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The Impact of Using Social Networks on EFL Learners Speaking Skill.
Case of Fifth year Students of English at Messaoud Zeghar Teacher Education College

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Dedication

I Belkis MECHRI, dedicate this work to:

My mother, Mammy, to whom my gratitude, love, and thanks can never be expressed in words.

Thanks, you have been a great source of love, motivation, and inspiration.

My father, Daddy, thank you for being my guardian during my educational and working career by supporting and encouraging me to believe in myself. I really appreciate you standing by my side, because your love, power, support, and trust have sustained me in my life.

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My friends : Chourouk, Amira, Salima ,Madjda and Sara.

Special thanks goes to my students of Lakhdar Belmadani highschool, thank you for being such a great mental support.

And to you “Belkis”, glad you have made it finally.

Dedication

First and foremost an honest thanks to the almighty God.

This work is dedicated to my beloved family, friends, teachers and well-esteemed supervisor.

To my late father, you were the main reason I was able to even be here.

Thank you for your support and efforts. You were there for me during the ups and downs.

To my lovely mother, I would not be here without your prayers. Thank you for standing by my side.

Last but not least, this work is dedicated to all of those who helped me and influenced along our journeys, a heartily thanks goes to you.

Mouhamed

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ABSTRACT

In Algeria, English is considered as a foreign language where opportunities for authentic oral practice are few throughout the learning period. The students cannot converse freely in English because they receive insufficient practice in speaking skills. Indeed, this skill needs to be learned and require active behavior. Nevertheless, the latest technological developments create a big chance to make communication as a necessity for every person during his/her lifetime, this necessity pushed on to the creation of social networks that has become popular and useful nowadays. The present paper focuses on investigating the attitudes of EFL learners towards the use of social networking to enhance their speaking skills. Fifth year students at Teacher Education College of Setif confirm that the use of social networks can help them improve their speaking skills. The results of the research show that social networking websites can help the learners to interact easily with their peers in a meaningful way that stimulate their interest in learning the language. In different words, the social networks have created new opportunities for the language learners to interact and collaborate in authentic ways. This means that the social networks are a useful learning strategy in improving one's performance in the foreign language.

Key Words: Attitudes, Speaking, EFL Learners, Social Networking, enhancing.

List of Abbreviations and Acronyms

EFL: English as Foreign Language

FB: Facebook

SNs: Social Networks

SNSs: Social Networking Sites

Q: Question

N: Number

%: Percentage

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General Introduction

General Introduction

1. Statement of the Problem

Today, the English language has become an international language that is used nearly everywhere within various contexts, especially for human communication. Nowadays, few people may live without being concerned with the need to know how to speak that universal language, because speaking is absolutely the most important aspect of language learning. That is why it is very important for EFL learners to realize the importance of speaking as an independent medium of communication.

In last decades, language learners increasingly depend on the latest technological inventions such as the internet. They grow up with technology, where learners of this generation are able to use it easily. As Madhumathi.P (2012) states “*The use of technology has changed people's abilities to access information including receive communication and has had a great impact on students' learning abilities*” (Anderson, 2000). Thanks to the internet, excellent opportunities for collaboration and communication are offered between learners of English who are geographically distant.

Moreover, English learners’ tend to prefer Social Network sites to communicate with others; whether native or non-native speakers; in order to improve their language skills. They depend on different social networks’ tools (such as: Skype, Facebook, YouTube ...) that can give them exposure to the language and permit them to practice all of the four main language skills (speaking, listening, writing and reading). Therefore, social networks may play an important role in EFL learner’s exposure to the language.

2. Aims of the Study

This dissertation attempts to examine the impact of the Social Networks, as a new way of learning, on the learners’ speaking performance. It deals with Fifth year learners of English at Teacher Education College of Setif. It aims mainly to determine to what extent Social Networks can influence the improvement of students’ speaking skill, and to find out students’ attitudes towards the use of social networks.

3. Research Questions

The main question that this research asks is whether it is possible to use Social Networks in promoting English learners' speaking skills. Henceforth, we formulated the following questions:

1. Can social networks be used as a learning tool?
2. How does the use of social networks affect learners' English language performance?
3. How can social networks contribute in developing the speaking skills of English learners?

4. Hypothesis

Concerning the thesis questions, the main hypothesis is that learning through social networks can be an effective strategy in improving one's speaking skills in a foreign language -English specifically- Consequently, the hypothesis proposed are:

- Social networks are free spaces that can give learners exposure to English and allow practice in all of the four main language skills -speaking, listening, writing and reading- in which learners' language can be improved.
- The use of social networks may enhance language learning.
- Social networks might be a useful tool to enhance learners' speaking ability for the reason that it offers excellent opportunities for collaboration and communication between learners of English who are geographically dispersed.

5. Research Methodology

The research is conducted in a quantitative approach by using one questionnaire as a tool to gather data, a students' questionnaire. The sample of this study is Fifth year Students of English at Teacher Education College of Setif; it consisted mainly of seventeen (17) students who were chosen randomly.

6. Structure of the Dissertation

This study is divided into two chapters. The first chapter is a theoretical part that deals with the second communicative skill: speaking skill. We are going to look for the definition of speaking process, and its relationship with the other communicative skills, in addition to the students' difficulties and the appropriate strategies to the speaking performance. It also deals with Social Networks, their use to improve learners' speaking communicative skills. In this section, we are going to see the implementation of technology in promoting English language, and the effect of using the internet in enhancing the speaking skills. We highlight the different available social networks that contribute to the development of the speaking skill, in addition to the impact of those social networks on the other skills. The second chapter is a practical part which deals with the analysis of the data and reporting the results obtained from the research process.



Chapter One: Theoretical Framework

Introduction

This chapter is devoted to the review of literature and provides a theoretical framework concerning the two variants of the thesis. It is divided into two sections. The first section delivers an overview about the speaking skill, its significance in language learning and its functions. It then deals with this skill in teaching context. The second one is concerned with Social Networks as an innovative tool in teaching and tackles its use in Algerian universities.

SECTION ONE: The Speaking Skill

The Speaking Skill has always been one of the challenging tasks in the process of teaching and learning English as a foreign language as it is considered the most crucial of language skills. In this section, we spot the light on language and language skills in general, and then we narrow the scope to focus on the speaking skill in specific, its importance, its skills, functions and purpose. Last but not least, it pays attention to speaking from teaching context, the part in which principles in teaching speaking are tackled, along with problems encountered. It also deals with some activities that proved to be fruitful in enhancing the speaking skill, and the traits that characterize good speakers. Finally, it displays some scaffolds to support speaking for EFL learners and that enable them to use language according to the context in which they are involved.

1. Language as a Skill

1.1. What is Language?

Different scholars define language differently. In his book 'Language: The Cultural Tool', Everett (2012) cited three definitions for language. The first is the definition of Sweet, an English phonetician and language scholar who claims that, "*language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.*" (p.31). The other one is of the American linguists Bernard Bloch & G.L Trager, "*A language is a system of arbitrary vocal symbols by means of which a social group operates and interacts.*" (p. 31-32). The last is one of the most influential definitions conducted by Professor Emeritus at the Department of

Linguistics and Philosophy at Massachusetts Institute of Technology Noam Chomsky, “*language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements.*”(p.32). Everett closely analyzed each of these definitions and what he found is that none of them is satisfactory; Sweet’s since it is too narrow and does not allow for sign language, Bloch and Trager’s because it is too wide and would make ‘baboon grunts’ a language, Chomsky’s because it doesn’t refer to meaning.

He likes Merriam-Webster’s online dictionary’s definition best “*language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures or marks having understood meanings.*”(p. 31).He then provides a summarizing formula for language as follows:

Language = cognition+ culture + communication.

Otto Jespersen-a Danish linguist-stated, “*Language is frequently spoken of as a living organism; we hear of the life of languages, of the birth of new languages, and of the death of old languages, and the implication, though not always realized, is that language is a living thing.*” He also mentions, “and a language thus is seen to be one particular set of human customs of a well-defined social character” (2015, p. 7-8).

“*Language is a purely human and non- instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. These symbols are, in the first instance, auditory and they are produced by the so-called “organs of speech.”*”(Sapir,1921. p.8)

According to Saussure (1966), language is a link between thought and sound and is a means for thought to be expressed as sound. Thought have to become ordered, and sounds have to be articulated in order for language to happen. Thus, a language may be considered as a district where thought and sound mix to provide communication. Moreover, Saussure distinguishes between language (*langue*) and the activity of speaking (*parole*). According to him, speaking is associated with the individual, while language is the social manifestation of speech.

To conclude, we can say that language is a system of signs that evolves from the activity of speech. Language and speech then are tightly related.

1.2. The Four Skills of Language

The study of language comprises of four skills, Brown (2001, p. 232) indicates that “*they are: listening, writing, speaking, and reading.*” These skills enable us to use language. Several students fail to use the language as a consequence of not having sufficient knowledge regarding the four language skills. For this reason, teachers ought to apprehend the manner to implement the modification in their teaching technique, significantly in teaching language skills.

1.3. Classification of Language Skills

In its essence, language is basically a skill. It's anything but a substance based subject such as Science, Social Studies, Commerce, Mathematics, and so forth, which purpose is to transmit data and fill the human mind with knowledge. Since language is a skill, it normally goes under the psychomotor field. A skill might be known as the capacity to accomplish something. Swimming, playing, and so on are skills that individuals perform after acquiring them. Knowledge about these things is a cognitive activity (comprehension) and utilizing or doing them is a skill (action)(Noushad, H, 2015).

