

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF MOHAMED BOUDIAF – M'SILA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



جامعة محمد بوضياف - المسيلة
Université Mohamed Boudiaf - M'sila

DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: LINGUISTICS

The Role of Social Media in Enhancing Speaking Skills: Learners' Perceptions and Practices

Case of second-year EFL students at M'sila University

Candidates:

Gouadria Salima

Herizi Hassina

Supervised by:

Mr. Nouredine Refice

Board of Examiners

Mr Tayoub Abdelmadjid	University of M'sila	Examiner
Mr Refice Nouredine	University of M'sila	Supervisor
Dr Saber Mohamed Djemouai	University of M'sila	Chairperson

June 2025

DEDICATION 01

First and foremost, to myself for enduring when quitting would have been easier, for showing up when everything felt impossible, and for carrying the weight of this journey with quiet courage and unspoken grace.

To my father, my unwavering hero whose silent strength built the ground I now stand on.

To my mother, whose prayers softened the hardest days your love has been my constant shelter.

To both of you, your sacrifices lit the path long before I ever walked it.

To my sisters and my brother, your steady encouragement and quiet belief wrapped around me like warmth on the coldest days. You reminded me of who I was when I nearly forgot.

To the soul resting in silence, my eldest brother, the echoes of my wildest laughter, as you pushed me in a wheelbarrow beneath the sun, still dance in my heart like a childhood song I'll never forget.

To my best friend and research partner, your unwavering light turned even the heaviest days into chapters worth writing. To the silent hours, the unseen effort, and the quiet strength it took to finish this journey.

To the soul who stood with me through the moments no one saw, your steady support was louder than any word I ever needed to hear.

I dedicate this work.

Hassina.

DEDICATION 02

I dedicate this first to myself, for the strength to keep going, the courage to face challenges, and the perseverance to turn dreams into reality. I am proud of how far I've come and excited for the journey ahead.

This work is dedicated to my beloved mother and father, for their unconditional love, support, and prayers that carried me through every challenge.

To my mother, the heart of our home, your endless love and quiet strength have been my greatest comfort and courage. To my father, my silent hero, your wisdom and sacrifices have guided me more than words can express.

To my sisters and brothers and my friend, thank you for your constant encouragement, your laughter that lifted my spirits, and your love that never failed. Even when I doubted myself, you believed in me, and that belief gave me the strength to keep going. I am forever grateful to have you by my side.

To my research partner and best friend, thank you for brightening my days with your laughter and for believing in me even during my moments of doubt. Your support has given me the strength to persevere, and I am truly grateful to share this journey with you.

To the soul, whose quiet kindness, unseen support, and gentle presence touched my heart in ways words cannot express.

Salima

ACKNOWLEDGEMENT

First and for most , we would like to express our sincere gratitude to our supervisor,
Mr. **Noureddine Refice**, for his guidance, encouragement and continuous support.

Our warm thanks to You Sir, for your patience, insightful feedback and valuable advice that contributed to the development and success of this research .

Our special thanks also go to the jury members for accepting to evaluate our work . we are truly grateful for their time, consideration, and feedback.

We would like to thank all those who generously participated in the questionnaire and to all those who contributed to our work in one way or another.

ABSTRACT

This study explores the perceptions and practices of second-year EFL students at M'sila University regarding the use of social media as a tool for enhancing speaking skills. It investigates how platforms such as YouTube, Instagram, TikTok, and Facebook contribute to the development of learners' fluency, pronunciation, confidence, and motivation. Adopting a descriptive-analytic methodology, data were collected through a questionnaire administered to 50 students and analyzed both quantitatively and qualitatively. The findings reveal a generally positive perception of social media as a supplementary language-learning tool, particularly for improving oral communication outside the classroom. Students reported frequent use of social media for language learning, especially on YouTube, and identified benefits such as increased motivation, improved pronunciation, and greater speaking confidence. Nevertheless, several challenges were noted, including limited opportunities for real-time interaction and the lack of structured guidance. The study concludes that while social media is not a substitute for formal instruction, it serves as a valuable resource that supports autonomous and engaging speaking practice. Recommendations are provided for integrating social media into EFL pedagogy to foster a more dynamic and learner-centered approach to speaking skill development..

TABLES OF CONTENTS

Dedication 1	I
Dedication 2	II
Acknowledgement	III
Abstract	IV
General Introduction	1
1- Background Of The Study	2
2- Statement Of The Problem	2
3- Research Objectives	3
4- Research Questions and Hypotheses	4
5- Method Of Research	4
6- Structure of The Dissertation	5
Chapter One (Literature Review and Theoretical Background)	6
Introduction	7
1.Speaking Skill in EFL Contexts	7
1.1.Speaking and its Importance in Language Learning	7
1.2.Sub-skills and Challenges in Speaking Development	9
1.2.1.Lexical resource	10
1.2.2.Fluency	11
1.2.3.Accuracy	12

1.2.4.Coherence.....	13
1.2.5.Pronunciation.....	14
1.2.6.Sociolinguistic Appropriateness	15
1.3.Speaking Instruction in Algerian Universities	16
2.Social Media and Language Learning	17
2.1.Definition and Evolution of Social Media in Education	17
2.2.Types and Features of Platforms	18
2.3.Digital Learning Environment	19
2.4.The Role of Social Media in Enhancing Speaking	19
3.Theoretical Framework	21
3.1.Vygotsky’s sociocultural Theory	21
3.2.The interaction hypothesis	22
3.3.Self-Determination Theory	22
3.3.1.Autonomy	23
3.3.2.Competence	23
3.3.3.Relatedness	23
3.4.Connectivism	24
4.Social Media and Speaking Skill : Learners’ Views and Strategies	24
4.1.Motivation and Engagement	25
4.2.Peer interaction and collaborative speaking	25

4.3. Self reflection and practice	26
5. Empirical Studies	26
5.1. Global Research on Social Media and Speaking Skill	27
5.2. Local and Regional Studies	27
5.3. Identified Gap	28
Conclusion	28
Chapter Two: (Methodology, Data Analysis and Interpretations).....	30
1-Methodology	31
Introduction	31
1.2. Research Design and Methodology.....	31
1. 2.1: Research Method	31
1.2.2. Research Sample and Population.....	32
1.2.3. Data Collection Tools and Procedure.....	32
1. 2.4. Data Analysis Techniques.....	33
2-Discussion and Interpretation	34
2.1. Students' Questionnaire	34
2.1.1. Aim of the Questionnaire	34
2.1.2. Description of the Questionnaire	35
2.2. Analysis and Interpretation of The Questionnaire	37
2.3. Discussion of Questionnaire Findings	52

Conclusion	56
General Conclusion	58
Pedagogical Implications	59
Limitation Of The Study	60
Recommendations For Further Research.....	61
Appendixes	63
Refrence	71
الملخص.....	75

List of Tables

Table 2.1: Age Distribution of Participants.....	38
Table 2.2: Gender Distribution of Participants.....	38
Table 2.3: Students' Choice to Study English as a Major.....	39
Table 2.2.4 : Internet Access among EFL Students	40
Table 2.2.5 Frequency of Social Media Use for Language Learning	41
Table 2.2.6: Purposes for Using Social Media Platforms.....	42
Table 2.2.7: Types of Content Students Engage with Most Frequently.....	43
Table 2.2.8: Use of Social Media in Language Learning: Yes/No Responses.....	44
Table 2.2.9: Frequency of Social Media Use for Language Learning	45
Table 2.2.12. Students' Perceptions of Speaking Aspects Improved Through Social Media.....	47
Table 2.2.13: Student Participation in Live Discussions, Voice Chats, or Video Calls	48
Table 2.2.14: Perceptions of Real-Time Speaking Opportunities on Social Media.....	49

General

Introduction

General Introduction

1. Background of the Study

Speaking is one of the most important yet challenging aspects in language acquisition. It plays a crucial role in real-time communication, social interaction, and academic success. It enables learners to express thoughts and ideas clearly, build relationships, and participate in professional, academic, and social contexts and meaningful discourse. Mastering this productive skill requires numerous sub-skills, including fluency, accuracy, pronunciation, vocabulary control, confidence, coherence, and sociolinguistic appropriateness, which together permit language proficiency and communicative competence. In Algerian Universities, unlike reading and writing, speaking appears to be neglected, so EFL learners may struggle when it comes to speaking practice. Meanwhile, the emergence and rise of social media platform usage among students provided opportunities for language learning in nonacademic digital settings. whereas, traditional classrooms appear to underemphasize speaking due to different reasons such as limited instructional time, large class sizes, and exam-oriented teaching, Platforms like YouTube, WhatsApp, Instagram, Facebook, and TikTok provide a space for spontaneous speaking practice and a more autonomous and student-centered learning. Learners can be a part of live discussions, engage with authentic English content. Moreover, these tools are regarded as low-pressure settings where students can practice speaking in a relaxed environment, get feedback, and increase motivation.

2. Statement of the problem

EFL learners often face persistent difficulties in developing speaking skills within traditional classroom settings. These challenges may include limited opportunities for spontaneous interaction, a focus on accuracy over fluency, and classroom environments that

are often dominated by teacher talk. As a result, many students lack the regular, meaningful speaking practice required to build confidence and communicative competence.

At the same time, social media platforms such as YouTube, TikTok, and Instagram have become central to students' daily lives, offering informal exposure to spoken English and potential spaces for interaction. However, the use of these platforms for developing speaking skills remains relatively underexplored, particularly from the learners' perspective. There is still limited understanding of how students engage with social media for speaking practice, how they perceive its effectiveness, and what challenges may arise in the process.

This study seeks to explore these dimensions by investigating the perceptions, practices, and difficulties experienced by second-year EFL students at M'sila University when using social media to improve their speaking skills.

3. Research Objectives

This study aims to explore the role of social media in enhancing speaking skill. It seeks to examine students' perceptions at M'sila University regarding the effectiveness of social media platforms such as TikTok, Instagram, and YouTube in supporting their speaking abilities. The study also aims to identify how students use these platforms to practice speaking, including the types of content they engage with and the interactive features they utilize. In addition, the research investigates the perceived benefits and challenges students encounter when using social media as an informal learning tool, with particular attention to how it impacts sub-skills like fluency, pronunciation, confidence, and motivation.

4. Research Questions and Hypotheses:

The following research questions were formulated to guide the current study and to explore second-year EFL students' use of social media, their perceptions, and their experiences with it as a tool for developing speaking skills

RQ1: How do second-year EFL learners perceive the role of social media platforms in enhancing their speaking skills?

RQ2 : What practices do learners adopt on platforms like TikTok and YouTube?

RQ3: What are the benefits and challenges associated with using social media for speaking skill improvement?

H1: Second-year EFL students at M'sila University generally perceive social media platforms as helpful tools for improving their English-speaking skills.

H2: learners use platforms like TikTok and YouTube to improve their speaking skills by watching videos, joining live discussions, or using voice chats as part of their informal language practice.

