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Ministry of Higher Education and Scientific Research University of Sfax

Faculty of Letters and Humanities

Department of English



The Effect of Using Social Media to Enhance EFL Students' Speaking Performance in the Algerian Context: The Case of 2nd Year EFL Students at Msila University

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Prepared by:

Amel BOUAKAZ

Supervised by:

Professor Mounir TRIKI

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Abstract

The present study examines the effect of using Social Media to enhance EFL students' speaking performance in the Algerian context (the University of Mohamed Boudief-Msila). To this effect, four instruments were used: Two questionnaires were administered to Algerian EFL teachers from both universities (University of Mohamed Khaider in Biskra and University of Mohamed Boudief in Msila) and second-year LMD students from the University of Mohamed Boudief in Msila, initially. Then, an interview was conducted with a British Council teacher. The third step consisted in selecting a sample of sixty second-year LMD students, and dividing them into two matching groups (experimental and control). Both groups were subject to a series of observation sessions: the first in March, the last in May that is after a treatment period of three months of implementing Social Media platforms in the English classroom. The assigned experimental group was taught speaking lessons through using Social Media platforms (YouTube, Skype, Facebook, and Telegram) and covering a variety of topics and focused skills, such as speaking, vocabulary, grammar, pronunciation, etc. They had to hold online conversations, enact role plays and dialogues, and exchange ideas about different issues relating to their lessons using Social Media (these platforms were selected by students in the questionnaire). The control group, on the other hand, received their ordinary speaking lessons, with no special focus on any particular platform of Social Media. They did not perform plays, nor did they act in films or make videos. Observation of both experimental group and control group was conducted via a grid devised with reference to reliable online sources. Data examination, tabulation and analysis were conducted via the Statistical Package for the Social Science software (SPSS). The final step consisted in conducting a course evaluation questionnaire targeting precisely the students who attended almost all the treatment sessions (the experimental group) in order to describe the way Social Media helped them in improving their speaking performance and to depict the satisfactions, hindrances, and challenges resulting from its use. The findings from the teachers' questionnaire indicated that the difficulties that prevent students from speaking the English language refer to students' psychological problems (such as shyness, anxiety, lack of motivation, lack of self confidence, worrying about making mistakes...etc), in addition to students' limited vocabulary, pronunciation problems, lack of grammar rules, and ideas freezing. Findings from students' questionnaire also revealed that the overwhelming majority of the participants have problems in speaking the English language. The results also show that teachers play a minor role in the learners' process of practicing the speaking skill as 51.66% of the participants were very unsatisfied with the speaking activities used in the classroom and 61.66% of them were very unsatisfied with the opportunity they had to speak inside the classroom. Therefore, the study findings indicated that Social Media implementation had a positive impact on students' oral performance, self-confidence, motivation and many other aspects of their oral expression. Frequent exposure to Social Media and the use of Social Media to learn English met students' appreciation and markedly endowed them with the impulse they needed to speak English in a much more fluent way. These findings are then discussed within a social constructivist framework to the effect that learning through Social Media involves learning and socio-cultural adaptation via Social Media use, with special focus on social compliance, cooperation, and the development of positive, effective relationships. A number of pedagogical recommendations are made, accordingly.

Key words: Social Media, Speaking Skill, Communicative Competence, Social Constructivism

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List of Abbreviations and acronyms

BYD	: Bring your mobile
CAA	: Computer-Assisted Assessment
CAALT	: Computer Assisted Language Testing
CALL	: Computer-Assisted Language Learning
CAI	: Computer-Aided Instruction
CD-ROM	: Compact Disc Read-Only Memory
CLT	: Communication Language Teaching
CMC	: Computer-Mediated Communication
Ed T	: Educational Technology
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
ICT	: Information and Communication Technologies
LMD	: License Master Doctorate
L2	: Second Language
ML	: Mobile Learning
PET	: Preliminary English Test
SLA	: Second Language Acquisition
UNESCO	: United Nations Educational, Scientific and Cultural Organization.
COVID-19	: Corona virus disease of 2019

Chapter One: Introduction

1.1. Background and Significance of the Study

The literature on the teaching of the speaking skill systematically highlights the fact that it is the mostly sought skill for an individual to be accepted competent in a foreign language (Kurum, 2016, p. 1). For this author, speaking goes beyond the ability to form grammatically correct sentences, “it rather covers broad areas of mechanics, functions, pragmatics and social interaction. Therefore, any foreign language teaching methodology used in the classroom throughout the history has always sought to develop ways to improve the competency of learners in these areas” (Kurum, 2016, p. 1). Consequently, in the recent approaches to speaking, the emphasis has been on fluency rather than accuracy. “In a typical classification the speaking activities in a foreign language classroom usually fall into one of these categories: Awareness raising activities, Controlled activities and Autonomous activities. There are also some speaking strategies that can be implemented to encourage the unmotivated students to produce speaking” (Kurum, 2016, p. 1).

What is noticeable about the teaching of speaking is the evolution it has gone through in order to cope with the requirements of the teaching and learning processes illustrated through the changes in the strategies of teaching, context, and learners’ needs. This has led to a thorough re-examination of the techniques for teaching speaking. Thus, in the Traditional Grammar Translation Method, the teaching of speaking skills was dismissed as not a particularly relevant issue (Lowe, 2003). On the other hand, as has been cogently argued by Kurum (2016, p. 4), in the 1990s, the Direct Method gave pride of place to the speaking and listening skills. In this framework, the medium of instruction consisted in a strict use of the target language according to which learners were asked to study sequences of carefully planned grammatical phrases through the activities of listening and repetition. In this approach, grammar ‘rules’ were avoided and replaced by phrases that contained grammatical structures in disguise. According to Lowe (2003 cited in Kurum, 2016, p. 4), this approach taught vocabulary rather incidentally, as part of the phrases being taught, or by means of lists categorized under types of situation.

With World War II, there was a need to achieve quick communicative competence, which lead to the development of the Audio-Lingual Method according to which “the speaking skills were promoted through listening and repeating as foreseen in the behavioral psychology. The repetition activities were believed to achieve automation of speaking skills and language was accepted as a continuum of hierarchically formed structures from easy to more complex” (Morley, 1993 cited in Kurum, 2016, p. 4). However, in the 1960s,

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Chomsky's criticism of the structural and behavioral linguistic theories caused significant changes in the methodologies of teaching speaking skills. The gist of Chomsky's contention is that language is not reduced to habit formation which fails to account for the creativity aspect of language (Morley, 1993 cited in Kurum, 2016, p. 4). For Kurum (2016, p. 4-5), the legacy of Chomsky's transformational grammar theory, which explains the acquisition of language rules through an innate biological mechanism known as the Language Acquisition Device (LAD), is the loss of popularity of the structural language teaching methodologies based on explanation, repetition, memorization, drills and production.

What marks the end of the 1970s, according to Richards and Rodgers (2002), was the emergence of the Communicative Language Teaching (CLT), which set a high premium on the functional and communicative aspects of language instead of grammar and vocabulary building. This approach stresses the learner's understanding in terms of the language functions and notions. Within this framework, in Finocchiaro and Brumfit's (1983) view, learner's acquisition of communicative competency is the main purpose. Accordingly, the teaching of the speaking skills is done through meaning-based authentic dialogues, group works and language activities. It stands to reason, then, that this framework (Kurum, 2016, p. 5) gives primacy to fluency over grammatical accuracy.

The correlation between speaking and comprehension is another angle from which speaking has been tackled. Thus, the Natural Approach (Terrell and Krashen, 1977 cited in Kurum, 2016) advocates the argument that learning is achieved through comprehensible input, that is to say when the learner is affectively ready to receive it. From this vantage point, the importance of speaking does not lie in itself but rather in its potential in the provision of comprehensible input (Krashen, 1987, p.61). Accordingly, in Krashen's view (1987), a learner does not achieve fluency in speaking simply through speaking drills but rather thanks to understanding the input in listening and reading. Consequently, speaking is construed as the result of the comprehension level, not its cause. In other words, the role of speaking in acquisition can only be indirect in terms of its contribution to comprehension.

The vital role of teaching speaking on language acquisition has been advocated by many scholars operating within a socio-cultural perspective. Their positioning is based on the belief (Long, 1983) that a learner's full acquisition of a language can only take place through interaction of individuals in various social situations. In this vein, Kurum (2016, p. 5) foregrounds the necessity of Swain's (1985) Comprehensible Output Hypothesis for the creation of situations in which learners speak and write. The most recent trends in EFL and SLA, as reviewed by Faltis (1993, p.101), set a high premium on comprehensible input and

social interaction, with special emphasis on the negotiation of meaning. Consequently, according to Kurum (2016, p. 5), language teaching programs seek to enable learners to achieve their communicative goals in effective and interactional English speaking situations and assist them in gaining speaking skills.

The changes in approaches to the speaking skill are historically situated. For Ashour (2014, p. 2), they are occasioned by the fact that learners live in a fast-paced, technology-changing world that is altering how they think, learn, communicate, and socialize (Adams and Hamm, 2013, p. 2). Indeed, the literature highlights the role of technology, which challenges today's classrooms in supplement to the chalkboard and other audio visual Medias to offer a better educational environment (Bowers, 2008, p. 37). The use of such technologies as various mobile computing devices and interactive presentation tools is nowadays taken as an opportunity for learners to boost and cash in on students' intuitive exploration. Making recourse to such devices in classrooms is conducive to making the lessons more interactive (INTEL, 2010) as students are able to learn more efficiently than in class with good learning materials, effective networks, and proper support. The literature advocates the attraction of students to online courses "because they both want and need to determine the time and place of their learning" (Lynch, 2004, p. 16). Virtual classrooms enable learners to learn collaboratively and digitally irrespective of their geographical distances (Khosrow-Pour and Herman, 2000, p. 243). Therefore, it could be noticed that this generation of learners is living in what could be called a computing educational environment. In this vein, Social Media come in handy as they provide a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing (Junco, Heiberger and Loken, 2010). The potential provided by the use of such technologies has drawn the attention of higher education researchers looking for ways to engage and motivate their students to be more active learners (Hughes, 2009). This has been translated in the special interest exhibited by these researchers in integrating various Social Media tools (such as blogs, micro-blogs, video-sharing sites, and social networking) into the learning process, hence the call for the implementation of technologies in instruction (Grosseck, 2009).

When it comes to research related to Social Media and their effectiveness in developing the English language speaking skill in the Algerian educational context both at high school and university levels, it was represented in different ways. The majority of the previous studies in Algeria were carried out in university EFL contexts (Boumarafi, 2015; Meskine, 2017; Reguig Berra, 2015; Kherkhachi, 2016). They examined and determined the way the speaking skill is taught and the difficulties that hinder students' speaking performance; they

assessed the way Social Media are introduced, demonstrated their integration, problems, challenges, and emphasized students' and teachers' perceptions and attitudes towards this teaching tool. For instance, Boumarafi (2015) investigated the use of Social Media in Algerian universities, examined Algerian students' engagement to understand the developmental implications of academic achievement, through enhancing the academic validity of Social Media, and making the link to students' collaborative learning explicit. What is noticed from Boumarafi's work (2015) is that Social Media are gradually making inroads as educational tools, and seem to have the potential to support collaborative instruction and learning. In another relevant study, Meziani (2016) examined the academic use of Social Networks (Facebook in particular) among Master 2 EFL Students at the Algerian university of Telemcen. The theoretical background for Meziani's study is the importance given in the literature to Facebook as a pedagogical tool. Meziani's findings (2016) showed that social networking websites provide students with venues to freely express themselves, and that the teachers' responses reflect the nature of interaction with their students, which seems to positively affect their relationship both online and offline. In addition to Meziani's study (2016), Meskin (2017), on the other hand, conducted a study on the attitudes of EFL learners towards the use of social networking to enhance their speaking skills. The findings of Meskin's research show that social networking websites can help the learners to interact easily with their peers in a meaningful way that stimulates their interest in learning the language. This is achieved through the creation, through social networks, of new opportunities for the language learners to interact and collaborate in authentic ways. In another related study, Kherkhachi (2016), attempted to examine the effectiveness of using social networks in developing EFL learners' speaking skill for first year LMD students at the section of English in the University of Mohamed Khider, Biskra. The results of his study revealed that the use of social networks could help students to improve their speaking skill, and that the majority of English teachers do not use the social networks in delivering their courses but they agree that social networks have a great effect in developing EFL learners speaking skill.

Although research in the field of teaching foreign language speaking has shown much importance of the role of Social Media integration in developing students' speaking, and a considerable body of research already exists (e.g. Jones and Kozma, 2003; Mumtaz, 2006; AbuSeileek and Abu Sa'aleek 2012; Boumarafi, 2015; Outmoune and Ahouari-Idri, 2016; Meskin, 2017; Reguig Berra, 2015; Kherkhachi, 2016), foreign language speaking teaching, particularly in the Algerian EFL context, tends to ignore how to implement Social Media in

their speaking classes and how really Social Media can help the development of students' speaking performance.

In addition to the complexity of the speaking skill, speaking is considered as “a complex process of oral communication that needs many skills, including listening, vocabulary, grammar, and pronunciation” (Tasmia et al., 2019, p. 6). As pointed out by Celce-Murcia and Olshtain (2000 cited in Rao, 2018, p. 287) “In some ways speaking can be considered the most difficult skill to acquire as it requires command of speech production sub-skills like vocabulary retrieval, choice of grammatical patterns, and sociocultural competence”.

The literature also draws attention to the special difficulties that learners encounter in speaking English as a foreign language (Tasmia et al, 2019, p. 10-11). Research has attributed these difficulties to various factors such as confidence, listeners' support, students' listening ability, and pressure to perform well in front of class and apprehensions about the potential response of the audience (Tuan and Mai, 2015 cited in Tasmia et al, 2019). Some of these factors are related to the students themselves (such as mispronunciation, the shortage in vocabulary repertoire, grammatical errors especially in composing sentences correctly, difficulties in assigning meaning or understanding the conversations, and maintaining the interaction, low motivation), the teaching strategies, the curriculum, and the environment (Rababa in Almira, 2014 cited in Tasmia et al, 2019, pp. 12-13). Students' poor grammar and vocabulary features among the most widely attested factors behind the difficulties they experience in speaking a foreign language (Doris and Jessica, 2007). To these linguistic deficiencies are added some psychological problems affecting their emotional and physical health, their social relationships, their productivity and their adjustment to life's exigencies such as nervousness, lack of self-confidence and apprehension of speaking in public (Xinghua, 2007). The gist of this research is that such psychological problems affect students' performance in speaking (Khan, 2005). In a conversation, factors such as shyness, nervousness, feeling afraid of making mistakes, and not knowing the way to pronounce certain words, can be conducive to potential problems hindering students' speaking (Susilawati, 2007, cited in Tasmia et al, 2019, p. 13) and causing their reluctance to speak (Brown, 2001). Consequently, students experience difficulties in verbally expressing what they want to communicate to other people. They find it difficult to put their thought into words. Their ability to discriminate words that they hear does not necessarily guarantee that they will be able to produce fluent discourse. Brown (2001) goes as far as singling out “the anxiety generated over the risk of blurting things out that are wrong, stupid or incomprehensible” as one of the major obstacles learners have to overcome in learning to

speak. The fear of making mistakes is recognized as a major inhibitor (Koichi Sato, 2003; Liauw, 2009 cited in Tasmia et al, 2019).

There is a consensus in the literature on the importance attributed to the speaking skill (Rao, 2018, p. 288) in foreign language or second language teaching and learning (Chaney and Burk, 1998, p. 13). However, this recognized importance is not matched by a corresponding interest on the part of the EFL/ESL teachers, as they have been teaching speaking skills just like memorization of dialogues, repetition of drills and recitation of memorized textbook dialogues (Ibid). What is missing is instilling in learners the ability to use effective oral communication skills (Rao, 2018, p. 289). This can be done through “real-time exposure that is implemented by the teachers with a set of classroom activities developed in a dynamic interactive learning environment where both teachers and learners collaborate and cooperate with one another to create a comfortable, relaxed and safe atmosphere for a perfect productive talk in the classroom environment” (Rao, 2018, p. 289).

The literature is emphatic on the need to combine the process of learning and the application of speaking skills. “To achieve this goal, the foreign language or second language teachers should develop their learners’ communicative competence through a diversity of classroom activities that include various styles and types of expressions, situational as well as contextualized expressions (Airport, Train Station, jargon, business English, etc.), acquainting students with the different language discourses, and the different accents and dialects of native speakers. It is the responsibility of a teacher to select and adopt the suitable activity and strategy, to meet the needs, goals and interests of the learners” (Rao, 2018, p. 289). The literature sets a high premium on reaching the communicative end of the communication continuum (Harmer, 2001, p. 271). Accordingly, “The teacher should create interaction by exchanging information and expressing ideas with utmost care about the correct grammar (accuracy), adequate vocabulary, a good pronunciation as well as acceptable fluency to convey a meaningful speech that sounds like a native speakers’ own by following the classroom activities such as role-plays, simulation, talking circles, discussions, debates, role cards, information gap activities, storytelling-based activities and so on” (Ibid). Thus, the key role of the teachers in imparting quality education in ELT classrooms, both in ESL/EFL settings, especially in teaching language skills, is highlighted (Rao, 2018, p. 290). To achieve this noble goal of excellent quality, teachers are called upon to use their skills, knowledge and various techniques such as interaction, motivation and encouragement to boost the learners’ motivation towards the learning of language skills. In so doing, they “act as facilitators, motivators, organizers, monitors, participants, assessors, models, observers” (Ibid).

Hence, there is now, an urgent need to develop the speaking skill teaching strategy in the Algerian context that helps learners to overcome their psychological problems and improve their oral communication - a strategy that not only highlights the importance of improving students' speaking performance, but also suggests platforms (Facebook, YouTube, Skype, and Telegram) for teaching speaking in modern, easy, and simple ways. It should be noted that the need to implement Social Media in the Algerian universities has grown out of the dissatisfaction with the current teaching strategies that do not focus on teaching the speaking skill; more focus is given to reading and writing (Bougandoura, 2012) - something that is predominant in most of the Algerian EFL contexts. Although the existing teaching strategies may help students learn the knowledge of grammar and acquire new vocabulary and use it in different contexts, teachers "do not focus on communicative language teaching (CLT) and collaborative learning because CLT which is based on real-life situations and it is more useful in developing communication skills among the learners" (Rao, 2018, p. 289). In addition, In the EFL Algerian context, the traditional teaching method is still teacher-centered (i.e. teachers are still teaching speaking from one limited angle such as brainstorming, simulation, discussion, role plays, interviews, games, dialogues, drillings, storytelling, picture describing, and story completion (Kherkhachi, 2016). "The EFL/ESL teachers have been teaching speaking skills just like memorization of dialogues, repetition of drills and recite memorized textbook dialogues" (Rao, 2018, p. 288).

Therefore, this thesis may be a step towards breaking the traditional ways of teaching speaking in the Algerian universities. It attempts to test the efficacy of Social Media in improving students' speaking performance. Through this dissertation, which suggests the implementation of Social Media, students may overcome their speaking difficulties such as shyness, anxiety, fear of making mistakes, lack of self-confidence, lack of motivation, lack of grammar rules, and limited vocabulary (Littlewood, 1999; AL Hosni, 2014, Kaddour, 2016; and Putra, 2017). Social Media platforms (YouTube, Facebook, Skype, and Telegram) may open doors for students to make new friends, to meet native speakers, and to travel virtually and exchange experiences (Ashour, 2014, p. 3).

1.2. Statement of the Problem

There seems to be some consensus among researchers on EFL over the need to master the four micro skills of listening, speaking, reading, and writing in order to be competent language learners (Belegdair, 2015, p. 3). Prominent among these skills is that of speaking as it requires mastery of special abilities (linguistic as well as the pragmatic ability to use

language appropriately in different situations), hence the widely acknowledged difficulties that foreign language learners find in speaking. Notwithstanding the chances provided by the speaking oral classes to practice speaking in the classroom through the use of a wide range of activities and tasks that require speaking the English language in different situations which help learners produce English automatically, the fact remains that these learners still face difficulties in speaking English during oral classes.

In particular, the findings of Lekbir and Boubaaya (2018) at Msila (Mohamed Boudief University) came to the diagnosis of the difficulties encountered by most EFL students and teachers in the oral course modules, which they attributed to:

- psychological problems (such as anxiety, lack of motivation, fear, and shyness),
- linguistic problems (such as underlexicalisation, poor mastery of grammatical rules),
- pedagogical problems due to the limitations on the time allocated to the oral expression module,
- lack of materials in teaching and learning the oral/aural skills.

As a result, the literature reporting on the Algerian tertiary level context asserts that learners' failure in speaking was not only a result of the lack of linguistic rules but also psychological factors which intervene in speaking which should be taken into consideration on the part of teachers. Accordingly, the poor performance in the speaking production is a problem widely spread at Msila (Mohamed Boudief) University, particularly among learners of English (Lekbir and Boubaaya, 2018). Although, EFL learners in oral classes at Msila (Mohamed Boudief) University are exposed to a wide range of activities and strategies such as role plays, group work, debates and discussions, and free speech (Lekbir and Boubaaya, 2018), which require learners to produce authentic English in the language classroom, learners still face many difficulties in speaking English (Belegdair, 2015, p. 3). Therefore, the main goal of this research work is to determine whether this lower performance of second year LMD students in the English Department of the University of Msila (Mohamed Boudief) is due to students' linguistic and/or psychological problems (e.g. shyness, anxiety, fear of making mistakes, lack of grammar rules, lack of vocabulary...etc) and to check the potential role of Social Media platforms in helping students improve their oral performance.

1.3. Research Objectives

The present research work seeks to realize the following objectives:

- 1) To find out if there is a positive influence of Social Media on students' speaking performance, as compared to other traditional methods.
- 2) To determine the extent to which Social Media can effectively assist in improving other features of the English language.
- 3) To know students' and teachers' attitudes towards the use of Social Media.

1.4. Research Questions

The present study is based on the research questions stated below:

- 1) Does the use of Social Media help EFL students overcome their speaking problems?
- 2) Do Social Media, as compared to traditional methods, promote English language learners' speaking skill?
 - Do Social Media have an effect on EFL students' grammar, vocabulary, and pronunciation?
 - Do Social Media have an effect on EFL students' speaking fluency and accuracy?
 - Do Social Media have an effect on EFL students' listening comprehension?
- 3) How do teachers and students perceive the pedagogical utility of the use of Social Media?

1.5. Rationale

The significance of this study lies in the hypothesized possibility that implementing Social Media when teaching the English language speaking skill may enhance the students' performance in oral skills. This study serves to gain intuitions into the relationship between the speaking skill and Social Media as a supplemental teaching strategy. Particularly, the findings of this study seek to contribute to this area of research that is at the heart of ELT research and is generally the main concern in the Algerian context. An overview of the relevant literature on ELT, particularly in the teaching of the speaking skill, has detected a tendency towards providing a clear vision about the notion of speaking with a particular focus on the Algerian EFL context. In addition, the present study aims to put forward some insights on how teachers can make an EFL speaking skill class practical, relevant, efficient and successful through the integration of Social Media (YouTube, Facebook, Skype, and Telegram).

In doing so, the present study seeks to provide guidelines for the EFL learners, particularly for students who have some psychological and linguistic problems when speaking (i.e. lack of motivation, lack of self-confidence, anxiety, shyness, lack of grammar rules, and

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limited vocabulary) and who want to make use of what they are learning, and express themselves, allowing for clear, thorough, and organized strategies that help them experiment with their language in real communicative situations, know about the cultural aspects and differences, and communicate with others based on these aspects and differences, and express themselves freely.

Chapter Two: Review of the Literature

2.1. Introduction

This chapter reviews literature on “the effect of the using Social Media to enhance EFL students’ speaking performance in the Algerian context: the case of 2nd year LMD students at Msila University”. As the main title of the current research indicates, this study consists of two main sections:

The first section starts by presenting the theoretical framework for language learning: a general overview will be given to the status of English in today’s world and in the Algerian educational system and English language learning in Algeria. In this section, the speaking skill is investigated; this includes definition of speaking, components of speaking, the notion of communicative competence, and factors affecting speaking performance in foreign language. It also attempts to highlight the strategies and activities of how to teach the English speaking skill, in addition to the history of teaching speaking, by presenting the main approaches to foreign language learning. Types of speaking, guidance for teachers in teaching speaking, types of classroom speaking performance and features of the spoken language will be also covered in this section. Through this section, an attempt will be made to examine various aspects of speaking and the relation between the speaking skill and other skills (listening, reading, and writing). The section finishes by some characteristics of effective speaker, the importance of speaking, as well as the purpose of speaking.

The second section tackles the notion of ICT (its definition, types, and its advantages and disadvantages in education), it also attempts to discuss what the term “Social Media” means, its evolution and its various forms. Moreover, it seeks to explore the implementation of Social Media and technology in higher education, more specifically, Facebook, YouTube, and Twitter. This section finishes with the importance of Social Media in English language learning.

2.2. Speaking Skill

2.2.1. The theoretical framework for language learning

Along with the advancement in technology, science and Social Media, almost all the people use different Social Media platforms for a variety of purposes such as economy, politics, education, and especially for learning English. The speaking skill, however, is one of the most essential language learning skills to be mastered and developed by foreign language learners in order to become good speakers of that language and to achieve their

communicative purposes. Thus, for this reason, the present research study seeks to explore the significance of Social Media in enhancing students' English language speaking performance.

To this effect, the first sub-section is devoted to giving an outlook about the place of English in today's world and, more specifically, in the Algerian educational system, English language learning in Algeria. Furthermore, more importance is given to one of the most communicative skills, which is the "speaking skill". It deals briefly with the definition of speaking, components of speaking, the notion of communicative competence, factors affecting speaking performance in foreign language, speaking strategies, and classroom speaking activities. It also provides a historical overview of teaching speaking, types of speaking, and guidance for teachers in teaching speaking, features and aspects of the spoken language, besides the characteristics of effective speaker, and the importance and purpose of speaking.

2.2.2. The status of English in Today's World and in the Algerian educational systems

The aim of this section is to build on the importance of English in the world and its situation in Algeria to explore the main factors that push people to learn English, in general, with a special focus on how to speak English, in particular. It is a fact that English has become the lingua franca: the *defacto* language of the entire world. It is an important language that has attained the status of link language in different countries. According to Reddy et al. (2016, p.179), there are "about 375 million English as first language speakers and 750 million English as second language speakers. English has an official or special status in 70 countries". It holds an important role in technology, academic information, science, and international communication (Crystal, 1997). The knowledge of English is truly considered as necessary for activity, thoughts, and employment. Reddy et al. (2016, p. 181-182) acknowledge the fact that English has great utility in business, education, media and information, for information, for getting a job, and for international relations. By the same token, (Nishanthi, 2018, p. 872-873) argues that there are different factors which make English important nowadays, namely:(1) It is the international common tongue since people usually use English as a common language for communication, (2) English is important in the educational sector where different curriculums in science, engineering and higher education are introduced in English, (3) it is the language of Internet and press as books and newspapers are written in English, (4) it is the language of Hollywood and entertainment where most movies, books, music are published in English, and (5) it is the language of travel and business.

Mahu (2012, pp. 374-375) also suggested other benefits of learning English as a foreign language, namely: (1) through learning a foreign language people can understand their own cultures from another perspective, (2) they can recognize new entertainments and visit most websites, (3) students can improve their native language and develop their vocabulary, and (4) speaking English helps people in their professional career. Thus, as the above information implies, English has become one of the most important academic and professional tools. This growing importance of English has been echoed in the official language policy of Algeria.

Algeria has gone through a series of reforms concerning its policy of education: the first reform was “Arabization” that started in 1962 from a purely French focus after more than 130 years of colonization, to a monolingual country after the adoption of the Arabization policy. The second reform was the fundamental schooling system that started in 1976. It was a mix of the primary and middle school and all subjects were taught in Arabic except for the foreign languages. At that time, English was taught at the age of 13 in middle school. In 1993, an opportunity was given to primary school pupils to choose between French and English as a compulsory foreign language (Rezig, 2011, p. 1329). In addition, there was a fourth reform which is “the higher education reform”. Here, the French model was the first system adopted in the Algerian universities.

However, in 1988, different reforms were introduced to modernize the university system. The Arabic language started to be taught by the year 1981/1982 in basic education, French became the language of instructions, mathematic instructions gradually became taught in Arabic. And by the school year 1989/1990, Arabic was totally planned for the Baccalaureate (Rezig, 2011, p. 1330). The year 2000 marked the creation of the National Commission of Reforms of the Educational System, which became effective as from 2003, approved beforehand by the Council of Ministers (Omari, 2015, p. 56). The following figure summarizes the different levels of education in the Algerian education system in the 2003 reform:

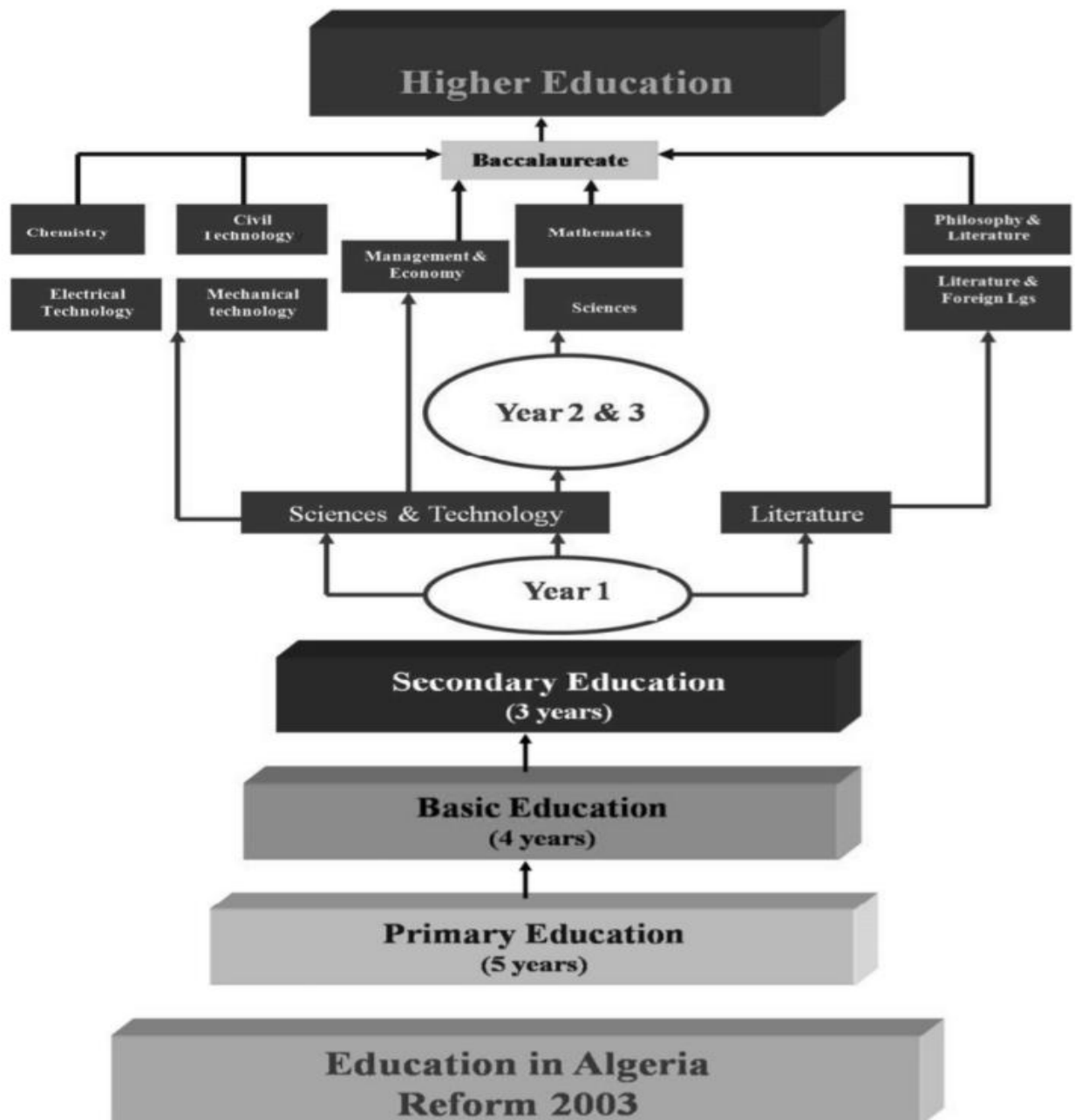


Figure 1: Algerian Educational Reform (Adopted from Omari, 2015, p. 58).

English has become the national language of many countries in the world, even those where it is not considered as a national language. In Algeria, the existence of the English language is clearly noticeable. It is taught as a compulsory course starting from the first year middle school, secondary school and university in order to:

- Increase learners' communicative skills;
- To develop the exchanges of ideas across nations;
- To develop their abilities to have access to materials written in English as far as graduate or/and post-graduate students are concerned;

- Keep pace with the latest scientific and technological development (Ministry of Education in the pedagogical instruction, 2004, p. 6), cited in (Omari, 2015, p. 84).

For these reasons, the English language in Algeria is the most important foreign language taught after French. In this respect, Hamdi (1990. p. 13), cited in Merzougui (2019, p. 7) reports that:

The Algerian authorities are aware of that fundamental need for English, at a time when Algeria may be called upon to play a leading role in international affaires. We have only to examine the shift from French to English as a subject in the educational curricula, or the even-increasing number of students registering in the English Departments of the universities.

Even though English is taught at middle to secondary school levels, still students encounter some problems when it comes to language use. For instance, in higher education, English is taught as either a major branch in the English department or as an additional module in the other branches such as economy, biology, human sciences, etc. Students of the English department study the English language for three years, leading to the Licence degree (Bachelor), which is not sufficient for them to achieve their communicative purposes (Bouchen, 2018). Therefore, there has been a great deal of discussion and debate about the best way to improve the speaking ability of the Algerian students. Some educationists recommended the inclusion of English as an essential subject in the primary school to give students the basic principles to enhance their language learning and their levels (Omari, 2015, p. 84).

The relevance of this state of affaires in Algeria to the present thesis is twofold. First, the literature has shown a marked lack of attention to the oral communication skills among both teachers and students (Bouzenoun, 2018, p. 5). In other words, a great deal has yet to be done to remedy this situation, a task that is central to the present thesis objectives. Secondly, there is even less attention to the role of Social Media in boosting speaking skills among Algerian students. Here again, this is one major dimension of the central problematic underpinning this thesis. Perhaps, the specificity of the Algerian context lies in the status of English as a foreign/second language and its implications in SLA in terms of learning versus acquisition.

2.2.3. The English language learning in Algeria

According to Ellis (2000, pp. 11-12), second language acquisition entails that the second language is institutionally and socially used in the country, while the foreign language is only learnt in classroom settings, and has no significant role in the country. Thus, English is

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taught in schools in the world, often as a compulsory subject but it is crucial to recognize and identify the status of the English language in the world. For Crystal, (1997, p. 3) “If English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language”. Therefore, even if English is not the first language of many people, there is a need to learn and teach it, because it has become a truly universally used language and no one can ignore its impact in any part of the world.

There is consensus in the literature that all students can be successful learners and enhance their language learning. However, to achieve this purpose, studies have proffered some clues and tips to be considered aiming at maximizing the pedagogical efficiency of the learning process. Firstly, a learner is called upon to understand the difference between language learning and language acquisition. According to Kramina (2000, p. 27), language acquisition is a subconscious process and it is similar to the process children use in acquiring first and second languages. That is to say, children acquire language through a subconscious process during which they are not aware of the grammatical rules. Thus, they acquire their mother tongue only through the interaction with their parents. Language acquisition refers to the process through which humans acquire the capacity to perceive and understand language (Arab, 2015, p. 8). In other words, it is the capacity to successfully use language and acquire a set of tools such as phonology, syntax, morphology, and semantics. It is also based on the neuropsychological processes (Maslo, 2007, p. 41), cited in Zaščerinska (2010).

Language learning, on the other hand, is a conscious process (Kramina, 2000, p. 27). It is a tool for developing competence in a second language and the term “learning” refers to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them (Krashen, 1987, p. 10). Table 1 below shows some differences between the two processes presented by Schutz (2014) as cited in Arab (2015, p. 9).

Language learning	Language acquisition
Artificial and Technical	Natural and personal
Priority on the written language	Priority on the spoken language
Theory (language analysis)	Practice (language in use)
Deductive teaching (rule-driven; top down)	Inductive teaching (rule-discovery; bottom up)
Preset syllabus	Learner-centered activities with room for improvisation
Translation and use of L1	No translation; no L1

Table 1: Some Differences between Language Learning and Language Acquisition (Schutz, 2014 cited in Arab, 2015, p.9).

English as a second or a foreign language in a country where English is not commonly spoken seems difficult for some learners. For example, with special relevance to the Algerian context, scholars have noticed that, when the Algerian learners try to learn and speak English, they face lots of difficulties (Iddou-Derraz, 2009. p. 11). These difficulties may refer to age, anxiety, lack of motivation and self-confidence; they may also refer to some social and pedagogical factors which refer to the society where the language learner lives, including parents, peers, and teachers (Iddou-Derraz, 2009. p, 11). Other researchers, such as Bouzenoun (2018, p. 5), believe that the major problems in learning English in Algeria refer to poor understanding, weak grammar, inadequate vocabulary, and lack of the four language skills.

Therefore, there are many technological tools that can be useful to remedy this situation. The present thesis falls within this remedial urge referred to in the literature. It is premised on the belief that the use of Social Media and technology is inevitable for effective outcomes in foreign language classrooms. Blake (1998, p. 210) declares that technology plays a key role in improving second language acquisition. Moreover, Greenfield (2009) has noted a phenomenal increase in the use of technology as a medium of instruction, with positive effects on learning language skills. To this effect, Kern (2006, p. 183) acknowledges the rapid evolution of communication technologies, which has brought about fundamental changes in language pedagogy and language use. This has given rise, in Kern's view, to new forms of discourse,

new forms of authorship, and new ways to create and participate in communities. Likewise, Salaberry (2001, p. 1) reported that “technological innovations have significantly changed the scene where foreign language instruction takes place”. Nowadays, students’ high use of technology and Social Media, in particular in the educational settings, has led teachers and researchers to believe that Social Media could be highly effective for English language learning when used appropriately.

The above reviewed tendency has special relevance to the Speaking skill, which is the focus of the present study. This is why the next section is devoted to a better insight into the specificity of this skill.

2.2.4. Definition of Speaking

The Speaking skill has been defined from various vantage points. To begin with, Bygate’s focus (1987, p. 1) is on the social orientation of the speaking activity as it is perceived as “the vehicle par excellence to share solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which is particularly conducive for learning”. Thus, speaking is the means through which learners can communicate with others, express their opinions, intentions, and hopes to achieve their goals. Chaney and Burk corroborate this social orientation by construing Speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney and Burk, 1998, p. 13). This communicative aspect is also recognized by other researchers (Fulcher, 2003, p. 23; Nunan, 2003, p. 48).

In like manner, Rodriques (2000, p. 32) defined speaking as a means of producing utterances for communicating messages. However, according to Burns and Joyce (1997) and Luoma (2004, p. 2), speaking is not only producing utterances, but it is an interactive process of constructing meaning that involves producing, receiving and processing information. Rahmawati (2013, p. 133) has schematized the process of speaking as in the figure below:

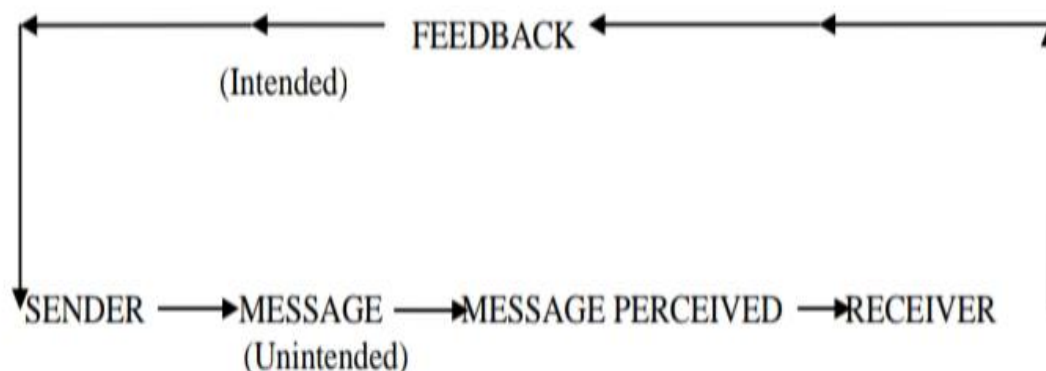


Figure 2: The Process of Speaking. (Adopted from Rahmawati, 2000, p. 133)

As an explanation of the figure above, Rahmawati (200, p. 2013) provides the following clarifications:

- 1- A message is what someone communicates.
- 2- The message intended is what someone tries to communicate something.
- 3- The message perceived is what the other person experiences someone.
- 4- The sender is the one who sends the message.
- 5- The receiver is the one who receives the message.
- 6- Feedback is the reaction of the receiver to the message.

Therefore, speaking is considered to be the most important skill. As Ur (1996, p. 120) avers, “of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak”. Similarly, Rivers (1981) cited in (Abd EL Fattah Torky, 2006, p. 14) argues that “speaking is used twice as much as reading and writing in our communication”. Moreover, speaking is also considered as the most important element of learning a foreign language and the success of learning a second or a foreign language can be measured in terms of the ability to carry out a conversation (Nunan, 1991, p. 39).

By the same token, Zyoud (2016, p. 02) emphasizes the importance of speaking in second language learning. Accordingly, the speaking skill is important for the learner of any language and it is probably a priority for most learners of English (Florze, 1999), cited in

(Abd El Fattah Torky, 2016, p. 14). Additionally, Baker and Westrup (2003, p. 5) indicate that fluent English speaking learners are likely to have greater opportunities of employment in different fields, such as education, marketing, and international organizations. Learning English also enables learners to have access to multiple, recent information in various fields of study. Backer and Westrup (2003, p. 30) support that idea by claiming that “a student who can speak English well may have greater chance for further education of finding employment and gaining promotion”. Besides, it can be a form of support for other language skills. For instance, it helps for the development of reading competence (Hilferty, 2005), the development of writing (Trachsel and Severino, 2004), and for the development of the listening skill (Rgima, 1997 cited in Abd EL Fattah Torky, 2016, p. 14).

