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**English Foreign Language Learners Motivation Towards The Use of Social
Networks Facebook and YouTube in Developing Speaking skills: Second Year
Students at Saida University as Case Study**

Dissertation submitted as partial fulfillment of the requirements for the degree of
Master in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date:

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Dedication

I dedicate the present work to:

To My great parents, who never stop giving of themselves in countless ways, and
my beloved brothers

To My friends who encourage and support me, particularly my dearest Sid Ahmed
, who stands by me when things look bleak.

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This work would never be accomplished without the force and ability that the Allah enormous had given me.

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To all my classmates for the nice time we spent together helping one another.

Abstract

Algeria, English is considered as a foreign language where opportunities for authentic oral practice are few throughout the learning period. The students are unable to interact freely in English because they receive insufficient practice in speaking skills. Indeed, this skill needs to be learned and require active behaviour. As a teacher, he/she should find some strategies in order to motivate his/her learner to speak in the classroom. The present research paper aims to motivate EFL learners toward the use of social networks to develop their speaking skills. This study has been conducted with (50) second year LMD students of English at Saida university with (06) teachers. The participants are selected randomly. For data collection, two questionnaires have been submitted one for students and the other for teachers to find out the effectiveness of this strategy. The data analysis is scrutinized and interpreted through a descriptive research method by which to describe students' attitudes. 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 give a significant opportunity for the language learners to collaborate in authentic ways. This means that the social networks are a useful learning way in improving one's performance in the foreign language.

Key words: Develop, EFL learners, Motivate, Social networks, strategies, speaking skill.

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List of Abbreviations:

EFL: English as Foreign Language

FL: Foreign language

SNs: Social Networks

SNSs: Social Networking Sites

Q: Question

N: Number

%: Percentage

List of appendices:

Appendix A: Students' questionnaire

Appendix B: Teachers' questionnaire

General Introduction

Language plays a vital role in the development of human ability since it is the major means to communicate effectively in a target situation. When teaching English as a Foreign Language (English foreign language), the learners need to master the four language skills: Listening, Speaking, Reading and Writing in order to achieve a high level of abilities in producing and receiving the target language in its oral or written forms. Among the four key language skills speaking is considered to be the fundamental product of building a language however, Language teaching has continually been going through a range of difficulties in the process of searching for successfulness. One of the most essential problems that EFL instructors come across is how to make learners use the language accurately in real context. Similarly, Students are proved to have low performance when they are asked to accomplish activities that demand speaking in class.

In Order to discover remedial options for this low performance by learners, teachers and instructors opted for a range of activities and techniques that make the learner use the language. However, the language they study in class is now not helping them to improve their communicative competence.

The student of the twenty-first century can never learn how to speak via drills or memorized words, instead, he would be stimulated to learn if the learning is interesting and entertaining. Social networking websites are taking up the majority of students' time. It can be viewed an educational tool, if it used properly.

This dissertation tries to motivate the learners to use social networks as a new way to improve their speaking competencies. it deals with secondyear learners of Moulay Tahar university at Saida. It purposes basically to decide to what extent social networks can impact the enhancement of students' speaking skill, it is great significance to measure the extent to which social networks can help education and EFL members, especially with the innovations of new technologies

This study is believed to open the door to new unprecedented strategies and pedagogies that will enrich the area of teaching in the future. This research work is designed to discover solutions to four major research questions:

- 1) Can learners use the social networks as a learning tool?
- 2) To what extent, Social Networks influence students' speaking skill?
- 3) How can Social Networks be useful in EFL context to enhance student'

Speaking proficiency?

4) What impact does the use of social networks have on the other skills?

Concerning the thesis questions, the main hypothesis is learning via social networks can be an effective technique in improving one's speaking competencies in a foreign language. Hypothesis that, then, are subsequently proposed are:

- 1) The use of social networks may improve language learning.
- 2) Social networks are open areas where learners can get exposure to and practice in all four major language abilities— speaking, listening, writing, and reading –in order to increase their language skills.
- 3) The social networks might be a useful device to enhance learner's speaking ability so that it provides a notable possibility for collaboration and communication between learners of English who are geographically dispersed.
- 4) The Use of social networks can have a positive impact on the other skills.

The research is conducted by the usage of two questionnaires as a tool to accumulate data, one directed to the students and another for teachers. The selection of this study is the second-year students of English at the University of Saida, consisted mainly of 50 students and six (6) teachers who were chosen randomly.

The current study is divided into three chapters. The first chapter outlines some theoretical issues that deal with the second communicative skill: speaking skill. In this section, the researcher defines the speaking process, and its relationship with the other communicative skills, in addition to the students' difficulties and the suitable techniques to the speaking performance.

The second chapter deals with the use of social networks to improve learners' speaking communicative skills. The author explores the implementation of technology to promote English language and the impact of the use of the internet to enhance speaking skills.

Moreover, we highlight the different available social networks that contribute to the improvement of the speaking skill, in addition to the influence of those social networks on the other skills. The third chapter deals with the analysis of the information and reporting the results obtained from the research process.

Chapter One

1.1 Introduction

This part clear up one of the most Crucial communicative skills: the speaking skill. It concerns, the importance and the integration of speaking skills in the learning process in general. Where we identify what is speaking skills, its functions and its major types moving to its relationship with the other communicative skills: listening and writing, then we are going to show the importance of that productive skill in learning a foreign language in particular. Furthermore, we specify speaking skills to EFL. In addition, we pay attention to the major difficulties that EFL learners' face when dealing with the speaking performance, and to the most relevant strategies that are used to enhance EFL learners' performance and competence.

1.2 The Importance and the Integration of speaking skills

Language has an essential part in our lives, because it permit people to communicate and share their common ideas, and Speaking among the other foreign language skills, listening, reading and writing which seem intuitively the most important one. Kavita.T and Padma.M (2012, p 227) assume: "... the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process». In other words, the speaking skills play an important role in our life, without oral communication, the social interaction may not be possible. According to Kavita.T and Padma.M, "the importance of speaking skills can be summarized as follows:

1. Good speaking skills imply to distinguish various situations which in turn required different strategies while talking.
2. Learning speaking skills helps attain clarity of speech and effective use of tone.
3. Ninety percent of fear encountered while speaking is because of inadequate or poor preparation.
4. People with good speaking skills are able to handle day-to-day activities and are more successful.
5. As speaking skills are required everywhere, hence, if a person appears in an interview, then he/she has greater chances of success." (2012, p 224) It is assume that learners of any language require speaking skills to express their ideas, thoughts, aspirations, and needs. As

well as they need the other skills to be involved, while they communicate within different situations. For instance, when talking to a friend (face to face communication or by telephone), the necessity is for the speaking skills to produce the message, in addition to the listening skills to receive the message. In another illustration, some different situations required speaking: meetings, presentations, conferences, or speeches. In all these activities one need to be prepared. Thus, the necessity for further skills such as writing.

1.2.1 Defining Speaking:

According to the Oxford Dictionary of current English (2009), speaking means; the action of conveying information or expressions one's thoughts and feelings in spoken language. Indeed, speaking is the most commonly used form of communication, both in everyday life and in the classroom, settings as maintained by Chaney et al. (1998: 13) "The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts."

To put it another way, speaking is the primary tool for communicating, thinking, and learning in general, and learning a language in particular. It is by means of speaking and listening abilities that, students learn concepts, develop vocabulary, and perceive the structure of the English language as essential components of learning. Furthermore, speech is a vehicle to link individuals to society, and a medium through which human beings communicate with each other.

Florez (1999) notice that, speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information" (Brown, 1994; Burns & Joyce, 1997). Similarly, Luoma puts out the significance of speaking skills which consists one of the prerequisites of the teaching/learning process; and therefore, EFL learners should adapt themselves to develop their oral language proficiency "Teaching and testing experts often talk about speaking as a technical term to refer to one of the various skills that language learners should develop and have" (Luoma, 2003:35)

1.2.2 Functions of speaking

The primary goal of any FL learner is to master speaking skills or subskills in order to achieve proficiency and communicate with others. Many language experts have ranked functions for speaking ability in this context. Brown and Yule (1983) identify three key roles of speaking:

talk as interaction, talk as transaction, and talk as performance . (Cited in Richards (2008, p.22-26)).

1.2.2.1Talk as interaction

The primary purpose of speaking is to engage in casual interactions with others in order to establish social relationships. As a result, the speaker should concentrate more on how to use the language effectively, which could include substituting thoughts, skills, and experience while speaking with others. The conversation may take place in a formal or informal setting, but it must be done in a nice way which will later reflect on a good prime of any relationship.

1.2.2.2Talk as transaction

The term "talk as transaction" describes circumstances in which the emphasis is on what is said or done. The central focus is on the message and having oneself heard clearly and correctly, rather than the participants and how they communicate socially with each other.

Burns (1998) distinguishes between two forms of transactional talk. The first category includes circumstances in which the participants are mainly concerned with what is said or accomplished and where the focus is on giving and receiving information (e.g., asking someone for directions). As long as information is successfully conveyed or understood, accuracy might not be a priority. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

The main features of talk as transaction are:

- It has a primary information focus.
- The main focus is on the message and not the participants
- Participants employ communication strategies to make themselves understood.
- There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.
- Linguistic accuracy is not always important

1.2.2.3Talk as performance

Talk as performance, as the name implies, entails giving a speech in front of an audience while using appropriate language and focusing on conveying specific messages. As a result, it is a public speech or lecture in which a speaker gives a speech or lecture. It is regarded to be

more a monologue than to be a dialogue since the orator or the speech man gives a talk to his/her listeners such telling stories, role-play, or presenting a project and not vice-versa. Talk as performance is commonly a written form of language.