Hence, we can say that language is a complex skill involving four sub-skills, which are as follows:

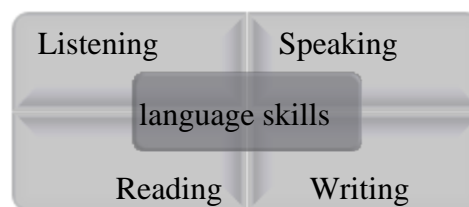


Figure 01. Types of Language Skills

Bailey (2003) argues that, “*In language teaching, the four skills are described in terms of their direction. The language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive.*”

Another important idea is the channel, which refers to the medium of the message (aural/oral or written). Thus, speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.”(p. 48).Based on this perception, we call speaking and writing productive skills on the grounds that while utilizing these aptitudes by a learner, he isn't just dynamic but additionally creates sounds when talking and symbols (letters, and so on.) when writing. However, listening and reading are viewed as receptive skills in light of the fact that the learner is commonly latent and is receiving the data from a speaker or a writer. As Jones (1996, p.12) asserts “In speaking and listening, we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing we may be creating a record, committing events or moments to paper.” The following table gives a better idea of these skills:

Language Skills	Aural-Oral Skills	Written(Graphic)Skills
Receptive (Passive)	Listening	Reading
Productive (Active)	Speaking	Writing

Table 01. Classifications of Language Skills

2 The Speaking Skill

2.1 Defining the Speaking Skill

The emergence of oral production as an object of study is justified by a turning point in the teaching and learning methods of foreign languages which gave a priority to productive skills and communication. But how is the speaking skill defined?

Speaking can be defined in various ways. One definition comes from Cameron (2001); she indicates that speaking is an act of communication using language. People produce utterances for the purpose of conveying their feelings, ideas, meanings and desires in order to be understood.

According to Thornbury (2005), speaking is a real life activity that a speaker performs in order to interact with listeners by carrying out his/her ideas to them. He claims that speaking is unplanned and its continuity is based on situations. The same idea was held by Noll (2006), when he said: *“Speaking is an interactive process because it requires the involvement of another person unlike listening, reading or writing.”* (p.70). In addition, Wilson (1983, p. 5) defines speaking as *“the development of the relationship between speaker and listener.”*

Speaking is identified as an interactive sense-building process requiring the creation, receiving and interpretation of information. Its form and meaning are dependent on the context, the participants, and the intent of the speaker (Burns & Joyce, 1997). Therefore, the speaking skill doesn't only include the production the utterances, but it is the complete process of constructing meanings, producing utterances and receiving and processing information (Brown, 1994).

Caroline (2005), states that speaking is a basic oral communication that occurs among the people of one society. It is a natural means of communication which serves members of the community to expressing their thoughts and to form their social behavior.

Speaking is *“the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”* (Chaney, 1998, p. 13).

Bailey (2003) claims that acquiring the skill of speaking in a new language is considered by foreign learners to be harder than reading, writing or listening. This is for two reasons which she demonstrates *“First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.”*(p. 48).

Speaking is producing utterances for communicating messages (Rodrigues, 2000). It starts from infancy to be developed during childhood to maturity (Levelt, 1989)

From the definitions and insights above, it can be concluded that speaking is an activity in which the speaker produces utterances to express his/ her ideas in order to exchange information with a listener. The speaking skill takes huge importance for language learners since it is the first skill to be displayed when meeting people in real time. This is what Hedge (2000,p. 261) meant when he said that speaking is “*a skill by which people are judged while first impressions are being formed*”.

2.2. The Importance of the Speaking Skill

Widdowson (1994) points out that the most significant active skill is speaking. Speaking ensures that children and young people discover their personalities and justify their own identities. They can manage to understand and respect themselves (Ranson, 2000). When speaking, students voice their opinions; they feel confident to take a stand when high-interest issues arise, they often build a set of skills, strategies, and attitudes that help them cope with challenging situations. Fielding and Ruddock (2002) explained that speaking opportunities promote a strong sense of involvement in the community, appreciation of oneself, learning management, and customizing learning.

The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our spoken performance reflects our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts (Luoma, 2004).

Celce-Murcia (2001, p. 103) argues that for most people “*the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.*”

Speaking skills are important to achieve the career success. Speaking enhances one's personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, and represent organizations in international events.

In 2008, Griffin noted that speaking to the public gives speakers the power to influence people and shape their decisions.

According to Cushman & Cahn (1985), speaking is a cross-cultural communication system whose function is to regulate consensus with respect to the recognition of cross-cultural identities and the coordination of a nation's political, economic, and social functions with other nations.

2.3. Purpose of Speaking

Analyzing speaking purposes more precisely, Kingen (2000, p. 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

- 1) Personal- expressing personal feelings, opinions, beliefs and ideas.
- 2) Descriptive- describing someone or something, real or imagined.
- 3) Narrative-creating and telling stories or chronologically sequenced events.
- 4) Instructive-giving instructions or providing directions designed to produce an outcome.
- 5) Questioning-asking questions to obtain information.
- 6) Comparative-comparing two or more objects, people, ideas, or opinions to make judgments about them.
- 7) Imaginative-expressing mental images of people, places, events, and objects.
- 8) Predictive-predicting possible future events.
- 9) Interpretative-exploring meanings, creating hypothetical deductions, and considering inferences.
- 10) Persuasive-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- 11) Explanatory-explaining, clarifying, and supporting ideas and opinions.
- 12) Informative-sharing information with others.

2.4. Functions of speaking

Speaking is very important, especially in daily communication. A person is recognized that he/ she is educated from the way and what he/ she is speaking. When speaking, someone has to know what to speak and understand the ideas of what he/ she is talking about.

Richards (2008, p. 21) says, *“In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule’s framework (after Jones, 1996, and Burns, 1998): talks as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in term of function and requires different teaching approaches.”*

Brown and Yule (1983) (in Richard, 2008) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

a) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other. Burns (1998) distinguishes between two different types of talk as transaction.

The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved.

The second type is transactions that focus on obtaining goods or services, such as checking into hotel or ordering food in a restaurant.

c) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The focuses are on both message and audience.

Speaking has its functions which cover talk as interaction, transaction and performance which have been mentioned above. The functions of speaking show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication.

2.5. Sub-skills of Speaking

Speaking English automatically and fluently is very difficult for many non-English speaking people, especially students. To be able to communicate well, a speaker has to master two skills in speaking. They are micro-skills and macro-skills.

The learners begin either with the smallest units of language or with the larger parts of language; with the macro-skills or the micro skills. These two approaches are called bottom-up or top-down approach to speaking; the first means learning for example individual sounds, and moving through the mastery of words and sentences to discourse. The top-down approach, on the other hand, proposes that the learners start with bigger or larger units, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

➤ The micro-skills of speaking

Brown (2000, p. 272) lists 16 points of micro-skills in speaking as follows:

- 1) Produce chunks of language of different lengths.
- 2) Orally produce differences among the English phonemes and allophonic variants.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intentional contours.

- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor your own oral production and use various strategic devices – pauses, filters, self-corrections, backtracking – to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.
- 12) Accomplish appropriately communicative functions according to situations, participants, and goals.
- 13) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- 14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 15) Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- 16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

The macro-skills of speaking

- 17) Appropriately accomplish communicative functions according to situations, participants and goals.
- 18) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.
- 19) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 20) Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
- 21) Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.

(Brown, 2000, p. 272)

Macro and micro-skills of speaking should be mastered by the students. As the result, they will speak the correct and appropriate English.

3. Teaching speaking

To know a certain amount of grammar and vocabulary doesn't help learners of a foreign language to master it, they also need to employ the forms and the new vocabulary items into real-life situations. The teacher's role has been shifted from building repertoire to teach and test items to building students' skills in using these (Jensen, Sandrock, & Franklin, 2007).

“Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple”. (Bailey, 2003, p. 48)

Speakers cannot achieve successful and sufficient results until they are subjected to basic linguistic skills such as grammar, pronunciation and vocabulary, as well as sociolinguistic skills such as recording the words and contextualizing the language. Teachers used to concentrate on instructing grammar and vocabulary in isolation, making it difficult for assessors to evaluate the ability to use language (McKay, 2006).

