Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of English

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the Language

Submitted and Defended by:

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Title:

Investigating the Role of Social Media in Improving EFL Students' Speaking Skills

The Case of Second Year LMD Students of English at Biskra University

Dissertation Submitted to the Department of English as Partial Fulfillment of the
Requirements for the Degree of Master in Sciences of Language

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Academic Year 2021-2022

Declaration

I, DEHAMNIA Khaoula, hereby solemnly declare that this study was conducted entirely by myself, and it has been read and approved by my supervisor Mrs. BENCHAREF Sakina. Additionally, I certify that this work has never been submitted to any institution or a university for a degree.

This work was carried out and completed at Mohamed Kheider University of Biskra, Algeria.

Certified:

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Dedication

With love and eternal appreciation, I dedicate this dissertation to the most precious people to

my heart.

To the two pillars of my life:

To the memory of my beloved one who has meant and continue to mean so much to me, my

dear father ABD ELHAFIDH who left a void that will never be filled in my life.

To my beloved mother SOUAD who has been nicely my supporter and encouraged me

attentively with her fullest and truest attention.

To my siblings

Abir, Nessrine, Abd Elrahman, Malak, and Hibat Allah

I also dedicate this dissertation to my uncles, aunts, and all my family: the symbol of love and

giving.

A special feeling of gratitude to my loving best friends whose words of encouragement and

push for tenacity ring in my ears, and who have supported me throughout this journey. I will

always appreciate all what they have done.

Thank you for your support & endless love

Abstract

Due to the development of technology in general and social media in particular, the latter has become a major focus for university students since it contains many educational platforms that help them acquire knowledge and improve their language skills. Apparently, students need to communicate on a permanent basis, and this makes speaking one of the most skills that any student wants to master and develop. Consequently, many students resort to using social media platforms and integrating them into their learning process so as to improve their speaking skill. Accordingly, the current study aims to investigate the role of social media in improving EFL students' speaking skills. Expressly, the suggested hypothesis that is to probe this study sets out that if EFL students use social media effectively, this will engage them into the real implementation of the language, which will improve their speaking skill. To achieve the intended aims and to validate the research hypothesis, a qualitative approach was adopted using a case study. In relevance to this approach, the results were deduced from two questionnaires. One questionnaire was designed for second year LMD students (a sample of 40 students chosen randomly) at the English department of Mohamed Khieder University of Biskra, and a second questionnaire for a sample of 10 oral expression teachers. Ultimately, the analysis and the interpretation of the obtained data revealed that the use of social media platforms could help students to improve their speaking skills because most of them use social media frequently for educational purposes. In addition, the majority of English teachers seem to be familiar with the use of social media in designing their courses; they agreed on the fact that it highly contributes in enhancing EFL learners' Speaking Skill. Thus, the previous stated hypothesis has been confirmed. Therefore, it is recommended for teachers to use social media as it would inspire them in preparing speaking topics and activities.

Key words: Social Media, speaking skill, EFL learners

List of Abbreviations and Acronyms

EFL: English Foreign Language

ICT: Information Communication Technology

LMD: License-Master-Doctorate

OE: Oral Expression

OPI: Oral Proficiency Interview

RQ: Research Question

TSE: Test on Spoken English

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GENERAL INTRODUCTION

1. Study Background

In these recent years and with the development of technology, social media has become essential in students' daily lives. Many of them have found that accessing to these platforms has benefited them to improve various language skills, especially speaking.

This prompted most university researchers to investigate the impact of social media on students, either positively, negatively or both. In addition, some of them suggested using social media platforms such as Facebook, Instagram or YouTube as strategies to improve EFL speaking skills.

The thing that caught our attention is the spread of social media use among students of the same age and specialization, which was a positive incentive for them. Moreover, students who own pages on social media platforms are constantly innovating new ideas, videos, and quizzes in entertaining ways. They also tend to rely on creative strategies to improve their level of speaking. That may help EFL learners to practice the language and enhance their English speaking.

2. Statement of the Problem

Speaking is one of the most important means of communication for people in several aspects, whether in daily life or professional life. We have observed during our personal experience as university students that the majority of EFL students struggle to communicate orally; i.e. many obstacles and difficulties prevent them from expressing themselves fully in English. Hence, they resort to various methods to improve their level of speaking and pronunciation. Among these methods is the use of technology.

Therefore, EFL students start using the English language through the platforms of social media, which contains many innovative ideas that could help them improve their speaking and learn how to pronounce words correctly, in particular. Starting from this point, we need to know if social media have any effects on EFL learners' speaking skill.

Using different social media platforms, such as Facebook and Instagram could help learners develop their competency to acquire English language skills. What makes the difference and encourages the learners is the idea of learning from co-peers, who are using these platforms in an entertaining way to address different messages and ideas.

3. Research Questions

The current research aims to answer the following questions:

RQ1: What is the impact of social media on students' speaking skills improvement?

RQ2: What would be the learners' attitudes towards the implementation of social media as a method to improve their speaking?

4. Research Hypothesis

The hypothesis of the present research is the following:

If EFL students use social media effectively, this will engage them into the real implementation of the language, which will improve their speaking skill.

5. Aims of the Study

General Aim

The current research aims to investigate the effect of social media on EFL learners at Biskra University on the improvement of their speaking skills.

Specific Aims

Specifically, this study aims to:

- Find out if there is a positive influence of social media on students' speaking skill learning and improvement.

- Investigate if social media has the potential to improve EFL learners' speaking skill.

- Encourage EFL learners to adopt social media platforms as a tool to enhance their English speaking quality.

6. Research Methodology

6.1 Research Method

The research method that employed in this work in order to study the social media impact on improving the speaking skills among EFL students is the descriptive method. This type of research requires a qualitative approach to describe and investigate data. Indeed, the aim of this research is to investigate and the various effects (particularly the positive ones) that social media platforms (e.g. Facebook, Instagram and YouTube) may have on EFL learners' speaking in terms enhancing and improving this oral communicative skill.

6.2 Population and Sample

Even though social media is used by most EFL university students, we have chosen for this study to work with second year LMD students of English at Biskra University as the targeted population which is about 255 students. The reason is that they still suffer from many difficulties they come to express themselves orally. Moreover, they have already experienced many speaking strategies and techniques in class, mainly in their oral expression sessions. However, many students as well as teachers cannot perceive an effective progress.

To facilitate the process of collecting then analyzing data, a representative sample of 40 students (random sampling) were chosen from different groups.

Furthermore, a sample of 10 teachers of oral expression has been chosen to answer a questionnaire.

6.3 Data Gathering Tools

In this study, the questionnaire has been relied on as a valuable research tool to collect necessary data. Two questionnaires were designed: One was given to a sample of second year LMD students of English at Mohamed Kheider University of Biskra to collect their perceptions, opinions and attitudes about the use of social media as an extra teaching- learning tool to learn speaking English and to improve this skill. Moreover, another questionnaire was

given to a sample of oral expression teachers as they know better about students' difficulties in speaking the target language. Their points of view concerning the issue under study are also needed in this research as they are the first concerned with speaking teaching techniques as well as with learners' progress and improvement in terms of oral proficiency.

7. Significance of the Study

This study is significant to EFL Learners as it brings to light the importance of speaking skill and how it could be improved with the use of Social media platforms. So, we are looking to investigate the effect of social media platforms on EFL learners' speaking skill performance.

This research work is also significant to EFL teachers as it suggests the implementation of social media in the teaching process throughout the elaboration of lessons and oral tasks and the use of ICT materials.

8. Structure of the Dissertation

The current dissertation is subdivided into two main parts: A Theoretical Part and a Practical one. The theoretical part consists of the two first chapters, which emphasize the literature review about the two variables. Initially, Chapter one presents a theoretical background about the speaking skill while chapter two deals with social media and different related concepts. Moreover, the practical part highlights the fieldwork of this study, which covers the analysis and the interpretation of the gathered data from the questionnaires.

Chapter One

Speaking Skill: An Overview

Introduction

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Introduction

Language allows people to communicate with one another in a meaningful way. It is a system of human communication where people exchange messages between them. Receptive skills (listening and reading) and productive skills (speaking and writing) are the basic skills in teaching English as a foreign language. However, the attention of professionals is now focused on developing students' mastery of speaking when teaching EFL students because they find speaking skill a challenging task and, at the same time, fundamental to learners' progress in language learning.

This chapter mainly discusses a number of points about speaking skill depending on different scholars' view beginning with the definition of speaking, its basic types, its strategies, and its importance. Additionally, this chapter illustrates the role of teachers in teaching this skill. Moreover, it offers activities to teach speaking. Finally, it tries to shed light on assessing speaking using many assessment techniques.

1.1   Definition of Speaking

As a mean of communication, people use the spoken language to get or to share information. Scholars provided different perspectives in drawing the definition of speaking skill according to their different perspectives. Initially, Brown & Yule define speaking as "the skill that the students will be judged upon most in real-life situations" (1983, p. 11). In applied linguistics, speaking has a set of descriptions as a social attitude-based activity and as an interaction (Thornbory, 2005). Similarly, Burns & Joyce (1997) define speaking as a reaction process with an orderly meaning involving the receipt, production and exchange of information. Therefore, teachers should help their students develop the ability to form correct grammatical and logical sentences appropriate to specific contexts.

According to Bygate (1987), "Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages" (p. vii). Additionally,

Chaney (1998, p. 13) states, "Speaking is process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (as cited in Freniawati, Nainggolan, and Huzairin, 2015). In the same vein, Richards (2008) indicates:

> Speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, reflecting the sentence-based view of proficiency prevailing in the audio lingual and other drill-based or repetition-based methodologies of the 1970s (p. 2).

To put it differently, speaking is a productive skill that requires the learner to be able to formulate sentences appropriately and in a good manner in addition to the ability to use sounds accurately, master grammatical forms, and arrange sentences and words in order to convey the message properly.

1.2 Nature of Speaking

There are two kinds of language used in communication: Writing and speaking. Speaking is considered as the most important language used in daily life. Nunan (1989) claims, "It is easier to learn to speak than to write no matter if it is a first or second language" (p. 12). In the same line, Nunan classified speaking to two kinds that are monologue and dialogue. Monologue is a conversation or talking that takes place between a person and himself and it is used to express feelings or show ideas and information such as speech, news and storytelling. As for dialogue, it is the conversation that takes place between two or more people to interact with others, for example in buying and selling, the process of teaching and learning in the classroom, etc. (p. 27).

Within the same context, Brown &Yule (1983) acknowledged that: "Spoken language consists of short, often fragmentary utterances, in a range of pronunciations. There is often a great deal of repetition and overlap between one speaker and another and speakers frequently use non-specific references" (as cited in Nunan 1989, p.26).

As it has been stated so far, speech nature is described to be contingent through each word is dependent on the previous one and the same thing for utterances

1.3   Types of Speaking

Taking into account the integral role of the speaking skill in the learning process, the learner must take into consideration the basic types of speaking. In this respect, Brown (2004) proposes five types of speaking namely: imitative, intensive, responsive, interactive, and extensive.

1.3.1 Imitative

In this type of speaking, Brown (2004) states, "At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence" (p. 141). In other words, learners simply try to repeat what they have been told in an understandable manner and with some commitment to the pronunciation as specified by the teacher. One common example of this is the "repeat after me" experience in the classroom.

1.3.2 Intensive

In this part, Brown (2004) states, "The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships" (p. 141). Intensive speaking involves producing a limited amount of language in a highly controlled context. An example would be reading a passage out loud or giving a direct answer to a simple question. Proficiency at this level is demonstrated by achieving a particular grammatical or lexical mastery. This depends on the teacher's expectations.

1.3.3 Responsive

In this type of speaking, Brown (2004) states, "Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations" (p. 141). Responsive is a bit more complicated than intensive, but there is no

much difference between them. It is an interaction on a somewhat limited level of a very short conversation, a normal greeting and a short conversation, a simple comment and a request, etc.

1.3.4 Interactive

According to Brown (2004), "The difference between responsive and interactive speaking is in the length and complexity of the interaction" (p.142). Intensive is usually more interactive than transactional. Interacting with others is meant to speak up to maintain relationships. Transactional information sharing is common at the response level. The speaker should keep in mind the use of slang, humor, ellipses when trying to communicate.

1.3.5 Extensive.

Extensive is a kind of monologue such as speech or storytelling. Brown (2004) states, "Extensive (monologue) oral production tasks include speeches, oral presentations, and story-telling" (p.142). Extensive speaking involves a great deal of preparation. Speakers can rely on each other's body language to make up for communication challenges.