1.2.3 Types of speaking

Speaking is a sort of oral production that learners use to talk, response and react. In an attempt to reach such kind of communication, Brown (2004, p.141-142) classifies five elementary types of speaking skill: imitative, intensive, responsive, interactive, and extensive speaking.

1.2.3.1 Imitative speaking

Imitative is the main principle of this type. Learners may imitate and rehearse a sound, a word, or may be a whole sentence. Imitative speaking encompasses focusing on pronunciation rather than comprehending expressions; neither being a part of interaction nor referring to conveying meaning.

1.2.3.2 Intensive speaking

Another common form of speaking is intensive speaking. This type aids in the development of oral language through activities like reading aloud, guided response assignments, sentence and dialogue. Completion, and easy sentence translation. Oral language production necessitates the speaker's ability to use various semantic features, such as rhythm and intonation to respond accordingly and in a correct way with an interlocutor. Intensive speaking is characterized by minimal interaction with the partner.

1.2.3.3 Responsive speaking

Testing comprehension and interaction are among responsive assessment tasks. However, students respond, when they are asked, with short conversations like small talk, greetings, or comments. It is a kind of stimulus-response relationship. Students respond briefly in order to maintain such kind of authenticity with one or two questions.

A. Mary: Excuse me, do you have the time?

B. Doug: Yeah. Nine-fifteen.

1.2.3.4 Interactive speaking

Interactive speaking is the type which has a long and more complex interaction compared with responsive speaking. In other words, this type requires multiple exchanges and many participants. It includes two types of language: transactional language, which is used to share specific information, and interpersonal language, which is used to establish social relationships. Moreover, what makes interpersonal exchanges distinctive is the informal language use and the use of colloquial language, slang, humor, ellipsis and other sociolinguistic conventions. This can make oral production to be pragmatically complex.

1.2.3.5 Extensive speaking (monologue)

Unlike interpersonal speaking, extensive speaking often entails using formal language and intended deliberately or planned speech. However, some informal monologues are undeniable and cannot be excluded like casually delivered speech; for example, "a recipe for outstanding pasta primavera, my vacation in the mountains". Extensive speaking includes speeches, storytelling, and oral presentation tasks whenever it is possible for the interlocutor to speak and where the listener should reply just through gestural or wordless responses without interruption because there is no chance for interaction.

1.2.4 Speaking and the Other Skills:

Learning a language does not mean just learning about the structure and vocabulary, but also learning how to use the language for spoken communication. We get involved in communication to share ideas and feelings; this sharing requires senders and receivers to build a conversation (Halina. C, Magdalena. T, 2014. p: 12). Logically, when communicating with each other we depend on two processes, both speaking and listening happen together. Therefore, there is a natural link between speaking and listening (Brown, 2001. p: 275)

Listening not only helps us to understand what others are saying, but it helps us to speak clearly and makes our speech easier for other people who are listening to us to understand what we are saying. According to MaryAnn. C and Denise E. M (2014, p: 146): "when you listen to someone, it is likely that you will also need to respond and, therefore, speak". So, learning how to listen effectively is the key to speaking well, since when we practice listening, we learn how to pronounce words correctly, how to use intonation, where to put stress in words and sentences, and so on. This indicates that listening and speaking skills are mutually beneficial. Brown (1994) claims that the integration of listening and speaking skills

is considered as oral communication skills because listening can be developed indirectly by Integration it to speaking (As cited by Quotbi Alam, 2013).

Moreover, when language learners are able to speak the language appropriately and effectively, as a result they will be able to read this language. As Christopher Muscato admitted: "As one increases, so does this other. Reading improves speaking skills, and speaking skills improve reading". He also considered "that people learn how to speak before learning how to read" (2015). As well as, they will be capable to transform that language in a written form. Since, the speakers will be able to read any component of that language and can transmit their speech by using their writing skills, since they are familiar with the structure of this language Thus, "The ability to write begins from a sound foundation in oral language"

MINISTRY OF EDUCATION In English Online Website Published on: 25 Feb 2009.

Generally, speaking a language can be very useful for the development of reading and writing skills.

To sum up, the speaking skill is as important as the other skills as Chen (2007) has admitted: "the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language." (Muñoz et al., 2011).

1.2.3 The Importance of Speaking Skills in Learning a Foreign Language :

Bygate (1987) claims " Speaking is a skill which need attention as much as the literary skills in both Foreign and native language". Students in English foreign language classes assume that the aim of learning a second language is to utilize it in their daily life to communicate with each other. As a result, learners must practice the target language constantly, either with their classmates or with their teachers. Furthermore, the more learners speak this language, the more fluent they will become.; as, Urrutia, Vegacely (2006.p15) once said " speaking fluently , of course involves speaking easily and appropriate . Moreover, speaking can help learners describe and express their ideas and thoughts in influential way .i.e., if the students can speak fluently, they can build communicative competence.

As a result, speaking is the only effective means of assisting EFL students in achieving their purpose of learning a foreign language. So as to become proficient in speaking EFL students are required to acquire all the skills of the foreign language but they must pay more attention to the skill of speaking ; because when the learners have the ability to speak, they can then be

skillful in using this language in their daily life. On the other hand, when we speak to each other we understand our needs and we discover more our personalities, Frost, sheds lights on this idea stating “I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn” That is to say the best you speak well the better you build clear thinking.

Speaking skill is one of the most important skills which must be enhanced and improved. English foreign language learners should make more efforts during classroom tasks activities in order to get competence and acquire the foreign language.

1.3 Speaking skills specific to EFL

Speaking is one of the major prominence skills to master when studying a foreign language.

Many linguists believe that students learn to communicate in a foreign language by communicating with others in a variety of situations. As a result, speaking ability is one of the most important language skills for supporting more oral communication, especially in English, but it is the most difficult skill to enhance. It is very Necessary for learners who are studying English as foreign language to achieve their oral proficiency and accuracy for a successful communication (Chanthiramathi, 2011).

EFL learners have to realize the importance of speaking as an independent medium of communication because speaking is a great challenge for them. Thus, students must master several speaking sub-skills: including pronunciation (Sana Sakale, 2012). This mean that learners have to know how to pronounce language phonemes, the right placement of stress in words, and to use expressions Properly (formal and informal).

SIL International (1999) states that, EFL speaker has to pronounce the distinctive Sound of a language clearly enough in which others can distinguish them. They, also, have to use vocabulary correctly, use the language stress, rhythm, and intonation appropriately, and to put words together in the right order so that the listener can understand what is said. Furthermore, they must adapt their words to the situation and their relationship with their discussion partner. As a result, learners in EFL are obliged to utilize tools that aid in the

development of their oral skills. They have to speak with their peers both inside and outside the classroom, as well as interact and participate in various activities.

1.3.1 The Case of Speaking Skills inside the Classroom

Studies in language learning have addressed the necessity of classroom interaction or students' oral participation in a foreign language classroom. Yet, getting students to use English in the classroom is one of the biggest challenges (according to Clare Lavery, 2010).

EFL learners believe that speaking skills is more difficult because they must think about ideas quickly and in a short amount of time. Students need training speaking to be able to talk in classroom. Therefore, what can the teacher do or what have the learners do to ameliorate speaking inside classroom interaction is an essential and useful as an educational technique to achieve the speaking skill. "The role of interaction in the classroom context in enhancing the speaking skill comes from the understanding of its main types: teacher- learner interaction and learner-learner interaction" as Chanthiramathi (2011) has notice.

Since speaking skill requires practice, teachers have to know that the learners need to do most of the talk to activate their speaking. "Students need to participate actively and to enjoy their English" (Joanna. B and Heather. W, 2003. p8). It is very important for the teachers to prepare interesting lessons that contain varied activities to give students as much encouragement as possible to adopt their speeches. The lessons should include a good variety of interaction patterns and learning activities that push students to learn and keep them involved, interested and motivated. Sasson, has noted, "remember, the more diverse and creative your speaking activities became, the easier it will be to train your students to improve their speaking skills and speaking exercises will become much more authentic". Joanna and Heather (2003) identified ways to vary the interaction patterns and learning activities, they include:

- "Using a variety of pronunciation, practice and production techniques and activities;
 - How much student participation you use;
 - How much you use students' ideas, opinions and experiences;
 - How much and what kind of pair and group work there is;
 - How much language is cued from words, gestures or pictures;

- Varying the teaching aids you use;
- How much correction there is, when the correction is done, and who does the correction;
- How you encourage contributions from students who are not the quickest, loudest or the best in class;
- What type of feedback there is, and who gives the feedback". (P: 31)

According to them: "pair and group work are good ways to improve students' speaking skills, particularly in a class with a range of mixed abilities" (p: 27). They consider that pair work and group work are important because they give all students lots of speaking practice, allow the quieter or weaker students to speak to another student instead of speaking in front of the whole class, and teach them how to express their views and to develop spoken communication skill. Therefore, the role of EFL teachers is to create opportunities for communication, allow students to give their ideas and to share their opinions with the whole class, and to support their participation within activities.

