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**Investigating the Effects of Social Networks on EFL
Learners' Speaking Skill:
The Case of first year students at the section of English in the
university of Biskra**

Dissertation submitted to the Department of Foreign Languages as a partial fulfillment of the requirements of the degree for Master in Sciences of Languages

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Declaration

I am, **Nouar** Kherkhachi Achraf, I do hereby solemnly declare that the work I am going to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at Mohamed KHEIDER University of BISKRA, ALGERIA.

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Dedication

All my thanks and praise are due to Allah, the most gracious the most merciful, for helping
me to complete this work.

I would like to dedicate this modest work to

My father **Saad** Nouar, and my mother **Fatima** Zohra

My dear **sisters** and **brothers**,

All my lovely friends and classmates with whom I have sweet memories,
and all my teachers.

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Abstract

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

Key Terms: EFL learners, Social Networks, Speaking skill, Technology.

LIST OF ABBREVIATIONS AND ACRONYMS

SN: Social Networks

EFL: English Foreign Learners

Q: Question

%: Percentage

N°: Number

L2: Second language

LMD: License Master Doctorate

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GENERAL INTRODUCTION

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

1. Statement of the Problem

The speaking skill of any language is crucially important because it serves the purpose of communication which is this language using by all people around the world to share their ideas and communicate via a language speech , especially, English language speech which is the most useful one in the world. EFL learners in Algeria are one of those users of English as a foreign language. They are looking all the time to improve their speaking skill because English as a foreign language in Algeria is mainly taught in terms of grammar and structures .Therefore, less attention is payed to the speaking skill. So, this need to improve the speaking skill for Algerians EFL learners has lead to the use of new ways of technology in order to keep up with the times. As a matter fact, they use Social networks to communicate with different people around the world using English as a global

language of communication. Starting from this point we need to know if Social networks have any effects on EFL learners speaking skill.

2. Research Questions: This dissertation relies on the following questions:

1. What are the Social Networks?
2. Do Social Networks improve the speaking skill for EFL learners?
3. How can Social Networks improve students speaking skill?

3. Hypothesis: The present research is based on the following hypothesis that shall be verified through this work:

We hypothesis that learners would enhance their speaking skill if they use Social Networks in an appropriate way.

4. Aims: This dissertation looks for the following aims to:

- find-out if there is a positive influence of social networks on students speaking skill,
- determine to what extent Social Networks can be an assistant to improve other features of English language, and
- check out students' attitude towards the use of Social Networks.

5. Methodology

The researchers intend to use the qualitative approach to acquire and gather data for this dissertation. Moreover, the researchers plan to derive information from two data collection methods; a students' questionnaire and teachers' questionnaire. In addition, they will help and clarify to cater for both theoretical and practical research. The results of the two questionnaires will be included in the thesis.

6. Significance of the Study

This study brings to light the importance of speaking skill for EFL Learners and how it could be improved with modern Technologies, such as; Social Networks. So, we are looking for investigating whether Social networks are impacting for EFL learners speaking skill performance, or not.

7. Population and Sample/Sampling

The population that we obtained data from, was first year LMD. Our sampling consisted mainly of 50 students and six (6) teachers who were chosen randomly.

8. Structure of the Dissertation

This Dissertation is divided into three chapters:

Chapter One is about Social Networks which aim to know: the definition of (SN), Social Networks and learning, Social Networks as a Term, Types of Social Networks, the use of Social Networks and its importance.

Chapter Two is devoted to discuss the speaking skill; the nature of speaking skill, speaking abilities, speaking strategies, the elements of speaking, functions of speaking skill and the communicative competence.

Chapter Three is the field work to analyse and discuss both teachers and Students' questionnaires.

1. CHAPTER ONE: SOCIAL NETWORKS

Introduction

In this chapter, we will discuss what Social Networks mean, its evolution, importance and its various types. We will also attempt to present the relation of learning and technology in addition to the examination of Social Networks and language teaching interaction. The chapter finishes with the issues concerning Social Networks.

1. 1 Definition of Social Networks

Social Networks have many definitions and these are some of them: Social Networks according to (Oxford Dictionary, 2011) is defined as ‘the use of dedicated websites and applications to communicate with other users or to find people with similar interests to one’s own’ Also, Social Networks is: internet-based tools for sharing and discussing information among human beings. Social Networks is all about networking and networking in a way that espouses trust among parties and communities involved. Any site which allows user to share their content, opinions, which encourages interaction and community building can be classified as a Social Networks. Some popular Social Networks sites are: Facebook, YouTube, Twitter.

According to Boyd and Ellison (2008), “ ‘SN’ can be defined as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system”.

As a result, we think that what is making Social Networks important is that with Social Networks people can have a long chain of friends they can communicate or share information or ideas with.

1.1.1 Social Networks term

The meaning of the term 'social networks' can be derived from two words that are 'social' and 'Networks'. The first term is 'Social' which means connected with society and the way it is organized, in which they meet and spend time with other people. The second one is Networks which means: a group of two or more computer systems linked together (Beal, 2015)

If we take the two terms together, social networks are the connection of any group of people together which allow them to communicate easily.

1.2 Historical view to Social Networks

Social networks sites appeared in 1997 as the address: Sixdegrees.com. it was a new era of communication that allowed the user to create their profiles, have a list of friends and then contact them. However, the company did not do very well as it eventually closed three years later. The reason behind this was that many internet users at that time had not formed many Social Networks hence there was a little room for maneuver. It should be noticed that there were also other elements that hinted at Social network sites. For instance, dating sites required users to give their profiles but they could not share other people's sites. Additionally, there were some sites that would link former school mates but the lists could not be shared with others. (Cassidy, 2006)

After this there was the creation of Live Journal in the year 1999. It was created in order to make one way exchanges of journals between friends easier. Another company in Korea called CY world added some features to Social Networking in the year 2001. This was then followed in Sweden by Lunar Storm during the same year. They include things like diary pages and friends lists. (Cohen, 2003)

1.3 Why are Social Networks Important?

The increased use of Social Networks Websites has become an international phenomenon in the previous years. What started out as a hobby for some computer educated people has become a social way of life for people from all over the world (Boyd, 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (ibid).

Social Networks are an important tool for learners. Social networks sites engage students and need to be studied as distributors of information. The internet has evolved with growth in its applications. The interactive nature of online environments has developed with social networks. Social Networks connection started as a simple activity, but with time it turns to a phenomenon. The Social Networks sites are using in various ways like exchanging information, chatting, and blogging. So we think that the importance of Social Networks turned to be more than chatting or just creating new relationships to a way of expression and sharing all kinds of ideas.

1.3.1 The Significance of Social Networks in Daily Life

Surfing on Social Networks sites has now become a habit for many individuals as an important part of their daily life. According to media reports and statistics till now Facebook has more than one billion accounts in total. It means one out of every eight people on the world is on Facebook which means that most people in this era have adopted Social Networking as a part of their lives? The question is this, whether this adoption leads to some good things or is just a manner to consume our time?

Teenagers and young adults have especially adopted these sites as a way to connect with their friends, share information, rebuild their personalities, and to show their social lives (Boyd, 2007).

With the increase of technology used for communicating with others and the popularity of the Internet, “Social Networking” has become an activity that is done primarily on the Internet, with sites like MySpace, Face book, Bebo (Coyle, 2008)

Many researchers have tested their profiles to determine why and to what extent they are interested on posting their full identity, sharing pictures and videos, and indicating their marital status, religious affiliations, and political orientations on the internet. These users interact with others, exchange information which interesting for them, create discussions about new topics, follows news about specific topics on different Social Networks Sites.

So what we can notice that teenagers nowadays are using the Internet on the majority of their daily activities and sharing or gathering information, as opposed to concepts, skills, ideas usage. (Boyed, 2007)

1.3.2 Diversity of Audience

Social Networks are the tool to socialise the audience around the world. People use web-based technology to quickly share knowledge and information to a huge number of users or audience. These audiences are very diverse in their nature; specialist in the field of technology, students, merchants, and many other people who enormously eager to social surf in the network. Many different ages can also be noticed when analyzing social networks ‘addicts’ ; old people, children and youth are most of the time online using their different gadgets. Both genders use social networks eagerly to exchange talk with their friends and families and to make new acquaintances.

1.3.3 Benefits of Social Networks

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

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

- Online learning is learner-centered, and achievement directed for the sake of better performance.

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

1.4 Types of Social Networks Sites

1.4.1 Social Networking Sites

Formerly designed on communication purposes and for improving information exchange among small groups of users, Social Networks sites have become popular, with a huge number of users joined the groups and became regular clients. In general, the social networks sites provide users with a private virtual space where each one could build his own public profile and manage a list of links to other users' profile (Boyd & Ellison, 2007).

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

- **Facebook:** This social networks service was introduced with the purpose of linking friends in Harvard University in 2004 by Mark Zuckerberg. This Social Network site was formerly named “the facebook.com”. Thereafter, the company expanded to other universities then colleges. Eventually, they invited corporate communities. But this does not mean that profiles would be interchanged at will.

There are lots of restrictions between friends who join the universities Social Network because they need to have the edu address. Additionally, those joining corporate network must also have the .com attachment (Charnigo & Barnett Ellis, 2007)



- **Twitter:** Twitter was founded in 2006 and gained a lot of popularity during 2007. It is a free social network that allows registered members to broadcast short posts called tweets. Twitter members can broadcast tweets and follow other users' tweets by using multiple platforms and devices. Tweets and replies to tweets can be sent by cell phone text message, desktop client or by posting at the Twitter.com website. (McMahon, 2015)



- **YouTube:** It is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. The service was started as an independent website in 2005 and was acquired by Google in 2006. Videos that have been uploaded to YouTube may appear on the YouTube website and can also be posted and share on other Social networks. The slogan of the YouTube website is "Broadcast Yourself." This implies the YouTube service is designed primarily for ordinary people who want to publish videos they have created (Christensson ,2009)

You Tube

- **Skype:** It is an application that specializes in providing video chat and voice calls also the users of Skype can exchange text and video messages, files and images, as well as create conference calls.



To sum up, these kinds of Social Networks sites make the users able to connect by creating personal information profiles, inviting friends to have access to their profile and sending emails and instant messages. Profiles usually include photographs, videos, audio files and so on.

1.5 Social Networks and Language Teaching

Due to the continuous increase of using new technologies in everyday life, the implementation of these technologies in learning activities becomes a necessity. Although the e-learning methods are incorporated in universities all around the world, the educational methods, techniques and educational software tools do not always keep up with the new information technologies. An example is the social networking sites which are very popular, being visited regularly by many students and teachers, but not yet considered a real method for learning and teaching (cited in Lee and McLoughlin, 2008).

However, they consider social networking sites as educational tools because students can use them for sharing knowledge, as well as communication and social support (ibid).

1.5.1 Social Networks and English Learning

English language today may face some learning and teaching problems among non-natives English language learners. The learners' standard in English is declining in the 21st century in spite of facilities and the multi-channels of learning. So, we need to know or discover if Social Networks can be exploited to solve the learners' problems in mastering English language.

Traditional methods of language teaching are no longer suitable for the learners of today. The alternative could be more free materials and activities beyond classrooms provided by Social Networks. Learning via Social Networks is continuous processes of learning and assessment that never ends and give a real chance to practice the language beyond the walls of classrooms. (Dudeney& Hockly,2007).

1.5.2 Do Social Networks teach?

The use of Social Networks in an appropriate way can be recognised as a combination of online and traditional classroom teaching as proposed by Schmidt and Brown (2004). We believe that a combination like this could improve the environment of teaching and learning, as well as technology literacy of both students and teachers.

The quality of experiential learning needs to be achieved by examining the teaching style; assessing the students' preferred learning styles; knowing about traditional and online teaching and learning tools and how to select them; and finally, reflecting, realising and revising the teaching plan online . This process will be more dynamic and effective if classroom action research is performed by teachers all the time (Schmidt, 2002).

We notice that in the few previous years, a huge increase in the number of virtual classes was recorded in higher education all around the world. We can say that Virtual classes by using Social Networks as learning environments has become a basic concept for E-learning or virtual learning.

1.5.3 Social Networks and Target Language Exposure

Within the learning process of a certain language, student needs to be completely involved in the practice of the target language for an effective and rapid enhancement of language competency. Therefore, the exposure to the target language input constitutes a corestone in the learning operation. This is what social networks can provide for student in an enjoyable way. Students who are learning English as a Target Language can easily experience, and encounter it once they log into their social networks sites. Facebook, for example, offers the learner the opportunity to have a good chat in English with native speakers from all over the world or read an amusing article in English which will immerse the student in a full language experience. Thus, social networks sites stand for an excellent substitution to the tradition language exposure operations. Many students might choose to enjoy a visual group chat on skype rather than sitting on their chairs in a normal classroom situation. This instance illustrates how student can benefit from social networks in order to have some activities in the target language.

1.6 Issus with Social Networks

No one can deny the great benefits social networks have in the life of individuals. However, any new technology must have a negative side which can be so harmful in some cases. These negative effects can influence either the biological or psychological sides of humans or maybe both of them.

1.6.1 Social Networking Websites and Security/Privacy Issues

With Social Networks nothing is hiding or private. So the phenomenon of Social Networks is consuming the lives of millions of users around the world. Since the inception of the first social networking site, SixDegrees.com at 1997 (Boyd and Ellison, 2008).

Age. Sex. Hometown. Religious and political views. These are some of the innocuous bits of information that Facebook asks for when you first sign up. It certainly seems harmless enough; what does it matter if your friends see it – they probably already know it anyway. But what if those Friends were your employers, how about the Friends of Friends, or even worse, everyone?

With over than 500 million users, Facebook is the king of Social Networking. It was not always like this; when it first started in 2004 the site was limited to just Harvard students. But what does this popularity mean for you? Look again at the seemingly harmless info I opened with. To your friends it's nothing new, but to advertisers, or worse yet, dishonest strangers, the data you willingly input are a gold mine. Facebook itself is a business venture; they are out to provide a service and make money. What better way to do that than to open what was once your private data to the public? (Kabay, 2010).

We can say that this issue of Social Networks has grown beyond all expectations because data privacy is a fundamental problem in today's information era. Those stored information is very crucial for individuals, people might misuse this information. The problems that exist in the real world such as theft, fraud, vandalism also exists in online environments an identity thief.

Conclusion

We discussed in this Chapter Social Networks with a general view, starting from the definition of Social Networks and what does the term itself means. Also, we gave a general historical view to Social Networks in order to have a full idea about how and when it began and its evolution through time and why it became important in by mentioning the significance of Social Networks in the daily life of the different types of the audience. We also mentioned the benefits of Social Networks, and its different sites types and its relation with language learning and teaching process and we finished this chapter with some issues of Social Networks. Accordingly to that we will discuss in the second chapter speaking skill and how it could be improved by using different strategies as Social Networks.

2. CHAPTER TWO: THE SPEAKING SKILL

Introduction

This chapter spots the light on what speaking skills is and all its elements and functions and what the importance of teaching is and how to teach it .In addition pays attention on some problems EFL learners meet in their speaking performance. It also displays what the main reasons for these problems are and how this can be improved? And what the processes and activities in the classroom or outside it are involved in the conversational interaction of the EFL learners in order to make them good speakers, able to use appropriate language in different social context.

2.1 What is the Speaking Skill?

Speaking is a key used between people to communicate in the social context. Also Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). (Brown, 1994) and (Burns and Joyce, 1997) define Speaking as a reactive process of a structured meaning that includes receiving and producing and sharing information. In Applied linguistic speaking has a set of descriptions; speaking as a social and situation-based activity and speaking as an interaction,(thornbory, 2005). All these perspectives see speaking as a whole side of learner's daily lives in receiving and producing speech.