1.4   Importance of Learning Speaking Skills

Learning the English language provides the opportunity to communicate with people. It forms a wide network of relationships due to the wide spread of the English language and the large number of speakers around the world. Nunan (1991) claimed, "To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is measure items of the ability to carry out a conversation in the language" (p. 39).

In this respect, speaking is an important part of learning a second or foreign language; it enables students to communicate with others effectively and helps them fully express opinions in many situations such as expressing their thoughts, emotions and challenges.

On the same train of thought, Bailey & Savage (1994) stated, "speaking in a second or foreign language has often been viewed as the most demanding of the four skills" (as cited in

Bounzouay, 2020, p. 212). Thus, the demand for fluency is quite high for other language skills although other skills should not be underestimated. Speaking English requires the speaker to use the native language. This means that students will need to use the language for any occasion or when communicating with other students in an academic context.

1.4.1 Learning Speaking Skills inside the Classroom

In the Communicative Approach to language teaching, classroom interaction is seen as an important factor in second language learning as it takes place either between the teacher and the students or between the students themselves, individually or collectively, according to the communication situation.

On one hand, Mackey (2007) explains that learner-learner interaction happens between learners, so in this form of interaction, students are the main participants. They need to interact among themselves in order to negotiate meaning through speaking tasks. Also, learner-learner interaction can occur in pairs called peer interaction. Moreover, McDonough (2004) sees that pair or small group interaction is more beneficial for students in learning speaking skills inside the classroom because the learners are less anxious and more confident when interacting with their classmates during pair or small group activities than during whole class discussions. Therefore, it is important to encourage students to communicate, discuss, or interact with one another in order to give them the opportunities to speak and practice the speaking skill in class. The aim is to receive feedback in the target language by correcting each other's mistakes or asking questions when working in groups.

On the other hand, teacher-learner interaction is about all the behavioral actions that take place within the classroom: verbal (speech) or non-verbal (gestures). The aim is to prepare the learner mentally and psychologically to achieve better learning. It concerns also the opinions, activities and dialogues that take place in the classroom in an organized and purposeful manner to increase the learners' motivation and develop their true desire to learn. Nunan & Carter

(2001) noted, "The types of task in which learners engage and the number of participants in a task also affect learners' participation" (p. 122). Therefore, the lessons should include a good variety of interaction styles and learning activities that motivate students to learn and make them engaged, interested and enthusiastic.

1.4.2 Learning Speaking Skills outside the Classroom

Learning outside the classroom is a form of experiential learning, and this experience is rooted in the simple principle that experience is the best teacher. Under this framework, learning outside the classroom is represented by a multiplicity of things that help learners to develop their language skills in general and their speaking skill in particular. Likewise, Kuh (1994) indicated, "To enhance student learning, institution must […] encourage students to devote more of their time outside the classroom to educationally purposeful activities" (p. 2). In other words, the teacher plays a pivotal role in encouraging and motivating his/her students to develop themselves and raise their level despite the difficulty of the task.

In the same path, online learning is one of the means that learners resort to in order to enhance their speaking skills outside the classroom. Graham (2006) states,

Online learning environments provide learners with flexibility in communicating outside the classroom. By communicating online, learners may increase their opportunities for speaking practice. Additionally, the digital nature of online communication makes it easier for learners to record and review their speech, allowing them to develop linguistic self-awareness (as cited in Young & West, 2018, p. 60).

The following figure demonstrates the affordances and the relationship between opportunities and self-awareness that promotes increased speaking efficiency.
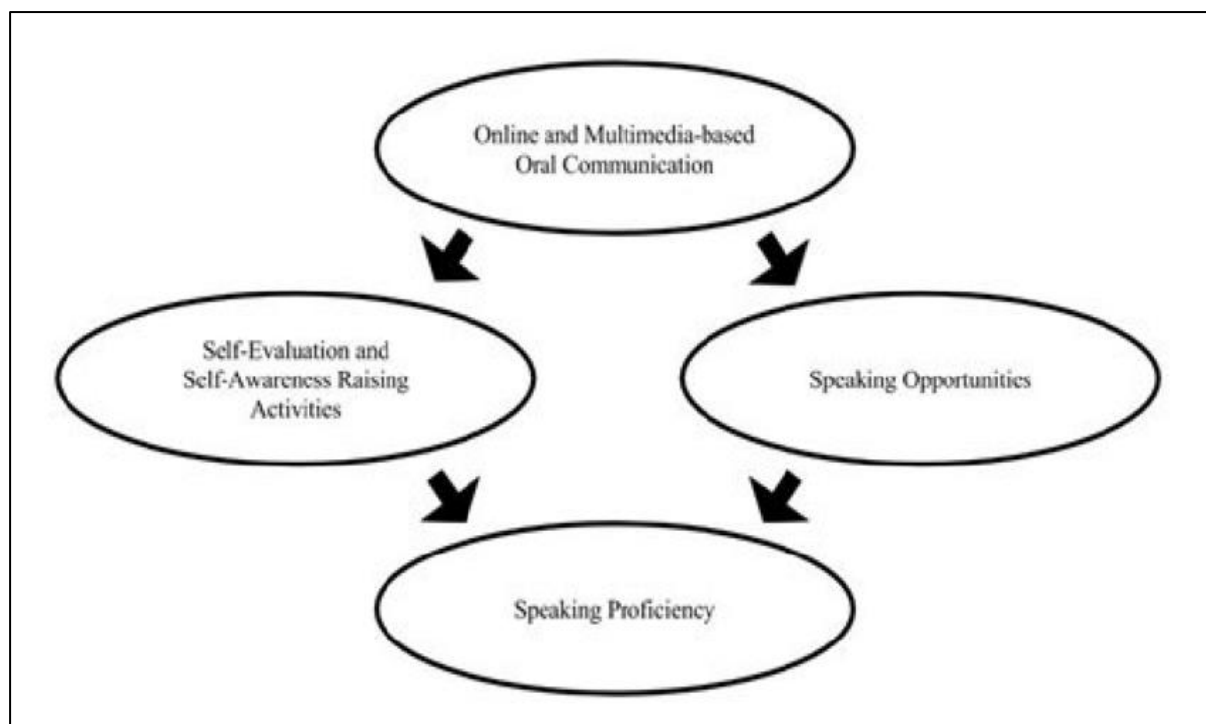
Figure 1.1: Relationship of Online and Multimedia-based Communication to

Speaking Proficiency (Young and West, 2018, p. 60)

In this sense, learning speaking skills online includes the use of many web-sites dedicated to the exchange of languages. It is considered as one of the means that helps to learn English in general and speaking in particular as it provides the feature of speaking with audios and videos for free with real native speakers. Also, online learning includes the use of social media, as it contains many groups for exchanging languages and helping others to develop their level. In addition, it enables the learners to engage in one of these groups to talk with native speakers, which helps to develop their speaking skills.

1.5   Teaching Speaking Skill

Due to the importance of speaking and its difficulty to be learned, most learners are willing to learn English to develop their speaking skills. Richards, Richards, and Renandya (2002) acknowledge, "A large percentage of the world's language learners study English in order to develop proficiency in speaking" (p. 201).

Within the same regards, according to Kang (2002), "Learning to speak a foreign

language requires more than knowing its grammatical semantic rules" (as cited in Richards, Richards, and Renandya, 2002, p. 204). Also, she discussed a number of factors that influence the process of speaking that teachers should take in consideration when planning to a speaking course. They are as follow:

- **Age:** Acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning of adults.

- **Listening ability:** Listening plays an extremely important role in the development of speaking abilities. Speaking feeds on listening, which precedes it.

- **Sociocultural knowledge:** Sociocultural factor is important; therefore, to speak a language one must know how the language is used in a social context.

- **Effective factors:** The effective factors related to L2 or foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation (as cited in Richards, Richards, and Renandya, 2002, pp. 205-206).

In addition, teaching speaking is a coordinated transfer of information, knowledge, experience, and skills from teacher to learner; therefore, teachers should be aware of what influences the process of learning to speak. Nunan (2015) suggests five principles for teaching the speaking skill. He indicates that teachers should:

- Be aware of the difference between second language and foreign language learning contexts.

- Give students practice with both fluency and accuracy.

- Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

- Plan speaking tasks that involve negotiation of meaning.

- Design classroom activities that involve guidance and practice in both transactional and interactional speaking (pp.54-56).

1.5.1 The Role of the Teacher in Teaching Speaking

Researchers believe that effective teachers play different roles in teaching speaking and designing oral activities in order to help their students' progress and speak fluently. They discuss the role of teachers in teaching speaking skill since it is no longer limited to delivering information to the student. Harmer (2007) suggests crucial roles for the teacher namely: prompter, participant, and feedback provider.

1.5.1.1   Prompter

Harmer (2007) states, "students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of them. However, we may be able to help them and the activity to progress by offering discrete suggestions" (p. 347). In other words, the teacher encourages students to participate and makes suggestions on how students can proceed with an activity. The teacher should only assist the students when necessary. When learners are literally lost for 'words', the prompter can encourage by discreetly motivating students. Students can sometimes lose a thread or become unsure of how to proceed; the prompter can push in this regard but always in a supportive manner.

1.5.1.2   Participant

According to Harmer (2007), "teachers may want to participate in discussions or role plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students engagement, and generally maintain a creative atmosphere" (p. 348). In other words, this role improves the atmosphere in the classroom when the teacher is participating in an activity. The teacher can also revive the class by step back and not become the center of attention; it can be a great way to interact with learners without being too overwhelming.

1.5.1.3   Feedback Provider

Harmer (2007) states, "Everything depends upon our tact and the appropriacy of the

feedback we give in particular situation" (p. 348). In other words, through feedback, teachers can provide students with suggestions for development, learning strategies, and error corrections. By providing appropriate feedback, students understand that the teacher is genuinely concerned about them and their education. This component also enhances the student's self-efficacy and provides a means of motivation.

From the diverse stand points of Harmer (2007), the roles of the teacher differed from traditional role of the transmitter of information to a more useful role of motivator through praising the learners and giving them some signs, guidance, or information to help them.

1.5.2 Strategies and Activities to Teach Speaking Skill

The challenge for the teacher in a communicative classroom is to find speaking activities and actions that will prepare students for spontaneous interaction which will aid in the acquisition process.

In 2016, a research was conducted by Derakhshan, Khalili, and Beheshti, which was based on several other researchers. They mentioned the most important strategies that help students to improve their speaking namely: role-play, videos, flashcards, and interview.

- **Role-play:** It is one of the methods of education and training that represents real behavior in an artificial situation, where participants automatically assume the roles that are assigned to them, and immerse themselves in their roles until the situation appears as real.

- **Videos:** One of the strategies that help to develop the speaking skill is watching videos. There are some useful and fruitful channels which can help students learn the language specially speaking in smooth and simplified ways.

- **Flashcards:** They are small note cards used to test and improve memory by retrieving information. They help to learn various vocabulary and expressions.

- **Interview:** It can be considered as an additional oral activity or a subsequent written

assignment. It can be long or short and useful for first to advanced level learners; highly qualified and lowly educated.

Since a particular type of activity may work for some students but not for others, then there is the question of how to create a varied program of activities that would provide a range of opportunities to practice speaking and in which all students will be engaged. Therefore, Hedge (2001) suggests a set of questions for the teacher to ask and to find answers about what the different activities might encourage:

- Which activities encourage participation from all students, and so ensure that they all get practice opportunities?

- Which activities require the practice of turn-taking skills?

- Which activities encourage longer turns?

- Which activities oblige negotiation of meaning?

- Which activities give students practice in initiating conversations? (p. 263)

On the same matter, Harmer (2007, pp. 348-353) provides teachers with activities that may help them enhance students' speaking skills.

- **Acting from script:** This activity is about sketches or short written scenes that are represented by students in front of the class, and students often act out the dialogue they wrote themselves (p.348). It is divided into **play scripts** which is a written version of a play or other dramatic composition used in preparation for performance. It is performed by a group of students in the classroom. The role of the teacher is to review the scripts, and to draw attention to the appropriate pressure, intonation, and speed. In addition to giving the students practice on play before they present their final performance (p. 349). The second activity is **acting out dialogues**. During this activity, the teacher should be careful not to pick the shyest student first when choosing who should go out first. He/she also needs to work to create the right kind of supportive atmosphere during his/her class.