To sum, the enhancement of speaking skills gives confidence to the learners, they also come to have opportunities where they can directly apply, what they have learnt in the class, in their lives outside the class.

1.3.2 Learning Speaking Skills outside the Classroom:

One of the obstacles that EFL learners face is the lack of Opportunity to improve their speaking skill (as posted by Saeed Mubarak in For Students, For Teacher, Education Land website on March 22, 2012) because the speaking skill is almost ignoring inside the classroom. Most teachers of English as foreign language are focusing on reading and writing activities, that is why most students still get difficulties in studying speaking. According to Davis (2013), students have to practice what they have learnt outside the classroom, but the question here is what EFL learners can do to adopt their speaking skill outside the classroom.

Tim's states "In order for students to maximize their learning experience, they must spend their time wisely both inside and outside the classroom". He sees that many students focus only on the time they spend inside the classroom but they neglect to use their leisure time when they are not inside the classroom. He pointed that, students who are studying English

outside have the chance to meet and study with students from different countries. Students should make friends with people from other countries and practice speaking English with them during their free time in which they will have more opportunities to practice English within real life situation. Therefore, students have to focus on using their English skills outside the classroom. He, then, assumed that “students who practice speaking English outside of class, do their homework and really try to live the English language will get the most out of their learning experience”.

According to Aberdeen’s tips (2015), students need to be relaxing and enjoy speaking English without thinking about being correct. He pointed that student need to practice speaking with their friends for one hour a day. He advised students to do things they love much in English, for instance, reading about football or fashion in English. Then, he added that watching favorite films with English subtitles, looking up the lyrics of favorite English songs and reading favorite books in English would be more comfortable and give some practice for learners to learn new vocabulary and grammar. Finally, he suggested that trying to speak to yourself in English would help in discovering many words that you do not know.

“The more time that students spend trying to speak English outside of class, the faster they will be able to improve their speaking skill», said Tim. However, different students can have different difficulties and problems that prevent from developing and learning English either inside or outside the classroom.

1.4 Major Learners’ Difficulties in Speaking Skills

There are various speaking problems that can be occurring during the speaking class and which act as reasons for the miscommunication in relation to the difficulties in learning to speak English as second or foreign language.

Manjayanah (2014, P: 17) claims that the problems that learners have in improving speaking skill are as follows:

- **Inhibition :**

One of the main problems is when students try to say things in a foreign language in the classroom and they get inhibited. Much of their worry is built over making mistakes, fearful

of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily.

- **Lack of Topical Knowledge :**

It is highly important for teachers to engage students in oral communication in topics that are familiar to them, students usually complain about having nothing to say in certain topics simply because the topic is not suitable for them.

- **Low or Uneven Participation :**

Another problem in speaking class is that students can never be in the same level of proficiency and as a result, some of them may speak a lot, so there is a tendency of some learners to dominate others.

- **The mother tongue use :**

One of the most frequently done issues in classroom is the use of mother tongue. In fact students sometimes can never be blamed for using the mother tongue. Harmer (1991) puts forward several reasons amongst the fact that it is rather a natural phenomenon that needs practice more and more to overcome it . Another reason is when teachers use mother tongue ,this may give students the impression that it is of no harm to use mother tongue on their part as well.

Another problem is the lack of motivation and self-confidence. According to Remez Sasson "There are many reasons for the lack of motivation. It could be due to a weak desire, laziness or shyness, and it could be due to the lack of self-esteem and self-confidence". Some students are demotivated, not interested at all, they are passive learners and they pay less attention during the course. As Remez stated what make learner demotivated is that they are suffering from a fear of making mistakes. Learners may become shy when talking in front of their peers, they are afraid of saying something wrong or incomprehensible.

Joanna and Heather (2003) point that learner may not be confident in speaking English neither inside nor outside classroom, if they never hear English spoken except from their teachers; never read English except from their text book; never expect to use much English outside classroom (P:08). Therefore, foreign language learners are in dire need to follow such a different technique and means to develop that skill.

- **Lack of vocabulary**

In fact, vocabulary plays a significant role in language development and speaking performance. It is a part of language learning since it is “the collection of words” that the learner uses to form sentences and particular structures meaningfully.

Therefore, lack of vocabulary tends to be the most influential hindrance that prevents EFL learners to speak. They may also find difficulties to respond when they are asked to answer in a FL even if they understand the question and know the correct answer. This is because of their limited vocabulary. Baker and Westrup (2003) claim that “many students find it difficult to respond if the teacher asks them to say something in a foreign language, they may have little ideas about what to say, or may not know the words to use” (p.16). Thus, the students should enrich their vocabulary through reading short stories, watching films, or listening to songs.

- **Grammar mistakes**

Grammar errors, along with other speaking problems, are one of the most significant roadblocks that prevent FL learners from creating correct structures. The way a student builds his or her composition will almost certainly have a significant effect on the context when spoken. For instance, the students add an “s” to all the pronouns when referring to something that happens in the present simple, or when using modals (should, could, would, can, may) and other mistakes associated with regular and irregular verbs such as in the verb (to speak) in the past simple, the learner says “speaked” instead of “spoke”. However, the past simple can be also, falsely, marked more than once like in the following example, “she did not went”.

For that, OE teachers should boost their students learning grammar rules through intensive practice so that they can speak the FL accurately and meticulously.

- **Pronunciation mistakes**

The term "pronunciation" refers to the act of correctly pronouncing a word or a sentence in order for it to be understood and meaningful. When a student mispronounces a phrase, the listener can become confused and misunderstand the meaning.

The fact that a word is mispronounced has two main reasons. The first reason is the influence of the mother tongue or what is called first language interference as learners frequently prefer to use their L1 to communicate in the classroom. The second reason lies on incorrect pronunciation of former teachers. Learners used to imitate their teachers repeating the same mistake without being aware of such wrong articulation which reflects negatively on their current pronunciation. Hence, having good communication demands good pronunciation. Nation and Newton (2009) affirm that "having a good pronunciation of the language can help in normal communication" (p.75).

1.5 Strategies to promote learner's speaking abilities

There has been a lot of concern recently, to design a program that aims to teach the speaking skill in a way that makes EFL students learn the language in its most natural facet; this goal cannot be achieved without varying the activities and implementing new pedagogies that go hand in hand with the current advancement in technology. Some suggestions are displayed as follows :

The term technology is getting broader and broader, and each recent invention is put under the umbrella of technology, social networks, and online chatting is included.

Moreover, many scholars stressed on the contributions of technology in EFL class not to mention Wang (2005:2) who claims: "Technology integration in foreign language teaching demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach".

- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation on the one hand, and overcome the problem of level dominance on the other.

- Increasing the time devoted for students to speak. Teachers should give the floor to students to express themselves more and more without referring to the mistakes they do.
- In order to promote self-esteem in the learners to speak, there is no better practical way than providing feed-back and encouraging words.

According to Hayriye Kayi, learners could organize interviews on particular topics with a variety of people. Thus, it is an excellent idea that the teacher presents an introduction to learners in order to recognize what kind of questions they could ask or what way should follow, but students have to prepare their own interview questions. Temporarily, managing interviews with individuals gives learners a chance to practice their speaking skill not only in class but also outside, and helps them to become socialized. After interviews, each learner can introduce his or her answers to the class. Moreover, students can interrogate each other and introduce his or her colleague to the classroom.

Bloomsbury International (2013) report that , “watching movies is a great way for you to improve their English, especially your listening and speaking skills”. It is suggested that English language students have to watch films in their free times for additional practice that they might not get inside the classroom. He also advices to choose movies with English subtitles in which learners will be able to read while listening. Watching films help in improving students’ speaking fluency, it allows students to hear how words are pronounced, how to link words together, to know new vocabulary.

Daniel Vincent (2005) advices for practicing English with quizzes and games to increase vocabulary and develop grammar, As well as watching TV series and films in English can do (once without subtitles and then once again with them). He, then, argued that listening to songs in English is a great way to improve pronunciation. In addition, using English when searching on the internet, for instance, look up for something, read article, looking for recipes...

There is a considerable evidence that music can help learners acquire grammar and vocabulary as well improve spelling since music almost contain useful vocabulary, new phrases and expressions. Songs and music contain up-to-date language and colloquialisms (Allan posted in English Language and Culture Blog). She noted that “listening to music

allow you to focus on your pronunciation and understanding of the English language's rhythm, tone and beats".

Go back to Bloomsbury, the best way to learn a language is to practice this language as much as possible. On the internet, one can chat with English-speaking people, make friends on social media, exchange E-mails with them and write on blogs or forums. Thus, EFL learners have to follow different strategies that give them the opportunities to practice speak skillfully.

1.6 Conclusion

We conclude this chapter by saying that Speaking is an activity when people use their voice to deliver their opinion, suggestions, information, and views. From all statements that we have mentioned in this chapter we can be concluded that speaking skill is an important skill to be mastered when someone learns about language, especially foreign language. This activity make learners more dynamic and active in the learning process and at the same time make their learning process more important and enjoyable.

Many researchers have focused on the importance of speaking in learning languages, and asked teachers to direct their care to it through permanent assessing and practicing, such as engaging learners in different speaking activities to increase their speaking production and performance. To conclude, speaking can be described as the student's profile through which their language development can be judged and thus evaluated.