Nevertheless, speaking English or any other foreign language is difficult for learners because it requires too many dimensions to take into consideration. In this respect, Brown (2004, p. 172) declares that there are five areas of knowledge involved in speaking, namely: grammar, vocabulary, comprehension, fluency, and pronunciation. In other words, it is the use of the right words in the right order with the right pronunciation. Therefore, learners should be able to use all these components to master the language well. Riggensbach (1998, p. 63) considers fluency, pronunciation, grammar, comprehension, and vocabulary as the components which are traditionally “thought of as components of speech”. Below is a detailed explanation of each component.

2.2.5. Components of Speaking

There are many components of the speaking ability that people rely on in order to understand the language, including: pronunciation, comprehension, fluency, accuracy, grammar, and vocabulary.

2.2.5.1. Pronunciation

Pronunciation is defined as “the sound of speech that can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation” (Luoma, 2004, p. 11). Redmond and Vrchota (2007, p. 104) argue that “it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood”. In other words, the listener cannot understand what the speaker is saying and accuracy cannot be achieved if pronunciation is not correct.

According to Abbaspour (2016, p. 145), pronunciation plays an important role in speaking because, when learners mispronounce a single sound or various uses of stresses and intonations, this may cause misunderstanding. It is also important for students who want to be native speaker- like, so they spend “many hours learning to pronounce the sounds of English [through] listening to, and repeating, the vowels and consonants of English” (Brown and Yule, 1983, p. 2). Therefore, pronunciation is an essential part of making the difference between languages and mastering foreign languages. Moreover, it is the basis for efficient communication. Poor pronunciation may be frustrating and unpleasant for both the speaker and the listener (Trouvain and Gut, 2007, p. 53). The relevance of this feature to the present study lies in the attempt to maximize the contribution of Social Media towards improving students’ pronunciation. The next feature is boosting comprehension.

2.2.5.2. Comprehension

Comprehension is another component of speaking. It is “a key piece to keep a conversation. We need to code the message to give an appropriate answer or to make correct decisions in our expressions. Understanding a language is very important to communicate our ideas in a friendly environment” (Alcantra, 2013, p. 21). Therefore, it is important for a speaker to communicate his ideas and thoughts clearly to the listener so as to make him/her understand the message appropriately. Comprehension, according to Chastain (1971, p. 136) cited in (Ashour, 2014, p. 39), is to understand the native speech at normal speed in their world-like situations. In a study made by Bozorgian (2012, p. 647) about the relationship between the listening skill and the other language skills, it was found that there is a close correlation between listening comprehension and language proficiency. In other words, “the higher the listening score, the better the speaking score” (Leong and Ahmadi, 2017, p. 39). Therefore, people can speak well when they listen well to interpret the message and understand it. Consequently, this correlation is targeted in the present thesis. The following lines target fluency and accuracy.

2.2.5.3. Fluency and Accuracy

The speaking ability in a second language can more or less be divided into two types: fluency and accuracy.

2.2.5.3.1. Fluency

There is a wealth of evidence in the literature on the importance of fluency. For instance, Richards et al. (1992, p. 204) report that:

Fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions, i.e. in order to speak the target language fluently, one has to avoid what make it sound like unnatural like hesitations; miss-use of stress; rhythm.... etc.

The point of this quote is echoed by Zyoud (2016, p. 4) who construes fluency as the extent to which speakers use the language with the appropriate speed and confidence, minimizing hesitations, unnatural pauses, false starts, and word searches. In agreement with this definition, Baker and Westrup (2003, p. 90) emphasized the need in fluency to speak easily without bothering about errors. Other researchers have stressed the importance of the smooth flow of ideas in real time without undue pausing or hesitation (Ellis and Barkhuizen, 2005) cited in (Bamanger and Gashan, 2015, p. 02). Moreover, Thornbury (2005, p. 56) argues that speed and pausing are important elements in fluency because the speaker needs to take a breath from time to time. That is, making a pause allows the listener to catch what the speaker is saying and to understand him. Fluency is considered as the first characteristic of speaking performance and the main object of teachers in teaching the speaking skill (Leong and Ahmadi, 2017, p. 36). It stands to reason, then, that the framework to be proposed in the present thesis should reserve pride of place to the feature of fluency. The next parameter is accuracy.

2.2.5.3.2. Accuracy

Brown (2001, p. 268) points out that, “While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output”. Accuracy, according to Nunan (2003, p. 55), refers to the extent to which students’ speeches match what people are saying when using the target language. It involves correct use of vocabulary, grammar, and pronunciation through controlled activities (Harmer, 2001).

In corroboration of this idea, Spratt, Pulverness and Williams (2005, p. 34) argue that accuracy is the use of grammar, vocabulary, and pronunciation correctly. Thus, the speaker should emphasize certain aspects before he speaks such as grammar, vocabulary, and pronunciation. Accuracy is another important component in speaking; it is considered as the second characteristic of speaking performance and teachers should focus on accuracy in their teaching processes (Leong and Ahmadi, 2017, p. 37). Accordingly, fluency and accuracy are interrelated and they are both needed while speaking because they are important instruments

for learners to acquire the language, hence the importance that the proposed framework will assign to the accuracy dimension. The next parameter is that of grammar.

2.2.5.4. Grammar

Many definitions of grammar are available in the literature. Initially, Ur (1996, p. 75) defined grammar as “the way words are put together to make correct sentences”. Grammar is the description of the way words can change their forms and can be combined into sentences in the language (Harmer, 2001, p. 12). It is also defined by Parsons (2004, p. 08 cited in Ashour, 2014, p. 66) as “a system of rules governing the structure and arrangement of language”. That is, in order to speak the language, it is vital to study the rules and structures to make a correct sentence.

Therefore, grammar plays a key role in the speaking skill. Without grammar, language would not work, because learners could not communicate effectively. So, it is important and useful to understand the basics of grammar to make future proficient speakers and writers. In this respect, Thornbury (2005, p. 20) provides some features of spoken grammar: (1) Clause is the basic unit of construction, (b) Clauses are usually added (co-ordinate), (3) Head + body + tail construction. (4) Direct speech favored, (5) A lot of ellipsis, (6) Many question tags, (7) Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends). The genre-inspired literature has drawn attention to the distinctive features of orality (Brown and Yule, 1983; Atari and Triki, 2000). However, orality also affects the choice of vocabulary.

2.2.5.5. Vocabulary

Many researchers have provided various definitions about vocabulary. For Hatch and Brown (1995, p. 2), vocabulary refers to the collection of words for a particular language. According to Siriwan (2007, p. 19), “vocabulary learning is referred to as learning a collection or the total stock of words in a language that are used in particular contexts”. Similarly, Susanto (2017, p.185) defined vocabulary as words that learners recognize and comprehend when used in context. Gaining accuracy in terms of vocabulary refers to the selection of appropriate words in their suitable contexts (Leong and Ahmadi, 2017, p. 36). It means that learners, most of the time, find difficulties in expressing their ideas and thoughts; sometimes, they use words incorrectly or they use similar words in different contexts which do not have the same meaning in all contexts. The specificity of the Algerian context in vocabulary instruction was highlighted by Kolem (2018). The present thesis seeks to add further tips for vocabulary instruction in speaking activities through the oral medium of Social Media.

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Therefore, learners should be able to use words and expressions appropriately and correctly. In brief, all the components mentioned above (pronunciation, grammar, fluency, accuracy, comprehension, and vocabulary) are the most needed skills necessary for teaching and learning a foreign language. They are the basic elements for the development of the speaking skill and the main tools for students who are trying to use a foreign language effectively.

According to Harris (1974, p. 81-82), speaking is a complex skill requiring the simultaneous use of various abilities which usually develop at different rates. Simultaneously, in determining the score gained by students, Harris proposed an “oral English rating scale” which is divided into five components (pronunciation, grammar, vocabulary, fluency, and comprehension). Each component is divided into five short behavioral statements as stated in the table below:

No	Aspects	Score	Criteria
1	<u>Pronunciation</u>	1	Pronunciation problems so severe as to make speech virtually unintelligible
		2	Very hard to understand because of pronunciation problems. Most frequently be asked to repeat.
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		4	Always intelligible though one is conscious of a definite accent
		5	Has few traces of foreign accent
2	<u>Grammar</u>	1	Errors in grammar and word order so severe as to make speech virtually unintelligible
		2	Grammar and word orders make comprehension difficult. Must often rephrase sentences and / or restrict him basic pattern.
		3	Makes frequent errors of grammar and word order which obscure meaning.
		4	Occasionally makes grammatical and /or word order errors which do not, however, obscure meaning.
		5	Makes few (if any) noticeable errors of grammar or word order.
3	<u>Vocabulary</u>	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
		2	Misuses of words and very limited vocabulary make comprehension quite difficult.
		3	Frequently use the wrong words: conversation somewhat limited because of inadequate vocabulary.
		4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
		5	Uses of vocabulary and idioms are virtually that of a native speaker.
4	<u>Fluency</u>	1	Speech as so halting and fragmentary as to make conversation virtually impossible.
		2	Usually hesitant, often forced into silence by language problems.
		3	Speed and fluency are rather strongly affected by language problems
		4	Speed of speech seems to be slightly affected by language problems.
		5	Speech as fluent and effortless as that of a native speaker.
5	<u>Comprehension</u>	1	Cannot be says to understand even simple conversation of English.
		2	Has great difficulty following what is says. Can comprehend only “social conversation” spoken with frequent repetition.
		3	Understand most of what is says at lower than normal speed with repetitions.
		4	Understands nearly everything at normal speed although occasional repetition may be necessary.
		5	Appears to understand everything without difficulty.

Table 2: Harris’s Frame for Oral English Rating Scale (Harris, 1974).

Indeed, Nunan (1999) claims that speaking requires that learners not only know how to produce specific elements of language such as grammar, pronunciation, fluency and accuracy, or vocabulary, but they also need when, why, and in what ways to produce language. So, based on Hymes’s theory (1972), Canale and Swain (1980) have built and developed the model of communicative competence, classifying four aspects: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. This framework

is intended to be applied to second language instruction and testing. Therefore, the following part seeks to critically review the literature on developing communicative competence.

2.2.6. Communicative Competence

To begin, the term “communicative competence” was first introduced by Hymes (1972, p. 282-283) as a contradistinction to the restricted notion of Linguistic Competence in the Chomskian theory of generative grammar (1965, p. 4):

Linguistic theory is concerned primarily with an ideal speaker listener, in a completely homogeneous speech community, who knows its language perfectly and unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

Chomsky distinguishes between competence, i.e. “the speaker- listener knowledge of the language”, and performance “the actual use of language in concrete situations” (Djaileb and Zitouni, 2014, p. 236). The term Communicative Competence defined by Canale and Swain (1980) as comprising four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. It is the ability to use the language appropriately and correctly to accomplish communicative goals (Travin, 2014, p.2). In other words, it is the ability to not only use the grammatical rules of a language in order to make correct sentences, but also “to know when to speak, when not, what to talk about with whom, when, where, in what manner” (Hymes, 1972, p. 277) in order to make meaning and achieve social tasks effectively and fluently. To corroborate that belief, Widdowson (1989, p. 135) reported that:

Communicative competence is not a matter of knowing rules for the composition of sentences and being able to employ such rules to assemble expressions from scratch as when occasion requires. It is much more a matter of knowing a stock of particularly pre-assembled patterns, formulaic frameworks, and a kit of rules, so to speak, and being able to apply the rules to make whatever adjustments are necessary according to contextual demands. Communicative competence in this view is a matter of adaption, and rules are not generative but regulative and subservient.

Therefore, communicative competence is the ability to use the language and communicate in an appropriate manner. Moreover, Canale and Swain (1980), cited in Bagarić and Djigunović (2007, p. 96), describe communicative competence as “a synthesis of an underlying system of knowledge and skill needed for communication”. Thus, the knowledge, according to them, refers to the conscious or unconscious knowledge of a person about language and about other features of language use. Canale and Swain (1980) state that there

are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfill communicative functions, and knowledge of how to combine utterances and communicative functions with respect to discourse principles (Bagarić and Djigunović, 2007, p. 96). Furthermore, Canale and Swain (1980, p. 27) proposed an influential and comprehensive review of communicative competence for language teaching and testing. The three sectors were grammatical, sociolinguistic and, strategic competence. Canale (1983, p. 6) added another one, discourse competence. To this effect, Scarcella and Oxford (1992, p. 154) suggest a definition of the skills underpinning the speaking competence in the following figure:

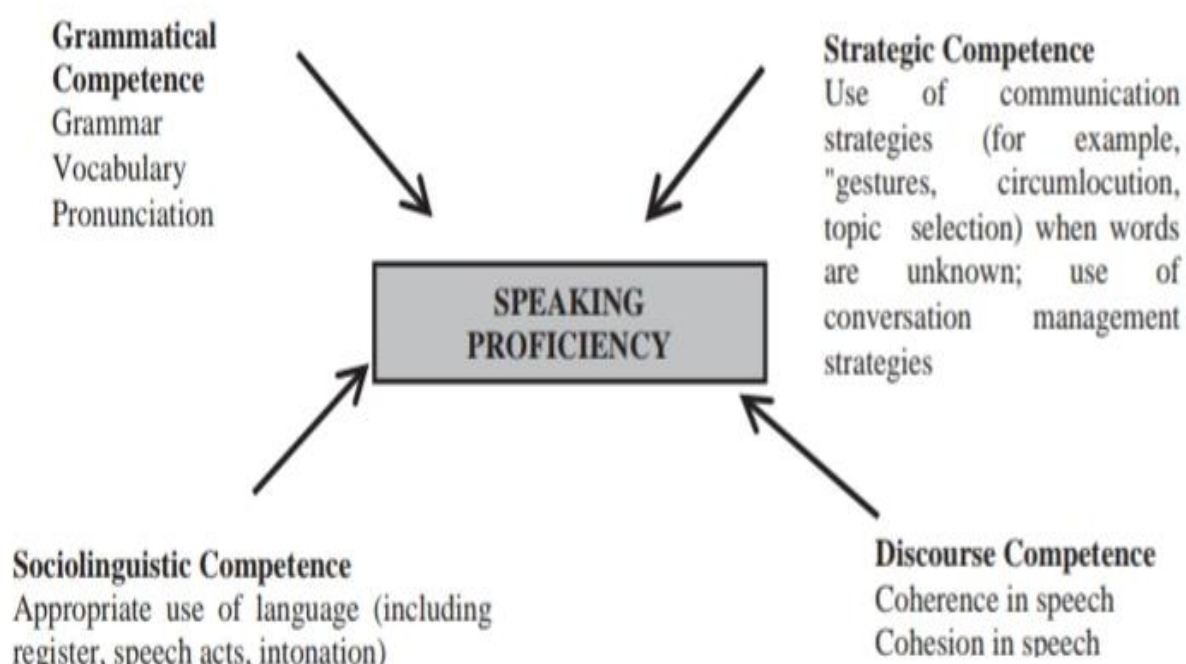


Figure 3: Skills Underlying Speaking Proficiency (Scarcella and Oxford, 1992, p. 154)

According to Scarcella and Oxford (1992, p. 141), grammatical competence refers to the knowledge of lexical items and rules of morphology, syntax, semantics, and phonology. This type focuses on the mastery of the linguistic code of the language being learnt (Canale, 1983). In other terms, grammatical competence provides speakers with the grammatical knowledge (vocabulary, morphology, syntax, semantics, phonetics, and orthographic rules) which enables them to be knowledgeable about how words are linked and how sentences are structured.

Moreover, sociolinguistic competence has to do with the understanding of socio-cultural rules of use of the second language (Canale, 1983). As Savignon (1983, p. 37) states, it

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involves “socio-cultural rules of discourse and language. It requires an understanding of the social context in which language is used: the roles of participants, the information they share, and the function of interacting”. Sociolinguistic competence can be divided into two main types: “Illocutionary competence” which deals with sending and receiving intended meaning and the second type “sociolinguistic competence” deals with politeness, formality, register and their relation with a given culture (Canale and Swain, 1980). Thus, sociolinguistic competence is the appropriate use of second language rules that emphasize the ability to understand how language is produced and interpreted in different contexts.

Discourse competence, on the other hand, refers to the “knowledge of how to interpret sentences within a larger linguistic context and how to construct longer stretches of language so that the parts make up a coherent whole” (Stovall, 1998, p. 4). In other words, discourse competence refers to the use of cohesion (for example: pronouns, conjunctions, synonyms etc.) and coherence (for example: repetition, progression, relevance of ideas etc.) that can help to produce a unified text and engage in meaningful communication (Canale and Swain, 1980; Celce-Murcia, 2008; Uso_Juan and Martinez-Flor, 2008). Finally, strategic competence (SC) represents “a highly significant aspect of IL communication and should be incorporated into foreign language teaching objectives as an integral part of communication competence” (Faerch and Kasper, 1983, p. 31). It is made up of verbal and non-verbal communication strategies in second language that maybe used to minimize the breakdowns due to the deficiency in grammatical or sociolinguistic competence (Canale and Swain, 1980, p. 31) in order to achieve communicative goals and enhance the effectiveness of communication.

Later on, a more detailed and conceivable model was suggested and introduced by Bachman (1990). This model was known as “Communicative Language Ability”, in which he developed three basic components, namely: language competence, strategic competence, and psycho-physiological competence (Bachman, 1990, p. 107). As shown in figure 4:

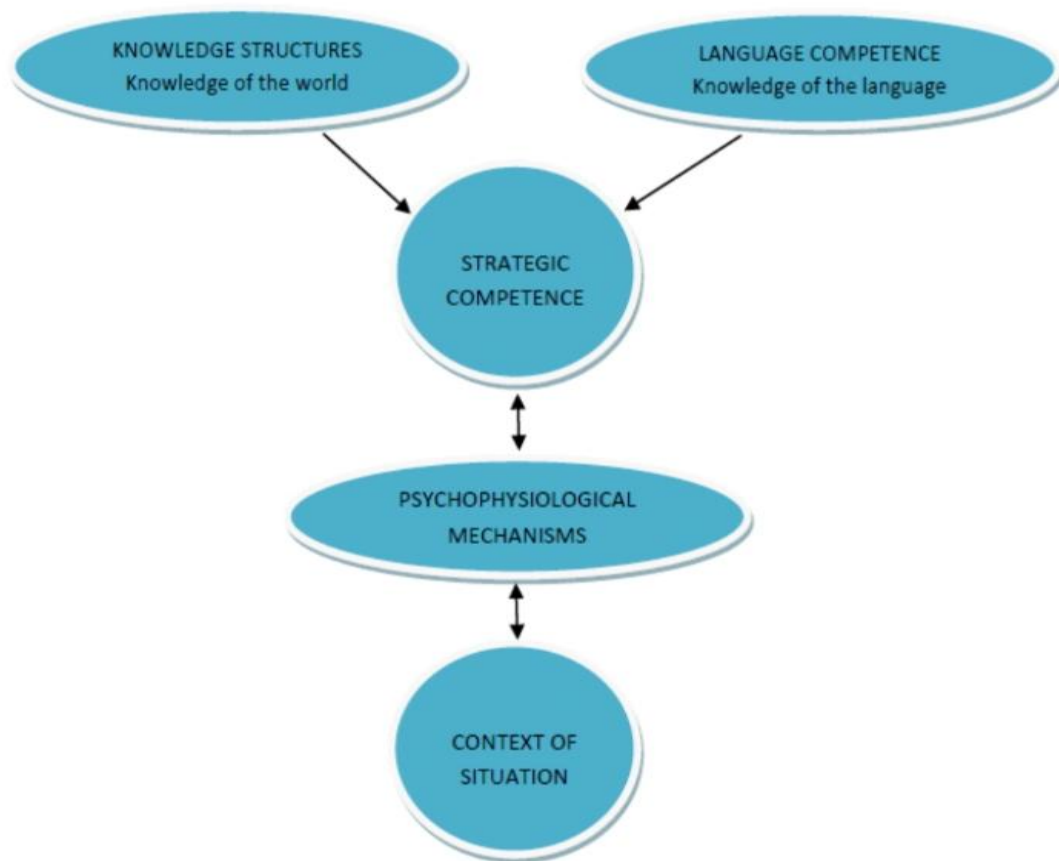


Figure 4: Components of Communicative Language ability in Communicative Language Use (Bachman, 1990, p. 85).

For this author, language competence consists of two main parts: organizational competence and pragmatic competence. Each one of these parts is subdivided into two other basic elements. Organizational Competence is subdivided into grammatical competence including (vocabulary, syntax, morphology), which helps in determining the grammatical correctness of the produced sentence, and Textual Competence, which deals with cohesion, coherence and rhetorical organization. However, Pragmatic competence has two components: illocutionary competence (consisting of speech acts and language functions) and sociolinguistic competence (including sensitivity to differences in dialects or varieties, and register). As illustrated in table 3:

Language competence			
Organizational competence		Pragmatic competence	
Grammatical competence	Textual competence	Illocutionary competence	Sociolinguistic competence
• Vocabulary • Morphology • Syntax • Phonology/graphology	• Cohesion • Rhetorical organization	• Ideational functions • Manipulative functions • Heuristic functions • Imaginative functions	• Sensitivity to dialect or variety. • Sensitivity to register. • Sensitivity to naturalness. • Ability to interpret cultural references and figures of speech.

Table 3: The Components of Language Competence (Bachman, 1990)

Strategic competence, according to Bachman (1990, p. 84), includes “the mental capacity for implementing the components of language competence in contextualized language use”. In other words, communicative competence plays a key role in learners’ learning and using the communicative strategies in the process of second language acquisition. However, psychological mechanisms involve “the neurological and psychological processes involved in the actual execution of language as a physical phenomenon” (Bachman, 1990, p. 84).

In this part, an attempt has been made to discuss the framework of communicative competence by mentioning three versions of it: Hymes (1972), Canale and Swain (1980), and Bachman (1990). Hymes (1972) was the first one who utilized the term “communicative competence” as a reaction to the Chomskian concept of linguistic competence (competence and performance). In Canale and Swain’s version of communicative competence, four major components were introduced including: grammatical competence, sociolinguistic competence, strategic competence (communication strategies), and discourse competence. This framework includes socio-cultural rules of use in the sociolinguistic component to emphasize the importance of context (Hornberger’s, 1989, p. 227). And finally, in Bachman’s (1990)

version, the framework of communicative language ability (CLA) has been suggested, which includes language competence, strategic competence, and psycho physiological mechanisms.

It has been argued that the elements of communicative competence are important in the foreign language classroom and learners who cannot develop their competence in any one of these elements cannot achieve proficiency in the foreign language (Savignon, 1983, p. 123). However, according to AL-sibai (2004, p. 3) “we live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor”. Therefore, learning to speak English is especially difficult and all foreign learners often find difficulties in practicing the speaking skill because it is considered as the most complex skill that needs different abilities (Harmer, 2007, p. 343). The next part attempts to develop the factors that affect speaking performance in foreign language.

2.2.7. Factors Affecting Speaking Performance in Foreign Language

According to Ur (1996), there are many factors that cause difficulties in speaking. Kaddour (2016, p. 11) mentions the following: inhibition, nothing to say, low uneven participation, and mother tongue use.

2.2.7.1. Inhibition

According to Ur (2000, p. 11), many psychological factors are conducive to learners’ inhibition when expressing themselves in a foreign language in the classroom, namely worry about making mistakes, fear of criticism or losing face, or simply shyness of the attention that their speech attracts. This view is also supported by Kaddour (2016, p. 11), who argues that learners are always worried about making mistakes and are fearful of criticism. Littlewood (1999, p. 93) also invokes inhibition and anxiety as detrimental factors. Accordingly, anxiety, stress, and fear of making mistakes are the main factors that cause students’ inhibition. In a similar vein, Triki (forthcoming) has shown that the discourse produced by children at pre-school level exhibits many linguistic symptoms of anxiety and negotiation of self-esteem. Such symptoms are rooted in the processes of Self identification versus other categorization.

2.2.7.2. Nothing to Say

Kouicem (2010, p. 37), quoting Rivers (1968, p. 192), reports that the teacher’s chosen topic may have an effect on the learners’ expression of thoughts. Specifically, they may become unable to express their ideas in the target language. As a result, the learner, in this case, will respond with short answers such as “I agree on what my classmate said”, “I have no

idea”, “no comment”, or he prefers to keep silent (Mebarki, 2016, p. 14). In other words, learners have no motive to express themselves due to the lack of motivation of the learner to speak in English. In fact, learners’ motivation can be influenced by two main factors, both intrinsic and extrinsic motivation. Intrinsic motivation comes from learners’ own self, whereas extrinsic motivation comes from outside of the individual rather than from inside (Putra, 2017, pp. 47-48).

2.2.7.3. Low or Uneven Participation

For Kaddour (2016, p. 11), only one participant has the chance to talk because of the large number of students, the tendency of some learners to dominate, while others prefer to keep silent or to talk very little. Kouicem (2010, p. 38) believes that low participation is due to the teacher’s ignorance of students’ motivation and, if the teacher does not motivate learners, the learner will not be interested at all, either.

2.2.7.4. Mother Tongue Use

Baker and Westrup (2003, p. 12) declare that “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother to a foreign language”. The mother tongue use refers to those students who share the same mother tongue and prefer to use it (Kaddour, 2016, p. 11). As a result, learners will fail to use a foreign language correctly if they keep using their mother tongue. Rababa’h (2005), cited in (AL Hosni, 2014, p. 24), adds that there are several reasons that cause difficulties in speaking English among EFL learners; such reasons are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For instance, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence is another problem that hinders interaction (Al Hosni, 2014, p. 24). Some learners have no motivation to speak English (Ibnian, 2019, p. 05). Indeed, “Motivation is the crucial force that determines whether a learner embarks in a task at all, how much energy he/she devotes to it, and how long he/she perseveres” (Littlewood, 1984, p. 53).

Different interested parties have attempted to examine the speaking difficulties encountered by EFL learners including Dil (2009), cited in (AL Hosni, 2014, p. 24), who investigated Turkish EFL learners’ communication obstacles in English language classrooms. He revealed that anxiety and unwillingness to communicate during the English speaking process are the biggest obstacles for EFL learners. This study has shown that anxiety and

unwillingness to communicate are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends. In addition to that, students who perceive their English as “poor” feel more anxious and are more unwilling to communicate in English classes than the other students perceiving their English level as “very good, good, and Ok”.

By the same token, AL Nakhalah (2016, p. 101) states that there are some psychological factors that hinder students from practicing their speaking in English classes. Such factors are: (a) fear of mistakes, (b) shyness, (c) anxiety, (d) lack of confidence, and (e) lack of motivation. Abbassi (2016, p. 9-10) also considers motivation, self confidence, anxiety, and the environment as the main variables that impact the language learning process.

However, In Richards’s (n.d) study cited in Kherkhachi (2016, p. 28), the factors that hinder EFL learners’ speaking performance refer to:

- The curriculum does not focus on speaking skills;
- English proficiency by teachers;
- The conditions in the classroom do not support the use of speaking or oral expression activities;
- Lack of practicing English outside the classroom because of the limited opportunities; and
- The system of examination does not emphasize learners’ speaking skills.

AL-Abri (2008) cited in (Ibnian, 2019, p. 05), also investigated the difficulties encountered by students. He found that the lack of oral activities in textbooks is a strong reason for students’ difficulties in speaking.

Another unifying trend is provided by Anbu and Saidi (1997) cited in (Al Hosni, 2014, p. 25), who examined some problems in teaching speaking in a foreign language classroom and concluded that the huge number of students in the classroom, the insufficiency of the English teaching period, and the syllabus that does not satisfy the learners’ communicative needs are the main reasons for learners’ speaking difficulties. Additionally, AL-Lawatti (1995), cited in (Al Hosni, 2014, p. 24), examined the difficulties that Omani students had in their oral production of English and revealed that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) were the most serious areas of difficulty.

To sum up, speaking is the key to communication and it is a crucial part of second language learning and teaching. The ability to communicate in a second language clearly and

efficiently contributes to the success of the learner in school and later in every phase of life. However, there are different factors that contribute to the existence of speaking difficulties as mentioned above. Thus, based on these problems, different strategies and activities were reported in the literature to make students more engaged in the learning process and enjoy learning English.

2.2.8. Speaking strategies

Strategies are those particular methods or techniques used to solve and treat problems or assignment modes to accomplish specific and arranged plans for controlling a specific data (Brown, 2000, p. 13). An important aspect of language learning strategy training is speaking strategies. Canale (1983, p. 11) encourages training in speaking strategies claiming that “learners must be shown how such a strategy can be implemented in the second language.... Furthermore, learners must be encouraged to use such strategies (rather than remain silent...) and must be given the opportunity to use them”. Speaking strategies are helpful for foreign language learners. To this effect, O’Malley and Chamot (1990, p. 43) report that, “In negotiating meaning either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language”. Most importantly, in the teaching and learning processes, students will frequently face some communicative problems as mentioned in the section above (factors affecting speaking performance in foreign language).

However, different communication strategies are available for learners and teachers to make successful communication. Communication strategies are those cooperative actions that are used to negotiate the meaning between the speaker and the listener (Taron, 1981, p. 285). They are seen as means which the speaker uses in order to fill in the gaps between what he wants to communicate and his immediately accessible linguistic resources (Faucette, 2001, p.1). Moreover, Tarone (1981, p. 288) defines communication strategies as the “learners’ attempt to bridge the gap between their linguistic competence in the target language and that of the target language interlocutors”. In this respect, it can be assumed that communication strategies are strategies that learners use to overcome their communicative problems (Paribakht, 1985, p. 132). To corroborate their claim, Faerch and Kasper (1983, p. 36) state that communication strategies are “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”. Besides, Corder (1983, p. 16) considers communication strategies as systematic techniques that

speakers use to treat the difficulties that surround them whilst attempting to express their meanings.

According to Faerch and Kasper (1983, p. 60), communication strategies can be sorted into two main categories: achievement communication strategies, which contribute to language acquisition and help the speakers to implement them in practical statements (Ibid), and reduction communication strategies, which help learners hide their deficient knowledge and produce simple sentences with the reduction of the grammatical structures and lexical items (Elyildirim, 2017, p. 233). From these brief definitions of communication strategies, it can be said that communication strategies may help learners to overcome the problems that hinder their second language knowledge. According to Bygate (2000), cited in (Belegdair, 2015, p. 31), the most common types of communication strategies are:

-Achievement strategies: These strategies are opted for when the speaker says something and the hearer does not get the meaning; the speaker, in this case, tries to find a solution to the problem by giving more explanations, examples, synonyms, opposites, translation, coining words, generalizations, and language switch (Belegdair, 2015, pp. 31-32).

-Guessing strategies: They happen when the speaker wants to say something and he does not know a word; he attempts to guess and think about it by using his knowledge or he may borrow a word from his mother tongue or foreignize it (Ibid).

-Paraphrase strategies: In paraphrase strategies, the speaker can use different words and phrases to provide the listener with their intended meaning, i.e. providing a listener with more explanation to have a clear idea (Ibid).

-Cooperative strategies: Consist in asking for help from the listener when the speaker cannot find a particular word or phrase (Ibid).

-Reduction strategies: In these strategies, the learner focuses only on the important ideas and reduces the complex ones so that the listener can understand him (Ibid).

-Avoidance strategies: They are resorted to when second language learners lack the necessary knowledge about the vocabulary or the language resources needed to complete their conversations. Therefore, they avoid some elements and subjects in order to avoid being in trouble when they speak (Belegdair, 2015, p. 33).

The present thesis seeks to build on these strategies to show their pedagogical relevance when boosted by the calculated use of Social Media (see the proposed Framework below). In what follows, classroom speaking activities will be covered.

2.2.9. Classroom Speaking Activities

There are many activities used by the teacher in order to teach speaking. Kherkhachi (2016, pp. 30-31) proposed the most frequent of them:

2.2.9.1. Discussion

Byrne (1986, p. 67), cited in Kaddour (2016, p. 16) uses the term discussion to mean any exchange of ideas and opinions whereby the teacher plays the role of both mediator and participant within the context of group interaction. In other words, discussion is an activity that allows students to talk about something and exchange their ideas and opinions. This action of talking and discussing a topic can be initiated by teachers who already prepare interesting, easy, and understandable topics that students can debate and talk about, especially in the target language (Kherkhachi, 2016, p. 30). In the language classroom, discussion is an important technique that develops learners' ability, helps them to make quick decisions, boosts their critical thinking, and helps them to defend their beliefs politely to justify their answers (Kaddour, 2016, p. 17). Within this background, the present thesis proposes ways of incorporating group discussions through Social Media. There are some provisos on the disadvantages of such activities that will be reckoned with later.

2.2.9.2. Role play

Role play is “a classroom speaking activity in which students are asked to act plays, dialogues or scenes on the stage in front of the whole class” (Ziane, 2011, p. 25). That is, role play is another activity to make students speak and express themselves. Kherkhachi (2016, p. 30) believes that, in role play, learners pretend they live in different social situations and have different social roles. In support of this idea, Ur (1984, p. 131) states that “role plays are used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using the language appropriate to this new context”. There are three types of role plays: with clues, totally guided and free types (Hussain, 2018, pp. 16-17). One example is used for illustration (with clues):

Task1 (with clues): A traveler wants to reserve a ticket from Rome to Addis Ababa and he is at the bus station counter.

Place: Bus station

People: Traveler and the clerk

Role Play: As traveler you ask for the flight, time of departure, time of arrival, the place of boarding etc.

Language: Could you tell me.....

What time.....

Where does it.....

Will it.....

This speaking activity has different advantages on students in the classroom. Kaddour (2016, p. 18) classifies them as follows: (a) it is an activity which leaves more space for students to exercise individual differences, their imagination, and initiative, (b) it gives students the opportunity to check out their comprehension by exploring feelings and ideas of characters in given situations (Ur, 1984), cited in Kaddour (2016, p. 18), (c) it fosters spontaneous oral exchanges between students, (d) it helps students to understand that there are causal relationships between peoples' behavior and the outcomes of events (Drake and Corbin, 1993), cited in Kaddour (2016, p. 18) and (e) students learn the interactive skills of arguing, informing, persuading, complaining, discussing, and compromising.

It is argued, here, that Social Media can be demonstrably harnessed to develop the potential of role plays towards maximizing their pedagogical relevance. The next type of activities is simulation.

2.2.9.3. Simulation

Simulations are related to role plays, and the only difference between them is that role plays are more detailed (Kherkhachi, 2016, p. 30). Also, in this activity “students simulate a real life encounter as if they were doing so in the real world as themselves” (Harmer, 2002, p. 274). In other words, simulation is more difficult than role plays because learners are asked to use their own background and knowledge to the situation. Simulation has many advantages for students since it is a sort of entertainment and motivation (Kaddour, 2016, p. 22).

In addition, Simulation enhances learners' self confidence through the different activities which help them to be different and feel free (Kherkhachi, 2016, p. 30). Thus, all these benefits are expected to affect students positively and encourage them to give their best

in class. Notwithstanding some of the drawbacks detected in the literature about simulations as a useful type of activity (see below), they remain quite open for tangible improvements through Social Media, as will be suggested in the proposed Framework. The next type of activities is the use of interviews.

2.2.9.4. Interviews

For Kherkhachi (2016, p. 31), with interviews, the teacher can guide the learners and help them to choose what type of questions they can ask and what way to follow and, after that, learners can design their own interview questions. For example, learners can choose one student in the top of the classroom and ask him some questions (Kaddour, 2016, p. 22). Interviews give students the chance to practice the speaking ability and help them to be socialized (Ibid, p.31). The authentic interviews with Native Speakers in real life situations, provided through the new technological means of Social Media, could be the basis for good examples to follow in the speaking class, as will be shown below. The next activity type is Brain Storming.

2.2.9.5. Brain Storming

Brain storming is another type of classroom speaking activities. It is an “effective technique for creative potential in order to generate ideas. Better-organized brain storming also helps problem solving” (Kumbhar, 2018, p. 1). For Kherkhachi (2016, p. 31), brain storming is an activity through which learners can produce ideas and thoughts in a limited time, on a given topic. In fact, brain storming is a useful tool to solve problems and it has many advantages. Kumbhar (2018, p. 6) provides the following: (a) brain storming encourages creativity, (b) it motivates students to generate maximum ideas in less time, (c) brain storming saves time and money, (d) it is easy to use, prepare, and understand, and (e) it is fun and exciting. Although the literature is aware of some limitations of this activity type (see below), its advantages, by and large, outweigh its disadvantages. It shall be argued, in the proposed framework, that the use of Social Media can be decisive in triggering the brainstorming process. Another speaking activity widely referred to in the literature is Storytelling.

2.2.9.6. Storytelling

According to Kherkhachi (2016, p. 31), it is an activity that allows learners to summarize a story they read or heard about, or to create their own stories and read them to their classmates. This activity, therefore, fosters students’ creativity and imagination. It

encourages collaboration between students and it enhances their listening skill. This activity lends itself more readily to the interface with Social media. For instance, today we are seeing more and more innovative uses of technology in the educational settings. For example, students may use YouTube as a tool to create and practice digital storytelling and share it with their classmates. Such interdisciplinary prospects are explored more deeply in the suggested Framework. (See Cross-media Story Telling). The next element is boosting Story Completion.

2.2.9.7. Story Completion

In story completion, the teacher asks his students to read a short story or newspaper before coming to class and asks them to report what they find interesting to their friends (Kherkhachi, 2016, p. 31). Therefore, by using such clever ideas by teachers, students can concentrate more, increase their critical thinking, and can be familiar with different places and cultures. Students are nowadays equipped with knowledge of the Internet and Social Media. Teachers can take advantage of this knowledge to improve the teaching and learning processes. Facebook, YouTube, Skype, and many other platforms, can encourage collaboration between students and keep them updated on the latest news related to education or anything happening in their areas. This is why this opening on Social Media is widely explored in the proposed Framework. The coming type of activity is the use of Picture Describing.

2.2.9.8. Picture Describing

In this activity, the teacher gives learners only one picture and gives them the chance to describe what is in the picture freely (Kherkhachi, 2016, p. 31). Using pictures can bring benefits to teaching, as pictures promote learners' interest in acquiring a foreign language (Lavalle and Briesmaster, 2017, p. 3). It turns out at the present time that there are many ways to use Social Media for picture describing since it is heavily reliant on visual elements such as photos and videos. The potential for this kind of investigation is fully explored in the suggested Framework. In the following lines, the notion of Games will be discussed.

2.2.9.9. Games

The notion of games as a speaking activity has been well reviewed in the literature. For instance, Estrada and Ortega (2016, p. 15) state that a game is an activity in which the learner entertains, engages, plays and interacts with others. Teachers design games to help students learn in an enjoyable atmosphere and encourage them to develop their fluency and accuracy (Kaddour, 2016, p. 20). In the same vein, some authors encourage the use of games, such as

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Cameron (2001, pp. 72-73) who claims that “teachers should provide more strategies, including games in order for learners to develop their speaking skill during their language learning sessions”. In addition, Stephen (1993, p. 244) declares that “games provide the students with much practice in formalizing questions, an essential skill that does not always receive sufficient attention”. Therefore, games are good teaching tools that can be used to improve students’ grammar and pronunciation, and to enable them to learn new vocabulary and build new concepts.

According to Bygate (1987), cited in Kouicem, (2010, p. 40), this activity can be presented in three forms. First, “describe and draw”: a student is asked to describe a given picture and the other one should draw it. Second, “describe and arrange”: here, the student describes the picture orally and the other one reconstructs it without referring to the original one. The third form is “find the difference” where two students have similar pictures with some differences, and they should describe their pictures without seeing each other’s pictures and find the differences. This kind of activity is called “information gap activity” (O’Malley and Pierce, 1996), cited in Kouicem (2010, p. 40), thereby showing “the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner”.

In conclusion, games are interesting for students to use for learning in order to improve their language learning and practice communication. Moreover, games help students to gain accurate experience, skills, and confidence to lead them on the path of their future. Therefore, the notion of game has not changed, but the media through which we play games have changed. With the advent of technology and Social Media, learners now have the potential to access games online and challenge each other, among many other things. The extent to which this interface could be optimized shall be fully explored in the proposed Framework. The next activity will be about Dialogue.

2.2.9.10. Dialogue

A dialogue is “an engagement of two (or more) persons, the people with characteristics, styles, values, and assumptions that shape the particular ways in which they engage in discourse” (Rahmawati, 2013, p. 135). According to Hussain (2018, p. 16), dialogue is an activity of practicing functions of language such as greeting, agreeing, disagreeing, apologizing, suggesting, asking, and informing. In using this activity, the teacher guides students not only on how to speak or pronounce some words and expressions related to the topic discussed in the classroom, but especially on how to choreograph ways of talking to

social ways of expressing speech acts. Thus, it shall be argued in the present research study, that the technological innovations can be implemented in dialogues activities. The next element is devoted to Drillings.

2.2.9.11. Drillings

Drilling is another activity that has been used in the foreign language classroom for many years. It is “a part of the Audio-lingual method technique” that has been used in teaching English, especially in speaking (Mauliyana, 2016, p. 21), which placed emphasis on repeating or responding to what is heard (Kartikasari, et al, 2014, p. 04). According to Richard and Rodgers (1986, p. 54), there are several kinds of drills: (1) Repetition: students only repeat what they hear, (2) Inflection: one word appears in another form when repeated, (3) Replacement: students replace one word by another, (4) Restatement: students rephrase an utterance and address it to someone else based on the instructions, (5) Completion: students are asked to supply and repeat the utterance in completed form, (6) Transposition: a change in word order is necessary when a word is added, (7) Expansion: students construct a statement by adding a word or phrase, (8) Contraction: where a single word stands for a phrase or clause, (9) Transformation: students are asked to transfer sentences from negative to positive or from simple present to simple past tense, (10) Integration: students are asked to join two separate utterances into one, (11) Rejoinder: students are given instruction of how to respond, or makes an appropriate rejoinder to a given utterance, and finally (12) Restoration: students rephrase an utterance but still keep its basic meaning.