In addition, he/she should give students enough time to prepare their dialogue before they are asked to perform.

- **Communication games:** There are many communication games that all aim to get students to speak as quickly and fluently as possible; but these two particular categories are worth mentioning here:

    – **Information gap games:** This activity aims to share information among students. For example, one of the students should talk to his/her partner in order to solve the puzzle, draw a picture, put things in the correct order, or find the similarities and differences between the pictures.

    – **Television and radio games:** This activity aims to importing activities from radio and television into the classroom. They often provide good fluency and activities. An example of this is the chair game, which is a game taken from television, where one of the students sits on the chair and thinks about a certain thing (animal or fruit) and then tells his/her classmates glimpse of what he/she is thinking about. Then they will try to find out this thing only by asking a set of yes/no questions until one of the students gets the correct answer.

- **Discussion:** During this activity, two or more students start exchanging their ideas about a certain topic with the attendance of the teacher to express their different opinions. It ranges from highly formal whole group organized events to informal small group instructions. There are five categories of discussion: Buzz groups, instant comment, formal debates, unplanned discussion, and reaching a consensus.

- **Papered talks:** This type of activity is a prepared talk where students give a presentation on a topic of their choice. Students should speak from their notes rather than a script. The teacher and class can decide the criteria for what makes a good presentation. The audience can provide feedback on what the speaker said.

- **Questionnaire:** In this activity, students can design questionnaires on any suitable topic. They can use the teacher as a resource to assist them in the design process, and the results obtained from the questionnaires can then form the basis for written work discussions or prepared conversations.

- **Simulation:** This activity aims to make students simulate a real experience as if they were doing it in the real world. They can act out the simulation themselves or take a completely different personal rule and express ideas and feelings that they do not necessarily share. When teachers give students these rules, it is called a simulation role-play.

1.5.3 Assessing Speaking Skill

Assessment is one of the most important pedagogical concepts in all its forms, which are recognized as basic elements of the educational process. More importantly, it is seen to contribute in assessing the EFL's learners' speaking skill. Luoma (2004, p. 28) schedules steps in assessing speaking, which speaking assessment developers should take into considerations in order to have a clear understanding of what is meant by speaking. These are summarized as follow:

- Define the kind of speaking they want to test in a particular context.

- Develop tasks and rating criteria that test this.

- Inform the examiners about what they test.

- Make sure that the testing and rating processes actually follow the stated plans.

Additionally, Brown (2004) illustrates the different assessments that English teachers can use to assess the speaking skill. It compasses five major types of designing assessment tasks: imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking.

- **Designing assessment tasks for imitative speaking:** This type of speaking assessment

requires word repetition tasks (repeat after me) and phone pass test.

- **Designing assessment tasks for intensive speaking:** This type of speaking assessment requires directed response tasks, read-aloud tasks, sentence/dialogue completion tasks and oral questionnaire, picture cued tasks, and translation.

- **Designing assessment tasks for responsive speaking:** This type of speaking assessment requires question and answer tasks, giving instruction and directions, paraphrasing, and test on spoken English (TSE).

- **Designing assessment tasks for interactive speaking:** This type of speaking assessment requires interview, role-play, discussion and conversations, games, and oral proficiency interview (OPI).

- **Designing assessment tasks for extensive speaking:** This type of speaking assessment requires oral presentations, picture-cued story-telling, retelling a story, news event, and translation (Brown, 2004, pp. 144-182).

From these different points of view, researchers can conclude that analysis, measurement, scoring, and testing progress are some of the different viewpoints that scholars discuss in order to explain the speaking skill assessment process.

Conclusion

This chapter introduced the speaking skill as a critical process for evaluating learners' proficiency in EFL classes. In addition, researchers offered the importance of speaking skill, and they tried to focus on the role of the teacher when teaching this skill. Moreover, researchers provide the teachers with some activities, which may help them in teaching speaking. Finally, researchers focus on how learners' speaking skill is assessed.

The next chapter discusses how speaking can be improved by the use of social media. It offers different concepts and important ideas about social media and how it can be an effective tool in teaching and learning English as a foreign language.

Chapter Two

Social Media

Introduction

2.1 Definition of Social media

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  2.2.2   Social Networks

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    2.3.1.2 Facebook Features

  2.3.2   Instagram

    2.3.2.1 Instagram Concept

    2.3.2.2 Instagram Use

  2.3.3   YouTube

    2.3.3.1 YouTube Concept

    2.3.3.2 YouTube Features

2.4 Social media and Language Teaching

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Conclusion

Introduction

This chapter presents an overview about social media. It sheds the light on its definition depending on different scholars' views and tackles the concept of language learning and social networks as a medium for learning a foreign language by social media. Moreover, it introduces social media platforms that contribute to developing speaking skill, specifically Facebook, Instagram, and YouTube. More importantly, it scrutinizes social media and language teaching. Finally, it attempts to highlight the different factors that may affect the speaking process by paying more attention to learning the English language in general, and the impact of social media on speaking skill in particular.

2.1 Definition of Social Media

A considerable number of researchers have defined social media differently, tackling many perspectives that vary from broad assumptions to narrow descriptions in relation to the technique that will be undertaken further.

From a broad perspective, Oxford University Press Online Dictionary defines social media as "A broad category or genre of communications media which occasion or enable social interaction among groups of people, whether they are known to each other or strangers, localized in the same place or geographically dispersed". Similarly, Jordan (2015) points out that social media is the general social network sites that cover various human activities such as Facebook, Instagram, and YouTube.

In the same vein, Shuvo (2020) said that social media essentially implies any human correspondence or sharing data on the internet that occurs with the help of the computer, tablet or mobile. Kaplan & Haenlein offer a similarly brief definition of social media as, "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content" (2010, p. 61). Nevertheless, Lewis (2010) defines social media simply as a, "label for digital technologies that

allow people to connect, interact, produce and share content" (p. 2).

As suggested by the above quotations, social media is a program or websites that are used over the Internet through computers or smartphones to communicate between users, exchange ideas and information, and provide social media users with electronic access to their content. They may include various forms of information, documents, images, and videos.

Within the same regards, Howard & Parks (2012) provide a more complex definition of social media dividing it to a three parts:

- The information infrastructure and tools used to produce and distribute content.

- The content that takes the digital form of personal messages, news, ideas, and cultural products.

- The people, organizations, and industries that produce and consume digital content (p. 362).

After taking into consideration the reviewed studies, Dollarhide (2021) states that social media is "A computer-based technology that facilitates the sharing of ideas, thoughts, and information through virtual networks and communities […] Users engage with social media via a computer, tablet, or smartphone via web-based software or applications". Thus, this definition is considered as a general statement that can be suitable in any situation.

2.2 Social Media as a Medium for Learning a Foreign Language

Taking into account the integral role of social media in learning languages, it is highly required to know the purpose of using social media platforms. Therefore, the learner must take into consideration how to use those platforms to benefit from its advantages.

2.2.1 Language Learning

Learning a new language has become one of the most popular tasks required at the present time, and for this reason we have noticed the huge demand for learning different languages for several reasons. In this respect, Michael (2009) points out, "People voluntarily

attempt to learn languages each year. They include adults who seek proficiency in a new language for academic, professional, occupational, vocational training, or religious purposes" (p.3).

However, this task has become more accessible thanks to technological advancements in particular the internet. According to Tahir (2015), the internet is a great tool for learners to practice the target language by interacting with each other or with native and non-native speakers of English over the world. In the same line, Parveen (2016) claims, "Technology gives learners a chance to engage independently, provide opportunities for self-paced interactions, privacy, and a safe environment where mistakes are corrected and exact feedback is given" (p. 122). In other words, technology has made the learner possess high skills in learning, and these technologies are represented in tablets, digital cameras and computers. In addition to that, the learner is also using advanced technology in the learning process, which helps increase his/her ability to deal with technology better.

2.2.2 Social Networks

In recent years, the best strategy internet can provide is to learn a language through the social networking websites. As stated by Jovanovic & Chiong (2012),

> Today's students and educators live in the world of Facebook, Twitter, Wikipedia and YouTube. These and many other social networking and social media applications are part of the so-called Social Web (i.e., Web 2.0), best characterized by the notions of social interaction, content sharing, and collective intelligence (p. 39).

Within the same context, Blattner, Fiori et al. (2011) state, "Social networking tools also provide opportunities for language learners to enhance digital and multi literacy skills, interact in and through the target language, work collaboratively, and enhance their linguistic and pragmatic proficiency" (as cited in Lomicka, 2016). Moreover, Mondahl & Razmerita (2014) indicate, "Using Web 2.0, users may easily express or share their opinions, 'think by writing',

seek others' opinions and feedback and be connected with the other" (p. 339). In other words, social networking sites give their users the ability to communicate instantly through text messages, voice, or video calls; and it is a tool that uses the power and effectiveness of the Internet and modern technology to create interactive clubs online.

2.3   Types of Social Media that Contribute in Developing Speaking Skills

Social media platforms have become an important part of the daily life of Internet users. It has become the way through which people communicate without the need for any effort, and it contains different platforms that learners resort to in order to learn various language skills, including speaking skill.

2.3.1 Facebook

Facebook is an American social networking website and service that was created by Mark Zuckerberg on February 4, 2004. He launched this name, Facebook, on his social site in relation to the university book that was issued at the end of each academic year. It included pictures of students and their activities during the university year, called "year book".

2.3.1.1 Facebook Concept

The definition of Facebook is regarded as almost the same for all researchers in its concepts within all its forms. From a broad perspective, Christenson (2008) defines Facebook as:

Facebook is a social networking website that was originally designed for college students, but is now open to anyone 13 years of age or older. Facebook users can create and customize their own profiles with photos, videos, and information about themselves. Friends can browse the profiles of other friends and write messages on their pages.

Statistics indicate a continuous increase in the use of Facebook. According to Arrington (2005), in 2005, Facebook allowed access to over 800 college and university networks as well

as high-school networks. After confirming the impressive success and the growing popularity of Facebook, Mark and his fellow founders decided to open the door for subscription to everyone. By the end of March 2012, the number of Facebook users was estimated to be more than 901 million "monthly active" users worldwide, with 500 million of them using messaging apps on their mobile devices. Moreover, 500 million Facebook users access the site on a regular basis (Salem, 2017).

Within the same context, Noyes (2021) reported that after Mark bought the shares of Instagram and the WhatsApp application in 2012, the number of Facebook users estimated to have 2.80 billion users on every day basis. The following graph shows how the monthly use of Facebook changed over the years:

Figure 2.1: Number of Monthly Active Facebook Users Worldwide (Richter, 2021)

2.3.1.2 Facebook Features

Facebook has several features as it is a free online social networking website, through which the user can communicate and interact with friends, family, colleagues, or any other user of the site. It also allows users to create personal files through which to upload photos and video clips, send and receive messages, and many other services provided by this application.

Within the same regards, Boyd & Ellison (2007) elicit two major features that Facebook has unlike other social networks:

- Facebook users are unable to make their full profiles public to all users.

- The ability for outside developers to build "Applications" which allow users to personalize their profiles and perform other tasks, such as compare movie preferences and chart travel histories (p. 218).

In a study by Ainin et al (2015), findings showed that students believed that the more they used Facebook, the higher their academic achievement was. Consistency seems to play a major role in this case to attain great achievements (as cited in Nguyen, 2017). Undoubtedly, online learning platforms like Facebook offer great opportunities, which are flexible in terms of time and space by encouraging students to interact online, share assignments, and gain digital skills.

2.3.2 Instagram

Instagram is an American social networking website and application that was created by Kevin Sitcom and Mike Krieger in October 2010. Sitcom wanted a special name for the program that would fit in with everyday life. It eventually ended up with the name Instagram. On April 9, 2012, Instagram was bought by Mark Zuckerberg to be officially included in the Facebook platform.

2.3.2.1 Instagram Concept

In the classical definition, Instagram is an online photo-sharing, video-sharing and social networking service that enables its users to take pictures and videos, apply digital filters to them, and share them on a variety of social networking services, such as Facebook, Twitter, Tumblr and Flickr (Instagram.com). With the same context, Hu, Manikonda, and Kambhampati (2014) point out that Instagram, as a mobile service for capturing and sharing photos, has quickly become a new medium in the spotlight in recent years. It offers users an instant way to

capture their life moments through a series of images and videos to be shared with their friends.