Chapter Two

2.1 Introduction

This chapter sheds the Light on use of social networks in the improvement of speaking skill. It discuss, in general, the implementation of technology to promote learning process, and the use of the internet (blogs, forums, websites...) as a tool in learning the speaking skills. Then, specifically, moving to the different available social networks than can contributes to the development of that productive oral skill, such as YouTube, Facebook.

2.2 The Implementation of Technology to Promote Learning Process

It is no secret that technology has become more important than ever before, as it assists us in all aspects of our lives. In addition, technology designed specifically to meet certain educational needs purposes. As mentioned by D. Jonassen et al in their article (How Does Technology Facilitate Learning? On Jul 20, 2010, posted in education.com) “technologies provide rich and flexible media for representing what students know and what they are learning». This means that information was recorded and presented to the students by technology including computers, projectors, radio... By which, the students may use these technologies to represent what they have known rather than memorizing what teachers and textbooks tell them.

D. Jonassen et al. hypothesized that technology should be considered a learning partner because it can help students' productive thought and meaning making.

As a result, its role was to disseminate knowledge to students. They suggest the following

roles for technologies in supporting meaningful learning:

- “Technology as tools to support knowledge construction: for instance:
representing learners' ideas, understandings...
- Technology as information vehicle for exploring knowledge to support learning
by constructing: accessing needed information
- Technology as authentic context to support learning by doing: simulating
meaningful real-world contexts

Chapter II: Improving Speaking Skills Through the Use of Social Networks

- Technology as social medium to support learning by conversing: collaborating with others
- Technology as intellectual partner (Jonassen, 2000) to support learning by reflecting: constructing personal representations of meaning and supporting mindful thinking” (Jul 20, 2010) Nevertheless, the questions that are posed in this part is how can students learn with technologies? And how can technologies advancement contribute in the learning process? For that reason , Steffanie Zazulak posted in Pearson English Blog (November 19, 2015) that students are benefiting from today’s technological progress in the four skill areas to make their learning as well rounded as possible.
 - Reading : the rise of iPads, tablets and e-readers provide an interactive reading experience, which is a wonderful feature for language learners. It can help to expand your vocabulary and expose you to different sentence structures.
 - Writing : simple tools such as a “dictionary” and a “thesaurus” are one of the most well-known technological advancements that help writers expand their vocabulary, while “spelling-“ and “grammar-checkers” are helpful to find and correct errors. Beside “the internet “and “online forums” that give the opportunity for learners to converse and learn from one another using the written words.
 - Listening : Kindle’s Whispersync for Voice technology is designed for listening to and reading text at the same time. It includes audio with selected books, so when you read you can listen and follow the text at the same time, also podcasts are an excellent way to develop your listening skills with the ability to listen whenever and wherever you want .
 - Speaking : technological development give learners the chance to communicate with each other by Facebook it allows teachers to link to other classes around the world .

To sum up , Technology has changed the face of education in various ways to teach and learn. It can help both teachers and students advance in the learning process, all they need is to use it properly. Stated by B.Waheeda Parveen (2016) “technology helps and encourages the playfulness of learners and involves them in a different way of learning. Technology gives learners a chance to engage independently, provide opportunities for self-paced interactions, and a safe environment where mistakes are corrected...” (P: 122).

As a result, the issue that will be tackled in the following section is whether it is possible to learn a language on your own through using internet as a technological resource.

2.3 The Internet as a Medium for Learning a Foreign Language

Learning a new language is a difficult task that requires regular study and practice. However, technological advances, especially the internet, have made this task more available. (Jack Myers: How the Internet is Making Learning a Language Easier. Posted in: ominglot.com). Today, the internet gained groundswell of interest. It has highly changed the face of education and specifically EFL over the last few decades. Saidana Zulfiqar Bin Tahir (15 Avril. 2013) point, "the internet is a great tool for learners to practice the target language by interacting with each other or with native and non-native speakers of English over the world".

The internet aids in the learning of a second or foreign language in many ways, including the ability to talk or speak, write, watch, read, and do a lot of things i.e., many websites on the internet allow you to learn a language by watching and enjoying videos, writing, reading a lot of content on blogs, websites, social media, and speaking through chatting options and live talking websites.

2.3.1 Forums and Blogs

One of the most valuable resources for learning a foreign language is regularly reading content in the language that you are trying to learn. Due to the internet, there is a wide range of content that can help people get in that habit such as forums and blogs.

On the one hand, a forum is a discussion space where people can chat, connect, and collaborate with one another. This board allows users to save information on specific topics so they can read it again at any time. On the other hand, blogs or weblogs are defined as websites

in which collections of articles, ideas, news, facts or opinions posted by authors (www.suestudios.com). Aside from that, both forums and blogs are Free spaces and available to anybody who wants to use them without having to pay anything. Both blogs and forums enhance discussion by allowing users to post comments and respond to others.

As a result, joining online language learning groups or forums can be extremely beneficial for language learners. Blogs also allow users to read content and express their opinions on topics of their interest. As Amity Business School cited what Williams (2010) admitted, that blogs and discussion forums are innovative and creative resources that provide a space for communication and collaboration between peers, educators, and learners.

2.3.2 Online Websites

website is a collection of web pages that are accessed through the internet. It can contain different type of information, and can include texts, graphics and sounds (From Wikipedia, the free encyclopedia). in other words, website is a form of communication that contains a large number of blogs, research papers, lesson plans, and classroom handouts. Students and teachers would be able to find a sufficient range of lesson ideas and various discussion groups where they will practice all skills.

Generally, people look at websites for two main raisons:

- a. To find information they need, for instance students looking for school projects,
quotes, courses...
- b. To buy things, download a software program, or participate in an online
discussions...

The following are the best websites for learning English :

- **BBC Learning English:** the BBC is designed for people with some previous
experience in English.

- **British Council:** this website has three separate sections for different ages: kids, adults and teens with a variety of lessons, videos, games, and podcasts.
- **Duolingo :** with this website users can learn new vocabulary and grammar through interactive games and quizzes either online or on their mobiles.

2.3.3 social networks

People nowadays rely on technology to accomplish many tasks including communication. Similarly, one of the most used technologies among learners is social networks. Such a brilliant idea of connecting people in a single space would dismiss many communication difficulties among learners and the main focus afterwards, is headed for learning solely.

2.3.3.1 social networks definition

A social networking site is an online site that allows Users to produce personal pages and to display online their social contacts(From Wikipedia, the free encyclopedia). As noted by peter (2011, 6) SNS is a space that can provide rich communication, where people can communicate and share things such as: pictures, audio recording, video recording, music or other files. Social networks site allow people to make friends, despite living thousands of miles, they can now easily connected.

As well they can create messages, ask questions, or comment on something posted on someone's page (Paul Haigh ,P: 7). Social network allows its users to learn languages exactly as if they were living abroad. "Social networking tools also provide opportunities for language learners to enhance digital and multi literacy skills, interact in and through the target language, work collaboratively, and enhance their linguistic and pragmatic proficiency" (Blattner and Fiori, 2011; Blattner and Lomicka, 2012b; Lomicka and Lord, 2012; Mills 2011) as have been reported by Lara Lomicka, Social Networking and Language Learning.

in the last few years there has been extensive discussion and heated debate exploring social media in journal articles and conferences. Much of this discussion has focused on developing

a clearer understanding of the capabilities of such technology as a new platform for enhancing students' independent learning and how much social networking has yielded as academic achievement and whether it could be used as new pedagogical tools outside or even inside the classroom. At the same time, the ubiquitous presence of social media has attracted researchers to study both positive aspects and concerns of using such tools in various settings offering new and various ways of using computers or/and mobile devices. (Paliktzoglou and Suhonen, 2014).

recent years, more and more education institutions are making a presence in social networks such as Blogs, YouTube, Facebook to create effective ways for the establishment of collaborative and interactive online learning system. Therefore, technology-driven culture is featuring prominently in all pedagogical activities the use of social networks as a tool to improve students' listening and speaking / communicative skills would find an enthusiastic welcome from the learners part as it goes hand to hand with their interests. As social networks have penetrated so deeply in our lives. Learning foreign language on the internet is an effective way that makes it possible to learn anytime and anywhere. Since it has a wealth of resources to aid in the development of language skills.

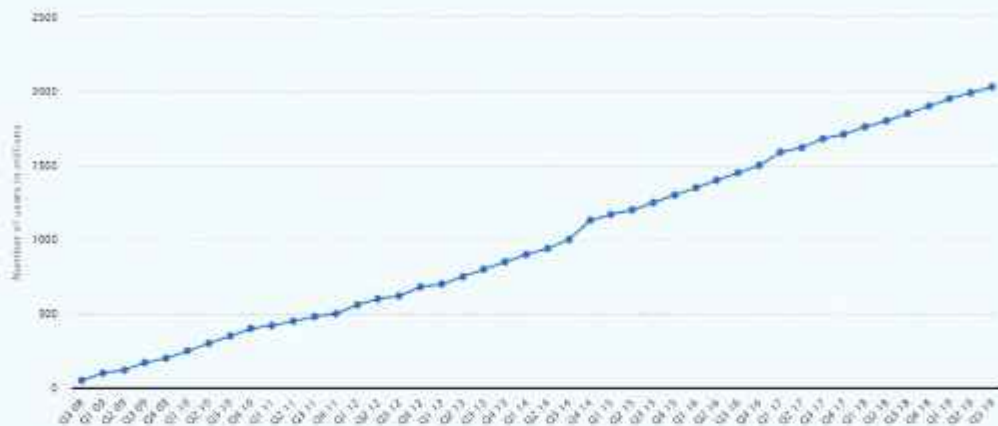
To conclude, "by taking advantage of the tools provided by the internet, one can learn a foreign language in a more efficient manner than possible", as mentioned by Jack Meyer. In the following section we will discuss the impact of using social networks to improve speaking skills.