Teaching speaking to ESL learners is to

- 1) Produce the English speech sounds and sound patterns.
- 2) Use word and sentences stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency. (Nunan, 2003)

3.1. Activities to enhance the speaking skill

In the foreign language context of learning, there is a problem which teachers have been aware of for a long time. It is the problem of the learners who cannot communicate appropriately, but who are structurally competent. In order to overcome this problem, the processes involved in fluent conversational interaction need to be dealt with are as follows:

- **Discussion:** Teachers can suggest interesting, and important topics that students can discuss or talk about especially in the target language. The related topics should be easy and understandable. As a start, EFL teachers can relate the topics with learners' interests before moving to serious topics like social issues or the world politics. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

- **Role Play:** another way of getting students to speak is role playing. Role Play gives a chance to learners to pretend that they are in different social contexts and have a set of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel.
- **Simulation:** Simulations are very similar to role-plays, but what makes it different than role plays is that they are more elaborate. In simulations, learners can bring items to the class to create a realistic environment. For instance, if a learner is acting as a singer, she or he brings a microphone to sing, and so on. Simulation has many advantages because it is entertaining. It makes the students motivated and increases the self-confidence of hesitant learners because of its activities which help them to be different people not themselves and feel freer.
- **Brainstorming:** This activity helps learners to produce ideas in a limited time; on a given topic. Learners generate ideas quickly and freely depending on the context, either individual or group. Brainstorming is effective for both. The good characteristics of brainstorming are that the learners are free to express themselves because they are not criticized for their ideas so learners will be open to sharing new ideas.
- **Storytelling:** This activity gives the chance to learners to summarize briefly a tale or story which they read or heard from somebody beforehand; or they even create their own stories to tell their classmates which make them more creative in their way of thinking and the way how they express their ideas.
- **Interviews:** Learners can select topics and manage interviews with various people about it. With interview, the teacher can show the learners what type of questions they can ask or what way to follow. After that learners should prepare their own interview questions. For learners, conducting interviews with people

can give them a chance to practice their speaking ability inside and outside the classroom and help them to be closer from the society.

- **Story Completion:** Teacher can ask his/her learners to read a short story, newspaper or magazine before coming to classroom in order to report what they find it interesting to their classmates.
- **Picture Describing:** An activity makes learners using pictures in a speaking activity by giving the learners just one picture and giving them the freedom to describe what it is in the picture. In this activity learners discuss the picture in different groups, and al or group. , and then just a spokesperson for each group describes the picture to his/her classmates. This activity can enhance the creativity and imagination of the learners as well as their public speaking skills.

3.2. Characteristics of good speakers

The speaker is a person, a locutionary agent, who carries out a linguistic operation with an intention to communicate (Maynard, 2007). Each participant is a speaker and listener. Sometimes more than one person speaks simultaneously, but in general, transition from speaking to hearing and back is handled very carefully. (Jackson & Stockwell, 2011)

Speaking requires that learners know how to produce the linguistic competence, grammar, pronunciation, or vocabulary. They also need to understand the sociolinguistic competence, which includes the answers to many questions e.g. when, how, what, who, why to produce a piece of language. Therefore a good speaker is the person who is able to master the success of exchange (Van Duzer, 1997). Speakers of a language must be able to anticipate the linguistic elements and then to produce these linguistic elements in their specific contextualized situations.

Unrban (2007) mentioned the characteristics of a dynamic, effective, confident speaker in his book (p. 5-6) as below:

- 1) The confident speaker listens to himself critically. He can instantly recognize his mistakes and how to correct them immediately and goes on.
- 2) An effective speaker has the ability to control the strength and clarity of his voice in a proper breathing.
- 3) An effective speaker avoids making vocal mistakes; to speak in a normal speed, not very quickly nor very loudly, not to whine nor to use nasals, not to hesitate or to fade out at the end of the sentences. Such vocal mistakes are considered as barriers to the listener's understanding the message.
- 4) An effective speaker speaks clearly; to enunciate the words completely, opening his mouth enough to articulate every syllable of every word. Clearly, he completes his words flow and separates his thoughts.
- 5) An effective speaker uses dynamics; not to drone on and on a monotone voice, varying the pitch, volume, pace and speed of speech. He also adds different pauses in different places to allow thoughts and concepts be shaped, and understandable to the audience.
- 6) An effective speaker has a powerful vocabulary; not over people's heads, nor force phony. He has the ability to incorporate words into his speech that denote intelligence and an active mind. He avoids using clichés and overused words.
- 7) An effective speaker controls his body language. He knows exactly which posture to create, maximize the voice tonal quality, be careful to make eye contact with the audience, smiles, shows warmth and sincerity and doesn't use the hands too much.
- 8) An effective speaker points, relates to his audience, keeps the presentation clear and interesting and involves his audience.
- 9) An effective speaker can put it all together; understands the features of an effective and dynamic speech, works to include all elements together regardless of the situation.
- 10) An effective speaker always looks to improve; gives his performance a proper scoring, doesn't feel completely satisfied with his performance, realizes that promotion and improvement can happen but never will achieve perfection.

SECTION TWO: Social Networks

In this section; we will discuss the meaning of Social Networks; we will go back when Social networks were first launched; we will also discuss their importance and different types. In addition; we will attempt to examine the relationship between SN and language learning interaction; in particular the Speaking skill. In conclusion; the relationship between SN and language speaking skills is discussed.

1. Definition of Social Networks

Social Networks have different definitions, some of which are among many:

According to (Oxford Dictionary; 2011) Social networks are characterized as ' using dedicated websites and applications to interact with other users or finding people with similar interests as their own. Also; a Social Network is a platform that enables individuals with similar interests to be interactive and share info, photos and videos. People who interact on social network sites as a personal activity use different kinds of media to address their lives and interests.

According to Boyd and Ellison (2008), "SN" will be defined as web- based services that allow people to build a public profile within a bounded framework, list alternative users with whom they share connection, and display and traverse their list of connections and people generated by others within the system.

The social media sites, mostly public web-based services allow users to develop a personal profile, read and react on the postings on the site (Boyd. D.M. and Ellison. N. B. 2007)

2. The significance of the term Social Networks

The term "web-based life" can be derived from two words, social and systems. The main term is Social, meaning associated with society and the way it is sorted out, where they meet and invest energy with other people. The following is Networks, a series of at least two linked PC systems (Eren, 2012; Beal, 2015; Namaziandost, Sabzevari, & Hashemifardnia, 2018).

Again if we combine these two words together; the result would be Social Networks that allow any of people connected together to communicate easily.

3. History of Social Networks

The first social networks was created in 1994, the so called Geocities. Geocities allowed users to make and design their own Websites, they were organized as groups based on similar content. A year later, the Globe.com site was launched to the public, offering users the flexibility to interact with people who have similar hobbies and interests, and to publish their own content. A few years later, AOL Instant messenger and SixDegrees.com site were launched to the public in 1997. Instant electronic communication was born, giving users the freedom to talk and chat with friends and build a profile. Communication was born, giving users the freedom to talk and chat with friends and build a profile. AOL was probably the truth precursor to today's social networking sites. The member profiles allow edits users to write pieces of information and share details concerning themselves. The profiles were searchable thus individuals might look your profile up. Such innovative features made a revolution in the history of Social Networks. Similarly, other SNWSs were designed, such as classmates, Friendly, Hi-5, just to name a few.

4. Importance of social networks

Social Networking facilitates contact between learners, as indicated by Ferdig (2007), and theoretically enhances active learning as in the world of student-centered constructivists. Social Networks are an important learning tool. Sites of social networks involve students and need to be studied as information distributors. Through development in its applications, the internet has grown. Social networks have established the social aspect of online environment.

The link of social networks started as a simple operation, but it transformed into a trend and the websites of social networks use information exchange, messaging and blogging in different ways.

We think the value of social networks turned out to be more than just talking or creating new relationships to communicate and share ideas of all kinds but also:

- It can provide interact with students, facilitate face to face encounter with other students
- Spending so much time working with new technologies, students develop more familiarity with computers and other electronic devices. With the increased focus on technology in education and business, this will help students build skills.
- .Getting regular news updates through following, there will always be an interesting topic to debate in class.
- Any student can quickly and easily find high authority research material using Twitter in education.
- Blogs: Teachers and students can easily setup a blog for multiple purposes.

Teachers can use the blog as one place online that can host a classroom website and be the central location students go to gather information about upcoming assignments or examples.

5. Types of Social Networks

Social Network sites have become popular. Formerly; they were designed for communication purposes and to improve the exchange of information among small groups of users, with a huge number of users joining the groups and becoming regular customers.

There are many social networking sites that most people around the world are using, let's start by narrowing down some of them:

5.1. Facebook

(FB) is an American online social media and social networking service based in Menlo Park, California and a flagship service of the namesake company Facebook, Inc. It was founded by Mark Zuckerberg, along with fellow Harvard College students and roommates Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes (Wikipedia contributors, 2019).

It is a popular free social networking website that allows registered users to create profiles, upload photos, and videos, send messages and keep in touch with friends, family, and colleagues. The website, which is accessible in 37 different languages, includes public features, such as: Marketplace - Groups - Events - Pages Presence technology.

5.2 Twitter

Founded in 2006, Twitter gained much prominence in 2007. Twitter is a free social networking microblogging service that allows registered members to broadcast short posts called *tweets*. Twitter members can broadcast tweets and follow other users' tweets by using multiple platforms and devices. Tweets and replies to tweets can be sent by cell phone text message, desktop client or by posting at the Twitter.com website “What is Twitter?-Definition from WhatIs.com”, 2020).

5.3. YouTube

It is a video sharing site that enables users to view and share their own videos posted by other users. The service was founded in 2005 as an independent website and purchased in 2006 by Google. Videos uploaded to YouTube may appear on the YouTube website and may also be posted and shared on other social networks. The YouTube motto is “*Broadcast Yourself*”. This means that the YouTube service is primarily designed for ordinary people who want to publish their created videos (Christensson, 2009).

5.4. Instagram

Instagram is a website for posting images online. With a single click, it has different types of photo filters to your pictures and share them with others. Although a very basic service, the simplicity of Instagram has helped it gain widespread popularity. Instagram is available on iOS devices, such as iPhone and iPad, as well as Android devices like Google phones and tablets, Samsung, etc. It can also be accessed from a computer on the web, but users can only upload and share photos and videos from their devices.