A systematic review of prospective observational study by Statista (2018) found that there are 2 billion monthly active users of Instagram, and there are more than 500 million daily active users, most of whom use the stories feature, whether by publishing or watching. In addition, there are more than 200 million business accounts on Instagram representing different brands and projects. Statistics also indicate that 50.8% of Instagram users are female, compared to 49.2% of males. The following figure highlights the monthly use of Instagram changes over the years:
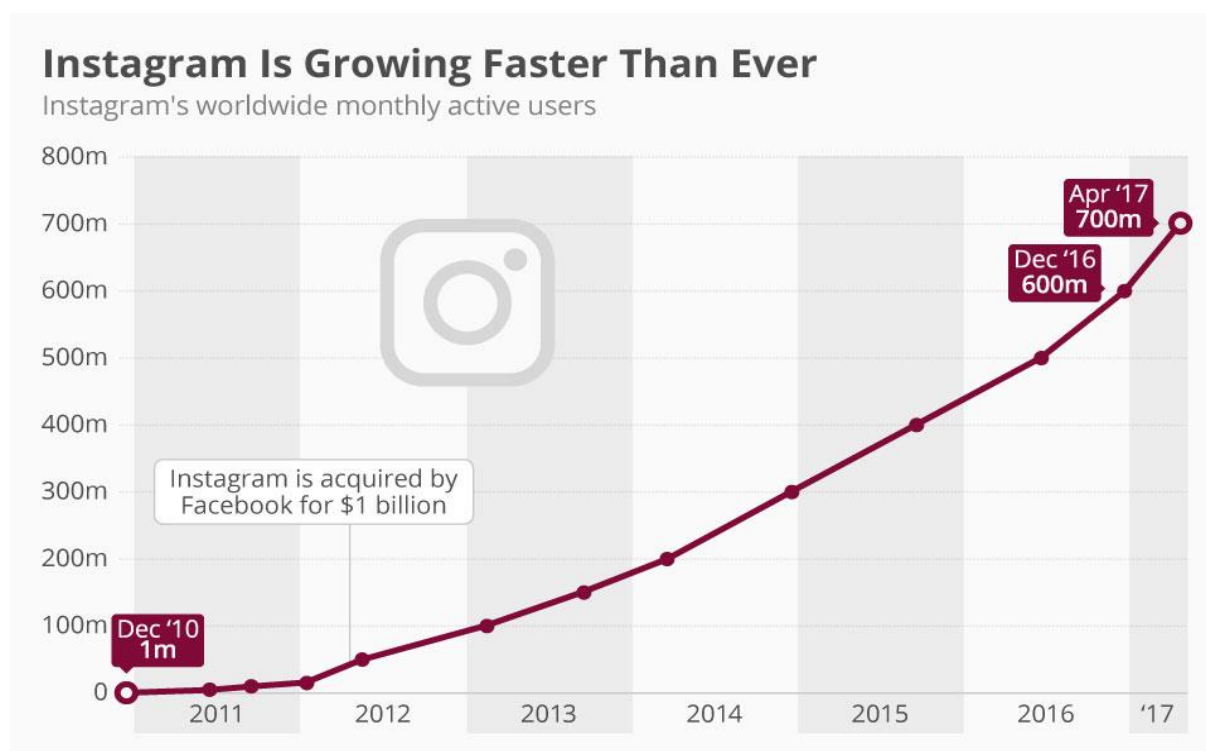
Figure 2.2: Number of Monthly Active Instagram Users Worldwide (Instagram Stats, n.d)

2.3.2.2 Instagram Use

Instagram has been growing at unprecedented rates with an ever increasing number of users particularly among the young people. This prompted researchers to investigate the different uses of Instagram. In terms of language learning, Handayani (2016) asserts that Instagram can be used as a resource to implement a range of activities in language teaching (e.g., digital storytelling, grammar activities through images, role-playing, reading, speaking

activities through videos etc.). Additionally, some studies conducted on Instagram to develop writing skills show that it was an effective tool to improve students' writing skills. (Hopkyns, Soviyah and Etikaningsih, 2018). In the same vein, another study conducted by Mansor & Rahim (2017), regarding the use of Instagram for language learning, found it an effective platform that encourages students to interact with their peers on group work related to videos that have been made on teacher-led assignments.

2.3.3 YouTube

YouTube is an American website created by Chad Hurley, Steve Chen, and Jawed Karim in February 2005, California. The reason for calling the site this name is that the word "Tube" means a tube, a channel, or a tunnel. The founders of the site added the word "You" on "Tube" to indicate that everyone can broadcast videos, and this is the idea behind the application as it allows its users to broadcast videos for free on their own channels on this site.

2.3.3.1 YouTube Concept

According to Burgess & Green, YouTube founder launched to give users the ability to share videos with no limit to the number of videos uploaded, and provide community features to link users as friends by common interest (as cited in Debbih & Hebara, 2018). Moreover, Lange (2007) indicates, "YouTube is a public video-sharing website where people can experience varying degrees of engagement with videos, ranging from casual viewing to sharing videos in order to maintain social relationships" (p. 361). Within the same context, Srinivasacharlu (2020) provides a comprehensive definition about YouTube:

> YouTube is a free web-based service that allows users to upload, view, rate, share, add to playlists, report, comment on videos, and subscribe to other users. It offers a wide variety of user-generated and corporate media videos. Available content includes video clips, TV show clips, music videos, short and documentary films, audio cassettes, movie trailers, live streams, and other content such as video blogging, short original

videos, and educational videos. Unregistered users can only watch videos on the site, while registered users are authorized to upload an unlimited number of videos and add comments to videos. Videos deemed potentially inappropriate are available only to registered users declaring themselves to be at least 18 years old (p. 21).

After looking at the application settings, we note that the site offers users the ability to watch its videos for free, but there are exceptions including subscription-based premium channels, movie rentals as well as YouTube Red, a subscription service that provides free access to the website and access to exclusive content made in partnership with existing users (Youtube.com, n.d).

Furthermore, since YouTube was acquired by Google in 2006, statistics indicate that the number of monthly YouTube users is one billion and 900 million users. YouTube attracts more than a third of Internet users around the world. In addition, every 60 seconds, more than 400 hours of high-quality clips are uploaded to YouTube (statista.com, 2018).

Figure 2.3: YouTube social media statistics (2020)

2.3.3.2 YouTube Features

YouTube is one of the most used web-sites around the world because it has many features that distinguish it from other web-sites. Among its features is the creation of channels whose owners publish various clips on it almost daily basis. Thus, a variety of learning channels

can be used for learning with YouTube videos as mentioned by Srinivasacharlu (2020) who shortened the educational use of YouTube into several uses, including:

- **A place for teacher educators to learn:** Teacher educators can learn more about their subjects and improve and strengthen their teaching skills by observing educational experts on YouTube.

- **Watchable anytime and place:** Teacher trainees can watch YouTube at any time and any place as long they have internet access.

- **Videos can be easily shared:** Teacher educators and teacher trainees can easily search and review videos related to a specific concept or knowledge, and then provide to others with the link.

- **Complex concepts can be clarified:** Teacher educators can use YouTube for better illustration of complex concepts, procedures, processes, skills etc. (p. 22).

Moreover, YouTube Kids is another feature was added recently in 2015 which "equips parents with several controls enabling them to decide what their children are allowed to watch on YouTube" (Papadamou et.al, 2020, p. 522).

2.4   Social Media and Language Teaching

According to Michael (2009), language teaching has been regarded as "an art – or a craft, at least – not a science, with scant regard and little financial support for research" (pp. 3-4). Thus, due to the importance of language teaching, he stated that when describing any approach to language teaching, teachers should distinguished between methodological principles and pedagogical procedures in order to standard by which proposals can be judged (p. 376).

Additionally, with the development of technology, teaching language through social media platforms has become a continuing process of learning and assessment that gives a real chance to practice the language properly. According to Dudeney & Hockly (2007), traditional

language teaching methods are no longer suitable for students of the Net generation. The alternative could be more free materials and activities outside the classroom provided by social media. In the same vine, Karpati (2009) argues "social web tools can, in general, facilitate educators in setting up collaborative learning […] at the same time allowing the teacher to function as the mentor and guide of knowledge construction and sharing" (as cited in Lomicka & Lord, 2016, pp. 284-285). In other words, , the various means of social media helps in developing the teaching and learning processes in addition to facilitating the communication between teachers and their students.

In addition to what was mentioned above and with the openness of teachers towards the use of social media during the teaching process, Li (2017) mentioned two cases where teachers shared their use of social media in language teaching:

- **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" (p. 148). Briefly, the teacher suggested to his students that they create a company page on Facebook for teamwork. This helped revive the project. He told his students to add him to their group so he could see their progress and provide feedback. Student feedback at the end of the course was positive (SFQ score of 4.8) and student feedback reflected that they enjoyed using Facebook in class because it gave them a new learning experience.

- **A case of using diverse social media tools:** "Another teacher has used Dropbox, Google Drive, Socrative, Poll Everywhere, Padlet […] in his teaching with students from all his classes as well as with fellow teachers" (p. 149). The uses of these platforms were as follows: the teacher used Dropbox and Google Drive to share documents, while he/she survey students and teachers by using Google Forms. Socrative's quizzes were used to check students' understanding of the subject matter. Poll Everywhere and Padlet

were both used for brainstorming activities. The e-Learn Blogs, Forums and Wikis were used for sharing information, discussions and collaborative work such as group writing.

2.4.1 Social Media and English Learning

English language has become a global language, research and studies are being conducted to find out the most contributing methods to learn this language; among these methods is the use of social media. There have been a number of studies that have investigated the effectiveness of social media in learning English (Anwas et. al, 2020). These studies were abridged in a literature review as follows:

In a study on the impact of social media on English language learning was conducted by Sirivedin et al (2018). The study aimed to verify the use of Facebook in enhancing the effectiveness of English language learning among English language teachers and the results were positive. Moreover, through a study conducted by Khan et al (2016) on the ability of social media to help university students in Khyber Pakhtunkhwa to improve their English language skills. This study reported that the use of social media can improve the skills of listening, speaking, reading, writing, and components of the English language. Another study was conducted by Al-Mubarak (2016) on four-year undergraduate students majoring. The results of the study showed that the use of social media greatly help in the teaching and learning processes, which subsequently affect the students' success in learning English as a foreign language. Furthermore, a study in the same field was also conducted by Bilal (2014) in which he highlighted the effect of social media on undergraduate students' speaking and writing. The result of this study showed that social media has positively affected the speaking and writing skills of students and teachers through group discussions where they could share their ideas and easily access course materials and tasks (p. 46).

2.4.2 Social Media and Speaking Skill

Students need to communicate with one another on a permanent basis, and this makes speaking one of the most skills that any student wants to master. Social media is one of the strategies that helps learners to develop their speaking skills as mentioned in Meskine's conclusion "learners will enhance their speaking skill if they use Social Networks in an appropriate way" (2017, p. 42).

With the existence of many social media platforms, these platforms provide an inexhaustible source of content of interest to the learner. This promoted researchers to investigate the use of social media platforms to improve speaking skills. In a study conducted by Wulandari (2019), he investigated whether Instagram vlog helped improve EFLs' ability to speak. It also examined learners' perceptions of integrating Instagram vlog into a speaking class. Additionally, many researchers have investigated the impact of social media on learner's speaking skill (Nouar, 2016, Meskine, 2017, Namaziandost and Nasri, 2019). Another study examined the effects of YouTube, Skype and WhatsApp on improving speaking skills in EFL learners and draws the attention of teachers, students and educators to the importance of Skype, YouTube, and WhatsApp in improving English speaking skills (Mustafa, 2018, Meinawati, Harmoko and Rahmah, 2020).

Conclusion

Based on the presented theoretical background about social media, in general, and the essential elements related to this concept, in particular, we come to conclude that the use of social media to improve learner's speaking skill requires both teachers and learners to have some necessary techniques and knowledge that would reinforce the teaching and learning processes of this skill.

Regarding the implementation of social media as a technique to enhance students' speaking skill is the main concern of this study; therefore, in the next chapter, we shed the light

on the practical part of the present study. It attempts to examine the extent to which the use of social media could contribute in improving students' speaking skill. It emphasizes on the collection and analysis of data.