Speaking is an important language skill for learners and teachers. Bygate (2002) See it as a complex, and multilevel skill; the complexity part is explained by the fact that the use of speakers' knowledge of the language and activate their ability is necessary to do this under real situations.

So, according to this definition, speaking is an important skill which needs more attention in because it connects between people and reflect their personalities and ideas. As Hedge (2000,p 261) regards it as, 'skills by which people are judged while first

impressions are being formed'. There is a basic skill that learners should master the language with other language skill. Also, is known as a multiple levels process of, and transferring messages via a spoken expressions or but non verbal symbols such body language and facial expressions.

2.1.1 Speaking strategies

There are different communication strategies which are available for learners and teachers to produce successful communication. These strategies cannot exist without the use of both verbal and nonverbal mechanisms to produce a successful communication of information. The main reason for its existence is to develop skills that will help us to treat difficult communication situations strongly and independently (Brown, 2000). Communication strategies which are considered are; elements of a total strategic competence in which learners can live and examine all the possible facets of their developing competence in order to produce and share clear messages in learning foreign language (brown, 2000). According to Gabrielaos (1992), Communication strategies can be categorised into achievement and reduction strategies. The first aim to communicate is to have a clear whole message by the speaker. Example of achievement strategies are: the use of first language items, paraphrasing, translation, miming or pointing, asking for help from interlocutor. The second aim has to do with communicating an incomplete message other than the one intended, a message that the speaker can manage to communicate (Gabrielaos, 1992).

According to Cohen and Macaro (2007), these communication Strategies that are studied with psycholinguistic direction naturally examine the ways in which learners build for a lack in lexical knowledge when they participate in several communicative tasks, ranging from the highly structured to the more open ended ones. Besides they have observed that communication strategies' classification have largely been product oriented,

distinguishing achievement strategies precisely on the resources' basis. The best example is first language or second language used to encode the strategy. Consequently, the others have recognized two basic types of strategies: conceptual and linguistic. (Cited in Cohen & Macaro, 2007).

Here are the most common types of communication strategies which proposed by Dornyei (1995):

2.1.2 Avoidance Strategies

Avoidance is a common strategy of communication that can be divided into several subcategories:

2.1.2.1 Topic avoidance

A more direct type of avoidance is when the whole topic between the speaker and the hearer can be canceled completely. It happens when the learner simply does not have knowledge about the vocabulary or structure of conversation's concepts. So, he does not talk, here learners can manage to create clever methods of topic avoidance: changing the subject, pretending not to understand, or not responding at all, or noticeably abandoning a message when a thought becomes too difficult to express (Cited in Brown, 2000).

2.1.2.2 Message abandonment

Due to language difficulties, learners leave the message unfinished. This happens when learners start an utterance but do not continue and stop in the middle of speech because of the lack of vocabulary.

2.1.2.3. Compensatory Strategies

Another common set of communication devices includes compensation for missing knowledge:

2.1.3.1 Prefabricated pattern

It means the memorisation of certain stock phrases or sentences without internalised knowledge of their components. It is also the use of memorised stock phrases, usually for survival purposes because the learner does not know the morphological components. As an example, when one say, 'Comment allez -vous?'. Such a memorised large piece of language is known as prefabricated patterns, and sometimes it is the source of some pleasure (ibid).

2.1.3.2 Code-switching

The mix between the first or third language within a stream of speech in the foreign language, often code-switching subconsciously happens between two advanced learners with a common first language. But, in such a case, it is usually not as a compensatory strategy. Learners in the early stages of acquisition, however, might code-switch using their native language to fill in missing knowledge, and whether the hearer knows that native language or not. Sometimes, the learner slips in just a word or two, in the hope that the hearer will get the gist of what is being communicated. It is surprising that the context of communication is often coupled with some of the universal of nonverbal expression that also is a sometimes enables learners to communicate about an idea in their own language to someone foreigner (ibid).

2.1.3.3 A Direct appeal for help

It is asking for help from the interlocutor either directly (e.g., what do you call...) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression). Learners may, if

stuck for a particular word or phrase, directly ask a native speaker or the teacher for the form (“How do you say ?”). Or, they might venture a possible guess and then ask for verification from the native speaker of the correctness of the attempt. Also, within this category, here are those instances where the learner might appeal to a bilingual dictionary for help (ibid).

2.1.3.4 Circumlocution

It happens when the learner describes the characteristic or elements of an object, instead of using the right word or structure. In other words, it means that when the learner does not know the exact word so he/she can use many other words to identify it. Moreover, the learner can describe his/her ideas with his/her own way if the target object or word is unfamiliar for him/her and thus assist in avoiding communication breakdown (Cited in Brown, 2000).

2.1.3.5 Approximation

In this strategy, the learner knows that the used term is not correct but shares enough semantic face, for example: the learner instead of using ‘ship’ he/she use ‘sailboat’ (ibid). This is about the use of a different term that expresses the meaning of the target lexical item. This shares semantic features (ibid).

2.1.3.6 Word coinage

This happens when the learner creates a word which does not exist in a foreign language based on a supposed rule. In this case the learner tries to invent a new word in order to communicate a desired concept, like in this word ‘vegetarianist for vegetarian’ (ibid).

2.1.3.7 Nonlinguistic signals

Generally, it is non-verbal or body language signals such as mime, gesture, facial expressions, or sound imitation. The learner here can replace the meaning with non verbal strategies (Cited in Brown, 2000).

2.1.3.8 Literal translation

It is when the learner translates word for word from the native language. In other word it means translating literally a lexical item, idiom, compound words, or structure from first language to second language (ibid).

2.3 Elements of speaking

The ability to speak fluently without any obstacles means to be competent. In order to improve the learners ‘speaking, there should be some important speaking elements. These elements which are mentioned by Harmer (2001) refer to the language features in which the learners should have knowledge and mental processing of the language and the information.

2.2.1. Language features

The following features for the spoken production are necessary for speaking skill:

2.2.1.1 Connected speech

It is the ability needed from the speaker of English language to produce more connected sounds, not only individual phonemes, for Example of “I would have gone”, but also using fluent connected speech; “I’ve gone”. In these elements, the sounds may be modified (assimilation), omitted (elision), added (linking r) or weakened in the connected speech (ibid).

2.2.1.2 Expressive devices

EFL learners need to have the ability to use the phonological rules which is using by English native speakers in an effective way, these phonological rules which refer to the field, stress, volume, speed with the use of other physical non verbal. These aspects help and contribute EFL learners to convey their planned meaning so they have to be able to use it if they want to be effective in communication (ibid).

2.2.1.3 Lexis and grammar

Producing some language functions by learners, when they often use the same lexical structures. Then, here they have to be provided by the role of teachers; who provide them with different phrases which take different functions such as; agreeing or disagreeing, expressing surprise, shock, or agreement. So, they can use them in the different stages of communication with others (Harmer, 2001).

2.2.1.4 Negotiation language

It happens when Learners are talking to each other, and they often ask for clarification. So, the teachers have to offer them with the necessary expressions they need when they ask clarification from other speakers. Thus, learners can benefit a lot from the use of negotiation language in this case. Learners also need to well perform their utterances if they look to be understood, especially when they notice that the other interlocutors did not understand them (Harmer, 2001).

2.3 Mental/social processing

The basic processing skills of speaking are as follow:

2.3.1 Language processing

It is the ability of the speakers or learners' minds to process the language by putting it in a logical order so that the listeners can understand it and get the intended

meanings. Speakers also should have the ability to recover words and phrases from their memories to use them when they are communicating with others. Including speaking activities in language lessons should happen in order to help students develop habits of quick language processing in English. (Harmer, 2001).

2.3.2 Interacting with others

The effective speaker must have the ability to be a listener in order to understand the speech of the other because most of the speaking places involve interaction between two or more interlocutors. So, he/she must listen and then react by taking turns or keeping the others to do so (ibid).

2.3.3 Information processing

It is the ability of the mind to analyse the information in rapidly because of the time speakers get information from the other's talk. They should be ready to respond (ibid).

2.4 Functions of speaking

In order to classify the functions of speaking in human interaction, many attempts have been made. Brown and Yule (1983, cited by Richards, 2008) made a useful distinction between the interactional function of speaking, in which it serves to establish and keep social relations, and the transactional functions, which focus on the exchange of information. They also designed three speech activities that are quite and distinct in terms of forms and functions, and that require different teaching approaches which are; talk as interaction, talk as transaction and talk as performance.

2.4.1 Talk as interaction

When people meet each other, they create a conversation and share their experiences and information and so on because they wish to be friendly and in order to

create a comfortable zone of interaction with others. This is what we refer to by “conversation”; it describes interaction which serves a primarily social function. Here, the focus will be more on the speakers and how they wish to present themselves to each other than on the message. (Brown and Yule, 1983, cited in Richards, 2008).

2.4.2 Talk as transaction

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

According to Richards (2008), talk as transaction has two types: the first type is a situation where the participants focus primarily on what is said or achieved and where the focus is on giving and receiving information for example, asking for time. The second type is transaction, which focuses on obtaining goods or services. We can understand this kind of talk by relying on many examples: asking for directions on the street and buying something in a shop and so on (Richards, 2008).

2.4.3 Talk as performance

The third type of talk refers to the public talk or what is called talk as performance in which information is exchanged before an audience such as morning talks, public announcements, and speeches. Talk as performance is in the form of monologue more than

dialogue for example, a political speech or report. Will be focus on giving information. It is closer to written language than conversational language.

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

2.5 The importance of teaching Speaking Skill

For foreign language learning and teaching, the speaking skill is a decisive part of it. Despite its importance, for many years, teaching speaking has not got its real importance. English language teachers have continued to teach speaking in a traditional way just as a memorisation of dialogues or repetition of exercises. However, today's world requires that improving students' communicative skills should be the goal of teaching speaking because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. So, speaking English language has become the main goal of many adult learners because their personalities play the main role in determining how quickly and correctly they will accomplish this goal.

2.6 How to Teach Speaking

Linguistics and EFL teachers agree on that learners learn to speak in a foreign language by "interacting" .Thus; communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on situations from real-life that require communication. By using this method in EFL classes, learners

will have the occasion to communicate in the target language with each other. EFL teachers should create a classroom environment where learners have communication from the real life, these activities, are meaningful tasks that improve the learners' speaking skill. This can happen when learners work in collaboration in groups to get a goal or to finish a task. (Shrouf (n.d))

2.7 Communicative Competence

Learners of foreign language's communicative needs are different from native speakers communicative competence. This term is one of the most controversial terms in the field of general and applied linguistics competence. Also, communicative competence is a synthesis of an underlying system of skill and knowledge needed for communication. Canale & Swain, 1980, cited in Bagarić & Djigunović, 2007:96). The knowledge of communicative competence refers to the conscious or unconscious knowledge about language and about other language's features utilise and known by a person. The types of knowledge are three: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfill communicative functions, and knowledge of how to combine utterances and communicative functions with respect to discourse principles. How a person can use the information in actual communication. This is referring to the concept of skill (ibid). In order to understand the concept of communicative competence Canale & Swain (1980) proposed the following models:

2.7.1 Grammatical Competence

Grammatical competence refers to the ability to organise the rules of the target language. Grammatical competence is concerned with the mastery of the linguistic code (verbal or non-verbal) which includes vocabulary knowledge, as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence

makes the speaker able to use data and abilities required for comprehending and expressing the factual meaning of utterances (Canale & Swain, 1980, cited in Bagarić & Djigunović , 2007).

2.7.2 Sociolinguistics competence

It is the understanding of socio- cultural rules, setting, and discourse rules that emphasise the ability to establish the social meaning of an utterance. It is the appropriateness of a given social cultural (ibid).

2.7.3 Strategic competence

Facts of verbal and non-verbal communication strategies are collecting strategic competence; these strategies are reminded to compensate for crashes in communication due to deficient competence in one or more components of communicative competence. Also, these strategies include paraphrasing, repetition, circumlocution, reluctance, avoidance of words, structures, guessing, changes of style and register, modifications of messages, and so on.(Celce-Murcia, 2007).

2.7.4 Discourse competence

The use of the rules of discourse, such as cohesive and coherence in this knowledge can help to produce and present unified written or spoken language. Discourse competence refers to the selection, sequencing, and arrangement of words, structures, and statements to produce a unified spoken message (ibid). In this competence, there is an intersection between the communicative intent and socio- cultural knowledge, and with the lexical and grammatical resources in order to express messages and to create coherent speech.

2.8 Typical EFL learners speaking problems

EFL learners often face some speaking problems in their conversations here is a set of the main speaking problems of EFL learners:

- Learners Speak slowly and takes a long time compose utterances;
- They find difficulties to participate actively in conversations;
- Their spoken English does not sound natural like the native speakers;
- They have a poor level in grammar;
- They have poor and bad pronunciation influenced by their mother tongue;
- Using short segments cannot sustain spoken interaction;
- Frequent communication breakdowns and misunderstandings;
- They have a lack of vocabulary needed to talk about common utterances; and
- Lack of using communication strategies (Richards, (n.d))

2.9 Reasons for Poor Speaking Skills

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

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

2.10 Developing Speaking Activities

By considering what good speakers do, EFL speaking activities can be used in class, and what specific needs learners report, teachers can help learners improve their speaking skill and overall oral competency.

Traditional classroom speaking practice often takes the form of drills in which one person asks a question, and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely (Richards (n.d))

2.10.1 Activities to promote the speaking Skill

In the foreign language context of learning, there is a problem which teachers have been aware of for a long time. It is the problem of the learners who cannot communicate appropriately, but they are structurally competent.

In order to overcome this problem the processes involved in fluent conversational interaction need to be dealt with:

- **Discussion:** Teachers can suggest interesting, and important topics that students can discuss or talk about especially in the target language. The related topics should be easy and understandable. As a start, EFL teachers can relate the topics with learners' interests before moving to serious topics like social issues or the world politics. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.
- **Role Play:** another way of getting students to speak is role playing. Role Play gives a chance to learners to pretend that they are in different social contexts and have a set of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel (Shrouf (n.d))
- **Simulation:** Simulations are very similar to role-plays, but what makes it different than role plays is that they are more elaborate. In simulations, learners can bring items to the class to create a realistic environment. For instance, if a learner is acting as a singer, she or he brings a microphone to sing, and so on. Simulation has many advantages because it is entertaining. It makes the students motivated and increases the self confidence of hesitant learners because of its activities which help them to be different people not themselves and feel freer.