6. Social Networks and Language Teaching

Social media has been described as a community of Internet-based apps built on the Web's conceptual and technical roots and enabling user-generated material to be produced and shared (Kaplan & Heinlein 2010).

Although language teachers are quite used in their teaching to the use of online resources, social media incorporation is still relatively rare, however, as one of the key objectives of language teaching is to facilitate interaction and collaboration, language teachers should be motivated to keep using these resources to improve their student's language learning experience in terms of meaningful communication. Increasing the use of virtual learning environments (VLE) in higher education has encouraged increasing student interaction with online activities, and VLEs such as Moodle include many social media platforms that allow educators to easily integrate them into the learning platform (Mc Dermott, 2020).

6.1. Social Networks and English Language Learning

For non-native English language learners and teachers today, some learning and teaching problems can be faced. Despite resources and multi-channels of instruction, the performance of learners for English is declining in the 21st century. Therefore, we need to recognize or explore how social networks can be used to solve the problems of learners in mastering English. Traditional language teaching approaches are no longer appropriate for today's learners. In addition to classrooms provided with social networks, the alternative could be more free materials and activities. Education through social networks is a continuous learning and assessment process that never ends and gives a real opportunity to practice the language beyond the classroom walls (Hockly & Dudeney, 2007).

Social networking provides a range of language acquisition resources. Through such sites, learners will have a broader ability to reach English native speakers.

In addition to relevant skills such as communication, ingenuity, critical thinking and engagement, social media can skillfully provide a 21st-century learning experience. The future of learning through social media networking is also secure in knowing that technology is constantly innovating — it always will be a thing in the future.

6.2 Using Social Media in Teaching Speaking

In the 21st century, various innovative social media tools are being introduced to teach speaking skills in the classrooms, these social media tools have been regarded as ways of helping students to improve language skills such as speaking. Moreover, it gives learners a chance to be engaged in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given.

Nevertheless, every day teachers are getting access to some new social media, which join hand in hand with teaching speaking. As the conventional teaching methods of speaking such as; the chalk and talk methods seems to be 23 outdated, the modern media tools can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. To improve teaching speaking, teachers can advise their students to use some social media networks like ; Facebook, Skype, Google talk and other applications where they could practice the language with friends, other classmates, teachers, and even native speakers of the target language outside of the classroom. Whereas, within the classroom, teachers may find a lot of materials, for instance, videos, radio, voice recordings, quizzes, etc. In this way, students get exposed to a great amount of target language and these help them not only to develop their speaking skills but also, they will be provided with correct forms of grammar, pronunciation and comprehension.

7. The Effects of Media on Teaching Speaking

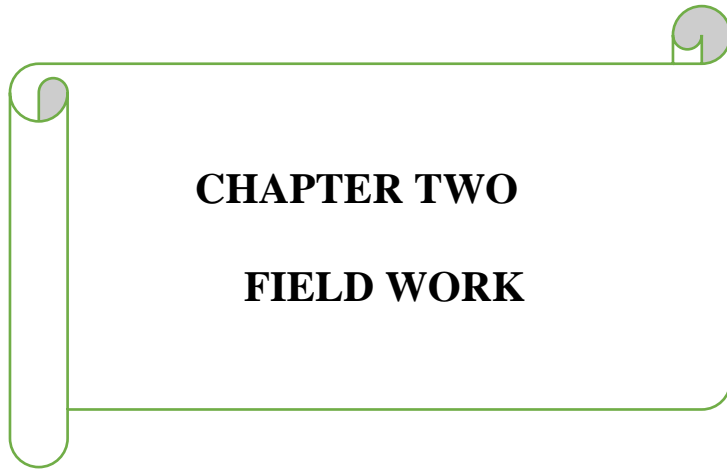
Speaking is a crucial part of second language learning and teaching through which students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, and with the development of new social media tools, teaching speaking has become easier, faster and effective. However, these social media tools enable the students to:

- 1) Develop their grammar, vocabulary, reading, writing, and pronunciation, listening, and speaking skills (Levy, 2009).
- 2) Oral digital diaries, give students the chance to practice the language more often, help them to break their hesitation, shyness, and anxiety, and thus affect their fluency level (Shumin, 2002).
- 3) Social media could be a helpful way for second language learning as it allows for a more personal and nuanced use of the language in a safe environment (Thomas, 2009).
- 4) Using video in teaching speaking is considered as an effective technique to improve students' speaking ability and motivation to join the speaking activity (Erben.T, Ban. R &Castañeda. M, 2009:86).
- 5) The use of social media redistributes teachers and classmates' attentions so that less able students can become more active participants in the class (Hartman et al., 1995).
- 6) Students assume responsibility for their learning, and the teacher is a facilitator rather than a purveyor of knowledge (Lebow, 1993).
- 7) The use of multimedia projects, require students to analyze sources and think about evidence in new ways (Oblinger, 2005:72).
- 8) Require higher-order thinking and problem-solving skills (Oblinger, 2005:72).
- 9) The production of the voice files offers the students a "*command of the moment that is tempered with deliberation and increased self-awareness*" (Galmin, 2005:53).

10) Students can listen repeatedly to the recordings of their own efforts against the standard of the native speaker (Barr et al., 2005:76).

Conclusion

The effect of media on education in general and on the speaking skills in particular, is clearly noticeable with the on-going development of new social media tools that have given specific attention to the need of learners. Indeed, it could be said that the use of media in EFL classrooms, provides meaningful and interesting process in language learning and students can be more motivated with its inclusion in classrooms. The next chapter will be an attempt to reflect these theoretical findings into practice.



CHAPTER TWO

FIELD WORK

Introduction

In this Chapter, we will cover the procedures followed throughout the study as well as the data collected and analyzed. The first section introduces us to the description of the methodology of this current research. It highlights the following elements: the research design, the research setting, population and sampling and data analysis procedures followed in order to answer the research questions. The second section tackles the findings of the study as well as provides the interpretation of the results obtained from the questionnaire as the data of the quantitative research is presented, analyzed, described and interpreted in a systematic manner as a practical step for the research process.

SETION ONE: Research Methodology

2.1.1. Research Design

In the present study, the researchers follow a quantitative data collection approach. The quantitative research is distinguished through the use of numbers and close ended questions. For this purpose and following the mentioned approach, a questionnaire was administered to the Fifth year English Students at Messaoud Zeghar Teacher Education College.

2.1.2. Research Setting

The research setting is the place where the research data were collected. In this study, data were supposed to be collected at the Department of Foreign Languages at the Teacher Education College Messaoud Zeghar, Setif, Algeria. However, and for the exceptional circumstances of the academic year 2020-2021 the research was conducted online through a questionnaire- making site (surveyhero.com).

2.1.3. Population and Sampling

In this study, the population was Fifth year English Students at the Department of Foreign languages in the Teacher Education College Messaoud Zeghar. 17 random Students answered the questionnaire online.

The reason behind selecting Fifth year students as a sample is that they are aware enough of their language needs as they have previously experienced two academic years. Furthermore, they are aware of the difficulties they face during Oral interaction as they still study the Oral Expression module (last year studying Oral Expression module in Teacher Education Colleges).

On the light of the above, Fifth year students is the suitable population for this Investigation.

2.1.4. Questionnaire

A questionnaire is a form containing a set of questions, addressed to a statistically significant number of subjects, and is a way of gathering information for a survey. Using a questionnaire prevents the interference of subjectivity of the researcher when analyzing data. A questionnaire is very effective in terms of time, efforts, and financial resources. It is systematic and easily controlled. The data obtained through an online questionnaire as the one we used are precise and could be analyzed easily through a computer software. Yet questionnaires could be tricky because of the superficial answers that could be given to the close ended question within them, and there is no way to ensure that the participants' answers are honest.

SECTION TWO: Data Analysis and Interpretation

2.2.1. Analysis and Interpretation of Student's Questionnaire

Question 01: Do you use Social Networks?

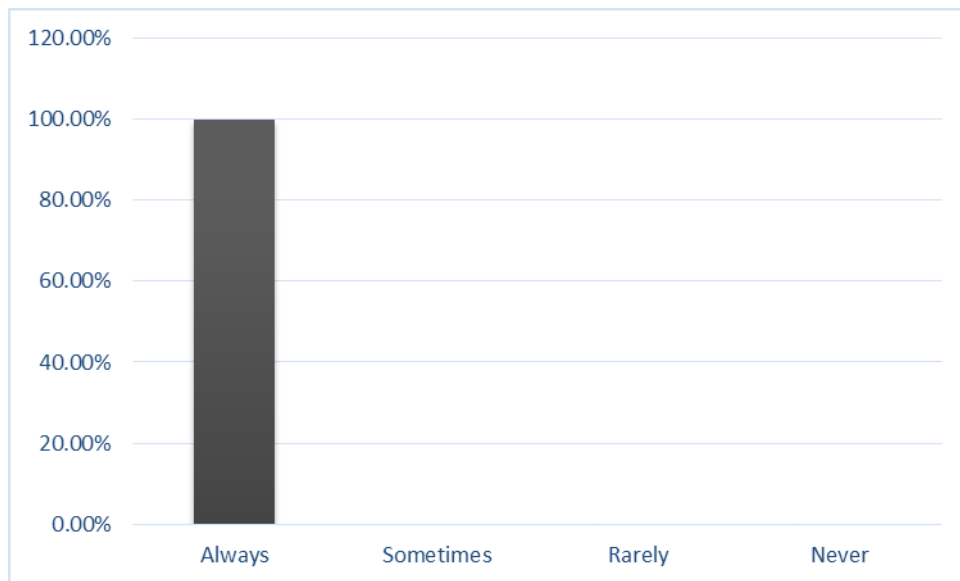
Always Sometimes Rarely Never

Table 02.
Student's use of Social Networks

	Frequency	Percentage %
Always	17	100%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%
Total	17	100%

FIGURE 02.