Chapter Three

Fieldwork and Data Analysis

Introduction

3.1 Research Methodology for this Study

3.1.1   Research Approach

  3.1.2   Data Collection Method

3.2 Students' Questionnaire

3.2.1   Aim, Structure and Administration

3.3 Teachers' Questionnaire

  3.3.1   Aim, Structure and Administration

3.4 Population and Sampling Technique

3.5 Data Analysis and Procedure

3.6 Analysis and Interpretation of the Questionnaires

  3.6.1   Students' Questionnaire

  3.6.2   Teachers' Questionnaire

3.7 Summery and Synthesis of the Findings

Conclusion

Introduction

The current chapter presents the fieldwork of the study which investigates the role of social media in improving speaking skill. It is the analysis and the discussion of the acquired data. Initially, this chapter is divided into two sections, starting with the rationale for the components of the chosen methodology such as the research approach, data collection methods, data analysis procedures, and population and sample. In addition, the second section attempts to provide an analysis and discussion of the results with the aim of finding an answer to the research questions and examining hypothesis.

3.1 Research Methodology for this Study

The current section discusses the theoretical framework related to the research methodology that was chosen to accomplish the current study. Furthermore, it highlights the research approach, research strategy, data collection methods, and sampling technique.

3.1.1 Research Approach

This study opted for a qualitative approach in order to investigate the role of social media in improving learners' speaking skill. Moreover, the current research approach was chosen in relation to the nature of the study. Denzin & Lincoln (2003) state,

> Qualitative methodology is basically design to study people and understand their social and cultural phenomena. It also involves an interpretive and naturalistic approach to its subject matter and attempts to make sense, interpret the phenomena in terms of the meaning given by the people (as cited in Abdulkareem, Douglas, and Sani, 2018, p. 212).

> Within this approach, we intended to investigate the attitudes and perceptions of students and teachers towards the use of social media as a means to improve learners' speaking skills.

3.1.2 Data Collection Method

Data collection method is a process by which the researcher collects the information required to solve a challenge. According to Pandey & Pandey (2015), "Tools may vary in complexity, interpretations, design and administration. Each tool is suitable for the collection of certain type of information" (p. 57). Therefore, the selection of an appropriate data collection method is based on research questions, design, and sample.

As for collecting the required data and in order to answer the research questions, our research adopted a semi-structured questionnaire for both teachers and students. Brown (2001) defines a questionnaire as "any written instruments that present respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers" (p. 6). Thus, the questionnaire is a tool used to collect information about a phenomenon in order to know the opinions of the respondents and their attitudes.

3.2 Students' Questionnaire

As for the students' questionnaire (see appendix 02), it was designed to answer a research question that concerns the students' attitudes towards the role of social media in improving their speaking skill.

3.2.1   Aim, Structure and Administration

The questionnaire aimed at getting the participants' feedback and opinion about enhancing their speaking skills through the use of social media.

The semi-structured questionnaire consisted of 18 questions, combining open-ended and closed-ended questions, which were divided into three sections. Fundamentally, the first section is about the general information of students. Furthermore, the second section highlights general perceptions of speaking skill. It contains four items which aim at obtaining a comprehensive measure related to participants' perception of the most important skill among

the four skills (speaking) and its practice by using new technology. In addition, this section aimed to demonstrate the student's self-evaluation of their speaking level as well as to clarify the main factors that can improve the speaking process.

The third section sheds light on learners' perceptions of the role of social media. It targets their opinion and attitude towards implementing such platforms to enhance learners' speaking skills. The aim of this section is to collect information about the use of social media platforms by EFL students. We wanted to know the extent to which the student is familiar with these platforms, the time they spend using them, and the purposes for which they are used. In addition, we wanted to investigate whether participants are in contact with their teachers and colleagues via social media platforms, and if they have published anything related to speaking skill, whether from their side, their colleagues, or their teachers. Finally, the aim was to know the most important uses of these platforms and what are the aspects of the speaking skill that social media can improve.

In the administration phase, the students' questionnaire was provided to second year LMD students, it was given online to sixty (60) students, which were selected randomly. We received only forty (40) answers. The questionnaire was provided online because students become more accustomed to doing everything online and they are more interested in surveys presented in this manner; as well as, to avoid the misunderstanding or not being able to read someone's handwriting. In addition, the online questionnaire is designed to collect all the data immediately.

3.3 Teachers' Questionnaire

Taking into account the research question that targeted the teacher's feedback about the role of social media in improving speaking skill, a questionnaire was conducted in order to obtain the respondents' feedback. (See Appendix 01)

3.3.1 Aim, Structure and Administration

The current qualitative data collection was employed to obtain the teachers' perceptions and attitude towards the role of social media in improving EFL students' speaking skill.

In this regard, the semi-structured questionnaire consisted of thirteen questions combining open-ended and closed-ended questions that were divided into two sections. The first section indicated the general information of teachers by targeting their teaching experience, qualifications, and the grades they teach. Moreover, the second section consisted of eight questions where the teachers were asked to give answers to the questions by ticking the appropriate box, or making statements whenever necessary. It aimed to know the teachers' opinion about using technology to help students improve their speaking skill. In addition, we wanted to know whether they have used social media for an educational purpose or if they get in touch with their students. It also aimed to explore teachers' attitudes towards the impact of social media on the speaking performance of their students and whether they consider it as a tool that helps to improve EFL students' speaking skills if used in an appropriate way. The last question inquired teachers for further comments regarding the use of social media in enhancing the students' speaking skill.

We have administrated the questionnaire to twenty (20) teachers of oral expression. The questionnaire was given to the teachers at the end of their courses to answer them at home in order not to interrupt their sessions. We received only ten (10) answers and two of them were received online.

3.4 Population and Sampling Technique

The population of this research consisted in the second year students of English at Biskra University. Such a choice is justified by the fact that they have already experienced many speaking strategies and techniques in class, mainly in their oral expression sessions. Moreover, a representative sample of 40 students out of 255 (the whole population) were

chosen from different groups to participate in this research. Furthermore, a sample of 10 teachers of oral expression was chosen to answer a questionnaire.

The selected sampling technique for the current research is the random sampling technique. This technique was selected based on specific criteria, such as facilitating the process of collecting then analyzing data.

3.5 Data Analysis and Procedure

Once the necessary data have been collected, the next point is the analysis of the collected data, which is often considered as a research procedure that refers to the synthesis of those data in order to draw a research conclusion. In this study, the researcher intended to use a descriptive analysis procedure to measure, describe and analyze the data obtained and collected from the questionnaires. The descriptive approach includes a description of what the data show.

3.6 Analysis and Interpretation of the Questionnaires

This section is concerned with the analysis of data resulting from the students' and the teachers' questionnaires.

3.6.1   Students' Questionnaire

Section One: General Information

Q1. Gender

Table 3.1: Participants' Gender Distribution

Choice	Frequency	Percentage
Male	15	37.5%
Female	25	62.5%
Total	40	100%

This question aims to find out what gender dominates the field of language learning, especially the English section. As the Table 3.1 shows, out of forty participants, 15 (37.5%)

are males while 25 (62.5%) are females. This indicates that females are the dominant category in second year students. This may be because females are more interested in language learning rather than males. In short, learning English as a foreign language is a female-oriented branch.

Q2. Age

Table 3.2: Participants' Age Distribution

Choice	Frequency	Percentage
19-25	31	77.5%
25-30	7	17.5%
More than 30	2	5%
Total	40	100%

This question aims to determine the average age of our participants. We observed variability in the age of the respondents. Indeed, the majority of participants 31 (77.5%) are practically the same age between 19 and 25, which means that they share the same learning experience. However, 7 (17.5%) of the respondents are between the ages of 25-30. This means that these respondents do not have the same educational pathway. Whilst, the age difference reflects that only 2 (5%) of the respondents are over 30 years old and this can be explained by either failure, change in the field of study, or failure more than once in the baccalaureate exam.

Q3. How do you consider your level in English language?

Table 3.3: Participants' Evaluation of their Level in English

Choice	Frequency	Percentage
Excellent	5	12.5%
Good	24	60%
Fair	8	20%
Poor	3	7.5%
Total	40	100%

This question asks learners to evaluate their level of English. As the rates show, the majority of respondents (24 = 60%) consider their level of English as good. Those students are

able to use English in an appropriate manner, but they have little deficiency in either one aspect (grammar, vocabulary, pronunciation or writing), or they feel that they still need some sort of improvement in one aspect of the language. In addition, 8 (20%) of the participants rated their level of English as fair. This means that they still have some deficiency in the English language either in grammar, vocabulary, pronunciation or writing. Alternatively, they believe that they need to improve their level in order to use it in any aspect of life without any hindrances. Moreover, 05 (12.5%) respondents claimed that their level in English is excellent. Those students have a high level of English proficiency, which enables them to use English fluently, accurately and adequately in any field of study. However, 03 (7.5%) respondents assumed that their level of English is poor. This percentage represents students who have many weaknesses in their English language in all its aspects (grammar, vocabulary, pronunciation, and writing).

Accordingly, this diversity of respondents' answers shows that students are quite aware of their level of English. In fact, students usually rate their level according to how good or how terrible they understand and produce a language orally or in a written production.

Q4. How do you acquire your English language skills?

Table 3.4: Participants' English Language Acquirement

Choice	Frequency	Percentage
At school	20	50%
Outside school	17	42.5%
Other	3	7.5%
Total	40	100%

This question sought to find out how the participants acquire their English language skills. Half of respondents 20 (50%) reported that they acquire their English language skills at school, which means they learned language skills depending on their course of study. Moreover, 17 (42.5 %) of respondents assumed that they acquire their English language skills outside school. In fact, those students relied on other ways of learning such as websites,

applications, or language institutes. Whilst, Only 3 (7.5%) of respondents claimed that they acquire their English language skills in other ways such as home, watching movies and series, or everywhere.

Section Two: Speaking Skill

Q5. How can you evaluate your level in speaking English?

Table 3.5: Students' Evaluation of their Speaking Performance

Choice	Frequency	Percentage
Excellent	5	12.5%
Good	24	60%
Fair	8	20%
Poor	3	7.5%
Total	40	100%

This question aimed to determine the students' self-evaluation regarding their level in speaking. From the above table, the majority of respondents (24 = 60%) confirmed that they have a good level in speaking. However, 8 (20%) respondents asserted that they have a fair level while 3 (7.5 %) of the respondents confessed that they have a poor level in speaking. Notably, 5 (12.5%) of respondents claimed that their level is excellent.

Consequently, from the respondents' responses, the majority of the students do not admit that they are excellent speakers but they view their level as average because of the difficulties they encounter while speaking.

Q6. In your opinion, what is the most important skill?

Table 3.6: Students' Perception of the most Important Skill

Choice	Frequency	Percentage
Speaking	16	40%
Writing	12	30%
Reading	6	15%
Listening	6	15%
Total	40	100%

The aim of this question was to identify the most important skill according to the students' point of view. As table 3.6 shows, 16 respondents, representing 40%, confirmed that speaking is the most important skill while 12 (30%) respondents reported that writing is the most important skill after speaking. In addition, 12 respondents deemed the other receptive skills, which are listening (15%) and reading (15%) equal in their importance after speaking and writing skills. This can be explained by the educational level on which students consider speaking skill as important compared to other skills. In addition, it is also seen as an essential means through which they express themselves, their thoughts and beliefs. Moreover, writing skill is also important due to its integral relationship with assessment and evaluation. However, learners seem not to pay enough attention to listening and reading skills and consider them as less important than the other skills.

In fact, all four skills are important in learning English because each one accomplishes the other. However, EFL students need to focus more on speaking skill in order to be able to communicate with others without any obstacles.

Q7. Which skill is the most difficult (s) to you?

Table 3.7: Students' Perception of the most Difficult Skill

Choice	Frequency	Percentage
Writing	19	47.5%
Speaking	15	37.5%
Reading	1	2.5%
Listening	5	12.5%
Total	40	100%

The present question was meant to identify the most difficult skill for the students. The majority of the respondents 19 (47.5%) believe that writing is the most difficult skill. This is followed by the speaking skill, which has been chosen by 15 (37.5%) of respondents. However, 5 (12.5%) of respondents indicated that listening is a difficult skill for them to master. Whilst,

only 1 respondent (2.5%) views the reading skill as difficult.

In particular, the majority of students deemed writing as the most difficult skill, simply because it requires the mastery of a number of aspects as well as because of the challenges they face in writing.

Q8. Do you think using new technology in teaching English as a foreign language can improve your level in speaking?