- **Brainstorming:** This activity helps learners to produce ideas in a limited time; on a given topic. Learners generate ideas quickly and freely depending on the context, either individual or group. Brainstorming is effective for both. The good characteristics of brainstorming are that the learners are free to express themselves because they are not criticised for their ideas so learners will be open to sharing new ideas.
- **Storytelling:** This activity gives the chance to learners to summarise briefly a tale or story which they read or heard from somebody beforehand; or they even create their own stories to tell their classmates which make them more creative in their way of thinking and the way how they express their ideas.
- **Interviews:** Learners can select topics and manage interviews with various people about it. With interview, the teacher can show the learners what type of questions they can ask or what way to follow. After that learners should prepare their own interview questions. For learners, conducting interviews with people can give them a chance to practise their speaking ability inside and outside the classroom and help them to be closer from the society.
- **Story Completion:** Teacher can ask his/her learners to read a short story, newspaper or magazine before coming to classroom in order to report what they find it interesting to their classmates.
- **Picture Describing:** An activity makes learners using pictures in a speaking activity by giving the learners just one picture and giving them the freedom to describe what it is in the picture. In this activity learners discuss the picture in different groups, and then just a spokesperson for each group describes the picture to his/her classmates. This activity can enhance the creativity and imagination of the learners as well as their public speaking skills (Shrouf (n.d))

2.11 Characteristics of a good EFL Learner

EFL learners capacities are different in learning English language; there is good and bad learners, but what we are looking for are the characteristics of good language learners. So, we have found that some researchers have listed a list of the characteristics of good language learners. Here are some of these characteristics produced by Wenden(1990):

- Good language learners explore or invent their own style of learning that suits them.
- Good language learners involved in the language learning process in an active way.
- Good language learners try to figure out how the language works.
- Good language learners realize that language is used to communicate.
- Good language learners play the role of good detectives.
- Good language learners aware that language learning is difficult.

Conclusion

In this chapter, we have discussed what speaking is and its main strategies and elements and also what language features are and the functions of speaking. Also we dealt with how to teach speaking and the meaning of communicative competence, and its main competences. We counted the typical EFL learners speaking problems, and the reasons behind these problems and how we can develop speaking skills for EFL learners, and what the main activities are to do that. Finally, we discovered the main characteristics of good speakers or language learners.

3.CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

3.1 Research methodology: Theoretical Background

3.1.1 Research approach: a research approach is a theoretical plan that underlines a study. As Dörnyei (2007) explains, research approaches can be broadly divided into three types as following:

- **Quantitative research:** involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods. Typical example: survey research using a questionnaire, analysed by statistical software such as SPSS.
- **Qualitative research:** involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analysed by qualitative content analysis. Although the two paradigms represent two different approaches to empirical research, they are not necessarily exclusive. Their principled combination has led to an emerging third research approach:
- **Mixed methods research:** involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels. Typical example: consecutive and interrelated questionnaire and interview studies.

3.1.2 Research strategy: Case studies

According to Stake (1995), the 'case study' refers to the study of the 'particularity and complexity of a single case. A researcher can investigate cases such as people, an organization, a community or an institution. The researcher of a case study can use multiple data collection methods such as interviews, observation and document archives. It can also include a questionnaire as a data quantitative data collection method (Verschuren,

2003). Accordingly, the case study is a method of collecting and organizing data for a better understanding of the subject being studied.

3.1.3 Data collection methods

3.1.3.1 Classroom observation

Observation is useful data collection method because it provides the researcher with the opportunity to closely examine the phenomena. In the same vein, Denscombe (2010) reports, ‘observation does not rely on what people say they do, or what they say they think it is more straightforward than is. Instead it draws in the direct evidence of the eye to witness events at first hand, this based on the premise that, for certain purposes, it is best to observe what actually happens’ (cited in Hoadjli, 2015).

3.1.3.2 Focus group:

Focus groups are considered sub-types of interview. Unlike the interviews, focus group involve interviewing a group usually less than 12 interviewee. Accordingly, Hoadjli (2015) argues, ‘...the format is based on collective experience of group brainstorming, that is, participants thinking together, inspiring and challenging each other and reacting to emerging issues and points’ (p.117).

3.1.3.3 Questionnaires

Questionnaires are efficient data collection methods that involve using different types of questions. Questionnaires are widely used because they reserve time and efforts. Accordingly, Dörnyei (2007) claims, ‘the main attraction of questionnaires is their efficiency in terms of researcher time and effort and financial resources: by administrating questionnaires to a group of people, one can collect a huge amount of information in less than an hour’ (p.115). There are different types of questions that can be used in the questionnaire. These are:

Likert scales: they involve gauging the extent to which the respondents agree or disagree with a particular statement. It is usually consisted of five items, namely: strongly agree, agree, neutral, disagree, and strongly disagree.

Semantic differential scales: Semantic differentia scales are similar to likert scales in that several items are used to evaluate the same target. They involve using

True-false items: they involve giving two choices, namely: yes, and no.

Multiple-choice items: As Dörnyei (2007) explains, this format because of its popularity in standardized foreign language proficiency testing. In questionnaires they are often used when asking about personal information, such as the level of education of the respondents.

Rank order items: As the name suggests, these items contain some sort of a list and respondents are asked to order the items by assigning a number to them according to their preferences (ibid).

Open-ended questions: open-ended format items can provide more detailed information.. The open responses can offer graphic examples, illustrative quotes, and can also lead to identify issues not previously anticipated (ibid).

3.1.4 Research Sampling

The sample is the group of participants whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about. For example, the population in a study might be EFL learners in Algeria secondary schools and the actual sample might include three secondary classes. That is, the target population of a study consists of all the people to whom the survey's findings are to be applied or generalized.

3.1.4.1 Sampling procedures

Sampling strategies can be divided into two groups:

1. Scientifically sound 'probability sampling', which involves expensive and complex procedures that are usually well beyond the means of applied linguists, and
2. 'non-probability sampling', which consists of a number of strategies that try to achieve a 'trade-off, that is, a reasonably representative sample using resources that are within the means of the ordinary researcher.

1. Probability sampling:

Probability sampling is a generic term used for a number of scientific procedures, the most important of which are the following:

•**Random sampling:** The key component of probability sampling is 'random sampling'. This includes selecting members of the population to be included in the sample on a completely random basis, a bit like drawing numbers from a hat (for example, by numbering each member and then asking the computer to generate random numbers). The assumption underlying this procedure is that the selection is based on probability and chance, thus minimizing the effects of any subjective factors. As a result, a sufficiently large sample should contain subjects with characteristics similar to the whole population. Although this is rarely fully achieved, the rule of it is that random samples are almost always more representative than non-random samples.

•**Stratified random sampling:** is where we begin by grouping elements that share certain characteristics, or dividing the population into several large groups, or clusters. Its purpose is to classify populations into subpopulations or strata based on some supplementary information and then a selection of separate samples from each of the strata.

- **Systematic sampling II1.** anonymous surveys it can be difficult to make a random selection because we may, have no means of identifying the participants in advance and thus their names cannot be 'put in the hat' (Cohen *et al.* 2000). A useful technical short cut is in such cases to apply 'systematic sampling', which involves selecting every member of the target group.

- **Cluster sampling:** It is the sampling method where different groups within a population are used as a sample. This is different from stratified sampling in that you will use the entire group, or cluster, as a sample rather than a randomly selected member of all groups. It is where all the elements in selected clusters are included in the sample.

2. Non-probability sampling:

Most actual research in applied linguistics employs 'non-probability samples'. In qualitative research such purposive, non-representative samples may not be seen as a problem, but in quantitative research, which always aims at representativeness, non-probability samples are regarded as less-than-perfect compromises that reality forces upon the researcher. We can distinguish three main non-probabilistic sampling strategies:

- **Quota sampling and dimensional sampling:** "Quota sampling" is similar to proportional stratified random sampling without the 'random' element. That is; we start off with a sampling frame and then determine the main proportions of the subgroups defined by the parameters included in the frame. The actual sample, then, is selected in a way as to reflect these proportions, but within the weighted subgroups no random sampling is used but rather the researcher meets the quotas by selecting participants he/she can have access to.

- **Snowball sampling:** Researchers use this sampling method if the sample for the study is very rare or is limited to a very small subgroup of the population. This type

of sampling technique works like chain referral. After observing the initial subject, the researcher asks for assistance from the subject to help identify people with a similar trait of interest. The researcher then observes the nominated subjects and continues in the same way until the obtaining sufficient number of subjects.

- **Convenience or opportunity sampling:** The most common sample type in L2 research is the 'convenience' or 'opportunity sample', where an important criterion of sample selection is the convenience of the researcher: members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer.

No matter how principled a non-probability sample strives to be, the extent of generalizability in this type of sample is often negligible. It is therefore surprising that the majority of empirical research in the social sciences is not based on random samples. However, Kemper *et al.*'s (2003: 273-4) conclusion is very true:

Sampling issues are inherently practical. Scholarly decisions may be driven in part by theoretical concerns, but it is in sampling, perhaps more than anywhere 'sin research, that theory meets the hard realities of time and resources. Sampling issues almost invariably force pragmatic choices.

3.2 Research Methodology: Research design

3.2.1 Research approach

In this study, qualitative approach was adopted because it served the nature and the objective of the present research.

3.2.2 Research strategy

Case study was selected because it involves the opportunity to investigate a small scale of inquiry. Moreover, the obtained results are not generalized.

3.2.3 Data collection methods

In order to collect data, the questionnaire was adopted as a data collection method for this study because it provided the opportunity to examine teachers' and students' perceptions about the effectiveness of Social Networks on the speaking skill.

3.2.3.1 Students' questionnaire

Rationale and aim

Regarding students' questionnaire, the questionnaire aimed to investigate the respondents' perceptions about the integration of technology in English language teaching. Additionally, the questionnaire also attempted to evaluate the effectiveness of using Social Networks in developing the speaking skill. It also sought to show how EFL learners at the section of English in the University of Biskra deal with this issue.

Structure and content

The questionnaire was distributed to (50) students of first year LMD during a class session under their teacher's control. Basically, the questions were varied between open-ended and close-ended questions. Concerning the structure of the present questionnaire, it was composed of three sections. These are:

Section one: general information

In this section we had five questions which sought to collect information about gender, age, and experience of learning English (Q1.2.3). Additionally, the section aimed to investigate the respondents' perceptions about the use of technology in English classroom.

Section two: Social Networks

This section aimed to investigate the respondents' perceptions about the usefulness of using technology in improving the speaking skill (Q4). Moreover, it sought to identify the respondents' level in speaking (Q5). In addition, the section aimed to investigate the preferred type of social networks (Q6). Finally, the section intended to analyse the extent to which social networks are beneficial to learners.

Section three: Social Networks in speaking skill

This section sought to investigate learners' opinions about the use social networks to improve their speaking skill (Q10). Moreover, Q12 aimed at identifying the usefulness of connecting with native speakers to improve the speaking skill. Furthermore, the section investigated the effect of using social networks to overcome weaknesses of pronunciation.

Section four: Opinionnaire

This last section sought to evaluate the clarity of instructions and the attractiveness of the layout. Moreover, it was designed to identify the repeated and the ambiguous questions.

3.2.3.2 Teachers' Questionnaire

Rationale and aim

The aim of this questionnaire was to investigate whether or not our teachers use the Social Networks in their teaching process. Moreover, it sought to identify its effectiveness on students' speaking skill. The teachers were asked to answer the questionnaire by ticking the appropriate box, and making statements whenever required. The questionnaire consists of 14 questions; it was given to six teachers of oral expression.

Structure and content

This questionnaire consisted of (14) questions which were arranged in a logical order. The questions were varied between close-ended questions, and open-ended questions.

Initially, Q1 and Q2 were devoted to identify teachers' background information; these two questions were designed to specify their gender, and degree. Q3 was about the benefit of using Social Networks in preparing their courses. Additionally, teachers were asked to evaluate the Speaking skill production of their learners. Q6 was proposed to investigate the kind of Social Networks that teachers prefer to use, and explain their choice. Q8 aimed to identify whether or not our teachers find believe that the use of Social Networks can decrease students' difficulties in speaking during classroom conversation. Moreover, the section also sought to investigate the effectiveness of using Social Networks in enriching speaking activities (Q11).

Section Two: Opinionnaire

This section aimed to identify the clarity of the questions, and the quality of the layout of the questionnaire.

3.2.4 Population and Sample

The population of our study included First Year LMD students of English in the section of English. Our population was consisted of 789. We intended to select a representative sample randomly. This last consisted of 50 students of First Year LMD students. Using this small scale of inquiry, we aimed to gather the required data in order to probe the hypothesis under investigation.

3.2.5 Data Collection Procedures

Regarding the administration of the questionnaire, we distributed the questionnaire hand in hand to our sample in their ordinary session of methodology. The respondents answered the questionnaires in the same sessions.

3.2.6 Data Analysis Procedures

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

3.3 The Results

3.3.1 The students' questionnaire

Section One: General Information

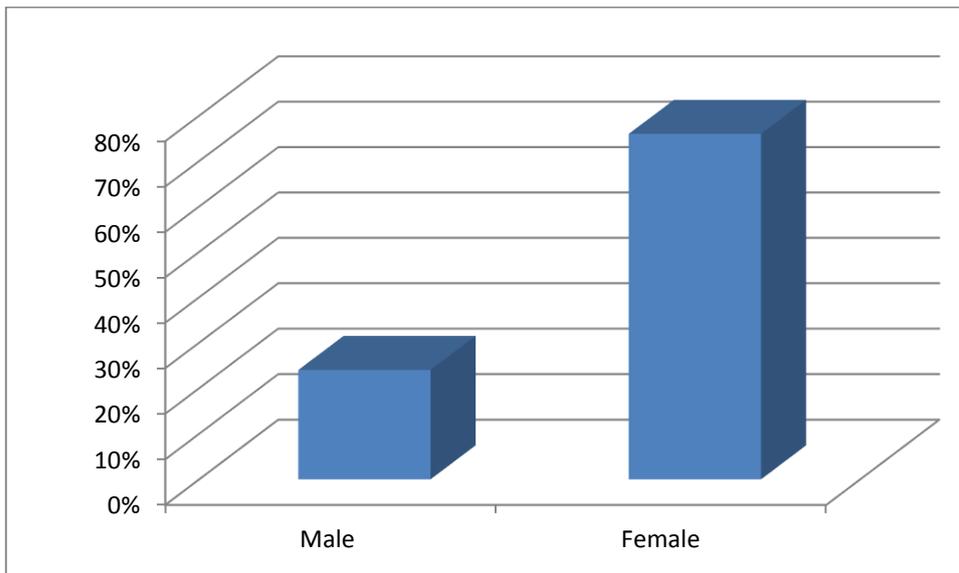
The first section is general information part, to provide us with perspectives on the learners' learning. So we can anticipate the way how the responses will be like and to get clear statistics.

Q 1: gender

Table 1: Students' gender

Gender	Male	Female
N°	12	38
Percentage	24%	76%

Graph 1: Students' gender



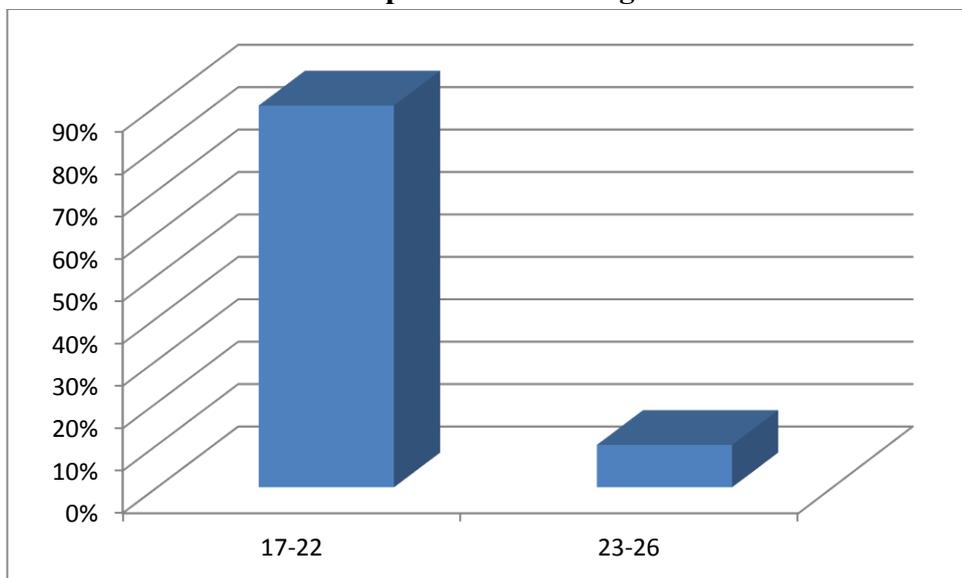
The table 01 shows that the majority of students are females, which resembles 76% from the total sample and the rest are males that represent 24%.