Students' use of Social Networks



The results show that 100% of the participants use Social Networks on a daily basis (17 out of 17 participants). This is to indicate that most of the nowadays English learning students are regular users of Social Networks in their various forms (Facebook, YouTube, Instagram and Twitter).

Question 02: Have you ever used Social Media for Educational Purposes?

Always Sometimes Rarely Never

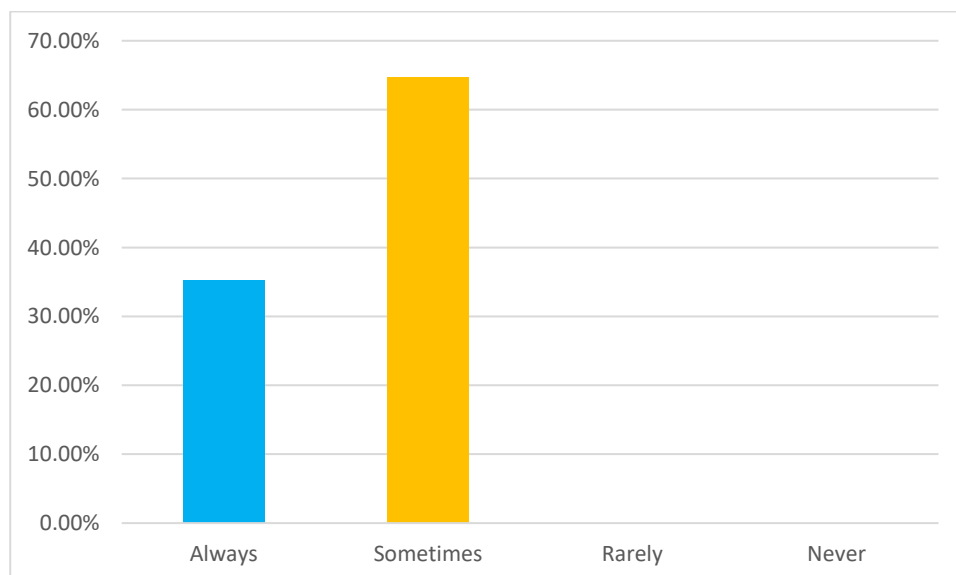
Table 03.

Students' use of SN for educational purposes

	Frequency	Percentage %
Always	06	35.29%
Sometime	11	64.71%
Rarely	0	0%
Never	0	0%
Total	17	100

Figure.03

Students' use of SN for educational purposes



The results show that 64.71% of the sample sometimes uses Social Networks to learn, while 35.29 % always use it for this purpose. No percentage is marked for rarely or never using them as an Educational tool. It is important to mention that Social Networks have become a platform where Students and teachers meet not only to plan the instruction but also to share lessons and audiovisual teaching material. That is why students find themselves obliged to log in to these Networks to stay up to date to their classes. Other learners are interested in maximizing their learning through using Social tools as a way to enhance their English Language skills by writing, Speaking, or reading in English.

Question 03: Do you get in touch with learners through the use of Social Media?

Always Sometimes Rarely Never

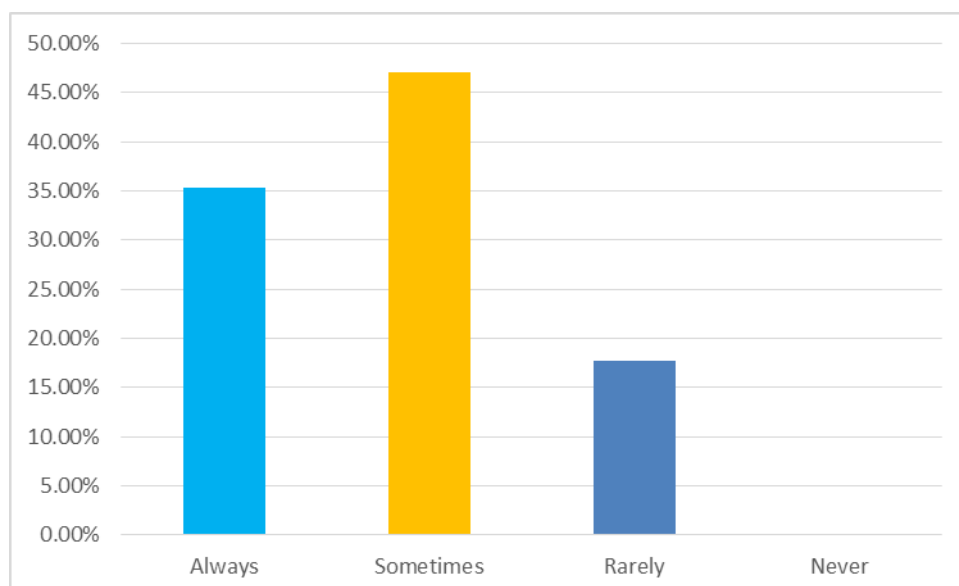
Table 04.

Students' contact with learners through Social Media

	Frequency	Percentage %
Always	06	35.29
Sometime	08	47.06
Rarely	03	17.65
Never	0	0
Total	17	100

FIGURE .04

Students' contact with learners through the use of SN



According to students responses, 47.06% of the respondents sometimes connect to other learners through the use of Social Networking, while 35.29 % always connect to them, only 17.65 % say they rarely get in touch with other learners while logging in to these sites meaning that learners usually meet purposely or spontaneously in virtual spaces like Facebook and Instagram. This increases their interaction about educational purposes.

Question 04: What language do you mostly use when using these Tools?

Mother tongue English French Other

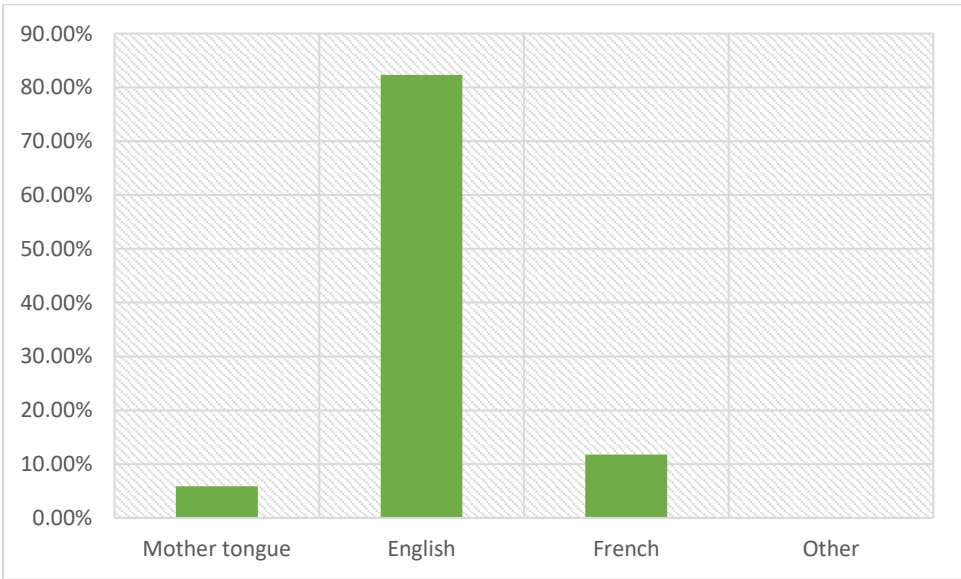
Table 05.

The language which is mostly used when using SN

	Frequency	Percentage %
Mother Tongue	01	5.88%
English	14	82.35%
French	02	11.76%
Other	0	0%
Total	17	100%

FIGURE 05.

The language which is used the most when using SN



The highest percentage 82.35% was of the most used language using Social Networks by Fifth year English Students was « English », « French » follows it with 11.76%. Only 5.88% stated that they used their mother tongue « Arabic » while Social Networking.