Drilling, in fact, remains a useful technique in the classroom if it is used appropriately (Tice, 2004), cited in Kartikasari, et al. (2014, p. 5). For this author, drilling has a number of benefits to the learner. From this perspective, drilling can provide for a felicitous focus on accuracy. This is based on the belief that increasing accuracy, fluency, and complexity optimizes the learner’s language improvement. Consequently, there is a need to focus on accuracy at a certain stage of the lesson or during certain task types. The second advantage is that drilling provides learners with intensive practice in hearing and uttering particular words and phrases. They can help learner’s articulate difficult sounds or help them imitate intonation that may be rather different from that of their first language (Ibid). The third advantage is that drilling is likely to provide a safe environment for learners to experiment with producing the language. As an expected outcome, this may help build confidence, particularly among learners who do not usually take risks (Ibid). Moreover, drilling has the potential to help students notice the correct form or pronunciation of a word or phrase. It is common

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knowledge that noticing or consciousness rising of language is an important stage in developing language competence (Ibid).

Furthermore, drilling typically provides learners with the opportunity to obtain immediate feedback on their accuracy, in terms of teacher- or peer-correction. In this respect, the literature highlights the claim that drilling is likely to help memorization and automation of common language patterns and language chunks; such an outcome might be beneficial for oral communication learners. Finally, drilling is expected to meet students' expectations, as students may think that drilling is an essential feature of language classrooms (Tice, 2004, cited in Kartikasari, et al., 2014, p. 5). From the explanation above, it can be concluded that drilling plays an important role in language learning and it is a way of standardizing the pronunciation of a language item and developing fluidity. In addition, the use of this technique is useful to reinforce and practice more rote knowledge and skills (Tice, 2004) cited in Kartikasari, et al. (2014, p. 5).

In brief, teaching speaking is not like teaching listening, reading, and writing. It is a productive skill, so it needs habit formation and practice as often as possible (Zayoud, 2016, p. 02). It is a complex skill that needs to be developed consciously. Therefore, it can be best developed with practice in classroom through different activities and strategies which promote interaction between students, encourage motivation, and make them feel more comfortable when speaking English. The success of these activities, however, could be measured through assessing their influence on the students' performance. Although the literature acknowledges the importance and utility of classroom speaking activities, there is, nonetheless, some reference to their limitations and disadvantages. They are considered as traditional methods, where the teacher in class is the source of all knowledge all the time and students are perceived as passive recipients of information.

Traditional methods, however, have different disadvantages. First, students are reported in the literature to be passive in the class teaching, so much so that teachers cannot attend to every student in class (given the diversity of their interests). Moreover, students are listeners and assume the centrality of the teacher. Furthermore, students' knowledge is assumed to be limited; it is often the case that their resources are scarce and their learning is passive despite the fact that the structures they have learnt are well-formed and de-contextualized. Studies have shown that students' main experience is insufficient or they even suffer from lack of subjective experience, which is likely to restrict the effectiveness of the teaching strategy. A big number of students reportedly lose interest in English because their initiative and enthusiasm cannot be fully implemented in class (Liu and Long, 2014, p. 32).

Thus, EFL learners have to follow different strategies and techniques that offer them more opportunities to practice speaking skillfully. Bexheti, Burim, and Cico (2014, p. 90) suggest that Social Media platforms can be used as an addition to formal educational settings which provide a new chance for creating and modernizing education institutions and for preparing learners for the 21st century. (For more details, see section on the implementation of Social Media and technology in higher education).

This research has shown the main strategies employed by teachers in teaching speaking. Therefore, it is important to give a historical overview of the most common L2/FL methods of teaching speaking.

2.2.10. Historical Overview of Teaching Speaking

According to Drew and Sorheim (2004, 18-23), the history of foreign language learning has gone through different approaches. They are: the Grammar-Translation method, the Audio-Lingual method, the Communicative Approach, and the Integrative Method. The following figure shows the timeline of teaching methods:

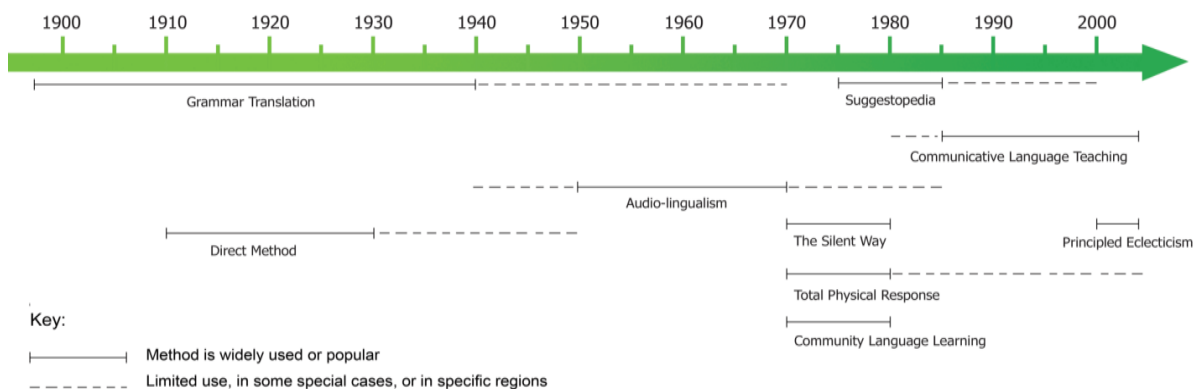


Figure 5: Timeline of Teaching Methods (Aleml and Tavakoli, 2016, p. 2)

The Grammar-Translation Method or the traditional method was popular for over one hundred years from the middle of the 19th to the middle of the 20th century (Richards and Rodgers, 1994). The GTM had its origins in the study of Latin and Greek (Chastain, 1988; Cook, 2003; Larsen-Freeman, 2000). The main purpose of this method was to read the original Latin and Greek texts, and to translate them into the native language. As put by Brown (2000, p. 15) “[i]n the western world “foreign” language learning in schools was synonymous with the learning of Latin and Greek”. It was seen as an efficient way of learning vocabulary and grammatical structures (Mart, 2013, p. 103). Thus, the reason behind this approach is to help learners develop their grammar and lexical skills in order to translate the

original texts and to communicate accurately, meaningfully, and appropriately (Mart, 2013, p. 103).

Despite the fact that the Grammar-Translation Method has different supportive roles in foreign language learning, the communicative aspect of the language did not receive due importance (Brown, 2000). In other words, there was little provision for practice. The teacher did not work enough on improving the learners' communicative ability in the language and learners were merely instructed to analyze grammar and to translate from one language to another. This runs contrary to more recent trends in the literature where focus is put more on learning a given language through practice and use. Researchers tasked the grammar translation method with not paying due attention to these essential aspects. Consistent with this view, Drew and Sorheim (2004, p. 19) argue that "Academic status was more important than the ability to communicate". Therefore, another method evolved (the Audio-Lingual method).

In the period between the 1940s and the 1970s, a new approach was introduced "the Audio-Lingual Method" (Lightbown and Spada, 2006, p. 34). The Audio-Lingual Method is similar to the direct method as it focuses on oral skills. Yet, it is different from the direct method in that "rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual Method drills students in the use of grammatical sentence patterns" (Larsen-Freeman, 2000, p. 37). The main aim of this approach is based on Skinner's behaviorism principles (1957) where the importance is given to only two language learning skills "listening and speaking". As reported by Drew and Sorheim (2004, p. 20), "A learner was expected to learn a language by listening to it and trying to speak it through imitation and practice".

The activities in the Audio-Lingual Method are presented to students in the form of dialogues in which learners can listen, repeat, and memorize (Alemi and Tavakoli, 2016, p. 2). As put by Larsen-Freeman (2000, p. 43) "the more often something is repeated, the stronger the habit and the greater the learning". As summarized by Alemi and Tavakoli (2016, p. 4), the Audio-Lingual Method consists first in presenting new material to the learner in dialogue form, thereby revealing a dependence on mimicry, memorization of set phrases, and over-learning. Then, the structures are sequenced by means of contrastive analysis and taught one at a time. In other words, structural patterns are taught using repetitive drills, with little or almost no grammatical explanation since grammar is taught by inductive analogy rather than by deductive explanation. It is to be noted that vocabulary is strictly limited and learned in the context. In this, there is a heavy reliance on the use of tapes, language labs, and visual aids.

The focus is rather on the importance attached to pronunciation. This method does not tolerate the use of the mother tongue by teachers. There is a great effort to get students to produce error-free utterances and successful responses are immediately reinforced. Furthermore, research has noticed the tendency in this method to manipulate language and disregard content (Ibid).

Based on what is mentioned above, it is obvious that the Audio-Lingual Method is potentially effective in foreign language teaching and helps learners to improve their communicative competence and speaking ability through different techniques such as dialogues, drills, and memorization. In line with this observation, Nunan (2000, p. 229) attributes great importance to the Audio-Lingual Method and acknowledges its impact on second and foreign language teaching, compared to other methods. What Nunan finds particularly impressive is the fact that this method has developed a ‘technology’ of teaching based on ‘scientific’ principles. Table 7 below shows the techniques and principles in language teaching of each one of the methods mentioned above:

Method	Focus	Characteristics
Grammar Translation	Written literary texts	Translate from English into your native language
Direct Method (also called Natural Method)	Everyday spoken language	Student learns by associating meaning directly in English
Audio-Lingual Method	Sentence and sound patterns	Listening and speaking drills and pattern practice only in English
Cognitive Code Approach	Grammar rules	English grammar rules deduced and then understood in context
Humanistic Approaches – 4 popular examples:		
- The Silent Way	Student interaction rather than teacher	Teacher is silent to allow student awareness of how English works
- Suggestopedia	Meaningful texts and vocabulary	Relaxed atmosphere, with music; encourages subliminal learning of English
- Community Language Learning	Student interaction	Understanding of English through active student interaction
- Comprehension Approach (Natural Approach, the Learnables, and Total Physical Response)	Listening comprehension	English speaking delayed until students are ready; meaning clarified through actions and visuals
Communicative Language Teaching	Interaction, authentic communication and negotiating meaning	Understanding of English through active student interaction; role play, games, information gaps
Content-based, Task-based, and Participatory Approaches	What is being communicated, not structure of English	Content based on relevance to students’ lives: topics, tasks, problem-solving
Learning Strategy Training, Cooperative Learning, and Multiple Intelligences	How to learn	Teach learning strategies, cooperation; activities vary according to different intelligences

Figure 6: Techniques and Principles in Language Teaching (Adapted from Alemi and Tavakoli, 2016, p. 3).

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Therefore, different approaches and methods of teaching have risen over the decades. One of these methods is “Communicative Language Teaching”. The period between the 1970s and 1980s focused on communication as a reaction to previous methods that had focused on the structure of a language rather than meaning (Richards, 2006). In other words, language teachers were mainly concentrated on grammatical correctness. “The form rather than the meaning has dominated the teaching” (Brumfit and Johnson, 1979, p. 2). The main objective behind the inception of CLT was the teaching of communicative competence (Richards, 2006, p. 27). It was viewed as “the overall underlying knowledge and ability for language use which the speaker-listener possesses” (Brumfit, and Johnson, 1979, p. 15). Thus, through communicative teaching, learners are encouraged to use language not only in terms of structures (grammar and vocabulary), but also in terms of the communicative functions that it performs (Littewood, 1981). Furthermore, different characteristics of CLT were provided by Nunan (1991, p. 279), namely:

- 1- An emphasis on learning to communicate through interaction in the target language.
- 2- The introduction of authentic texts into the learning situation.
- 3- The provision of opportunities for learners to focus, not only on language, but also on the learning process itself.
- 4- An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
- 5- An attempt to link classroom language learning to language activation outside the classroom.

Therefore, communicative language teaching is regarded as a supportive tool to achieve learners’ linguistic competence and oral communication since it focuses on communicative competence. The relevance of CLT to the present thesis lies in its focus on developing natural authentic communicative skills in the learners. The thesis seeks precisely to offer a theoretical framework that incorporates the use of Social Media from a CLT perspective.

Foreign language learning continued to evolve and a new method emerged “The Integrative Method”. As claimed by Lightbown and Spada (2006, p. 38):

Since the 1990s, psychological theories have become increasingly central to research in second language development. Some of these theories use the computer as a metaphor for the mind, comparing language acquisition to the capacities of computers for storing, integrating, and retrieving information. Some drew on neurobiology, seeking to relate observed behavior as directly as possible to brain activity.

The integrative approach was suggested to give an authentic language environment for learners to develop listening, speaking, reading, and writing skills in meaningful contexts. From this perspective, in a classroom, teachers can build up an authentic environment for social interaction among learners (Litghtbown and Spada, 1993; Long and Porter, 1985). The topics and learning activities were felt to be important and crucial for learners. The learning of grammatical rules was inserted in communicative activities. On the other hand, this approach was based on the behaviorist assumption that the learner was a blank slate. Therefore, the integrative approach created new ways of learning to gain information (Murthy and Ram, 2015, p. 102). Murthy and Ram (2015, p. 102-103) suggest some principles and practices of the integrated approach, including: (a) reading, writing, speaking, listening, and thinking cannot be educated independently, (b) language and literacy are essential, rather than curricular subjects to be studied, (c) teachers should support learners to become content literate by integrating the content they teach and language processes that learners need to make learning effective, and (d) the implementation of technology and ICT tools must be taken into consideration. Consequently, this approach, “The Integrative Method”, nowadays is one of the most preferred methods by many teachers (Drew and Sorheim, 2004, p. 23).

Based on what is stated above, one can safely state that each of the different approaches has contributed new elements and has attempted to treat some problems of language learning. However, along with the advancement of technology, there has been the idea of integrating ICT-computer (Computer-Assisted Language Learning) in the educational settings which have positive impact in the area of appropriateness, effectiveness, interaction, and flexibility (Nichols, 1995; Cumming, Sussex and Cropp, 1994; Ruhlman, 1995, Renie and Chanier, 1995; Thiery, 1996).

In teaching speaking, teachers of English should know the types of spoken language. In the following lines, more details will be offered.

2.2.11. Types of Speaking

There are two major accounts in the literature on types of speaking. The most salient of which are the monologue versus dialogue distinction. According to Brown (2001, p. 250), spoken language is drawn as such:

2.2.11.1. Monologue

According to Davis (2007, p. 179), it is “a personal and participatory speech act”. In monologue, only one speaker uses oral language as in speeches, lectures, readings, news,

broadcasts, etc. It is divided into two types, planned monologue (the speaker uses monologue already prepared to help him speak effectively) and unplanned monologue (the speaker uses his/her words, it is not prepared before). For instance, students are called upon to produce class presentations, Power Point presentations, voice messages on Social Media, and even create their own stories in these media. In such contexts, they are called upon to produce more or less improvised stretches of oral discourse. What is badly needed is to provide them with technology-informed training on how to optimize their performance to best achieve their goals.

2.2.11.2. Dialogue

According to the Oxford English Dictionary, cited in (Davis, 2007, p. 179), dialogue is a form of conversation associated with theatricality, i.e. written for and spoken by actors on stage, involving social interaction between two or more persons. In other words, it is a discussion that involves two or more speakers. This type can also be divided into two kinds, including interpersonal and transactional dialogue. Interpersonal dialogue, according to Brown (2007), is used to maintain and promote social relationships not for transmitting facts and information. It comprises factors such as, casual register, colloquial language, slang, ellipsis, sarcasm and a covert agenda. However, the transactional dialogue is aimed to practice some grammatical and phonological features that can be self-initiated or pair work activity (Ibid). It is this second category which is, perhaps, the most important one to capitalize on in the speaking class. This is why a whole section shall be devoted to it (For more details see section on types of classroom speaking performance).

Increasingly, learners are looking all the time for new ways to improve their English language speaking performance. Therefore, thanks to the use of Social Media and other internet tools, teachers are able to encourage their students inside and outside the classroom and students are also able to gain encouragement from one another. (See the section on the advantages and disadvantages of ICT in education). This new orientation calls for a revisiting of the notion of classroom.

2.2.12. The Concept of the Classroom

Recent literature on the concept of the classroom has highlighted the human rapport between teachers and students. For instance, Nwafor and Nwogu (2014, p. 419) argue that, although the teacher controls teaching and learning activities in the classroom, the students deserve to be treated like the partners to satisfy. This implies that the teacher's approach in

fulfilling his duty should take the nature and age of the learners into consideration. The overall aim is for the teacher to warm himself into students' hearts so that they can learn and participate effectively without undue pressure. Focus on the human interaction dimension could also be detected in the literature. Teachers are human beings with a moral side that cannot be indifferent to various considerations having a bearing on the teaching/learning context. In this vein, Nwafor and Nwogu (2014, p. 419) caution against taking the classroom to be a place where the teacher claims that he knows it all, and therefore hammers home facts into his students using morally reprehensible methods, and where students in the course of learning are labeled or bullied. These authors cite Knight (1980) to the effect that "the classroom is an axiological theatre in which the teacher cannot hide his moral self". The pedagogical implication of this view is that the classroom gives an insight into the nature, character and behavior of the teacher towards his students and the subject(s) he teaches.

Nwafor and Nwogu (2014, p. 419) also stress the theatricality of the teaching/learning process. They take the classroom to be a melting pot for students from different family backgrounds (the good, the bad, and the ugly). This dramaturgical view has serious implications for classroom discipline and control. Consequently, it would be ill-advised for the teacher to expect every student to reason, behave and work in like manner. Teachers should, rather, expect individual differences and, as a result, be tolerant and accommodating.

This new way of looking at a classroom calls for a revisiting of the schemata for how it typically should look like. To this effect, Nwafor and Nwogu (2014, p. 419) list some of the required ingredients and requisites for a pedagogically effective and humanely acceptable classroom. For these authors, an ideal classroom is expected to be well-furnished with furniture for the teacher and students, well-ventilated and spacious so that movements within cannot be distracting. These authors set a high premium on the need for a classroom to have the necessary facilities that encourage learning, such as the magic board, textbooks, laboratory equipment and recent instructional materials such as televisions, computers and other information and communication technology equipment, and so on. The pedagogical implications of this orientation for the teaching of speaking, in particular, shall be tackled in the next section.

2.2.13. Guidance for teachers in teaching speaking

Kayi (2006) provides some suggestions for English language teachers to promote learners' oral language while engaging in speaking activities. According to this author, teachers are called upon to provide their students with the best opportunity to practice

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speaking the target language through the provision of a rich environment based on collaborative work, authentic materials and tasks, and shared knowledge. Kayi insists on the need to involve each student in every speaking activity. To achieve this goal, teachers are called upon to encourage different ways of student participation, by stepping back and reducing teacher speaking time in class while increasing student speaking time. Teachers are also urged to express their appreciation of their students' responses by indicating positive signs in their comments. Moreover, Kayi urges teachers to prompt students to speak more by asking students eliciting questions such as "What do you mean? How did you reach that conclusion?" as well as providing written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice...".

Furthermore, Kayi cautions teachers against correcting students' pronunciation mistakes too frequently while they are speaking. The point is that correction should not distract students from completing their speech. Furthermore, this author requires teachers to involve speaking activities not only in class but also out of class through establishing contact with parents and other people who can help. One additional piece of advice made by Kayi is the need for teachers to circulate around the classroom to ensure that students are on the right track and see whether they need the teachers' assistance while they work in groups or pairs. One way of doing this effectively is to provide the vocabulary beforehand that students need in speaking activities. Another strategic area for intervention is for the teacher to diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language (Kayi, 2006).

Added to the guidance required in teaching speaking, the role of the teachers and the techniques they are called upon to use are important. Brown (2001, 275-276) suggests some principles for designing speaking techniques. For this author, it is highly recommended that teachers use techniques that cover the spectrum of learner needs, ranging from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. Moreover, teachers are urged to provide and to encourage the use of authentic language in meaningful contexts. Furthermore, Brown (2001, 275-276) calls upon teachers to provide appropriate feedback and correction and capitalize on the natural link between speaking and listening. It is necessary for teachers, in Brown's view, to provide students with opportunities to initiate oral communication. This involves encouraging students to develop their speaking strategies (Brown, 2000, p. 271-274). One important dimension is the balance of power that is the outcome of the negotiation of power between teachers and students. To this effect,

Shakouri and Nazari (2012, pp. 6-7) acknowledge the teachers' enormous power in the classroom, but they insist on the need to use it to create a climate in which students establish a felicitous balance so much so that they neither are so intimidated that they never challenge their teachers, nor become so infuriated that they revolt.

The ultimate aim that is highlighted in the literature is the establishment of peace inside the classroom. Indeed, Shakouri and Nazari (2012, pp. 6-7; citing Gomes de Matos, 2006) associate humanism with the integration of language and communicative peace as an element of communicative competence, these being two juxtaposed concepts. Consequently, education programs should provide training to support this approach. These authors contend that, for the sake of increasing classroom cohesion, the majority of teachers are animated by the urge to provide a positive classroom climate, and consequently strive to establish rapport to facilitate learning. This is commensurate with Kearney and Plax's warning (1992) that students who feel alienated from other members of the class and distant from the interests or attention of the teacher are more likely to exhibit aggressive or provocative behavior in class (Kearney and Plax, 1992).

This approach is based on the premise that, as has been pointed out by Shakouri and Nazari (2012, pp. 6-7), the caring factor or rapport has a strong influence on the outcome; if students think the instructor cares about them, they will be more positively disposed to the course and the instructor (Feldman, 1989). This caring dimension is to be boosted by meticulous attention to language choice, on the part of the teacher. It is recognized in the literature that the peace-promoting vocabulary employed by teachers will inevitably enhance learning. Expressed differently, the sort of language that a teacher makes use of while describing a situation is likely to have an everlasting impact on the psyche of a learner (Shakouri and Nazari, 2012, pp. 6-7). Shakouri and Nazari (2012, pp. 6-7) provide a number of illustrations of peace-promoting vocabulary (i.e., positivizers). The proviso is that, despite their apparent simplicity, since the emotion reflected by students, though contagious, is a simple, common-sense statement, that learner's performance will be effective in the rest of the process of learning. This is why these authors caution against overlooking the profound implications of this dimension for education. What is of primary importance is the need to sense what others feel, which captures the basis of the human side of communication.

Shakouri and Nazari (2012, pp. 6-7) critically review the literature on humanizing ELT to conclude that education is humanizing when it is critical, dialogical, and praxical. Their main argument, following Freire (1985, cited in Shakouri and Nazari, 2012), is that education cannot be neutral. Indeed, Freire calls on teachers to disclose, but not impose, their political

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views in seeking with students to have a deeper understanding of a given object of study. To educate, in the Freirean sense, is to foster reflection and action on both word and world. This requires the rigorous investigation of texts and contexts, in a dialogical fashion, coupled with practical involvement in the struggles of everyday life. Freire establishes a close nexus between philosophy and praxis, since genuine dialogue represents a form of humanizing praxis. This author takes dialogue to be the encounter between men, mediated by the world, in order to name the world. For Freire, the act of referring to the world is the very process of change itself, as it is the human quest to understand and transform the world, through communication with others. Freire contends that one major condition for dialogical communication to be humanizing is for it to involve a love of the world and of other human beings. That includes faith in the ability of others to name the world, together with trust between participants, and hope that dehumanization can be overcome.

Thus, Freire, cited in Shakouri and Nazari (2012, pp. 6-7), foregrounds the importance of critical thinking aimed at anchoring the teaching/learning process in a humanizing praxis. In other words, as Freire argues, a true dialogue and an authentic, humanizing praxis are obtained only when these conditions are satisfied, and where two or more people communicate with one another in seeking to understand a common object of study.

Serious pedagogical implications ensue from this premise. First, language educators need to critically examine their own professional identity and views of language and culture (Byram and Wagner, 2018, pp. 148-149). In these authors' view, educators also need to reexamine their view of language education and its goals. Such an endeavor will involve their stepping out of their comfort zone, and venturing into unfamiliar content with students or having to collaborate with somebody in a subject area that seems foreign to them. Byram and Wagner (2018, pp. 148-149) foreground the need for a re-conceptualization of language education as an important contributor to a number of educational missions. They recognize the fact that this process itself may require skills more or less similar to those found in Intercultural Competence. These authors advocate the teaching of languages through a more holistic approach, and through content that is ostensibly relevant to the students' lives and to society; such an endeavor is, in their view, likely to ensure the fostering of critical thinking skills among students while coupling this with the teaching of important knowledge about the world. Furthermore, Byram and Wagner highlight the importance of collaborative projects with other subjects for providing assistance to students in their effort to understand the utility of language education in their lives beyond classroom walls.

It transpires from the above review that the gist of Byram and Wagner's plea (2018, pp. 148-149) is that language teaching for intercultural communication should have pride of place in the educational mission of facilitating students' participation in intercultural citizenship, which is a requisite in today's world.

As stated above, some speaking guidance and principals need to be integrated in classroom settings to make learners more active in the learning process and give them the opportunity to enhance their speaking activities. In EFL classes, learners are supposed to perform their English speaking through using different types of oral production. The next part will further develop the types of classroom speaking performance.

2.2.14. Types of Classroom Speaking Performance

The literature has brought up various typologies of classroom speaking performance. One of these is the typology offered by Brown (2001, p. 271- 274), according to whom there are six similar types of speaking which are expected to be carried out by students in the classroom to perform their English speaking. They are: imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue) and extensive (monologue).

- **Imitative Speaking Performance:** It is the ability to imitate a word, a phrase, or a sentence. The important thing in this category is that it is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

- **Intensive Speaking Performance:** It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. It can be in the form of self-initiated or pair work activity.

- **Responsive Speaking Performance:** This stage includes interaction and test comprehension, notwithstanding the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

- **Transactional Speaking Performance (Dialogue):** This category is carried out for the purpose of conveying or exchanging specific information such as interviews, role plays. It is in extended form of responsive language.

- **Interpersonal Speaking Performance (Monologue):** It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

This type can be represented in forms of interviews, conversations, games, speech, and role plays. For instance: colloquial language, slang, emotions, casual register and sarcasm. As Brown (2000, p. 274) points out, “learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation”.

- **Extensive Speaking Performance (Monologue):** This type includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either high or limited.

Based on the short descriptions above, it could be already stated that there are different types of teaching speaking that can be used by the teacher to design good English teaching activities to meet his students’ need. In a nutshell, each category mentioned above can be used, based on the students’ level and ability because the abilities of EFL learners are different in speaking the English language; speakers are classified on a spectrum of proficiency ranging from good to bad speakers. Good speakers, therefore, develop and possess certain qualities and characteristics that set them apart from mediocre speakers.

After presenting the definition of speaking, components of speaking, communicative competence, factors affecting speaking performance, speaking strategies, classroom speaking activities, guidance for teachers in teaching speaking, and types of classroom speaking performance, this thesis will also discuss the features to be taken into consideration when teaching the spoken language.

2.2.15. Features of the Spoken Language

There are many features of speaking that must be mastered by students in order to speak effectively and fluently. Some of those features are enumerated by Harmer (2007, p. 269), such as connected speech, expressive devices, lexis and grammar and finally negotiation language as explained in the following table by Abassi (2016, p. 6):

Element	Description
Language Features	♠Connected speech: the different aspects of connected speech should be mastered by speakers so that they will be able to generate a clear and intelligible language throughout communication process. Among those features, elision, assimilation, linking, contractions and stress patterning. ♠Expressive devices: This refers to the change of the speed, volume, pitch and stress of utterances to show the emotion. When speakers incorporate this supra-segmental features and devices, they would express much better their feelings and intentions. Subsequently, provide the interlocutors clear and straightforward meaning. ♠Lexis and grammar: a variety of certain words and language functions, such as agreeing or disagreeing, surprise, and so forth are crucial. As they make speakers able to produce at various stages of an interaction. ♠Negotiation language: effective speaking benefits from the negotiation language we use to seek clarification and to show the structure of what we are saying (Harmer, 2003). In other words, one may take advantage of his interlocutor's clarifications when the latter intend to show the structure of what he is saying.
Mental/social processing	♠Language processing: The speaker's competency to convey his intention by producing syntactically and propositionally appropriate sequences, as well as, processing and retrieving the words or phrases from memory to communicate with people. This helps the speaker to develop habits of rapid language processing. ♠Interacting with others: effective interacting involves the reciprocal listening and understanding of the participants. In this vein, Bygate (1998: 30) and Cornbleet & Carter (2001: 27) state that the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other. ♠Information processing: refers to the speaker's ability to process the information in his mind right in the moment he receives it, and then produce the appropriate responses to his interlocutor.

Table 4: Elements of Speaking (Abassi, 2016, p. 6)

Based on the descriptions above, it can be concluded that understanding the process of speech production and being aware of the different elements and features of the speaking skill lead to more efficient ways of teaching speaking and helps students speak in a fluent manner. Indeed, being able to speak a language is regarded as tantamount to knowing that language on the ground that speech is the most basic means of human communication (Celce-Murcia, 2001, p. 103). Speaking is a means of differentiating aspects of the speaker's personality and

attitudes through the way the spoken language sounds. Thus, aspects of the speaking process need to be closely examined and taken into consideration.

2.2.16. Aspects of Speaking

According to Cornbleet and Carter (2001), there are some aspects of speaking: speaking is face-to-face, speaking is interactive, and speaking happens in real time. These aspects are designed to enable learners of English as a foreign language to communicate successfully and express themselves in real life situations.

2.2.16.1. Speaking is face-to-face

For Cornbleet and Carter (2001, p. 16), most speaking conversations occur in face-to-face situations which allow speakers to get immediate feedback, i.e. “Do you understand? Are they in agreement? Do they sympathize?”. Often, speaking takes place in situations where speakers are present to facilitate communication (EL-Fayoumy, 1997, p. 10; Widdowson, 1998; and Burns, 1998) cited in (Abd EL Fattah Torky, 2006, p. 34). Therefore, communication via speaking has different related facets, such as facial expressions, gestures, and body movements.

To add to the complexity of these facets, speakers can speak using different technological devices such as telephone and radio to send and receive messages over long distances, and different Social Media sites such as YouTube and Facebook for online communication. This calls for a close investigation of the potential pedagogical role of such media in teaching speaking.

2.2.16.2. Speaking is interactive

According to Bygate (1998, p. 30) and Cornbleet and Carter (2001, p.27), whether speaking face-to-face or over the telephone to an individual or a small group, the conversation ought to continue smoothly between participants who offer contributions at appropriate moments with no gap or everyone talking over each other. One of the main facts about conversation is that the roles of the speaker and the listener change with remarkably little overlapping of speech and little silence (Coulthard, 1996, p. 56). This can be achieved by applying the system of “turn-taking” which is the main feature in interaction. According to Sacks, et al (1974) cited in (Brunett, 2017, p.3), turn-taking is “how the speakers of a given exchange allocate speaker and listener roles by determining when to speak and how much speaking time is appropriate”. There are two essential roles for turn-taking, (1) long silences

are to be avoided and (2) listening when other speakers are speaking (Thornbury, 2005, p. 8). Turn takings are handled and signaled differently across different cultures. For example, it is normal for some cultures to stop the one who is talking and give comments, but for some other cultures, it is not possible to do so, consequently causing many communication problems in conversation between people of different cultures and languages (Mc Donough and Mackey, 2000, p. 84). The complexity of the power dimension in Turn-taking exchanges has been widely discussed by Short (1996), Herman (1995) and Triki and Sellami-Baklouti (2002).

The gist of this research is that there is generally no even distribution of the turns; rather, the patterns of turn taking reflect the (im) balance of the power relations between the various participants (teacher-student; student-student) (Nwafor and Nwogu, 2014, pp. 416-417; and Kubanyiova, 2006, p. 2, on the complexity of these variables. See, also, Dörnyei's (1994a) situated framework of L2 motivation, which outlines three key components of the teacher's role that impact on L2 motivation: the affiliative motive (i.e., students' desire to please the teacher), authority type (i.e. authoritarian, democratic or laissez-faire teaching style) and direct socialization of student motivation, which includes modeling, task presentation and feedback). This is based on the premise that teachers are responsible for creating and maximizing learning opportunities (Kumaravadivelu, 2008) in very complex ways, fulfilling both academic and social roles (Kubanyiova, 2006, p. 2; Senior, 2002). Numerous theoretical frameworks are relevant in this respect. These include classroom environment research (see e.g., the Classroom Environment Scales in Moos, 1979), self determination theory (Noels, 2003; Noels, Clément, and Pelletier, 1999; Reeve and Jang, 2006; Skinner and Belmont, 1993), goal orientation theory (Turner and Patrick, 2004; Turner et al., 2002), or research on L2 anxiety (Spielmann and Radnofsky, 2001). They all posit that in order to enhance students' motivation to engage in learning, creating sufficient opportunities for cognitive development (by, for example, promoting autonomy, emphasizing mastery over performance goals, and providing informative feedback) seems to be equally important as creating a caring classroom climate. See, also, Weimer (2012, pp. 23-24) on the balance of power between teachers and students.

2.2.16.3. Speaking happens in real time

For Foster et al. (2000, p. 368), responses are unprepared and spontaneous during conversations. The speakers think on their feet, producing language that reflects this. Lack of time affects the speaker's efforts to plan, organize and control the language used (See Atari

and Triki, 2000 for a theoretical discussion of the pedagogical implications of the strategies of orality versus literacy). Speakers usually begin to speak and change their mind in the middle of speech. In addition, speakers often forget what they intended to say; or what they have already said, and so they repeat themselves (Miller, 2001, p. 27). This means that the production of speech in real time not only puts pressure on the speaker, but also allows freedoms in terms of compensating for these difficulties by using formulaic expressions, hesitation devices, self correction, rephrasing and repetition, which in turn help speakers to be more fluent and cope with real time demands (Bygate, 1987, p. 21; Foster et al, 2000 and Hughes, 2002, p. 76).

Based on what is mentioned above, it can be concluded that instructing and guiding foreign language learners to the above aspects facilitates their oral production and helps them overcome the problems and difficulties they face. However, speaking skills are inseparable from other related skills. Therefore, it is worth presenting the relationship between the speaking skills and other skills.

2.2.17. The Relationship between the Speaking Skill and other Skills

Effective communication does not just involve the ability to speak but also to integrate the four skills. Childs (1999, p. 26) has shown that students spent 53% of their time listening, 16% in speaking, 14% in writing, and 17% in reading as it is represented in the figure below:

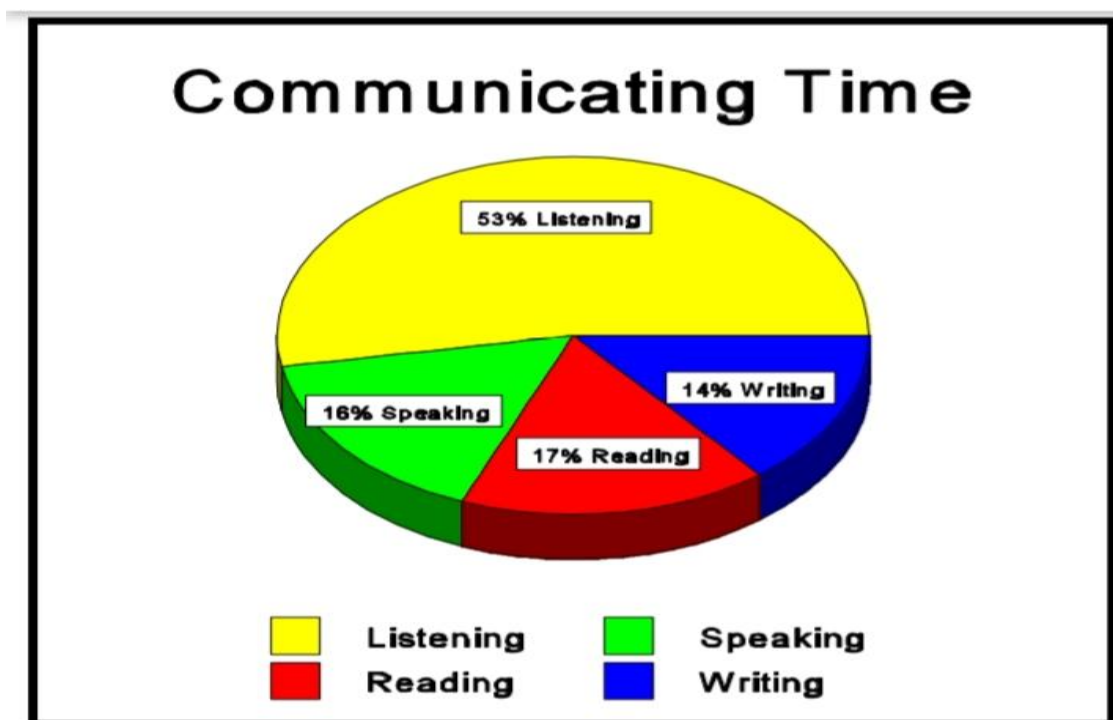


Figure 7: Distribution the Communicative Time (Childs, 1999, p. 26)

Speaking and listening have often been seen as two essential and interrelated skills in language learning. To this effect, Brown (2001, p. 275) states that there is a natural relationship between speaking and listening. Speaking is rarely carried out in isolation, so much so that speakers are often at the mercy of listeners (Redmond and Vrchta (2007, p. 120). That is to say, both listening skills and speaking skills feed each other. Moreover, “listening is the process that helps the speaker understands spoken language” (Rost, 2005, p. 305). In other words, listening not only helps learners understand what others are saying, but it helps them speak clearly and make their speech easier. Therefore, speaking and listening are important for learners for several reasons (Lee, 2004 cited in Omari, 2015). Indeed, Lee (2004), cited in Omari (2015, pp. 19-20), mentions the following:

- Spoken language is at the heart of much human interaction, at home, at work and in society,
- Speaking and listening skills are important in all contexts, in which learning takes place,
- Good speaking skills are key aspects of employability; getting a job, maintaining employment and progressing at work,
- Learners need to use and develop their speaking and listening skills to maximize learning gains.

Writing is also one of the four skills (listening, speaking, reading, and writing) in language learning. Writing is a visual representation of speech. As Sampon (1985, p.26) cited in (Kendouci, 2019 p. 15) states, “writing is a system for representing utterances of spoken language by means of permanent visible marks”. In discussing the productive skills, writing and speaking are two basic skills in mastering and developing the target language. Different interested parties have attempted to emphasize the similarities between speaking and writing skills, including Biber (1988, p. 199) who reported that “there is no single, absolute difference between speech and writing in English; rather, they are more or less similar with respect to each dimension”. (See Tannen, 1994 and especially Hyland, 2007 on the specificity of written discourse).

Besides, Linadsy and Knight (2006, p. 60) argue that people speak differently according to who they are speaking to and for what purpose. The same thing happens with the written language where the type of writing may differ according to who is writing and for what purpose. Both skills are productive skills, verbally or nonverbally, and they are both relating the language that is expressed through the visual medium (Widdowson, 1978, p. 57).

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According to the above definitions, speaking and writing are closely related and have different roles in language leaning.

However, there are also many differences between the two processes. The most important theorists are Tannen on written discourse and Labov on oral cultures; Atari and Triki also talked about orality and literacy (see Atari and Triki, 2000). The tenor of their contribution is synthesized here. Orality has to do with improvisation. So at this level, we talk about improvisation vs. planning. Something that is improvised is going to be oral; something that is well planned, well thought out is going to be literate. Here again, we have a spectrum of degrees of planning or improvisation. We could look at it in terms of self-control. Someone who is using language orally is not going to show a high degree of self-control. In other words, he is going to be overrun by emotions. Someone who takes time to write and think is going to show a higher degree of self control.

Context dependency is another parameter that we use to distinguish between oral discourse from literate discourse. This is the gist of Labov's work. If you look at the language of kids, for instance, and the language of people who are not well-educated, you will find that it is extremely context dependent. In other words, they cannot think of points of view other than theirs. They are very engrossed in ego. Their point of view is very ego-centered. (A child who is going to give you directions, is going to take his perspective –I, Here, Now- as an axis of reference, and he is totally unable to place himself in somebody else's position). In other words, if you are context dependent, you do not really bother about other perspectives. The greater the degree of context independence, the more literate the text is going to be. On the contrary, the greater the degree of context dependence, the more oral the text is going to be. Another important parameter for discussing orality and literacy has to do with the degree of formality. The more literate the text is, the more formal the discourse or style is going to be.

Looking at this distinction from the vantage point of a well known linguist, the following are some of the points showing the main contrasts between speaking and writing, as spelled out by Crystal (2005, p. 2). For one thing, speech is time-bound, dynamic and transient. It should be taken as part of an interaction in which both participants are normally present, and the speaker has a particular addressee (or several addressees) in mind. Conversely, according to Crystal (2005, p. 2), writing is space-bound, static and permanent. It is generally the outcome of a situation in which the writer is usually distant from the reader, and may not even know who the reader is going to be. Another major distinction lies in the opposition between spontaneity and deliberation. Crystal avers that the spontaneity and speed of most speech exchanges make it difficult to engage in complex advance planning, due to the

pressure to think while talking. Consequently, intonation and pauses typically divide long utterances into manageable chunks (due to short memory limitations), but sentence boundaries are often unclear (because of improvisation). On the other, Crystall contends, writing allows repeated reading and close analysis, and promotes the development of careful organization and compact expression, creating elaborate (hypotactic) sentence structures. Consequently, the units of discourse (sentences, paragraphs) are usually easy to identify through punctuation and layout (clear connectivity). Moreover, context-dependence is a major distinguishing feature. In oral discourse, Crystal maintains, because participants are typically in face-to-face interaction, they can rely on such extra linguistic clues as facial expression and gesture to aid meaning (feedback).

Therefore, according to Crystal, the lexicon of speech is often characteristically vague, using words which refer directly to the situation (deictic expression, such as “that one”, ‘in here’, ‘right now’). On the other hand, in written discourse, Crystal argues, the lack of visual contact means that participants cannot rely on context to make their meaning clear; nor is there any immediate feedback. Most writing therefore avoids the use of deictic expressions which are likely to be ambiguous. Writers must also anticipate the effects of the time-lag between production and reception, and the problems posed by having their language read and interpreted by many recipients in diverse settings (Crystal, 2005, p. 2).