Q2: Age:

Table 2: Students' age

Option	17-22	23-26
N°	45	5
Percentage	90%	10%

Graph 2: Students' age



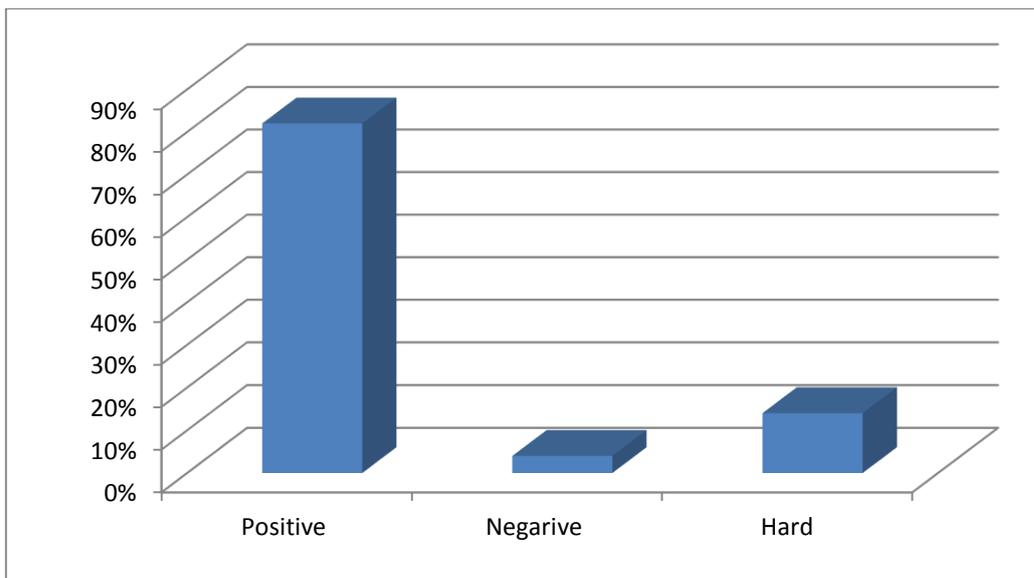
The table 2 shows that the majority of first year students' age is between 17-22 years old, which resembles 90% from the total sample and the rest are between 23-26 years old that represent 10%.

Q 3: How do you evaluate your experience of learning English?

Table 3: The experience of learning English

Option	Positive	Negative	Hard
N°	41	2	7
Percentage	82%	4%	14%

Graph 3: The experience of learning English



We noticed that the majority of students (resembles 82% from the total), think that they have positive experience in learning English. Some others they describe their experience in learning English as hard which represents 14%, and only a few of them have a negative experience that represents only 4%. Therefore, those who answered that their experience with positive one may be are not facing obstacles or problems in learning.

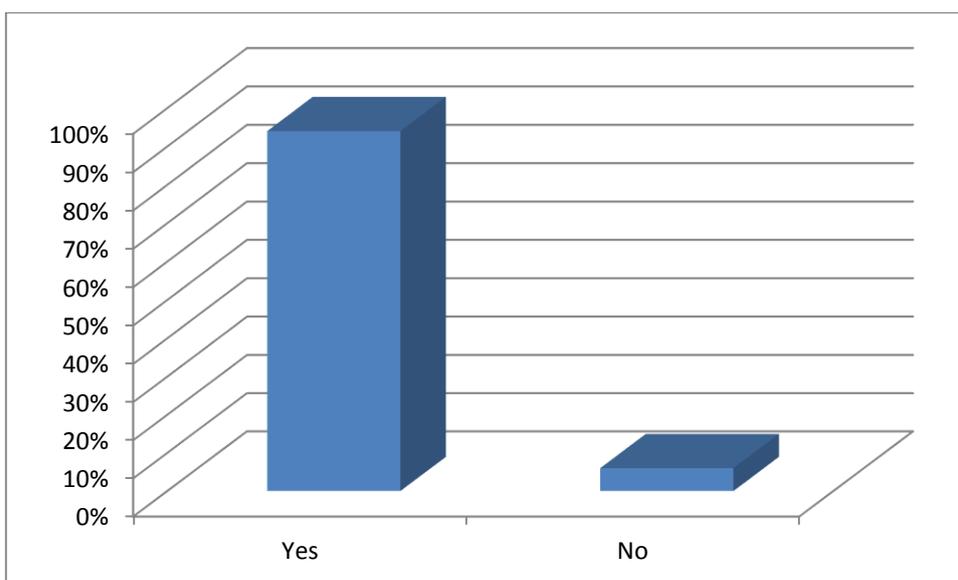
Section Two: Social Networks and technology

Q 4: Do you think that using technology in English Foreign language is a good strategy to improve your Speaking Skill's level?

Table 4: Technology in English foreign language as an improvement strategy

Option	Yes	No
N°	47	3
Percentage	94%	6%

Graph 4: Technology in English foreign language as an improvement strategy



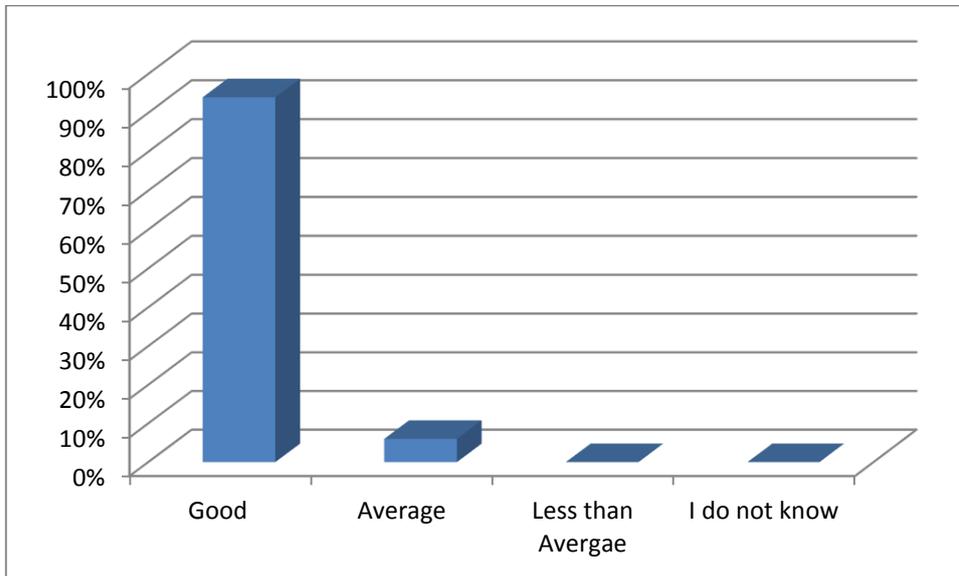
The responses of the participants show that most of them (94%) consider the use of technology in English as the appropriate way for them to improve their level. And a small number (6%) considered the use of technology as being a not sufficient strategy. So, from these results, it is clearly apparent that this technology and the materials which are used by Students in their daily life are helpful for learning, and improving learners ‘Speaking Skill’s level. Whereas, those who answered negatively may think that the technology will make their performance and improvement limited, consequently it reduces their ability when they use it constantly.

Q 5: How do you evaluate your level in speaking?

Table 5: Students’ level in speaking

Option	Good	Average	Less than average	I do not know
N°	47	3	0	0
Percentage	94%	6%	0%	0%

Graph 5: Students' level in speaking



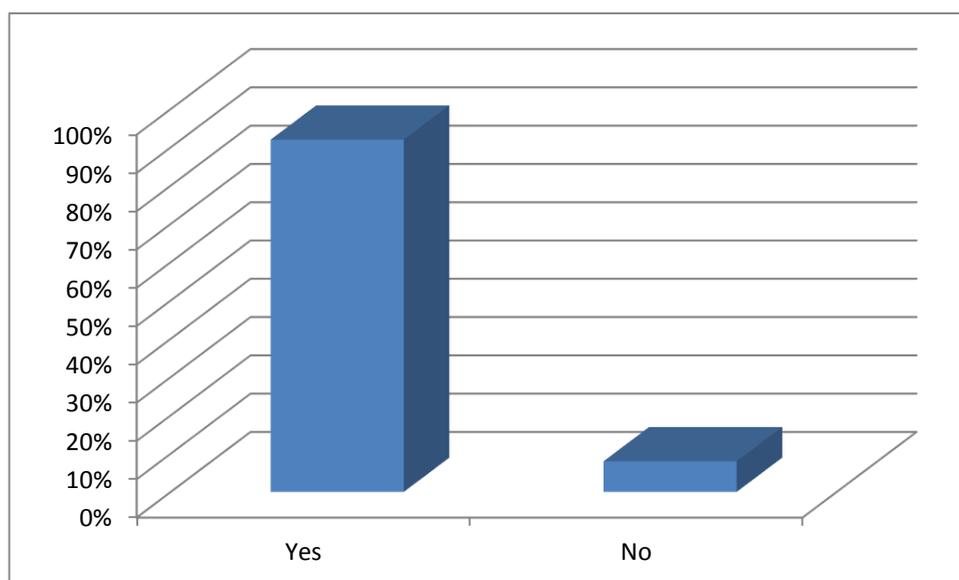
The participants evaluate their level in speaking as the following; Most of them (94%) are good speakers, (6%) of them have the average in speaking, and 0% for the rest two options; less than the average and I do not know.

Q 6: Do you like to use Social Networks?

Table 6: Students' desire of using Social Networks

Option	Yes	No
N°	46	4
Percentage	92%	8%

Graph 6: Students' desire of using Social Networks



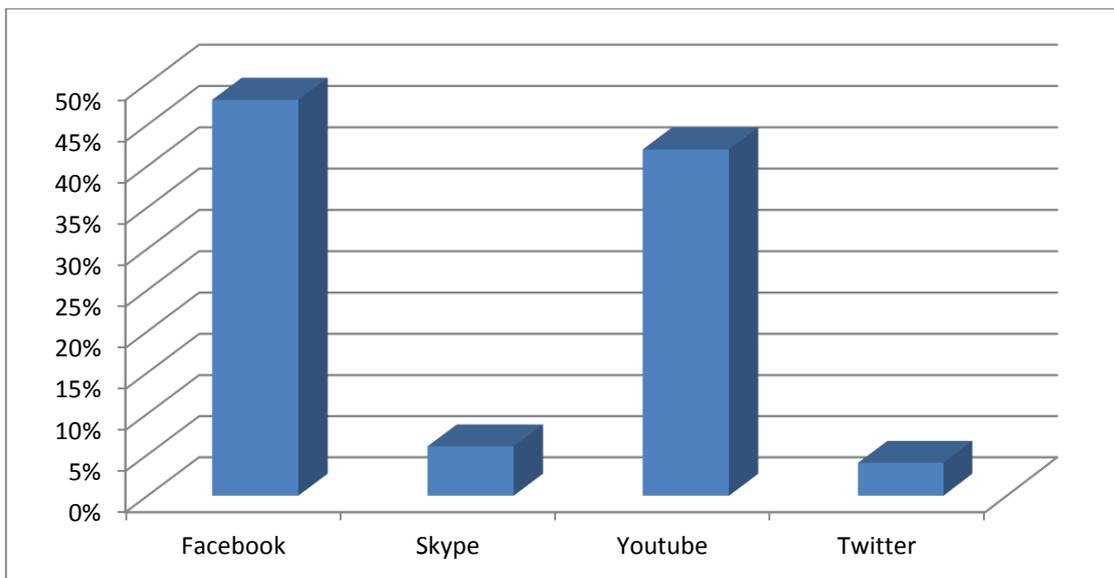
From the results that we have, we noticed that the majority of the participants (92%) like to use Social Networks, because they think that it makes the learning process easier for them and it is a good way to improve their speaking skill when they speak with native speakers via Social Networks, and they see it beneficial for them as English learners because it helps them to study and share ideas and keep them updated, and others they like to use them for entertainment because they think it is fun and make them meet new friends and discover new cultures, and the rest few participants (8%) they do not like to use them because they think that it is just a waste of time.

Q 7: Which kind of the following Social Networks do you prefer?

Table 7: the learners' preferred kind of Social Networks

Options	Facebook	Skype	Youtube	Twitter
N°	24	3	21	2
Percentage	48%	6%	42%	4%

Graph 7: the learners' preferred kind of Social Networks



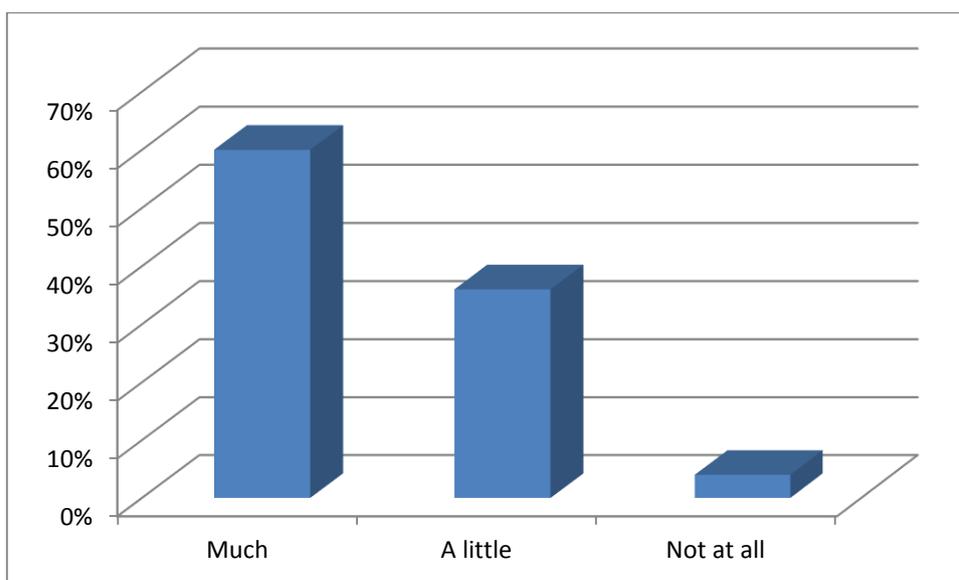
According to participants' responses, 48% prefer using Facebook, while 42% favor Youtube, some other participants prefer to use Skype (6%). Fourthly a few of them they prefer Twitter that like just (4%) So, we noticed that the majority of students prefer to use Facebook and Youtube because these two kinds of Social Networks are the most famous and useful more than the others, they think that Twitter is limited in its way of chatting and they do not feel comfortable with using Skype, but they think that it is more beneficial to improve their speaking skill.

Q 8: To what extent you benefit of using them to improve your English?