Table 3.8: Students' Opinion about the Use of New Technology in EFL Teaching

Choice	Frequency	Percentage
Yes	34	85%
No	6	15%
Total	40	100%

We asked this question in order to inquire whether students believe that using new technology in teaching English can improve their level in speaking. Regarding the results as reported in Table 3.8, 34 (85 %) respondents think that using new technology can improve their level in speaking English whereas 6 (15%) respondents stated that they do not think that using new technology can improve their level in speaking.

As a justification, those who are in favor of using new technology to teach speaking reported that it changes the traditional strategies and would increasingly enhance the student's capacities where the student can show more interaction, creativity, critical thinking, and collaboration simply because they are engaged in very different situations. However, those who are not in favor of using new technology to teach speaking did not provide any justification.

Section Three: Social Media

Q9. Do you have an account of Facebook, Instagram, or YouTube?

Table 3.9: Students' Use of Social Media Platforms

Choice	Frequency	Percentage
Yes	40	100%
No	0	00%
Total	40	100%

This question intended to identify if the respondents are using social media platforms. The table revealed that all of the respondents 40 (100%) do have an account of Facebook, Instagram, or YouTube. This could be explained by learners' extensive use of social media platforms. In addition, the use of social networking sites in the educational process has become a necessity for the effectiveness of this technology in achieving harmony in the educational process and its ability to stimulate constructive discussions, dialogues, and exchange experiences.

Q10. How much time do you spend on them per day?

Table 3.10: Participants' Time Spending on Social Media

Choice	Frequency	Percentage
1 hour	3	7.5%
2 hours	9	22.5%
4 hours	9	22.5%
More than that	19	47.5%
Total	40	100%

This question sought to see how much time learners spend on social media platforms. As it is clearly observed in the table, the majority 19 (47.5%) of respondents asserted that they spent more than four hours using social media platforms per day. However, 9 (22.5%) respondents reported that they spend four hours on them per day. Notably, the same percentage (22.5%) was observed for those who spend two hours on them per day. Whilst, 3 (7.5%) respondents claimed that they spend only one hour using social media platforms per day.

Accordingly, the use of social media platforms has become an essential part of daily

communication and receiving information for many people in the world. Therefore, we find the discrepancy in the time that learners spend on these platforms: There are those who use social media as a means of entertainment or perhaps to waste time, and others who realized the power of social media, so they use it in its effective form.

Q11. How do you benefit from the use of social media in improving your speaking skill?

Table 3.11: Participants' Benefit from the Use of Social Media

Choice	Frequency	Percentage
Watching some videos on YouTube	13	32%
Chatting with native speakers on Facebook or Instagram	9	22%
Learning from your peers who share knowledge on their social media platforms	7	18%
All of them	8	20%
Other	3	8%
Total	40	100%

This question sought to determine the respondents' benefit from the use of social media in improving their speaking skill.

From the above table, 13 (32%) respondents noted that they watch videos on YouTube in order to improve their speaking kill. This could be explained by the simplicity of using this platform which contains many videos that contribute in improving learners' speaking skills. However, 9 (22%) of respondents reported that they use social media platforms in order to get in touch with native speakers on Facebook or Instagram. Simply, these platforms are free and easy to use, and they help learners to communicate with native speakers, which contributes to improve their speaking skill.

Moreover, 7 (18%) respondents admitted that they learn from their peers who share knowledge on social media. This benefited them in improving their speaking skills. This means that many students are using social media for educational purposes, especially in providing tips that help their colleagues improve their language skills. Whilst, 8 (20%) of respondents asserted

that they use social media for all what have been mentioned above. In addition, only 3 respondents (representing 8%) reported that they listen to podcasts and audio books, or read new articles through social media to improve their speaking skill.

Q12. What aspects of speaking can social media improve?

Table 3.12: The Aspects of Speaking Social Media can Improve

choice	Frequency	Percentage
Vocabulary	8	20%
Grammar	2	5%
Fluency	6	15%
Pronunciation	7	17%
Comprehension	4	10%
All of them	13	33%
Total	40	100%

The present question was asked in order to figure out the respondents' opinion about the aspects of speaking which social media can improve.

From the above table, it is clear that 8 (20%) respondents stated that social media can improve speakers' vocabulary while 7 (17%) respondents reported that social media can improve speakers' pronunciation. Nevertheless, 6 (15%) respondents stated that social media improves speakers' fluency. In addition, for 4 (10%) respondents, social media helps improve speakers' comprehension. Whilst, 2 (5%) respondents showed that social media can improve speakers' grammar. However, the majority of respondents 13 (33%) perceived the power of social media in improving all the aspects of speaking skill.

According to the obtained results, learners are already familiar with the use of social media for educational purposes. This made it easier for them to enhance their vocabulary, pronunciation, and all speaking aspects.

Q13. Do you think sharing knowledge with your peers on social media can improve your speaking skills?

Table 3.13: Participants' Opinion about Sharing Knowledge on Social Media

Choice	Frequency	Percentage
Yes	37	92.5%
No	3	7.5%
Total	40	100%

This question aimed to determine participants' opinion about whether sharing knowledge on social media could improve their speaking skills.

A quick look at this table will reveal that a big proportion of respondents (N°= 37) representing a numerical majority (92.5%) has agreed on the fact that interacting with peers via social media and sharing knowledge helps enhance their oral performance. As a justification, students think that exchanging ideas and information, and collaborating with their colleagues assist in enhancing their vocabulary and pronunciation. In addition, they believe that a learner's speaking skills would evolve and become better by time when frequently making videos that contain educational information concerning English language. However, only 3 (7.5%) respondents do not think that sharing knowledge on social media has a positive effect on improving their speaking skills. They think that social media cannot encourage learners for the dissemination and reception of information because, according to them, it is only a means of communication and entertainment.

Q14. Are you friend with your teachers or classmates on social media?

Table 3.14: Students' Friendship with Teachers and Classmates on Social Media

Choice	Frequency	Percentage
Yes	33	82.5%
No	7	17.5%
Total	40	100%

This question sought to determine whether participants added their teachers or

classmates as friends on their social media accounts in order to communicate with them and exchange contents related to learning. The table illustrates that the majority of the respondents 33 (82.5%) reported that they are friends with their teachers and classmates on social media. They might see it as an alternative to emails, which makes it easier for them to communicate with their teachers or peers, especially to inquire about anything related to their study. On the other hand, 7 (17.5%) respondents stated that they do not have any virtual relationship with their teachers or classmates on social media. In fact, they probably prefer to maintain their privacy and act comfortably.

Q15. Does your teachers or classmates share any content related to speaking skill on social media?

Table 3.15: Teachers' and Classmates' Share of Speaking Contents

Choice	Frequency	Percentage
Yes	23	57.5%
No	17	42.5%
Total	40	100%

This question was designed to identify whether the respondents' teachers and classmates share any content related to speaking skill on social media so that they can benefit from them. As reported in the above table, 23 (57.5%) respondents declared that their teachers and classmates do share speaking content on social media. The content may be lessons, videos or educational clips that would help in improving learners' speaking skill. However, 17 (42.5%) respondents stated that their teachers and classmates do not share any content related to speaking skill on social media.

Q16. In your opinion, do you think that using social media can improve your level in speaking English?

Table 3.16: Participants' Opinion About Improving Speaking Through Social Media

Choice	Frequency	Percentage
Yes	29	72.5%
No	1	2.5%
Maybe	10	25%
Total	40	100%

By adding this question, we wanted to explore the participants' opinion about improving their speaking skills by using social media.

As displayed in the above table, the majority of respondents (29, representing 72.5%) agreed that using social media can improve their level in speaking English while 10 (25%) participants were less enthusiastic stating that using social media "maybe" improves their level in speaking. However, for only one (2.5%) students, social media cannot improve learner's speaking skill.

According to the obtained results, students who agreed or thought that using social media can improve speaking justified their answer saying that social media has become a part of their daily life and it helps them improve their speaking by watching videos, talking to native speakers, and engaging in pages and groups dedicated to learn English language. In addition, the student who claimed that social media cannot not improve his/her speaking, explained that he/she does not use social media for educational purposes; this is what explains his negative attitude.

Q17. Have you ever shared something related to speaking skills on social media?

Table 3.17: Participants' Contribution on Social Media

Choice	Frequency	Percentage
Yes	18	45%
No	22	55%
Total	40	100%

This question was added in order to check out if participants have shared anything

related to speaking skills on social media.

The table revealed that the highest rate of respondents 22 (55%) stated that they have not shared anything related to speaking skill on social media because, according to them, they are not qualified enough, did not get a chance to do so, or are not able to speak on social media. However, 18 (45%) reported that they have already shared something related to speaking on social media. Most of them shared podcasts, videos, and online courses.

Q18. With whom do you share information in social media?

Table 3.18: The Target Group That Participants share information with

Choice	Frequency	Percentage
Facebook	14	35%
Selected groups	12	30%
public	10	25%
Other	4	10%
Total	40	100%

This question aimed to highlight the target group with which participants share information in social media. As it shown in table 3.18, the majority of respondents 14 (35%) reported that they share information in Facebook groups whereas 12 (30%) respondents declared that they do it with selected groups, among which their class group. Moreover, 10 (25%) students share information with public. However, 4 respondents (10%) stated that they share information in Instagram or only with their friends.

3.6.2   Teachers' Questionnaire

Section One: General Information

Q.1 Would you specify your educational level?

Table 3.19: Teachers' Degree

Choice	Frequency	Percentage
BA (License)	0	0%
MA (Master)	1	10%
Magister	6	60%
Doctorate	3	30%
Total	10	100%

This question aimed to identify teachers' qualifications. Out of 10 teachers, 6 (60%) hold a magister degree while 3 (30%) have a doctorate degree, and only one (10%) hold a master degree (PhD student). Therefore, we consider the teachers' answers and suggestions as very reliable to our research since most of teachers are highly qualified.

Q.2 How long have you been teaching English in the University level?

Table 3.20: Teachers' Experience in Teaching English at University

Choice	Frequency	Percentage
1-5 years	3	30%
6-10 years	3	30%
More than 10 years	4	40%
Total	10	100%

Knowing the teaching experience of the teachers was the main aim of the current question. The table reveals that 4 (40%) of the questioned teachers' experience extends to 10 years teaching English at university. Moreover, 3 (30%) respondents have an experience from 6 to 10 years in teaching. In addition, 3 (30%) teachers stated that they have been teaching from 1 to 5 years. This indicates that they are experienced teachers, so they have the ability to

manage their oral expression courses.

Q.3 Which grade do you teach oral expression?

Table 3.21: The Teaching Levels

Choice	Frequency	Percentage
1st year	4	40%
2nd year	5	50%
3rd year	1	10%
Total	10	100%

The main objective of including the current question was to shed light on the levels that the teachers teach. From the above table, half of respondents, who represent 50% of the sample, teach second year while 4 (40%) teachers stated that they teach first year. Besides, only one respondent (10%) announced that he/she teaches third year level.

Q.4 What is your evaluation of the learners' speaking skill production?

Table 3.22: Teachers' Evaluation of their Learners' Speaking Performance

Choice	Frequency	Percentage
Excellent	0	0%
Good	2	20%
Average	8	80%
Poor	0	0%
Total	10	100%

The ultimate aim of including this question was to check out how the oral expression teachers regard their students' level in terms of speaking performance. The table illustrates that the majority of the respondents 8 (80%) consider their students' level of speaking as average. 2 (20%) teachers, however, deem the students' speaking level as good, but none of the teachers consider their students to have either an excellent or a poor level in speaking. These results indicate that teachers are quite satisfied with the students' level of speaking performance.

Section Two: Social Media and Speaking Skill

Q.5 Do you think using new technology in teaching English as a foreign language can improve your students' level?

Table 3.23: Teachers' Opinion about the Use of New Technology in Improving Students' Level

Choice	Frequency	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

The aim of including this question was to determine the oral expression teachers' opinion concerning the use of new technology to enhance students' speaking skill. Depending on the data provided in table 3.23, all the teachers agreed that using new technology in teaching can improve their students' level.

As a justification, teachers are adopting technology as one of the modern teaching methods in order to promote the level of students and enhance their skills. Moreover, learners are highly motivated and attracted by technology because it varies from the old/ traditional methods and techniques of teaching EFL.

Q.6 How often do you use the social media?

Table 3.24: Teachers' Use of Social Media

Choice	Frequency	Percentage
Always	6	60%
Usually	1	10%
Sometimes	2	20%
Rarely	1	10%
Never	0	0%
Total	10	100%

The present question was asked in order to collect information concerning teachers' frequency in using social media. As it is demonstrated in Table 3.24, six (60%) teachers

asserted that they always use social media. Moreover, 2 (20%) teachers stated that they sometimes use social media. Besides, 20% of teachers usually use it, and (10 %) rarely (10%) do. These results show that most of teachers are using social media on a permanent basis; therefore, they are aware of its content, usage, and benefits.

