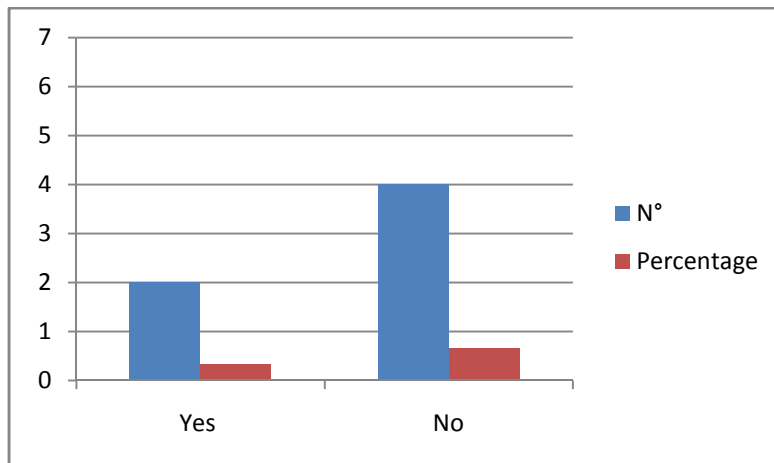
#### **Q 10: According to you, what is social media?**

The sample gave different definitions for the term “social media” among which: “ a special kind of new media, that make people connect and interact via internet”, “ a way of interacting with others in a short time everywhere” and “ it is a source of twisted language”. All the given definitions are correct, interesting and valuable.

#### **Q 11: Do you rely on it to present the course?**

<b>Option</b>	<b>Yes</b>	<b>No</b>
<b>N°</b>	2	4
<b>Percentage</b>	33%	67%

**Table 19. do teachers rely on social media in class**



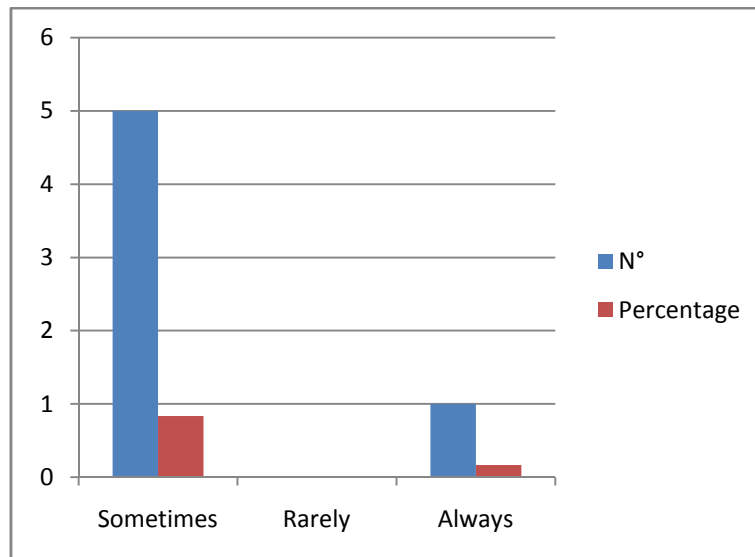
**Graph 19. do teachers rely on social media in class**

Sixty seven percent of our samples do not use social media to present an oral course. This might be for many reasons; the first reason might be noticed is the lack of interest in using Social Networks in general. Another reason we should mention is having time deficiency in delivering the input and preferring traditional strategies. Also, maybe the current situation of the laboratories of our department and the lack of appropriate materials is a reason for not using this technology in an oral expression class. On the other hand, 33% of our teachers are highly interested in using Social Networks to conduct their lessons for the reason of trusting social media.

) **If yes, how often do you use during class?**

Option	Sometimes	Rarely	Always
N°	5		1
Percentage	83%	0%	17%

**Table 20. frequency of the use of Social media**



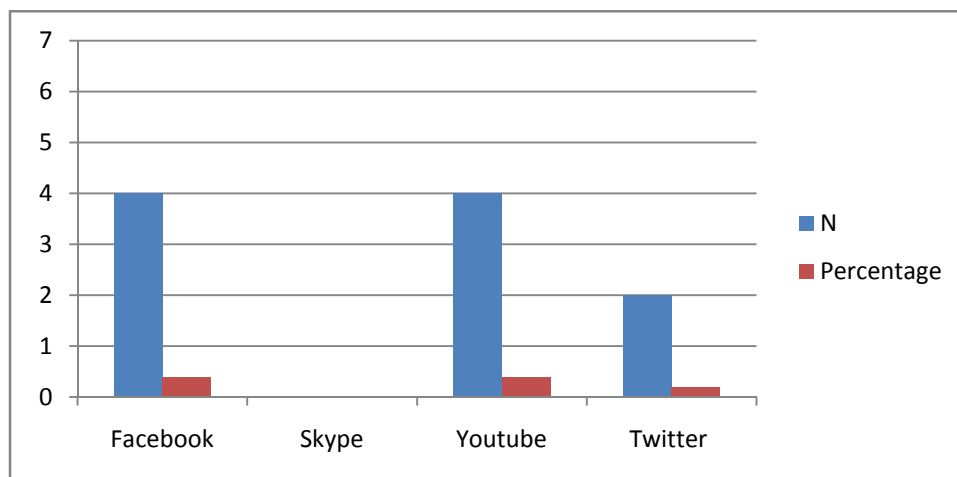
**Graph 20. frequency of the use of Social media**