2.4 The Different Available Social Networks that Contributes in Developing Speaking Skills

The SN are a modern, creative, and enjoyable way of learning a new language that aids in the understanding of various dialects and colloquialisms used by different speakers of the target language. In addition, using SNSs provides fantastic opportunities to practice language online with people from all over the world, make friends with native speakers of the language you're learning, ask questions and clear up any concerns you may have, and gain helpful information that would help you develop your speaking skills. Major types of social networks can be found as follows:

Number of monthly active Facebook users worldwide (in millions)

Facebook: number of monthly active users worldwide 2008-2019



2.4.1 Facebook

Facebook is an American social networking website and service that was created by Mark Zuckerberg in February 4, 2004. It was initially limited as a school-based social network at Harvard University, however, later it has been expanded that anyone who claims to be at least 13 years old has been allowed to become a registered user of Facebook Since 2006 (From Wikipedia, the free encyclopedia).

Recently, the website has witnessed a rapid growth and popularity because of its exclusivity. As for august 2008, Facebook has passed 100 million, then, the number of users continued to grow reaching 250 million by July 2009. Facebook has affected the social life and activity of people in various ways by which people are allowed for using either computers or mobile phones to continuously stay in touch with friends, and other acquaintances anytime and wherever they are as long as there is access to the Internet. The following graph shows how does the monthly use of Facebook change over the years:

Figure 1: Monthly Users on Facebook 2008-2019- Retrieved from Wikipedia)

Daniel Nations (November 12,2020), has identified the key features of Facebook as follows:

- Facebook allows you to maintain a friends list and choose privacy settings to tailor who can see content on your profile.
- Facebook allows you to upload photos and maintain photo albums that can be shared with your friends.
- Facebook supports interactive online chat and the ability to comment on your friend's profile pages to keep in touch.
- Facebook supports group pages, fan pages, and business pages that let businesses use Facebook as a vehicle for social media.

According to Wesseling (2012), there are four major activities practiced by Facebook users which include:

- information-sharing (receiving/providing information and generating ideas),
- sharing for educational purposes (for learning, problem-solving and sharing work),
- social purposes (retrieving personal information about others or themselves, chatting, making appointments and generally keeping in touch)
 - leisure (gaming and relaxing).

2.4.1.1 Facebook as motivator

It is undeniable that the way which students use Facebook has an effect on their academic Performance. When used for educational purposes, Facebook has a positive impact on student achievement. Junco (2012) discovered that when students use Facebook for educational purposes, such as collecting information, checking in on what friends are up to, and exchanging information (sharing links), they have a better academic outcome than when they use it for social purposes, such as status updates and chatting. There is also a positive effect when students contact or visit their instructor's website. Students viewing their instructor's

website reflect a high level of motivation, effective learning, teacher credibility and positive attitudes towards the course and the teacher (Mazer, Murphy, & Simonds, 2007, 2009).

Inherstudy, Haverback (2009) Witnessed and investigated her students' activities within the Facebook community. The activities she observed included the ways in which students discuss their assignments, ask and answer questions, post information and support each other for their Reading Education Methods course. She found that students are motivated to be involved in Facebook discussions with better understanding of the theoretical principles of effective reading. The development of good reading ideas can be seen better when students work in-group rather than when they read individually. Therefore, university students believe that Facebook and similar social networking tools have the possibility to support classroom work (Roblyer, McDaniel, Webb, Herman, and Witty, 2010).

2.4.2 YouTube

YouTube is an American website founded in February 2005 in California by Chad Hurley, Steve Chen, and Jawed Karim. The service was created for the purpose of video sharing, and users can upload, access, rate, share, add to favorites, report, and comment on videos, as well as subscribe to other users. On the other hand, registered users can post their own videos, tell people about their life, read some poetry, sing a song, etc. Most of the content on YouTube includes video clips, TV show clips, music videos, short and documentary films, audio recordings, movie trailers and other content such as video blogging, short original videos, and educational videos.

The website allows users to watch its videos for free although there are exceptions, including subscription-based premium channels, film rentals, as well as YouTube Red, a subscription service offering ad-free access to the website and access to exclusive content made in partnership with existing users. In April 2017, Alexa Internet company ranks the website as the second most popular site in the world. Moreover, as of February 2017, there are more than 400 hours of content uploaded to YouTube each minute, and one billion hours of content are watched on YouTube every day (From Wikipedia, the free encyclopedia).

2.4.2.1 YouTube increase students proficiency

Chapter II: Improving Speaking Skills Through the Use of Social Networks

The use of YouTube-based videos in teaching speaking was designed to keep the students engaged and not bored in following the class and to allow students work in groups in doing the activities. In addition, YouTube-based videos also assist the student learn about the way of speaking (fluency), vocabulary, pronunciation, grammar, and content of what to speak. After getting the information from the video, the students get an idea to speak. Further, discussing with their group lets each student have an opportunity to give and share information orally to the group's members. At this time intensive and extensive speaking performances unconsciously are done by the students.

The success of the teaching of speaking is shaped by a combination of factors, one of which is the types of media used by the teacher in the class. The use of YouTube videos could be an alternative since it provides materials for speaking class freely and easily. The different topics and frequencies of speaking using supporting media such as YouTube can help the students to enhance their speaking achievement. The involvement of the students in the speaking class was clearly shown from their active participation during the teaching and learning the process.

The nature of the video, which provides picture and audio at the same time, is able to aid the students train their pronunciation, enrich their vocabulary, and make them easier to find an idea in producing sentences while speaking, the students can get information faster and feel more confident in dealing with the lesson as they not only depend on their speaking skills but also on their comprehension. In addition, watching videos also unconsciously help the students learn grammar in an automatic way. The students got the input so well from the speakers, who are mostly native English, in YouTube-based videos. The more students watch the video also help them to easily practice their own speaking, thus it helps the student improve their fluency in speaking.

Above all, it is important to note that speaking is not an easy task to teach and teachers should be aware of their students' needs and requirements in order to achieve proficiency in speaking. EFL teachers are also inclined to give social networks their fair share of importance and utility in class. In fact, social networks in general have contributed enormously in shaping the current teaching /learning process. Instructors and teachers on their part should make use of technologies as accurately as possible. It is indeed the ultimate way to keep the strategies up to date. Social networks nowadays are imposing themselves as a

necessity in EFL classroom .Therefore, it is no more a privilege but rather an urgent needed tool to improve the students" communicative and speaking abilities.

2.5 Conclusion

We examined in this chapter the use of social networks in the achievement of speaking skills, starting with the impact of implementing the technology in the learning process in general, then, specifically the internet in learning a foreign language I. In order to have a full idea about how the internet can be used as a tool in learning FL, we have talked about using Forums and Blogs, Online Web-Sites and Social Networks. Finally, we identified most popular SNSs that language learners are recently depend on to ameliorate their speaking performance such as: YouTube, Facebook.

Chapter Three

3.1 Introduction

The third chapter represents the practical part of the dissertation. In the first part of this chapter which is the methodology, we will try to describe the sample of study and data collection tools. Then, in the second part which is about discussion of the data gathered along the study.

In this research, two questionnaires have been administered: one for 06 six teachers and another for 50 second year LMD students at Saida University. Both teachers and students have been randomly selected from the total population.

The research tools help in checking the reliability of the previous hypotheses, which assume that the use of SNSs as an effective strategy may improve EFL learners' speaking skill. The last part of the chapter is left for suggestions and recommendations.

3.2 Part 01: Research Methodology

This section provides a thorough account of the research methods that we used in the report. In which we will present both the population and the data collection methods, as well as the reasons for their selection.

3.2.1 Description of the Population

The study's population is obtained from the Department of English at Moulay taher university in Saida which includes both students and teachers. Since it would be impossible to examine all of the students and teachers, a sample was chosen to investigate this topic. We have chosen the second year students from the department of English at the university of Saida. Thus, the sample consisted mainly of 50 students and six teachers who were chosen randomly.

Second year students were chosen based on the fact that the majority of them use SNS various platforms to communicate with one another. For example, students build or enter Facebook groups to share and discuss various topics with their classmates, and this will be more beneficial to us since our main concern is to improve the students' speaking abilities.

3.2.2 Data Collection Tools

In order to gather more reliable data, the questionnaire was adopted as a data collection method the two questionnaires are used to evaluate teachers' impression and students' perception of using SNSs and their efficiency in improving speaking skill. For this purpose, the informants are kindly requested to put a tick in the appropriate box or provide a full answer when it is necessary.

3.3 Part 2: Findings Discussion

This section will be devoted to the study and discussion of data collected from both teachers' and students' questionnaires, which will be presented in the form of tables and graphs.