The fact remains, however, that reading and speaking are closely inter-related activities “where there is little reading there will be little language learning... the student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment” (Bright and McGregor, 1970, p. 52). In other words, learners who read a lot are more likely to speak well. Reading plays a significant role in oral communication. It is a fluent process of readers linking information from a text and their own background knowledge to construct meaning (Nunan, 2003, p. 68). According to Lazaraton (2001, p. 104), grammatical competence (phonology, vocabulary, word and sentence formation...), sociolinguistic competence (rules for interaction, social meaning), discourse competence (cohesion and how sentences are linked together), and strategic competence (compensatory strategies to use in difficult situations) are the main aspects of oral communication and she viewed that all these abilities are essential factors of foreign language learning. Thus, through reading, learners can practice the language they have learnt and acquire new vocabulary and grammar, which in turn do contribute and develop learners' speaking skill. As Krashen and Terrel (1983, p. 131) argue, “Reading may contribute significantly to competence in a second

language. There is good reason, in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills”.

In short, in order to develop the speaking skill, teachers should clarify to their students the relationship between speaking and the other skills (listening, speaking, and reading). Successful communication relies on successful listening, reading, and writing for foreign language learners. In what follows, some characteristics of effective teachers will be covered.

2.2.18. Required Characteristics for Effective Teacher

The research reviewed by Ghimire (2019, p. 71) has pointed out that a number of factors are conducive to effective English Language Teaching. These include dynamic teachers, active and creative learners, effective use of teaching learning materials, appropriate use of modern information technology, and multi-literacy pedagogy in the classroom. This author has come to the conclusion that the concept of an effective ELT consists of a balanced combination of the above factors.

For instance, Ghimire (2019, p. 71) has come to the conclusion that, to have effective and dynamic teachers, the literature reveals that teachers should be enthusiastic to teach English, have good relationships with students, care for students’ needs about English and motivate students by creating autonomy supportive environments within which students can motivate themselves. This presupposes a view of learners as active and creative ones who can accomplish their own goals successfully, who can work collaboratively with their friends making themselves responsible in the classroom as well as outdoor activities. For Ghimire (2019, p. 71), this view has serious repercussions on the roles of the teachers and learners. Thus, the role of the teacher is changed from transmitter of knowledge to facilitator being a participant in the learning process with the student. Similarly, students should be more responsible for their own learning as they search for, discover, produce, and allocate their knowledge with their friends. Moreover, Ghimire (2019, p. 71) contends that the teaching learning materials could be considered effective if they facilitate the learning of a language by increasing learners' knowledge, experience and understanding of it, since both the content and type of activities are perceived by them as significant and practical to their lives.

What is more directly relevant to the present study is the appropriate use of modern information technology. The literature reviewed by Ghimire (2019, p. 71) has shown that ICT stimulates learning motivation through collaborative learning, improves learning efficiency by integrating classroom learning, and promotes students’ motivation and learning interest in the English language. Thus, multiliteracy, Ghimire (2019, p. 71) contends, includes multimodal

communication between the language or medium of instruction and the languages of the learners within different cultures, along with an ability to understand technology and multimedia. Thus, students are enabled to learn to collaborate by sharing their thoughts with others in online spaces where they can engage in different forms or modes (texts, video, image, rhymes, and poetry) of learning processes.

It has become evident, therefore, that the concept of an effective ELT consists of a balanced combination of all the above-reviewed aspects. The relevance of these requisites to the present thesis, which deals with the speaking pedagogy, lies in the ensuring characteristics of an effective speaker.

2.2.19. Characteristics of an Effective Speaker

In order to speak the English language properly and fluently, two skills must be mastered in speaking, namely microskills and macroskills (Brown, 2000, p. 272). Microskills, in Brown's view, include the ability to differentiate the articulation of English phonemes and allophonic variants, to produce chunks of language of different lengths, to make allowance for different English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours. They also comprise the ability to produce reduced forms of word and phrases and to mobilize an adequate number of lexical units (words) to accomplish pragmatic purposes (Ibid). Brown extends this ability to include the production of fluent speech at different rates of delivery, to monitor one's own oral production and use various strategic devices pauses, fillers, self correction, backtracking to enhance the clarity of the message (Ibid). Other skills falling under this rubric, according to Brown, include the appropriate use of grammatical word classes (nouns, verbs, etc) systems (e.g., tense agreement, pluralization), word order, patterns, rules, and elliptical forms, the production of speech in natural constituents: in appropriate phrases, pause group, breathe groups, and sentence constituents, the ability to express a particular meaning in different grammatical forms, and the calculated use of cohesive devices in spoken discourse (Brown, 2000, p. 272).

As for macroskills, Brown (2000, p. 272) includes under this category the speaker's ability to appropriately accomplish communicative functions according to situations, participants, and goals. That involves the use of appropriate styles, registers, redundancies, pragmatic conventions, conversations rules, floor keeping and yielding interrupting, and other sociolinguistics features in face to face conversations. Moreover, this faculty also comprises the ability to convey links and connections between events and communicate such relations as vocal and peripheral ideas, events and feelings, new information and given information,

generalization (Ibid). Brown adds to these skills the ability to convey facial features, kinesics, body language, and other nonverbal cues along with verbal language, as well as the ability to 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 the interlocutor is understanding the speaker (Brown, 2000, p. 272).

As a conclusion, it can be said that “success is measured in terms of the ability to carry out a conversation in the (target) language” (Nunan, 1991, p. 39). Thus, the ability to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the learner with different advantages to be able to speak the language freely and with high self-confidence. Success crucially lies in coming to terms with the heterogeneity of our students. As has been cogently defended by Kramsch (2014, p. 249), globalization has highlighted the multilingual and multicultural nature of national societies. As a consequence, language classrooms are populated nowadays with students who do not necessarily speak a common national language and who speak a variety of second, immigrant or heritage languages. They do not share the same birth, upbringing, ethnic background, history or class belonging. They tend to be multilingual not only in the strict sense of being equally fluent in more than one linguistic code, but also in the sense that they have different outlooks, different upbringings, and have been socialized in different ways. As a result, there is among them less consensus on what is an appropriate, polite behavior, or even what is expected in school. Therefore, the coming part brings to light the importance of the speaking skill.

2.2.20. The Importance of the Speaking Skill

Undoubtedly, the significance of speaking is not something recent. Learners have always felt interested in speaking (Ur, 1984, p. 120). Therefore, speaking is viewed as essential in order to deliver and understand information quickly and accurately. A number of studies have attempted to focus on the importance of teaching speaking. For instance, Bailey and Savage (1994, p. 07) have revealed that “speaking in a second or foreign language has often been viewed as the most demanding of the four skills ...for many people, speaking is seen as the central skill”. The ability to speak English is a need for numerous second-language or foreign language learners (Richards, 2008, p. 19).

Therefore, speaking has become the main concern of many learners because their personalities play the main role in determining how quickly and correctly they will accomplish this goal (Kherkhachi, 2016, p. 25). Learning to speak a foreign language provides students with the opportunity to learn new words and phrases and give them the

chance to practice the language and to meet new people (Meskine, 2017, p. 06). To corroborate that belief, Baker and Westrup (2003, p. 5) agrees that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion”. In the same line of thought, Harmer (2007, p. 123) states that there are three main reasons for teaching speaking, namely (a) speaking gives the chance to practice real-life speaking in the safety of the classroom, (b) in speaking, students can use any or all of the languages they know, and (c) students have the opportunity to activate the different elements of language they have sorted in their brain.

Through speaking, learners can display the different functions of language. They can express their personal feeling, opinions, tell stories, inform or explain (Kouicem, 2010, pp. 29-30). Regarding this idea, Celce-Murcia (2001, p. 103) clarifies that “the ability to speak a language is synonymous with knowing that language since discourse is a fundamental means of communication”. Furthermore, the speaking skill helps learners to improve their vocabulary, grammar, and writing skills (Omari, 2015, p. 18). In addition, being able to speak the language gives individuals the opportunity for traveling, getting promotions, and scholarship, or to attend conferences, international meetings, and represent organizations in international events (Ashour, 2014, p. 39).

Tyagi and Misra (2011, p. 224) have summarized the importance of speaking skill as follows. For them, a good speaking skill implies the ability to distinguish various situations, which in turn require different strategies while talking. Moreover, learning speaking skills helps attain clarity of speech and effective use of tone. Research has shown that the greatest part of the fear encountered while speaking is due to inadequate or poor preparation. On the one hand, Tyagi and Misra (2011, p. 224) contend, people with good speaking skills are able to handle day-to-day activities and are more successful. Given the fact that the speaking skills are required everywhere, participating in an interview is likely to endow the speaker with greater chances of success (Ibid). On the other hand, research has laid a high premium on the purpose of speaking, which will be covered in the next section.

2.2.21. Purpose of Speaking

Speaking typically serves two purposes: either transactional or interpersonal. There are some differences between the oral language used in both transactional and interpersonal types of discourse. According to Richards and Richards (1990, p. 54), “Transactional uses of language are those in which language is being used primarily for communicating information”. In this type of interaction, accurate and coherent communication of the message

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is essential; besides, confirmation that it has been understood, explicitness and directness of meaning are important. Examples of language being used for transactional conversations are: news broadcasts, descriptions, narrations, and instructions (Richards and Richards, 1990, p. 54-55). Speaking turns serving this purpose tend to build and cover some prior organizations of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002, p. 26).

Furthermore, according to Richards et al., (1992, p. 34), teaching speaking of the transactional type can be arranged by figuring out the purpose of speaking. In terms of the mechanics (pronunciation, grammar, and vocabulary), this would involve the use of the right words in the right order with the correct pronunciation. As for the language functions (transaction and interaction), what is at stake is knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building) (Ibid). The last parameter in Richards' proposal is attention to the social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). This involves understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason (Richards et al., 1992, p. 34).

However, interpersonal conversation is aimed at maintaining and establishing social relationships such as personal interviews or casual conversation role plays (Eggins and Slade, 1997, p. 192). Interpersonal conversations are most of the time used to express: (a) greetings and leave-taking, (b) making introductions, identifying oneself, (c) extending, accepting and declining invitations and offers, (d) making and breaking engagement, (e) expressing and acknowledging gratitude, (f) complimenting and congratulating, (g) reacting to the interlocutor's speech, and (h) showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment (Celce-Murcia et. al. 1995).

Although there are some differences between transactional discourse and interpersonal discourse, these two modes are inter-related in most cases. This helps to assist the transactional tasks to be done by keeping good social relations with others. In other terms, speakers can do one thing by doing another (Brazil, 1995, p. 29). Thus, both types (transactional and interpersonal discourses) are two dimensions of spoken language. Kingen (2000, p. 218) subsumes the two kinds into twelve categories:

- 1) Personal** – expressing feelings, opinions, beliefs and ideas.
- 2) Descriptive** – describing someone or something real or imagined.

- 3) Narrative** – creating and telling stories or chronological sequenced events.
- 4) Instructive** – giving instructions and providing interactions designed to produce an outcome.
- 5) Questioning** – asking questions to obtain information.
- 6) Comparative** – comparing two or more objects, people, ideas, opinions to make judgments out 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 point 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 (Kingen 2000, p. 218).

To conclude this section, we have attempted to provide an overview about the status of English in today's world and in the Algerian educational systems to have a general idea about the importance of English in the world and in the Algerian educational settings. Definition of speaking, components of speaking were presented. In addition, communicative competence, factors affecting speaking performance in foreign language were elaborated. These factors have to be taken into consideration when planning for speaking instruction and assessment. Moreover, a detailed illustration of speaking strategies and speaking activities were provided including (discussion, role play, simulation, dialogue...etc). Also, the history of teaching speaking has been tackled. Teaching speaking goes through different teaching approaches (The Grammar-Translation Method, The Audio-Lingual Method, The Communicative Method, and The Integrative Method).

This section highlights also the main types of speaking (Monologue and dialogue), the concept of the classroom, guidance for teachers in teaching speaking, the major types of classroom speaking performance, features of speaking, aspects of speaking, as well as the relationship between speaking and the other skills. This section ends up with detailed characteristics of effective teacher and speaker, the importance of speaking and purpose of speaking.

Teaching speaking seems to be an easy task, but indeed it is a highly complex skill that needs different techniques and strategies. So as to improve students' speaking abilities, Social Media have gained much popularity among EFL teachers who are in need to go beyond the traditional methods. The current study will attempt to test the effectiveness of using Social Media on EFL students' speaking skill. Details of this investigation will be presented and discussed in the second section of this chapter. The next section will provide a brief review of the literature about the notion of Social Media.

2.3. Social Media

2.3.1. The theoretical framework for ICT

At the present time, Information and Communication Technologies (ICT) are influencing every aspect of life in trade, tourism, work place, entertainment, and education. However, using information and communication technology (ICT) in education can significantly contribute to a good and effective education. Therefore, in the following part, an attempt will be made to discuss the literature available about the definition of ICT, its advantages and disadvantages in education and its major types. Moreover, the notion of Social Media, its evolution, and its major forms, and the difference between Social Media and Social Networking will be discussed. Afterwards, light will be shed on the implementation of Social Media and technology in higher education; more importance will be given to the most famous Social Media platforms (Facebook, YouTube, and Twitter). Finally, the importance of Social Media in English language learning will be dealt with.

A word of caution is necessary, though. The phenomenon of how technologies embed themselves in every discourse and activity and affect our daily life is still quite slippery and difficult to discern (Bruce and Hogan, 2015, p. 270). First of all, there is plethora of analogous terms that have to be fine-tuned. They are synthesized as follows:

- **Mobile Learning (ML)** (Cui and Wang, 2008, p.69) with special reference to the great potential of cell phones in language teaching and learning.
- **Computer-Assisted Assessment (CAA)** (Bull 1999, p.123): can include a range of activities such as, the collation, analysis and transmission of examination grades across networks and the use of computer-based assessment, according to which students complete assessments at workstations and their answers are automatically marked.
- **Computer Assisted Language Testing [CALT]** (Pathan, 2012, p. 30): This use of computer technology, in the field of language assessment and testing, falls under three major

domains due to the nature of use of this technology, namely the use of computers for generating tests automatically, interaction of computers with the candidate (in the form of online interaction), and use of computers for the evaluation of test taker's responses.

- **CALL (Computer Assisted Language Learning)** (Pathan, 2012, p. 30): Kern (2006, p. 184) discusses the appropriateness of the term "CALL". Relying on Warschauer (1999a), Kern argues that the term **computer-assisted language learning** has outgrown its usefulness as a construct for teaching and research. The problem, in Warschauer's words, is that a CALL framework posits the computer as an "outside instrument rather than as part of the ecology of language use. While this may have been fine in the early days of CALL when computers were used to perform structural drills, it is held by Kern (2006) to be no longer appropriate when online communication has become a normal part of daily life. For Warschauer (1999a), the use of computers should not be framed as a special case but rather as an integral aspect of language learning and language use (Kern, 2006, p. 185).

- **Computer-Aided Instruction (CAI)** (Arnold, 2000, p. 1): refers to the diverse and rapidly expanding spectrum of computer technologies that assist the teaching and learning process. CAI is also known as computer-assisted instruction. Examples of CAI applications include guided drill and practice exercises, computer visualization of complex objects, and computer-facilitated communication between students and teachers.

- **CMC as a Genre (with distinctive features)** (Chapelle 2003, p. 105; Ferrara, Brunner, and Whittemore 1991; Murray 2000). The language of CMC is characterized as a register referred to as "interactive written discourse." CMC can be used to enhance cultural awareness, promote civic attitudes and peace in the world.

- **Educational Technology** (Blazer 2008, p. 1; Culp et al., 2005; Fouts, 2000; Johnson, 2000; Lachheb 2013, p. 18). Researchers in the field of educational technology (Ed Tech) believe that Ed Tech is not restricted to computer use. In fact, Ed Tech involves much equipment and various applications like videoconferencing, digital television, electronic whiteboards and digital cameras. Ed Tech field experts agree that the right tool and the right approach is dependent on many variables (Lachheb 2013, p. 18). Now the C is disappearing and replaced by the M for mobile and little by little new ones are used such as BYD which stands for "bring your own device". For the sake of greater precision, a definition of ICT in an EFL context is provided in the next section.

2.3.2. Definition of ICT

ICT is the abbreviation of information and communication technologies; it is a broad concept that can be defined in different ways. To begin, according to the National

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Encyclopedia (2013), communication comes from the concept of IT during the late 1990s. The new name then becomes ICT which is about the use of computers in a teaching context. Tinio (2003, p. 4) defines ICT as “a divers set of technological tools and resources used to communicate, and to create, disseminate, store, and mange information.” These technologies include computers, the internet, broadcasting technologies (radio and television), and telephony. In addition to that, ICT is a field of work that “includes technologies such as desktop and laptop computers, software, peripherals, and connections to the Internet that are intended to fulfill information processing and communications functions” (Statistics Canada, 2008).

Another definition of ICT comes from UNESCO (2002) which states that “ICT is a scientific technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural maters”. Furthermore, UNESCO (2002) adds that ICT is “The combination of informatics technology with other related technologies, specifically communication technology.” Thus, UNESCO works with different educational communities, ministries and specialized institutions, teachers and students to enhance the potentials of ICT in order to improve the quality of teaching and learning (Lazar, 2016, p. 11).

The development of these technologies has changed the way people live, as well as the demands of society. ICT adds value to the processes of teaching and learning. Ratheeswari (2018, p. 45) thinks that the teacher is the main part of the educational field in society, and skilled teachers can make creative students by integrating the new technologies into their programs. He adds that teacher education institutions nowadays are trying to restructure their education programs in order to reduce the teaching and learning technology gap between today and the future (Ibid). In brief, ICT is making a dynamic change in society, and all aspects of life have been impacted, including education. ICT brings forward countless benefits in the educational environment, which can be developed in the next element.

2.3.3. Advantages and Disadvantages of ICT in Education

Information and communication technologies are nowadays influencing every aspect of human life. They are playing salient roles in business, workplace, entertainment and education. By using technology in the learning process, students can be active learners and more aware about the information they need, why they need it and how to get it. For Bransford, Brown, and Cocking as cited in Huffaker (2003, p. 357), active learning helps students to confirm their decisions about when they get particular information and whether

they already understood that information or not. Hence, incorporating technology as a goal in itself in the educational system is no longer seen as a privilege, but it is an urgent need.

By having access to the internet in the learning system, students will not totally depend on the teacher. They can count on themselves and explore information available on the internet and become self-managed. According to Jarold and Sue, (1992, p. 50) cited in (Saputri et al, 2020, p. 204), self managed learning encourages students to be self-motivated and self-directed learners who will be able to respond to the quick change of information efficiently, readily, and quickly. For example, the use of YouTube or Facebook can help students and teachers to be up-to-date with what is happening in the educational field. That is, learners and educators do not have to wait for the news from journals or printed books to know what is happening in the educational sector.

ICTs are a potentially powerful tool for extending opportunities for improving the quality of education. According to Davis and Tearle (1999); Lenke and Goughlin (1998); cited by Yusuf (2005, p. 316), thanks to the ICTs, various new skills are acquired, learner motivation is enhanced, connections between school, work, and the external world are created, and teaching is viewed as more efficient. In addition, Smeets (2005, p. 344) believes that ICT may provide different opportunities to create a powerful learning environment. The researcher points out the following via ICT, accessible information resources are more available, and information is considered from various angles (Ibid). As a result, ICT supports learners to manipulate the existing information and create real-world products rather than only receive information.

Despite the different benefits that ICT provides to improve the quality of teaching and learning, some authors believe that there are some conditions that are necessary for teachers to introduce ICT in their classes. Zhao and Cziko (2001, p. 6) mentioned three conditions that are needed for teachers to ensure the use of technology in their classrooms; Teachers should believe in the effectiveness of technology; they should believe that technology will not cause any disturbances, and finally they should believe that they will have the ability and resources to use technology.

Another critical researcher (Harris, 2002) conducted case studies in three primary and three secondary schools, on the innovative pedagogical practices of ICT. He concluded that, when confident teachers have the willingness to discover new opportunities for changing their classroom practices by using ICT, the benefits of ICT will be gained. As a result, the use of

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ICT will not only improve the learning environments but also prepare new generations for future careers in an increasingly technological world (Wheeler, 2001, p. 16).

One of the most vital contributions of ICT in the field of education is easy access to remote learning resources. According to Plomp, Pelgrum and Law (2007), people have to access knowledge via ICT to know the new developments. That is, teachers and students no longer have to rely on printed books and other traditional materials. With the help of ICT, a wealth of learning materials can be found in a variety of media anywhere at any time. According to Lim and Chai (2004, p. 3), ICT can be used to eradicate the physical obstacles between the teacher and students or between students such as space and time. Similarly, Bhattacharya and Sharma (2007, p. 43) believe that ICT helps for the creation of digital resources such as digital libraries where professionals, teachers and students can access research and course material at any time from any place. Such facilities help researchers and academics to connect and share scholarly materials. Sanyal (2001), Mooij (2007), Cross and Adam (2007), UNESCO (2002), and Bhattacharya and Sharma (2007) also argued that ICT removes the geographical barriers so that learners can log on from any place.

ICT can improve the quality of education in different ways, by enhancing students' motivation and engagement, by facilitating the acquisition of basic skills, and by improving teacher training (Noor-Ul-Amin, 2013, p. 42). That is, ICT provides motivation to learners; for instance, ICTs such as videos, television, and multimedia computer software that relate texts to sounds can be used to provide challenging and authentic content that engages and motivate students' in the learning process (Ibid p. 39). In the same vein, Heemskerk, et al (2012, p.1) believe that information and communication technology provides equal learning opportunities as it supports learner differences. In other words, ICT is a tool which, when used appropriately in the educational system, can promote students' motivation and willingness to learn.

Additionally, ICT also motivates students to learn a foreign language and provides opportunities for teachers and learners to operate in an information age. Klimova and Poulouva (2014, p. 53) say that "Motivation is the key in any learning". Thus, it is important to motivate students to learn foreign languages, especially English, because it is the most dominating language in the world which has an impact on every field of work. Undoubtedly, the world nowadays is influenced by the new technologies and students are interested in using ICT devices such as computers, laptops, and tablets for different reasons. Consequently, the use of such authentic materials helps students to be better in communication and to get in touch with foreigners at an international level. ICT is something that is a parcel of every

student's life since birth. According to Blagojevic, Chevalier, MacIsaac, Hitchcock and Frechette, (2010, p. 1) technology has surrounded children from childhood at home, in society, and progressively, in early childhood instruction programs. Klimova and Poulova, (2014, p. 53) adds that "ICTs are as natural as breathing". Therefore, it is important to learn English and incorporate students' interest of ICT in order to increase motivation.

The benefits of ICT in education are summarized by Trnided et al. (2001), Hawkins (2002), Bryant et al. (2003), Suffori (2006), and Ibe_Bassej (2009) as cited in Amajuoyi (2012) as follows: (a) Improving students' intellectual qualities through higher order thinking, problem solving, developing communication skills and understanding of the learning tools and concepts to be taught, (b) Enhancing the quality of instruction, (c) Improving the quality of students' learning through the access to the content through ICT facilities, (d) Promoting students' with ICT awareness and skills that are essential for success, (e) Encouraging students' collaborative learning, (f) Supporting interactive teaching and learning environment.

On the whole, the integration of ICT in the educational sector provides new ways for improving the teaching and learning processes. It increases motivation and enhance flexibility for learners to achieve their educational purposes regardless of time and geographical obstacles. The phenomenon of Information and Communication Technology is a significant research area which is studied by many researchers and scholars around the world. Its review here is aimed at paving the way for the main research variable in this study, namely the use of Social Media in the development of the Speaking Skills in EFL in the Algerian Tertiary Context.

The role of ICT in Education could be sketched along in the following lines. First, it has to be acknowledged that Information Communication technologies (ICT) at present are influencing every aspect of human life. They are playing salient roles in work places, business, education, and entertainment (Mikre 2011). Second, many people recognize ICTs as catalysts for change in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research, and in accessing information (Ibid). Moreover, ICT benefits education systems to provide quality education in alignment with constructivism, which is a contemporary paradigm of learning (Ibid).

Besides, the literature has discussed the advantages of CAI. Ya-nan (2013, pp. 1281-1282) summarizes these advantages as follows. CAI optimizes the structure of classroom teaching and is convenient for interactive operation. Moreover, Arnold (2000, pp. 1-2) adds the following advantages of CAI. First, it can dramatically increase a student's access to

information. The program can adapt to the abilities and preferences of the individual student and increase the amount of personalized instruction a student receives. For this author, many students benefit from the immediate responsiveness of interactions and appreciate the self-paced and private learning environment. Besides, computer-learning experiences often engage the interest of students, motivating them to learn and increasing independence and personal responsibility. Furthermore, CAI is successful in raising examination scores, improving student attitudes, and lowering the amount of time required to master certain material. While study results vary greatly, there is substantial evidence that CAI can enhance learning at all educational levels.

There is ample reference in the literature on the advantages CALL for second and foreign language learning (AbuSeileek and Abu Sa'aleek, 2012, p. 25). For these authors, the computer and its attached language learning programs could provide second and foreign language learners more independence from classrooms and allow learners the option to work on their learning material at any time of the day. Research has shown that the reasons for using computer-assisted language learning include (a) experiential learning, (b) motivations, (c) enhancing students' achievement, (d) authentic materials for study, (e) greater interaction, (f) individualization, (g) independence from a single source of information, and (h) global understanding (Lee, 2000). Moreover, networked computers as a way to provide interactive communication have been used extensively and with variable degrees of success in foreign language classrooms since the late 1980s (Kung, 2002). Furthermore, Wang (2006) points out that computer assisted language teaching and learning has come to a new step, especially with the development of microcomputer and Internet. Computers can facilitate a variety of learning tasks, and have enormous potency as teaching tools. They can help both the students and the teachers because of their special properties. The gist of this type of research is to the effect that the computer gives individual attention to the learner and replies to him/her. It guides the learner towards the correct answer, offers interactive learning and can assess the learner's response, can repeat an activity without any of the errors arising from repetition by humans, can handle a very large volume of interaction and can deliver to the student feedback, can accommodate different speeds of learning, and can impose limits on the time available for answering questions (for testing purposes).

In his turn, Prathibha (2010, p. 61) lists the following advantages of CALL. First, CALL offers a powerful self-access facility; it helps to generate autonomous learners who will experience freedom of choice. The tools that learners find in computers allow them to assume mastery of their own learning experience. Second, for this author, CALL gives a new

role to the teaching materials. Out of the context of CALL, teaching materials are passive. As Phillips, cited in Prathibha (2010) states before computers were used in the classroom context, nothing the student said or did could influence in any deep sense the linear progression of the content. In CALL, materials adapt themselves to the requirements of the individual student: that is why they become interactive. Prathibha (2010, p. 61) adds the features of Interactivity, Enhanced Student Achievement, Individual learner differences, Autonomy/learner control. For this author, the benefits are better perceived when the teacher actually uses computers to teach grammar than when he/she reads about them (p. 70). Prathibha (2010) contends that one of the greatest improvements is that the user of computers for teaching purposes can produce autonomous learners who can control at least part of their learning process (p. 70).

The literature has also enumerated the advantages of CALT (Pathan, 2012, pp. 34-36). For this author, CALT helps in overcoming administrative and logistic burden, assures enhanced authenticity and greater interaction, offers insight into test-taker's route and strategies, individualizes test experience, guarantees immediate test results and feedback, provides more accurate assessment of the test-taker's language ability, provides improved test security, requires less time to finish, and creates a more positive attitude toward tests. As for the pedagogical benefits of CAA, the literature has shown that teachers have positive and favourable attitudes toward the use of the computers. They consider computer technology as a useful teaching tool that can enhance ways of teaching by offering students a variety of language inputs and expanding students' learning experiences in real and authentic contexts (Park and Son, 2009, p.1). The advantages can include: enhancing feedback to students and staff, time savings, reducing administrative loads and improving the balance of assessment methods. The benefits and limitations vary depending on whether the assessment is formative, summative or diagnostic (Bull, 1999, p.123). The most valuable benefit of CAA is the ability to provide focused and timely feedback to students and staff. Feedback can be used to direct future learning, motivate students to investigate other resources and identify students who need additional support. In an environment of rising student numbers, CAA offers the opportunity to give constructive, detailed and consistent feedback to every student, a task which many academics may find difficult to achieve otherwise (Ibid).

The literature has enumerated the pedagogical benefits of the insertion of new technologies in EFL. Synthetically, such benefits include a) Engagement (Riasati, Allahyar, and Tan, 2012, pp. 25-26), b) Improvement in Academic Ability (Ibid), c) a paradigm shift in teaching and learning (Ibid), c) an assessment shift (Ibid), d) Collaborative Learning Enhancement (Ibid), e) lowering Learning Anxiety Level (Ibid). Moreover, the computer and

its attached language learning programs could provide second language learners more independence from classrooms and allow learners the option to work on their learning material at any time of the day (Lai and Kritsonis, 2006, p.2). Once implemented, it can be expected that the cost for computer technology is considerably lower than for face-to-face classroom teaching (Ibid). When used in conjunction with traditional second language classroom study, students can study more independently, leaving the teacher more time to concentrate effort on those parts of second language teaching that are still hard or impossible by the computer, such as pronunciation, work on spoken dialogue, training for essay writing and presentation (Lai and Kritsonis, 2006, p.2).

Furthermore, the network English teaching motivates the learners' interest, (Wang 2012, p. 154). It creates a better English communicative environment for students and improves the efficiency of class teaching and the teaching mode in the English language teaching (Ibid). Besides, it maintains children's attention and stimulates their motivation in actively participating to the class (Iacob, 2009, p.145). Accordingly, the child is exposed to an instance of language used by native speakers with great effect on their correct pronunciation as it is well-known that the utterance of some specific sounds is formed during childhood. If children have the opportunity of using the English learning software at home, the benefits may be spectacular. Children will repeat the vocabulary daily, in short sessions, obtaining fast and accurate results (Iacob 2009, p.145). Crucially for the present thesis, by using multimedia programs, children develop firstly their listening skill and then their speaking one. This is the natural way of learning any language, starting with the mother tongue (Ibid).

According to McLoughlin and Lee (2010, p. 38), the spread in the use of ICT in the twenty-first century, as well as the change in LLs' needs and traits has led to a complete transformation in recent pedagogies. Many researchers have focused on the educational benefits of Social Media, and they have all agreed that the positive aspects of these media outweigh the negative ones. Initially, Reeves (1998, p. 01) believes that technology can be implemented in the educational settings because it can have positive implications on the teaching and learning processes. According to Hew and Brush (2007, p. 224) Social Media have a positive impact on the teaching and learning process. Asad, et al. (2012, p. 499) also report that "social networking has a multitude of implications in the field of education and these impacts on students, educators, administrators, and parents are similar". Moreover, a study made by McLoughlin and Lee (2010, p. 29) found that the integration of Social Media and technologies in the teaching and learning processes will support and increase informal conversation, dialogue, collaborative content, generation and the sharing of knowledge.

Siddiqui and Singh (2016, p. 71) also assume that social media can be used to develop students' collaboration, as they can increase their knowledge skills. As a result, Social Media can open doors for both learners and teachers to present themselves and communicate with each other and encourage them to engage in the group learning process. Furthermore, Smith (2003, p. 45) claims that social scientists have estimated that being participant in groups via Social Media platforms has great benefits on health and well-being. Therefore, using Social Media as an educational tool may encourage learners' social interaction and collaboration and motivate them to improve their academic discussion.

Specifically, Social Media can facilitate students' academic experience by encouraging the space of academic discussion, which helps develop learning. Frye, Trathen, and Koppenhaver (2010, p. 05) claim that, by allowing students to discuss the same content at the same time within the virtual community, students can gather and evaluate information, make connections across different sources and construct conversations; besides, they become more independent learners. Consequently, it is a tool that supports the development of learner self-directness, the qualification that is important in preparing the learner for the difficulties of today's workforce.

Furthermore, based on the study of Talaue et al. (2018, p. 28), it was found that Social Media help students who spend most of their time communicating to distribute and generate ideas and concepts related to their studies. In addition, other similar study concludes that Social Media can enhance the communication between students and faculty members and the latter ease the communication of the correct information, enhance understanding, and improve the ideas and the courses (Ibid). Thereupon, Social Media have a great potential in transforming ideas, thoughts, and information between people in which they can produce, exchange, and share what they want anytime and anywhere. Akram and Kumar (2017, p. 350), also, provide a number of advantages of Social Media in education: (1) they are a way to socialize and make friends, (2) they help students share knowledge and access information easily, (3) they give students the opportunity to learn from different sources, and (4) they give students the opportunity to have a voice and share what they feel and think. Siddiqui and Singh, (2016, p. 72) also suggested other positive aspects of Social Media on education: (1) Social media help students to reach each other easily when having a set of assignments or project class, (2) they allow teachers to post about class activities, short events, and homework assignments, and (3) they also give educators the potential to prepare good digital citizenship. Consequently, Social Media nowadays have become a new set of cool tools

which help both teachers and students to be more engaged and involved in the learning and teaching processes.

Social Media platforms can and do contribute to language learning; they give EFL learners the opportunity to learn about other cultures, and communicate directly with native speakers who can help them develop their pronunciation and improve their vocabulary knowledge. According to Espinosa (2015, p. 2208), Social Media provide many advantages for students. For instance, they make the English language teaching and learning more practical, interactive, and holistic. Mork (2009) also enumerated some advantages of using Twitter in English as Foreign Language (EFL) teaching. Xodabande (2017, p. 04) mentioned the following: “(a) communicating class content, (b) sending out small, timely pieces of information, (c) encouraging collaborating and feedback, and (d) encouraging concise writing”. As cited in Ayadin (2014, p. 244), online blogs that are accessible on World Wide Web can be used for discussion or different informational purposes (Blood, 2000; Dyrud et al. 2005; Kajder and Bull, 2004) and, therefore, the English learner may get help from them while sharing information. (Mutum and Wang, 2010) cited in (Ayadin, 2014, p, 244) also mentioned that, thanks to Social Media and online blogs, users can send messages and comments about different things which enhance the English language capacity of learners. Additionally, Laborda and Royo (2007, p. 321) report that “Wikis and blogs incorporate a wide variety of audiovisual items that are worth incorporating in the foreign language classroom”. Hence, learning through Social Media platforms is useful in communication, sharing of the knowledge, and improving learners’ receptive and productive skills. Besides, it is a continuous process of learning and assessment that gives the opportunity to practice the language inside and outside that classroom.

Furthermore, AL-Tarawneh (2014, p. 201) states that Social Media, including Facebook, have a positive influence on students’ performance. The following table synthesizes research that indicates the positive impact of Social Media on students’ performance (Al-Tarawneh, 2014, pp. 201-202):

Context and benefits	Idea	References
Using SN as an informal learning tool.	SN is helpful and convenient for discussions and communication.	Hamat, Embi and Hassan (2012)
Students using social video, creating blogs, chatting, and communicating with friends.	A good tool for learning with entertainment and fun.	Zaidieh (2012)
Students use SN for tracking activities, friends and videos.	SN is beneficial for students working memory and learning skills.	Alloway and Alloway (2012)
Facebook can facilitate informal learning for students.	Facebook and Twitter as knowledge sharing tool.	Forkosh-Baruch HersHKovitz(2012)
Students reported that Facebook is better for navigation and search.	Facebook as a tool for making education more efficient and effective.	Hurt et al (2012)
Students gained more vocabulary and improved their writing, reduced their spelling mistakes.	Facebook improves the writing skill of students.	Yunus and Salehi (2012)
Students can exchange assignments, resources, and discussions around educational material and issues.	Facebook as a group collaboration and communication domain.	Asad, Abdullah-Al-Mamum. and Clement (2012)
Students can benefit from chatting with other students, teachers and external sources to acquire knowledge.	Facebook chat facility.	Jain et al (2012)
Social networks bridge self-esteem deficiency for students, and help build social capital	Facebook as a tool for social capital formations	Stein field, Ellison and Lamp (2008).
Facebook improves learning through the interrelationship, communication. Social relationship and participation in a Hong-Kong environment.	Facebook improves motivation to learning.	Lam (2012)
Tweets improve English language education. Blogs improve student performance (through knowledge sharing, and group formation). Using wikis for content collaboration.	Other social media tools influencing students achievements and performance in an educational context.	Van-Vooren and Bess (2013). Roland, Johnson and Swain (2011). Wheeler, Yeomans and Wheeler (2008).

Table 5: The Positive Influence of Social Networks on Students' Performance (Adopted from AL-Tarawneh, 2014, pp. 201-202).

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Notwithstanding all these benefits, a word of caution is in order. The literature has warned against a number of problems that have to be reckoned with in the implementation of ICT as a pedagogical tool.

A number of problems have been associated with CAI (Ya-nan, 2013, pp. 1281-1282; Arnold, 2000, p. 1). They are synthesized here. First CAI is always taken as a stimulus tool and as assistant. Its courseware lacks specificity on students' existing learning difficulties, and it has not been very effective. Moreover, critics claim that poorly designed CAI systems can dehumanize or regiment the educational experience and thereby diminish student interest and motivation. Other disadvantages of CAI stem from the difficulty and expense of implementing and maintaining the necessary computer systems. Furthermore, some problems have been reported at the student's level. Indeed, some student failures can be traced to inadequate teacher training in CAI systems, as student training in the computer technology may be required as well, and this process can distract from the core educational process. The literature concludes that, although much effort has been directed at developing CAI systems that are easy to use and incorporate expert knowledge of teaching and learning, such systems are still far from achieving their full potential.

Other types of problems are motivational and logistic or technical problems. AL-Bataineh and Brooks (2003, p. 473) expressed reservations about the use of technology as an EFL tool. Their main grievances include the lack of properly trained staff, adequate equipment, ongoing funding, and successful integration of technology in order to maximize learning. They argue that effectively meeting such challenges can magnify the advantages of incorporating technology while diminishing the disadvantages. Besides, the time and effort required to develop CALL programs could be considerable, and thus their cost and effectiveness may become questionable. It requires competence in the target subject area, pedagogical skills and computing experience. It is more tiring to read from a screen than from a printed text; or to scroll the screen than turn over the page.

In the same vein, Prathibha (2010, pp. 67-68) argues that computers discourage some students and teachers, as many students and teachers tend to reject a change from the traditional classes. It is commonly observed that it is very difficult for some students to get used to being independent learners. Besides, undisciplined students have problems working with computers since computers do not provide some important features of real communicative exchanges. They are machines and they need maintenance, something which may require interruptions to class or study time. Moreover, computers do not provide the

sense of cooperation that can be found in a class with a teacher. Reading from computer screens is about 25% slower than reading from paper.

Pathan (2012, pp. 40-41) attributes the problems of ICT to issues related to security, the issue of technical expertise, the constraint of medium and its negative effects on the quality of test tasks, issues related to adaptive item selection, and the issue of inaccurate automatic response scoring. For Park and Son (2009, p.1), external factors such as lack of time, insufficient computer facilities, rigid school curricula and textbooks and lack of administrative support negatively influence the implementation of CALL in the classroom. Internal factors such as teachers' limited computer skills, knowledge about computers and beliefs and perceptions of CALL also seem to significantly affect teachers' decisions on the use of CALL. For Bull (1999, p.123), the disadvantages include the perceived validity of CAA, the risks associated with using technology and the cultural shift needed to invest time in designing new assessments rather than marking traditional assessments. As for Riasati, Allahyar, and Tan (2012, pp. 26-27), they summarize the problems of ICT in the lack of access, lack of effective training, teachers' attitude, students' attitude, and lack of time.

Further technical problems have been enumerated by AbuSeileek and Abu Sa'aleek (2012, pp. 32-33). For these authors, learners who do not have prior experience in using the keyboard are likely to waste a lot of valuable time identifying in order to print their responses. Since working with computers normally means that the learners work in isolation, this does not help in developing normal communication among the learners, which is a crucial aim in any language lesson. The suggestions on organizing pair work around the computer remain theoretical, since, in practice learners tend to rely more on the principle of convenience, and accordingly tend to revert to their mother tongue in discussing their strategies and responses. It stands to reason that computers are not suitable for all the activities conducted in the classroom as they cannot cope with unexpected happenings and ambiguity, nor can they conduct open-ended dialogues or give feedback to open-ended questions.

One additional side effect of ICT use in EFL has a forensic nature as it has to do with cheating. To this effect, Jones, Reid, and Bartlett (2008, p.19) have rightly noted that developments in technology have provided new means for students to engage in practices not considered appropriate at university, hence academics need to be more active in the prevention and detection of instances of academic impropriety. The problem, in their view, lies in the students' failure to distinguish between scholarship and cheating. Consequently, Jones, Reid, and Bartlett (2008, p. 20) have come up with a typology of the practices deemed to constitute cheating, taken from Wood (2004). The most reprehensible type of cheating is

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plagiarism. It obtains when a student incorporates another person's work by unacknowledged quotation, paraphrase, imitation or other device in any work submitted for assessment in a way that suggests that it is the student's original work. It is to be distinguished from **collusion**, which is the collaboration without official approval between two or more students (or between student(s) and another person(s)) in the presentation of work which is submitted as the work of a single student; or where a student(s) allows or permits their work to be incorporated in, or represented as, the work of another student. Other forms of cheating include **falsification**, where the content of any assessed work has been invented or falsely presented by the student as their own work, **replication**, where a student submits the same or similar piece of work on more than one occasion for assessment to gain academic credit, taking unauthorized notes or devices into an examination, obtaining an unauthorized copy of an examination paper, communicating, or trying to communicate, with another student during an examination, and being a party to impersonation in relation to an examination.

The large scale spread of these malpractices has been widely attested to in the literature. For instance, Khan and Balasubramanian (2012, p. 1) noted a colossal world-wide increase in publishing documents in electronic formats so as to reach more readers. These authors (Khan and Balasubramanian, 2012, pp.17-18) also revealed that cheating among students is a common behavior; however, e-cheating among students is even more common; almost double the instances of cheating.