More than 80% of the participants “sometimes” use social media in their courses.

**Q 12: Which kind of Social Networks do you prefer to use?**

Option	Facebook	Skype	Youtube	Twitter
N°	4	0	4	2
Percentage	40%	0%	40%	20%

**Table 21. kind of social networks most used by teachers**



**Graph 21. kind of social networks most used by teachers**

40% of the teachers prefer both **facebook** and **youtube**, 20% of them like **twitter** and none of them like to use **skype**.

**Justification**

**Teacher 1: (Facebook)** I created a **facebook** group and I added my students so that I can share with them any new information concerning their studies, if there is any change in the schedule I let them know via this group.

**Teacher 2: (Facebook)** it facilitates communication with colleagues, for example if there is any interesting new concerning our department I will be informed immediately.

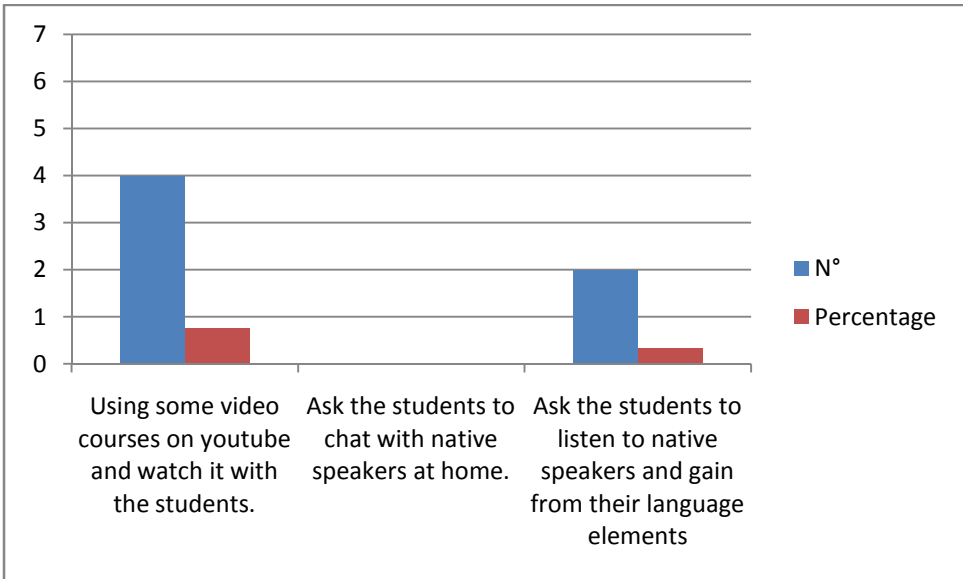
**Teacher 3: (Facebook)** I feel free when I use it. **(Youtube)** sometimes I give my students a title or a link of a video of any kind on youtube and ask them to watch it and prepare a lesson for the next course.

The remaining three samples just select the option they want without giving any justification.

**Q 1: How do you benefit from the use of Social Networks in your courses?**

Option	Using some video courses on youtube and watch it with the students.	Ask the students to chat with native speakers at home.	Ask the students to listen to native speakers and gain from their language elements
N°	4	0	2
Percentage	77%	0%	33%

**Table 22. The benefit of using Social Networks.**



**Graph 22. The benefit of using Social Networks.**

The majority of teachers (77%) responded that they benefit from Social Networks by viewing video courses on Youtube and sharing them with the students. The rest of the teachers' sample (33%) said that they ask students to use Social Networks in order to get the opportunity to acquire the target language better.

**Q 14: at the end, if you have anything to add or your opinions about the topic, any advice.**

**Teacher 1:** good topic

**Teacher 2:** good luck

**Teacher 3:** interesting topic

**Teacher 4:** good luck

**Teacher 5:** good luck

Three out of five samples wish us good luck, and we as students thank them for the participation, help and guide in return. Two of the answers show the importance of the proposed theme « social media as a teaching tool for boosting EFL learners' speaking skill ».