Table 8: Student's viewpoint about the usefulness of Social Networks

Option	Much	A little	Not at all
N°	30	18	2
Percentage	60%	36%	4%

Graph 8: Student's viewpoint about the usefulness of Social Networks



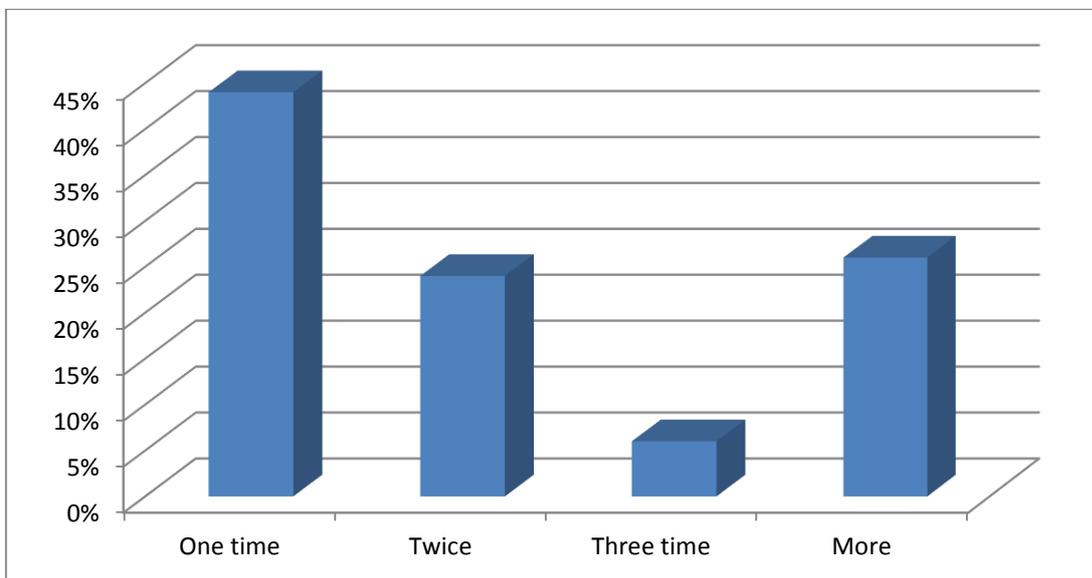
The present results deal that most of the students benefit Much from using Social Networks which represents (60%) from the whole number. And some of them (36%) benefit just a little .And few of the participants (4%) mentions that they do not benefit from using the at all. When we asked them to justify their answers, the participants who response ‘much’; said that they give them an opportunity to speak with native speakers and listen to foreign teachers and they gave an example about using Youtube and how it can help them to learn more vocabulary and enhance their pronunciation. Therefore, the others who responded ‘a little’; their justification was generally as follows: “because I do not chat always with Social Networks”. And those who said not at all they justify their answers by;” They are not enough to learn everything to improve my English because in Social Networks we use an informal language.

Q 9: How much time per day you use Social Networks?

Table 9: Students frequency of Social Networks use

Option	One time	Twice	Three times	More
N°	22	12	3	13
Percentage	44%	24%	6%	26%

Graph 9: Students frequency of Social Networks use



From the results of this graph, we can notice that (44%) of the students use Social Networks just one time per day, and (26%) use it “More” and (24%) use it “Twice” and just (6%) use it “Three time”.

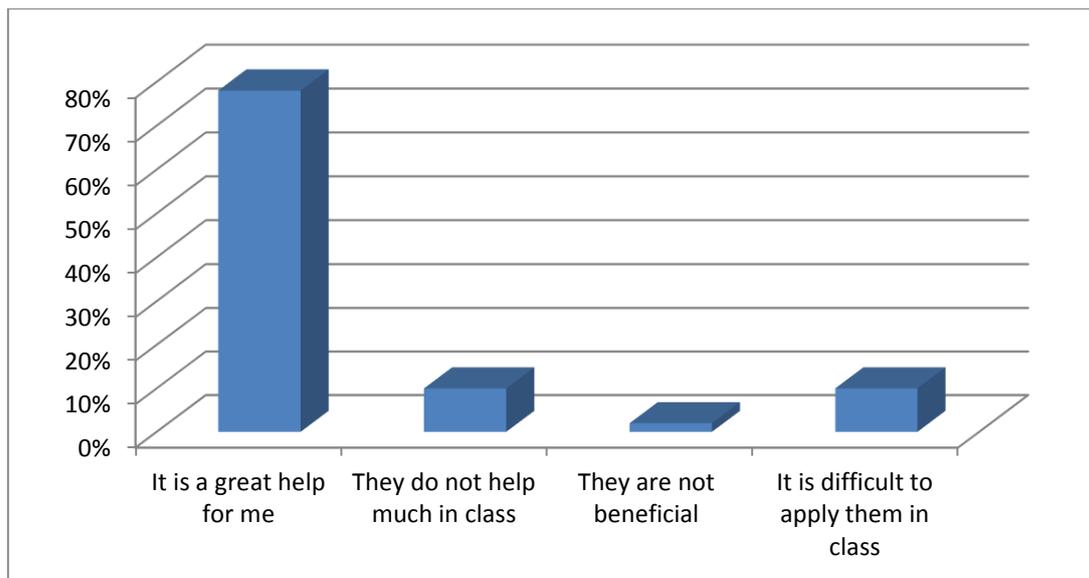
Section Three: Social Networks in speaking skill

Q10: What do you think about the use of Social Networks to improve your speaking skill?

Table 10: Students' opinion on the use of Social Networks

Option	It's a great help for me	They do not help much in class	They are not beneficial	It is difficult to apply them in class
N°	39	5	1	5
Percentage	78%	10%	2%	10%

Graph 10: Students' opinion on the use of Social Networks.



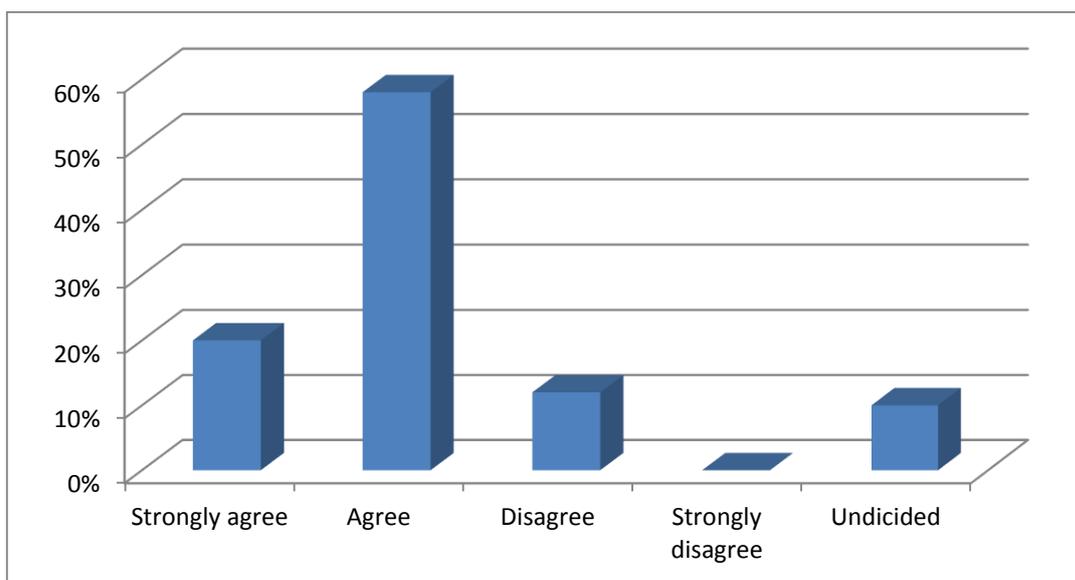
It is obvious from the graph above that most of the students (78%) state that Social Networks is a great help for them in speaking. Just (10%) think that Social Networks do not help much in class and (10%) believe that it is difficult to apply them in class. and just (2%) think that they are not beneficial.

Q 11: You always use Social Networks to improve your speaking skill:

Table 11: The use of Social Networks to improve student’s speaking skill.

Option	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
N°	10	26	6	0	5
Percentage	20%	58%	12%	0%	10%

Graph 11: The use of Social Networks to improve student’s speaking skill.



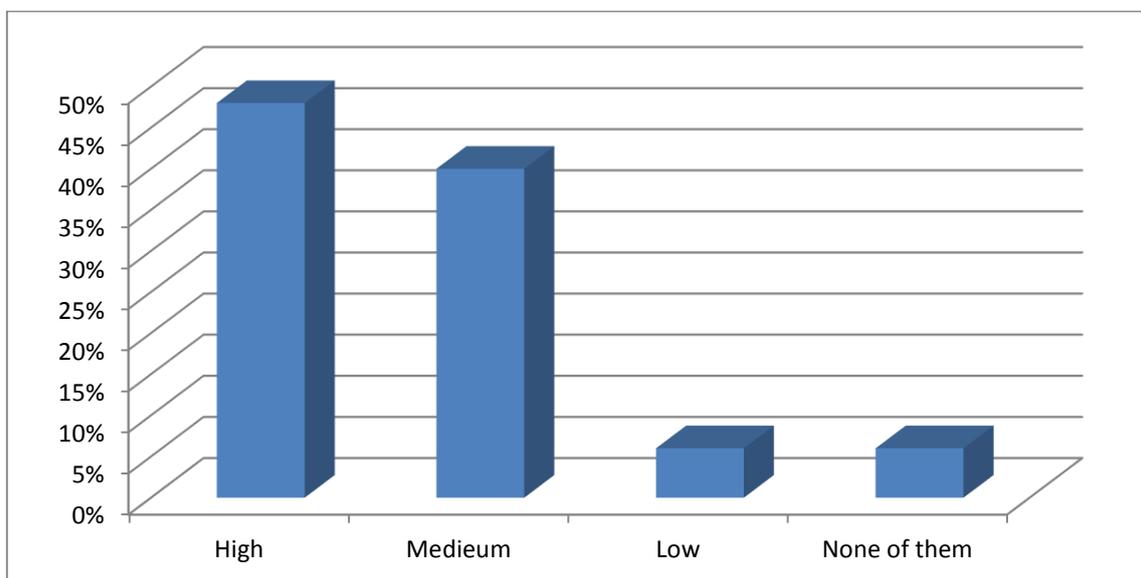
We can notice that, more than half of students (58%) agree that the use of Social Networks improve their speaking skill and (20%) are strongly agree with that opinion. And just (12%) of the participants disagree; while (10%) believe are undecided.

Q 12: To what extent can connecting with native speakers in Social Networks reflect your level in speaking?

Table 12: Students' Evaluation of the Effect of Social Network on their Speaking Skill

Option	High	Medium	Low	None of them
N°	24	20	3	3
Percentage	48%	40%	6%	6%

Graph 12: Students' Evaluation of the Effect of Social Network on their Speaking Skill



The obtained results show that (48%) of the respondents consider connecting with native speakers through Social Networks as high in term of developing their speaking skill,

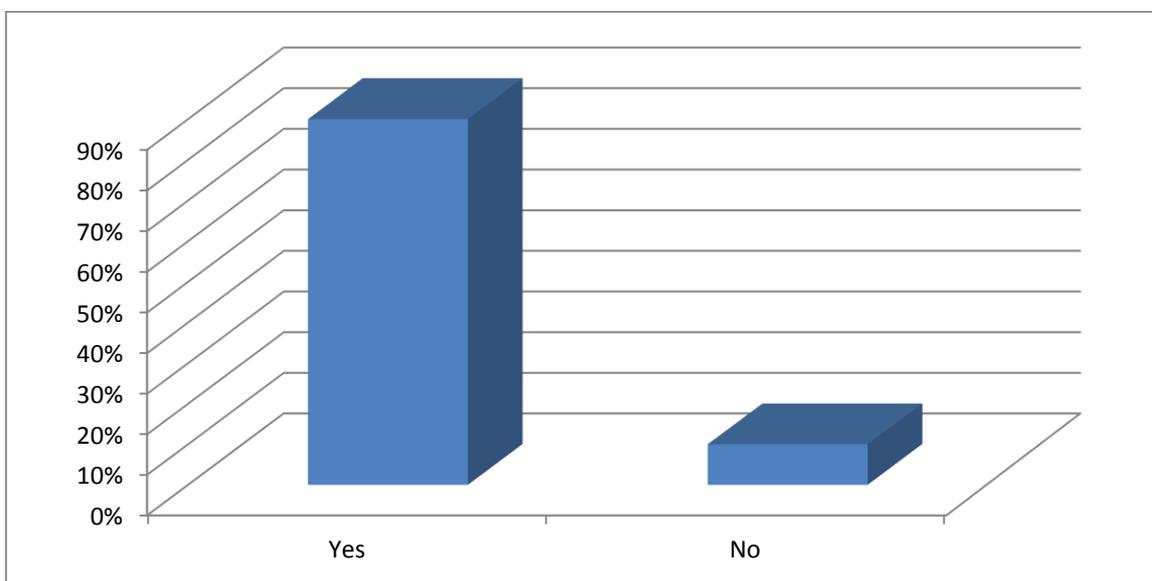
whereas 40% regard it as medium. A few of them claim that the reflection is low (6%) and the rest (6%) said selected the option “none of them” i.e. there is no effect.

Q 13: In your opinion, do you think that using Social Networks help you to overcome your weaknesses in pronunciation?

Table 13: Students’ opinions about overcoming pronunciation weaknesses though the use of Social Networks.

Option	Yes	No
N°	45	5
Percentage	90%	10%

Graph13: Students’ opinions about overcoming pronunciation weaknesses though the use of Social Networks



According to students’ responses, the majority of them (90%) believe that using Social Networks can help them overcome their weaknesses in pronunciation. Only 10% said “No”.

Justification

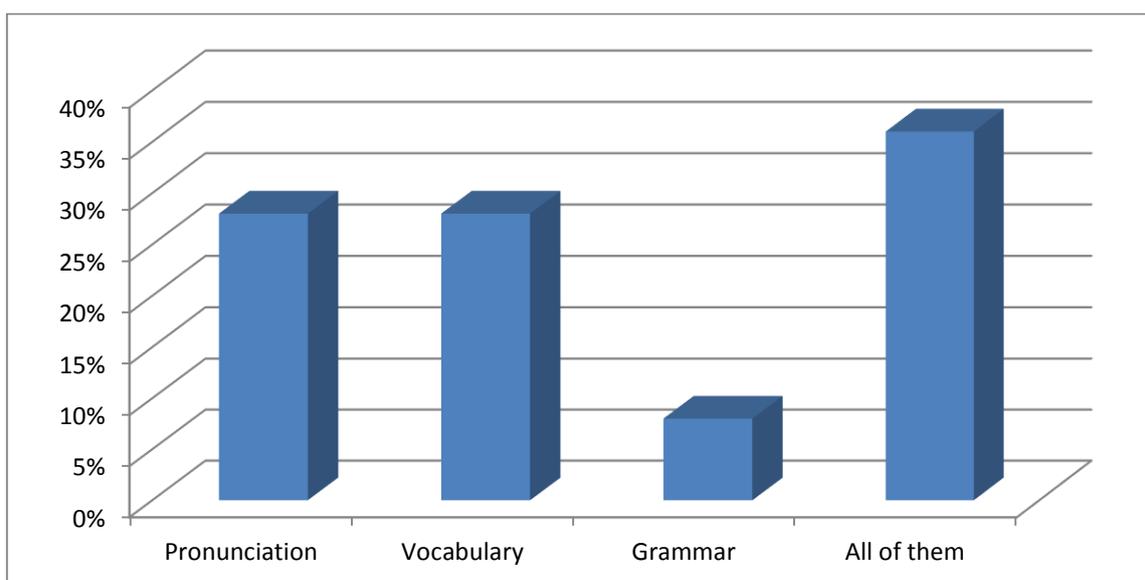
The students who said “Yes” justified their answer by arguing that Social Networks provide them with the chance to self-correct themselves. Also, they argued that Social Networks improve their pronunciation by listening to native speakers or watching videos on Youtube. Moreover, they consider that Social Networks as a place where they apply their knowledge and it helps them to speak and pronounce correctly; thus, improves their fluency.