3.3.1 The Analysis of Students' Questionnaire

The aim of this research is to gather information on using SNSs as a strategy to develop students' speaking abilities. In this inquiry, students are one of the primary sources of evidence. These data which will be later analyzed. For that reason, a quantitative research instrument, questionnaire, has been administered for second -year LMD students who have been selected at random at Saida University.

Part one

Q01: Gender

This question will help us to determine the gender of our sample so as to see whether both boys and girls are familiar with the SNSs and whether both of them use it for the same purposes.

Table

1:

Students'

Gender

Gender	N	%
Male	29	58%
Female	21	42%
Total	50	100%

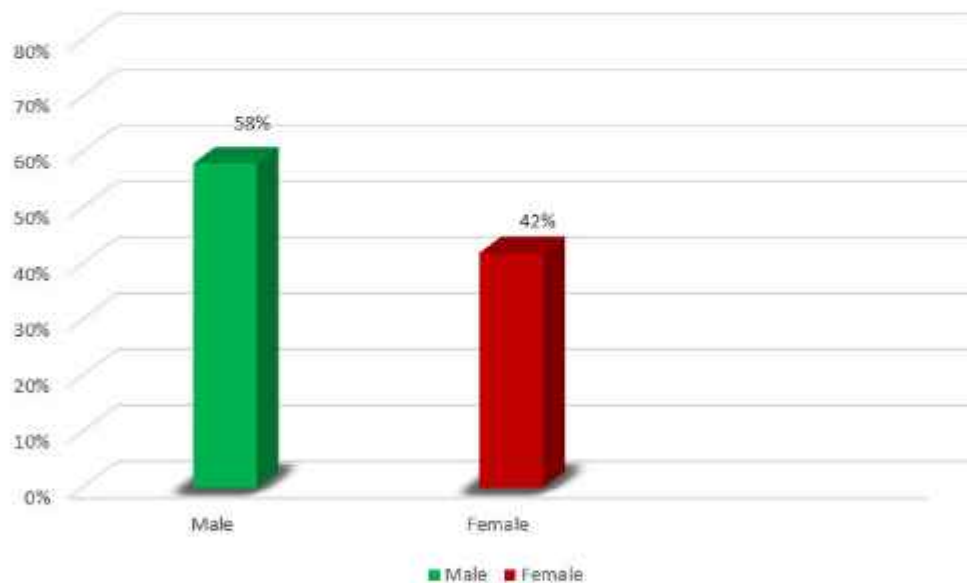


Figure 02 : Students' Gender

The students who participated in this study were 50. Based on the table and the graph above, We Can see That they were 29 males which represent 58% of the whole sample and 21 females which represent 42% from the whole sample .

Q02:

This question will help us to check out whether all ages are familiar with the SNSs.

Age	N	%
19	15	30%
20	13	26%
21	10	20%
22	06	12%

Table 02:
Age

Students'

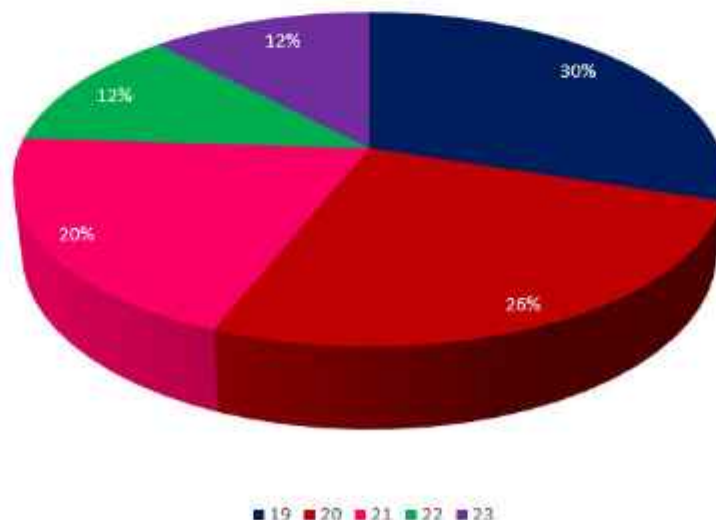


Figure 03 : Students Age

From the graph and the table above We Can see that the majority of secondyear students' age is between 19-23 years old, but the average age is 19years which constitute 30% of our sample.

Part two:

Q03 : How do you evaluate your experience of learning English?

This question aims to know the learners' perceptions about their experience in learning English. According to the findings, it is noted that the majority of the participants' experience in learning English language were positive which resembles 56% from the total sample. However, the rest have negative or hard experience that represent 24% to 20% respectively.

Perception	Positive	Negative	Hard
N	28	12	10
%	56	24	20

Table 03: Students' Experience in learning English

Q04: How do you acquire your English language skills?

In this question, students were asked to tick in the appropriate box whether they depend on acquiring the language skills at school or outside school. Beside that they are allowed to express their experience in acquiring these skills. The results are explained in the following graphs.

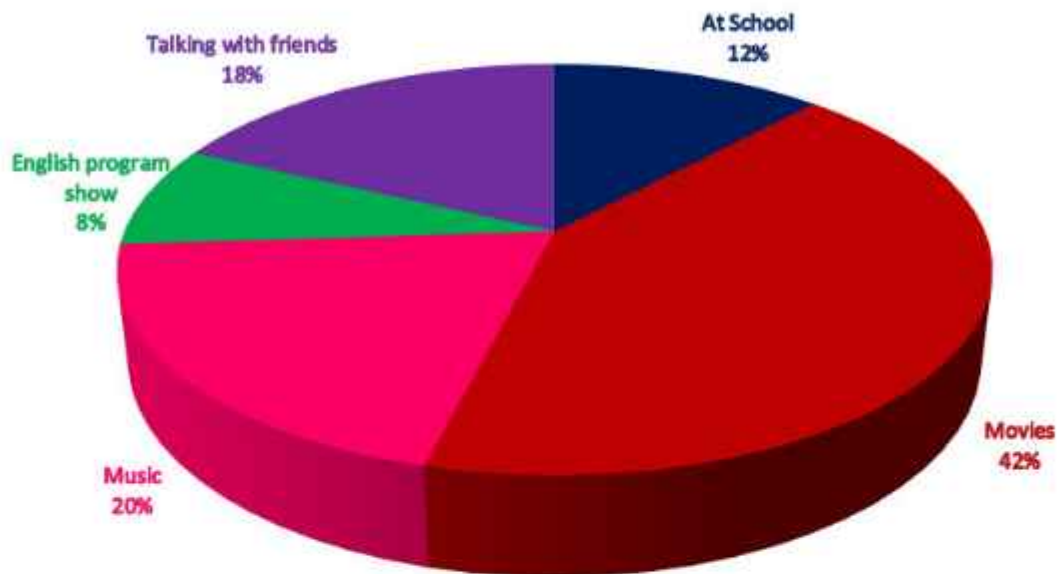


Figure 04: Students' Improvement of the language Skills

Q05 :Do you face obstacles that prevent you to perform your English through the learning period?

In this question, students were asked about the difficulties they may encounter while learning English. It is observed 42 students making up 84% of the population are facing problems along learning period . While 8 students making up 16%, they don't face problems.

Level	N	%
Good	14	28
average	26	52
Less than average	10	20

Q06 :How do you evaluate your level of speaking English?

The aim of this question is to determine the participants' English proficiency. The results are summarized in the table below:

Table 04: students' level in speaking English

Q07: What are the strategies that you follow to boost your English performance?

We asked the participants to list the techniques that they use to develop their performance .

- Make mates with native English speakers from all over the world.
- Watching movies with English subtitles or in English.
- Listening to songs that have lyrics.
- Watching English-language television programs .

- Perform what they know anytime and everywhere at school or at home.

Q08 : Do you use social networks ?

This question was asked for two main reasons. The first is to engage the participant in the topic so that he or she can build a prior knowledge of what will be asked next in the series of questions.

know how
are
social

The use	N	%
Always	43	86%
Sometimes	07	14%
Rarely	0	0%
Never	0	0%

Secondly, to
far students
attached to
networks.

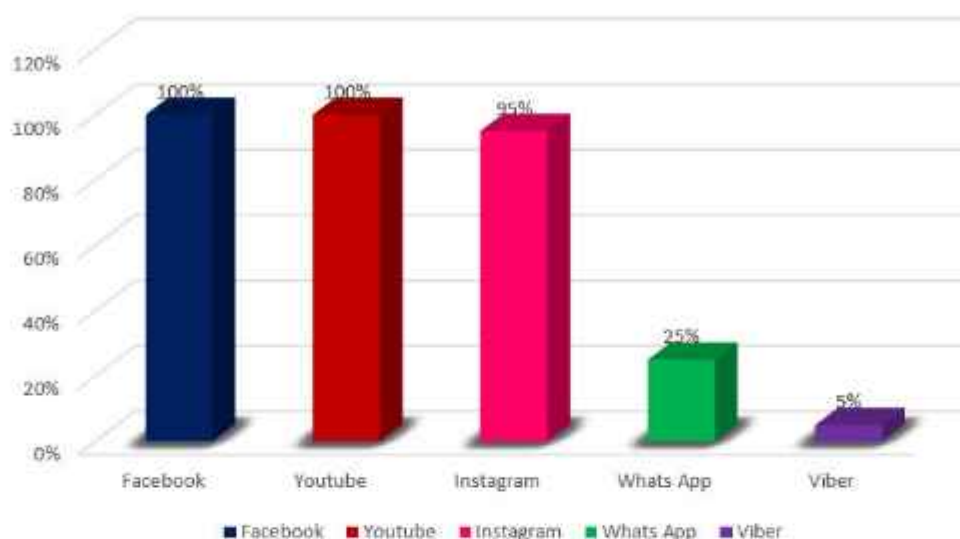
Table 05 : The Use of Social Networks

Q09 : Among the different existing social networks ,which one is your favorite ?