### **3.2.6. Summary of the teachers' questionnaire findings**

We can say that all the six teachers claim the importance of social media and its significant role in the teaching process. As it is argued by them, social media would be used as a means in helping, motivating students to enhance their performance. In clear words, it can function as powerful tool which aids students to pay more attention on their errors and to correct them. So, students do not hesitate, of course if it is used in its appropriate way. As a result, these data help us to confirm that social media have a great effect in improving EFL students' speaking skills which is considered as an answer to our main research question.

## **Conclusion**

Overall, this chapter analysed and discussed the findings gathered from students and teachers' questionnaires. Initially, it provided the aim, population and sampling, administration, data analyses procedure and finally the analyses of the students questionnaire. Then the same steps for the teachers' questionnaire.

The data gathered from students' and teachers' questionnaires allowed us to draw up the following points: the findings reveal the effectiveness of social media and support the benefits of this teaching tool in increasing the speaking abilities of second-year students at the Department of Foreign Languages at Abbas Laghrour University. That is to say, it plays a crucial role in developing EFL speaking performances, because it strengthens concentration and attention to their speaking errors especially for those who communicate with British native speakers. Besides, it makes them very sure not to fall in those errors next time. Also, the more positive comments, motivations and encouragements teachers provide the more enhancements and developments are received in the students' speaking skills. Consequently, of the aforementioned, the hypothesis is confirmed and the research questions that are asked before in this dissertation are answered successfully.

## **General Conclusion and Recommendations**

Improving the speaking skill is a hard task to develop for foreign language learners and teachers. It requires some techniques and experiences to produce the language strictly and understand the intended meanings of other speakers. According to many teachers the best way to do that is; to encourage some new strategies inside or outside the classroom, since learners do not use foreign language frequently in their daily life outside the classroom. Our study has been focused on the effectiveness of the use of Social Media to improve EFL learners speaking skill. So, this study was composed of two parts (Theoretical, Practical part). The theoretical part was an overview on Speaking Skill, and Social Media, including the main



titles and types of each variable in order to give a clear idea about each one and the relation between them.

The practical part of this study was an analysis in order to confirm the results that have been obtained from both second year LMD students and teachers' questionnaires. The findings went hand in hand with our hypothesis which emphasize that learners will enhance their speaking skill if they use Social Media in an appropriate way.

The aim of this study is to explore whether the use of the social media as a technique is useful in enhancing students' communicative competence or not, to draw teachers' attention towards the significance of social media as a technique in improving the speaking skill of second-year students at Khenchela University and to raise students' awareness of the social media-speaking skill relationship.

### **Limitations of the Study**

- ) The size of the sample was thirty-second year LMD students; whereas, the population was about 97 so the findings reached may not be generalized to the whole population, and they may not be generalized to all Algerian Universities or somewhere else. For that reason, it would be better if other researchers use a larger sample.
- ) The tools that were used in this work were a students' and teachers' questionnaire in a written form; while, for more validated outcomes other researchers can apply classroom observation.

### **Recommendations**

After the analysis of the findings obtained students and teachers' questionnaires, we suggest the following recommendations:

For teachers:

- ) Teachers are advised to use Social Networks in preparing classroom speaking activities.
- ) Teachers should encourage their students to be exposed to authentic language through Social Media.
- ) Teachers should exploit Youtube videos in their courses in order to enhance learners' motivation to speak.

**For students:**

- ) Students should use Social Media appropriately in order to develop their speaking skill.
- ) Students should communicate with native speakers in order to develop their speaking skill.
- ) Students should be interested with such material because they will help them in learning English language with new technology.
- ) Students should benefit from watching Youtube video courses, and using Skype.

**For Administration:**

- ) The administration should provide the necessary materials that are required to promote the speaking ability.
- ) Social Networks should be supposed to be as a strategy in teaching the oral courses.

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## APPENDECIES

### Appendix 1: Students' Questionnaire

Dear students,

This research paper is for the purpose of knowing your opinions about the role of social media in improving learners' speaking skill to enhance the learners speaking skill; you are kindly invited to answer this formula, it won't take a lot of time. Your answers are confidential and are only for the purpose of the study.

\*Please, tick the appropriate answer.

#### Section One: General Information

1. What is your age?

17-22  23-26

2. What is your gender?

Male:  female:

3. Your choice to study English was it:

Imposed:  personal:

4. How do you evaluate your level in speaking?

a. Good

b. Average

c. Less than average

d. I do not know

#### Section Two: Speaking Skill

5. Do you think that speaking English is important?

Yes

No

Don't know

6. Do you think that there is a relationship between speaking and listening?

Yes

No

7. When you speak English, do you face problems?

Yes

No

) If yes, what are the main speaking difficulties you encounter when you speak?