H3: learners find social media helpful and motivating for improving areas like fluency and pronunciation. However, they also face challenges such as lack of time, limited opportunities for real interaction, and the absence of real-life speaking practice.

5.Method of Research

This study adopts a descriptive analytic approach to examine how second-year EFL students at M'sila University use and perceive social media as a tool for developing their speaking skills. The descriptive method was chosen because it allows for the collection and analysis of data that reflect students' actual experiences, behaviors, and attitudes in a natural educational setting.

Data were collected through a structured questionnaire designed to gather both factual information (e.g., frequency of social media use) and learners' opinions regarding the effectiveness and challenges of using social platforms for speaking practice. The results are analyzed statistically to identify patterns, trends, and potential implications for EFL instruction.

This method aligns with the study objectives, as it provides a broad overview of learners' practices and perceptions, allowing for generalizations about the target population within the specific context of Algerian higher education.

6. Structure of the Dissertation

This dissertation is organized into two main chapters in addition to a general introduction and a conclusion. The general introduction outlines the background of the study, states the research problem, presents the research questions and hypotheses, and explains the aims and significance of the research.

The first chapter is devoted to the literature review. It presents a theoretical and empirical background related to the development of speaking skills in EFL contexts and explores the role of social media as a tool to support speaking practice. It also highlights learners' perceptions and practices, discusses relevant sub-skills, and examines previous local and international research on the topic.

The second chapter focuses on the practical side of the research. It includes the research methodology, population and sampling, instruments used, and procedures for data collection and analysis. This chapter also presents the results obtained from the student questionnaire and offers a discussion and interpretation of the findings in light of the study objectives. The chapter ends with a summary of key insights, limitations of the study, and suggestions for future research.

Chapter One:

Literature Review and Theoretical Background

Chapter One: Literature Review and Theoretical Background

Introduction

In recent years, social media has become deeply integrated into students' daily lives, for it offers new spaces for communication and interaction. For learners of English as a Foreign Language (EFL), especially in contexts where exposure to authentic spoken English is limited, these platforms may present valuable opportunities to hear, use, and practice the language beyond the classroom environment.

Speaking as a core language skill plays a central role in learners' ability to communicate ideas clearly and confidently. Yet, many EFL students struggle with speaking due to limited classroom practice, lack of confidence, and minimal interaction outside formal settings. For this reason, it's important to explore tools like social media that might help learners improve their speaking skills.

This chapter explores the theoretical background and key concepts related to speaking skill development and the potential role of social media in supporting that process. It also reviews relevant literature to identify existing research, highlight current gaps, and provide context for the present study.

Speaking Skill in EFL Contexts

1.1 Speaking and Its Importance in Language Learning

Speaking is one of the most dynamic components of language acquisition, representing a key productive and interactive skill that enables students to formulate thoughts, engage with others, develop self-confidence, and boost their motivation. In EFL classrooms, speaking activities contribute to the enhancement of fluency, pronunciation, accuracy, listening skills, and overall academic performance. The activities allow learners to actively use the language

and use their existing knowledge in real-life communication. Thus transforming passive knowledge into active interaction.

Speaking also plays a crucial role in enhancing learners' abilities, language proficiency, and communicative competence. The latter, as defined by Hymes 1972 means a speaker's ability to use language not only to form grammatically correct utterances but also to use them appropriately in different social contexts.

As Hymes asserts, "A person who acquires communicative competence acquires both knowledge and ability for language use." (Hymes, 1972, p. 282). This view emphasizes that communicative competence goes beyond grammatical accuracy; it involves knowing what to say, how to say it, when to say it, and to whom. This broader understanding places speaking at the core of meaningful communication.

In addition to its communicative function, speaking supports language development on both cognitive and interpersonal levels, making it a deeply integrative skill. Goh and Burns emphasize that speaking demands the integration of several cognitive processes, including planning and organizing ideas, selecting appropriate words and structures, and formulating utterances clearly and fluently (Goh & Burns, 2012). These mental operations play a critical role in helping learners absorb grammatical and functional aspects of the language while supporting effective communication through active engagement.

Moreover, speaking contributes to language acquisition through interaction and output. Swain's (1995) Output Hypothesis suggests that "the production of language serves to push learners to process language at a deeper level" (Swain, 1995, p. 128). In other words, when learners produce spoken language, they do not merely retrieve previously learned vocabulary or structures; rather, they engage in a dynamic cognitive process involving the selection of appropriate vocabulary, application of grammatical rules, and adjustment of pronunciation.

This encourages learners to process language more meaningfully, which supports the acquisition of linguistic structures and the development of fluency.

Similarly, Long's (1996) Interaction Hypothesis highlights the essential role of communicative exchanges in second language development. He argues that "interaction is the key to language development" (Long, 1996, p. 451), as it prompts learners to negotiate meaning, recognize gaps in their interlanguage, and modify their output based on feedback. Such interactive processes not only enhance linguistic accuracy and fluency but also contribute to the development of communicative competence.

Within teaching methods that focus on communication and prioritize learners' active participation, such as communicative language teaching (CLT), speaking is considered not only a learning outcome but also a central means of language development. Speaking tasks in these classrooms are designed to promote not only the practice of linguistic forms but also spontaneous and authentic communication. These opportunities help learners build fluency, confidence, and autonomy in language use.

Although speaking occupies a central role in language learning, its development is influenced by various cognitive, affective, and contextual factors, which will be further explored in the following section.

1.2 Sub-skills and Challenges in Speaking Development

According to Goh and Burns(2012) and Thornbury(2005), speaking is considered one of the most challenging aspects of language learning, as it involves the coordination of interrelated sub-skills. These typically include lexical resources, fluency, accuracy, coherence, pronunciation, and sociolinguistic appropriateness. Each of these components contributes to learners' ability to communicate clearly and appropriately across a variety of contexts. However, many EFL learners may face difficulties in developing these skills due to a range of

cognitive demands, emotional factors such as anxiety or low self-confidence, and limited exposure to authentic speaking opportunities. These challenges can affect not only learners' performance but also their motivation and willingness to engage in spoken interaction. The following section explores each sub-skill and highlights some of the common obstacles learners may encounter.

1.2.1 Lexical resource: Lexical resource refers to the ability to select, use, and control a range of appropriate vocabulary to express meaning clearly, fluently, and accurately in oral communication. It involves not only the breadth of vocabulary knowledge (the number of words a speaker knows) but also the depth of knowledge of word meanings, collocations, and contextual use, and the ability to retrieve and use this vocabulary fluently and appropriately in spoken interaction.

However, within this domain, EFL learners often face challenges, including limited repertoire of diverse vocabulary as well as difficulties in selecting contextually appropriate lexical items. These limitations may inhibit the development of both fluency and coherence, which makes it harder for learners to participate in and maintain fluent and meaningful communication in real-life contexts. As Nation and Newton has emphasized the importance of acquisition in language learning (Nation & Newton,2009). They argue that learners tend to acquire vocabulary more effectively when it is related to their social and cultural environment. Vocabulary learning is not just about learning isolated words but also understanding how they fit into meaningful and contextual communication." (Nation & Newton, 2009, p. 96)

To meet this goal, educators are advised to implement tasks that encourage active vocabulary like thematic discussions, role-plays, and storytelling, which can significantly improve learners' lexical resources and their speaking proficiency.

1.2.2 Fluency: Fluency is often described as the ability to speak smoothly and easily with a natural pace and minimal hesitation or need for frequent pauses or interruptions allowing for continuous and coherent communication, "Fluency is the ability to speak smoothly and easily with a natural pace and minimal hesitation." (Thornbury, 2005, p. 7). It typically involves the speed and the flow of speech, as well as speaker's being able to quickly and accurately use language (the right words and expressions) in conversation. This makes it an important part of speaking, as it helps speakers to engage in conversations more comfortably and communicate their ideas clearly.

However, many EFL learners find it difficult to develop fluency due to several factors. For instance, hesitation, slow word retrieval and anxiety may undermine the flow of speech in communication. In addition to that, (Nation & Newton, 2009) recommend integrating language instruction that should include regular practice and meaningful interaction, emphasizing the importance of repetition. particularly through activities that focus on the meaning rather than the form. Communicative tasks such as role-plays, storytelling, and group discussions provide learners with a practical opportunities to use the language in a way that feels more natural and comfortable way.

Equally, reducing anxiety in the classroom is important in helping learners take risks and speak more freely. When learners feel supported and less hesitant "more confident" of making mistakes, they are more likely to engage in interaction with confidence. Over time, this kind of regular, low-pressure practice can lead to a significant improvement in both fluency and communicative confidence.

1.2.3 Accuracy: Accuracy in speaking may be understood as how correctly a learner uses grammar, vocabulary and pronunciation when expressing ideas in a spoken language. While fluency helps learners speak smoothly and confidently, accuracy plays an important role in ensuring that their message is clear and understood by others. According to Thornbury

“accuracy concerns the extent to which a speaker’s output conforms to the norms of the target language” (Thornbury, 2005, p. 31). This means that accuracy involves control over language forms, where a learner can produce correct grammar clear pronunciation and appropriate vocabulary use during oral conversation.

Despite its importance, many EFL learners struggle to develop accuracy in speaking. Speaking is considered one of the most cognitively demanding language skills, as it requires learners to coordinate multiple elements such as grammar, vocabulary, and pronunciation in real time (Goh & Burns, 2012). One difficulty lies in the influence of their first language which can lead to grammar errors, learners may also struggle with choosing the right vocabulary or producing accurate sentence structures. This challenge becomes more noticeable when learners are asked to speak spontaneously or under time pressure. The need to manage aspects of language at the same time may result in hesitation or frequent mistakes.

In addition, the fear of being corrected or making errors in front of peers may discourage learners who tend to feel anxious about speaking in front of others. In many EFL classrooms, teachers and instructors often tend to prioritize written accuracy practices over spoken production, which means that learners would have fewer chances to receive useful feedback on how they perform orally.

To support the development of speaking accuracy, several scholars suggest incorporating both fluency-based and form-focused activities. “Language instruction should include opportunities for focused language use, where learners can notice and practice specific forms in meaningful contexts” (Nation & Newton, 2009, p. 96). This suggests that learners benefit most when they are given the chance to focus on grammar, vocabulary, or pronunciation within real communicative tasks. In addition, when giving corrective feedback within a supportive and communicative learning environment, it can help learners to strengthen their accuracy while

also building fluency and confidence. Another essential aspect of effective speaking is “coherence” the ability to link ideas clearly and logically during communication.

1.2.4 Coherence: Coherence in speaking refers to the logical arrangement and connection of ideas in oral communication, allowing the listener to follow the speaker’s message with clarity and ease. Coherence refers to how well a spoken or written message is logically structured and semantically meaningful (Richards & Schmidt, 2010). It is widely regarded as a fundamental aspect of effective oral communication, as it brings structure and unity to spoken discourse. As Brown and Yule (1983, p. 66) explain, “coherence is what makes a stretch of spoken or written language seem meaningful to the reader or listener.” They emphasize that coherence plays a crucial role in ensuring the intelligibility and success of communicative interaction.