Q 14: Which of the following language elements can be improved when using Social Networks?

Table 14: The language elements that can be improved by using Social Networks.

Option	Vocabulary	Pronunciation	Grammar	All of them
N°	14	14	4	18
Percentage	28%	28%	8%	36%

Graph 14: The language elements that can be improved by using Social Networks.



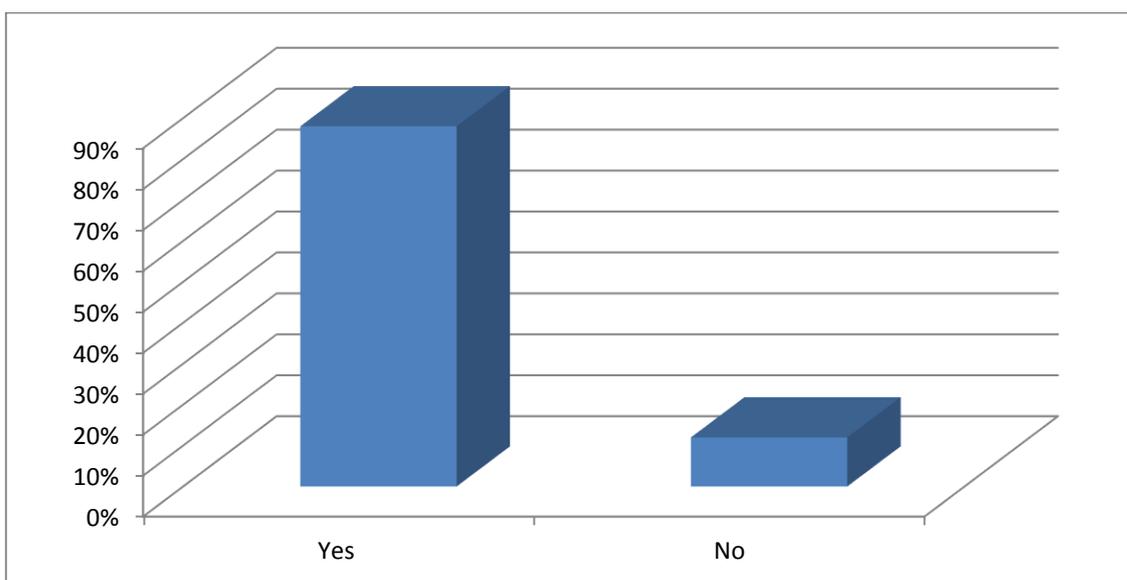
The results show that 36% of the students consider Social Networks to be very useful in developing languages aspects, while 28% think that it can improve pronunciation and 28% of them think that it can help to acquire vocabulary. The rest of the students (8%) state that the grammar also can be improved.

Q 15: Do you think that the fact of using Social Networks introduces you to the target language culture?

Table 15: The degree of students' exposure to target language and culture through Social Networks.

Option	Yes	No
N°	44	6
Percentage	88%	12%

Graph 15: The degree of students' exposure to target language and culture through Social Networks.



From the results that we have in this graph, we can say that most of participants (88%) affirm that Social Networks help introduce them to the target language and its culture, while (12%) said ‘No’.

Justification

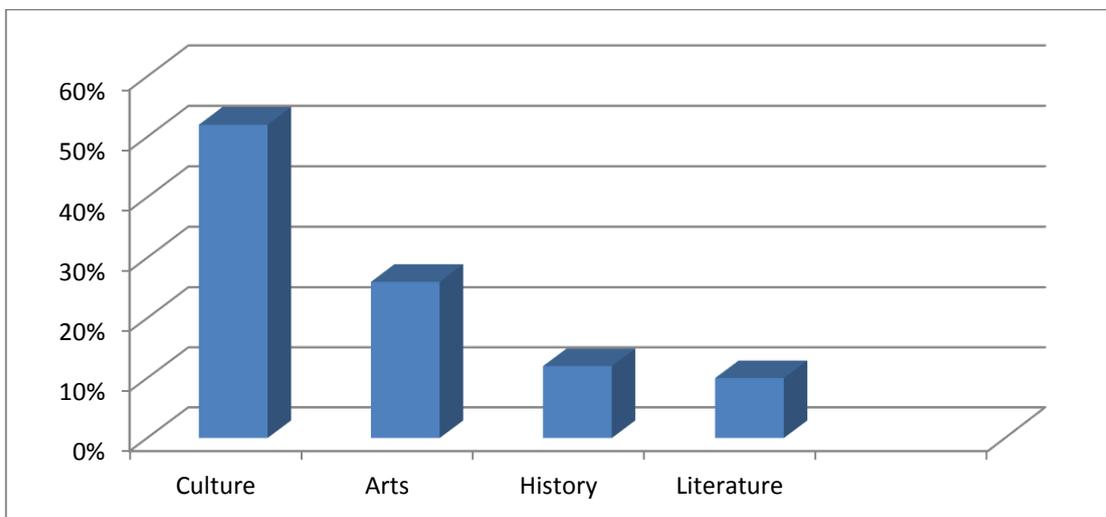
Students who answered by “Yes” justified their answer saying that Social Networks are very important for foreign language acquisition because they feel themselves in real situations.

Q 16: When using Social Networks to connect with native speakers, which of the following topics do you think would be more stimulating you to speak?

Table 16: Students favorite topics on Social Networks.

Option	Culture	Arts	Literature	History
N°	26	13	6	5
Percentage	52%	26%	12%	10%

Graph16: Students favorite topics on Social Networks.



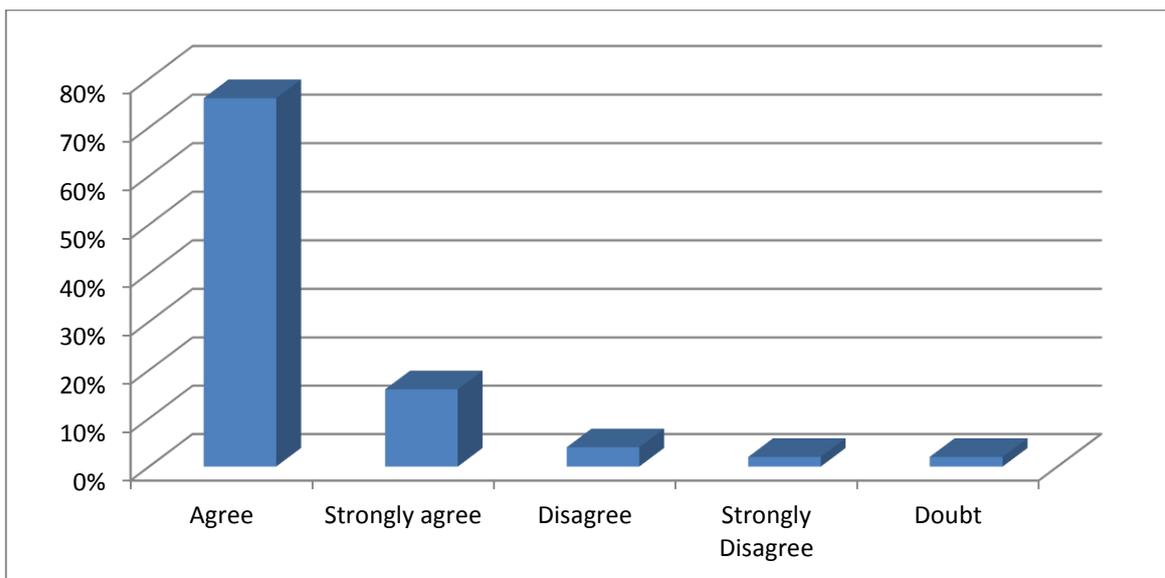
According to the displayed results in the graph above, the majority of students (52%) prefer the topics which relates to the culture, (26%) of them prefer the arts ones, only a few of them (12%) prefer the topics of history, and the rest (10%) prefer to use the topics of literature. Thus, we can conclude that the choice of topics depends on the learners' interests.

Q 17: Social Networks give you enough exposure of language use and useful expressions to prepare you for the speaking practices

Table 17: Students' Perceptions towards the Effectiveness of Social Networks.

Option	Agree	Strongly agree	Disagree	Strongly disagree	Doubt
N°	38	8	2	1	1
Percentage	76%	16%	4%	2%	2%

Graph 17: Students' Perceptions towards the Effectiveness of Social Networks.



The graph shows that more than a half of students (76%) agree with idea that Social Networks provide enough exposure of the language to practice speaking. (16%) of them strongly agree, and just (6%) disagree; as for the remaining (2%) are not certain about this idea.

Q 19: Students' suggestion

In this last question, we have asked the students if there is any suggestion that are appropriate or can help our work. So, the students have suggested the following:

- They think that Social Networks should be used at any time not only outside the classroom to improve their pronunciation and vocabulary.
- They suggest putting these materials as a compulsory teaching strategy in the department of English language.
- The teacher must use Social Networks to motivate the students because in the classroom students always keep silent when using them.

Foreign language learning in general depends on developing many language perspectives in parallel and gradually; thus, learners are supposed to take advantage of any kind of resource or input to develop their different language skills.

Section Four: Opinionnaire

This section revealed that the questionnaire was good, and the instructions were clear. Moreover, the respondents agreed that the layout of the questionnaire was attractive.

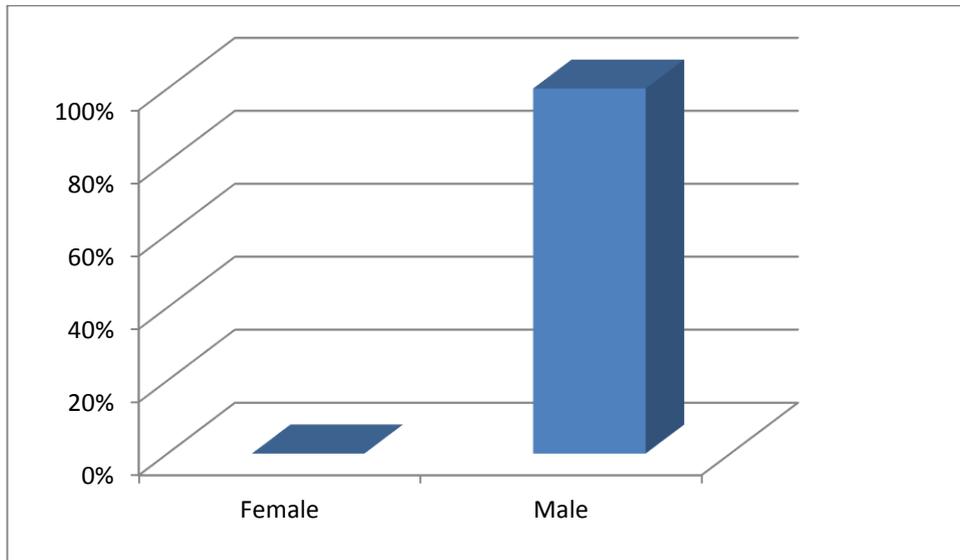
3.3.2 The teachers' questionnaire

Q1: Specify your gender

Table 18: Teachers' Gender

Option	Female	Male
N°	0	6
Parentage	0%	100%

Graph 18: Teachers' Gender



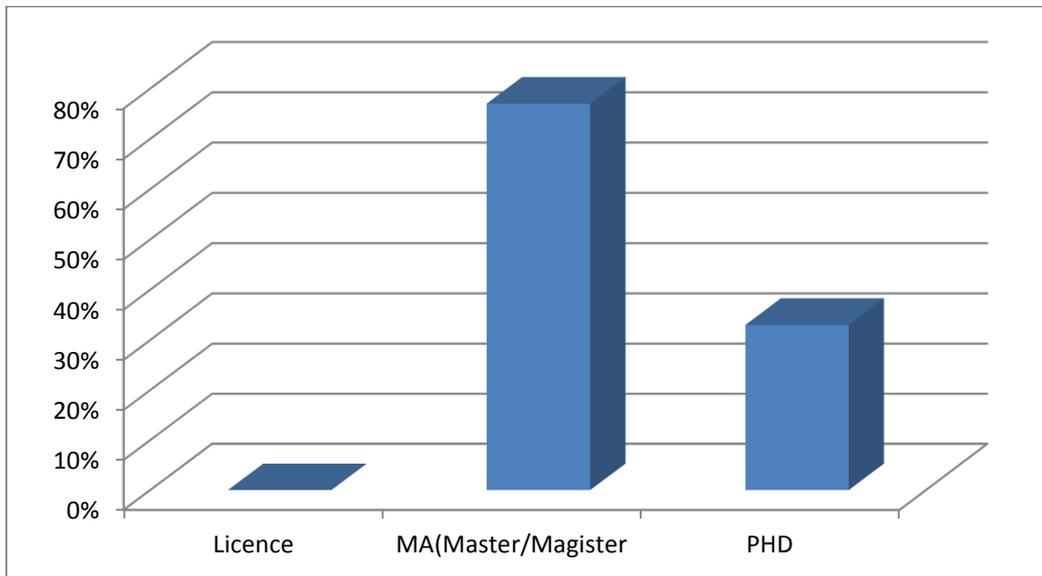
The results in the table above reveal that there are six (6) teachers of at Mohamed Kheider University of Biskra; all of them which represent (100%) are males.

Q2: What is your Degree?

Table 19: Teachers' degree

Option	Licence	MA (Master /Magister	PHD(Doctorate)
N°	0	4	2
Percentage	0%	77%	33%

Graph 19: Teachers' degree



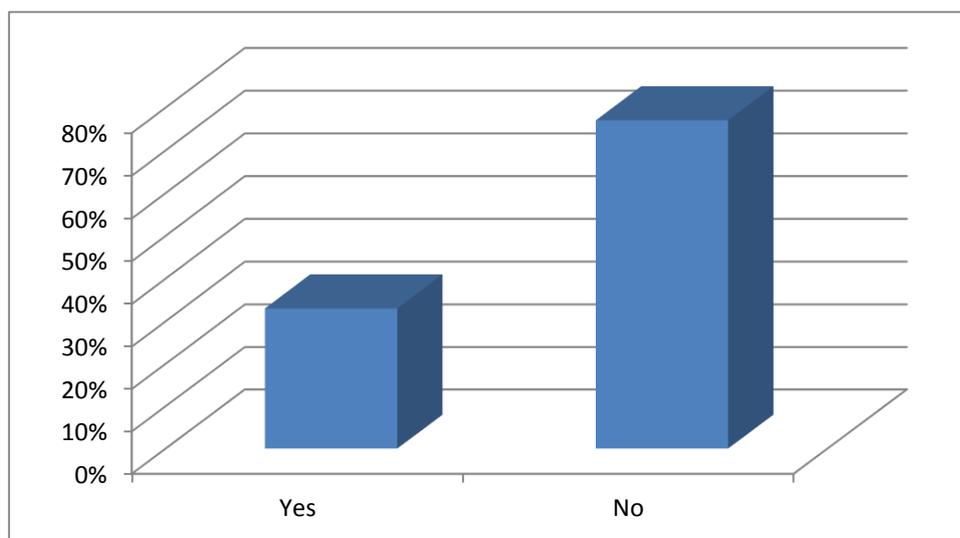
As the results in the table show, (77%) of the teachers have MA (Master/ Magister) degree. however, (33%) have the PHD (doctorate).