Less self-confidence

Linguistic difficulties

Pronunciation

) Others

.....  
.....

8. What are the main speaking activities used by your teacher to overcome these difficulties?

Discussion

Story telling

Interview

Role play

) If others what are they?

.....



**Section Three: Social Media**

9. Do you like to use Social Media?

a- yes

b- No

Justify your answer (in both cases):

.....  
.....

10. Which kinds of the following Social Networks do you prefer?

a. Facebook

b. Skype

c. YouTube

d. Twitter

Others:

.....  
.....

11. How much time you use Social Media per day?

a. One time

b. Twice

c. Three times

d. More

12. Social Media is a very important tool in our today daily life today?

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

**Section Four: Social Media in Speaking Skill**

13. Do you think that the use of new technology in teaching English as a foreign language is a good strategy to improve your speaking skill's level?

- a. Yes
- b. No

14. What do you think about the use of Social Media to improve your speaking skill?

- a. It is a great help for you
- b. They do not help much in class
- c. They are not beneficial
- d. It is difficult to apply them in class

) Others:

.....  
.....

15. In your opinion, do you think that using Social Networks help you to overcome your weaknesses in pronunciation?

- a. Yes
- b. No

) Why ?

.....  
.....

16. What do you think about the chosen topic? Is it a good one?

.....  
.....

Thank very much for your participation.

## Appendix 2: Teachers' Questionnaire

Dear teachers,

The present research work aims at spot the light on *the Role of Social Media to Develop EFL Learners Speaking Skill*. We would appreciate your ideas and opinions and thank you in advance for your collaboration since it will be of a great help for the validity of the research we are undertaken. Your answers are very valuable and confidential.

### Section One: General Information

1. Gender:

Female

Male

2. What is your Degree?

a. Licence

b. MA (Master/ Magister)

c. PHD (Doctorate)

3. How long have you been teaching English at the university level?

.....  
.....

### Section Two : Speaking Skill

4. How long have you been teaching the oral expression subject?

.....  
.....

5. Do you think that time allotted to the subject is enough to fully help

your learners' develop their speaking ?

Yes

No

.....  
.....

6. How do you find teaching speaking?

.....  
.....

7. Are your students good speakers?

.....  
.....

) If yes, what are the reasons?

.....  
.....

) If no, what are the main difficulties they encounter during a speaking task?

.....  
.....

8. How do you help your students to overcome their speaking weaknesses?

.....  
.....

9. What are the different oral activities you find helpful?

.....  
.....

**Section Three: Social Media**

10. According to you, what is social media?

.....  
.....

11. Do you rely on it to present the course?

a. Yes

b. No

) If yes, how often do you use during class?

a. Sometimes

b. Rarely

c. Always

12. Which kind of Social Networks do you prefer to use?

a. Facebook

b. Skype

c. Youtube

d. Twitter

) Why?

.....  
.....  
.....

13. How do you benefit from the use of Social Networks in your courses?

- a. Using some video courses on youtube and watch it with the students.
- b. Ask the students to chat with native speakers at home.
- c. Ask the students to listen to native speakers and gain from their language elements.

14. At the end, if you have anything to add or your opinions about the topic, any advice.

.....

.....

.....

Thank you very much for your participation.

تهدف الدراسة الحالية إلى تحديد مدى فعالية  
في تطوير مهارة التحدث لمتعلمي اللغة الإنجليزية كلغة أجنبية لطلاب السنة الثانية نظام  
LMD في قسم اللغة الإنجليزية بجامعة عباس لغ  
بين الطرفين ، افترضنا أن متعلمي اللغة الإنجليزية كلغة أجنبية سيعززون مهاراتهم في  
التحدث إذا استخدموا وسائل التواصل الاجتماعي بطريقة مناسبة. يتم تقييم الفرضية من خلال  
نهج نوعي مستخلص من نتائج استبائية للطلاب والمدرسين.  
استخدام وسائل التواصل الاجتماعي يمكنها أن تساعد الطلاب على تحسين مهاراتهم  
. علاوة على ذلك و وفقاً لهذه النتائج التي حصلنا عليها، لا يستخدم غالبية معلمي اللغة  
الإنجليزية وسائل التواصل الاجتماعي في تقديم حصصهم، لكنهم يوافقون على أن لها تأثيراً  
كبيراً في تطوير مهارات تعلم اللغة الإنجليزية كلغة أجنبية. بالتالي نجد أنه من خلال هذه  
النتائج والاستنتاجات التي توصلنا إليها قد تم تأكيد فرضية .