Q.7 Have you ever used social media for educational purposes?

Table 3.25: Teachers' Use of Social Media for Educational Purposes

Choice	Frequency	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Throughout the current question, we aimed to determine whether teachers consider using social media for educational purposes. As it is clearly observed from the table above, the majority of teachers (8= 80%) asserted that they use social media for educational purposes whilst 2 (20%) teachers revealed that they do not use social media for educational purposes.

- If "yes", what purpose(s) do you attend to achieve?

Table 3.26: Teachers' Purposes of Using Social Media

Choice	Frequency	Percentage
Sharing lectures	7	70%
Giving lectures	5	50%
Publishing useful links	7	70%
Sending messages to colleagues or students	6	60%
Posting announcements	7	70%
Total	10	100%

This related question targeted the category of teachers who do use social media in their teaching. It aimed to check out their purposes of using social media in education. Depending on the data provided in table 3.26, (70%) of teachers use social media to share lectures, publish useful links, and post different announcements. Nevertheless, 60% of teachers rely on social

media for sharing lectures and useful links to students, posting announcements, and sending messages to colleagues and students. Furthermore, 50% of teachers reported that they use social media for all the purposes mentioned in the table. Some of the teachers added other advantageous uses to social media like selecting useful items, adapting them in their teaching as well as posting online tests, corrections, homeworks, feedback, and marks.

Q.8 Do you get in touch with your students through the use of social media?

Table 3.27: Teachers' Contact with Their Student via Social Media

Choice	Frequency	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

This question sought to identify whether teachers get in touch with their students through social media. The table revealed that the majority of teachers 7 (70%) reported that they do get in touch with their students through social media because find it easier, faster and practical to keep contact. In addition, they find it an easy way to share different things related to their lessons, to make announcements. Furthermore, teachers stated that students contact them for advice, clarifications, requests, and apologies (for absentees).

On the other hand, 3 (30%) teachers stated that they do not have any contact with their students via social networking as they deem this method unprofessional.

Q.9 Do you share any content related to speaking skill with your students on social media?

Table 3.28: Teachers' Usage of Social Media to Teach Speaking

Choice	Frequency	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

In addition to knowing whether teachers agree to incorporate and use social media in their teaching, our research tried to focus on the teachers' view regarding their contribution to

publish any speaking content that might help students to enhance their oral skill.

As displayed in table above, 80% of teachers asserted that they do share content related to speaking skill with their students on social media. It can be educational videos, songs, movies, documentaries, and podcasts which teachers believe can help their students to improve their speaking skills.

(20%) of respondents, however, confessed not to share any content related to speaking skill.

Q.10 In your opinion, do you think that using social media can improve your students' level in speaking English?

Table 3.29: Teachers' Opinion about Improving Speaking Through Social Media

Choice	Frequency	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Since the major aim of this study is to investigate the use of social media in improving EFL students speaking skill, it was unavoidable asking such a question. Indeed, we sought to inquire the teachers' opinion about a particular benefit of social media: enhancing EFL speaking performance.

As table 3.29 suggests, all teachers confirmed that using social media can improve their students' level in speaking English. They argued that students who used social media have already benefited from its positive uses and perceived remarkable progress in their oral productions. Moreover, it benefited, for example, those learners who wanted to learn a certain dialect/accent, such as the American or British accent. Moreover, social media highly contributes to providing videos and tips that facilitate the process of mastering and improving their speaking skill.

Q.11 How do you think learners can benefit from the use of social media to enhance their speaking abilities?

Table 3.30: Social Media Benefits for Speaking Improvement

choice	Frequency	Percentage
Students can practice listening and speaking by chatting with native speakers.	10	100%
Students can improve their oral communication by face-to- face interaction.	9	90%
Students can learn pronunciation and grammar by using YouTube (videos and tutorials)	10	100%
Students are exposed to authentic language with social media.	9	90%
Students are more motivated and less stressed to express themselves when using social media.	9	90%
Students are more autonomous and self-reliant to learn and develop their speaking abilities.	8	80%
Total	10	100%

As a final question to this section, we highlighted the teachers' point of view about the aspects of speaking and what speaking abilities can be improved thanks to social media effective use.

As it is clearly observed in the above table, all of the teachers asserted that learners can benefit from the use of social media by practicing listening and speaking through chatting with native speakers. Learners can also learn pronunciation and grammar by using YouTube (videos and tutorials). In addition, almost all teachers stated that learners could use social media in order to improve their oral communication by face-to- face interaction, by being exposed to authentic language. Moreover, social media makes learners more motivated and less stressed to express themselves when using it. Besides, 8 teachers noted that learners are more autonomous and self-reliant to learn and develop their speaking abilities when using social media as they surf on the net alone without any help of the teacher.

Q.12 Would you please add any other comments you consider important for this issue?

We introduced this question to give teachers the opportunity to provide us with further

suggestions and opinion son what they believe might enhance students' speaking skill through the use of social media. Accordingly, teachers provided us with many substantial suggestions. They are summarized in the following points:

- Social media offers a different perspective to learn the target language in an autonomous way. Learners can easily use social media for different educational purposes without the help of the teacher.

- Social media affects fluency and interaction positively and it makes learning easy and effective.

- Nowadays most of the lectures go through the internet and social media platforms. We advise our students to check interesting links in terms of lectures or book references.

- ICT will never replace teachers; however, teachers who use ICTs will replace teachers who do not use it.

3.7 Summery and Synthesis of the Findings

The main purpose of the current study was to investigate the role of social media in improving EFL learners' speaking skill. The study relied on a representative random sample from second year LMD EFL students at Mohamed Kheider University of Biskra. The present research results, which have been obtained from the analysis and interpretation of the students' and the teachers' questionnaires, were practical and informative to a certain degree.

On the one hand, students' questionnaire emphasized a number of aspects such as students' gender, age, level of oral performance, and attitude towards social media. Firstly, the questionnaire revealed that the majority of students are females, which indicates that learning English language is a female-targeted branch. Moreover, students share nearly the same age between nineteen and twenty-five years. Asking about age would help us know whether students share the same interests, attitudes, and preferences in terms of techniques and strategies to learn the target language. In fact, it is well known that younger learners tend to

prefer technology and social networking comparing to adult learners who would opt for more traditional methods. However, as the findings revealed that the participants are of approximately the same age, they share, therefore, similar points of view about the use of social media. Furthermore, half of students acquire their English language skills at school, and more than half of them consider their level in speaking English as good; thus, they have modicum deficiency in speaking. Findings also reported that among the four skills, speaking skill seem to be the most important but less difficult than writing according to the sample's view.

Within the same context, the obtained results revealed that the majority of students agreed that using new technology in learning helps them to improve their level in speaking. Therefore, students already know that the use of ICTs has changed the traditional methods of teaching and learning a foreign language and which contribute to improve students' speaking level. In addition, the participants highlighted that they are familiar with the use of social media platforms and most of them use these platforms more than four hours a day, which proves that using social media became a part of their lives. Additionally, the majority of participants highly recommend the use of social media because it is beneficial for them since they can watch YouTube videos, chat with native speakers, or learn from their peers who share knowledge via different platforms as Facebook, Instagram or YouTube. Besides, they asserted that social media can significantly improve many vital speaking aspects such as vocabulary, pronunciation, and fluency.

Furthermore, participants stated that they added their teachers and classmates as friends on their social media accounts (Facebook in particular) so as to share and exchange information and content mainly related to speaking skill. According to them, this helps them interact as well as enhance their speaking abilities.

On the other hand, concerning the analysis and interpretation of the teachers' questionnaire, it revealed a valid feedback concerning the role of social media in enhancing

students' speaking skill. To start with, the majority of teachers are highly experienced since they get the Magister or doctorate degree and they have been teaching for more than ten years. This experience would reflect that they must be aware of their students' needs, difficulties, different levels and teaching techniques. Thus, we consider their answers and suggestions as very reliable to our research. In addition, the findings depicted that the majority of teachers deemed their students speaking level as average; the reason that would push teachers to think of enhancing students' oral proficiency by using different teaching techniques and strategies.

Moreover, findings reported that teachers are familiar with the use of new technologies in teaching English and enhancing their students' level. Accordingly, the majority of teachers asserted that they consider the use social media in education because they see it as one of the modern teaching methods used to raise students' level especially in speaking.

Within the same vein, the obtained results revealed that teachers do get in touch with their students on social media in order to extend their job beyond the class and be to available even out of the teaching time. The objective is to follow students' progress and to provide additional care and attention especially when it comes to receive apologies or to give advice. Likewise, teachers use social media for educational purposes such as sharing lectures, publishing useful links, posting announcements, online tests, and homeworks. More importantly, teachers asserted that they do share content related to speaking skill on online platforms as they believe that using social media could be beneficial to improve their students' level in speaking English by listening and speaking to native speakers or learning pronunciation and grammar when using YouTube, for example.

Along with what teachers presented as valuable information and opinions concerning the importance, usage and benefits of social media in education, they insisted on mentioning additional remarks related to the topic under study. Indeed, they pointed out that social media offers a different perspective to learn the target language in an autonomous way as well as it

affects students' fluency and interaction positively, and it makes learning easy and effective.

All in all, the teachers, mainly the teachers of the oral expression composing the study sample, presented a positive attitude towards the use of social media as a method to teach English in general and to enhance students' speaking skill in particular.

Conclusion

This chapter discussed the fieldwork of this study. The first section dealt with the theoretical background of the research methodology. More specifically, it provided rationales about the used research approach, data collection methods, and analysis procedures. Furthermore, the present chapter shed light on discussing and interpreting the findings of the data collection methods used to obtain data from, which are students and teachers' questionnaires. All the findings aimed to answer the research questions and to confirm the formulated hypothesis.

General Conclusion

English learners all over the world want to improve their English speaking skill in order to use it in different situations in their daily lives. In addition, speaking is the basic skill that university students need to master; therefore, they use different strategies to produce the language accurately and to understand the intended meanings of other speakers. Furthermore, since social media has become an integral part of their daily lives, most students use it as a strategy to improve their English language skills. For this reason, the current study investigated the role of social media in improving EFL learners' speaking skill.

The theoretical aspect in this research has been presented in the two first chapters, which highlighted the literature review about the dependent and the independent variables. The first chapter attempted to shed light on the speaking skill in general and on other related concepts. It discussed the definition of speaking, its basic types, its strategies, and its importance. Additionally, it illustrated the role of teachers in teaching this skill. The second chapter, however, has been devoted to present an overview about social media, and it highlighted the different factors that may affect the speaking process. The final chapter has undertaken the fieldwork of this study. It has presented the collected data and analyzed the results.

In order to validate the hypothesis, a descriptive method was employed and two questionnaires (one for a sample of 40 EFL second year LMD students' and another for a sample of 10 oral expression teachers) were designed. Results have been then analyzed and discussed thoroughly. The findings revealed a positive feedback and attitude from the part of students and teachers in using social media to improve the speaking skills.

To conclude, social media platforms are very useful for English learners. It provides them with a chance to enhance their motivation and to enrich their vocabulary knowledge. In addition, social media helps students to improve their pronunciation and fluency. Likewise, teachers added other advantageous uses to social media like selecting useful items, adapting

them in their teaching as well as posting online tests, corrections, homeworks, feedback, and marks. In this respect, an effective and careful use of social media will lead to provide learners with opportunities for interaction and practice of language skills and will lead, consequently, to a development of speaking abilities in particular.

Pedagogical Recommendations

Based on what have been gathered from both theoretical chapters as well from the students' and teachers' questionnaires that confirmed the positive role of social media on the students' speaking skill improvement; therefore, the following recommendations can be suggested:

Recommendations for Teachers

- Teachers should integrate ICT into lessons because technology provides different opportunities to make the learning process more fun and enjoyable.

- Teachers are advised to use social media to get new ideas that helps in preparing speaking activities in the classroom.

- Teachers can adopt social media content in their teaching and extract videos, posts, pictures, and podcasts to be used in class.

- Teachers should encourage their students to use social media in an appropriate way.

- OE teachers should integrate YouTube videos into their courses in order to enhance learners' motivation to speak.

- Teachers should encourage students to learn the target language in an autonomous way.