It enables speakers to organize their ideas in a connected and logical manner, which is especially important in extended speaking tasks such as storytelling, explanations, or arguments. Several discourse features are commonly associated with coherent speech, including the use of linking devices (e.g., “first,” “however,” “therefore”), logical sequencing, and smooth transitions between points. “Coherence reflects the speaker’s ability to manage how ideas relate to one another and to present them in a listener-friendly order” (Thornbury, 2005, p. 15). Even when grammar and vocabulary are accurate, the lack of these features can result in disorganized or difficult-to-follow speech.

Maintaining coherence can be particularly challenging for EFL learners. They may have limited knowledge of discourse markers or use them inappropriately, leading to confusion or abrupt topic shifts. Additionally, learners might rely on L1 patterns that do not align with English discourse structures. These challenges are often reinforced by classroom practices that emphasize accuracy or short responses rather than extended and structured speaking.

To support coherence in learner speech, language instruction should include explicit teaching of discourse organization and cohesive devices. Activities such as sequencing stories, outlining ideas before speaking, and guided discussions can help learners develop the skills to structure their speech more clearly. Scaffolded speaking practice, along with peer and teacher feedback, can gradually build learners' confidence and ability to deliver coherent, organized messages in English .

1.2.5 Pronunciation: Pronunciation refers to the ability to produce spoken language clearly and naturally, using appropriate stress, intonation, and rhythm (Celce-Murcia et al., 2010). It plays a crucial role in intelligibility and effective communication, particularly in EFL contexts where unfamiliar sounds and patterns may create barriers to understanding. Learners with clear pronunciation are more likely to be understood and to communicate with confidence.

Accurate articulation of sounds ensures that words are recognized easily, while stress and intonation help convey meaning, emotion, and emphasis. For instance, rising intonation may signal a question, and shifting word stress can alter meaning. Features like segmental accuracy, stress, rhythm, and connected speech are essential to comprehensibility in spoken English (Celce-Murcia et al., 2010).

However, many EFL learners face persistent difficulties in pronunciation, often due to first language interference, lack of exposure, or fear of making mistakes. Errors in pronunciation may go unnoticed without focused feedback, leading to fossilization. Derwing and Munro argue that learners may not develop strong pronunciation skills without explicit and sufficient instruction (Derwing & Munro, 2005).

To support pronunciation development, teachers may integrate explicit instruction, model correct forms, and provide guided practice in communicative settings. Activities like roleplays or recording tasks can help learners practice in a meaningful way, while feedback

encourages awareness and progress. With time, these strategies can enhance both intelligibility and learner confidence.

1.2.6 Sociolinguistic Appropriateness

Sociolinguistic appropriateness refers to a speaker's ability to use language that is suitable for a specific social context, considering factors such as formality, politeness, cultural norms, and the relationship between interlocutors. As Canale and Swain (1980, p. 30) explain, this competence involves knowing “when to speak, when not, and what to talk about with whom, when, where, and in what n manner.” This skill is essential for effective communication, as it enables speakers to avoid misunderstandings and to engage in interactions that are socially and culturally appropriate.

For many EFL learners, developing sociolinguistic awareness is particularly challenging, especially when their exposure to English is limited to formal classroom settings or scripted textbook dialogues. Because sociolinguistic norms vary across cultures, learners may struggle to recognize shifts in register, levels of politeness, or the pragmatic functions of certain expressions. For example, using overly direct language in a formal context or failing to observe politeness conventions may be perceived as impolite or inappropriate. Such difficulties become even more pronounced in intercultural communication, where expectations for social interaction may differ widely.

Gumperz (1982) and Thomas (1983) emphasize that sociolinguistic failure (producing grammatically correct language in a socially inappropriate way), can lead to greater communication breakdowns than grammatical errors. Despite its importance, this aspect of communicative competence is often overlooked in language instruction, where the primary focus is typically on accuracy and fluency.

To support learners in developing sociolinguistic competence, instruction should include exposure to a variety of real-life communicative situations. Activities such as role plays, situational dialogues, and authentic media clips can help learners observe how language shifts based on setting, audience, and communicative purpose. Additionally, incorporating classroom discussions about cultural expectations and pragmatic norms can help learners understand how to appropriately use language in English-speaking communities.

1.3 Speaking Instruction in Algerian Universities:

In Algerian universities, English is taught as a foreign language with increasing emphasis on communicative competence. However, the actual instruction of speaking often remains underdeveloped. The current curriculum tends to focus more on grammar, reading, and writing, following a traditional grammar-translation approach. Despite the adoption of CLT in national syllabi, its use and effectiveness in classrooms are often limited. As a result, speaking is sometimes neglected or taught through controlled and scripted drills rather than through spontaneous, interactive tasks that foster real communication (Benouioua & Djellal, 2018).

Several classroom-related factors may also affect the development of speaking skills. These include large class sizes, limited teaching hours, and a strong reliance on teacher-centered methods. Many instructors report difficulties in managing communicative activities, often due to a lack of training or insufficient time for student interaction. This situation leaves learners with few opportunities to actively use the language, reinforcing a passive role as receivers of input rather than active participants in meaningful communication (Benouioua & Djellal, 2018).

Furthermore, there remains a noticeable gap between the theoretical objectives outlined in official curriculum frameworks and the realities of classroom practice. While national policy encourages the development of oral skills, practical issues such as limited resources, a lack of assessment tools for speaking, and minimal integration of technology make it difficult to fully

implement these goals. As a result, many learners do not receive sufficient opportunities to use English in spoken form. This could make learners struggle to transfer their grammar knowledge into real communication skills.

2. Social Media and Language Learning

The rise of social media has significantly influenced educational practices, offering new forms of interaction, collaboration, and learner autonomy. In the context of language learning, social media provides access to authentic content, facilitates communication beyond the classroom, and creates opportunities for learners to engage with the target language in informal and meaningful ways. These platforms allow for real-time and asynchronous communication, exposure to diverse language varieties, and the ability to personalize learning experiences based on individual interests. As digital tools continue to reshape how learners acquire and practice language, it is important to explore their role in enhancing specific language skills. The following section focuses on how social media can support the development of speaking skills among EFL learners.

2.1 Definition and Evolution of Social Media in Education

Social media is a type of online platform where users can communicate, socialize, connect with others, and share information and ideas. In the context of education, Social media has emerged as a significant tool, particularly due to its widespread use among young people. For increased opportunities to engage with students and communicate effectively Zimmer (2004) observed that teachers are adopting various social media platforms. Highlighting in his observation that these adaptations provide innovative ways to research methods and share resources. Which, in turn, promotes professional development among educators.

Social media first emerged in 1997 and began to spread as a tool of social interaction and content sharing. friendster, my space (2003), Facebook (2004); these were platforms that

allowed users to create profiles, connect with friends and share different type of images, videos and text . as technology and digital landscape evolved new platforms emerged: Youtube (2005), Instagram, WhatsApp, tik tok and snapchat (2010). With the rise of these platforms, teachers and schools recognized that social media can serve for more than entertainment and that it can be used for educational purposes and academic programs. At that time, social media was first incorporated into educational contexts and used as a tool to support and enhance learning outcomes. It also encouraged a shift in the pedagogical approach from traditional teacher-centered instruction to a more student-centered and collaborative programme. One of the methods that became recognized among teachers to promote the new teaching style that is based on students being the focal point of learning is the flipped classroom. Though this method was used previously, the emergence of social media and digital tools made it far more beneficial to foster peer discussions and group work.

2.2 Types and Features of Platforms

Social networking sites are online platforms and websites that allow users to connect, interact and exchange information, and build connections. These platforms allow individuals to stay in touch with friends, family, colleagues, and even clients, and can serve both social and business goals. On the other hand, " Social media platforms are recognized as significant tools for improving teaching and learning methods to their inherent openness, interaction, and sociability " (Manca & Ranieri, 2016). There are various platforms like WhatsApp, Instagram, YouTube, etc.

WhatsApp and **Telegram**: Instant messaging, group chats, voice notes, and file sharing are all made possible by Telegram and WhatsApp, which makes them perfect for peer cooperation, class communication, and prompt feedback.

YouTube: With its extensive library of tutorials, lectures, and explainer films across many disciplines, YouTube is a popular platform for sharing videos.

Instagram and TikTok: Teachers and students use Instagram and TikTok, which are largely visual platforms that facilitate short-form video material, for engagement, digital storytelling, and microlearning.

Facebook: is appropriate for running discussion boards and class communities since it provides both group and content-sharing features.

2.3 Digital Learning Environments:

A digital learning environment is the basis of online learning and teaching. It includes the tools and technologies that both learners and educators use to access a virtual learning environment. It often serves as a way of communication and provides a space for users to reach educational content anytime, anywhere. A virtual learning environment (VLE) integrates educators and learners on an online platform, allowing for learning or training to happen remotely. These e-learning environments utilize various forms of media, such as text, video, audio, quizzes, and interactivity, to engage learners in online course material. Corporations can use VLEs to create classroom-like environments and immersive experiences for training and professional development courses that have the potential to reduce the learning curve and boost collaboration (Coursera. (n.d).

2.4 The Role of Social Media in Enhancing Speaking

Speaking is a central component of communicative competence, yet many EFL learners struggle to develop this skill due to limited exposure to real-life speaking contexts. Social media offers alternative spaces where learners can practice speaking in more natural and less restrictive environments. Unlike traditional classrooms, which may emphasize accuracy and

controlled output, social media platforms support spontaneous, informal interaction through features such as messaging, voice notes, live discussions, and video content.

According to Krashen's (1982) Affective Filter Hypothesis, low-anxiety environments are conducive to language acquisition. Social media platforms such as WhatsApp, Instagram, and Facebook can reduce learners' affective filters by providing familiar, low-pressure contexts for using English. These platforms also offer repeated exposure to spoken language, which may improve learners' confidence and willingness to communicate.

A key advantage of social media is its multimodal nature. Learners can engage with audio, video, and written content, supporting the development of sub-skills such as fluency, coherence, and pronunciation. This process encourages reflection and preparation, particularly when producing content for an audience. Vygotsky's (1978) Sociocultural Theory highlights the importance of social interaction and mediation in learning, suggesting that tools like social media can facilitate language development through meaningful communicative exchanges.

In addition to promoting interaction, social media can foster learner autonomy. Features such as topic selection, content creation, and informal peer feedback empower learners to take greater control over their language use. Little (2007) argues that learner autonomy enhances motivation and engagement, particularly when learners actively direct their learning process. Social media interactions, often accompanied by feedback in the form of comments or reactions, may further boost learners' confidence and sense of progress.