On another score, research has detected a discrepancy in perspective between students and teachers on the role of ICT in boosting motivation (Hughes, 2012). This author argues that there is no major difference between teacher and student attitudes concerning the concept of student motivation as related to the use of technology in general terms, but there is a significant difference in attitudes about the effect on motivation of using advanced technology, rather than just basic forms. The problem that Hughes (2012) detected was that, as currently practiced, many educators are not effectively using technology in the classroom and students seem to be well aware of that issue. There appears to be a discrepancy between what teachers believe they are doing well and what students see as being effective. For technology to be a consistent and effective motivator for students, Hughes (2012) urges educators to get more training in using the advanced forms of education that provide further motivation, as well as learn additional strategies for effectively implementing technology in the classroom.

With the explosive growth in the use of Social Media every day by individuals, there has been a corresponding increase of its incorporation in teaching and learning processes.

However, the overuse of these social platforms by students can create bad habits and can cause negative aspects for learning and teaching. To begin, Akram and Kumar (2017, p. 351) assume that the excessive use of Social Media “reduces command over language use age and creative writing skills”. That is, students generally use short forms in writing or slang words or abbreviated types of words which decrease their command of the language and their experimental writing abilities.

Moreover, Camelia, Ibrahim, and Dalhatu (2013, p. 40) claim that students who use short forms of writing when chatting, forget and use the same in the classroom. For instance: they use **(U)** instead of **(you)** or **(4)** instead of **(for)**, also **(D)** instead of **(the)** and many other forms. And this, therefore, could affect their class assessment (Ibid). Shih (2011, p. 829) adds that Social Media have a negative impact in terms of learning English because they may not provide an adequate atmosphere for formal learning and teaching. The use of social networking sites can affect students’ use of English and grammar (Camelia, Ibrahim, and Dalham, 2013, p. 40). An additional disadvantage found in another study was that including social networking sites in education can effect learners’ motivation toward learning (Asad, et al 2012, p. 501).

In another regard, there is evidence that Social Media reduce students’ academic performance. According to Lad (2017, p. 19653), students who try to multi-task, by means of checking Social Media sites while studying suffer from reduced academic performance, as they lose their concentration on the task because of the disturbance that is brought about by YouTube, Twitter, or Facebook. In addition, Haq and Chand (2012) argue that students' high use of Facebook resulted in lower performance. Spending much time on Facebook will affect students’ academic performance (Rouis et al, 2011, p 965). Furthermore, a study made by Asad, et al. (2012, p. 501) concludes that spending much time on social networking sites may also cause mental health problems to individuals. As a result, students who spend long hours on Social Media can suffer from poor academic achievements; for example, instead of reading a book, students waste more time chatting and interacting via Social Media, which in turn has negative effects on their academic performance as well as their health.

Conversely, Akram and Kumar (2017, p. 350) provide some advantages of Social Media on education. However, they do not forget to present their negative side such as: (1) reduction in students’ learning and research capabilities, (2) reduction in relational abilities and human contact, (3) time waste, and (4) loss of motivation, which leads to students’ low evaluation and low grades (Ibid). Equally, Siddiqui and Singh (2016, p. 72) bring out other disadvantages of Social Media that will be summarized as follows: (1) Social Media may

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cause distraction to students, and teachers cannot recognize who is concentrating in the class, (2) they decrease face to face communication, (3) the information posted on social sites may not be correct, which may lead to the failure of the educational system, and (4) Social Media may cause privacy issues such as posing personal information.

Accordingly, the wasting of students' time on Social Media will affect their well-being as well as their academic outcomes. Al-Tarawneh (2014, p. 202) further claims that spending much time using Facebook or other Social Media tools will negatively influence students' performance. The next table summarizes the literature related to the negative influence of Social Media on performance (AL-Tarawneh, 2014, pp. 202-203):

Context and benefits	Ideas	References
Facebook has a bad influence on student engagement in learning. Time spent by student is on non-academic activities.	Using Facebook and engagement in learning.	Junco (2012a)
Negative relationship between GPA and time spent on Facebook.	GPA and time spent on Facebook.	Junco (2012b); Pail Baker and Cochran (2012)
Students delay their meals, sleepless and get addicted to Facebook activities.	Facebook and health issues.	Tariq, Mehboob, Khan and Ullah (2012).
Students spent more time on Facebook resulted in lower performance.	Facebook, performance and gender.	Haq 7 Chand (2012)
GPA will be influenced badly by multitasking in classroom (using multiple social media tools).	Facebook and multitasking.	Burak (2012)
Spending time on fun and social activities of Facebook (wasting time) will influence GPA and academic performance.	Student time management and Facebook.	Gafni and Deri (2012); Paul and Gelish (2011)
Spending time on fun and social activities of Facebook (wasting time) will influence GPA and academic performance.	Especially extraverted & lower self-regulations students.	Rouis et al (2011)

Table 6: The Negative Influence of Social Network on Students' Performance (Adopted from AL-Tarawneh, 2014, pp. 201-202).

AL-Tarawneh, (2014, p. 200) reported that, in education, two streams are prevailing: the use of social networks as a tool supporting activities deemed important for the purpose of educational institutions, instructors, and students, as opposed to the bad influence social network inflicts on students' behaviors and time management. What is at stake is the use

versus abuse of technology in EFL. To this effect, Ribble and Bailey (2004, p. 1) noted an emerging behavioral pattern of misuse and abuse with respect to technology. This outbreak of technology misuse and abuse is documented in continual news coverage on TV, in newspapers and on the Internet - both inside and outside of schools, hacking into school servers, using e-mail to intimidate or threaten students, illegally downloading music, plagiarizing information from the Internet, using cellular phones during class time, accessing pornographic Web sites, and playing video games during class.

At a strictly technical level, the literature has reported technical problems with the existing use of technology. For instance, Jones and Kozma (2003, p. 4) have synthesized these problems into two main categories: Incompatible media: arriving and finding your files are incompatible with the system available; and lack of appropriate training in both the program and the technology. Moreover, Lai and Kritsonis (2006, p.4) add the following technical problems: i) No student can utilize computers if he or she lacks training in the uses of computer technology. Therefore, the benefits of computer technology for those students who are not familiar with computer are inexistent (Roblyer, 2003); ii) The software of computer-assisted language learning programs is still imperfect. Current computer technology mainly deals with reading, listening, and writing skills. Even though some speaking programs have been developed recently, their functions are still limited; and iii) Computers cannot handle unexpected situations. Second language learners' learning situations are various and ever changing. Due to the limitations of computer's artificial intelligence, computer technology is unable to deal with learners' unexpected learning problems and response to learners' question immediately as teachers do.

In a word, the gist of the above reviewed literature is that today's computer technology and its attached language learning programs are not yet intelligent enough to be truly interactive. People still need to put effort in developing and improving computer technology in order to assist second language learners. To this list, Wang (2012, p. 154) adds financial barriers, students' difficulty in adapting to this new teaching mode, and some English teachers' vexation and so on.

All in all, Social Media basically refer to any human communication or exchange of information that occurs through the medium of computers, tablets or mobiles. It is a collection of websites applications and other platforms that enable individuals to share knowledge, ideas, information, and news. No one can deny the benefits that Social Media have for individuals, in general, and learners, in particular. However, any new technology must have a negative side which can be also quite bad in some cases.

It transpires from the above review that the literature is mixed on the advantages and disadvantages of ICT use in EFL teaching. This is why further fine-tuning is necessary. For this reason, the use of these technologies in the learning and teaching environment provides a platform of ICT types which will be discussed below.

2.3.4. ICT Types

Lim and Tay (2003, p. 427) classify information and communication technology as follows: informative tools, situating tools, constructive tools, and communicative tools (Hsu, Chen and Hung. 2000). The different types of ICT are often used to complement one another to achieve the lesson objectives (Lim and Tay, 2003, p. 425). Hence, ICT consists of different systems and tools that can be used by teachers to improve the quality of teaching, to cover the different learning styles of learners, and to avoid the use of the same tools (Lazar, 2016, p. 12). The five types of ICT mentioned above are discussed in more detail under the following headings:

2.3.4.1. Informative tools

According to Lim and Tay (2003, p. 327), the informative tools are a huge passive repository of information, such as the Multimedia Encyclopedia or resources available on the World Wide Web, referring to the different applications that provide vast amounts of information in different formats such as graphics, text, sound or video. Lim and Tay (2003, p. 438) state that teachers and students used a variety of informative tools such as The Internet, CD-ROMs and teacher-prepared PowerPoint presentation slides. In short, the internet can be seen as a repository of free materials that can be useful for both students and teachers in all aspects. So, by having access to different websites, graphics, slides, videos, digital images etc., teachers can create a world of knowledge for their students and help them learn quickly and thoroughly. Students also can benefit from this tool for boosting their knowledge and their careers. The following sub-section provides another category of ICT.

2.3.4.2. Situating tools

Situating tools are systems that put the student in the environment where the context and situation are involved. According to Lim and Tay (2003, p. 427), situating tools are “systems that situate students in an environment where they may “experience” the context and happenings”. Such systems include simulation, games, and virtual reality (Ibid), which increases students’ ability to use their creativity and imagination as they give teachers a better opportunity to improve the learning environment. Thus, learning through using the situating

tools would be more convenient, effective, and efficient. In like manner, other researchers have attempted to define another type of ICT “Constructive tools”. More details will be offered in the next sub-section.

2.3.4.3. Constructive tools

According to McMahon (1997), constructive tools such as Power Point or Microsoft have a strong influence in education and are mostly used in organizations in the forms of memos, reports, letters, presentations, record routine information, giving businesses the most. Constructive tools are additional types which can be used for constructing one’s knowledge, manipulating information, or visualizing one’s understanding (Ibid). For Lim and Tay (2003, p.427), constructive tools are “general-purpose tools that can be used for manipulating information, constructing one’s own knowledge or visualizing one’s understanding”. This tool has a strong impact in the educational environment. It is increasingly popular among students and teachers. Teachers are using multimedia to modify the content of the material; for example, the software helps them to present the instruction in a more meaningful way. Power point also enables students to develop their presentations by adding graphs, audios and videos; it increases their visual impact, as it is a good option that facilitates the transfer of information. In addition to constructive tools, communication tools are another important type of ICT that will be explained in the following sub-section.

2.3.4.4. Communication tools

For Hsu et al. (2000), communicative tools allow teachers and students to communicate easily beyond the physical barriers of the classroom (either space or time). Examples of communicative tools contain e-mail, electronic bulletin board, chats, teleconference, and electronic whiteboard. Chen et al (2000) consider e-mail as the most common tools used on the Internet. It is an easy communication tool to use for teachers and students to extend the class outside its physical barriers. Based on the above classifications, it has become clear that these types allow students to know the essential difference between each type and those students can benefit from ICT in their learning process, taking advantage of the various types of ICT available. ICT offers students access to programs, software, and websites to improve their skills (reading, writing, listening, and speaking). Undoubtedly, no one can ignore the impact of ICT and its different technological tools on people’s life in the past few years, and most importantly Social Media. Consequently, it is important to give a general overview about the notion of Social Media.

2.3.5. Definition of Social Media

To begin, the term Social Media was first known in 1994-1995, when the first web-based social networking site “Geocities” was founded (Goble, 2012, p. 34). Social media have been defined in several ways. Chen and Bryer, (2012, p. 88) utilized the definition elaborated by Bryer and Zavatarro (2011): “Social media are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. These technologies include blogs, Wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook) and virtual world”. In other words, Social Media include not only social networking, video sharing or blogging, but the whole digital tools that facilitate social behavior. Besides, they have gone through a tremendous series of innovation stages with numerous diverse uses that vary by application (Davis et al., 2015).

Moreover, Social Media enable individuals to interact and communicate with each other and share online information. In Evans’ view (2014), Social Media is an Internet-based technology that is used to create and share online information, which encourages collaboration, participation, and facilitates information sharing. In the same vein, Boyd and Ellisson (2007, p. 211) define Social Media as a public web-based service that permits users to create a personal profile, identify other users with whom they can relate or have a connection, read and react to posts made by other users on the site, and send and receive messages either privately or publicly. Kuss and Giffiths (2011, p. 3529) also provide another definition of Social Media as tools that provide users with the opportunity to engage in virtual communities in which they create public profiles, interact with, and meet others. Therefore, any website that enables individuals to communicate and interact is considered as a Social Media site that allows users to interact and share online information.

Definitions of the term Social Media may range from the simplest to the more sophisticated ones describing the potential of Social Media in supporting and motivating learners. Initially, Gikas and Grant (2013, p. 18) claim that Social Media provide different opportunities for interaction, collaboration, and support learners to engage in content creation and communication. In addition, Gaytan (2013, p. 1) adds that Social Media applications such as Google, Facebook, Twitter, LinkedIn, and YouTube have a great potential in facilitating the learning for students by helping them expand, collect, construct, and share their knowledge.

Likewise, Dewing (2010, p. 1) provides another definition of the term Social Media, stating that “The term Social Media refers to the wide range of internet-based and mobile

services that allow users to participate in online exchanges, contribute user-created content, or join online communities”. In other words, Social Media is a website that does not just give users information but also interacts with them when giving them the information. It is that channel that uses mobile and web-based technology to create interactive platforms in which people and community express, co-create, exchange and modify user-generated content (Kietzmann, et al. 2011, p. 241).

Furthermore, Kaplan and Haenlein (2012, p.101) assumes that “Social Media is a group of internet-based applications that build on the ideological and technological foundation of web 0.2 and that allow the creation and exchange of users-generated content”. Accordingly, Social Media work as a means in which social interaction occurs rather than working as a means through which communication travels (Leonardi, et al., 2013, p. 2).

Indeed, there are several definitions of the concept of Social Media because it is a vast term that includes a vague range of websites. In the Merriam-Webster dictionary (2019), the entry Social Media is defined as “forms of electronic communication as web sites for social networking and micro blogging through which users create online communities to share information, ideas, personal messages, and other content such as videos”. In short, the emergence of Social Media has transformed the interaction and communication of individuals all around the world, and impacted many aspects of human lives. Social Media play a significant role in turning the entire world into a “Global village”; they have truly become the need of every individual both for their work and to connect with their friends. They provide the platform for people to discuss their issues and points of view in an easy way.

Since Social Media has become a phenomenon that has changed the interaction and communication of people all around the world, it is important to have a general overview about its history and how it evolved.

2.3.6. Social Media Evolution

People believe that Social Media sites began with the appearance of Facebook, Twitter, and MySpace, but indeed they had started long before. Many social networking sites were launched in the 1990s. In 1997, the first Social Media site that was created was called "SixDegrees.com" starting in 1998 (Boyd and Ellison, 2007, p. 213). This site allowed users to create profiles, list their friends, and surf the friend list. SixDegrees was a tool that helped individuals connect and send messages to others. However, in 2000, SixDegrees failed and was definitively stopped (Ibid). Its founder believes that sixDegrees was simply ahead of its

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time (A. Weinreich, personal communication, July 11, 2007) as cited in (Boyd and Ellison 2007).

In 2001, another social networking site emerged “Ryze.com” to help individuals leverage their business networks. The founder of Ryze.com claims that he introduced the site to his friends, primarily members of San Francisco business and technology community (Boyd and Ellison 2007, p. 215). In 2002, Social Media started prospering with the introduction of Friendster which was considered as “one of the biggest disappointments in Internet history” (Chafkin, 2007, p. 1). And in 2003, Myspace, LinkedIn, lastFM, Tribe.net, Hi5 and many others were launched. The year 2004 marked the birth of Facebook (Boyd and Ellison, 2007, p. 218), Harvard, Dogster, and Mixi. YouTube, Cyword, Black planet, MySpace, and Dodgeball were created later (Ibid). Since then a new age of Social Media sites has come to take place till the present time. This evolution could be schematically represented as follows:

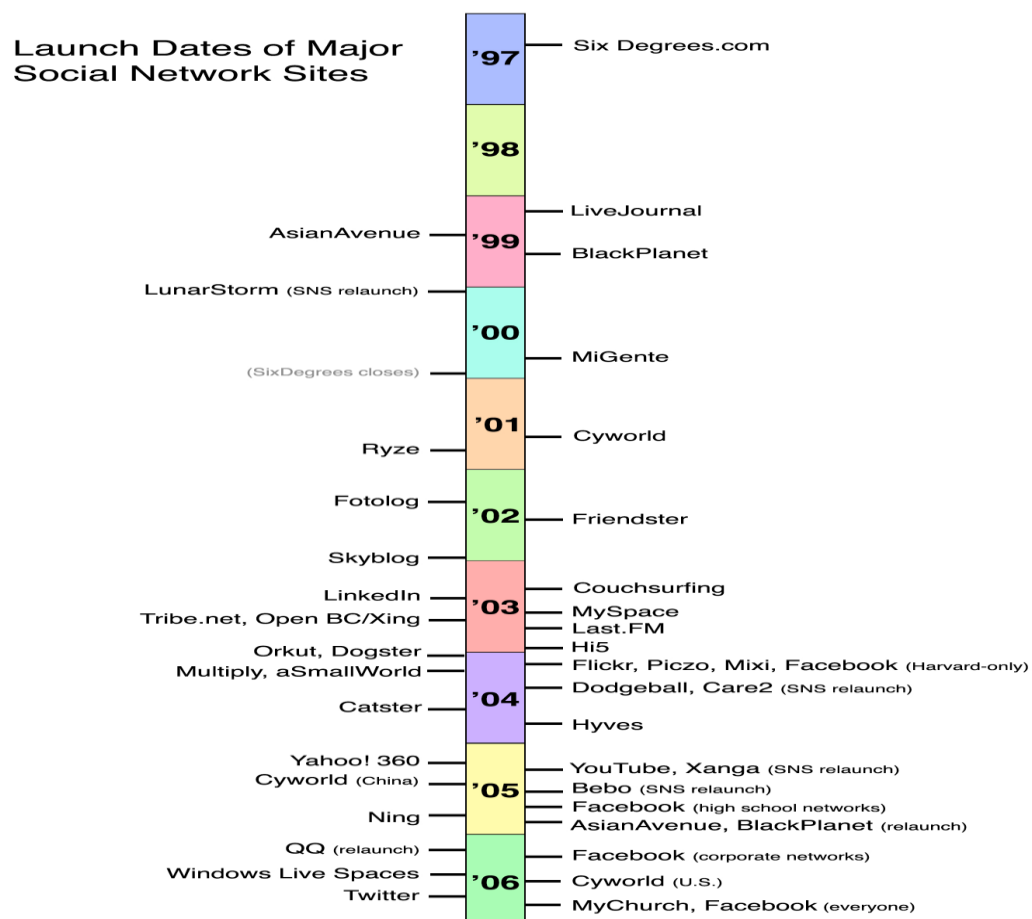


Figure 8: Timeline of the launch Dates of many major SNSs. (Adopted from Boyd and Ellison, 2007, p. 212).

Several education institutions nowadays are making use of the new technologies to provide new ways for the establishment of collaborative and interactive online learning systems. Social Media, with their various platforms such as Facebook, blogs, YouTube, and Twitter, have the potential to attract students by being flexible, entertaining, and interactive. In fact, the use of Social Media and social networks as a tool in the teaching and learning processes are held teachers to assist students to express themselves in a self-confident manner and improve their listening and speaking/ and communicative skills. Figure 10 below shows some categories of Social Media including social networks, streams, and blogs, as well as examples of each category.



Figure 9: Introducing the Conversation Prism (Adopted from, Solis, 2008)

Social Media are the most popular service available on the internet. They allow users to share information, have conversations, and create web content. There are different forms of Social Media, such as, social networking, Wikis, blogs, YouTube, Facebook, and many others. Therefore, more details will be offered in the following section.

2.3.7. Forms of Social Media

According to Kennedy et al. (2007), Constantinides and Fountain (2008), Mayfield (2008), Bell (2009), Constantinides (2009), Levy (2009), Richardson (2009), and George and Scerri (2007), Social Media platforms can be categorized into: social networking, blogs, micro blogs, content sharing sites, social book marking sites, wikis, and forums.

2.3.7.1. Social Networks

According to Constantinides and Fountain (2008, p. 233), social networking sites are those online communication systems that allow users to create personal websites to communicate and exchange personal content such as: <http://www.myspace.co.>, <http://www.facebook.com>, www.hyves.nl, <http://www.ning.com>. Social networking sites are then playing an important role in sharing information and enabling users to communicate and interact. Boyd and Ellison (2007, p. 211) state that social networking sites award users private virtual space where each one can make his/her own public profile and manage a list of contacts with other users.

Thus, Social Media have become popular with a huge number of users. According to Dewing (2010, p. 5), Social Media Web sites such as YouTube, Twitter, Facebook, have become excessively famous among Internet users who want to share their thoughts, videos, and other activities. Also, Florunso, et al. (2010, p. 326) add that people in Africa increasingly using Social Media, and they have diversified perspectives about this tool. In sum, social networking sites have gained great popularity among people all around the world. These social sites have become effective means that allow individuals to communicate ideas and feelings, to create profiles for themselves, and to share their interests and experiences. The most popular social networks services can be narrowed as follows:

2.3.7.1.1. Facebook

Unquestionably, the most widely known social networking site in the world is Facebook. It has rapidly gained considerable users worldwide. Bodomo (2010, p. 316) declares that: “Facebook, the new CMC medium, [has] become one of the most popular websites... Its popularity has increased so much so that not only the youth but some prominent members of older generations.... use it to get in touch with customers, constituents”. It was introduced first in 2004 by “Mark Zuckerberg” at Harvard University with the purpose of linking friends. An explanation of the origin of the name Facebook is provided by Rosen (2007, p. 17) as “the small photo albums that colleges once gave to

incoming freshmen and faculty to help them cope with meeting so many new people”. That is, Facebook allows its users to build personal profiles, connect with friends and families, to send messages, share experience and daily activities.

Additionally, social networking sites such as Facebook have been used in teaching and learning most of the time. A study carried out by Konetes and McKeague, (2011, p. 2) about the use of social networking, especially, Facebook, concludes that students utilize this social platform to create their personalities, convictions and positions for different purposes such as politics, religion, economy, work, in addition to developing their intimate relationships. This is in line with the view of Gross (2004) who reported that students use social networking channels for different purposes and serious deliberations such as making friends, sharing links, online learning, finding occupations in order to achieve their financial, political and social goals rather than only using it for leisure and personal socialization. Consequently, this shows what benefits Facebook has in building students' identity, relationships, as well as in making teaching and learning processes more engaging.

In support of the benefits that Facebook has on the teaching and learning processes, the literature (Wang, Lin, Yu and Wu, 2012) indicates that, by using Facebook as a joint learning tool, students can do better, and display more engagement in and contentment with their studies. In addition to that, students who use Facebook are more satisfied with their lives and display more participation as members of their society (Valenzuela et al., 2009 p. 882). Other critical trends (Lokyer and Patterson 2008; Nakatsukasa 2009) believe that Facebook has many advantages in enhancing language learners' proficiency. Thereupon, Facebook is a Website that can prove rather effective in helping learners develop their language proficiency. Similarly, other researchers conclude that Facebook has positive outcomes for teaching and learning English (Kabilan, Almad, and Zainol, 2010, p. 179). In brief, Facebook has become the worlds' most popular social networking site in modern society and its potentials in accomplishing students' educational needs are becoming more favorable in classrooms.

2.3.7.1.2. Skype

According to Kherkhachi (2016, p. 11), Skype is an application that allows users to make audio and video calls over the Internet. The users of Skype can also exchange texts, video messages, files and images. It has been reported that Skype had 124 million of users who placed 95 billion calls in the first half of 2010 (Melanson, 2010 cited in Lazer, 2016). Educators have been integrating Skype into their classroom for several years now (Davis, 2006; Mirtschin, 2008; Smith, 2009a; 2009b; Stephnrson, 2009; Waters, 2008a).

2.3.7.1.3. Twitter

Twitter is a free social networking micro-blogging service that was created in 2006 and rapidly gained a lot of popularity during 2007. It allows registered users to broadcast short posts called tweets (Kherkhachi, 2016, p. 10). Twitter, according to Kahit (2017, p. 2), is “a free micro-blogging 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”.

2.3.7.1.4. YouTube

According to Terantino (2011, p. 10), YouTube was created on February, 2005 in California by Steven Chen, Chad Hurley and Jawed Karim, with the domain name <http://www.youtube.com>. It was acquired by Google in 2006 (Ibid). It is a free public social platform that permits users to share, view, and upload video clips (YouTube, 2011a) cited in (Martinho et al., 2012, p. 77). Burgess and Green (2009, p. 1) provide an explanation about YouTube stating that YouTube is one of the competitive services designed to remove the technical obstructions to the widespread sharing of videos online. It gives a very straightforward, unified interface within which users might upload, distribute, and view streaming videos without a high level of technical knowledge. In other words, it is a social network service that allows users to create their own channels where they can watch, share, download, comment on, explore and post videos (Biel and Gatica Perez, 2011).

More importantly, YouTube was apparently the third most visited website by hundreds of millions of users all over the globe, about 2 billion views of videos per day, and 35 hours of videos uploaded every minute (YouTube, 2011b) as cited in (Martinho et al., 2012, p. 77). It has become one of the most popular social website in the world (Alexa, 2011). In fact, many researchers and academics have tried to shed light on the role of YouTube in the educational sector, including Bonk (2008, p. 19) who considers YouTube as an attractive social medium that contributes in improving students' learning. Likewise, other researchers believe on the potentials of using YouTube in teaching students (Burke et al, 2009; Desmet, 2009; Skiba, 2007; Trier, 2007). Another unifying trend such as Duffy (2008, p. 124) believes that YouTube is incredibly used by teachers as a tool to teach the English language. Accordingly, YouTube is the largest social network that helps students gain a large number of advantages that make their learning more active.

According to Hartman, et al., (2007, p. 4):

A plethora of social networking and resource-sharing sites [that] has appeared over the past few years, including Facebook, Myspace, Flickr, YouTube, Live Journal, Twitter, and Second life. Students have increasingly turned to these sites as the nexus of their social and even academic universe. Faculty members are beginning to follow, using these sites as a means of getting to know their students, as a rapid and reliable way to reach students, and as a method for sharing faculty-produced content.

Last but not least, involving technology into the classroom will help both teachers and learners to create a good atmosphere to improve the teaching and learning processes (Hismanoglu, 2012; Andoh, 2012; Alsied and Pathan, 2013). In the same regard, Prensky (2001) presents other uses of Web-based technologies that students can benefit from. Terantino (2011, p. 11) mentioned the following: (1) to receive information at twitch speed, (2) to be able to perform multi-tasks, (3) to have hands-on activities, (4) to have graphics before text, (5) to have random access to information, (6) to be networked socially, (7) to play games rather than do serious work, and (8) to have frequent rewards. To sum up, throughout these definitions of social networking sites, one should notice that these social platforms help users to connect easily by creating personal information profiles, inviting friends, and sending messages in a short period of time.

2.3.7.2. Blogs

As researchers start analyzing blogs and publishing articles on the topic, each one defined the term according to his view. Mayfield (2008, p. 8) considers blogs as “online journals, with entries appearing with the most recent first”. Examples of blogs include: <http://gizmodo.com>, <http://www.boingboing.net>, <http://www.huffingtonpost.com>. (Constantinides, 2009, p. 233). Blogs are the best known types of Social Media (Mayfield, 2008, p. 08). According to Bell (2009, p. 75), Constantinides (2009, p. 9), Levy (2009, p. 124), blogs are known as online diaries and the word blog is taken from “Weblog” which is the unification of two separate words “Web” and “Log”. Blogs are another form of Social Media that can be created and updated easily. For instance, blogs are “frequently updated web pages with a series of archived posts, typically in reverse-chronological order” (Nardi, et. al. 2004, p. 1). In addition, Herring, et al. (2004, p.1) add that blogs “modified web pages in which dated entries are listed in reverse chronological sequence”.

Other researchers have given some attention to the usage of blogs. Initially, Weber (2009, p. 36) claims that blogs allow people to publish and participate in multiple conversations online. Blogs can be used also to facilitate group working. A number of

researchers, such as Chen et al. (2005), argue that blogs can be used to support reflective learning. For Dickey (2004, p. 179), blogs can be used to minimize the feeling of isolation for distance learners, and encourage the shift from surface to deep learning (Bartlett-Bragg, 2003; Oravec, 2005, in Williams and Jacobs, 2004). Additionally, other scholars, including Oravec (2005, p. 225), suggest that blogs can motivate students to write and do research over an extended period of time. Besides, they can be a really transformational innovation in which they enhance students' autonomy and at the same time they give opportunities for more prominent interaction with peers (Williams and Jacobs, 2004).

As a final point, it can be concluded that knowing about these types of social media and understanding why people are using them can open up new concepts and ideas for engaging learners more effectively in their learning process and give them the opportunity to share their own perspectives and experiences and encourage their creativity. Therefore, there are many platforms of Social Media that can assess students and engage them more in conversation. The next sub-section examines another type of Social Media “Micro blogs” and its usage among people.

2.3.7.3. Micro blogs

Yazdanifard et al. (2011, p. 578) defined Micro blogging as “the practice of posting small pieces of digital content which could be in the form of text, pictures, links, short videos, or any other form of media over the web.” They are considered as “smaller blog entries in a range of 140-250 signs each” (Ebner, 2018, p. 640). It is assumed that micro blogging services such as Twitter can be used as a toll for Mass communication, as communication through events, and as a tool for documentation and retrieve information (Ibid, p. 644-645). On this basis, it can be concluded that a social platform such as Micro blogs can be used and implemented in classroom settings as a main communication tool between teachers and their students. For deeper insights into what types of social media are available, the following paragraph examines another important form of social media which is “Wikis”.

2.3.7.4. Wikis

The word “wiki” comes from the Hawaiian word Wiki-Wiki which means “quick” or “fast”. A Wiki is, then, a collaborative website that permits its visitors to create or edit web pages collaboratively (Chao, 2007) as mentioned in. Bell (2009, pp. 143-144) reports that Wikis help create or edit the content without any special tool or technical knowledge. Thus, Wikis are collaborative websites that allow anyone within the community of users to

contribute to or edit data without requiring any privilege for access. Nowadays, the best known Wiki is the online encyclopedia labeled as “Wikipedia”. However, the success of Wikipedia and Wiki technology has created other sets of similar sites such as Wiki books, Wiki travel and many others (Tetard, et. al., 2009, p. 1).

There are several papers that present a list of uses for Wikis in the learning paradigm. To mention a few, Boulos, Maramba, and Wheeler (2006, p. 03) declare that Wikis can be used to encourage learners to build their own knowledge. Thus, they can be used as a source of information and knowledge, as well as collaboration. Besides, Augar, Raitman, and Zhon (2004, p. 95) state that Wikis can be implemented to facilitate computer-supported collaboration learning. In short, this means the development of collaboration by means of technology to improve education and research. And this, in turn, encourages peer interaction, group working, and helps in delivering and sharing knowledge between learners (Lipponen, 2002, p. 72). Other researchers have suggested several additional uses of Wikis. For instance, Duffy (2008, p. 127) provides a list of possible educational uses of Wikis: (a) Students can use wikis to improve research project, summarize their thoughts, and create annotated bibliography, (b) Teachers can use Wikis as a knowledge base that helps them share reflections and thoughts and allow them for versioning and documentation, and (c) Wikis can be used as a presentation tool and for publishing course resources such as syllabi and handouts where students can revise, edit or comment directly.

The main conclusion that can be drawn is that a Wiki is a website that can be open to a global audience in which they can edit the content in a collaborative manner. It is designed to meet a number of innovative ways in order to enhance collaborative work. Additionally, by integrating Wikis in the classroom setting, instructors can better prepare their students to engage in innovative collaborative software. In fact, people are using different types of Social Media to connect and share their interests. Podcasts are one of the major types of social media that will be tackled in the following sub-section.

2.3.7.5. Podcasts

The term “Podcast” was derived from “iPod” and “broadcast”. Podcasting is a way in which people can find audio and video material on the Internet that can either be listened to or viewed on computers or digital audio players such as iPods or mp3 players. Constantinides (2009, p. 233) defined Podcasts as an internet audio publishing device that is made for listening or downloading to a portable device such as smart phones, tabs, and laptops. In addition, Sloan (2005) offered a definition of podcasts as new innovative ways through the

internet that facilitate the transformation of digital audio content automatically to mobile phones. Podcasts are another type of digital media that are typically distributed directly by the producer or podcaster. They facilitate for users the saving and loading of their own programs and provide subscriptions to these programs for other users (Bell, 2009, p. 96). Thus, podcasts can be used in news, entertainment, and education. However, people are always looking for new ways to communicate and keep in touch with each other. Social Media provide numerous social platforms and applications that help people to be socially active and up-dated, including forums, content sharing sites, and social bookmarking, which will be dealt with in the following sub-sections.

2.3.7.6. Forums

According to Bickart and Schindler (2001, p. 33), Forums are interactive online environments that help people to share information, ideas, and experience on particular subjects. For Constantinides (2009, p. 233) “Forums are sites for exchanging ideas and information usually around special interests”. Hence, Forums are areas for online conversation and discussion around particular issues. They have gained great popularity among web users because they are powerful elements of online communities. Pitta and Fowler (2005, p. 266) have mentioned that people can always exchange information through sending messages that have titles related to the topic. Examples of Forums: www.epinions.com, www.personaldemocracy.com, <http://www.python.org> (Constantinides, 2009, p. 233).

2.3.7.7. Content sharing sites

Anderson (2007, p. 10) considers content sharing sites as websites that allow people to store and share different contents such as videos, music, photographs and so many others. Examples of content sharing sites include applications of video sharing: <http://video.google.com>, www.youtube.com, <http://etsylove.ning.com>, Photo sharing: <http://www.flickr.com>, social bookmarking: www.digg.com, <http://del.icio.us>. Encyclopedias: www.wikipedia.org, <http://en.citizendium.org/wiki/Main-Page> (constantinides, 2009, p. 233).

2.3.7.8. Social bookmarking

According to Estellés et al., (2010, p. 176), social bookmarking sites are “web 2.0 tools that allow users to store, classify, organize, describe, and share links to interesting websites, blogs, pictures, wikis, videos, and podcast.” Thus, social bookmarking sites are applications that are used by people to organize, maintain, and share particular kinds of content. They are

social tools that allow people to label websites about their interests easily by using key words. Boulous and Wheeler (2006) state that other users can access these lists by labeling and keywords. Social bookmarking sites include those which are focused on collecting Web sites such as (del. icio.es, Mister Wong, Blinklist), others focused on collecting news such as (Digg.com), and some others focused on pictures (Flickr) or on bibliography references (CiteU), (Estellés, et al., 2010, p. 176).

The current sub-section has dealt with what forms of Social Media are the most frequently used and the characteristics of each type, including social networks (Facebook, Skype, Twitter, YouTube), blogs, micro blogs, forums, wikis, podcasts, content sharing, and social bookmarking. In fact, it seems worth encouraging the use of these social platforms as a further recourse to improve students' learning. It is also worth investigating how likely Social Media platforms are to be used within higher education, how they are used, and how they can influence learners. For deeper insights about the implementation of Social Media and technology in the English language speaking skill, the following part provides more details about the topic.

2.3.8. The Implementation of Social Media and Technology in Higher education

The use of Social Media nowadays is a growing phenomenon in both private and academic lives. Hence, with the fast and rapid change of Social Media in both personal and academic uses, Chen and Bryer (2012, p. 89) claimed that "Social media have grown rapidly for academic use and educational area". Therefore, Social Media have brought new parameters to the classroom as they encourage collaboration, personalization, as well as user-generated content. In fact, with the rapid growth of computer technology and Internet, many colleges and university teachers are beginning to use Social Media in their classes. In this regard, different researchers have attempted to discuss the adoption of Social Media in education, including Tham and Werner (2005), who stated that the world has become a storehouse of information with the development of technology and the Internet. Gumport and Chun (1999, p. 10) also assume that technology plays a crucial role in the learning processes and outcomes in higher education. That is, technology does not only supply information but it also enlightens the process of learning. Furthermore, Ajjan and Hartshorn (2008, p. 71) state that Social Media help in improving teaching and learning in higher education.

By the same token, the literature believes that Social Media contributes in ameliorating and modernizing education and training institutions to build up learners for the 21st century

Chapter Two: Review of the Literature

(Redecker et al. 2010, p. 4). Obviously, the widespread use of Social Media technologies has certainly made a huge impact on the way individuals learn and interact with each other, regardless of their specialties. In this respect, Greenhow (2011) assumes that Social Media supply educators, administrators, and students with many opportunities to do their school duties and work when needed at any time and place. Besides, Beldarrain (2006, p. 150) adds that, in the twenty first century, learners need instructive openings that are not bound by time or place, yet they permit interaction between teachers and peers. In short, the use of Social Media has become a common tool in academic institutions to share academic work, and communicate with their peers and teachers.

Many studies have been conducted to examine the use and applications of Social Media in the classroom. Ellison, Steinfield, and Lampe (2007), and Mazer, Murphy, and Simonds (2007) reveal that Social Media enhance the relationship and interaction between students and teachers, and students and peers. They also help in increasing students' motivation. Moreover, Gumport and Chun (1999, p. 64) stated that the purpose behind applying Social Media in education is to improve the grade of teaching and learning. In this engaging area, Gurcan (2015, p. 965) also agrees that social networks can be used in academic settings to ameliorate communication skills among students and teachers, improve students' engagements, encourage collaboration and enhance academic relationships between peers. Thus, Social Media play an important role in distributing information, facilitating learning and skill developments, and fostering a strong sense of community and belonging. Moreover, Mazer et al. (2007), and O'sullivan et al. (2004) assumed that a form of self-disclosure and willingness to be open to teachers leads to effective learning and motivation of students, and gives positive attitudes about the course and instructor. Additionally, Social Media are used to improve teaching and learning by supporting students with academic services, including mentoring, touring, and feedback (Rosen and Nilson, 2008). Thus, Social Media offer varied platforms for teachers to use, and these platforms provide several benefits for students that strengthen their relationships and enhance their educational levels.

Remarkably, the implementation of Social Media in higher education is also highlighted in a report by Menkhoff et al. (2014) and Wheeler (2010, p. 103), when presenting three aspects of the usefulness of Social Media in a university classroom. First of all, Social Media encourage students in collaborative learning; second, they complement blended learning which provides students with positive contextual learning related to pedagogical objectives; and finally, they allow students to post comments or questions about their subjects. In addition, De Wever, Hamalainen, Voet, and Gielen (2015), Terrell, Richardson, and Hamilton

(2011, p. 848), Kennedy et al. (2007), and Wheeler (2010) contend that Social Media have different pedagogical affordances such as open publishing, new communication style and texts, expressing personal identity and experience, co-creation and collaboration, and content management (as cited in Chawinga, 2017, p. 4). In sum, Social Media are permanently developing new educational opportunities for learners and teachers. Below, table (4) summarizes the potential benefits of using Social Media sites in higher education.

Potential benefits of using SNS in higher education
Facilitation of peer communication outside the classroom
Assistance in socialization, community building, development of peer relationship, demolishing barriers between learners.
Online discussion among learners, peer interaction, and (“limiless”) access to study materials and course information as students’ likely outcomes
Students’ experience with social networking for learning purposes as a potential advantage
Prompt feedback (from both teachers and students)
Opportunity and motivation for active learning
Independence from time and location
Ability to substitute LMS

**Figure 10: The Potential Benefits of Using Social Networking Sites in Higher Education
(Datko, 2015, p. 4)**

Despite the fact that different studies have attempted to investigate the use of Social Media technologies in higher education, some researchers such as Kapuler (2011) as cited in Mukhaini and Al-Badi (2014, p. 145) emphasize three main top social networks in education, including Facebook, Twitter, and Classroom 2.0 that are used for different purposes. Liu (2010, p. 101) also indicates that students use three top-used Social Media tools: Facebook, Wikipidia, and YouTube for social attachments, direct communication, rapidity of feedback and relationship building. Ralph and Ralph (2013, p. 451) describe Social Media as the power source of news and constant information aided by Twitter, Facebook, Wikis, and Pintrest. In

the same vein, Yuen and Yuen (2008) believe that Facebook, Twitter, and YouTube are the social platforms most frequently used by students because they allow them to interact and share knowledge easily. Thereupon, Social Media provide different platforms which include different services for users to communicate, share, and build relationships. The following paragraphs offer more details about the most popular social networking sites (Facebook, YouTube, and Twitter).

2.3.8.1. Facebook in the Educational Settings

Currently, the wide spread of social networking sites such as Facebook has lead teachers and educators to believe that Social Media could be highly effective when used appropriately. Facebook is described by Boyd and Ellisson (2007) as a well-known website that allows the collaboration and interaction among users within a pre-defined community. Hence, it is a social networking site that provides a convenient environment for its users to create personal or public profiles to keep in touch and communicate with others. For Cain (2008, p. 6), Facebook helps people to keep up and fortify social ties, which in turn can be advantageous in social and scholastic settings. In addition, Kirschner and Karpinski (2010), and Madge, et al., (2009) consider Facebook as a daily basic platform that high school and university students can use for social and academic goals. Facebook, then, has proven itself to be an important part of people's lives all over the globe, especially for students. According to Baker (1999, p. 5), "Facebook is a network that connects students with other students, indirectly creating a learning community- a vital component of students' education". Thus, Facebook is one of the most popular and successful social platforms that can be used in the educational settings. To corroborate that belief, Taranto et al. (2011, p.15) stated that students feel comfortable at the domestic utilization of this sort of innovation in the classroom and appreciate a chance to communicate naturally. Besides, students positively respond to the integration of new technologies into the teaching and learning process (Jones and Shao, 2011). Therefore, Facebook is an effective tool in which students can create group discussion, communicate, and build better interaction skills.

Educators and researchers have implemented Facebook into the classroom to serve a variety of purposes. Lantz-Anersson, Vigmo and Bowen (2013) state that Facebook is a vast social networking site used by a significant number of users that helps individuals share interests, make relationships, and join groups. Implementing Facebook into the classroom also encourages student-teacher and teacher-student collaboration, providing additional help from the teacher on home works, discussions, tuition and self-organization (Fewkes and McCabe,

2012, p. 92-93). Hence, Facebook is an adequate position to support students, teachers and other educators to collaborate, access and encourage new learning. Facebook can be also a practical device to engage students in reading, writing and many other EFL learning activities.