The above question was posed to English foreign language students in order to determine which social networks is most commonly used or preferred by them.

The answers concerning this question have revealed that Facebook, YouTube and Instagram are the most favored social networks, while 25% of the participants indicated that they use WhatsApp 5% students claim that they use Viber.

Figure 05 : Most Social Networks that are used by the Students



Q10: Do you think that using social networks may help you overcome your weakness in the pronunciation of English?

This question seeks to determine whether social networking sites can help language learners in overcoming their weaknesses.

On the one hand, the majority of students (85%) agreed that social media can benefit them since they can practice their English by chatting with their friends or native speakers via voice calls or typing, which will improve both their listening and writing skills speaking and writing skill. In addition to that, they are able to watch movies, videos and listen to songs where they can acquire new vocabularies, words and statements as well as help them ameliorate their pronunciation.

On the other hand, 15% of the participants thought that SNs cannot help them to overcome their weakness because they are using them to have fun where they are still speaking with the native language.

Q11 : Social networks give you enough exposure of language use and useful expressions to prepare you for the speaking practice?

Table 5 :
Prepared
speaking

	Agree	Disagree
N	44	6
%	88	12

Using SNs Be
For The
Practice

Q12 : How do you think we can benefit from facebook and YouTube to improve speaking skill inside university ?

The aim behind this question is to give students a real opportunity to express their ideas freely and provide any suggestions to better use social networks at the university.

Twenty-five students making up (50%) claimed that in order to make use of social networks, they must be used in research and online lecturing. Another category consisting of ten students and making up (20%) thought that the best way for making use of them is to make them part of everyday communication between learner, fifteen students making up (30%) stated that they cannot think of any suggestions.

3.3.2 The Analysis of Teachers' Questionnaire

The following section seeks to analyze each question of the teachers' questionnaire and highlight the aim behind the choice of each question.

Q01: Gender

In our Population both of Female and male are represented 50 % from our sample .

**Table 06 :
Gender**

Gender	N	%
Male	03	50%
Female	03	50%

Teachers'

Q2: How do you evaluate your learners' experience of learning English?

The graph above shows that, we that 66% of the participants said that learners' experience in learning English is medium, while the rest 33% of the said that it is low.

However, none saw that learners' experience is high.

Q03: How often do you use the social networks?

The purpose of this question is to see how often teachers are use the social networks sites.

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

Figure 06 : Teachers Evaluation Of Learners Experience

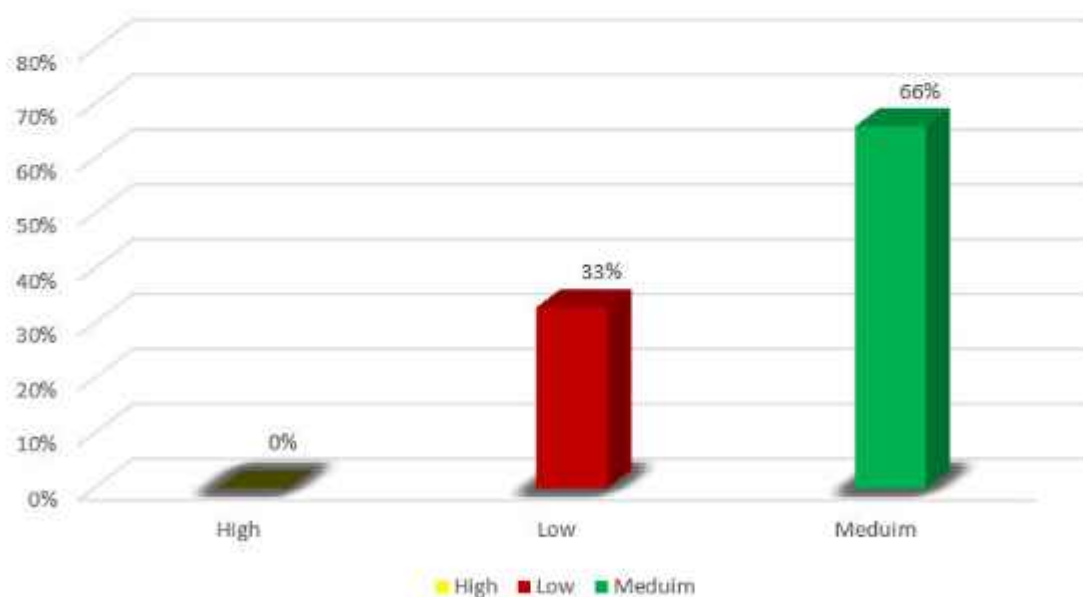


Table 07: Teachers' use of SNSs

table above shows that three participants making up (50%) of our sample said that they are always using social networks, while two participants (17%) said that they use SNs sometimes, whereas only one participant (17%) said that she is rarely using these sites.

Q4: Have you ever used social networking for educational purposes?

Table 08: Use of SN for educational purposes

Frequency of use	N	%
The use of SNSs to communicate with learners	6	100%
Yes	0	0
No	0	0
Always	0	0

The table above shows that, all of the teachers

make up 100% of the simple are used social networks for educational purposes.

Q 05: Do you get in touch with learners through the use of social networks?

The purpose of this question is to see if social networks aid teachers when it comes to conveying information and ideas with English foreign language students.

Table 09: The use of SNSs to communicate with learners

Sometimes	04	66
Rarely	0	0
Never	02	33

The results of this question shows that (66%) of teachers sometimes social media to connect with students in matters that are more likely to be related to education, whereas (33%) have never used them contact with students.

Q6: Do you find that the use of the social networks can help your learners to overcome the difficulties with the language during classroom activities?

In response to this question, all of the teachers had the same viewpoint, they all agreed with the fact that social networks may help the students overcome their difficulties such as sharing and exchanging information with each other.

Since, learners have been in contact with people from all around the world. They also noted that the latter has greatly aided them in overcoming their shyness and acquiring new words and statements.

Q07: Would you please add any other comments you consider important for this issue?

The purpose behind this question is to provide some suggestion by the teachers about the issue. However, they did not respond with this question only one teacher comment. The participant said that SNs encourage interaction between students. SNSs can be used as an educational tool for instance, students use videos on YouTube for educational purposes.

3.4 Part 02 Discussion and Interpretation of the Main Results

In the following section, the major results collected from each research instrument will be discussed in relation to the already raised subject.

Starting with the students' questionnaire, which is consisted of twenty questions. In the first section (Q1-Q2) is about students' profile, we have found out that boys are more than girls and that the students who have answered the questionnaire were aged from 19 to 23 and they were all master two students.

However, in the second section of the questionnaire, which is from Q3 to Q14, we have found that all of the participants from all the different ages are familiar with social networks and use it regularly. In addition to that, we have found that Facebook and YouTube are the most popular and the most used social networking sites among students.

The students are using these sites to communicate and chat with their friends or share their activities and what they are doing, as well as they can watch or comment on some videos from YouTube. Whereas for the academic purposes of the use of the social networks, the majority of the students told us that they use social networks as a developing tool to improve and enhance their language skills, they have said that social networks give them the opportunity to practice the language due to the motivating and helpful environment it provides. They practice their English through chatting with native speakers or friends or joining pages and groups that are concerned with the Improvement of the English language. They are also following group pages that are specific in the domain of their study and they can watch new videos about their field of interests. They also admitted that these sites they are always using them are effective in Enriching their speaking experience. The largest number of the students have said that they are using Facebook to make voice or video call to speak with their friends.

Accordingly, the majority of the students assumed that social networks impact their speaking positively, they explained that while using the social networks they might learn new expressions and vocabularies that can improve their speaking proficiency. Finally, most of the students support the use of social networks as a supporting tool to enhance the students' speaking production.

Moving to the teachers' questionnaire, which is consisted of eight questions. According to them, their students' level of experience in learning English is medium whereas students' speaking production is the average. When it comes to teachers' use of social networks, it was found that the majority of them are familiar with these sites. . In the same vein, the teachers are mostly using Facebook and YouTube. They also think that social networks can be an effective strategy to improve English, but only if students know how to use it properly. the majority of teachers, but not all of them, believe that social networking sites will improve students' oral performance they agree that the use of social networks as a tool Can enhance EFL students' performance and help them solve the problems they face inside classroom.

4.1 The Main Recommendations

The purpose of this section is to give some possible ideas and suggestions for using social networks as a learning material to improve learners' speaking Skills . EFL teachers on the other hand need to provide 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 results of the current study revealed that the use of oral social networking is becoming broader and broader among learners as well as teachers.