Engaging with social media also contributes to digital literacy, which is increasingly important in academic and professional communication. As learners adapt their spoken language to different audiences and online contexts, they build not only linguistic competence but also the ability to navigate diverse discourse communities (Blake, 2013).

In summary, while social media is not a substitute for formal language instruction, it serves as a valuable supplement for developing speaking skills. It provides accessible, learner-centered opportunities for authentic communication, especially beneficial in settings where traditional speaking opportunities are limited.

3. Theoretical framework:

3.1 Vygotsky's Sociocultural Theory:

Vygotsky's theory asserts that social interaction plays a crucial role in the development of cognition (Vygotsky, 1978). Concepts such as scaffolding and ZPD emphasize the importance of guided participation in language tasks. These concepts that were used in traditional classrooms are now easily extended and adapted to fit virtual learning. With the development of digital tools and social media an ideal environment was created for applying Vygotsky's concepts of ZPD and scaffolding; by providing opportunities for learners to interact with peers and with more knowledgeable people, practice speaking and participate in real live conversations, get immediate feedback and guidance, and enhance self confidence and motivation.

In language learning, guided participation in communicative tasks(whether with teachers, peers, or digital tools) plays a crucial role in helping learners move through their ZPD and develop higher-level skills.

In digital environments, such as social media, this scaffolding can be facilitated not only by teachers but also by peers and interactive content, fostering both collaboration and autonomy in language development (Wertsch, 1991).

In this context, social media platforms like TikTok, Instagram, etc, offer limitless opportunities for learners to practice speaking and create a collaborative environment where

they can boost their critical thinking and problem-solving skills. Moreover, collaboration builds autonomy that helps gain confidence through support.

3.2 The interaction hypothesis :

The theory of second language acquisition suggests that comprehensible input is important, but the negotiation created by the interaction between speakers is an essential component in promoting language acquisition. Learners' input is increased through the interactive environments created by social media .not only the input but they can negotiate meaning and clarify understanding through breaking down communication and working with others to confirm or repair understanding; which makes input more comprehensible and gives the learners opportunities to notice gaps and face misunderstandings by receiving corrective feedback and noticing errors and mistakes. Furthermore, it enhances their output by encouraging learners to transform input into meaningful, real-life conversations. This aligns with Long's Interaction Hypothesis, which emphasizes the importance of producing language through authentic communicative interaction. Comprehensible input is necessary but not sufficient. Interaction that requires negotiation for meaning facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in a productive way (Long, 1996, p. 451). Long believed that receptive skills are not enough in language learning. Learners need interaction, negotiation of meaning, and pushing output. Social media promotes Long's theory by providing opportunities to participate in real-time communication, collaborative tasks, use existing knowledge, get corrective feedback, and reinforce their input, which facilitates language acquisition.

3.3 Self-Determination Theory (Deci & Ryan, 2000)

It is a theory proposed by Deci and Ryan (2000), focuses on the intrinsic and extrinsic factors that drive humans' motivation to perform a task or engage in a behavior. It posits that

learners are more motivated to learn if three basic psychological factors are satisfied: autonomy, competence, and relatedness. and they are all about creating a learning environment where individuals have the ability to make choices and determine their own actions, feel socially connected with others, and believe in their ability to improve. As these requirements are fulfilled, people become more motivated, confident, and engaged to perform better.

Self-determination theory (SDT) maintains that an understanding of human motivation requires a consideration of innate psychological needs for competence, autonomy, and relatedness. (Deci & Ryan, 2000, p. 227).

Social media platforms (like YouTube, TikTok, Instagram, Facebook, etc) with their interactive and dynamic features play a significant role in fulfilling and supporting the three main psychological needs.

3.3.1 Autonomy: by permitting learners control the learning experience and decide when, where, and what content they interact with. Choosing content and topics that interest them will boost their motivation and make them more likely to learn.

3.3.2 Competence: Speaking tasks on social media offer opportunities for regular practice and instant feedback. which helps learners build competence, enhance fluency, accuracy, and confidence. Through interactive communication, the learners gradually refine their linguistic skills and acquire a sense of communicative efficacy.

3.3.3 Relatedness

refers to the feeling of connection with others. Social media fosters a sense of community and connection through shared content, collaboration, and peer interaction. Feeling socially connected enhances engagement and persistence.

This way, social media serves not only as a language learning tool but also as a motivational environment that aligns with the principles of SDT, helping learners stay engaged and confident in developing their speaking skills.

3.4.Connectivism

Connectivism is an innovative learning theory that proposes that, in order to learn effectively, students should embrace the integration of thoughts, theories, and information that one experiences when using modern-day technology.

On the Nature of Learning in the Digital Age: Learning is no longer an internal, individualistic activity. It is now a social, networked activity that involves the creation of connections and the navigation of a complex system of information. (Siemens, 2005, p. 5).

In language learning, connectivism is consistent with the use of social media as a learning tool, by enabling learners to engage in real-time communication with peers, native speakers, and global language communities and fostering authentic speaking practice. These platforms also allow learners to access diverse linguistic input and authentic materials.

4. Social Media and Speaking Skills: Learners' Views and Strategies

Learners' engagement with speaking activities has been redefined since the integration of social media in the language learning environment. Speaking practices are no longer limited to traditional classrooms, academic curriculum, and structured tasks, they have shifted into more dynamic, flexible, learner-centered, and personalized experiences. Many learners perceive these platforms not only as a way of interaction, communication, and entertainment but as a space to boost motivation, build self-confidence and self-expression outside of formal settings.

There are three major aspects that may demonstrate how social media is used to improve speaking skills: motivation and engagement, peer interaction and collaborative speaking, self-reflection and practice.

4.1. Motivation and engagement

Social media is often considered a tool to facilitate learning, participate in speaking activities, and foster motivation. It provides personalized content that aligns with learners' needs, level, and interests. An algorithm on Apps like Instagram, TikTok, and YouTube suggests English content based on users' likes and preferences, creating enjoyment and relevance that boosts learners' motivation to learn and engage more frequently. As Hamadi et al (2020) not “social media creates an engaging and stimulating environment that can enhance students' willingness to communicate and participate in language tasks .” (p.75).moreover, the interactive nature of social media support persistent engagement and rises their interest (they can like, comment, share different videos and participate in speaking challenges and quizzes). It fosters emotional and cognitive engagement, making the learning experience memorable.

4.2:Peer interaction and collaborative speaking :

Social media provides a suitable environment for developing speaking skill by providing countless opportunities for peer interaction; which is a perfect means of language input and output .through lives, group chats or videos exchange, learners can engage in authentic contexts which reflects real life language use; support one another and that helps create a sense of community among them that plays an essential role in reducing and controlling stress and anxiety promoting a positive and comfortable learning atmosphere where they feel more motivated to participate actively and equally. Peer interaction plays a crucial role in enhancing speaking and listening skills among language learners. According to Saeid (2024), engaging learners in peer interaction helps create a sense of belonging and community, which

is essential for establishing a supportive and low-anxiety learning environment. when learners feel comfortable, they are more likely to participate actively in speaking activities.

Social media encourages and facilitates collaborative tasks, pair work, and group discussion, enabling learners to negotiate meaning, improve critical thinking, and problem-solving skills and pushing them to share and express ideas spontaneously, empowering their pronunciation, accuracy, and confidence. Peer interaction and collaborative learning may serve in improving communicative competence, increasing learners' motivation and autonomy, and boosting their self-confidence.

4.3: self-reflection and practice

Self-reflection and continuous practice are integral parts of speaking development. learners with the help of social media can create videos and use them for self-assessment, to evaluate their performance, pronunciation, grammar, and fluency. Furthermore, increasing self-awareness, recognizing level and their strengths and weaknesses. Moreover, integrating peer and self-assessment activities encourages active listening, constructive feedback, and deeper metacognitive awareness. Learners become more autonomous as they participate in evaluating both their speaking and that of their peers, fostering a sense of responsibility and collaborative growth. These reflective practices, supported by digital platforms such as video-sharing tools or collaborative apps, contribute significantly to learners' oral proficiency by creating opportunities for continuous improvement and self-directed learning.

5. Empirical Studies:

This section briefly reviews previous empirical research related to the use of social media in developing speaking skills among EFL learners, The review is divided into global studies and those conducted in Algeria and related regional contexts. This division helps

provide a broader understanding of how the topic has been approached in different settings and supports the identification of relevant research gaps.

5.1. Global Research on Social Media and Speaking Skills:

Numerous studies conducted across various global EFL contexts have examined the relationship between the use of social media and the development of speaking skills. These studies generally suggest that social media platforms such as Facebook, WhatsApp, and YouTube can contribute positively to learners' oral performance by providing increased opportunities for interaction, informal communication, and exposure to authentic language use.

For instance, research by Almurashi (2016) showed that using YouTube in EFL classrooms could improve learners' pronunciation and speaking fluency through repeated exposure and self-paced practice. Similarly, Suthiwartnarueput and Wasanasomsithi (2012) found that Thai university students who engaged in English conversations via Facebook reported increased confidence and fluency. Studies such as Sharma (2019) also noted that informal peer interaction on messaging apps supported learners' spontaneous speaking and reduced anxiety, particularly in low-stakes communication environments.

Although findings tend to be positive, many of these studies focus on small samples or rely on learners' self-reported perceptions, which may limit generalizability. In addition, speaking improvement is often not measured through standardized or quantitative instruments, making it difficult to assess the actual impact of social media on learners' speaking proficiency.

5.2. Local and Regional Studies:

Within Algeria and the broader North African context, relatively fewer empirical studies have investigated the impact of social media on speaking skills, particularly using a quantitative approach. Nevertheless, some relevant studies have started to emerge, reflecting growing interest in digital tools for language learning.

For example, Benali et al. (2020) examined the use of WhatsApp in Algerian EFL classrooms and reported that students perceived it as helpful in practicing spoken English, especially for exchanging voice messages and engaging in informal discussions. Another study by Saidi and Meziani (2022) explored the use of Facebook groups among Algerian university students and suggested that regular participation in online discussions contributed to increased speaking confidence and vocabulary range.

However, many local studies tend to focus on learners' attitudes rather than measurable language outcomes. Furthermore, a considerable number of these investigations adopt qualitative or mixed-method designs, which, while insightful, do not always provide conclusive data on the effectiveness of social media for enhancing specific speaking sub-skills. Very few studies within the Algerian context have attempted to examine the relationship between social media use and speaking development through a structured quantitative method.

5.3. Identified Gap:

Based on the reviewed literature, it appears that there is still limited quantitative research within the Algerian context specifically addressing how social media may influence speaking performance among EFL learners. Most existing studies prioritize general attitudes and how learners accept technology, rather than focusing on how social media affects learners' perceptions and practices. Therefore, there seems to be a lack of empirical research on how social media platforms might support the development of speaking skills. The present study seeks to address this gap by adopting a descriptive analytic approach to explore the perceptions and practices of second-year EFL students at M'sila University.