Q3: Do you benefit from using Social Networks in preparing your courses?

Table 20: The use of Social Networks in preparing courses

Option	Yes	No
N°	2	4
Percentage	33%	77%

Graph 20: The use of Social Networks in preparing courses



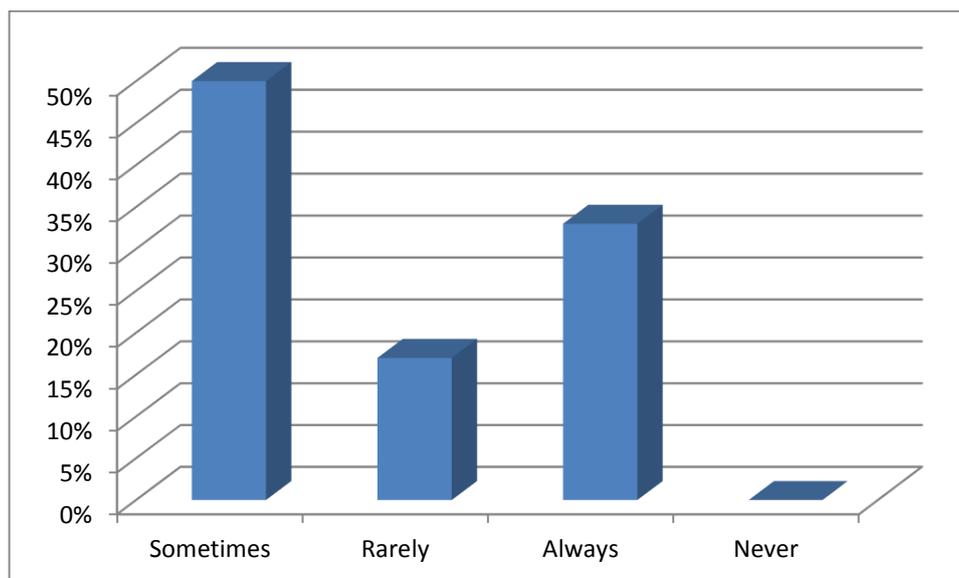
The results obtained denote that four teachers (77%) state that they do not benefit from using Social Networks in preparing their courses. On the other hand two teachers (33%) states that they benefit from using them. We noticed from the response of our sample of teachers that using Social Networks may not be beneficial for them in preparing their courses.

Q 4: How often do you use Social Networks?

Table 21: frequency of the use of Social Networks

Option	Sometimes	Rarely	Always	Never
N°	3	1	2	0
Percentage	50%	17%	33%	0

Graph 21: frequency of the use of Social Networks.



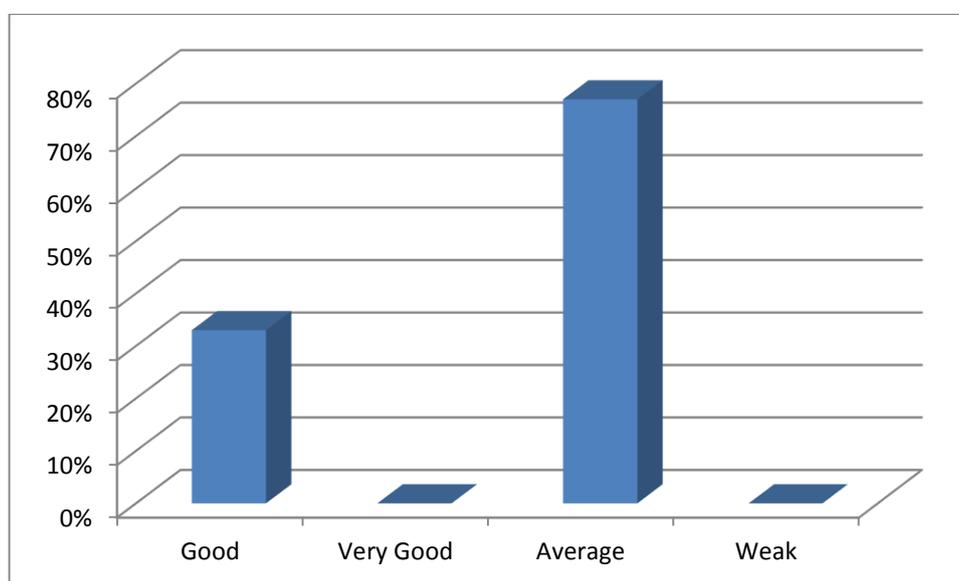
50% of our sample is sometimes using Social Networks. The reason might be noticed is the lack of interest in using Social Networks in general. Another reason we should mention is having time deficiency in delivering the input and preferring traditional strategies. The (17%) of our teachers sample may have the same reasons mentioned above on the rare use of Social Networks. On the other hand, (33%) of our teachers are highly interested in using Social Networks to conduct their lessons for the reason of trusting Social Networks.

Q5: What is the evaluation of the learners' speaking skill production?

Table 22: The evaluation of the speaking production of learners.

Option	Good	Very good	Average	Weak
N°	2	0	4	0
Percentage	33%	0%	77%	0%

Graph 22: The evaluation of the speaking production of learners.



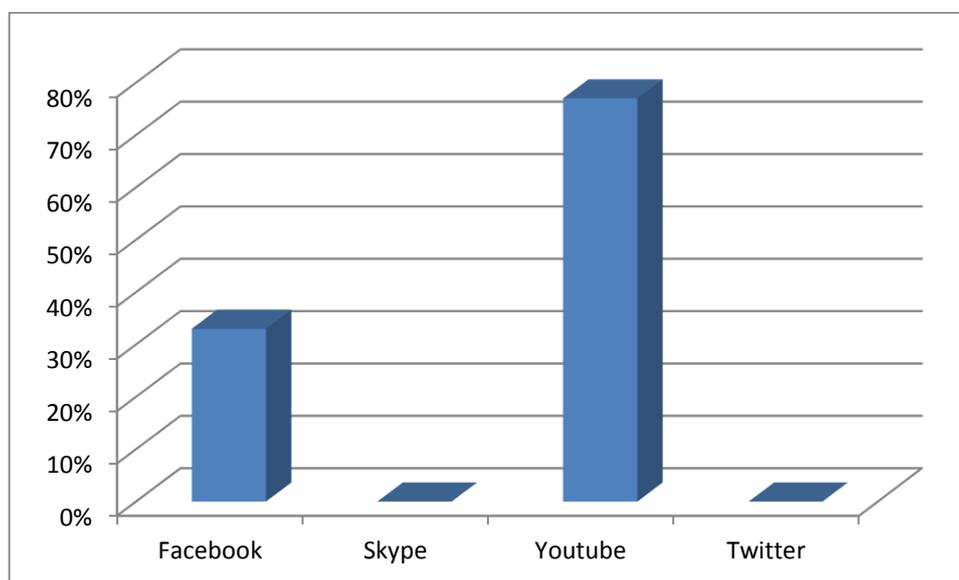
Based on the analysis of teachers' responses on this question, we noticed that their evaluation differ according to learners' level itself. The majority of our teachers (77%) see that the learners' speaking production is average and just 33 % of them think that the learners speaking production is good.

Q 6: Which kind of Social Networks do you prefer using?

Table 23: The preferred kind of Social Networks used.

Option	Facebook	Skype	Youtube	Twitter
N°	2	0	4	0
Percentage	33%	0%	77%	0%

Graph 23: The preferred kind of Social Networks used.



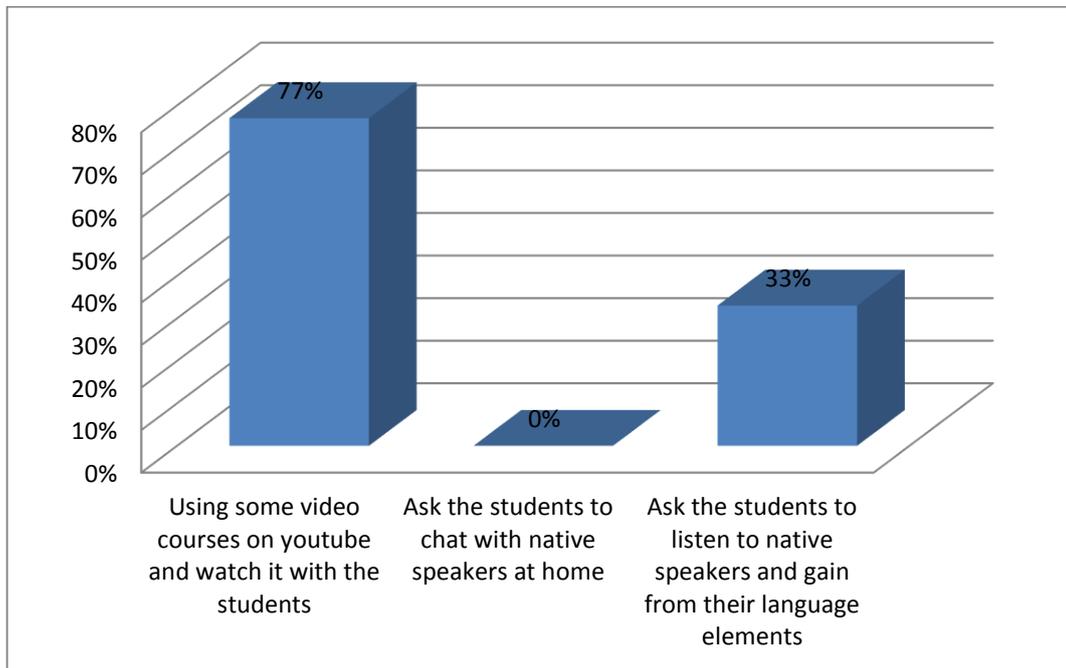
It is obvious from the table above that the majority of the teachers (77%) prefer using youtube. Some others (33%) prefer using facebook.

Q 7: How do you benefit from the use of Social Networks in your courses?

Table 24: The benefit of using Social Networks.

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

Graph 24: The benefit of using Social Networks.



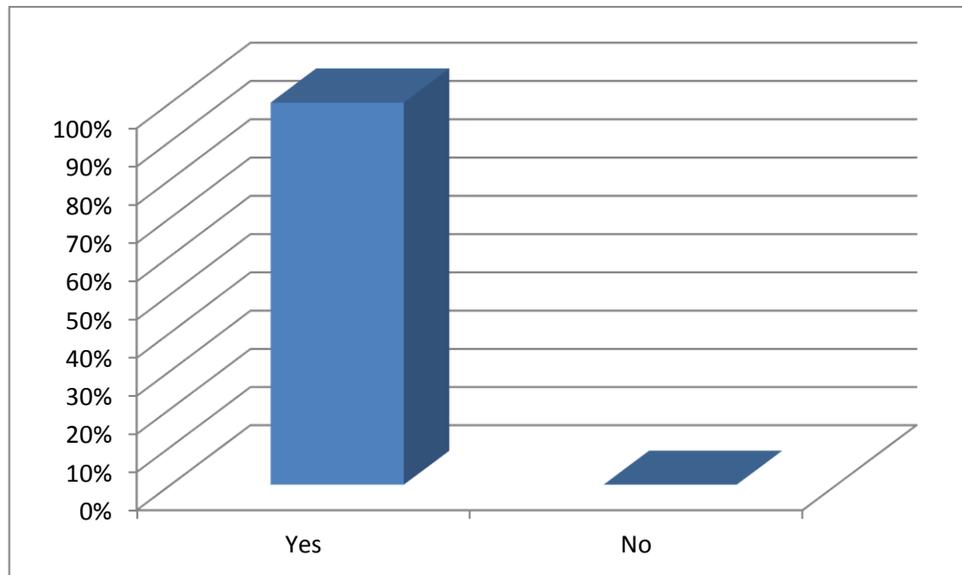
The majority of teachers (77%) responded that they benefit from Social Networks by viewing video courses on Youtube and sharing them with the students. The rest of the teachers' sample (33%) said that they ask students to use Social Networks in order to get the opportunity to acquire the target language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

Q 8: Do you find that the use of Social Networks decreases students' difficulties with language elements during classroom conversations?

Table 25: Teachers' opinions about the role of Social Networks in decreasing student's difficulties with language elements.

Option	Yes	No
N°	6	0
Percentage	100%	0%

Graph 25: Teachers' opinions about the role of Social Networks in decreasing student's difficulties with language elements.



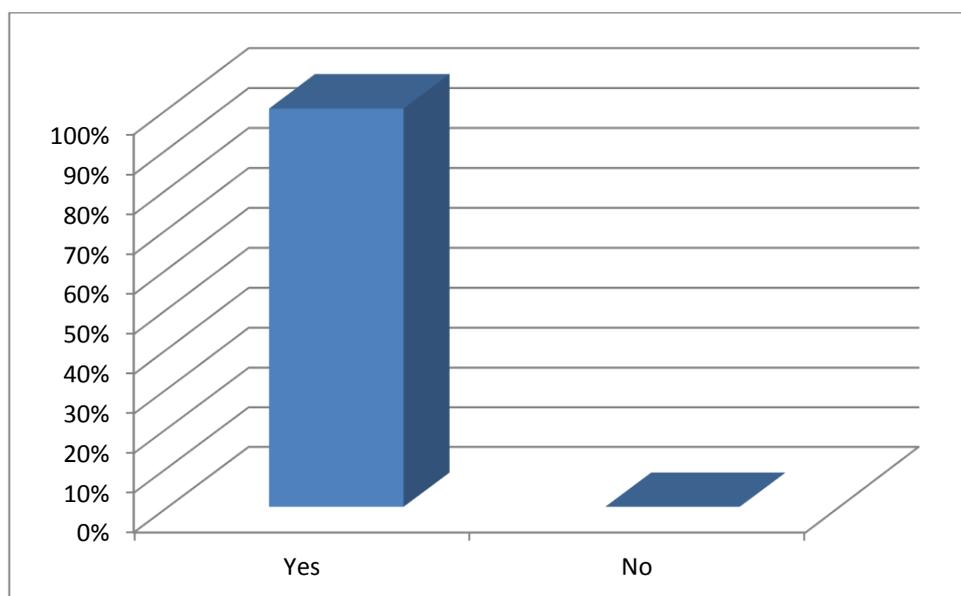
The graph above illustrates that all teachers (100%) affirm that that using Social Networks help students overcome their difficulties with language elements.

Q 9: Do you think that Social Networks help your students to develop their speaking skill?