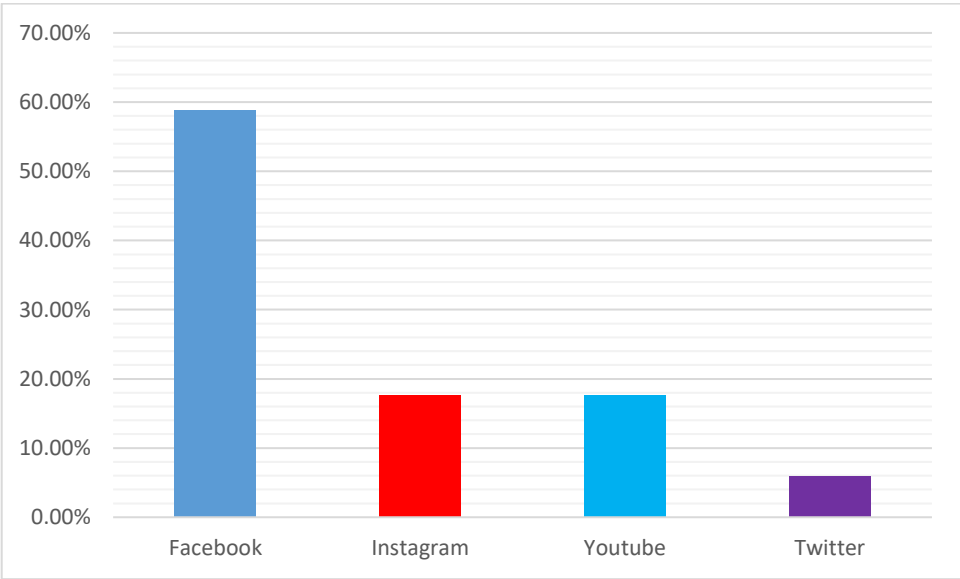
Question 05: What type of Social Networks do you use the most?

Facebook Instagram YouTube Twitter

Table N 05.
The type of Social Network which is used the most

	Frequency	Percentage %
Facebook	10	58.82%
Instagram	03	17.65%
YouTube	03	17.65%
Twitter	01	5.88%
Total	17	100

FIGURE 06. *The type of Social Network which is used the most*



The findings show that 58.82% of the research sample use Facebook the most. Instagram and YouTube came in in Second order with 17.65%. Only 5.88% use Twitter. The results imply the popularity of Facebook among students.

Question 06: To what extent can Facebook, Instagram, YouTube and Twitter be helpful to Students?

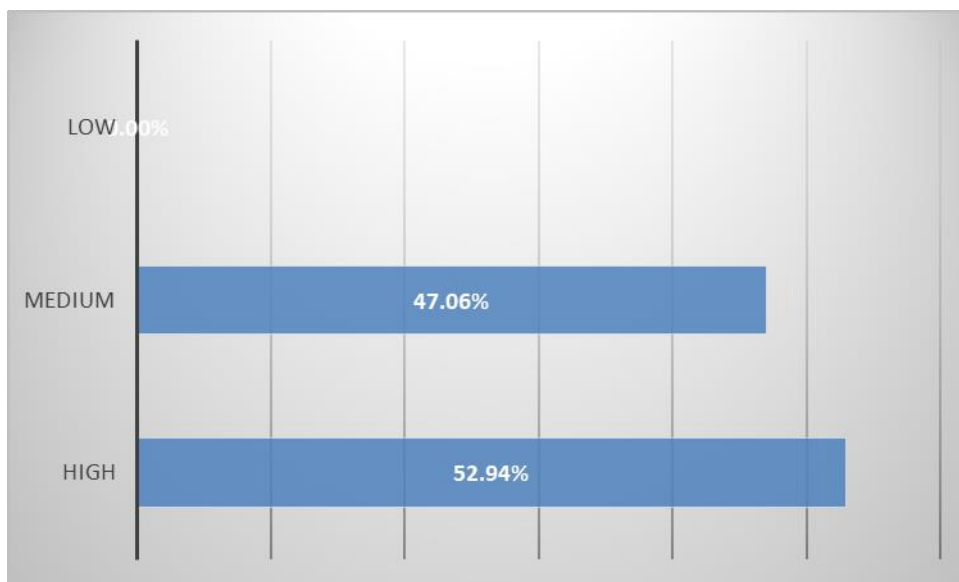
Hight Medium Low

Table 07.

Evaluation of how helpful are these types of Social Media (FB , Instagram, YouTube and Twitter)

	Frequency	Percentage %
High	09	52.94%
Medium	08	47.06%
Low	0	0%
Total	17	100

FIGURE 07.
Evaluation of how helpful are these types of Social Media (FB, Instagram, YouTube and Twitter)



The majority of students 52, 94% think that social Networks are highly helpful to students, 47, 06% consider them helpful to a medium level. No respondent thought that Social Networks were not helpful at all.

This proves that students benefit in one way or another, directly or indirectly from using these tools. The respondents were also asked to justify their answers. Students who answered that they are helpful to a big extent thought that Social Media were helpful because they connected learners and allowed them to help one another, others consider them as a place where the learner can get exposed to native speakers through listening and reading. Participants who chose « helpful to a medium degree » consider Social Networking as good and bad because on the other hand; it displays non reliable information, and wastes their time.

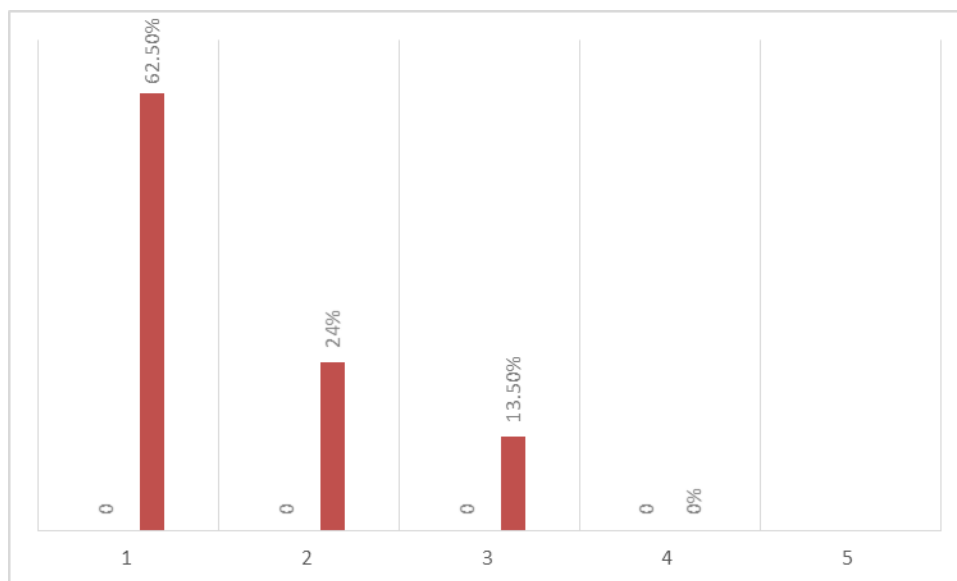
Question 07: What do you think about the use of Social Networks in improving the Speaking Skill?

Helpful do not help much not beneficial difficult to apply

Table 08.
Students' opinions about the use of SN in improving the speaking skill

	Frequency	Percentage %
It's helpful to a great extent	10	62.50
They do not help much in class	04	24
They are not beneficial	03	13.50
It's difficult to apply them in class	0	0
Total	17	100

FIGURE 08. *Students' opinions about the use SN in improving the speaking skill*



Note: 1= It's helpful to a great extent; 2= they do not help much in class; 3= they are not beneficial;4= It's difficult to apply them in class

Regarding this question, 62. 50% stated that the use of Social Networks is helpful to them to a great extent, 24% thought that they do not help much in class, and the rest 13.50% thought that they do not help with the speaking skill at all. The latter choice may be because Social Networking only supports speaking through video calls or vocal messages while most of the users opt for writing and reading text messages.

Question 08: To what extent, can connecting to native speakers reflect your level in

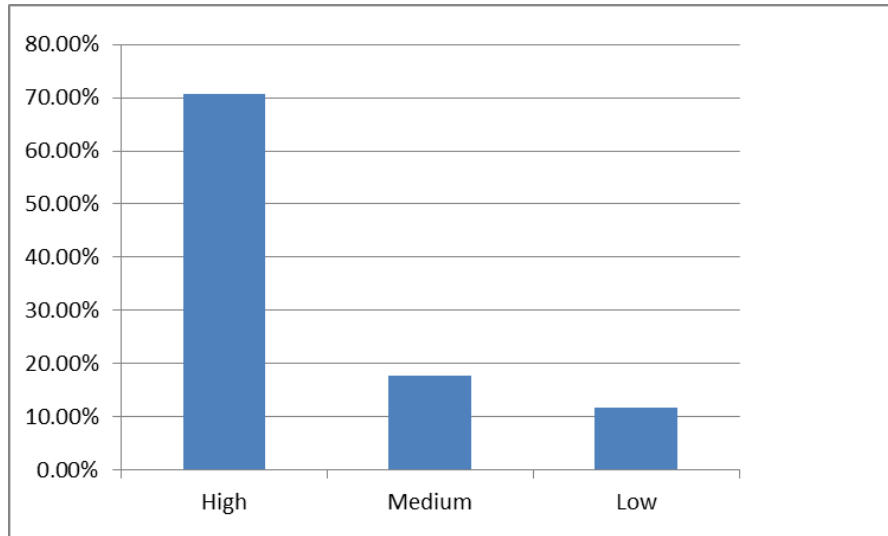
Speaking in English?

High Medium Low

Table 09. Evaluation of the connection with native speakers and its reflection on the level of speaking

	Frequency	Percentage %
High	12	70.59%
Medium	03	17.66%
Low	02	11.75%
Total	17	100%

FIGURE09: Evaluation of the connection between native speakers and its reflection on the level of speaking



76% of responses to this question were positive. They confirmed that connecting to a native speaker highly reflects one's level in speaking, the 24% remaining thought that this act does not reflect much of the speaker's level of English.