Recommendations for Students

- Students need to be committed and participate in both e-learning and traditional learning.

- Students should use social media platforms in appropriate way to develop their speaking skill.

- Students should communicate with native speakers on Facebook or Instagram in order to improve their speaking skills.

- Students should learn from their peers who share knowledge on their social media platforms.

Limitations of the Study

One of the hurdles of undertaking this research has been the unavailability of books in relation to the second variable (i.e., social media). That is to say, most of the references are in the form of research papers, journals, articles and collections of previous studies. In addition, the research has limited the use of social media to three main platforms, which are Facebook, Instagram, and YouTube. Another limitation concerns the speaking variable. In fact, the study did not deal with all skills but was limited to one skill which is speaking. Moreover, we wanted to make an interview with teachers, but they asked for a written form as they were busy and did not have time to sit for a recorded interview. Hence, we decided to opt for a questionnaire to gain time and effort. Besides, an online version was sent to teachers via email to obtain more responses.

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Appendices

Appendix 01

Teachers' Questionnaire

Dear teachers,

You are kindly required to answer the following questionnaire, which attempt to collect data for a master's thesis. This survey aims to investigate "**The Role of Social Media in Improving Speaking Skill**". Your contribution will be helpful to make this work achieve its objectives. Would you please answer the questions by ticking your choices in the corresponding boxes or complete your own information whenever necessary.

Thank you for your collaboration

- **General information**

1- Would you specify your educational level?

BA (License) ☐   MA (Master) ☐   Magister ☐   Doctorate ☐

Others please specify…...

2- How long have you been teaching English in the University level?

1-5 years ☐   6-10 years ☐   more than 10 years ☐

3- Which grade do you teach oral expression?

1st year ☐   2nd year ☐   3rd year ☐

4- What is your evaluation of the learners' speaking skill production?

Excellent ☐   Good ☐   Fair ☐   Poor ☐

- **Social media and speaking skill**

5- Do you think using new technology in teaching English as a foreign language can improve your students' level?

Yes ☐   No ☐

Justify your answer…………………………………………………………………………

……………………………………………………………………………………………

6- How often do you use the social media?

Always ☐   Never ☐   Rarely ☐   Sometimes ☐

7- Have you ever used social media for educational purposes?

Yes ☐   No ☐

If "yes", what purpose(s) do you attend to achieve?

☐   Sharing lectures

☐   Giving lectures

☐   Publishing useful links

☐   Sending messages to colleagues or students.

☐   Posting announcements

Other: …………………………………………………………………………………

8- Do you get in touch with your students through the use of social media?

Yes ☐   No ☐

Justify you answer

……………………………………………………………………………………………

……………………………………………………………………………………………

9- Do you share any content related to speaking skill with your students on social media?

Yes ☐   No ☐

If yes, what kind of content do you share?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

10- In your opinion, do you think that using social media can improve your students' level in speaking English?

Yes ☐   No ☐

11- How do you think learners can benefit from the use of social media to enhance their speaking abilities?

☐ Students can practice listening and speaking by chatting with native speakers.

☐ Students can improve their oral communication by face-to- face interaction.

☐ Students can learn pronunciation and grammar by using YouTube (videos and tutorials)

☐ Students are exposed to authentic language with social media.

☐ Students are more motivated and less stressed to express themselves when using social media.

☐ Students are more autonomous and self-reliant to learn and develop their speaking abilities.

Other:……………………………………………………………………………………………

12- Would you please add any other comments you consider important for this issue?

……………………………………………………………………………………………………

Thank you very much for your collaboration.

Appendix 02

Students' Questionnaire

Dear students,

You are kindly required to answer the following questionnaire that aimed to investigate "The Role of Social Media in Improving Speaking Skill". I will be grateful if you answer all the questions sincerely. Tick (√) in the appropriate box (es), or provide a complete answer when you are asked. I assure the confidentiality of your answers, which are used for research purposes only.

Thank you for your participation

Section one: general information

1. Gender:

Male ☐   , Female ☐

2. Age:

19-25 ☐   , 25-30 ☐   , more than 30 ☐

3. How do you consider your level in English language?

Excellent ☐   Good ☐   Fair ☐   Poor ☐

4. How do you acquire your English language skills?

a. At school ☐   b. Outside school ☐

Other: …………………………………………………………………………………

Section two: Speaking skill

    5.   Your level in speaking English:

Excellent ☐   Good ☐   Fair ☐   Poor ☐

    6.   In your opinion, what is the most important skill?

1-   Speaking skill   ☐

2-   Reading skill   ☐

3- Writing skill   ☐

4- Listening skill   ☐

    7.   Which skill is the most difficult (s) to you?

Writing ☐   Reading ☐   Speaking ☐   Listening ☐

    8.   Do you think using new technology in teaching English as a foreign language can improve your level in speaking?

a. Yes ☐ , b. No ☐

How:………………………………………………………………………………………

………………………………………………………………………………………..

Section three: social media

    9.   Do you have an account of Facebook, Instagram, or YouTube?

a. Yes ☐ , b. No ☐

    10. How much time do you spent on them per day?

1 hour ☐ , 2 hours ☐ , 4 hours ☐ , more than that ☐

11. How do you benefit from the use of Social Media in improving your speaking skill?

a. Watching some videos on YouTube. ☐

b. Chatting with native speakers on Facebook or Instagram. ☐

c. Learning from your peers who share knowledge on their social media platforms. ☐

d. All of them. ☐

Other: …………………………………………………………………………………………

12. What aspects of speaking can social media improve?

Vocabulary   ☐

Grammar   ☐

Fluency   ☐

Pronunciation   ☐

Comprehension   ☐

All of them   ☐

13. Do you think sharing knowledge with your peers on social media can improve your

speaking skills?

a. Yes ☐ . b. No ☐

How?

……………………………………………………………………………………………….

14. Are you friend with your teachers or classmates on social media?

a. Yes ☐ , b. No ☐

15. Does your teachers or classmates share any content related to speaking skill on social

media?

a. Yes ☐ , b. No ☐

16. In your opinion, do you think that using social media can improve your level in

speaking English?

a. Yes ☐ , b. No ☐ , c. Maybe ☐

Justify your answer:

………………………………………………………………………………………………

17. Have you ever shared something related to speaking skills on social media?

a. Yes ☐ .b. No ☐

Justify your answer:

………………………………………………………………………………………………

18. With whom do you share information in social media?

In Facebook groups ☐ , with selected students ☐ , public ☐

Other: ………………………………………………………………………………….

THANK YOU SO MUCH

الملخص

نظـرًا لتطـور التكنولوجيـا بشـكل عـام ووسـائل التواصـل الاجتمـاعي بشـكل خـاص، فقـد أصـبحت الأخيـرة محـورًا رئيسـيًا لطـلاب الجامعـات حيـث تحتـوي علـى العديـد مـن المنصـات التعليميـة التـي تسـاعدهم علـى اكتسـاب المعرفـة وتحسـين مهـاراتهم اللغويـة. علـى مـا يبـدو، يحتـاج الطـلاب إلـى التواصـل بشـكل دائـم، وهـذا يجعـل التحـدث مـن أكثـر المهـارات التـي يريـد أي طالـب إتقانهـا وتطويرهـا. وبالتـالي، يلجـأ العديـد مـن الطـلاب إلـى اسـتخدام منصـات التواصـل الاجتمـاعي ودمجهـا فـي عمليـة الـتعلم الخاصـة بهـم لتحسـين مهـارتهم فـي التحـدث. وفقًـا لـذلك، تهـدف الدراسـة الحاليـة إلـى التحقـق مـن دور وسـائل التواصـل الاجتمـاعي فـي تحسـين مهـارات التحـدث لـدى طـلاب اللغـة الإنجليزيـة كلغـة أجنبيـة. ومنـه فـإن الفرضيـة المقترحـة لسـبر هـذه الدراسـة توضـح أنـه إذا اسـتخدم طـلاب اللغـة الإنجليزيـة كلغـة أجنبيـة وسـائل التواصـل الاجتمـاعي بشـكل فعـال، فسـيؤدي ذلـك إلـى إشـراكهم فـي التنفيـذ الحقيقـي للغـة، ممـا سيحسـن مهـارتهم فـي التحـدث. لتحقيـق الأهـداف المرجـوة والتحقـق مـن صـحة فرضيـة البحـث، تـم اعتمـاد الـنهج النـوعي باسـتخدام دراسـة الحالـة. فيمـا يتعلـق بهـذا الـنهج، تـم اسـتخلاص النتـائج مـن اسـتبيانين. تـم تصـميم اسـتبيان واحـد لطـلاب السـنة الثانيـة (عينـة مـن 40 طالبًـا) فـي اللغـة الإنجليزيـة بجامعـة محمـد خيضـر بسـكرة، واسـتبيان ثـان لعينـة مـن 10 مدرسـين للتعبيـر الشـفهي. فـي النهايـة، كشـف تحليـل وتفسـير البيانـات التـي تـم الحصـول عليهـا أن اسـتخدام منصـات وسـائل التواصـل الاجتمـاعي يمكـن أن يسـاعد الطـلاب علـى تحسـين مهـارات التحـدث لـديهم لأن معظمهـم يسـتخدمون وسـائل التواصـل الاجتمـاعي بشـكل متكـرر للأغـراض التعليميـة. بالإضافـة إلـى ذلـك، يبـدو أن غالبيـة معلمـي اللغـة الإنجليزيـة علـى درايـة باسـتخدام وسـائل التواصـل الاجتمـاعي فـي تصـميم دوراتهـم واتفقـوا علـى حقيقـة أنهـا تسـاهم بشـكل كبيـر فـي تعزيـز مهـارة التحـدث لـدى متعلمـي اللغـة الإنجليزيـة كلغـة أجنبيـة. وهكـذا، تـم تأكيـد الفرضيـة السـابقة المـذكورة. لـذلك ينصـح المعلمـون باسـتخدام وسـائل التواصـل الاجتمـاعي لأنهـا سـتلهمهم فـي إعـداد مواضيـع المحادثـة ومهـارات الأنشطة.

الكلمات المفتاحية: وسائل التواصل الاجتماعي، مهارة التحدث، متعلمي اللغة الإنجليزية كلغة أجنبية

Le Résumé

En raison du développement de la technologie en général et des médias sociaux en particulier, ces derniers sont devenus un axe majeur pour les étudiants universitaires puisqu'il contient de nombreuses plateformes éducatives qui les aident à acquérir des connaissances et à améliorer leurs compétences linguistiques. Apparemment, les étudiants ont besoin de communiquer en permanence, ce qui fait de l'expression orale l'une des compétences les plus importantes que tout étudiant souhaite maîtriser et développer. Par conséquent, de nombreux étudiants ont recours aux plateformes de médias sociaux et les intègrent dans leur processus d'apprentissage afin d'améliorer leurs compétences en expression orale. En conséquence, la présente étude vise à étudier le rôle des médias sociaux dans l'amélioration des compétences orales des étudiants ALE. Expressément, l'hypothèse suggérée pour sonder cette étude énonce que si les étudiants ALE utilisent efficacement les médias sociaux, cela les engagera dans la mise en œuvre réelle de la langue, ce qui améliorera leur compétence orale. Pour atteindre les objectifs visés et valider l'hypothèse de recherche, une approche qualitative a été adoptée à partir d'une étude de cas. En lien avec cette approche, les résultats ont été déduits de deux questionnaires. Un questionnaire a été conçu pour les étudiants d'anglais de deuxième année LMD (un échantillon de 40 étudiants) à l'université Mohamed Khieder de Biskra, et un second questionnaire pour un échantillon de 10 professeurs d'expression orale. En fin de compte, l'analyse et l'interprétation des données obtenues ont révélé que l'utilisation des plateformes de médias sociaux pourrait aider les étudiants à améliorer leurs compétences orales car la plupart d'entre eux utilisent fréquemment les médias sociaux à des fins éducatives. De plus, la majorité des professeurs d'anglais semblent être familiers avec l'utilisation des médias sociaux dans la conception de leurs cours et conviennent du fait que cela contribue grandement à améliorer les compétences orales des apprenants ALE. Ainsi, l'hypothèse énoncée précédemment est confirmée. Par conséquent, il est recommandé aux enseignants d'utiliser les médias sociaux car cela les inspirerait dans la préparation d'activités et de sujets d'expression orale.

Les Mots clés: médias sociaux, compétences orales, apprenants ALE (Anglais Langue Etrangère)