Conclusion :

This chapter provided a thorough summary of the research context, with a focus on the increasing role of social media in language learning, particularly improving EFL learners'

speaking skill. It addressed the difficulties that students frequently face in gaining oral proficiency in traditional classroom settings. The chapter also highlighted the importance of speaking as a core communicative skill and how digital tools, especially social media platforms, are becoming increasingly important as informal learning spaces where students may practice speaking, interact with others in real-world situations, and access rich linguistic information.

Chapter Two:

Methodology, Data Analysis and Interpretations

Chapter Two: Methodology, Data Analysis and Interpretations

1. Methodology

1. Introduction

The conducted research explores learners' perceptions and practices as regards the role of social media in enhancing speaking skill .considering that learners are the main focus in this study their experiences and attitudes are important to identify how and to what extent social media can support and assist in the development of speaking abilities and oral communication in EFL contexts. This chapter highlights the methodological approach adopted to investigate second-year EFL students' usage of social media platforms as a tool to improve their speaking skill. This chapter also outlines the tools used to collect data and answer the research questions of this study, with a focus on the setting where the investigation took place and the target sample. in like manner, the chapter also offers data analysis and interpretation of findings, besides some limitations of the study.

1.2: Research Design and Methodology

1.2.1: Research Method

“Research methods are the strategies, processes, or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create a better understanding of a topic “ (University of Newcastle Library, n.d.).

A descriptive analytic approach was adopted to carry out this research, since it aims to explore and describe learners' perceptions and practices regarding the role of social media in developing speaking skill. The collected data were analyzed and interpreted both qualitatively and quantitatively. Owing to of ease of access and availability of participants, a convenience sampling was used; the sample consisted of 50 second-year EFL students taken from five

different groups at M'sila University. To collect the necessary data and address the research questions, a questionnaire was designed and submitted to students. Percentages were used in this case to analyze the collected data.

1.2.2 Research Sample and Population

This study targeted second-year students enrolled in the English department at M'sila University during the academic year 2024-2025. This population was selected because these learners have already completed foundational English courses and are beginning to develop more advanced language skills, particularly in speaking. Their increasing exposure to academic English and digital platforms makes them relevant participants for investigating the role of social media in enhancing speaking performance.

Out of the total population of 191 students, drawn from five of the six second-year groups in the English department. Convenience sampling was used, as participants were selected based on accessibility during regular class sessions. Although the questionnaire was distributed to all the students in the selected groups, only 50 completed it due to absences and availability at the time of data collection.

This population was chosen based on their ability to reflect on their speaking development and their regular interaction with social media tools. Ethical considerations, including voluntary participation, anonymity, and confidentiality were strictly observed throughout the data collection process.

1.2.3 Data Collection Tools and Procedure

The current study aims to explore learners' perceptions and practices regarding the use of social media in enhancing speaking skills, using a questionnaire as the main data collection tool. The questionnaire was designed to gather quantitative and qualitative data

related to students' use of social media platforms, their attitudes toward these tools, and how they believe such platforms contribute to their speaking skill development.

The questionnaire was distributed to second-year EFL students at M'sila university during the academic year 2024–2025 during regular classroom sessions. It included closed-ended questions (to collect statistical data) and open-ended questions (to encourage students to share their personal views and experiences). However, only fifty students were able to complete the questionnaire, possibly due to absences and limited availability during the data collection phase.

The participation was anonymous and voluntary, after a clear explanation of the questionnaire and its purpose. The collected responses were analyzed and interpreted using tables and percentages. The analysis and interpretation help better understand the students' views and experiences with the use of social media platforms to develop their speaking skills.

1.2.4 Data Analysis Techniques :

This study aims to delve into students' perceptions and practices when it comes to the use of social media in enhancing speaking abilities among second-year EFL students at M'sila University. The data was gathered through a questionnaire that consisted of both closed-ended and open-ended questions.

Quantitative data, acquired from close-ended questions such as multiple-choice were analyzed using Percentages. The results are going to be presented in tables and explained through percentages, to demonstrate how students utilize social media to enhance speaking competence. Qualitative data, obtained from open-ended questions. Students' answers were carefully read, categorized, and analyzed to gain a better understanding of their motivation, practices, attitudes, and individual experience.

2. Discussion and Interpretation :

2.1. Students' Questionnaire :

The used questionnaire was designed specifically for second-year EFL students at M'sila University. It was structured based on the research's aim and objective to answer the research question and verify the hypotheses related to social media and speaking competence development.

2.1.1 Aim of the Questionnaire

The questionnaire was designed to explore second-year EFL students' perceptions and practices regarding the use of social media for developing their speaking skills. It is divided into four sections. The first section gathers general demographic information: age, gender, and students' motivation for studying English. The second section investigates students' access to the internet, frequency of social media use, preferred platforms, and types of content they engage with, including their experience with social media in language learning.

The third section focuses specifically on speaking skill development, examining which aspects of speaking students believe are improved through social media, such as pronunciation, fluency, or confidence. It also explores their participation in interactive features like voice chats and live discussions. The final section addresses the perceived benefits and challenges when using social media for speaking practice, as well as students' motivation and attitudes toward relying on these platforms for language improvement.

To sum up, the questionnaire is designed to gather insights into how social media is perceived by EFL learners as a tool for developing their speaking skills. It also seeks to identify the challenges learners may face while using these platforms for language learning and to understand their views of how effective social media is in supporting their oral language development.

2.1.2. Description of the Questionnaire

Students' questionnaire included 18 questions, divided into four sections: “ personal information”, “social Media Usage”, “speaking skill development”, and “Benefits and challenges of social media”. The questionnaire includes yes/no questions (to check if students use social media for language learning); multiple-choice questions with explanation and instructions specifying whether students can select one or many options (students could add extra comments after multiple-choice questions, and open-ended questions were included to let them express their personal opinions and experiences. This questionnaire served as a tool to collect quantitative and qualitative data on second-year EFL students' integration of social media in language learning and speaking enhancement.

Section One: Background Information (Q1 – Q3)

This section aims to gather basic demographic and academic details about the participants. It includes items related to gender, age, and whether studying English was their personal choice. This information is useful for understanding the learners' profiles and may help in interpreting their attitudes toward using social media for speaking practice.

Section 2: Social Media Usage: (Q4 – Q10)

In the second section of the investigation that aims to explore students' access to the internet and use of social media platforms, particularly in relation to language learning. Question 4 asked whether the participants had regular access to the internet, which is important for engaging with social media tools. Question 5 focused on the frequency of their social media use, providing options ranging from daily to never.

Participants were also asked to gain insights into the purposes behind their usage, question 6 invited students to indicate what they primarily used social media for including entertainment, social interaction, and accessing information. Similarly, question 7 asked about the type of

content they engage with the most, distinguishing between entertainment, educational, and interactive materials.

The final part of this section focused specifically on language learning. Question 8 asked whether students had ever used social media for learning English. Question 9 aimed to explore how often learners used social media for language learning purposes. Question 10 asked students to indicate which platforms they used most frequently for language learning.

Together, these questions aimed to understand how learners interact with these platforms in ways that may support the development of English-speaking abilities.

Section 3 : (Q11-Q14)

This section seeks to understand students' attitudes and experiences on the role social media plays in their oral language development. Question 11, which was asked to determine whether participants consider social media as an effective tool for improving speaking skill, with a chance for them to explain why, which can serve in the analysis of the questionnaire later. Question 12 explores which aspect of speaking social media helps improve most . Options included fluency, grammar accuracy, pronunciation and confidence in speaking with a space for additional aspects. This question highlights the important points that social media helps improve when it comes to speaking skill. Question 13 asks if students participate in live conversations, voice chats, or video calls on social media sites in order to examine their actual participation in interactive speaking activities. A brief summary of the frequency of such behaviors among participants is given via the yes/no format.

Question 14 asks if students think social media provides possibilities for practicing English in real time. This aids in evaluating the perceived usefulness and speed of using social media platforms for language practice.

Section 4 : (Q15-Q18)

The last section of the questionnaire explores the perceived advantages and challenges of using social media for speaking practice. It highlights both the practical and inspirational elements of students' experiences. Question 15 is an open-ended question that provides a space for students to give their opinion and share their experience of developing speaking through social media, it examines whether it is considered a valuable and beneficial tool. Question 16 investigates the impact of social media on students' motivation to practice and engage with speaking activities. Is it really impactful and useful? allowing them to share and explain their perspective. Question 17 sheds light on the challenges learners face when using social media to practice speaking and reflect how digital platforms affect or influence their desire to improve their speaking abilities .Question 18 to gather students' opinion about whether using social media independently is enough to improve speaking.

2.2. Analysis and Interpretation of The Questionnaire :

Section One: Background Information (Q1 – Q3)

Q1:Age:

A- 18-21

B-more than 21

Analysis and Interpretation of Q1:(Age)

This question aimed to determine the age range of students. Participants were asked to specify whether they are aged between 18-21 (option A) or older than 21 (option B) . The results are shown in the table below :

Table2.2.1: Age Distribution of Participants

OPTIONS	Number	Percentage
A	40	80%
B	10	20%
Total	50	100%

As shown in the table, the majority of the participants (80%) were aged between 18 and 21, and only 20% were older than 21. This explains that the study reflects the attitudes and perceptions of younger EFL learners toward using social media in educational contexts, as a tool to improve their speaking skill . Given their age, these learners are likely to integrate digital tools as a means of language learning since they are the prevailing trend in educational contexts.

Q2: Gender :

A- Male

B- Female

Analysis and Interpretation Q2: (Gender)

This question's purpose is to identify the participants' gender distribution. the table below shows the results

Table 2.2.2: Gender Distribution of Participants

OPTIONS	Number	Percentage
A	18	36%
B	32	64%
Total	50	100

64% of the participants are female, the rest (36%) are male. From these findings, it is clear that there is a higher level of female participation in this conducted survey. From what has been observed from the questionnaire, gender may not be an aspect that would affect the results of the research or the validity and generalizability of it.

Q3: Was studying English your personal choice?

A-Yes B- No

Table 2.2.3: Students’ Choice to Study English as a Major

Options	Number	Percentage
A	43	86%
B	7	14%
Total	50	100%

Analysis and Interpretation Q3:

The majority of participants (86%) claimed that studying English was their personal choice, whereas 14% reported that it was not. This could mean that most students have I autonomous desire to study English and are motivated and prepared to search and utilize personally selected tools and strategies, I.e, social media platforms, to strengthen their speaking skill.

Q*4: Do you have access to the internet?