They both make use of it in different fields to achieve different goals including educational ones. Besides the fact that social networks provide the students time and shorten the distances, they create a relaxing environment for learners to talk freely and express their ideas without any fear or lack of confidence. Therefore, they help the learners to overcome many speaking difficulties and achieve their speaking skill.

In Order to help the students to develop and enhance their speaking skill through the use of the social networking sites, we are going to give some practical suggestions for using the social networks as a supplementary tool outside the classroom.

According to our finding, the most popular social networks platform are facebook and YouTube, both students and teachers should start thinking in a way to take advantage of them.

Facebook

Chapter III: Field Work: Analyze Data and Report Results

To start with Facebook, there are numerous private groups that can be formed by teachers of English or by learners themselves. In this group, a wide range of documents, articles, links, videos can be provided, students can make friends with members all over the world in this groups through Facebook, They can share their ideas and opinions , and they can even start a great conversation.

One of the main goals of learning English is to engage with both native and non-native speakers of the language. YouTube is a type of technology that is mainly utilized by learners and can be very helpful in learning language. This website allows users to communicate with native and nonnative English speakers, as well as learn about the various dialects and Varieties of English spoken around the world.

The website shares different kind of videos i.e., video clips, TV clips, music videos, movie trailers, and other content such as video blogging, short original videos and educational videos that can be used by English language learners for developing various skills such as listening, speaking, pronunciation and vocabulary etc. YouTube contains various amount of video in different fields for users to choose, some created by language teachers are most suitable for beginners, and others created by native speakers of the language and are usually fun to watch.

There for :

- Teachers should encourage their students to be exposed to authentic language through social networks.
 - Teachers are advised to use social networks in preparing classroom speaking activities.
- Students, as well, should use Social Networks appropriately in order to achieve their speaking skill.
 - Students should be interested with such materials because they will help them in learning English language with new technology.
- Students should communicate with native speakers in order to develop their speaking skills.
 - Over and above than that, teachers are required to be more familiar with

online teaching as it opens up new levels of creativity and opportunity for them in a way that drives the learner to surpass himself and focus more on best practice as well as innovation.

With tools such as Facebook, it is possible to connect students with peers, teachers, and experts in ways that did not exist a few years ago. These tools open doors and break down barriers that were once held in place by sheer distance. In fact, collaborating with other classes is probably the most popular way to use facebook in the classroom .It includes activities such as: reading to another class, sharing projects, connects with experts and authors if possible and many others.

On the other hand, students of English are advised to use as much as possible the English language when using oral social networks. The intensive and extensive use of English in daily life including the times when being online is the best way to shape a good level of speaking, after all practice makes perfect.

5 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' and teachers' questionnaires as data tools and explained the reasons behind the choice of each question. After that, we have analyzed the extent to which social networks are beneficial to learners, also, we discuss and interpret the results that we have obtained. Finally, we gave some practical suggestions as an attempt to help students to enhance their speaking skill.

Limitations :

Any researcher must have some constraints that may hinder his/ her work to be fully accomplished. One of these limitations is Coronavirus pandemic which impedes many researchers from conducting the classroom questionnaires. For this reason, the researcher has attended only one session . The second abstraction is that when distributing questionnaires few students have not filled up the forms.

General conclusion

Second year LMD students confront many problems when learning a foreign language especially when they try to communicate, thus, enhancing speaking ability is a difficult task for EFL students. It necessitates the development of new strategies to enable them in improving their oral abilities.

The research paper represents the importance of using the social networks and their benefits on students' speaking skill development and on the improvement of learning process in general.

The findings show that using social networks is an effective and practical method that has a beneficial impact on student progress.

Therefore, the focus of this research is on the effectiveness of utilizing SNs to enhance EFL learners' speaking skills. The investigation takes place in the department of English at "Moulay Tahar" Saida University, it aims at looking forward second-year learners' motivation towards the use of SNSs as a new strategy and determine to what extent Social Networks can be helpful, useful and supportive tool for the students to enhance their oral performance and overcome their weakness.

So, this study was composed of two parts: Theoretical part in chapter one and two, Practical part in the last chapter. The theoretical part was an overview on the Speaking skill, and the use of SNSs to improve the skill, including the main titles and types of each variable in order to give a clear idea about each one.

The practical part of this study was an analysis in order to confirm the findings that have been obtained from both second-year students' and teachers' questionnaire.

The results went hand in hand with our hypothesis which emphasize that using social networks as a Learning tool is an effective way that allows learners achieve their speaking skill especially, if they use it in an appropriate way.

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Appendices

Students' questionnaire

Questionnaire for EFL students at Molay taher University, Saida

Dear students,

I am conducting an academic survey that aims to investigate about motivation towards the use of social networks, Facebook and YouTube, in developing EFL learners' speaking skill.

Please, Tick the appropriate answer. We would be very grateful if you except to fool it the most honestly possible. This will take less than twenty minutes, we guaranty full confidential of your answers.

Thanks in advance

PART ONE:

1. Gender ☐ male ☐ female

2. Your Age :

PART TWO:

3. How do you evaluate your experience of learning English?

☐ A. Positive

☐ B. Negative

☐ C. Hard

4. How do you acquire your English language skills?

☐ School

☐ Private School

5. Do you face obstacles that prevent you to perform your English through the learning period

Yes

No

6. How do you evaluate your level of speaking English?

A. Good

B. Average

C. Less than average

7. What are the strategies that you follow to enhance your English performance?

.....

.....

.....

.....

8. Do you use social networks?

Sometimes

9- Among the different existing social networks, which one is your favourite ?

A. Facebook

B. YouTube

Others.....

.....

.....

.....

10. Do you believe that the use of social networks is a good strategy to improve your performance

Yes

No

11. To what extent do you think these types of social networks can help to improve student's speaking skills ?

Medium

low

12. Do you think that using social networks may help you overcome your weakness in the

pronunciation of English?

Yes

Why?

.....

13. Social networks give you enough exposure of language use and useful expressions to

prepare you for the speaking practice.

agree

agree

14. How do you think we can benefit from Facebook and YouTube to improve speaking skill inside University ?

.....

.....

.....

.....

Teacher's questionnaire:

Questionnaire for EFL Teachers at saida University, saida

Dear teachers,

I am conducting an academic survey that aims to investigate about Motivation toward the use of social networks ,Facebook and YouTube, social networks in developing EFL learners' speaking skill.

Your contribution will be helpful to make this work achieve its objectives. Would you please answer the questions by ticking your choices in the corresponding boxes or complete your own information whenever necessary.

1. Gender:

2. How do you evaluate your learners' experience of learning English?

A. High

B. Low

C. Medium

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

A. Good

B. Average

C. Weak

4. How often do you use Social Networks?

Alw

sometime

Rarely

never

5. Have you ever used social networking for educational purposes ?if yes, how ?

Yes

No

.....

6.Do you get in touch with learners through using Social Networks ?

Alwa

sometime

Rare

never

7. Do you find that the use of the social networks can help your learners' to overcome the difficulties with the language during classroom activities?

Yes

No

Why?

.....

.....

.....

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

.....

.....

.....

ملخص :

تعتبر اللغة الانجليزية لغة فنية في الجزائر والبرنامج الدراسي المخصص لها في الطورين الاعدادي والاكاديمي طفيف وغير مكثف مما يخلق مشاكل وصعوبات في تلقينها للمتعلم ، خاصة المجال الشفوي الذي يفتقر إليه جل الطلاب ، وتبعات البرنامج المذكور سابقا نراها حتى في الجامعات في حين هذه المهارة بالذات تتطلب الممارسة الغزيرة لتحقيقها . لذلك وجب على المدرس إيجاد حلول بديلة وعملية تكون خارج وقت البرنامج الوزاري المطروح على المتدربين لتعزيز وتقوية كفاءة المتعلمين داخل الصفوف الدراسية . وهذا ما سننطرق له في هذه المذكرة تحت عنوان تحفيز طلاب اللغة الانجليزية على استخدام مواقع التواصل الاجتماعي لتمنية قدراتهم في الطرح الشفوي .

شملت نتائج هذا الفحص المقدم لحضرتكم 50 طالب سنة ثانية LMD في جامعة مولاي طاهر - سعيدة - بالإضافة إلى 06 معلمين ، تم اختيارهم عشوائيا . وفيما يتعلق بجمع البيانات ، طرحنا على كلا الطرفين استبيانين كتابيين لمعرفة نجاعة هذه الإستراتيجية على أرض الواقع ، كما تم تحليل وفحص النتائج المتحصل عليها بناءا على مواقف كل من طلاب والأساتذة .

أظهرت نتائج البحث أن استراتيجية استغلال مواقع التواصل الاجتماعي التي تعرف استخداما شامعا لا يستثنى منه أحد أنها أحدث وأسهل وأسرع طريقة لتفاعل الطلاب مع بعضهم البعض وتطرقهم لعدة مجالات تحفزهم في فهم وتذليل المفردات وزيادة اهتمامهم باللغة ككل ، وبعبارة أخرى فإن هذه المواقع تعطي فرصة ناجحة تماما لمتعلمي هذه اللغة للتعاون بعدة طرق لا حصر لها في حين أنها تصب في هدف واحد ، كما رجح كل من خضعوا للفحص الكفة لصالح مواقع التواصل الاجتماعي على أنها أسهل طريقة وأكثر إفادة في تحسين مهارات المرأ في تطوير لغاته الأجنبية .