Several studies have shown how educators use this social network for educational purposes, especially for teaching the English language. Ab Manan, Alias, and Pandian (2012, p. 01) use Facebook in teaching ESL contexts (English as a Second Language). Thus, it is a powerful pedagogical tool that helps teachers share information to post announcements and allows students to communicate and chat using English. In addition, Godwin-Jones (2008, p. 7) reported that Facebook is a valuable tool for making strides in communication, human interaction, and language learning. Blattner and Fiori (2009, p. 08) also provide evidence for the fact that Facebook helped in language interaction and the development of socio-pragmatic awareness (language use in specific contexts, relation building, and language awareness through observation/ experience). As a result, Facebook is a valuable resource in the educational environment and many teachers, especially teachers of English, have included Facebook into their classrooms because it has unlimited benefits not only for learners, but also for teachers themselves. It assists teachers to keep in touch with their students to practice the English language outside the classroom. Regardless of these positive aspects, Facebook has also numerous effects on students' academic performance. (See section advantages and disadvantages of ICT in the education for the pedagogical discussion of Facebook).

2.3.8.2. YouTube in the Educational Settings

The rapid growth and the massive contribution of this platform has provided an unlimited source of information in the educational system. According to Gray, (2013, p. 144) YouTube is crucial in the learning process because researchers proved that the majority of learners learn through listening, watching and doing. Therefore, it is a satisfactory alternative way of involving and fostering EFL learners' development in the field of foreign language learning.

For Dudeney and Hockly (2007, p. 8), "technology offers new ways for practicing language and assessing performance". Thus, the Internet provides different social platforms such as YouTube which has the potential to facilitate people's language communication. In this regard, Godwin-Jones (2007, p. 16) reported that "the clips provide a huge multimedia library of real language use by real people, a potentially rich resource for language learning or corpus collection". In other words, the videos that are available on YouTube most of the time contain many native speakers' channels that learners can benefit from to improve their

speaking skill, as well as their listening and vocabulary. By the same token, Ghasemi, Hashemi, and Bardine (2011, p. 66) add that the videos on YouTube are most of the time in the English language, which gives potential for ESL/ EFL teachers to provide lessons and to encourage students' interaction in their classes.

In addition, Duffy (2008, p. 124) reveals that "YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to "slice-of-life" videos used to teach students within an ESL (English as a second language) course". Consequently, YouTube provides a significant number of features and potentials that help both teachers and students to achieve their learning goals and objectives.

Duffy (2008, pp. 125-126) provides some examples of approaches to integrate YouTube in the teaching and learning experience that will be summarized as follows: YouTube can be used to build-up a learning community where everyone can participate and have a voice; YouTube allows learners to experiment with new media of transferring information and knowledge; it enables users to record some videos related to their content and to use YouTube to create some discussions; it allows teachers to ask students some questions at the end of a class and to search for two or three video references related to different perspectives, which, in turn, can be a useful tool to motivate learners and support discussion; YouTube allows students to develop their language learning and ameliorate their vocabulary; and it offers learners access to video clips as a virtual library to encourage classroom lectures (Conway, 2006).

On the whole, YouTube is one of the best social platforms that permit its users to record, discover, watch, and share their own videos without cost. It has become the mainstream of Social Media that is an integral part of the education system.

2.3.8.3. Twitter in the Educational settings

In the educational field, Twitter can be used to increase communication building and encourage interaction. Jones (2011, p. 93) reports that Social Media platforms such as Twitter or Blog are no longer used for leisure, but also for engaging and interacting with learners. Therefore, it is a tool for sharing different media files that encourages and improves interaction in the classroom and learning process. According to Taylor and Keeters (2010), Twitter is a famous platform among students who use technology as an essential part of their social interaction. Throughout his study, Veletsaianos (2011, p. 8) found that scholars used Twitter "to make classroom activities/ information available to others and to provide opportunities for students to interact with individuals outside of the classroom". In addition,

Jansen, Zhang, Sobel and Chwdury (2009) and Kop (2011) state that Twitter has a strong potential in developing teacher-student and student-student dialogue.

The Twitter website is also suggested to be used to improve the social presence of students (AL-Khalifa (2010); Dunlap and Lowenthal (2009); Lang (2013). Social presence was explained by Garrison, Anderson, and Archer (1999, p. 89) as “the ability of participants in a community of Inquiry to project their personal characteristics into the community, thereby presenting themselves to other participants as “real people”. Dunlap and Lowenthal (2009) provide a number of benefits of how Twitter can enhance the social presence of students. Yakin and Tinmaz (2013, p. 210) mentioned the following:

- (a) It provides quick help for students’ issues, (b) It develops students’ writing skills, (c) It helps them gain respect from their followers, (d) It yields participation to a community of practice, (e) It generates informal learning activities via self-directed and independent learning, and (f) It allows for on-going relationship even after the course ends.

Moreover, Van Vooren and Bess (2013, p. 35) provide other implications of Twitter in education, namely: (1) Twitter has the potential to foster students’ ethical responsibility of utilizing social networking in addition to concise messages system text technology, (2) it has the potential to increase professional development, which in turn improves the success of student outcomes, (3) it has the potential to increase the sense of community, (4) it supports the use of writing, and (5) it serves as a tool of communication that allows teachers to post notes and other links, and encourages students to have a voice (Ibid).

Accordingly, Twitter can be an immensely powerful tool for students. Jones (2011, p. 91) reports that incorporating Twitter in the learning process enhances collaboration rates and ameliorates positive attitudes for maintaining class discussion. It has the potential to increase learners’ engagements and mobilize them to participate. It has become a popular and effective social network that closes the gap between formal and informal learning.

Despite the fact that the implementation of Social Media in classroom settings has gained popularity and helps in the development of collaboration and social communication, besides increasing knowledge sharing (AL-Rahmi and Othman, 2013c), the integration of these tools into the classroom is creating a challenge as to whether students can succeed in their personal and professional lives. AL-Rahmi and Otman (2013a) argued that there is a need to control students’ time in using social media. In addition, Armstrong and Franklin (2008, p. 27) reported that universities are no longer the primary and only source of information as they are replaced by other, more accessible, sources of information. Similarly,

Datko (2015, p. 6) found that the implementation of social networking sites in higher education has some drawbacks. The following table summarizes the negatives implications of using SNS in higher education.

Potential drawbacks of using SNS in higher education
Lack of methodological knowledge and skills (on the teachers' side) to successfully utilize social networking sites for pedagogical purposes
Reduced teacher credibility (in the eyes of students) due to their little self-disclosure in the Facebook profile
The boundries between private life and formal education might disappear
Lack of rules for this new way of communication
Over-privileging of the availability of social networks as caution
Mixed perception of education-driven use of Facebookamong students
Negative correlation between academic performance and time spent on social networking sites
The aspect of distraction

Figure 11: The Potential Drawbacks of Using Social Networking Sites in Higher Education (Datko, 2015, p. 6).

Furthermore, social media are seen as highly effective tools for language learners due to the endless sets of services they have (Antenos_Conforti, 2009; Gurba and Hinkelman, 2012; Kuriska and Luke, 2009; Levy and Stokwell, 2006; Motteram and Thomas, 2010). More details will be offered in the following lines.

2.3.9. The Importance of Social Media in English Language Learning

For Ullah Khan, et al., (2016, p. 591) language is “basically a source or tool of communication and plays a pivotal role”. It is therefore, a means that allows people to share ideas, thoughts, feeling, and views with others (Nishanthi, 2018, p. 871). However, learning English nowadays has become an easy task due to the wide spread of online sources (Ibid, p.

590). Ullah khan, et al., (2016, p. 591) argued that Social Media play a crucial role in English language learning due to the potential they have in improving students' writing and reading.

In the same vein, Saqib khan, et al. (2016, p. 71) state that Social Media play an important role not only in one skill or competency of English, but in the four skills of language (listening, speaking, reading, and writing) in addition to the development of vocabulary and grammar competency of the English language. Furthermore, Antenos-Conforti (2009), Gruba and Hinkelman (2012), Kurisak and Luke (2009), Levy and Stockwell (2006) and Motteram (2010) also indicate that online blogs such as Social Media have unlimited potentials that could be helpful for language learners.

According to Lin, Warcschaure, and Black (2016, p. 124), several start-ups and academic institutions have created specialized websites such as Livemocha, iTalki, Lang-8, Hello-Hello, Huolingo, and Palabea for language learning. It was revealed that Livemocha websites provide both language learning and opportunities to practice the users' target language with more than 13 million international users (Ibid). Another study by Li (2017, p. 148) has proved that the use of Social Media platforms such as Wikis, Forums or Blogs in English language learning can enhance collaborative writing, and facilitate the writing process. The literature further provides some examples such as Facebook which can be used as a learning environment for English writing or online discussion, in addition to YouTube which can be used in English literature (Ibid).

Moreover, according to Li (2017, p. 149), some teachers prefer to use other types of Social Media tools. For instance, they use Poll Everywhere and Padlet for brain storming activities and the e-Learn blogs, Forums, and Wikis for sharing information, discussions and collaborative work such as group writing. Accordingly, Social Media play an important role in every student's life, as they play a major role in helping teachers create groups and accounts for students to keep in touch and improve their English language learning. In short, Social Media nowadays are gaining lots of popularity with almost all the teachers and learners. They have played a key role in breaking down barriers between students and teachers and enabling them to communicate on a common platform to achieve their English language learning and meet their needs.

From what has just been mentioned, one can safely conclude that Social Media are valuable tools that give learners the power and autonomy to engage in authentic tasks and get more useful information. Additionally, they are also considered as the medium whereby

students can establish beneficial connections for their careers and prepare them for outside technology demanding jobs and tasks.

At a theoretical level, the use of Social Media for pedagogical purposes has been seen from various vantage points. Therefore, the present study will examine this problematic by discussing its theoretical underpinnings. Lachheb (2013, pp. 1-2) argues that, as technology continues to impact lives and education, the integration of information technology into English language education has always been under investigation from the perspective of the educational technologists and that of the language learning theorists (Kuang, 2002). Moreover, Kern (2006, p. 186) cites Crystal (2001) as musing that computer-mediated language could become “the community’s linguistic norm” (p. 241). Language educators are expected to reflect on norms - to explore their underpinnings, their contexts of operation, and their implications - not only to make the norms understandable to their students but also to model for them the very process of reflecting critically on the social practices they participate in and observe. It is through this process of analysis and reflection, Kern argues, that we can best decide how we can and should use technology in language learning and teaching.

From the angle of the pedagogical implications, Kern (2006, p. 201) makes a vital distinction between what Kling (1996 p. 2) calls the **heads-up view** of computer systems (which examines the social choices of whether and how to computerize an activity, and the relationships between computerized activity and other parts of our social worlds) **and the heads-in view** (which focuses on the computer screen and the vast amounts of information it can display). For Kern, technology-based language teaching is not a method in itself but it needs to be integrated into various pedagogical approaches. Kern argues that, because the dynamics of interaction (and feedback-uptake relationships) in online environments differ from those in face-to-face interaction, teachers are called upon to be prepared for new ways of structuring tasks, establishing exchanges, guiding and monitoring interaction, and evaluating performance, let alone mastering the relevant computer applications.

As for the role of the teachers’ attitudes and belief systems, Zhao and Frank (2003, p.809) argue that a more frequently cited set of factors affecting technology uses in schools is associated with the teacher. This is due to the fact that, unless a teacher holds a positive attitude toward technology, it is not likely that he or she will use it in teaching. For these authors, this situation leads teachers to a state of confusion about the educational value of technology. Second, the constantly changing nature of technology makes it difficult for teachers to keep abreast of the new developments. Third, the inherent unreliability of technology makes it less appealing for most teachers (Zhao et al., 2002).

It transpires from the above discussion that the literature is split on the advantages and disadvantages of using sophisticated internet technology for pedagogical purposes. On the one hand, Bulut and Abuseleek (2007, p. 104) highlight the positive effects on learners. For these authors, computer-mediated language learning helps students develop both their productive and receptive skills. Moreover, Furstenberg (1997) contends that CALL is a tool which enhances learner-learner interaction (this is one of the authors involved in the Cultura Project; see also Warschauer, 1997). In their view, the instructor, therefore, should involve learners in well-prepared computer-based activities, and use well-established methods and techniques. Kelm (1998) also points out that CALL helps learners use language in authentic situations, promotes communication among learners, and provides them with feedback about their errors, and allows socialization and communication between them. The literature confirms that the CALL environment is a stress-free atmosphere and more relaxed than the classroom (Murphy, 1997; Roed, 2003). More interaction between learners occurs in computer-based learning because students depend on themselves, and feel that the computer helps them improve the productive skills, i.e., Writing and Speaking, through developing their way of thinking and motivating them for more interaction and cooperation (Chapelle, 2003; Bulut and Abuseleek, 2007, p.105; and Dudeney and Hockley, 2012). Furthermore, Sa'd (2014, p. 24) argues that the main advantages of using the Internet in EFL classes are: a) keeping up-to-date and b) efficacy of teaching and learning.

More specifically, and more relevantly to the purposes of the present study, Hubbard (2000 pp. 1-2) discusses the advantages of Meaning Aids/technologies. Meaning aids are tools that serve to make the meaning of language items accessible. Traditionally, they include: i) dictionaries and glossaries, which help make the meaning of words clear; ii) summaries, paraphrases, and explanations, which assist in the interpretation of larger texts; iii) audio and text translations, which link the target language back to the native equivalents; and iv) scripts for spoken forms, which make their meaning more accessible to those whose reading proficiency outstrips their listening proficiency. For Hubbard (2000 pp. 1-2), meaning technologies are meaning aids that use technology to help make the meaning of a language item accessible on demand. For the most part, they are representations of the more traditional meaning aids, but they can typically be accessed instantaneously through the click of a button, increasing their convenience and efficiency significantly. Examples of these technologies are hyper-linked dictionaries, machine translation applications, auto-summarizers and text-to-speech (Hubbard, 2000, p. 2). Consequently, teachers who want to implement technology and Social Media sites in their classes are required to balance the positive aspects of these tools with potentially negative features.

2.3.10. Summary

As conclusion, we have attempted through this section to discuss the notion of ICT with a general overview, starting from its definition, its advantages and disadvantages in education, and its types. Moreover, we gave a general historical view to Social Media in order to have a full idea about how and when they start and their history through time and why they become important by mentioning the significance of Social Media in higher education including, Facebook, YouTube, and Twitter. In addition, we tackled the importance of Social Media in English language learning. In the current section, we also mentioned the various platforms of Social Media. We finished the section with the importance of Social Media in English language learning.

2.4. The Suggested Framework

It transpires from the above review that a number of hot issues have yet to be tackled before embarking on a serious reform of the teaching of the speaking skills in an Algerian context using the potential affordances of Social Media. This section seeks to provide the theoretical contribution of the thesis, paving the way for the methodological empirical part. The logic of this section is a movement from the general to the more specific Algerian case to the even more specific application to speaking instruction.

2.4.1. Practical Recommendations for Maximizing the Pedagogical Relevance of Educational Technology

The literature stresses the need for further training. In this respect, Hughes (2012, p. 2) calls for further training in effective utilization of technology in the classroom for many educators, especially those with more than 10 years of teaching experience, to make sure that motivation is not stunted by improper use of technology in the classroom. This can be done by boosting Digital Citizenship (Ribble and Bailey, 2004, p. 3) on the ground that technology-infused teaching and learning has become a necessary part of the educational environment. However, given the fact that digital landscape is being littered with examples of poor and unacceptable forms of digital citizenship, what is needed is awareness, critical analysis and well conceived strategies in order to help eliminate this waste. For these authors, technology leaders should raise their expectations for technology-infused teaching and learning. They consider that it is time to focus equally on the effective use of technology as well as the appropriate use of technology. Teachers cannot afford one without the other if they expect to produce productive citizens in the 21st century. Thus, Ribble and Bailey (2004, p.2) argue that one of the first steps in dealing with digital citizenship is awareness — determining

whether digital citizenship is a significant issue within a school district. Digital citizenship can be defined as the norms of behavior with regard to technology use. That can be done through the Digital Citizenship Audit, which is a quick way for administrators and teachers to determine if their technology is being properly used, misused or abused.

Moreover, the literature calls for a reconsideration of teaching strategies (Prensky, 2008, p. 2). This author argues that technology does not, and cannot, support the old pedagogy of telling/ lecturing, except in the most minimal of ways, such as with pictures or videos. In fact, when teachers are using the old “telling” paradigm, adding technology, more often than not, gets in the way. However, Prensky concedes the fact that today’s technology offers students all kinds of new, highly effective tools they can use to learn on their own from the Internet with almost all the information, to search and research tools to sort out what is true and relevant, to analysis tools to help make sense of it, to creating tools to present one’s findings in a variety of media, to social tools to network and collaborate with people around the world.

Furthermore, the literature has pointed out some teacher-level areas for change (Zhao and Frank, 2003, p. 831-832). For these authors, such areas would include: (a) recruitment/selection: Teacher job locations such as grade and subject and the extent to which computers complement the teaching style of a particular teacher are important predictors of computer usage, but the most likely mechanisms for effecting change in this category are attrition and recruitment/ selection. The clear policy implication is to consider during the hiring process how adaptable a teacher will be to computer technologies. They would also include: (b) training/socialization: Change agents can provide training opportunities such as in-service and professional development conferences. A third provision would be (c) providing opportunities to explore and learn: Change agents can provide various opportunities for teachers to explore and learn about new technologies. These opportunities have strong effects on both teacher and student use of computers. Last but not least, there is the provision of (d) leveraging change through the social context: By giving teachers opportunities to help one another and to interact, schools may be able to increase the overall level of technology use. Change agents should be highly aware of the social structures and the school cultures in which they operate and should deliberately address shortcomings and pitfalls. Before attempting to implement innovations, change agents should be aware of possible stress in relation to other innovations in the school culture.

The need for collaborative work is another important avenue for further action. To this effect, Zhao and Frank (2003, p. 831-832) suggest a number of programmatic possibilities.

Chapter Two: Review of the Literature

Instead of spending time and money on in-service programs and conferences, districts could provide teachers with opportunities to explore computer applications. These authors contend that teachers could be given time to help one another. Thus, individualized release time for exploration may not be as helpful as group-oriented activities such as a technology play-day, including district support but with ample opportunity for teachers to help one another. Schools that try to adopt multiple innovations simultaneously may find that none are fully implemented.

There is one important proviso: The change has to be gradual. In this vein, Zhao and Frank (2003, p. 833), relying on an ecological metaphor, strongly argue that innovations cannot be implemented without regard to the internal social structures of schools or other pressures that schools face. Thus, they suggest an ***evolutionary*** rather than ***revolutionary*** approach to change in school computer use. Moreover, the literature acknowledges the need for contextualization of the process of maximizing the pedagogical relevance of new technologies and social media. On the one hand, Bullet and Abuseleek (2007, p.120) claim that most of the experience with CALL is idiosyncratic, and its results depend on so many contextual and even personal factors. However, this does not mean that computers cannot be exploited in language teaching. This is a time when computers play such an important role in human life in so many ways that it is impossible to exclude them from the field of language learning. Consequently, Bullet and Abuseleek (2007, p.120) emphasize the need to find ways to exploit them in the best possible way as well as to make a comparison of CALL classes and traditional classes for specific language skills and even for specific activities to identify what works better in which environment.

This contextualization cannot be undertaken without cognizance of the factors influencing teachers' uptake of ICT. According to Mumtaz (2006, p. 319), studies reveal a number of factors which influence teachers' decisions to use ICT in the classroom: access to resources, quality of software and hardware, ease of use, incentives to change, support and collegiality in their school, school and national policies commitment to professional learning and background in formal computer training. This author takes teachers' beliefs about teaching and learning with ICT to be central to integration. For him, successful implementation of ICT needs to address three interlocking frameworks for change: the teacher, the school and policy makers. (Mumtaz, 2006, p. 335). This argument is corroborated by Dawes (1999) who argues that teachers welcome the changes computers bring, and do make changes and choices in the materials they are asked to use on a regular basis.

Consequently, it transpires that the term ‘resistance’ is stereotypical and shows ignorance of the work teachers do in schools (Mumtaz 2006, p. 336).

All in all, there seems to be some consensus in the literature on the need for a proper use of technology. For instance, Jones and Kozma (2003) argue that familiarization with the technology provides a whole range of pedagogical options that can be incorporated in the curriculum to facilitate learning by those with different learning styles. It should, if integrated and used properly, encourage and support more professional delivery of teaching and learning materials and thus facilitate student learning. To this effect, Riasati, Allahyar, and Tan (2012, p. 27) call for an adequate training of staff before equipping institutions with technology and implementing any change. In addition, teacher training might prepare teachers for their new roles to use technology for collaboration and engagement. Moreover, as time is a legitimate concern of teachers to plan technology-based lessons, to surf the different websites, and to cover sufficient content in the allotted time frames, schools should provide teachers with sufficient time to spend on incorporating technology into their teaching practice (Ibid). Teachers need to bear in mind that it is pedagogy, not technology that determines learning effectiveness (Appana 2008). To make a successful transition from traditional pedagogy to technology-enriched instruction, teachers need to alter their teaching approaches to achieve effective teaching (Grosse, 2004; Maguire, 2005).

2.4.2 Specificity of the Algerian Case Studies

This section presents a survey of previous studies related to Social Media and their effectiveness in developing the English language speaking skill, with special reference to the Algerian educational context both at high school and university levels. The aim is to point out their relevance in paving the way for the suggested framework.

First, it is important to start by investigating the use of technology in Algeria. Outmoune and Ahouari-Idri (2016) investigated ICT sources in terms of the Algerian secondary school EFL teachers’ perception about ICT tools’ use in their EFL classes. These researchers resorted to a mixed methodology based on questionnaires and interviews with teachers. Their results revealed that EFL teachers were aware of the importance of ICT in the EFL teaching and learning. Their findings also showed that most teachers used computers and data projectors when teaching English, and that they considered ICT integration in their teaching as a source of motivation for their learners. What is more relevant to the present investigation is the teachers' reporting of a flagrant lack of ICT tools and lack of training and support on their integration being the major barriers that prevented secondary school EFL

teachers from successfully integrating those sources in their classes. The researchers ended Their study by making a number of recommendations such as further training on ICT integration, technical support and ICT tools facility in Algerian secondary schools.

It is important to take the limitations of Outmoune and Ahouari-Idris' (2016) study into consideration so as to avoid them in the present thesis. Their investigation fell into the pitfall of reducing the problems of ICT into one limited analytic angle for the ostensible sake of focus but at the cost of oversimplification of a more complex phenomenon. There is the additional problem of declared perceptions vs reality on the ground, which could be remedied through triangulation of different instruments (including especially observation). Moreover, there is the problem of the small population size, which seriously undermines the generalisability of the findings. To these are added some technical and logistic problems, including lack of cooperation on the part of the interviewed teachers. Some of Outmoune and Ahouari-Idris' (2016) recommendations are quite useful as a basis for the present investigation. The burden of responsibility, in their interviewees' eyes, falls upon the central authorities in Algeria. The Algerian Ministry of National Education should prioritize the investment on teachers' training on ICT integration. This could be done through the ongoing in-service training on ICTs, which would facilitate teachers' use of technologies as a means in their EFL teaching. Seminars, workshops, and school sessions by ICT competent professionals would promote the successful and effective implementation of technology in schools. These researchers call upon the government to generalize the use of ICT and computers to all pupils, by deploying more efforts to providing those tools as computers, internet, printers, data projectors, modern language laboratories, etc., and also to have an ongoing follow-up on the availability and adequacy of those tools in every school. Thus, technical support and internet facility should be provided and facilitated by school administration. On the part of EFL teachers, they are required to bear in mind that ICT tools are a means that helps them achieve the objectives of their lessons and not an end in themselves. Alternatively, teachers are called upon to use ICT integration in order to motivate their learners to be more involved in the lesson. Thus, they would play an active role in the teaching-learning activities.

What transpires from Outmoune and Ahouari-Idris' (2016) work is that a great deal has yet to be done. Despite the growing number of studies worldwide on the role of ICT in education, there is still need for more research related to ICT in the Algerian education context. Moreover, investigating ICT tools use in different schools in Algeria requires more time and also the use of more data collection tools, such as class observation. What is

particularly missing is further evidence on teachers' use of technology in their classes and a better understanding of the barriers faced during its implementation. At the logistic level, data about the ICT infrastructures in different schools are still limited. Various intervening ministries and institutions, both at the central government level and at school administration level, are called upon to provide relevant statistics. Special focus is needed on the impact of technology integration in EFL classes on learners' achievements, as well as their perception of the applicability and desirability of ICT in EFL classes.

Another case study, conducted by Boumarafi (2015) on the Social Media use in Algerian universities, investigated Algerian students' engagement to understand the developmental implications of academic achievement, through enhancing the academic validity of social networking, and making the link to students' collaborative learning explicit. Boumarafi's findings show that Social Media are used for a multitude of purposes and that Facebook is most popular, which is compatible with the literature (Tiryakioglu's and Erzurum, 2011), to the effect that there is an increase in the use of social network sites, highlighting their popularity among students. It has been noticed that Social Media are gradually making inroads as educational tools, and seem to have the potential to support collaborative instruction and learning. Participants predictably turned out to be using Social Media mainly for communication and socializing, for independent and collaborative learning, and for extending social networking (Jabr, 2011; Dalsgaard, 2006; Paliktzoglou, Stylianou, and Suhonen, 2014). What is of special relevance to the present study is the fact that the subjects' perceptions expressed through the survey do not indicate that the use of Social Media is enhancing their academic achievements. The results of Boumarafi's study, although not representative enough to be generalizable, indicate that the respondents are somehow apprehensive about social networks, thinking that they violate their privacy, are time consuming and discourage face-to-face communication, and that they negatively affect the quality control of information and integrity, which is in tandem with the literature (Paliktzoglou, Stylianou and Suhonen, 2014).

One more relevant case study was conducted by Meziani (2016) on the academic use of Social Networks (Facebook in particular) among Master 2 EFL Students at the Algerian university of Telemcen. The theoretical background for Meziani's study is the importance given in the literature to Facebook as a pedagogical tool. Indeed, FB is now considered to be the most popular platform for online social networking among university students, as it helps them to develop important knowledge and social skills and provides various opportunities for both teachers and students to, flexibly, interact beyond classroom walls, since the online tools

potentially provide an opportunity to develop innovative ways of teaching and learning. Meziani's case study has reached the conclusion that students believe Social networks like FB could be used as an online environment to support their educational matters. A considerable number of students are making use of Social networks (FB) for educational matters, which enables them to acquire useful knowledge and skills, and develop their sense of interaction and collaboration within the group. The tenor of Meziani's findings is that social networking websites provide students with venues to freely express themselves, and that the teacher's responses reflect the nature of interaction with their students, which seems to positively affect their relationship both online and offline. In this respect, Meziani has come to the conclusion that teachers and students who interact regularly, posting questions, were observed to have a stronger relationship, allowing them to share their knowledge and at the same time have access to specific and targeted sources in a given field of interest.

What is particularly useful in Mezziani's study are the recommendations she has made on how to use SNSs like FB as a learning support in a university environment, aimed at equipping both learners and teachers with effective tools to adequately and effectively manage their interaction via these platforms. The first avenue for action, in Meziani's view, is the creation of closed groups. Her main argument is that social networks like FB can be useful for teachers to create closed groups to post class information such as lists of readings, assignments and its deadlines, upcoming events, useful links. Accordingly, students can ask questions and inquiries related to their studies, and discuss the readings and the assignments. This is likely to make sure that classroom activities can be done more effectively. Meziani calls upon teachers to provide learning materials and motivate their students, as an effective way to achieve quality in education. To this effect, Meziani advocates the need for teachers to familiarize themselves with the various applications designed for academic practices, and learn how to create an online group for their classes to provide some space for learners to communicate and share information and interests. Meziani is optimistic that the teachers' awareness of these considerations is likely to help them manage their relationships with their students, so that they can overcome the barriers that may prevent those teaching staff from addressing social networks in their academic practices.

The second course of action targets the promotion of teacher-students' interaction. Given the established literature on the impact of students-teachers relationships, especially at university level, on the quality of interaction on these platforms, the best academic practices for teachers to better control their interaction with students via these networks, in line with Stewart's argument (2009, p.117), are encapsulated in a number of recommendations made by

Meziani for teachers to maintain a respectful relationship with students, regarding a well-established authority and clear professional boundaries. These include a high degree of professionalism in face-to-face interactions as the basis for students' perception of the teacher's authoritative status. It is important, Meziani argues, that students use professional language and address their teacher formally. That does not exclude the possibility of a sense of "humor", so much so that the ultimate aim is to achieve some effective balance between authority on the one hand, and a relaxed relationship with students, on the other. In this line of conduct, Meziani advocates, teachers are expected to set up a clear plan for out-class communication, which specifies how students are supposed to contact the teacher (eg: e-mails, FB account), while setting "off-limits" types of contact (such as friendship requests) in order to maintain professional boundaries.

To best achieve this goal, in Meziani's eyes, a teacher should resort to a pre-organization of tasks without heaviness or vague information, with a view to enhancing students' perception of the teacher's ability to lead them online. This includes daily posts such as course policies, power points, handouts and assignment. Thus, teachers should support useful discussion, among members of the group, and avoid conflict. For instance, the use of the FB group to post a specific topic for written tasks can be seconded by a choice of the best pieces of writing for voting, using FB applications. Meziani is hopeful that competition among learners would create an admirable climate, which is likely to promote teacher-student rapport. One important proviso is required by Meziani, though. Teachers' written words are a reflection of their personality. Therefore, teachers are advised to use professional language when interacting, virtually, with students.

An additional path for practical action, according to Meziani, is the development of a sense of collaboration, which is a key factor to increase students' motivation to learn and generate higher levels of academic performance. The rationale behind this move would be to use social networks in order to foster critical thinking and increase the diversity of the knowledge being shared. Therefore, Meziani contends, the teacher's duty includes, besides transmitting information, facilitating the students' interaction and promoting the flux of information online, especially with collaborative work. Meziani takes social networks to act as spaces which bring certain learning communities into contact. The basis for the creation of these learning communities is the quest for exchanging information and creating knowledge in a collaborative way. Meziani is of the opinion that members of the learning community would challenge one another intellectually with a common goal, being to work collaboratively

to solve a problem or to perform a given task. Once this goal is achieved, Meziani insists, and then social networks like FB can serve as a real informal learning platform.

Another seminal piece of research conducted in Algeria is that of Benmeddah (2017) on the use of ICT in developing the speaking skill in EFL classes, with special reference to first year EFL students at the University of Telemcen. Benmeddah's main research objective was the investigation of the role that ICT plays in increasing learners' speaking skill in EFL classes. The main results have shown that adding ICTs is the best method for increasing students' speaking capacities.

Another important Algerian case study is the one conducted by Meskine (2017) on the attitudes of EFL learners towards the use of social networking to enhance their speaking skills. The reported perceptions of Master Two students of English at Abdelhamid Ibn Baddis University of Mostaganem confirm that the use of social networks can help them improve their speaking skills. The results of Meskine's research show that social networking websites can help the learners to interact easily with their peers in a meaningful way that stimulates their interest in learning the language. This is achieved through the creation, through social networks, of new opportunities for the language learners to interact and collaborate in authentic ways. Meskine has managed to show that the social networks are a useful learning strategy in improving one's performance in the foreign language. In particular, Meskine has found out that Facebook and YouTube are the most frequently used social networks by both students and teachers. She, therefore, advocates the necessity for both students and teachers to take advantage of them by the creation of private groups where a variety of documents, articles, links and videos can be provided. Meskine sees in such Facebook groups the possibility for students to make friends with members in these groups from different countries where they can exchange feedbacks and opinions about different topics and they might begin useful conversations not only with native speakers but also with non-native speakers. Meskine also highlights the utility of YouTube as a learning site which provides an opportunity to interact with native as well as non-native speakers of English and also to know the different dialects and varieties of English spoken around the world. Moreover, according to Meskine, this website shares different kinds of videos i.e., video clips, TV clips, music videos, movie trailers, and other types of 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. Indeed, Meskine reminds us that YouTube contains various amounts 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 pleasant to watch. Consequently, the gist of Meskine's argument is that social networks can be a useful and effective space where students have plenty of choices to improve their writing skill.

In another related study, Reguig Berra (2015) attempted to determine the role of integrating high technologies in teaching speaking in English, in order to motivate students and improve their speaking proficiency. Based on a specific case study at the department of foreign languages at Biskra University, the study investigates the extent to which technology is used by teachers of oral expression. Her results showed that the use of high technologies increases students' motivation, improves their oral performance, and also increases learning effectiveness. Reguig Berra concludes that there is a strong relationship between technology and progress of students' oral performance.

Relevant, too, is yet another study by Kherkhachi (2016), who examined the effectiveness of using social networks in developing EFL learners' speaking skill for first year LMD students at the section of English in the University of Mohamed Khider, Biskra. The results of Kherkhachi's study revealed that the use of social networks could help students to improve their speaking skill, and that the majority of English teachers do not use the social networks in delivering their courses but they agree that social networks have a great effect in developing EFL learners speaking skill. Based on her findings, this researcher recommends that teachers should use Social Networks in preparing classroom speaking activities, should encourage their students to be exposed to authentic language through Social Networks, and should exploit YouTube videos in their courses in order to enhance learners' motivation to speak. As for students, they should use Social Networks appropriately in order to develop their speaking skill, should communicate with native speakers in order to develop their speaking skill, should be interested in such materials because they will help them in learning English language with new technology, and should benefit from watching YouTube video courses, and using Skype. The onus is on the administration to provide the necessary materials that are required to promote the speaking ability. In a nutshell, the author calls for taking Social Networks to be as a strategy in teaching the oral courses.

What transpires from the above review is that time is ripe for a calculated well planned introduction of Social Media in the Algerian educational context. Students and teachers tend to have positive attitudes towards such prospects and the experiments already conducted tended to yield positive outcomes. However, for the sake of more efficiency, a number of problems that are still hindering this process require calculated theory-enlightened action. The present thesis seeks to fill in this gap by suggesting ways of solving such problems.

2.4.3. Towards Maximizing the Pedagogical Efficiency of Social Media in Teaching Speaking

The thesis is premised on the common observation that, in recent years, Social Media have become a common technology-supported learning tool for public and academic use, enabling students to use social networks to supplement their learning through the discussion and sharing of academic materials. The central problematic of the present thesis, which calls for a specific course of action, is how to design efficient ways of maximizing the pedagogical relevance of the affordances provided by Social Media and Social Networks for the benefit of teaching speaking and oral expression within an Algerian EFL university level context. Towards this end, it is important to explore what the literature has already suggested and then move on to build on them to make further suggestions.

Namazandost and Nasri (2019) purport to investigate the impact of Social Media on EFL learners' speaking skill at Islamic Azad Universities of Iran, with a specific focus the extent to which Social Media can be helpful in EFL context to improve speaking. These authors have found out that the frequent use of Social Media by EFL students as well as teachers constitutes a significant impact on both users. For these authors, the findings reflected the teachers' readiness to integrate Social Media in EFL context by means of a convenient pedagogy. Similar positive reports come from Saudi Arabia. In this vein, Alfaki and Alharthy (2014) conducted an empirical investigation of experimental and control groups in a Saudi university context. Their results showed a remarkable progress of the experimental group, which used social networks compared to the control group, which did not use these social networks. These authors conclude that learning through social networks is more effective than traditional learning with no access to social networks, and that collaboration is a useful learning strategy in improving one's second/foreign language.

2.4.3.1. Pedagogical Benefits of Facebook for Speaking Instruction

A growing number of studies have been published on the pedagogical utility of Facebook in the teaching of speaking, listening and pronunciation within an EFL context. For instance, AL Saleem (2018) attempted to examine the effect of Facebook activities on enhancing oral communication skills for EFL learners. The results revealed that the suggested Facebook activities were effective on improving participant's oral communication skills. The study also recommended that Facebook activities be utilized on improving other skills such as speaking and listening or even English language pronunciation. On his part, operating within a Palestinian EFL context, Dweikat (2016) investigated the impact of using Facebook on

improving English communication skills- the case of implementing the English language courses as a model at AL-Quads Open University. The results revealed that Facebook integrated blended learning for the language use course was very effective since students used Facebook group materials at their own pace in their leisure time outside the classroom. And such use has enabled students to be more active and more responsible for their own learning and to move forward towards a student's centered approach rather than a teacher-centered approach. In addition, Facebook allowed students to be socially and academically connected with their classmates and instructor through sharing media resources such as news links, photos, videos, discussions, brainstorming, sharing interesting websites that added fun and knowledge to the class. Students' posts and contributions helped the group to enlarge vocabulary, to be familiar with previous exam questions, to practice a variety of topics, to post educational videos and links for concepts that are currently being discussed in class, to posting a summary of what they have just covered, to ask and answer questions about photos, topics. Consequently, students' friendships, communication, and sense of trust were established and enhanced.

At a more practical level, Social Networking Sites (SNSs), though not initially designed for educational purposes, have long had a presence in educational contexts. In particular, the potential of Facebook (FB) and its Closed Group feature as a tool for language learning has been analyzed by several studies, although most seem to limit their scope to the use of Facebook for developing reading and writing skills. To gear the focus towards oral skills, Barbosa (2017) explored the possibilities for English language learning through a Facebook group, by suggesting a number of activities for developing oral skills. The author's major goal was to investigate potential complementary activities that can be performed in connection with a Facebook Closed Group, using freely accessible tools, to assist with the development of oral skills in an English learning setting at the primary school level. Selected tools have been assessed, tested, and integrated into a Facebook closed group, in the scope of the topic "English-speaking countries".

2.4.3.2. Pedagogical Benefits of Twitter for Speaking Instruction

Some studies have shown the pedagogical benefits of the use of Twitter on the oral expression score of students. For instance, Junco, Hiberger and Loken (2010) examined the effect of Twitter on college student engagement and grades. The researchers used a total of 125 students taking a first year seminar course for pre-health professional majors. The results

show that Twitter can increase student's engagement and improve grades and that social media can be used as an educational tool to help students reach desired college outcomes.

2.4.3.3. Pedagogical Benefits of Video-Conferencing for Speaking Instruction

The literature has provided evidence for the utility of the use of video-conferencing in the teaching of the speaking skills. Operating within a Palestinian context, Ashour (2014) conducted a study which focused on the effect of using a video-conferencing-based strategy on UNRWA Ninth Graders' English speaking skills and their attitudes towards speaking. The results of this study showed that this video-conferencing-based strategy positively affected the students' English language speaking skills. The researcher interviewed the participants who showed that they benefited from the British teachers in removing speaking English hesitation, shyness, and lack of trust. On the other hand, the implementation of the strategy helped in increasing the students' self-confidence, enhancing their searching skills and improving their self-learning strategies. It also changed positively the students' attitudes towards speaking English language skills.

2.4.3.4. Pedagogical Benefits of Videos for Speaking Instruction

Arianti, Nurnaningsih and Pratiwi (2018) investigated the use of video as a medium for teaching speaking, developed in classroom activities. In their investigation, these authors relied on some theories in library research relevant to the use of video in teaching speaking. Their major claim is that technology has a heavy impact on the teaching-learning process, and that speaking mastery can be integrated by investing in technology-enhanced learning. They further contend that, among the various technologies implicated in teaching speaking, the application of video in teaching speaking presents interesting and understandable materials for building up students' speaking ability. Their findings show that the use of video can create Students Talking Time by conducting speaking activities such as role playing, discussion, and problem solving. These authors conclude that those activities fulfill all indicators in the evaluation of speaking such as content, grammar, vocabulary, organization, and pronunciation.

2.4.3.5. Pedagogical Benefits of Blogs for Speaking Instruction

Operating within an ESL context, Anankulladedetch (2017) investigated the impact of Social Media on ESL students' Learning Performance, through a quasi-experimental quantitative research design aimed at determining the impact of Social Media on ESL

students' learning performance. Their analysis revealed a statistically significant difference between the mean scores on the post-tests between the two groups (i.e., treatment and control), i.e. the students in the treatment group demonstrated greater perception of engagement and improved upon their learning performance than the students who did not receive the social media intervention. The authors infer the use of a blog as an online writing platform made students feel more engaged in the classroom than without the use of Social Media. Moreover, the results of the post-test showed that students who received the online blogging intervention had higher scores than students who received traditional classroom instruction. These findings corroborate Abu Bakar et al.'s (2010) argument that the use of a blog as an educational tool in the ESL classroom enhanced the students' reading and writing. During the four weeks online blogging intervention, the students in the treatment group were engaged in the class blog discussion. See, also, Abu Bakar et al. (2010) and Chen et al. (2010) to the effect that students who utilized social networking technologies in their learning were more likely to feel engaged and have higher gains in general education and that using a blog as an online writing platform had a positive effect on ESL students' learning performance. Incorporating online social network in the classroom creates a different learning environment for students, by allowing students to have discussion with each other within a virtual community. Students with low participation in traditional face to face discussion may have felt more comfortable expressing themselves and sharing their thoughts via text through online channels. By effectively incorporating Social Media in educationally relevant ways, it may lead to a positive effect on student engagement (Revere and Kovach, 2011).

2.4.3.6. Pedagogical Benefits of Electronic Platforms for Speaking Instruction

Further evidence is brought by Derakhshan and Hasanabbasi's work (2015) on developing Social Networks for Language Learning. These authors acknowledge the fact that Social networks play indispensable roles in fostering second language learning by providing a wide array of authentic materials. The literature they reviewed shows that social networks, such as Facebook, Electronic mail, and Computer media are effective to increase students' learning English out of the classes. For these authors, Social networks facilitate students' interaction to share their ideas, and provide an opportunity for learners to experience online tools to foster their learning skills. Moreover, these online tools (e.g. Facebook, Email, and Computer media) can be used to improve students' language skills especially writing skill.