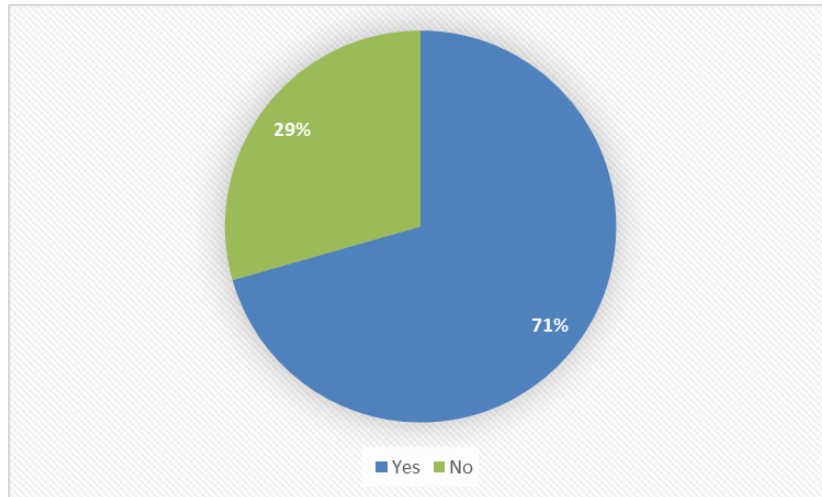
Question 09: Do you think Social Networks help you overcome your weakness in pronunciation?

Yes No

Table 10.
Investigating whether SN help students overcome their weakness in pronunciation

	Frequency	Percentage %
Yes	12	70.59
No	05	29.41
Total	17	100

FIGURE10. *Investigating whether SN help students overcome their weakness in pronunciation*



The majority of the students 70.59% agree that Social Networking improves their pronunciation. Their justification included that listening to native speakers in videos and audios was of a good help in that area. The rest of the participants 29.41% responded negatively. Their justifications included not using Social Networks to listen and speak orally but only to write and read.

Question 10: What topics stimulate you to speak while interacting with others?

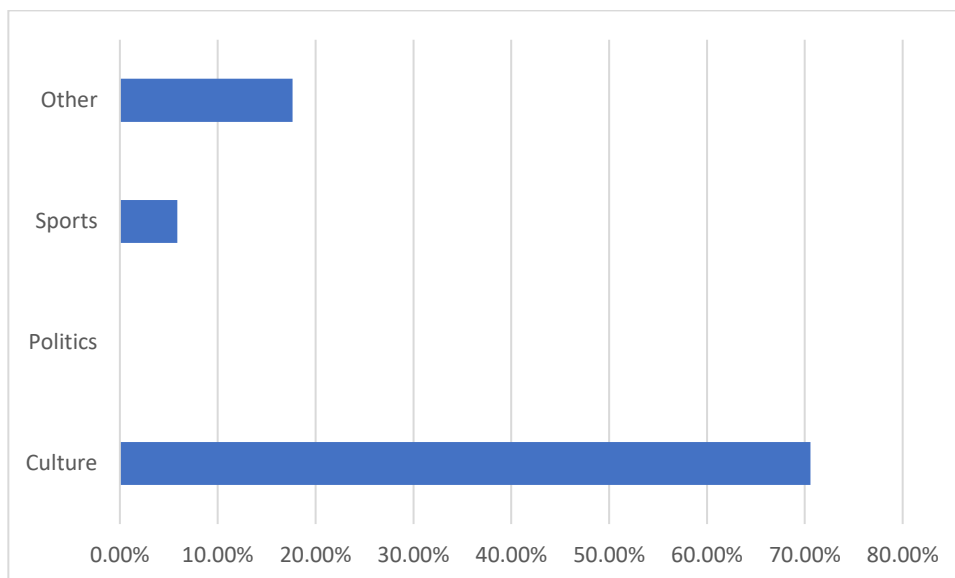
Art Culture Politics Sport Other

Table 11.

The topics that stimulate speaking while interacting with other users the most

	Frequency	Percentage %
Art	01	5.88%
Culture	12	70.59%
Politics	0	0%
Sport	01	5.88%
Other	03	17.65%
Total	17	100%

FIGURE 11. *The topics that stimulate speaking while interacting with other users*



Concerning the topics that stimulated the users of this sample to speak in the Social Networking platform, the results were the following: 70.59% discussed cultural issues with their fellow users, 17.65% said they were stimulated to speak through other topics, 5.88% felt motivated to speak when interacting with others about Art and also Sports. And none of the participants felt stimulated by politics.

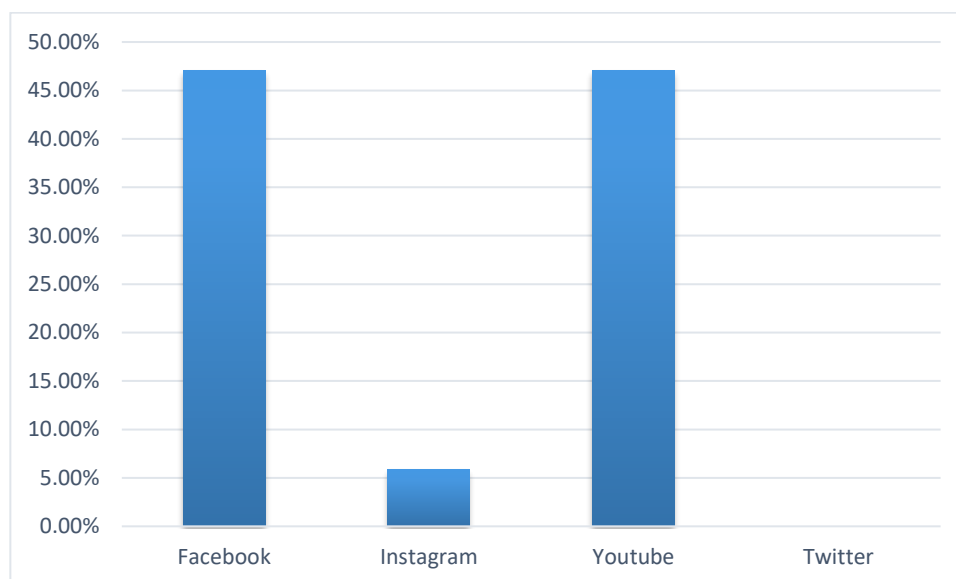
Question 11: In your opinion, which Social Network provides the most potential of oral interaction?

Facebook Insatgram YouTube Twitter

Table 12. Students' opinions about the Social Network that provides the most potential of oral interaction

	Frequency	Percentage %
Facebook	08	47.06%
Instagram	01	5.88%
YouTube	08	47.06%
Twitter	0	0%
Total	17	100%

FIGURE 12. *Students' opinions about the social network that provides the most potential of oral interaction*



47.06% of the answers were in favor of Facebook, The same percentage was also in favor of YouTube. This shows that Facebook and YouTube have the highest potential use in oral expression area; the first through video and audio calls mostly, the second is through video making that is meant for larger audiences (YouTube channels) and podcasts in different domains. Only 5.88% voted for Instagram, this is due to the Networks potential of posting videos too, yet it is mostly known for instant sharing of photos. 0% of the sample voted for Twitter. This is evident because Twitter is a tool that only supports writing status updates.

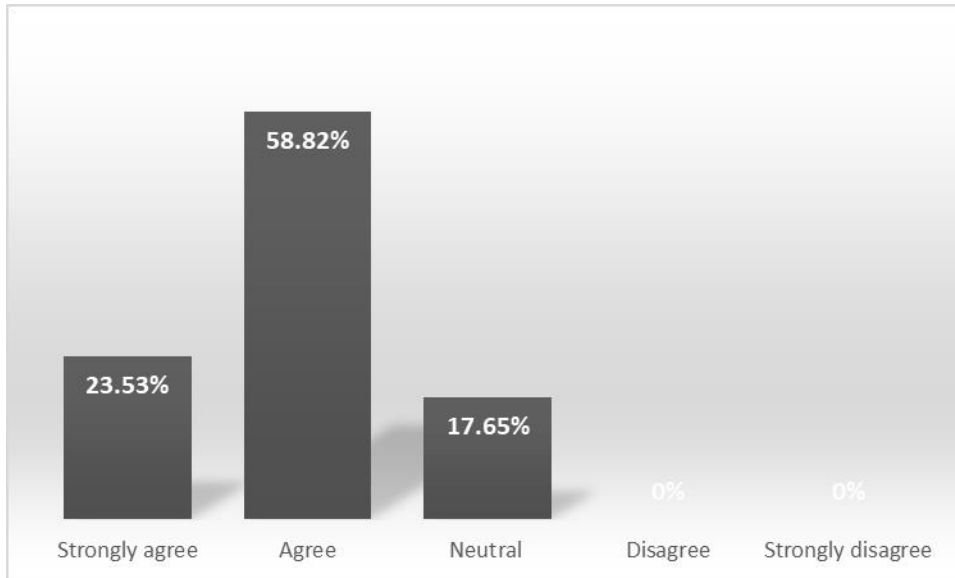
Question 12: Social Networks give enough exposure to English Language and useful expressions to prepare you for the speaking practices?