Table 2.2.4 : Internet Access among EFL Students

Options	Selections number	Percentage%
Yes	49	98%
No	1	2%
Total	50	100%

Analysis and Interpretation Q4:

The findings indicate that nearly all the participants (98%) reported having access to the internet, with only one student (2%) stating otherwise. This high level of internet accessibility suggests that most students are in a position to engage with online platforms, including social media, which may be a part of their language learning process. This level of access is especially important for developing speaking skills, as it allows students to use English in real-time communication, explore authentic materials, and practice speaking outside the classroom. As a result, the fact that most students have internet access supports the idea of using online tools and social media platforms to help improve speaking in EFL classes at M'sila University.

Q*5: How often do you use social media platforms ?

Analysis and Interpretation Q5:

This question was included to measure the frequency of social media use among students .

The following table presents a summary of the results :

Table 2.2.5: Frequency of Social Media Use For Language Learning

Options	Number	Percentage
Daily	48	96%
Occasionally	2	4%
Rarely	0	0%
Never	0	0%
Total	50	100%

Results indicate that most of the students 98% use social media on a daily basis, while 4% use it occasionally. Neither rarely nor never was selected by any participant. Which means that social media represents an integral part of students' daily routines. Given the fact that the majority of students are using social media frequently, this means that the probability of them encountering content that encourages them to use English and practice speaking is high for instance, TikTok provides a live option that teachers and English speakers whether natives or non-natives are using it to discuss topics in English.

Q*6: What do you use social media platforms for?

Analysis and Interpretation Q6:

This question was incorporated into the questionnaire to gain a deeper understanding of students' social media usage and digital engagement. The table provides an overview of the results :

Table 2.2.6: Purposes For Using Social Media Platforms

Options	Selections Number	Percentages
Entertainment	29	28.5%
Social interaction	23	22.5%
News and information	36	35.3%
Shopping and Business	14	13.7%
Total	102	100%

The results show that (35.3%) of participants use social media to get news and information, making it the most frequent purpose for which social media is used. Followed by Entertainment, 28.5% and social interaction 22.5% . The least selected option was shopping and business, with 13.7% . The analysis demonstrates that despite the variety of reasons that social media platforms are used for, informational content is the main aspect in how students use it. This might mean that social media can be used for academic purposes or learning goals, particularly when it comes to enhancing speaking abilities.

Q*7: What type of content do you engage with the most?

Analysis and Interpretation Q7:

This question helps reveal or identify content preferences, the content students are interested in, and where they invest their time most.

Table 2.2.7: Types Of Content Students Engage with most Frequently

Options	Number	Percentage
Educational and informative	32	42.67%
Entertainment	23	30.6%
Social and interactive	20	26.67%
Total	75	100%

Students engage most with educational and informative content, as shown in the Table 42.67% of them chose educational and informative content. Next comes entertainment, with 30.6%, and then social and interactive content 26.67%. The clear preference might indicate that students perceive and view social media as a perfect tool to enhance language proficiency and speaking competency. They could engage with different educational content such as speaking and pronunciation tips, vocabulary, and language learning videos. It could also mean that they view it as a flexible, motivational, accessible material where they can use their prior knowledge. Entertaining content, despite it being informal content it is considered highly valuable in terms of improving fluency, natural spoken English, and intonation. Next, social and interactive content often helps students exchange and use language comfortably by participating in different activities like live streams .Which boosts their confidence, motivation, and real-life speaking skill.

Q*8: Have you ever used social media platforms for language learning?

Analysis and Interpretation Q8:

The main purpose of this question is to determine students' behavior toward using social media for educational purposes, whether they actually use it for language learning, especially when it comes to developing speaking skill or not.

A- Yes

B- No

Table 2.2.8. Use of Social Media in Language Learning

Options	Number	Percentages
A	49	98%
B	1	2%
Total	50	100%

From the table, we can see that almost all students, 98%, use social media for language learning, and only 2% of them use it for language learning. The findings might mean that social media is viewed as an effective and valid educational platform and shows a positive perception of it as a tool to enhance speaking skill.

Q*9: If yes, how often do you use social media for language learning?

Analysis and Interpretation Q9:

This question was asked to measure the frequency of social media usage among students.

Table 2.2.9: Frequency of Social Media use in Language Learning

Options	Number	Percentage
Always	18	36%
Sometimes	27	54%
Occasionally	5	10%
Total	50	100%

The responses to Question 9 reveal that most students engage with social media to practice speaking at least occasionally. Over half of the participants (54%) stated that they sometimes use social media for speaking practice, while 36% indicated that they always do so. Only a small percentage (10%) said they rarely practice speaking using these platforms, and none of the students selected “never”.

These results suggest that social media is relatively commonly used for speaking practice, although how often students engage with it seems to differ. While some learners appear to use it regularly, others may do so only from time to time. This difference could be related to factors such as personal motivation, comfort with speaking, or familiarity with features like voice chats and live discussions. Taken together, the point to a general positive tendency in using social media as a tool for speaking, even if the degree of involvement varies among students.

Q*10. Which platform do you use the most for language learning?

Analysis and Interpretation Q10:

As presented in the table above, YouTube was the most widely used platform for language learning, chosen by 55,41% of the respondents. This suggests that learners prefer platforms that

provide rich audio-visual content, particularly videos featuring native speakers, pronunciation practice, and explanatory lessons. TikTok (17,57%) and Instagram (16,22%) also received notable responses, indicating that short-form and interactive content in language learning. Although these platforms are not primarily educational, their engaging and dynamic nature appears to support speaking development indirectly. In contrast, only a few participants reported using platforms such as Facebook, Hello Talk, or Telegram, which may be due to their more limited use for language-specific interaction or learning. These findings highlight the preference for visual, accessible, and flexible tools that support speaking and listening skills, with YouTube emerging as a particularly valuable tool for developing speaking skills.

Question 11: . Do you think social media is an effective tool for improving speaking skills? Why or why not?

Analysis and Interpretation of Q11:

In response to question 11, the majority (33,3%) stated that social media helps improve their pronunciation and vocabulary through interaction with others, especially native speakers. One student explained, “I often join live discussions where I speak with native speakers. This helps me improve how I pronounce words and learn new ones”. Other common themes included pronunciation improvement via videos and podcasts (8,9%), fluency development through real-time communication (8,9%), and increased confidence in speaking (8,9%). A few students (6,7%) highlighted that social media helps them maintain a native-like accent or gain exposure to authentic content. However, a small number of students (4,4%) expressed concerns, stating that social media lacks real opportunities for speaking practice or is time-consuming. Overall, the responses suggest that students view social media as a valuable tool for supporting speaking development, especially in informal and interactive contexts.

Question 12 : Which aspects of speaking do you think social media helps improve the most?

Analysis and Interpretation of Q12:

2.2.12. Students' Perceptions of Speaking Aspects Improved Through Social Media

aspect	Number of responses	Percentage (%)
Pronunciation	40	37,74%
Confidence in speaking	24	22,64%
fluency	22	20,75%
Grammar accuracy	18	16,98%
Others (vocabulary)	2	1,89%
Total	106	100%

The results of question 12 reveal as it is shown in the table, reveal that learners perceive social media as beneficial to various aspects of their speaking skills. As shown in the table, pronunciation emerged as the most frequently mentioned area of improvement, accounting for 37,74% of all responses. This suggests that students are engaging with content _particularly videos and audio clips_ that provides opportunities to hear and imitate native pronunciation. Additionally, a significant number of participants identified confidence in speaking (22,64%) and fluency (20,75%) as key areas enhanced through their use of social media. These results imply that learners benefit from interactive and informal environments that reduce speaking anxiety and allow for more spontaneous language use. Grammar was also mentioned by 16,98% of respondents, indicating that some students view social media content _especially from

educational creators_ as a source of structured input. A small number of students (1,89%) also noted vocabulary acquisition as an indirect benefit, highlighting the broader linguistic exposure that these platforms provide.

The findings suggest that learners view social media as a tool for improving pronunciation and fluency, as well as a space where they can build confidence and develop language awareness through authentic and engaging interaction.

Question 13: Do you participate in live discussions, voice chats, or video calls on social media?

Analysis and Interpretation of Q13:

Table 2.2.13: Students’ Participation in Live Discussion, Voice chats or video calls

Response	Number of participants	Percentage (%)
Yes	33	66%
No	17	34%
Total	50	100%

As shown in the table, around two-thirds of the participants (66%) reported that they engage in live discussions, voice chats, or video calls on social media. This suggests that many students may be using these platforms for real-time speaking practice, which could help improve their fluency and confidence in oral conversations. However, a smaller group (34%) stated that they do not participate in such activities. This might be due to personal preferences, hesitation to speak publicly, shyness, or unfamiliarity with these tools.

The results suggest that many learners likely benefit from the interactive features of social media to support their speaking practice. Not all students actively use these tools to develop their speaking skills.

Question 14: Do you think social media provides opportunities for real-time speaking practice?

Analysis and Interpretation of Q14:

Table 2.2.14: Perceptions of Real-Time Speaking Opportunities on Social Media

Response	Number of participants	Percentage (%)
Yes	38	76%
No	12	24%
Total	50	100%

As the results presented in the above table, most students (76%) reported that they believe social media offers opportunities for real-time speaking practice. This may refer to features such as live discussions, voice chats, or video calls that allow learners to participate in conversations instantly and naturally. In contrast, nearly a quarter of the participants (24%) did not share this view, which might suggest that some students are either less familiar with these features or do not consider them effective for speaking development.

In general, while many learners seem to view social media as a space where they can practice speaking through live interaction, this perspective is not held by all learners.

Question 15: Do you think social media helped you practice speaking?

Analysis and Interpretation of Q15:

The responses to Question 15 show that most students found social media helpful for practicing speaking skills. The most frequent theme (22.73%) was **participation in live discussions or voice/video chats**, which many viewed as an effective way to improve fluency. One student shared, *“I often participate in live discussions with native speakers on TikTok, which helped me improve my speaking and my accent.”*

Interaction with native speakers (17.05%) and the use of platforms like TikTok, YouTube, or Discord (13.64%) were also common. A learner wrote, *“I use Discord to practice speaking with people all around the world.”*

Others mentioned that social media supported vocabulary and idioms acquisition, improved pronunciation, and boosted confidence. One participant said, *“It helps me practice speaking either privately or publicly through voice messages or live discussions, and it made me more confident.”* Some also highlighted flexibility, saying that social media provided a convenient and motivating space to practice. While responses were overwhelmingly positive, a few also noted that grammar practice and formal learning may still require other resources.

Question 16: do you think social media has influenced your motivation to practice speaking?

Analysis and Interpretation of Q16:

The majority of students reported that social media positively influenced their motivation to practice speaking. Many were inspired by watching fluent speakers online, as one student shared, *“Watching people speak English very well motivates me to be like them.”* Others mentioned being encouraged by videos, songs, or podcasts, with a participant stating, *“Movies and YouTube motivated me and pushed me towards English.”*

Some learners highlighted the impact of interaction and feedback, such as one who wrote, *“Interacting with native speakers helped me recognize my mistakes and improved my*

motivation.” A few also referred to specific platforms, saying, “*The Taleek app boosted my motivation to practice daily.*”

Only two students expressed negative views, one of whom said, “*Social media has a bad influence... it demotivates me.*” Overall, most learners felt that social media played a motivational role in developing their speaking skills.