Internet tools help the second language learners to accelerate their learning by being up-to-date and self-directed. The researchers also pointed out that second language is learned

incidentally and directly from second language speakers of different culture via Emails. Students can use e-mail to communicate with their teachers and with second language speakers or native speakers. Computer media are also useful means to guide those learners who are passively focused on English learning. The authors conclude that social interaction via social networks is a kind of stimulus for learners to communicate with others.

2.4.3.7. Pedagogical Benefits of Social Media for Vocabulary Instruction

The interface between Social Media and Vocabulary Instruction has been tackled in the literature. For instance, Ullah Khan, Ayaz and Faheem (2016) have investigated the role of Social Media in the development of English vocabulary at university level. They have found that Social Media play a significant role in the development of English language vocabulary at university level as well as at college level for English language learners.

2.4.3.8. Pedagogical Benefits of Social Media for Writing Instruction

The relevance of Social Media to Writing Instruction has been debated in the literature. The major focus of these studies is to investigate whether the use of Social Media improves the EFL students' writing skill, and which factors affect the EFL students' writing achievement. Not all experiments turned out to be successful, though. For instance, Salikin and Tahir (2017) evaluated the Social Media-based approach in teaching writing at Jember University, Indonesia. They found that the use of Social Media did not significantly improve the students' writing skill, and that there were some specific factors that hindered the students' achievement in writing descriptive texts. These limitations point to the existence of a number factors that hinder this potential benefit. The relevance of this kind of research is its similarity of the limitations detected in the Algerian context. It is argued that any plan to maximize the pedagogical benefits of Social Media to Speaking instruction in Algerian universities should come to terms with the nature of these limitations.

The list of applications is almost endless and cannot possibly be exhaustive. On the one hand, there shall always be new developments in the speaking strategies and activities to be taught in class. On the other hand, new technologies are being updated by the hour. Consequently, the affordances of the Social Media and Social Networking Sites are multiplying and diversifying every day. However, it must be conceded that not all Social Media are necessarily relevant for every single speaking activity; nor is that really pedagogically necessary. The possible combinations are, rather, meant to highlight the possibilities that could be explored in any program that aims to avail of the potential

affordances of Social Media for the sake of greater efficiency in teaching Oral Expression within an EFL or ESL context. It is with this goal in mind that the present thesis has designed its methodology, which will be developed in the next chapter.

2.5. Summary

As conclusion, attempt has been made through this chapter to discuss the suggested framework of the present study to provide the theoretical contribution of the thesis, starting from the practical recommendation for maximizing the pedagogical relevance of educational technology. Moreover, a special focus was laid on the Algerian case studies in order to have a full idea about the previous studies related to Social Media and their effectiveness in developing the English language speaking skill, with special reference to the Algerian educational context both at high school and university levels. In addition, the pedagogical efficiency of Social Media in teaching speaking was considered. The chapter also discussed the pedagogical benefits of Facbook, Twitter, Video-Conferencing, Videos, Blogs, and Electronic platforms for speaking instruction. The chapter concluded with the pedagogical benefits of Social Media for vocabulary and writing instructions.

Chapter Three: Research Methodology

3.1. Introduction

This chapter is designed to introduce a detailed account of the research methodology of the current study in terms of research design, the participants, data collection instruments, in addition to the discussion of the procedures of data analysis. The central thesis of this dissertation is the effect of using Social Media to enhance EFL students' speaking performance in the Algerian context. Its main objectives are to find out if there is a positive influence of Social Media on students' speaking performance, to determine the extent to which Social Media can effectively assist in improving other features of the English language, and to know students' attitudes towards the use of Social Media. To this effect, the methodology used in the present research study is a triangulation that comprises four methods of data collection: the observation, the questionnaire, the interview, and the experiment.

3.2. Research Design

When conducting any research, researchers need to follow a predetermined plan or what is known as research design. Zikmund (1988, p. 41) described research design as "a master plan specifying the methods and procedure for collecting and analyzing the needed information". It is "the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data" (Dörney, 2003, p. 31).

The present study aimed to investigate the effect of using Social Media to enhance EFL students' speaking performance. To construct this research, a case study was conducted at "Mohamed Boudiaf" University of M'sila (Algeria), particularly in the English department where the second year students and their teachers, as well as teachers from other universities, had been selected as the sample population. The aim is to gauge both students' and teachers' perceptions and attitudes towards the use of Social Media to enhance their English language speaking performance at the university level. In fact, limiting the study to students in one university helped to make the amount of data more manageable. The advantages of case studies have been recognized in the literature (Yin, 1989, p. 23; Cohen et al., 2000, p. 181).

Different kinds of case study have been identified by different researches. Ketokivi and Choi (2014) identify three kinds of case study research, namely: Theory generation, theory testing, and theory elaboration. Moreover, Stake (1995) also addressed three different subtypes, including: Intrinsic case study, which is done for the sake of understanding and investigating the particularities of a single case. The instrumental case study gives insights and helps in explaining existing theories (p. 88). The third kind is the collective case study. It

is described by Stake as a combination study where a number of instrumental case studies conducted to examine a problem. Furthermore, Yin (2003, citing De Massis and Kotlar, 2014, p. 16) has identified other different types of case studies, namely: exploratory, descriptive, and explanatory.

Therefore, the current case study is descriptive in design and it is qualitative in nature. However, the researcher of the case study can use multiple data collection methods such as interviews, observation, and document archives. It can also include a questionnaire as a data collection method (Verschuren, 2003). Thus, to address the goals of this study, a multi-method research strategy was developed; it supported the descriptive nature of the current interpretive qualitative research approach. This was motivated by the fact that “a combination of qualitative and quantitative designs might bring up the best of both approaches while neutralizing the shortcomings and biases inherent in each paradigm” (Dörnyei, 2001, p. 242). Moreover, Dörnyei focuses on the fact that mixed methodology designs are in line with the general concept of triangulation, which gives a more accurate account of the phenomenon under investigation. That is why qualitative and quantitative data gathering methods were utilized in this study as they were expected to be appropriate for yielding the type of data required to accomplish the aim of the research. On the one hand, quantitative data were collected through questionnaires to give numerical data to measure the effect of using Social Media to enhance EFL students’ speaking performance. Leedy and Ormrod (2001, p. 102) pointed out that “Quantitative researchers seek explanations and predictions that will generate to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory”. Creswell (2003, p. 18) added that quantitative research “employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data”.

On the other hand, qualitative data (in the form of interview and observation) were also used in the present study to enable triangulation of data and discovery of potential unexpected facts (Struwig and Stead, 2001). They added “qualitative researchers are very interested in understanding the issues being researched from the perspective of the research participants. In other words, you are trying to see through the eyes of the participant” (Struwig and Stead, 2001, p.12-13). Furthermore, qualitative methods are interactive and help in-depth data collection (Patton, 2002, p. 14).

As indicated above, this study adopted a mixed- method approach. Kemper, Springfield and Teddlie (2003) defined mixed method as the combination of both qualitative and quantitative data collection and analysis in parallel form (concurrent mixed method design in

which two types of data are collected and analyzed in sequential form). It is used for the purpose of gathering numerical and verbal data in order to collect rounded and reliable data (Cohen et al, 2007) as it “offers promise for practicing researchers who would like to see methodologies describe and develop techniques that are closer to what researchers actually use in practice” (Johnson and Onwuegbuzie, 2004, p. 15). A good discussion of the advantages and disadvantages of qualitative and quantitative research methods is provided by (Sale et al., 2002, p. 46).

To corroborate that belief, Onwuegbuzie and Leech (2006, p. 479) addressed four major rationales for combining qualitative and quantitative approaches: participant enrichment, instrument fidelity, treatment integrity, and significance enhancement. For them, participant enrichment refers to combining quantitative and qualitative methods for increasing the number of participants. For example, the participants used in the present study were of two categories: teachers and students, a sample of (30) teachers of oral expression and (60) students of second year (LMD) at “Mohamed Boudiaf” University of Msila. Thus, the aim behind choosing (60) students as a sample is that the larger the sample, the more reliable and valid the research findings will be (Onwuegbuzie and Leech, 2006). Instrument fidelity refers to “maximizing the appropriateness and/or utility of the instruments used in the study” (Ibid). The instruments used in the current work were: questionnaires addressed to students and teachers, interview with an expert advisor, Ms, Sondes Gharbi (a British Council teacher), in addition to classroom observation to gather ‘live’ data from naturally occurring social situations. Furthermore, treatment integrity, according to Onwuegbuzie and Leech, refers to combining quantitative and qualitative methods in order to assess the fidelity of interventions, treatments, or programs. The last rationale, which is significance enhancement, refers to “mixing quantitative and qualitative techniques in order to maximize researchers’ interpretation of data” (Onwuegbuzie and Leech, 2006, p. 479). To these instruments is added an experiment involving two groups of students, a control group and an experimental group, a pre-test and a post-test, as well as the administration of a proposed treatment. At the end of this experiment, students were given a course evaluation questionnaire.

3.3. Context and Sampling

In this section, the research process used for this study is presented and the participants and the setting for the study are explained.

3.3.1. Participants

In the current research study, participants consisted of two categories: teachers (N= 30) and students (N=60). Two groups of second year students at “Mohamed Boudiaf” University of Msila (Algeria) and teachers of the oral expression module represented the sample of this research. On a convenience basis, one group was selected as an experimental group (30 students) who would be studying oral expression implementing Social Media, and the rest (30 students) as a control group. According to Farrokhi and Hamidabad (2012, p.784) “Convenience sampling is a kind of non-probability or nonrandom sampling in which members of the target population, as Dörnyei (2007) mentions, are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer”.

The aim behind choosing second year students is the fact that they were studying the oral expression module for the second time, so they could give clear and convincing answers to the questionnaires. Moreover, because they had studied oral expression in their first year, they were more likely to show improvement in the speaking skill through integrating Social Media, compared to previous years. In this respect, Kennedy and Bolitho (1984, p. 13-14) pointed out that “the older a learner is, the more likely to have his own definite ideas on why he is learning English... the utility of learning English is likely to be apparent”. In addition, the selection of second year students is based on the consideration that the majority of them know each other and use different Social Media platforms to keep in touch with each other and with their teachers. For example, students create or join groups on Facebook or YouTube to share and discuss different things with their classmates, which would be beneficial for the purposes of the current study since the aim is to investigate the impact of Social Media on students’ speaking skill. Therefore, students’ answers and views were important for the purposes of this study.

Furthermore, the aim behind choosing the oral expression module was that much talk and interaction between teachers and students and students and students was expected to happen, which is a very important component in the speaking skill. The teachers were not equal in terms of their teaching experience (less than 5years, 5 to 10 years, and more than 10 years). All the participants in this study (professors, doctors, and set-teachers) at least had taught or were still teaching oral expression. This category was selected as a source of information because it was expected to provide the needed information in this work with their varying range of experience. Tables (7) and (8) summarize key information about the participants:

Teachers	Educational Degree			Years of experience in teaching oral expression		
	Master/	Doctorate	Professorate	Less than 5 years	5 to 10 years	More than 10 years
Males	4	10	2	2	2	11
Females	2	9	3	2	7	6
Total	30					

Table 7: Key Information about Teachers

Students	
Number of female students	33
Number of male students	27
Total	60

Table 8: Key Information about Students

3.3.2. Setting

The data in the present study was derived from oral expression classrooms at the University of “Mohamed Boudiaf” where the researcher had studied for 5 years (Licence and Master). This university hosted one of the most important departments in the Faculty of Letters and Foreign Languages. It implemented the new organizational framework known as LMD (Licence, Master, and Doctorate). This system was introduced in the Algerian universities in the academic year 2004/2005 (Sarnou et al., 2012). The English Department, in fact had (1318) students and (69) teachers. (28) teachers specialized in English literature and civilization, and the other (41) teachers’ specialties ranged from linguistics, to sociolinguistics, applied linguistics, didactics, and language sciences.

3.4. Data Collection Instruments

This section presents the different instruments used in the study. It is often assumed that “the backbone of any survey study is the instrument used for collecting data” (Dörnyei and Ushioda, 2011). Therefore, the instruments used in this study came in three stages using three different research tools, expected to yield data in the present study. They were:

Chapter Three: Research Methodology

questionnaires, interview, and observation. Figure (12) below sums up the different stages that were undertaken during data collection instruments and followed by a detailed explanation about the main objectives that the researcher sought to realize while collecting and analyzing the data obtained for each research instrument:

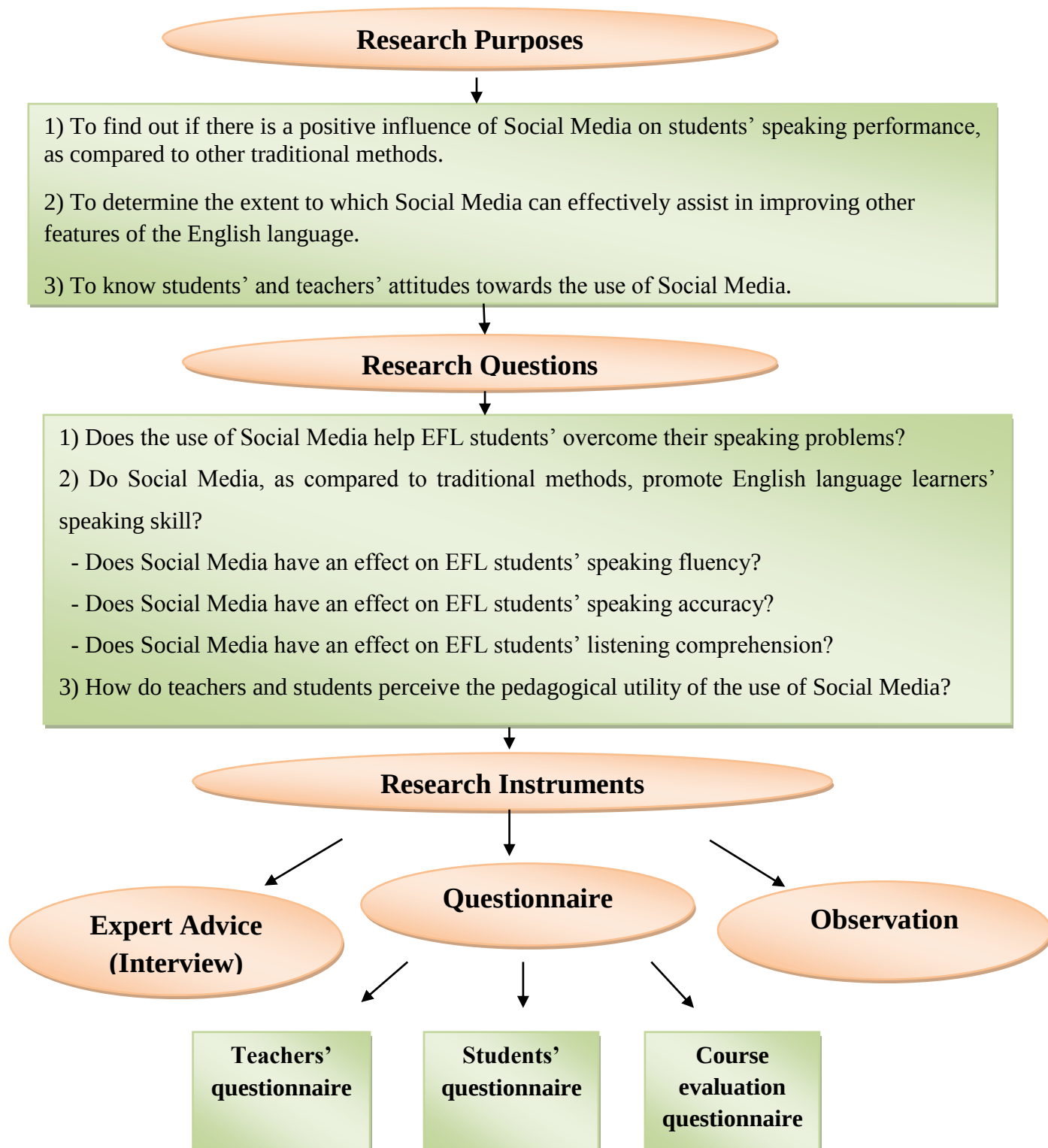


Figure 12: Data Collection Instruments

3.4.1. The Questionnaire

The choice of particular research instruments is to be negotiated against existing instruments available in the literature. Some researchers have already opted for the use of questionnaires for both students and teachers. For instance, Kharkhachi (2016) sought to investigate the respondents' perceptions about the integration of technology in English language teaching with a view to evaluating the effectiveness of using Social Networks in developing the speaking skill. He also sought to show how EFL learners at the section of English in the University of Biskra deal with this issue. The vantage point of this investigation was to determine whether or not teachers use the Social Networks in their teaching process and to identify its effectiveness on students' speaking skill.

In the same vein, Benmeddah (2017) used students' questionnaire and teachers' questionnaire to know more about the relationship between students and ICT tools: frequencies of use, opinion about them, level of knowledge of using ICTs, as well as to figure out whether ICT help them to enhance their learning process and speaking abilities. It is to be noted that the questionnaire administered to teachers aimed at finding their own thoughts' about the use of ICTs in teaching COE, in order to enrich EFL learners' speaking skills.

Questionnaires focused on measuring attitudes. Thus, Meskine (2017) gauged learners' attitudes towards the use of the Social Networks in developing speaking skills. The objective was to know students' familiarity with Social Network, the time they spend using it, and whether they use the Social Networks to support their learning of English or not. As for the teachers' questionnaire, it was aimed at exploring the teachers' attitude towards the effect of Social Networking websites on their students' speaking performance and whether they may see it as a tool to improve speaking skills for EFL learners. However, these questionnaires were not without disadvantages. The main grievance is that the above reviewed researchers used only students' questionnaires and teacher questionnaires, but they did not show how to teach using Social Media or how Social Media potentially improve students' speaking skill (i.e. they did not make an experiment to show how really Social Media can help students improve their speaking skill). To remedy this shortcoming, the proposed alternative consists in opting for a triangulation, i.e. using more than one method to collect data.

Consequently, the aim behind using students' questionnaire in the present study is to know their perceptions and attitudes towards the use of Social Media. Teachers' questionnaire is also important in this study, as there is an undeniable need to collect data from all parties concerned and all stakeholders. It is believed that teachers' opinions about the implementation

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of Social Media in their teaching process can also help the researcher know what to change or add to the class when starting the experiment. Moreover, the researcher in this study also opted to use observation in order to measure the effectiveness of the social platform being used in class. The aim behind using observation is to collect real data from real situations about the progress of the experimental group before and after applying the experiment (the implementation of Social Media). Accordingly, the observation was used in both groups (the control group and the experimental group), to see the development of the experimental group before and after the integration of Social Media.

The literature records the use of observation and other instruments. For instance, Dweikat (2016) investigated the impact of using Facebook on improving communication skills in English, with a special focus on implementing the English Language Course as a model at Al-Quds Open University. The author used an experiment (creating a Facebook group) whereby students were taking a Language Use Course, a three-credit hour course aiming at developing students' fluency and communicative competence in English through recycling and applying their previous knowledge. In the same vein, Ashour (2014) investigated the effect of using a videoconferencing-based strategy on UNRWA 9th Graders' English speaking skills and their attitudes towards speaking. The relevance of this study is its use of an experiment involving an achievement test, the attitude scale and the observation card. The test aimed at measuring the achievement of the control group and that of the experimental one. Being used as a pretest, it aimed at proving that both groups were equivalent in terms of mastering the speaking skill. Then being used as a post-test, it aimed at identifying any possible progress and difference in the achievement of both groups. The exam included the integrated speaking sub-skills of fluency, accuracy and appropriateness. As for the use of the observation card, it was designed to provide a careful description of learners' levels before and after implementing the videoconference-based strategy on 9th graders' speaking skills. On the other hand, the attitude scale was prepared by the researcher to measure the students' attitudes toward the English speaking skill before implementing the experiment and after implementing the videoconference-based strategy in teaching the speaking skill. The researcher obtained a great deal of support from many professors all along the path towards getting the final profile of the attitude scale.

Against this background, the present thesis seeks to offer a two-layered methodology based on two phases: a) the perceptive phase, b) the evaluative phase. On the one hand, the perceptive phase is based on gauging students' perceptions and attitudes towards the use Social Media in enhancing their English language speaking performance. Teachers' opinions

were also taken into consideration at this stage in order to select the appropriate Social Media platforms for both parts.

The first step, which was before implementing the experiment, consisted in designing a questionnaire for both students and teachers, and an interview to a British council teacher. As for the second step, which took place after collecting data from teachers' questionnaire and students' questionnaire, it consisted in conducting the experiment. The experiment was based on the Social platforms that students and their teachers had preferred and had suggested to use as a teaching tool (Facebook, YouTube, Skype, or others), and consisted in designing the activities that would help them improve their speaking performance.

The rationale behind asking teachers before making the experiment was that, although the researcher was focusing more on students' perceptions and attitudes towards the use of Social Media, she felt it equally necessary to collect data from all parties. That is why a teachers' questionnaire was also used in this study. The overall aim was to investigate the effect of using Social Media to enhance EFL students' speaking performance. That is to say, the researcher in this study suggested the implementation of Social Media in teaching speaking but she could not impose any Social Media platform on students or their teachers (maybe students would not like the platform that the researcher suggested). Thus, the implementation of the Social Media platform was based on students' and teachers' preferences and suggestions, and the activities to be taught in the selected Social Media platform were designed based on students' weakness in the speaking skill (vocabulary, grammar, pronunciation, and fluency).

As for the evaluative phase, the evaluation system to be employed in this study was composed of two evaluations: the pre-test and the post-test. The pre-test was conducted for assessing students' speaking level and providing necessary feedback on their overall speaking performance. The second type of evaluation was the post-test; it was conducted at the end of the experiment (after the implementation of Social Media) to measure the achievement of the intended goals at the end of the experiment application, and to investigate the effectiveness of the proposed Social Media platforms in developing second year students' speaking performance at the university level. To further validate these instruments, a course evaluation questionnaire was designed and administered to the students who had participated in the experiment.

Due to the nature of the current research, the reliance on the questionnaire as a research tool appeared to be exclusive, as it was believed to be an appropriate process to gather data

about the targeted population. Brown (2001, p. 6) defines questionnaires as: “Any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”. Dörnyei (2003, p.3), acknowledges the primacy of questionnaires in statistical work, given the fact that they are efficient data collection techniques consisting of different questions prepared in advance and addressed to a number of respondents for the purpose of collecting data to serve the research objectives whilst saving time and efforts.

3.4.1.1. Description of Students’ Questionnaire

The questionnaire used in this research (see Appendix 01) aimed at investigating the extent to which Social Media impacted students’ speaking performance and which strategies could be used to implement Social Media in the educational settings, particularly at the university level. As stated above, a sample of (60) students were chosen to take part in this study. The participants of this study were all second year students at M’sila University. The questionnaire designed to gather data in this research comprised nine (09) items ranked from general to specific so as to introduce the topic clearly for the participants and obtain the needed information from the answers they gave. The questionnaire encompassed three categories of questions: structured (closed-ended questionnaire), unstructured (open-ended questionnaire), and semi-structured (a combination of closed and open-ended questionnaires). Structured questionnaires are “presented with exactly the same wording and in the same order to all respondents” (Kothari, 2004, p. 101), and they can take the form of ‘yes’ or ‘no’ questions (Ibid). Unstructured or open-ended questionnaires do not include the previous forms; rather, they invite “free response” (Ibid). The questionnaire also comprised a combination of Likert Scaled dichotomous multiple choice, and ranking scaled questions. In this study, the questionnaire was divided into two (02) sections, each section intended to investigate and provide particular information.

The first section, which was made up of five (05) questions, aimed to investigate respondents’ perceptions and attitudes towards the speaking class, the difficulties they encounter in practicing the speaking skill, and what needs to be done to improve the quality of the speaking performance.

The second section consisted of four (04) questions devoted to students’ perceptions and attitudes towards the concept of implementing Social Media platforms in improving the speaking skill. It sought to determine students’ familiarity with Social Media, the time they spent using it, and which Social Media platform they used most of the time and relied on in

their learning process, particularly in learning the speaking skill. Table (9) summarizes students' questionnaire structure:

Students' questionnaire structure	
Section one	Students perceptions and attitudes towards the speaking skill
Section two	Students perceptions' and attitudes towards the use of Social Media in enhancing their English language speaking performance

Table 9: Students' Questionnaire Structure

The objective underlying this instrument was the need to collect concise and accurate data on the state of the speaking skill, mainly in terms of the varied speaking difficulties, the factors affecting oral performance, and the speaking skill strategies. What was crucial to the purposes of this study was the fact that this questionnaire was mainly designed to explore in detail the students' familiarity with and use of Social Media.

3.4.1.2. Description of Course evaluation questionnaire

As the present study involved the practical implementation of the concept of Social Media on the speaking performance of students who were not initially well accustomed with it, uncovering their attitudes and perceptions by means of a course evaluation questionnaire was crucial.

A semi-structured questionnaire (See appendix 14) was administered online targeting precisely the students who attended almost all the treatment sessions (experimental group) and sat for the pre-test and post-test. Therefore, it sought not only to describe the way Social Media helped them in improving their speaking performance, but also to depict the satisfactions, hindrances, and challenges resulting from its use. Three sections with different intentions were integrated into this final questionnaire:

The first section contained two (02) questions aimed at knowing about the aspects of the lesson presentation and implementation the participants were mostly satisfied with. The second section, which was made up of five (05) questions, aimed at knowing about the benefits of Social Media implementation. The third and the last section comprised two (02) questions aimed at revealing the difficulties and challenges the participants encountered in the

course of receiving the treatment. Table (10) summarizes the course evaluation questionnaire structure as follows:

Course Evaluation Questionnaire structure	
Section One	Lesson presentation and Implementation
Section Two	Social Media Application
Section Three	Challenges and Further Suggestions

Table 10: Course Evaluation Questionnaire Structure

3.4.1.3. Description of Teachers' Questionnaire

This questionnaire was delivered to the teachers of oral expression in the department of English at Mohamed Boudiaf University of Msila and the University of Mohamed khayder of Biskra. The main aim behind dealing with Oral Expression teachers was based on the consideration that they would be beneficial for the present study since they taught students how to develop their oral skills. The questionnaire was composed of (11) questions divided into three (03) sections, each of which dealt with a particular aspect. In the first section, teachers were asked to provide personal information such as their degree, their years of teaching experience at university level, particularly in teaching the oral expression module.

In the second section, all teachers were asked about the English level of their students, the difficulties they faced in teaching the speaking skill, and which activities they used to improve students' oral performance. The third and last section investigated teachers' opinions towards the implementation of Social Media in their English classes, and the extent to which these technologies helped in enhancing learners' speaking skill, by encouraging them to provide the researcher with explanations based on their personal teaching experiences. Table (11) below summarizes the teachers' questionnaire structure:

Teachers' questionnaire structure	
Section one	Teachers' personal questions
Section Two	Teachers' perceptions and attitudes towards the speaking skill
Section Three	Teachers' Perceptions and Attitudes towards the Implementation of Social Media in Enhancing Students' Speaking Performance

Table 11: Teachers' Questionnaire Structure

3.4.2. The Expert Advice Interview

In addition to data based on questionnaires, an interview was carried out online with an expert from the British Council, with a view to achieving the triangulation of data, along with the questions addressed to both teachers and students and the observation used for collecting information about learners' speaking performance. The aim of the interview was to clarify some basic points about teaching the speaking skill and to investigate the teachers' opinion about the experiment that had been conducted. Moreover, the rationale for conducting the interview with only one informant is that this British Council teacher was the only expert whom the researcher had managed to conduct the interview with, on the one hand, and who has 13 years of experience of teaching EFL in the North African context, on the other. The interview was short in length; it comprised ten (10) questions dedicated to a clarification of some basic points related to Social Media, mainly about its impact in enhancing students' speaking performance. The interview was successful and very informative.

When designing an interview, the researcher can use different types of interview according to his/her interests and the information s/he wants to gather. These types of interview are: structured, semi-structured, and unstructured interview. Abassi (2016, p. 25) summarizes the difference between each type in the following table:

Type	Description
Structured interview	A set of structured questions are used in this type of interviews, and interviewees are provided with a list of options from which they choose the answer; this type is very similar to a questionnaire. Nonetheless, the questions in a structured interview may be arranged in a way that provides a limited range of responses (Mathers, 1998).
Semi-structured interview	Is a set of predetermined open-ended questions in which respondents have a certain freedom in their responses. It allows the interviewer and interviewee to develop thorough discussions of specific topic, for this, Mathers (1998) assumes “ <i>Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided</i> ”.
Unstructured interview	This type is sometimes referred to as "depth" or "in depth" interviews because it does not possess a clear guideline and is considered as an ordinary conversation. Still, some broad questions are asked to the respondent for the purpose of initiating the conversation. In the view of Mathers (1998) “ <i>The conversation can go in many directions, and will vary much by the respondent</i> ”. That is to say, here, the interviewee is likely to be in charge of the interview procedure.

Table 12: Types of Interview (Abassi, 2016, p. 25)

The type of interview used in this study was “the semi-structured interview”, which is the most common qualitative data gathering tool during which the interviewer can handle a relatively unbiased research with a detailed understanding of the interviewee’s point of view (Borge and Gall, 1989, p. 452). The aim behind choosing the semi-structured interview was that this type of interview involves a number of open-ended questions, which gives opportunities for both the interviewer and the respondents to discuss some topics in detail. This type is considered as the “most appropriate for interview studies in education” (Ibid).

There are ample definitions in the literature for what is involved in an interview (Monette et al., 1986, p. 156; Burns, 1997, p. 329). The most important dimension is that interviewers try to elicit information, beliefs or opinions from another person. Based on these definitions, there are two ways of collecting data through the interview; either by recording

the interview or by taking notes. The latter option was used in the current study because recording can make the interviewee unwilling and uneasy to reveal sensitive information whereas taking notes makes the interviewee more comfortable and spontaneous when answering the questions. Moreover, in taking notes, both the interviewer and the interviewee can directly react to what the other one does or says, while, in recording, the interviewer needs to double his/her attention. Another reason behind choosing note-taking is that recordings take a long time to transcribe. Bryman (2001) stated that one hour of tape recording takes five hours to transcribe. Thus, it is important for the interviewer to take notes.

As it is mentioned above, the interview in this study was short in length; it comprised a total of ten questions (see Appendix 03), which are divided into four sets of questions and each set of questions is dedicated to a clarification of some basic points related to the topic at hand. The first part of the interview aimed at determining the respondents' experience in teaching EFL in a North African context. The second part aimed at determining the respondents' experience in teaching the speaking skill. The third one aimed at determining the respondents' opinion about the integration of Social Media in teaching the speaking skill. The fourth and the last part sought to determine the respondents' techniques and strategies on how to improve students' speaking skill. The interview was conducted to add value and reliability to the research findings. It makes it possible to collect trustworthy qualitative data, which help uncover the interviewee's appreciations, insights and understandings about the intended line of research. In the present study, the interview also helped gather authentic data about the effects of Social Media platforms such as Facebook, YouTube, Skype, and others on improving students' speaking performance when these platforms become part of an English lesson. Responses gathered from the interview were sorted out, categorized and analyzed in a way to help draw conclusions about the investigated research issues.

3.4.3. Classroom Observation

This section is intended to find more evidence and to gather data allowing the researcher to second and cross-check the main findings gathered through observation. Classroom observation is a common type of methods usually used by researchers who are interested in a qualitative research in the language learning/teaching fields. For Lasagabaster and Sierra (2011, p. 90), "Classroom observation gives us a view of the climate, rapport, interaction, and functioning of the classroom available from no other source". Merriam (2002, p. 13) adds that observation is "the best technique when an activity, event or situation can be observed firsthand, when a fresh perspective is desired, or when participants are not able or willing to

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discuss the phenomenon under study”. Observation is one of the most important research methods, used in a range of research strategies (see Kothari, 2004, p. 96, for an enumeration of their advantages).

The researcher intended to use classroom observation in order to see the effectiveness of implementing technological tools in enhancing learners’ English language speaking performance. The observation was used for both groups (the experimental group and the control group) for comparison purposes. However, in order to avoid affecting the participants being observed, the researcher played the role of “partially participating observer” in which sometimes she took part in the interactions but not in the type of activity that was specific to the studied environment in order to evaluate students’ behaviors, levels, and attitudes without being a burden for the group.

The observation grid was used in this study to collect live data during actual lessons, and to have detailed evidence about classroom interaction. The grid was designed with regard to different valuable sources: (Center for Teaching Excellence Texas A &M University, 2013), (University of Maine Farmington. Field Experience Handbook, 2016), Technology Use Lesson: Observation Toll (Brooks-Young and Harvey, 2002), Classroom Behavior Observation Form (Schrank and Woodcock 2002, and second language classroom observation from <http://ccat.sas.upenn.edu/~haroldfs/pedagogy/evaluation/evaluate.html>. The observation grid was divided into two major sections, each with 4-7 items, namely teacher role and students’ behavior. For more details, see (Appendix 04).

In the first section (**teacher role**), the researcher wanted to explore the teacher’s role in the classroom, the way he presented his lesson, the way he behaved with his students, whether he encouraged them to speak and helped them to overcome their fear, etc. Items (1 and 2) were taken from (Center for Teaching Excellence Texas A &M University, 2013), items (3, 4, and 5) from <http://ccat.sas.upenn.edu/~haroldfs/pedagogy/evaluation/evaluate.html>.

The second section (**student’s behavior**) investigated the classroom environment, in terms of students’ behavior, motivation, engagement, psychological problems etc. In particular, it explored the role of Social Media in helping them cope with these problems. In the students’ behavior section, the first item (1) was taken from (Center for Teaching Excellence Texas A &M University, 2013), item (2) from (University of Maine Farmington. Field Experience Handbook, 2016, p. 55), and the third item (3) from <http://ccat.sas.upenn.edu/~haroldfs/pedagogy/evaluation/evaluate.html>. However, the items

(4, 5, 6, and 7) were taken from Fredrick and Richard (2002, pp. 2-3) (See Appendix 04). Table (13) below is a summary of the observation grid employed for the current research.

Observation Grid	
Number of participants	30 students
University	Mohamed Boudief –Msila (Algeria)
Observer name: , Teacher name:	
Group: , Date:	
Department: , Time:	
Observation Grid Sections	
Section one	The teacher role
Section two	Students' behavior

Table 13: The Observation Grid

Data gathered from observation passed through different stages of analysis and were used to justify the findings of the study. The activities which aimed at observing and gauging students' level of oral performance encompassed free discussions, repetitions, presentations and role plays, and dialogues using Social Media platforms (Facebook, Youtube, and Skype). The observation stage was conducted in collaboration with the class EFL teacher and ICT specialists working at Mohamed Boudiaf Laboratory.

The rehearsal sessions took place during the weekly group session that is part of the students' timetable. Participants received a course of around 1h.30 minute group sessions inside the classroom and around 45 minute were scheduled outside the classroom. (For more details, see section 3.4.2. Description of the Treatment below). Furthermore, the criteria mentioned above were measured according to a rating scale containing five levels: very poor, poor, average, good, and excellent. Each level was given an estimated value to be scored by the researcher, i.e., Very poor= **V.P**, Poor= **P**, Average= **A**, Good= **G**, and Excellent= **E**.

Thus, the main reason behind using the student observation grid in this study was that results were available immediately to the researcher engaged in classroom observation, and it represented how well students could participate in oral language activities.

To check the feasibility of the observation grid and the possibility of observing all details specified in it, a pre-test and post-test design was used in this study in order to control the students' improvement in the English speaking skills with the implementation of the experiment. The assigned experimental group was taught speaking through using Social Media platforms, while the control group was taught speaking lessons through ordinary classes in which the teacher normally taught his/her classroom different activities and strategies. The pre-test and the post-test were used in this study before and after applying the experiment, respectively, to track the effectiveness of the treatment (implementing Social Media) on the experimental group development of the speaking skill since it was the main focus in this observation. Thus, the study design is shown in Figure 13 below:

Main Procedures			
Groups	Pre-test Pre-Administration	Treatment via Social Media	Post-test Post-Administration
Experimental	√	√	√
Control	√	...	√

Figure 13: The Study Design

The next section is devoted to giving better insights about the pre-test and the post-test design.

3.5. The Experiment

The present section attempts to discuss the suggested speaking skill course framework by using Social Media platforms (Facebook, YouTube, Skype, and other online calls “Telegram”). It also attempts to highlight the different steps and procedures that were followed during the process of designing the speaking skill activities and to provide the aim behind each choice made in the process.

3.5.1. Description of the pre-Test and Post-Test

The pre-test (see Appendix 05) was conducted to get first-hand data about the subjects' (second year LMD students' experimental and control groups) ability to speak the English language. Thus, the test used in the present study was adopted from Cambridge series (PET speaking test- Cambridge English Qualification B1 Preliminary Handbook for teachers for exams from 2020). The speaking test contains four participants: two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or providing cues for the candidates. The other acts as assessor and does not engage in the conversation. The test took about (14 minutes). For its marking, 20 marks were available, divided in Table 14 as follows:

Part	Timing	Interaction	Task type	What do candidates have to do?
1	2 minutes	Interlocutor  Candidate	Interlocutor asks questions to each candidate in turn	Respond to questions, giving factual or personal information.
2	3 minutes	Candidate extend turn	Extended turn	Describe one color photograph, talking for about 1 minute.
3	4 minutes	Candidate  Candidate	Discussion task with visual stimulus	Make and respond to suggestions, discuss alternatives and negotiate agreement.
4	3 minutes	Candidate  Candidate	General Conversation	Discuss likes, dislikes, experiences, opinions, habits, etc.
Total		20		

Table 14: Summary of the PET Speaking Test (Adapted from Cambridge English Qualification B1 Preliminary, 2020, p. 51)

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The test was built according to the criteria of the test specification, including: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication. More details are explained in Table (15) below:

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Shows a good degree of control of simple grammatical forms, and attempts some complex.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterized by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	Performance below band 1.			

Table 15: Criteria of the PET Speaking Test (Adopted from Cambridge English Qualification B1 Preliminary, 2020, p. 62)

The Post-test (see Appendix 05) has two main objectives. The first objective is to assess the subjects' speaking performance development in both groups (the control group and the experimental group). The second objective is to evaluate the utility and success of the suggested framework (See section: the suggested framework for the teaching of speaking below). The post-test was given to the students who had been included in the pre-test (both groups: the control group and the experimental group); it was conducted after the treatment (after implementing Social Media in teaching the speaking skills for the experimental group). The post-test was the same as the pre-test. It was adopted from Cambridge series (FCE speaking test- Cambridge English Qualification B1 Preliminary Handbook for teachers for exams from 2020).

Thus, the results of the post-test were used for comparison with the data of the pre-test and with a view to drawing conclusions on whether Social Media could improve students' English language speaking performance. The measured elements of speaking were fluency, vocabulary, grammar, pronunciation and comprehensibility. In order to produce credible and reliable research finding, (60) participants were involved (experimental group: (30), and control group: (30) participants). The aim behind using the pre-test and the post-test was to give a true description of students' performance before and after implementing Social Media in their English speaking skills. Table (16) presents information about the participants involved in this study:

Group	Level	Number of participants	First Observation session	Last Observation session
Control group	Second year	30	02/03/2021	17/05/2021
Experimental group: (Implementing social media)	Second year	30	02/03/2021	17/05/2021

Table 16: Participants Distribution: Observation Cycle

Table 10 above shows (60) the participants involved in this study in both groups (the control group and the experimental group). The table also shows the period of observation (both groups were observed in the same period extending from 02/03/2021 to 17/05/2021). The purpose was to know the students' score in the speaking test before and after being taught

through Social Media. (This applies only to the experimental group since the control group did not receive any treatment).

3.5.2. Description of the Treatment

The following sub-section is an attempt to introduce and discuss the different steps that were used during the process of designing the speaking courses and activities. Throughout the discussion, the aim behind each suggested activity made in the process of the courses was highlighted. Thus, before implementing the experiment, the researcher had investigated the setting, time, equipment, internet connection, curriculum, students' and teachers' approval of participation in the experiment, and permits from the people in charge of conducting the study.

Setting: Mohamed Boudiaf University of Msila-Algeria. Laboratory

Date: From 02/03/2021 to 25/05/2021

Equipment: photocopy machine, handouts, laptops, cards, microphones, earphones, and smart boards

Internet connection: fast

Permission: From the head of the Department (Dr: Jmouii Saber). See (Appendix 16).

3.5.2.1. Some Important Steps in the Experiment

It is to be noted that an introductory session for the experimental group was held to explain the strategy, objectives of the study and to answer some ambiguous questions for students. To this effect, a questionnaire was given to students to gauge their attitudes towards the use of Social Media in enhancing their English language speaking performance. More specifically, a pre-test for both the experimental and the control groups took place on (02/03/2021). Both students and teacher were given the program of the experiment. Moreover, one session about oral communication took place before the commencement of the experiment. The researcher prepared the setting and materials for implementing the experiment (photocopy machine, handouts, laptops, cards, microphones, earphones, and smart boards), as well as an observation grid to observe students' speaking performance improvement, if ever. Besides, the researcher surveyed students' opinion before and after the experiment. It goes without saying that, for ethical reasons, the researcher secured the permission from people in charge to start the experiment "The head of Department at

Mohamed Boudiaf University of Msila” (See appendix 16). Moreover, the researcher invited other experts for progress evaluation (a teachers of research methodology from Msila University). Furthermore, four video chats via Skype with two (British and American) volunteer teachers were conducted and the rest of the lessons were given by the teacher (Using YouTube). The table below included all lessons presented by the teacher of the oral expression module, and the other volunteers (British and American teachers). Each lesson lasted for 1h.30 minutes. Summative evaluation, observing students' progress by the researcher, and feedback gathering purpose took place during the speaking lessons.