Table 26: The usefulness of Social Networks in relation to the speaking skill

Option	Yes	No
N°	6	0
Percentage	100%	0%

Graph 26: The usefulness of Social Networks in relation to the speaking skill



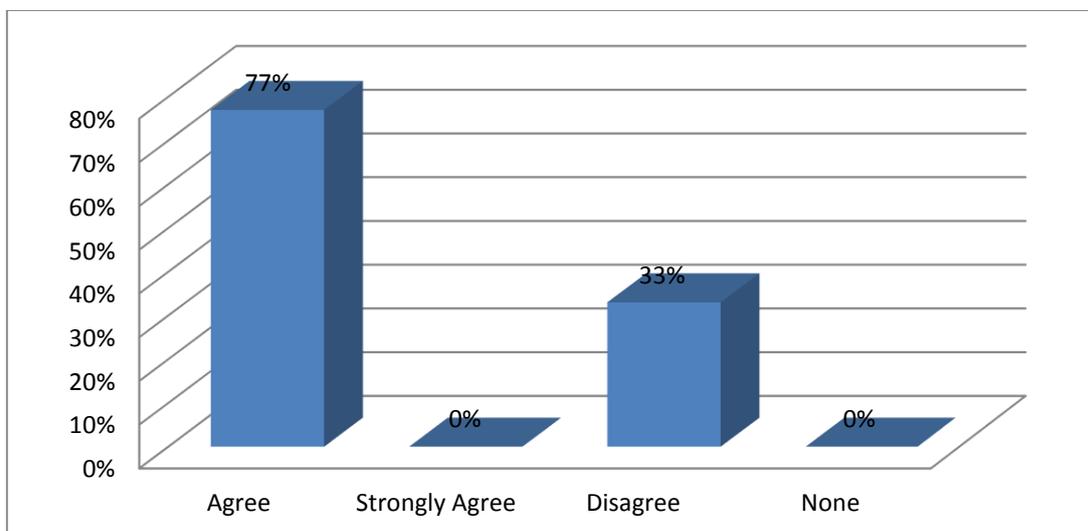
All the teachers (100%) responded that Social Networks are useful tools for students to help develop their speaking skill.

Q 10: Social Networks enrich all areas of language elements for your students

Table 27: Teachers attitude toward Social Networks

Option	Agree	Strongly Agree	Disagree	None
N°	4	0	2	0
Percentage	77%	0%	33%	0%

Graph 27: Teachers attitude toward Social Networks



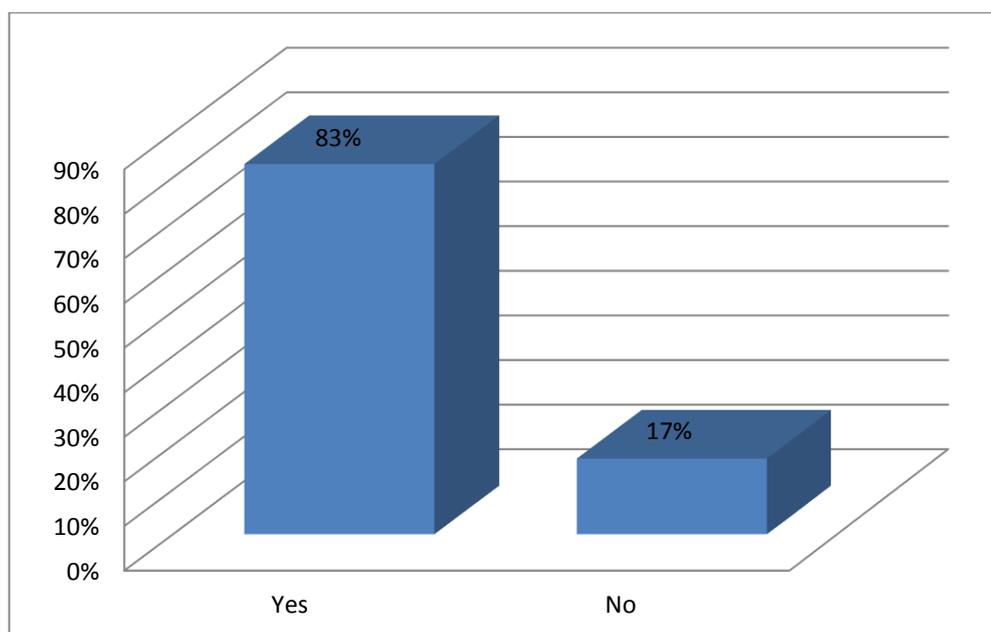
The gathered results show that (77%) agree that Social Networks play a major role in assisting students enhance all areas of their language elements, while 33% disagree.

Q 11: Do Social Networks help you enrich your speaking activities?

Table 28: The effectiveness of using Social Networks

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

Graph 28: The effectiveness of using Social Networks



It seems from the results demonstrated in the above graph that 83% of the teachers assert that Social Networks are important sources in preparing developing helpful and effective speaking activities; whereas 17% of teachers said the opposite

Q 12: What are the advantages of using Social Networks for your students?

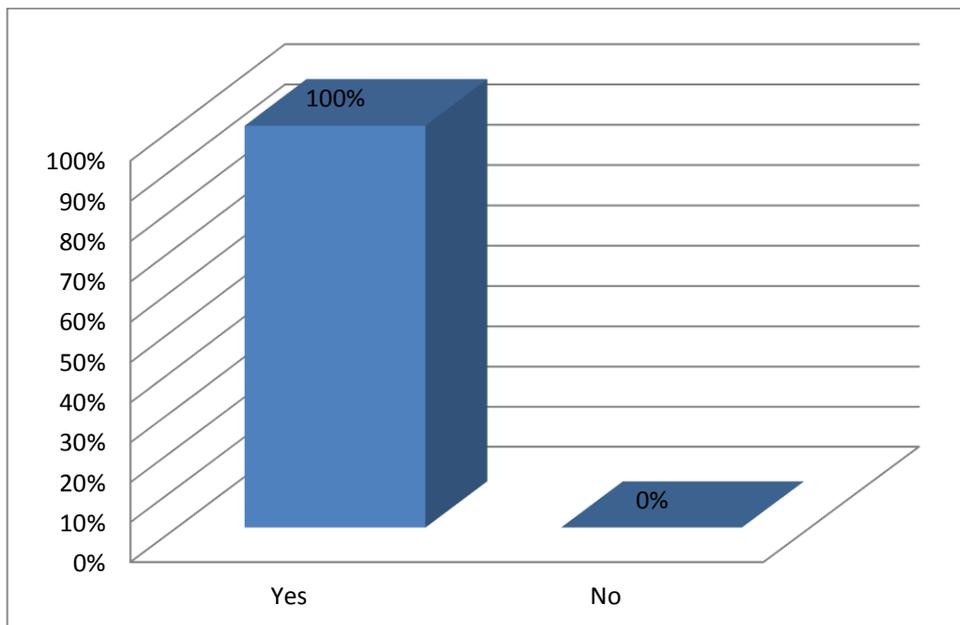
In this open question, teachers were asked to mention the advantages that Social Networks provide for students. The majority of teachers' responses emphasized on the fact that Social Networks expose students to the real language in different context. Also they enable students to get in touch with speakers of English around the world. Among the other advantages mentioned by teachers included helping students being knowledgeable about other cultures.

Q13: Do Social Networks make you gain time during course explanation?

Table 29: Gaining time through the use of Social Networks

Option	Yes	No
N°	6	0
Percentage	100%	0%

Graph 29: Gaining time through the use of Social Networks



As the results in the table reveal, all teachers (100%) affirm that Social Networks gain time during course explanation.

How?

Teachers explained that they are in need to use means of explanations inside the classroom. For example instead of talking too much, showing a video about a topic to students helps save a lot of time in explaining a certain point.

14: Would you please add any other comments you consider important for this issue?

The comments that teachers added included the following:

- Teachers must be selective in using of Social Networks.
- There is lack of use of Social Networks by teachers due to deference in generation between the old fashioned teachers and the new generation of students who are frequent users of Social Networks.

3.4 Synthesis of the Findings

The focus of this study was on the effectiveness of using Social Networks related to the improvement of speaking skill. The sample was students of first year LMD at Biskra University. During the analysis of the questionnaires, we had deduced the following conclusions:

Both students' and teachers' questionnaires confirmed that First Year LMD students at Mohamed Kheider University of Biskra believe that the use of Social Networks can help them improve their speaking skill, and overcome the difficulties that they may encounter in speaking. Furthermore, the findings revealed that the majority of teachers do not apply Social Networks as a practice to enhance learners' speaking proficiency. The obtained results also showed that there is a positive influence of Social Networks on EFL students speaking skill. In addition, both learners and teachers stress on the importance of integrating Social Networks in teaching speaking because it provide more opportunities to practice the spoken language in order to develop learners' speaking performance. Accordingly, teachers suggest that Social Networks should be more often used by students, and teachers.

After having interpreted the data collected from the questionnaire, it can be concluded that the majority of teachers tend to rely on video courses provided on Youtube. Similarly,

the majority of learners revealed that they prefer Youtube videos and Facebook over the other types Social Networks. This choice is mainly attributed to the fact that the majority of learners prefer audio visual materials over other types.

Conclusion

Overall, this chapter analysed and discussed the findings gathered from students and teachers' questionnaires. Initially, it provided an overview on the research methodology adopted in this study including the approach, the strategy, and the data collection method used for gathering data. Moreover, it presented the population of the study. Also, the chapter displayed the data analysis procedures that were used to analyse the obtained data. Finally, it presented the discussion of the findings and, suggested some recommendations.

General Conclusion and Recommendations

Improving the speaking skill is a hard task for foreign language learners. It requires some strategy and experience to produce the language strictly and understand the intended meanings of other speakers. According to many teachers the best way to do that is; to encourage some new strategies inside or outside the classroom, since learners do not use foreign language frequently in their daily life outside the classroom. Our study has been focused on the effectiveness of the use of Social Networks to improve EFL learners speaking skill. So, this study was composed of two parts (Theoretical, Practical part). The theoretical part was an overview on Social Networks, and the Speaking skill, including the main titles and types of each variable in order to give a clear idea about each one and the relation between them.

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

The aim of this study is to investigate if there are any positive effects or influence of Social Networks on EFL learners speaking skill and determine to what extent Social Networks can be an assistant for the teachers to improve their courses of speaking activities in order to encourage their learners to participate and improve their speaking skill, because the majority of students want to use these aids in the classroom continuously in order to avoid the bored study and make them motivated to participate in speaking activities.

Recommendations

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

For teachers:

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

For students:

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

For Administration:

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

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Appendices

Appendix 1 : Students' questionnaire

Dear students,

This questionnaire is aims to investigate the effectiveness of using **Social Networks** in developing EFL learners 'speaking skill, it also seeks to show how the EFL learners at the section of English in the university of Biskra deal with this issue.

Please, tick the appropriate answer. It would be grateful if you answer the following questions. Your answers are helpful for this study.

Section One: General Information

1. **Gender:** Male Female
2. **Specify your age:** 17-22 23-26
3. How do you evaluate your experience of learning English?
 - a. Positive
 - b. Negative
 - c. Hard

Section Two: Social Networks and Technology

- 4- Do you think that the use of new technology in teaching English as a foreign language is a good strategy to improve your speaking skill's level?
 - a. Yes
 - b. No
5. How do you evaluate your level in speaking?
 - a. Good
 - b. Average
 - c. Less than average
 - d. I do not know

6- Do you like to use Social Networks?

a- yes

b- No

Justify your answer (in both):

.....

.....

7- Which kinds of the following Social Networks do you prefer?

a. Facebook

b. Skype

c. YouTube

d. Twitter

Others:

.....

.....

8. To what extent you benefit of using them to improve your English?

a. Much

b. A little

c. Not at all

Justify your answer:

.....

9. How much time per day you use Social Networks?

a. One time

b. Twice

c. Three times

d. More

Section Three: Social Networks in Speaking Skill

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

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

Others:

.....

.....

11. You always use Social Networks to improve your speaking skill:

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. Undecided

12. To what extent, can connecting with native speakers in Social Networks, reflect your level in speaking?

- a. High
- b. Medium
- c. Low
- d. None of them

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

- a. Yes
- b. No

Why?

.....
.....

14. Which of the following language elements can be improved when using Social Networks?

- a. Pronunciation
- b. Vocabulary
- c. Grammar
- d. All of them

15. Do you think that the fact of using Social Networks brings to you the target language and its culture?

- a. Yes
- b. No

How?

.....
.....

16. When using Social Networks to connect with native speakers, which of the following topics do you think would be more stimulating you to speak?

- a. Culture
- b. Arts
- c. History
- d. Literature
- e. Others

17. Social Networks give you enough exposure of language use and useful expressions to prepare you for the speaking practices;

a. Agree

b. Strongly agree

c. Disagree

d. Strongly disagree

e. doubt

18. Do you have any advice or suggestions?

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

Section Four: Opinionare

Are the questions of this questionnaire clear?

Yes No

If yes please mention them.

Are the instruction clear?

Yes No

Do you think that the layout of this questionnaire is attractive?

Yes No

Thank you very much.

Appendix 2: Teachers 'questionnaire

Nouar Kherkhachi Achraf M 2

Dear teachers,

This questionnaire is a data collection tool to investigate the effectiveness of using **Social Networks** in developing EFL learners 'speaking skill, it also seeks to show how the EFL learners at the section of English in the university of Biskra deal with this issue.

Your contribution will be of great help 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 in advance.

1. Gender:

Female Male

2. What is your Degree?

a. Licence

b. MA (Master/ Magister)

c. PHD (Doctorat)

3. Do you benefit from using Social Networks in preparing your courses?

a. Yes

b. No

If yes, do you consider them efficient in developing the speaking skill of your learners?

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

4. How often do you use Social Networks?

- a. Sometimes
- b. Rarely
- c. Always
- d. Never

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

- a. Good
- b. very good
- c. average
- d. Weak

Others:

.....
.....

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

- a. facebook
- b. Skype
- c. Youtube
- d. Twitter

Why?

.....

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

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

Others:

8. Do you find that the use of Social Networks decrease students' difficulties with language elements during classroom conversations.

a. Yes

b. No

How?

.....

9. Do you think that Social Networks help your students to develop their speaking skill?

a. Yes

b. No

Justify:

.....

10. Social Networks enrich all areas of language elements for your students.

a. Agree

b. Strongly agree

c. Disagree

d. None

11. Do Social Networks help you to enrich your speaking activities?

a. Yes

b. No

Justify:

12. What are the advantages of using Social Networks for your students?

.....

.....

13. Do Social Networks make you gain time during course explanation?

a. yes

b. No

Why?

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

.....

.....

.....

.....

Section Two: Opinionnaire

Are the questions of this questionnaire clear?

Yes No

If yes please mention them.

Are the instruction clear?

Yes No

Do you think that the layout of this questionnaire is attractive?

Yes No

Thank you very much for your collaboration.

ملخص

تهدف هذه الدراسة إلى وصف وتحليل تأثير استخدام شبكات التواصل الاجتماعي على تطور مهارات الكلام عند متعلمي اللغة الإنجليزية في السنة الأولى ليسانس جامعة محمد خيذر بسكرة. ولتثبيت ما لدينا من فرضيات على هذه العلاقة وتأثيرها، طرحنا الفرضية التالية وهي أن الطلبة سوف تتطور وتحسن عندهم مهارة الكلام بالانجليزية إذا ما استخدموا شبكات التواصل الاجتماعي بالشكل المناسب. هذه الفرضية اتضحت نتائجها بعد الدراسة الوصفية للاستبيان الخاص بطلبة السنة أولى ليسانس وكذلك الاستبيان الخاص بالأساتذة. ولقد أوضحوا من خلال غالبية إجاباتهم أن استخدام شبكات التواصل الاجتماعي يمكن أن يكون عاملاً مساعداً في تطوير مهارات الكلام عند الطلبة. رغم اتفاق الطلبة و الأساتذة على ان استخدام شبكات التواصل الاجتماعي عامل مساعد في تطوير مهارات الكلام إلا ان هناك ندرة في استعمالها في النشاطات الشفهية للكلام من طرف الأساتذة وذلك لأنه حسب رأي الأساتذة أنهم ليسوا مطلعين كفاية على شبكات التواصل الاجتماعي وليسوا من مستخدميها عكس الطلبة وهذا ما قد تكون له عدة أسباب و السبب المرجح هو الفرق بين عقلية الجيلين في استخدام التكنولوجيا الحديثة.