Q17: What challenges do you face when using social media for speaking practice?

Analysis and Interpretation of Q17:

This question was included to identify the main obstacles learners encounter while using social media as a tool for practicing speaking.

The responses to this question revealed several challenges students face when using social media for speaking practice. The most frequently reported issue was lack of time or poor time management (33,33%). One student noted, “I can’t dedicate a lot of time and forget myself when using social media for entertainment”.

The second most common challenge was the lack of conversation partners (22,22%). Students mentioned that finding consistent and reliable people to speak with was difficult. One respondent stated, “*These platforms are not designed for real-time speaking with others*”.

A similar percentage of students (22,22%) stated low confidence or fear of judgment as a major obstacle. For example, one learner admitted, “*I hesitate to begin because it’s hard to accept people’s comments*”. Others described feeling self-conscious when watching fluent speakers online.

Additional challenges included accent and pronunciation difficulties, lack of discipline, and distraction from non-academic content. A small number of participants (3,7%) reported no challenges. In general, the findings emphasize the need for more structured, supportive and

engaging environments within social media platforms to help learners overcome these common barriers.

Question 18: Do you think that depending only on social media for improving speaking skills is enough?

Analysis and Interpretation of Q18:

The majority of the participants expressed the belief that depending only on social media is not enough to improve speaking skills. For instance, more than 35% emphasized the importance of real-life interaction, with one student stating, “We should always engage in real life and communicate with real people”. Another 27% mentioned the need for formal and academic learning, as one learner wrote, “you need academic methods; social media is mostly a virtual space”. Some also noted that the language on social media is often too casual and not suitable for structured language learning

A smaller number of students 18% believed that social media can be sufficient if used correctly; particularly with tools like live chats or video calls. One student commented, “Yes, especially when combined with live interaction and feedback”. Overall, while social media is seen as a helpful tool, most students view it as supplementary, rather than a complete solution for improving speaking skills.

2.3. Discussion of Findings :

This section discusses the main findings of the conducted study and provides answers to the research questions raised in the introduction, namely:

- How do second-year EFL learners perceive the role of social media platforms in enhancing their speaking skills?
- What practices do learners adopt on platforms like TikTok and YouTube?

- What are the benefits and challenges associated with using social media for speaking skill improvement?

Q1: - How do second-year EFL learners perceive the role of social media platforms in enhancing their speaking skills?

The results show that second-year EFL students at M'sila University generally have positive perceptions of social media as a tool for improving their speaking skills. According to Question 8, 98% of students reported using social media for language learning, and the majority use it either always (36%) or sometimes (54%), indicating frequent use.

Students believe that platforms like YouTube, TikTok, and Instagram provide: Accessible and authentic content that helps with vocabulary, pronunciation, and accuracy; Opportunities for real-time interaction through voice chats, video comments, or live sessions (Q13, Q14), and sense of motivation and increased interest in speaking English (Q16).

Additionally, most learners agreed that social media helps build confidence, improve pronunciation, and develop fluency, though many claimed that it is not sufficient on its own (Q18). These perceptions strongly support H1 (Second-year EFL students at M'sila University generally perceive social media platforms as helpful tools for improving their English-speaking skills), indicating that students value social media as a useful complementary tool for speaking development, but not a replacement for real-world or classroom practice.

Q2: What practices do learners adopt on platforms like TikTok and YouTube?

The findings also confirm that learners actively use platforms like TikTok and YouTube as informal tools to practice speaking. YouTube was the most popular platform (55.41%), followed by TikTok and Instagram, indicating a strong preference for video-based and interactive content.

Students reported several practical behaviors on these platforms: Watching educational and informative videos (42.67%) to improve language input (Q7); Engaging in live discussions and interacting with native speakers (Q11, Q15), and imitating pronunciation models and practicing with speaking-based content, such as voice-overs or language challenges, in addition to using voice chats or live conversations, with 66% indicating participation in these (Q13). These behaviors align with Hypothesis 2(learners use platforms like TikTok and YouTube to improve their speaking skills by watching videos, joining live discussions, or using voice chats as part of their informal language practice), showing that learners are not passive viewers but actively engage in practices aimed at enhancing their speaking skills, particularly through watching, speaking, listening, and interacting in English via social media platforms.

Q3:What are the benefits and challenges associated with using social media for speaking skill improvement?

As observed from learners' answers, Learners perceive social media as helpful and motivating for improving their speaking skills. According to the data, 98% of students declared using social media for language learning (Q8). They noted specific improvements in pronunciation (37.74%), confidence (22.64%), and fluency (20.75%) (Q12). Furthermore, 76% agreed that social media offers real-time speaking opportunities (Q14). Additionally, students emphasized the importance of speaking with native speakers and consuming content that focuses on pronunciation as elements that support their speaking growth (Q11, Q15). These results provide significant support for hypotheses H1(as already mentioned before)

and H3(learners find social media helpful and motivating for improving areas like fluency and pronunciation. However, they also face challenges such as lack of time, limited opportunities for real interaction, and the absence of real-life speaking practice), demonstrating that social media improves learner motivation and engagement while having a beneficial impact on important speaking subskills. Students did, however, cite a number of difficulties in spite of

these advantages. Lack of time was the most frequent problem (33.33%) (Q17), followed by poor confidence (22.22%) and trouble locating conversation partners (22.22%). Furthermore, several participants stressed the value of in-person engagement and organized academic support, emphasizing that social media alone is insufficient for speaking ability development (Q18).

Summary

The findings of this study show that social media platforms play a useful role in helping second-year EFL students at M'sila University improve their speaking skills. Most students mentioned that they use platforms like YouTube, TikTok, and Instagram to practice English as well as for entertainment. These platforms give learners access to real, everyday language and opportunities to interact, which may lead to improvements in pronunciation, fluency, and confidence.

Ultimately, students expressed positive views about using social media for language learning. Many said they watch educational videos to practice pronunciation, participate in live discussions, and interact with native or fluent speakers for practice. These activities show that learners take an active role in improving their speaking skills, rather than being passive consumers of content.

At the same time, students also acknowledged certain limitations. The most common challenges included lack of time, low confidence, and not having enough conversation partners. Some students said that while social media is helpful, it cannot replace face-to-face interaction or support from teachers in the classroom.

To sum up, social media is seen as a helpful and motivating tool for practicing speaking, but not enough on its own. To be most effective, it works best when combined with formal classroom instruction. Combining digital tools with classroom instruction and teacher guidance

may give learners better support. This study helps us better understand how students are using social media to support their speaking, and it shows how these platforms can play a part in modern language learning.

Conclusion:

This chapter presented the methodological framework of the study, highlighting the research design, participants, data collection tools, and procedures used to investigate second-year EFL students' perceptions and practices regarding the use of social media in developing speaking skills. A descriptive-analytic approach was adopted, and data were collected through a questionnaire that combined both quantitative and qualitative items. The chapter also described the sampling method, research setting, and the techniques used for analyzing the collected data.

General Conclusion

General Conclusion

This study set out to explore the role of social media in enhancing speaking skills among second-year EFL students at M'sila University. It aimed to investigate how students use social media platforms such as YouTube, TikTok, and Instagram, how they perceive their effectiveness in supporting speaking development, and what challenges they encounter in the process.

The analysis of the questionnaire revealed that the majority of students actively use social media, not only for entertainment but also as a tool to improve their English speaking abilities. Many participants reported gains in pronunciation, fluency, and vocabulary through exposure to authentic content, live discussions, and voice or video-based interaction. These findings support the idea that social media can serve as a motivating and accessible space for informal language practice beyond the classroom.

However, the study also identified several challenges, including lack of time, limited access to conversation partners, and feelings of anxiety or hesitation when speaking. Despite these barriers, students generally expressed positive attitudes towards using social media for speaking practice and viewed it as a valuable complement to traditional language instruction.

While the results offer useful insights, the study was limited by its small sample size, reliance on self-reported data, gender imbalance, and its focus on student perspectives only. These limitations highlight the need for further research using broader samples, diverse methods, and the inclusion of teachers' views to gain a more comprehensive understanding of how social media can be effectively integrated into EFL speaking instruction.

In conclusion, social media has the potential to enhance speaking skills by providing authentic, interactive, and learner-centered opportunities for communication. With appropriate

guidance and support, it can be a valuable tool in modern EFL classrooms, helping learners develop their speaking competence in meaningful and engaging ways.

Pedagogical Implications

The findings of this study offer several pedagogical insights for EFL teachers, particularly in contexts where learners have limited opportunities for real-life speaking practice. As social media platforms become more embedded in students' daily routines, it is important for educators to recognize and integrate these tools meaningfully into language instruction.

Firstly, EFL teachers should acknowledge the motivational and linguistic value of social media in supporting speaking skill development. Since students frequently use platforms such as YouTube, TikTok, and Instagram to access spoken English and engage in informal interaction, teachers can capitalize on this interest by incorporating similar digital content into the classroom. This could include using video-based discussions, voice message tasks, or learner-created content to encourage active speaking and listening.

Secondly, learners should be guided on how to use social media effectively for language learning. While these platforms offer exposure to authentic language, learners may need support in identifying appropriate content, developing self-regulated learning habits, and avoiding distractions. Teachers can introduce strategies for critical engagement with digital materials and help students reflect on their own language use in online contexts.

In addition, the development of speaking skills through social media should be complemented with structured classroom activities that focus on fluency, coherence, pronunciation, and sociolinguistic appropriateness. Teachers might consider blending traditional speaking tasks with digital projects to ensure a balance between informal and formal speaking practice.

Finally, teacher training and curriculum design should take into account the growing role of digital platforms in learners' lives. Encouraging educators to incorporate social media-based tasks and to stay informed about emerging tools can enhance the relevance and engagement of speaking instruction.

In summary, social media should not replace classroom speaking instruction but can serve as a valuable complement. When guided effectively, it can promote learner autonomy, increase exposure to spoken English, and create authentic opportunities for meaningful interaction.

Limitations of the study:

This study provides useful insights into the role of social media in enhancing speaking skills among second-year EFL students at M'sila University; however, several limitations should be acknowledged.

First, the sample size was relatively small, with only 50 participants completing the questionnaire. Although students were selected from five different groups, this number may not be sufficient to generalize the findings to all EFL learners.

Second, the study relied solely on a self-reported questionnaire. While this method allowed for efficient data collection on learners' perceptions and practices, it may not fully reflect actual behaviors. Participants may have overestimated their engagement or underestimated the difficulties they experienced.

Third, the sample was not gender-balanced, as most participants were female. This limits the possibility of exploring gender-based differences in social media use for speaking development, which may have added further depth to the study.