Table 13. *Investigating whether SN give enough exposure to English language and useful expressions to prepare students for the speaking practice*

	Frequency	Percentage %
Strongly agree	04	23.53%
Agree	10	58.82%
Neutral	03	17.65%
Disagree	0	0%
Strongly disagree	0	0%

Total	17	100
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FIGURE 13. Investigating whether SN give enough exposure to language and useful expressions to prepare learners for the speaking practice



As shown in the figure, most of the students agree or strongly agree that Social Media provides them with the language exposure that prepares them for the speaking practices. Only 17.65% are neutral. None of the participants disagree with the statement above. This ensures us that the mere exposure of English Language through these tools helps in direct or indirect ways in the oral expression practice.

Question 13: Do you have any advice or suggestion concerning the use of Social Networks to enhance the speaking skill of English Language Learners?

The questionnaire sample gave some pieces of advice concerning the use of Social Networks in improving the speaking skill of English learners. Some suggested using Social Networks in following useful content like Educational pages on Facebook and and channels on YouTube. Others thought that it is best for students to read and listen at the same time to improve their pronunciations. Another piece of advice was that learners must interact with native speakers in order to improve their skill.

2. Discussion of results

The main aim of this thesis is to investigate EFL learners' perceptions on the use of Social networks to enhance their oral performance. To sum up, the results of the learners' questionnaire show that there are positive attitudes on SNS. Moreover, students' questionnaire shows that most of the participants indicate that Social Networks helped them to develop their speaking productions since they suffered from stammering, lack of vocabulary, speaking anxiety and so on. They are concerned about them. So, they need the help of technology in general and SNS in, particular, to learn how to speak fluently and accurately, and to be given the chance to practice the target language orally. According to the students, they preferred to use Social Networks to overcome their speaking weaknesses and try to work on them. In addition, they preferred to listen and respond orally through different platforms such as; Fb, Instagram, Twitter and so on.

Conclusion

In this chapter, we have presented the research methodology that we have followed. First, we presented the population of the study, described the students' questionnaires as a data tool. After that, we have analyzed the extent to which social networks are beneficial to learners, also, summarized the findings that we have obtained.

General Conclusion

Communication is considered as a significant part of our everyday live, it is a process of sending and receiving information among people. It helps us to express our ideas and feelings and at the same time, it allows us to understand the thoughts of the others. However, in the last decades, there have been many social changes that mainly affected all domains as a result of the evolution of technology. This latter has presented humans to endless opportunities of communication during his lifetime.

When talking about the Algerian system, we can note that the speaking skill is neglected during the lessons of foreign languages. Class time is focused on reading and writing practice forgoing the other skills. Thus, improving the speaking skill is a hard task for EFL learners in our context. It requires new strategies to help them become better at using their oral abilities.

Therefore, this study has been focused on the effectiveness of using SNSs in improving EFL learners' speaking skills. It looks at the attitudes of Fifth year students of English at Teacher Education College Messaoud Zeghar, Setif; and investigates the impact of using SNSs as a strategy to develop their oral skills. It studies the effects and influence of Social Networking websites on EFL learners speaking skill and determine to what extent Social Networks can be helpful and supportive tool for the students to improve their oral performance and overcome their fears in this area. Concerning the structure, this study is composed of two parts: a theoretical part in chapter one and a practical part in chapter two. The theoretical part was an overview on the Speaking skill, as well as about Social Networks. The practical part of this study is contains the research methodology and the analysis of data obtained from the questionnaire. The findings confirmed the hypothesis that suggests that learners will enhance their speaking skill if they use Social Networks in an appropriate way.

Finally, the researchers hope that the present work may help students to develop their speaking fluency through these new social media tools, and wish that this research may be useful for further researches.

Limitations

Limitations are the weakness or variables over which the researcher has no control that may negatively impact the results or generalization of the results. In current research, the sample selected was specifically fifth year students in Teacher Education College of Setif, the results obtained in this study may not be applicable to students outside of this designation.

The study focused on the use of SN in enhancing student's speaking skill, we have just wanted to explore the use not to test due to the time and the lack of chance because of the Corona Virus crisis that took over the country and world which deprived us from having real Contact with our target population. As a result the questionnaire was posted on Facebook and Other SN instead of hand to hand distribution. In addition, the questionnaire was meant to be tackled by fifty (50) students but unfortunately only seventeen (17) have answered due to unknown conditions.

Delimitations

Delimitations are features that can be determined so as to determine the parameters or the scope of the study (Simon, 2011). The scope of the present study is limited to focus just on exploring the impact of Social Networks on EFL and their speaking skill, specifically. One research tool is used to gather data; a questionnaire.

Pedagogical Implications and Recommendations

This study has brought to light some issues related to the process of speaking, and the perceptions of EFL learners on the role of SNS in learning speaking. The present section is entirely devoted to state some possible recommendations and suggestions regarding the employment of Social media as a learning material to develop learners' speaking abilities.

Since EFL learners show a positive attitude towards learning to speak through the use of social networks, teachers need to assign their learners with tasks that help them communicate and learn with one another.

Likewise, technology might be a convenient means to fulfill such goal. The general findings of the current study revealed that the use of Social media is becoming broader and broader among learners. They make use of it in different fields to achieve different goals including educational ones. Besides the fact that Social media provides time and shortens the distances, they create a relaxing context for learners to talk freely and express their ideas without any fear of embarrassment or lack of confidence. Therefore, they help the learners to overcome many speaking difficulties and boost their speaking skill. After the analysis of the findings obtained students and questionnaire, we suggest the following recommendations:

- Students should use social networks appropriately in order to develop their speaking skill
- Students should be interested with such materials because they will help them in learning the English language with new technology
- Students should benefit from watching social media's video courses, and using various social media.
- Students should use social networks appropriately in order to develop their speaking skill
- Students should be interested with such materials because they will help them in learning the English language with new technology
- Students should benefit from watching social media's video courses, and using various social media.

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List of Appendices

Appendix A

Students Questionnaire

Dear students,

This questionnaire is designed to fifth year EFL students at Teacher Education College. It aims at gathering information about the impact of social networking on the speaking skill of EFL learners. We will be very grateful if you help and give us your time by answering the following questions:

1. Do you use Social Networks?

Always Sometimes Rarely Never

2. How often do you use Social Media?

Always Sometimes Rarely Never

3. Have you ever used Social Media for educational purposes?

Always Sometimes Rarely Never

4. Do you get in touch with learners through the use of Social Media?

Always Sometimes Rarely Never

5. Which language is mostly used when using these tools?

Mother Tongue None of these languages English French

6. What type of these Social Networks do you use most?

Facebook Instagram YouTube Twitter

7. To what extent can Facebook, Instagram, YouTube and Twitter be helpful to students?

High Medium Low

Justify

8. What do you think about the use of Social Networks in improving the speaking skill?

It is helpful to a great extent they do not help much in class

They are not beneficial It is difficult to apply them in class

Others:

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

High Medium Low Others.....

10. Do you think that Social Networks help you overcome your weakness in Pronunciation?

Yes No

11. What topics stimulate you to speak while interacting with other users?

Art Politics Culture Sports Others.....

12. In your opinion, what are the Social Networks that provide the most potential of oral interaction?

Facebook Instagram YouTube Twitter

13. Social Networks give enough exposure to English language and useful expressions to prepare you for the speaking practices?

Strongly agree Agree Neutral Disagree strongly disagree

Thank you for your cooperation

جزءاً مهماً من حياتنا اليومية، فهو عملية إرسال واستقبال المعلومات بين الناس. يساعدنا على التعبير عن أفكارنا ومشاعرنا، وفي نفس الوقت، يسمح لنا بفهم أفكار الآخرين. في العقود الماضية، أعطت التطورات التكنولوجية فرصة كبيرة للإنسان من حيث التواصل الاجتماعي حيث أصبح ضرورة بالنسبة له خلال حياته ومع ذلك في النظام الجزائري، يتم تجاهل خاصية ممارسة اللغة شفهيًا و التركيز كله يقع على ممارسة القراءة والكتابة بدلاً من المهارات الأخرى. وبالتالي، فإن تحسين مهارة التحدث مهمة صعبة بالنسبة لـ طالبة اللغة الإنجليزية كلغة أجنبية. مما يتطلب استراتيجيات جديدة لمساعدتهم على تحسين استخدام قدراتهم الشفوية. من هذا المنطلق، ركزت هذه الدراسة على فعالية استخدام مواقع التواصل الاجتماعي في تحسين مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تتطلع الدراسة اكتشاف فعالية استخدام مواقع التواصل الاجتماعي كاستراتيجية لتطوير مهارات طالب السنة الثالثة في اللغة الإنجليزية في المدرسة العليا لالساتذة في سطيف (مسعود زغار) الشفوية. إذن، تتكون هذه الدراسة من جزئين: الجزء النظري في الفصل الأول، الجزء العملي في الفصل الثاني. كان الجزء النظري نظرة عامة على مهارة التحدث ومواقع التواصل الاجتماعي، وكان الفصل الثاني حول استخدام مواقع التواصل الاجتماعي لتحسين هذه المهارة. كان الجزء العملي من هذه الدراسة تحليلياً للتأكد من الفرضية عبر فحص النتائج التي تم الحصول عليها من استبيان طالب السنة الثالثة. وافقت النتائج فرضيتنا الأمر الذي يؤكد على أن الطلبة سيعززون مهارة التحدث إذا استخدموا الشبكات الاجتماعية بطريقة مناسبة.