Lastly, the research focused only on students' views. Including EFL teachers' perspectives in future studies may offer a more comprehensive understanding of how social media can be integrated into speaking instruction.

Recommendations for Further Research

Based on the findings and limitations of this study, several recommendations can be made for future research.

1_Expand the Sample Size

Future studies should include a larger number of participants to enhance the reliability and generalizability of the results. Involving students from different universities or regions could provide a broader picture of how social media supports speaking skills in various learning contexts.

2_Use Mixed Methods

To gain deeper insights into learners' actual practices, future research could combine questionnaires with qualitative methods such as interviews, focus groups, or classroom observations. This approach would help capture more detailed and realistic experiences with social media use.

3_Ensure Gender Balance

Future studies are encouraged to include a more balanced representation of male and female participants. This would allow researchers to explore possible gender-based differences in how learners use and benefit from social media in developing their speaking skills.

4_Include Teachers' Perspectives

To develop a fuller understanding of how social media can be integrated into speaking instruction, future research should also consider EFL teachers' views and experiences. Their insights could help bridge the gap between learners' informal use of digital tools and classroom practices.

Appendix A: Students' Questionnaire

Title of the Study:

The Role of Social Media in Enhancing Speaking Skills

Target Group: Second-Year EFL Students – M'sila University

Dear student,

This questionnaire is part of a master's research project. Its purpose is to gather information about your perceptions and practices regarding the use of social media in developing your English-speaking skills. Your participation is voluntary, and your answers will remain anonymous and used for academic purposes only. Please answer all questions honestly.

Section 1: Personal Information

1. Age:

18–21

Above 21

2. Gender:

Male

Female

3. Was studying English your personal choice?

Yes

No

Section 2: Social Media Usage

4. Do you have access to the internet?
- Yes
- No
5. How often do you use social media platforms?
- Daily
- Occasionally
- Rarely
- Never
6. What do you use social media platforms for? *(You may select more than one)*
- Entertainment
- Social interaction
- News and information
- Shopping and business
- Others (please specify): _____
7. What type of content do you engage with the most? *(You may select more than one)*
- Entertainment content
- Educational and informative content
- Social and interactive content
- Others (please specify): _____
8. Have you ever used social media platforms for language learning?
- Yes
- No

9. If yes, how often do you use social media for language learning?

- Always
- Sometimes
- Occasionally

10. Which platform do you use the most for language learning?

- YouTube
- TikTok
- Instagram
- Facebook
- Others (please specify): _____

Section 3: Speaking Skill Development

11. Do you think social media is an effective tool for improving speaking skills? Why or why not?

Please explain:

.....

.....

.....

12. Which aspects of speaking do you think social media helps improve the most?

- Pronunciation
- Fluency
- Grammar accuracy

Confidence in speaking

Others (please specify): _____

13. Do you participate in live discussions, voice chats, or video calls on social media?

Yes

No

14. Do you think social media provides opportunities for real-time speaking practice?

Yes

No

Section 4: Benefits and Challenges of Social Media

15. Do you think social media has helped you practise speaking?

Please explain:

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

16. Do you think social media has influenced your motivation to practise speaking?

Please explain:

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

17. What challenges do you face when using social media for speaking practice?

(e.g., lack of time, conversation partners, confidence, etc.)

Please explain:

.....

.....

.....

18. Do you think depending only on social media for improving speaking skills is enough?

Please explain:

.....

.....

.....

Appendix B: Selected Open-Ended Responses from Participants

This appendix includes selected student responses to the open-ended questions from the questionnaire. The responses were chosen to reflect a variety of perspectives and were used to support the analysis and interpretation of the findings in Chapter Two. Student names have been replaced with codes to ensure anonymity.

Q15. Do you think social media helped you practice speaking? Please explain.

- *Student 1:* “I participate in live discussions with native speakers and try to use what I’ve learned in class.”
- *Student 5:* “Yes, I feel more confident now when I use English in voice messages or short videos.”
- *Student 9:* “Sometimes I repeat what I hear in English reels or TikTok videos to practise pronunciation.”

- *Student 14*: “It helped me practise speaking by chatting with friends and joining discussions in English groups.”
- *Student 20*: “Yes, especially on Discord where I talk with people from other countries.”
- *Student 25*: “Yes, I follow educational channels and use phrases I learn to speak with my classmates.”
- *Student 32*: “Not really. I mostly listen and watch. I don’t speak much online.”
- *Student 38*: “Yes, I enjoy roleplaying and joining English conversations through voice messages.”

Q16. Do you think social media has influenced your motivation to practice speaking?

Please explain.

- *Student 3*: “Yes, seeing others speak fluently online makes me want to be like them.”
- *Student 6*: “Yes, I feel motivated when I find English content that’s easy to understand and interesting.”
- *Student 11*: “Sometimes, especially when watching interviews or videos with subtitles.”
- *Student 18*: “No, social media distracts me more than it motivates me.”
- *Student 21*: “Yes, when I watch podcasts or speeches, I feel inspired to improve.”
- *Student 27*: “Yes, I try to copy sentences from videos and use them in conversations.”
- *Student 34*: “Absolutely. The way people express themselves confidently makes me want to speak better.”
- *Student 40*: “Yes, I like learning from short, useful videos and then applying it.”

Q17. What challenges do you face when using social media for speaking practice?

- *Student 2:* “Lack of time. I get busy with other things and forget to practice.”
- *Student 7:* “Finding people to talk to regularly is difficult.”
- *Student 10:* “Sometimes I feel shy or not confident enough to speak out loud.”
- *Student 13:* “The content is not always educational. I get distracted.”
- *Student 16:* “I don’t know which platforms are best for actual speaking practice.”
- *Student 22:* “I feel embarrassed making mistakes in public comments or live chats.”
- *Student 28:* “Confidence is my biggest problem. I hesitate to speak even when I know the words.”
- *Student 36:* “I don’t face challenges. It’s just that I don’t always have time to focus on speaking.”

Q18. Do you think depending only on social media for improving speaking skills is enough? Please explain.

- *Student 4:* “No, I believe we also need to speak in class and with teachers.”
- *Student 8:* “No, social media is useful, but it cannot replace real-life interaction.”
- *Student 12:* “Yes, if you use it regularly and practise with native speakers.”
- *Student 17:* “Not enough. We need academic guidance and real practice too.”
- *Student 23:* “It’s helpful, but sometimes the language is too informal.”
- *Student 30:* “No, speaking fluently needs more structured learning, not just videos.”
- *Student 35:* “Yes, social media helps me a lot because I feel free to practise anytime.”

- *Student 41*: “No, we still need face-to-face conversation and feedback from teachers.”

References

- Almurashi, W. A. (2016). The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taif University in KSA. *International Journal of English Language and Linguistics Research*, 4(3), 32–47.
- Benali, M., Kaddour, C., & Azzoug, M. (2020). Exploring the role of WhatsApp in enhancing EFL learners' speaking skill: Case of second-year students at the University of Tlemcen. *Arab World English Journal (AWEJ)*, 11(4), 300–313.
- Benouioua, M., & Djellal, F. (2018). Investigating speaking difficulties among Algerian EFL learners: A case study of first year LMD students at Biskra University. *Revue Sciences Humaines*, 50, 39–48.
- Blake, R. J. (2013). *Brave new digital classroom: Technology and foreign language learning* (2nd ed.). Georgetown University Press.
- Brown, G., & Yule, G. (1983). *Teaching the spoken language: An approach based on the analysis of conversational English*. Cambridge University Press.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2010). *Teaching English as a second or foreign language* (4th ed.). Boston: Heinle Cengage Learning.
- Coursera. (n.d.). What is a virtual learning environment (VLE)? Retrieved from <https://www.coursera.org/>
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.

- Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39(3), 379–397.
- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Gumperz, J. J. (1982). *Discourse strategies*. Cambridge: Cambridge University Press.
- Hamadi, L., Bouali, F., & Boukerrou, M. (2020). The role of social media in enhancing EFL learners' engagement: Case of third-year students at Mila University. *International Journal of Language and Literature*, 8(1), 70–78.
- Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Harmondsworth: Penguin.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *Innovation in Language Learning and Teaching*, 1(1), 14–29.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). Academic Press.
- Manca, S., & Ranieri, M. (2016). Facebook and the others: Potentials and obstacles of social media for teaching in higher education. *Computers & Education*, 95, 216–230.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.

Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Pearson Education Limited.

Saidi, R., & Meziani, A. (2022). The impact of Facebook group discussions on developing EFL learners' speaking skill: The case of third-year students at Mostaganem University. *Arab World English Journal (AWEJ)*, 13(1), 72–90.

Saeid, N. (2024). The role of peer interaction in building learner confidence and motivation in digital EFL contexts. *International Journal of English Teaching and Learning*, 12(2), 55–68.

Sharma, P. (2019). Exploring the use of messaging apps for improving spontaneous speaking. *Asian Journal of Language Studies*, 7(1), 45–60.

Siemens, G. (2005). *Connectivism: A learning theory for the digital age*. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3–10.

Suthiwartnarueput, T., & Wasanasomsithi, P. (2012). Effects of using Facebook as a medium for discussions of English grammar and writing of low-intermediate EFL students. *Electronic Journal of Foreign Language Teaching*, 9(2), 194–214.

Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 125–144). Oxford University Press.

Thornbury, S. (2005). *How to teach speaking*. London: Longman.

University of Newcastle Library. (n.d.). Research methods. Retrieved from <https://libguides.newcastle.edu.au/researchmethods>

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Zimmer, R. (2024). Enhancing teacher development through social media: Opportunities and challenges. *Journal of Digital Education*, 16(2), 122–138.

الملخص

فيما المسيلة، بجامعة أجنبية كلغة الإنجليزية اللغة قسم في الثانية السنة طلبية وممارسات تصورات الدراسة هذه تتناول استخدام كيفية معرفة إلى الدراسة تهدف. التحدث مهارة لتطوير كوسيلة الاجتماعي التواصل وسائل باستخدام يتعلق التحدث على قدرتهم تحسين أجل من وغيرها، فيسبوك إنستغرام، يوتيوب، مثل الاجتماعي التواصل لمنصات الطلاب جمع وتم التحليلي، الوصفي المنهج الدراسة اعتمدت. الوسائل هذه فعالية مدى تقييم إلى تسعى كما الإنجليزية، باللغة تصورات هناك أن النتائج أظهرت وقد. والنوعي الكمي الأسلوبين باستخدام تحليلها ثم استبيان، خلال من البيانات الضوء الدراسة سلطت كما. التحدث مهارة تطوير في الاجتماعي التواصل وسائل استخدام تجاه فعالة وممارسات إيجابية النتائج وأكدت التحدث، مهارات بتحسين يتعلق ما في خاصة اللغة، تعلم أثناء الطلاب يواجهها التي التحديات بعض على الصعوبات هذه تجاوز في داعمة وسيلة تشكل أن يمكن الاجتماعي التواصل وسائل أن