No	Topic
1.	An introductory session
2.	The pre-test
3.	The importance of the English language and the importance of technology on improving the English language
4.	Travel and culture
5.	Gender discrimination
6.	Preparing a news bulletin
7.	Developing speaking skills in learners
8.	Night of the scorpion (Poem by Nissim Ezekiel)
9.	Use of the present continuous tense
10.	Alternative ending (story)
11.	Imitation
12.	A course evaluation questionnaire
13.	The post-test

Table 17: Schedule of the Social Media Meeting

3.5.2.2. The Suggested Framework for the Teaching of Speaking

As it was mentioned above, the measuring instruments used for collecting data for the present study were students' and teachers' questionnaire, interview, observation, in addition to students' pre-test and post-test from Mohamed Boudiaf University, Msila (Algeria). The pre-test and post-test took about (2 hours) to examine 60 students. Students attended the speaking test for 10 to 14 minutes and each student was assessed on five categories: vocabulary, grammar, pronunciation, fluency, and comprehension. After three months of training, a post-test was given to the same students (FCE speaking test- Cambridge English Qualification B1 Preliminary Handbook for teachers for exams from 2020). The collected data was statistically analyzed by (SPSS) Statistic Package for the Social Sciences program.

3.5.2.3. Speaking Lesson Plans Suggestions (Using Skype)

Students practiced English oral communication inside and outside the classroom with the teacher via different applications such as YouTube, Skype, Facebook and other online calls (these platforms were selected by the majority: Facebook 35%, Skype 16.66, YouTube 40% of students in the questionnaire). The teacher allowed students to make Skype conversations with native speakers from the United States, and the United Kingdom (volunteering teachers from the British Council in Tunis-Tunisia) about **the importance of the English language and the importance of technology in improving the English language**. Another session was about **travel and culture** (exchanging cultures, traditions, thoughts can be fun, exciting and keep students building practical ESL skills as well as being very useful for practicing pronunciation, intonation, stress, and accuracy). Another topic was about **food, health, and sports** (e.g. what is a typical meal? How healthy is it? Are gyms becoming more popular? Do you practice sport...etc). Moreover, topics included **gender discrimination** (Do women and men make the same amount of money for doing the same job? Is there much gender discrimination in your home country, in addition to general topics (these topics were selected by the teacher of the oral expression module who volunteered to teach the experimental group)).

The students found the use of Skype more interesting and were able to participate and feel free to speak the English language during all sessions. Through these independent assignments, students were expected to overcome the problems they faced while learning this skill, which were identified in the literature, namely: (i) **Inhibition**: since learners are always worried about making mistakes, fear of criticism, losing face or simply being shy of the attention that their speech attracts (Ur, 2000, p.1), (ii) **Having nothing to say**: since learners

sometimes find obstacles in expressing their thoughts and ideas in the target language because of the difficult topics chosen by their instructors (Kouicem, 2010, p. 37), (iii) **Low or Uneven participation**: since learners reportedly sometimes find difficulties in speaking due to the teachers' ignorance of students' motivation (Kaddour, 2016, p. 11), or that only one student has the chance to participate and talk all the time due to the large number of students (Kaddour, 2016, p. 11). However, the main problem identified in the literature is (iv) **Mother tongue use**: since students most of the times prefer to use their mother tongue because they do not know how to transfer the cultural rules from their mother to a foreign language (Baker and Westrup, 2003, p. 12). As a result, they fail to use a foreign language correctly.

Therefore, students were able to avoid the stark traditional classroom. These sessions took about four (04) hours via Skype inside the classroom (with native speakers). The classroom was well equipped with electricity, internet connection, computers, earphones, microphones, smart board, the printer, and other equipment.

3.5.2.4. Lesson plans preparation (Using YouTube)

Some of the lesson plans (1, 2, 3, 4) used in this study were selected from "Trinity College London Lesson Plan Competition at the British Council and English and Foreign Languages University's 3rd International Teacher Educator Conference Hyderabad, India, March 2013" which is an international exam board with a rich cultural heritage and over 70 years of experience in assessing English language proficiency in partnership with British Council. It contains a total of ten lesson plans. They cover a variety of topics and focused skills, such as speaking, vocabulary, grammar, etc. Each lesson plan is divided into three sections: 1) it starts with an overview of the lesson plan such as: name of the lesson plan activity, skill focus, time, materials... etc, 2) objective of the lesson (these objectives being divided into different stages, and 3) it ends with some instructions for teaching the lesson.

Thus, the researcher opted to use four lesson plans from the Trinity College (**See lesson plans 1, 2, 3, 4**) with some modifications (enumerated respectively in each lesson) for different reasons:

- a- These lesson plans were prepared by experts (English qualified teachers from different countries) and supported by the International Teacher Educator Conference and the British Council, which is a British organization specializing in international culture and educational opportunities (Selected entries from the Trinity English Language Lesson Plan Competition 2013).

- b- In these lesson plans, a detailed description of the course was offered. That includes: the objectives (what the students are supposed to learn), how the objectives can be reached (the methods and procedures), in addition to how well the objectives of the lesson were reached (tests, exercises...etc) (Selected entries from the Trinity English Language Lesson Plan Competition 2013).
- c- These lessons also incorporated a wide range of activities covering all the aspects of speaking, including (vocabulary, pronunciation, grammar, fluency, and comprehension), which are the main concern of the research at hand.

3.5.2.4.1. Lesson Plan (1) “From Trinity College London, 2013, p. 15)”

As it is mentioned above, the lesson plans are divided into three sections, lesson overview, objective of the lesson, and instructions of teaching the lesson. In the first lesson plan, students were expected to prepare a news bulletin of two or three minutes; they were also expected to differentiate between formal and informal spoken language including: the tone, the choice of words and the way words are put together. The researcher used the lesson plan adapted from “The Trinity College London” with some modifications in terms of the duration of the lesson which was 1h.30 minutes (in the original lesson plan the duration took 40 minutes), in addition to materials. The researcher added the YouTube platform as a new teaching material in the class; since the objective of this study is the implementation of Social Media in teaching the speaking skill.

► Lesson Overview

The lesson plan activity consisted in preparing a news bulletin, with special focus on the speaking skill. Second year students at the Algerian University of Mohamed Boudiaf (Msila) were the target students. As for the materials used in class, they consisted in one news bulletin of two or three minutes duration from BBC, the popular YouTube channel, overhead projector/whiteboard and markers, flip chart/chart papers and markers and pins to display. The whole activity took 1h.30mins.

Lesson Plan

1. Objective of the Lesson

As the activity adapted the lesson plans from “Trinity College London, 2013, p. 15”, the overall aim was raising students’ awareness of the spoken form, and giving them hands-on experience using formal and informal varieties of spoken English. In particular, students were

arranged in groups and were asked to prepare and present a two minutes news bulletin which was meant to stimulate a great deal of peer interaction, including a brainstorming session to decide on what should be included in the two minute bulletin. To this effect, the group was to choose a news reader to present the bulletin. The group prepared a draft bulletin and a final one to transfer on to a flip chart. The main point is that the students involved in this experiment practiced the presentation which focused mainly on the speaking skill.

2. Instructions for Teaching the Lesson

The following were the instructions for teaching the lesson. They closely follow the original lesson plans borrowed from “Trinity College London, 2013, p. 15”. However, in the version adopted in the present study, the researcher only changed the time, and the level (in the original lesson plan the level is an ability level of CEFR B2. In the lesson plan adopted, the level was second year students) and included YouTube as material. But the researcher kept everything as the original lesson plan, i.e. the same objectives, and instructions for teaching the lesson. The instruction went through four major stages:

Stage 1: At this stage, the teacher explained what a news bulletin is (for 10mins), insisting that a news bulletin is a short news announcement of an ongoing news story/newsflash for immediate publication or broadcast. Then, a two- or three-minute film clip of a news bulletin was played (the sample was from the popular news channel on YouTube: BBC) to give real world experience focusing on the spoken form. Afterwards, the teacher briefly discussed the bulletin with possible varieties of speech. Differences between formal spoken and formal written language were drawn out. Conversational language between the news reporter and the interviewee and the informal language of the interviewees was explained. The teacher asked students to read the text of the same sample bulletin so that the students could prepare a similar one.

Stage 2: The teacher engaged in group activity (for 30mins). Accordingly, the class worked in groups of five. The news bulletin required a news reader, a reporter, an on-the-spot reporter and two interviewees (five). The teacher presented three current topics, asking students to brainstorm for three minutes on the topic and come up with ideas and the roles as above. Provision was made for ideas to be noted on blackboard or flip chart, and for key words to be organized and pronounced by the teacher. Students were required to put the ideas in a sequence, and list potential contractions of written words in speech. This was done in groups with the teacher going around. Then, a two- or three-minute bulletin was scripted and edited.

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The teacher gave examples to show the difference in voice quality for news presentations. The students practiced it with voice modulation before presenting it to the class.

Stage 3: Teacher managed to make sure that each group presented the news bulletin for two or three minutes with the modulated voice of a broadcaster (with a total time span amounting to 35mins).

Stage 4: The teacher gave feedback (15mins). At this stage, the teacher commented on each group's performance (for not more than a minute). Peers were also encouraged to give feedback. Then, in the wrap-up and follow-up activity, students listened to two news bulletins and consciously noted the differences in the spoken form and reported in the next session.

3.5.2.4.2. Lesson Plan (2) “From Trinity College London, 2013, p. 17”

As for the second lesson plan, the researcher also added new teaching materials in the class such as computers (using YouTube Channel to watch the documentary), and earphones. The duration of the lesson was also modified (in the original lesson plan, the duration of the lesson took about 45 minutes). However, in this lesson plan, the lesson took 1h.30 (The aim was to allow all students to participate and speak). In addition to the topic, the researcher also changed the topic presented in the documentary; the topic used in the course was related to the Algerian community “French colonialism in Algeria”. Giving students topics that they are familiar with allows them to speak and motivates them to participate in the speaking tasks.

Consequently, in the following lesson plan, the researcher changed the time, and the topic, and the level (in the original lesson plan: Intermediate level, 16 to 18-year-olds who understand the basic structure of the English language whereas the level of the participant students was second year at university), and included YouTube as material. However, the whole lesson plan was the same as the original lesson plan.

► Lesson Overview

As in the previous lesson, the materials used in class consisted in computers, earphones, handouts for reference, and a blackboard. The time allotted for the activity was 1h. 30 mins.

Lesson Plan

1. Objectives of the Lesson

As in the original lesson plan adapted from “Trinity College London, 2013, p. 17”, the main objectives of the lesson consisted in developing fluency, expressing students' points of

view, expressing intentions, resorting to tone modifications, and securing students' active participation. However, there was a slight change in the topic which became "French colonialism in Algeria".

2. Instructions for Teaching the Lesson

Stages	Teacher activity	Rationale	Students' activity	Problem anticipated	Time	Materials/ aids
1.	The teacher brought learners to the topic indirectly through an introductory motivational talk (Documentary on YouTube). About the French colonialism in Algeria.	To draw/arouse learners' curiosity and draw their attention towards the skill.	Students listened to the talk.	Initially there were some difficulty in Becoming familiar with the speaker's tone/pitch.	10 mins	Computers (YouTube) and earphones
2.	Teacher engaged the learners in a brainstorming session to elicit points for the topic and put these points on the blackboard.	Learners will be actively involved.	Learners engaged in making responses.	Some of the learners may not respond.	25 mins	Blackboard
3.	The teacher formed groups of learners and passed handouts around to the learners.	To enable the learners to develop a point of view in a group.	Discussion was in groups.	Some of the learners were overreact.	20 mins	Handouts
4.	The teacher supported each group.	To develop speaking skills, fluency and a point of view.	Representative s from groups were putting forward the group's points of view.	Some learners were fumbling and falter in making their points clear.	35 mins	

After inserting some minor modifications on the original lesson plan "Trinity College London, 2013, p. 17", the activities could be synthesized in the following table:

3.5.2.4.3. Lesson Plan (3) "from Trinity College London, 2013, p. 26"

In this lesson plan, the researcher took the lesson plan as it is in the "Trinity College London" with the same time duration, objectives, activities, and instructions. The rationale behind selecting this lesson strictly as in the original is the fact that, in order to help students,

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develop their speaking performance, the teacher should integrate interesting, engaging, and challenging activities in class. One of various activities is conducting a poetry game. Thus, in this way, the learners are more able to produce the target language. They will experience speaking English more in fun and in communicative ways. However, only the level was different (in the original lesson plan the level was Secondary: 13 and 14 years, whereas, in my lesson plan, the level was second year students at university level).

Lesson Plan

1. Objective of the Lesson

Exactly as in the original course objectives, the aim of the adapted lesson was to enable the learners to communicate ideas effectively and powerfully, to explore the multiple layers of meanings of a poem, to read the poem critically, to explore and enjoy poetic craft and to enjoy the poem.

2. Instructions for Teaching the Lesson

The teacher provided space for each student to voice her or his opinion and feeling, whilst minimizing teacher talk. The teacher was also asked to ensure that each stage of the activity was well consolidated.

3. Stages and Timings

Stage 1: For 15minutes, the teacher screened a short film and initiated a discussion on enabling students to identify the major characters and the relationship between them. Students were trained to provide evidence on how they came to know this. Their stance on which character they liked most in the film was elicited, together with some justification of this stance. Students were asked about which message they got from the film. The role of the teacher consisted in consolidating the arguments of the learners.

Stage 2: Took 30 minutes. The teacher introduced the poem whilst the learners read the poem silently. As per their instructions, they marked the striking lines and points in the poem, the difficult words and the lines which they couldn't understand. They did so in groups of five and six members. To this effect, they shared their opinions about the poem and tried to clarify their doubts in the group. When some doubts were not clarified for students, they raised them with the whole class, eliciting, thus, a whole class discussion.

Stage 3: Lasted for 15 minutes. At this stage, the groups tried to give a tune to the poem to recite in class. Accordingly, each group recited the poem aloud in class.

Stage 4: Spanned 30 minutes. Each group prepared an appreciation of the poem in the form of a presentation by each group, whilst other groups commented upon the presentation.

3.5.2.4.4. Lesson Plan (4) (from Trinity College London, 2013, p. 40)

Speaking the English language skill is one of the important four language skills to be developed as a means of effective communication in both first and second language learning. To this effect, teachers always need to provide students with basic elements that help them improve their speaking. Grammar is one of the important components of the speaking skill. Grammar plays a key role in the speaking skill. Without grammar, language would not work, because learners could not communicate effectively. That is, in order to speak the language, it is vital to study the rules and structures to make a correct sentence. For that reason, the research selected this lesson plan which focused on grammar (teaching the present continuous tense) with only one modification which was the time (1h.30 minutes) to allow all students to participate in tasks. Thus, the researcher only changed the level of students (in the original lesson plan the level was 11–12 years of age who are able to speak simple sentences whereas, in the adapted lesson plan, the level was second year students at the university level. The materials used in class were a blackboard, some chalk, handouts, laptop, and a pre-prepared video of people doing actions (YouTube).

Lesson Plan

1. Objective of the Lesson:

The general aim was to enable the students to understand and organize ideas and information, form sentences using the given clues and frame their own sentences. As for the specific aim, it was to enable the students to use the present continuous tense in real life situations.

2. Instructions for Teaching the Lesson:

The teaching method consisted of three phases, namely presentation, production and practice.

Presentation: took 20 minutes. Before the lesson, the teacher prepared a video on YouTube of various people doing actions. He used the video to teach the present continuous

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tense to his students by freeze-framing the pictures after each scene and asking students questions like: ‘What am I doing?’, ‘What is Mr Chander doing?’, ‘What is Shama doing?’, ‘What are Mr Chander and Shama doing?’ In this way, students were prompted to use the teaching point. Once he elicited their answers, the teacher wrote them on the board. He produced sentences like:

- You are brushing your teeth.
- He is ironing his shirt.
- She is blow-drying her hair.
- They are watering the plants.

He then highlighted the structure (e.g. *subject + is/am/are + ing form of the verb* to be used for the present continuous tense). He then made the students understand that this structure is used for actions going on at the time of speaking. She divided the students into groups. He then freeze-framed all the scenes and encouraged the students to discuss each scene using the structure written on the blackboard.

-Production: was the second phase and it lasted for 30 minutes. The teacher re-grouped the students and gave five slips of paper with present continuous tense sentences on them to each group. He then instructed the students: ‘Each slip has a sentence written in the present continuous form. Each group would either mime or draw the action on the blackboard, and select a leader who mimed or drew on the blackboard. The other groups guessed the action in turns. The group guessing the correct action earned five points. If a group failed, the next group earned the chance to speak. As for the group that had made the best mime or drawing, it also earned four points. • The group earning maximum points was declared the winner.

-Practice: took 40minutes. Handouts were given to each student. The activity consisted in two exercises.

Exercise 1: Students were asked to fill in the blanks using the present continuous tense of the verbs given in brackets. For example:

1. Madhuri _____ karate [learn].
2. My friends _____ funds for the poor [collect].

Exercise 2: The teacher showed a small story on their laptops and then asked the students to discuss it in their respective groups and tell the story in their own words using the present continuous tense. She then made each group narrate their stories. While the students were discussing this, the teacher monitored and guided them.

3.5.2.4.5. Lesson Plan (5)

Lesson plan (5) is prepared by the researcher herself following the same structure and form of the lesson plan of the “Trinity College London, 2013”, i.e. the same steps including: name of the lesson plan, skill focus, materials used in class...etc.

Building up student’s vocabulary is one of the important things to further develop their comprehension skill. Hence, both vocabulary and comprehension are key elements that people rely on to understand the language. Thus, based on this brief explanation, the researcher prepared a lesson plan that focused on teaching the vocabulary and comprehension skill using social media platform (YouTube). The materials used in class consisted of computers, videos, cards and the time allotted was 1h.30 minutes.

Lesson Plan

1. Lesson Objective

Learners were expected to be able to review a story in English and use their imagination to come up with new and different endings to the story, to be familiarized with the vocabulary used in the story, to have more freedom to express their thoughts and build their spoken confidence, and to make some improvement in their fluency.

2. Stages and Timings: Activities consisted in three stages.

Stage 1: Took 10 minutes. The teacher brought to the class a collection of stories and tales like Cinderella, Snow-white, and Batman (in forms of videos on YouTube). The teacher wrote the titles in cards and asked students to choose one card.

Stage 2: Lasted for 30 minutes. The teacher divided the class into pairs, groups, or asked students to work individually. The teacher played the video for students.

Stage 3: Spanned 50 minutes. For one activity, the teacher explained to students that they had to come up with alternative endings. Thereupon, students started imagining and creating other endings to the selected stories. Then, students presented their final versions of the story with their alternative endings and discussions took place (new vocabulary was introduced,

students' comprehension increased). Another idea was that the teacher played the video without the sound, and, as students were watching it, they pretended to be characters and acted out the dialogue that the actors were saying. This section offered speaking practice that helped students learn and practice useful phrases and speak English clearly and effectively.

3.5.2.4.6. Lesson Plan (6)

Lesson plan (6) was also prepared by the researcher herself following the same structure and form of the lesson plan of the "Trinity College London, 2013", i.e. the same steps including: name of the lesson plan, skill focus, materials used in class...etc.

Pronunciation plays an important role in speaking because, when learners mispronounce a single sound or various uses of stresses and intonations, this may cause misunderstanding (Abbaspour, 2016, p. 145). As for Fluency, it is also considered as an important parameter in the speaking skill. It is construed by Zyoud (2016, p. 4) as the extent to which speakers use the language with the appropriate speed and confidence, minimizing hesitations, unnatural pauses, false starts, and word searches. To this effect, the researcher suggested the use of the "Imitation activity" using YouTube to help students speak correctly and fluently. The materials used in class were computers, microphones, earphones, and videos, and the allotted time was 1h.30 minutes.

1. Lesson Objective: Learners were expected to be able to listen to correct English, which would enable them to learn new forms of sentences properly, as well as idioms, expressions, and other speaking patterns that are used in day to day conversation. Moreover, they would learn grammar.

2. Instructions for Teaching the Lesson: The teaching method consisted in three phases, namely presentation, production and practice. The Presentation took 10 minutes. Before the lesson, the teacher prepared a video containing conversations, dialogues, songs and different kind of speech. Then, he asked students to listen. As for the production phase, it took 30 minutes. The teacher divided students into pairs and small groups. He asked students to imitate the dialogue, song and the conversation they were listening to. Students started imitating small portions of sentences. The practice phase naturally took 50 minutes. These activities could be synthesized as follows:

Activity (1)	Activity (2)	Activity (3)
In activity one, students were asked to imitate small portions of speech like phrases and short sentences.	In activity two, students were asked again to imitate large portions of sentences. In this case, the learners waited until the speaker completed his thought, then they expressed their ideas by themselves.	In the third activity, students were asked again to listen and watch the whole speech (YouTube) to deliver the entire speech themselves.

Through these activities, students were expected to be able to listen to and learn correct English, which enabled them to learn new forms of sentences properly, and to learn idioms, new phrases and expressions.

3.5.2.4. Speaking Lesson Plans Suggestions (Using Facebook and other online calls “Telegram”)

In the suggested framework of the teaching of the speaking skill, the researcher also suggested the use of Facebook and other online calls such as Telegram. The rationale behind choosing those platforms was that the majority of the students (Facebook: 30%, Telegram: 11.66%) preferred to use these online platforms as a teaching tool. On the other hand, the teacher that volunteered to teach the experimental group felt more comfortable in using such platforms because they are easy to use and all students can download them in their mobiles.

The teacher sent some videos and audios via Facebook and Telegram (a closed Facebook, Telegram groups/ only students in the experimental group were asked to join in), and arranged classroom discussions about the topics. The topics that were discussed were about daily life conversations, grammar activities, and pronunciation of English sounds (see Appendix 13). In addition, the teacher communicated with his students via Facebook platform, and asked them to record an audio about a short story and sometimes make videos. Then he played these audios and videos inside the classroom, and discussions took place (this helps students find out and focus on which part of their performance has to be improved). All these activities took about 1 h, 30 minute hours of discussions inside the classroom. Other (45 min) hours were scheduled outside the classroom via Telegram using smart phones where students could exchange different topics, announcements, activities...etc (See Appendix 13).

3.6. Data Collection Procedures

For the present research, three questionnaires were devised, two for the students (before and after the experiment) and one for the teachers, in addition to an interview with one CELTA and DELTA qualified teacher and Cambridge exam assessor, in addition to the experiment (pre-test, treatment, and post-test).

3.6.1. Administration of the Students' Questionnaire

The students' questionnaire (see Appendix 01) was distributed online, through a Facebook group (a closed group for second year students) to (60) students on (12/09/2020), in the department of English at Mohamed Boudiaf University of Msila. The questions aimed to gather students' answers, worries, perceptions and attitudes concerning the use of Social Media in teaching the speaking skill. This questionnaire was divided into two sections. Thus, the majority of the questionnaires (47) were handed back in the following day, whereas the rest of the questionnaires (13) were sent a week later.

3.6.2. Administration of the Teachers' Questionnaire

The teachers' questionnaire was administered, as stated previously, to 30 teachers via e-mail on (20/09/2020). The selection of such a sample was based on the consideration that those teachers were more likely to provide the necessary data, since they usually interacted with students through e-mail. Teachers' responses were, thus, highly, valuable for the present study. The rationale behind the procedure of the teachers' questionnaire was to identify the informants' speaking teaching strategy and the influence that it exerted on their learners' learning outcomes. Indeed, it aimed at analyzing the central problematic leading the present dissertation; with a close reference to the teachers' attitudes and methodology and their relation with learners' failure to speak the English language. In the questionnaire, the nature and aims of the research at hand were explained, and instructions on how the questionnaire was prepared and for what motive it was planned. Thus, the questionnaire of this research was well answered by participants.

3.6.3. Administration of the Expert Advice Interview

In order to gather more reliable data, an online interview via Skype with Ms Sondes Gharbi, (a CELT and DELTA qualified teacher from the British Council) before conducting the experiment of implementing Social Media was adopted on (05/06/2020) as a data collection method in this research. The interview was designed to obtain data concerning the

teacher's opinion about using Social Media in improving EFL students' oral performance. In order to get her opinions, she was asked to answer ten (10) open-ended questions related to her perceptions of the current research. The interview included items that were organized into four sections, each section intended to investigate and provide particular types of information. The interview was short in length; it lasted about (45mins). Her answers were convincing and very interesting and the researcher benefited a lot from her experience in teaching EFL learners.

3.6.4. The Treatment

This dissertation aimed at investigating the effect of using Social Media to enhance EFL students' speaking performance in the Algerian context (Mohamed Boudiaf University of Msila). The present research was based on checking the validity of the following hypotheses:

- 1- Social Media help EFL students to overcome their speaking problems such as (lack of self confidence, lack of motivation, anxiety, shyness, limited vocabulary, worrying about making mistakes, hesitation, and lack of pronunciation).
- 2- Social Media have a positive effect on enhancing EFL students' speaking performance.
- 3- Teachers and students have positive attitudes towards the implementation of Social Media.

Therefore, the sample of the study consisted of (60) second-year LMD students. They were divided into two groups, an experimental group, and a control group. The former received the treatment (implementation of Social Media); however, the latter received no treatment.

The treatment began on (02/03/2021) in the Department of English at Msila University. The subjects attended twelve sessions during which they were taught the speaking skills using Social Media platforms. These sessions extended over a period of three months. In each session, the students were provided with different activities using different Social Media platforms (the Social Media platforms that students preferred to use as a teaching tool including, Facebook, YouTube, Skype, and Telegram).

3.6.5. Administration of the Pre-Test

On the (02/03/2021), both groups, the control group and the experimental group, sat for the pre-test adopted from Cambridge series (FCE speaking test, 2020) (See Appendix 05) in

the Department of English at Mohamed Boudiaf in Msila University. After (1 h 30 min), the participants finished the test and the papers were handed back.

3.6.6. Administration of the Post-Test

On the (17/06/2021), the control group and the experimental one in the Department of English at Msila University sat again for another test; however, this time for the post-test (See Appendix 05) after the completion of the experiment. The post-test was an exact replica of the pre-test; it was also adopted from Cambridge series (FCE speaking test, 2020) to see the effectiveness of the treatment (the implementation of Social Media in teaching the speaking skill). The participants passed the assignment test in comfortable conditions of no more than one hour.

3.6.7. Administration of the Course Evaluation Questionnaire

In the beginning, students were asked to fill in the questionnaire about the speaking difficulties they encountered in the English language and their perceptions and attitudes towards the implementation of Social Media in developing their speaking performance (See appendix 01). The course evaluation questionnaire was administered (See appendix 14) later on, on (28/05/2021) to the experimental group (30 students) at the University of Mohamed Boudiaf after the treatment (implementing Social Media) in order not only to depict the way the concept of Social Media integration helped them to improve their speaking performance, but also to describe the satisfactions, hindrances, and challenges resulting from its use.

3.7. Data Analysis Procedures

The initial intention was to use the descriptive approach to analyze the collected data in this study. Two types of data analysis were used in the present study: qualitative analysis and quantitative analysis. The former was mainly used to analyze students' and teachers' questionnaires. Participants' responses were presented in the forms of tables and figures as they were extremely valuable in analyzing the data as clearly as possible. As for the qualitative analysis, it was used to discuss and analyze the expert's (from British Council) responses in the interview. Additionally, this was backed up by the analysis of the observation of the (60) participants (control group: 30 participants and experimental group: 30 participants), which were then fed into the software SPSS for thorough analysis. As for the data obtained from the pre-test and post-test, it was analyzed using SPSS to compare the means of the raw scores of the two groups of participants.

3.8. Summary

In this chapter, the researcher attempted to provide a picture about the methodology conducted in this study, with due consideration being given to the choice of sample, and the research instrument used to gather data and, therefore, to find out satisfactory answers to the research questions and test the validity of the hypotheses put forward, which is the task of the following chapter. Triangulation of data was reached in this study through the use of four instrumental tools, namely: the questionnaire (students' questionnaire, course evaluation questionnaire and teachers' questionnaire), the observation, and the interview, as well as the experiment.

Students' questionnaire involved (60) second year students studying English at Mohamed Boudiaf University of Msila. As for the teachers' questionnaire, it involved (30) Oral Expression teachers working in the Department of English at Mohamed Boudiaf University and others from different Universities in Algeria. Furthermore, a course evaluation questionnaire was administered to students to gauge their perception of the effectiveness of the use of Social Media in their Oral Expression classes.

The observation grid that was employed in this study was divided into three main sections; each section was taken from different sources and addressed different characteristics. Two sections are: teacher role and student's behaviors. Data was collected through the observation of two groups: the control group and the experimental group in the same period extending from (02/03/2021 to 25/05/2021).

This chapter also opted to use an expert advice interview with Ms "Sondes Gharbi" a CELTA and DELTA qualified teacher and Cambridge exam assessor which helped gather additional data to corroborate research findings. Through this chapter, an attempt has been made to involve a summary of the qualitative and quantitative investigation tools that were used in the present study, with a discussion of the theoretical framework that allowed the collection of useful data as well as an overall view of the activities that were undertaken all along the data analysis procedure.

The following chapter is practical; it aims to highlight a discussion of the case study and to analyze the research findings.

Chapter Four: Data Analysis and Discussion

4.1. Introduction

The current chapter reports the results obtained from the different instruments used in this study (i.e. the questionnaire, the interview, the tests, the observation, and the course evaluation questionnaire). In other words, the findings of each methodological aspect undertaken in this study are presented, analyzed, and discussed. This substantially includes, first, the numerical, as well as the verbal data that were collected from the students' and teachers' questionnaires. This is followed by the analysis and discussion and responses from the expert advice interview, after which the findings obtained from the observation grid are presented and discussed. This is followed by the data collected from students' pre-post tests, which are also presented and discussed. The final step to be discussed in this chapter concerns the results obtained from students' course evaluation questionnaire. The second part of this chapter is a synthetic overall discussion of the significance of all the findings.

The fundamental purpose throughout these steps is to present the analysis of the data collected by different instruments and analyzed by different statistical styles, graphics, and formulae. This purpose was to develop a base of knowledge about the effect of the use of Social Media on improving students' English language speaking performance. Thus, the statistical analysis of the gathered data and the results of the research are treated in consideration of the research questions and hypotheses by using the Statistical Package for Social Sciences (SPSS).

4.2. Data Analysis

4.2.1. Analysis of the Students' Questionnaire

The students' questionnaire is designed to obtain data concerning the students' opinions about the learning situations and their perceptions and attitudes towards the use of Social Media in enhancing their English language speaking performance. The questionnaire is made up of nine (09) items. The type of questions used is a combination of close-ended questions where the participants are asked to tick the appropriate answers, and open-ended questions where they are given the chance to provide their own answers or justification. The questionnaire includes items that are organized in two sections, each section intended to investigate and provide particular information. Section one is made up of five (05) questions; it aims to investigate respondents' perceptions of the speaking class, the difficulties they encounter in practicing the speaking skill, and what needs to be done to improve the quality of the speaking performance.

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The second section consists of four (04) questions devoted to students' perceptions and attitudes towards the concept of implementing Social Media platforms in improving the speaking skill. It seeks to determine students' familiarity with social media, the time they spent using it, and which social media platform they used most of the time and relied on in their learning process, particularly in learning the speaking skill. The nine (09) questions of the questionnaire have yielded the results presented below:

4.2.1.1. Section One: Students' Perceptions and Attitudes towards the Speaking Skill

This section aims to investigate respondents' perceptions of the speaking class, the difficulties they encounter in practicing the speaking skill, and what needs to be done to improve the quality of the speaking performance.

Question 01:

01- Which of the following English language skills do you think is the most difficult to master?

a) Listening ☐ b) Speaking ☐ c) Reading ☐ d) Writing ☐

Table (18) presents the following answers:

Answers	Frequency	Percentage %
Listening	06	10%
Speaking	41	68.33%
Reading	04	6.66%
Writing	09	15%
Total	60	100%

Table 18: Students' Opinion about the most Difficult English Language Skill to Master

These results could be presented in the following figure:

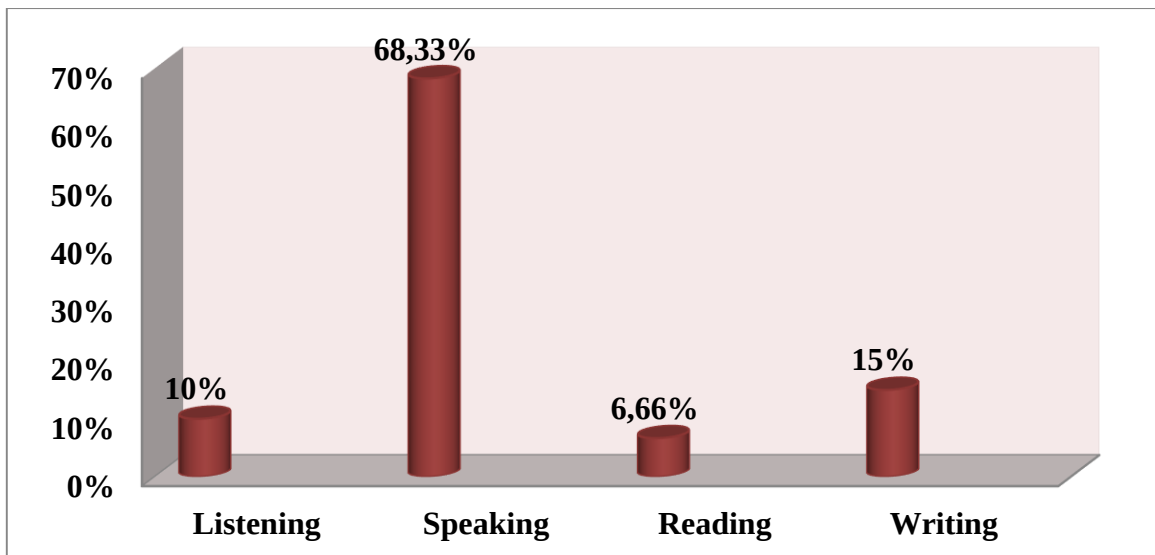


Figure 14: Students' Opinion about the most Difficult English Language skill to Master

This item allows the respondents to exhibit the most difficult English language skill for them to master. Clearly, in figure 14 above, 68.33%, which represents a total number of 41 students, have difficulties in mastering the speaking skill, and 15% of the participants have problems in mastering the writing skill. 10% of the subjects consider the listening skill as the most difficult one, while the rest 6.66% of the respondents maintain that they have difficulties in mastering the reading skill. This finding is alarming because, if students cannot master the English language speaking skill, they cannot perform successfully in oral performance activities. In addition, this is an obstruction for English as a foreign language acquisition as a whole, as the speaking skill is not limited to the oral expression module. It is needed in most of the modules they deal with in EFL classrooms (such as research methodology, educational psychology, sociolinguistics, and pragmatics.... etc), as it is used in all aspects of human life including: economics, culture, business, politics, administration, science, and academia (Hadijah, 2014, p. 240).

As it is well illustrated in the literature, English as a foreign language in an Arab country such as Algeria where English is not commonly spoken seems difficult for students. Evidence for this can be found in the literature on ELT which emphasizes the difficulty of the speaking skill for EFL learners (e.g. Ur, 1996, Nunan, 1991 among others). Luoma (2004, p. 1) for instance, maintains that “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop”. Likewise, Zhang (2009 as cited in Kaddour, 2016, p. 11) argues that speaking is considered as the most difficult skill to master for the majority of English learners, and they are still incapable of communicating orally in English.

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Moreover, speaking in English is not only difficult for Algerian learners. Yet, both ESL and EFL learners find it difficult and challenging to speak a foreign language. In this respect, the results of a study conducted by Sawir (2005, Cited in Shen and Chiu, 2019, p. 90) to investigate ESL learners' learning difficulties showed that, in Australia, including Indonesia, Hong Kong, Thailand, Vietnam and Japan, students have difficulties communicating in English even though they were studying in Australia for years. In the same vein, Lee (2009, Cited in Shen and Chiu, 2019, p. 90) revealed that all the participants in her study faced some challenges to take part in class discussion despite their long stay in the US. This idea was also supported by Al Hosni (2014) who believes that speaking English remains difficult for learners despite their good knowledge of it.

Grouping the aforementioned body of facts, we can conclude that, at least for our sample, speaking was regarded as pivotal since it holds an equally important position to other language skills. Despite its significance as being a central element in English, it is not regularly practiced as an in-home activity, nor is it regularly exercised as an instructional practice. Therefore, the next part of the question is important so as to gain more insights about this issue, and to expand on the major difficulties that prevent second-year LMD students from speaking English.

Question 02:

02- Most of the time, students face difficulties that prevent them from speaking English. These difficulties are due to:

a) Shyness	☐	b) Lack of grammar rules	☐
c) Lack of self-confidence	☐	d) Lack of pronunciation	☐
e) Lack of motivation	☐	f) Limited vocabulary	☐
g) Feeling anxious	☐	h) Ideas freezing	☐
i) Worrying about making mistakes	☐	j) Hesitation	☐

Table (19) shows the following findings:

Answers	Frequency	Percentage %
Shyness	08	13.33%
Lack of grammar rules	04	6.66%
Lack of self-confidence	06	10%
Lack of pronunciation	02	3.33%
Lack of motivation	07	11.66%
Limited vocabulary	15	25%
Feeling anxious	07	11.66%
Ideas freezing	03	5%
Worrying about making mistakes	06	10%
Hesitation	02	3.33%
Total	60	100%

Table 19: Students' Difficulties in Speaking the English Language

The findings can be represented in figure format as follows:

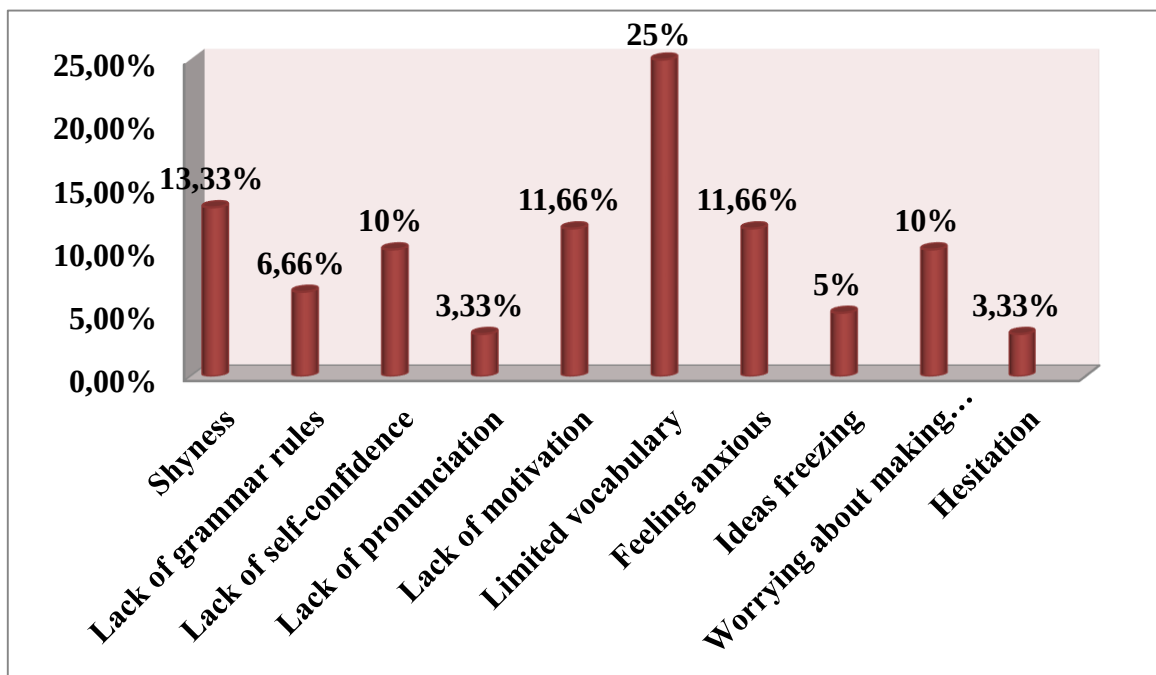


Figure 15: Students' Difficulties in Speaking the English Language

To go deeper, and check the difficulties faced by our respondents when speaking, we are tempted to ask such a question to get their revealed responses as a key element, seek alternatives and help them to master this skill well. Apparently, according to figure 15 above, different rates are tied up to a variety of difficulties. Thus, 25% of the participants have limited vocabulary, and 13.33% of them are shy. Moreover, 11.66% relate their problems to lack of motivation, and 11.66% maintain that their difficulties stem from anxiety. Besides, 10% of the subjects suggested that their difficulties are due to the lack of self-confidence, and 6.66% consider the lack of grammar rules as the main problem that prevents them from speaking. Furthermore, 5% maintain that their difficulties are due to ideas freezing, and 3.33% are worried about making mistakes, followed by 3.33% who expressed that they face difficulties due to pronunciation problems.

This finding, in fact, was expected and in accordance with the literature in ELT; it highlights that students have many difficulties that prevent them from speaking English. Al Hosni (2014) argues that difficulties at the speaking level result from inhibition, having nothing to say, low or uneven participation, and mother-tongue use. However, the examination of second-year LMD students shows that the failures in English speaking are not caused only by one or two aspects. Psychological problems often influence learner's speaking performance. This finding is supported by many research studies in the field of ELT which have investigated the difficulties that prevent students from speaking the English language. For instance, a study carried out by Juhana (2012 as cited in Arifin, 2017, p. 31) revealed that many psychological problems such as fear of making mistakes, shyness, anxiety, lack of confidence and lack motivation hinder students' speaking. In a similar fashion, Leong and Ahmadi (2017, pp. 38-39) have recently conducted a study to investigate the factors that influence learners' English speaking skill. Their findings revealed that "learners with lower self-esteem, higher anxiety, and lower motivation have serious problems in speaking".

Another research by Haidara (2016, pp. 518-519) reached findings that are likely to support other studies, by asserting that being anxious, being nervous, being worried of making mistakes, feeling shy, and feeling frustrated while performing in English speaking are common debilitating factors which affect learners in a variety of ways. For this reason, she suggested that, "in order to be confident, those students should stop thinking about the language as difficult to learn, they should stop thinking much about what others think about their performance in English speaking, they should practice the language as much as they can, without thinking about mistakes" Likewise, Leong and Ahmadi (2017, p. 39) required teachers to understand their students' interests and feelings, to work on improving their

learners' self-confidence, and to opt for the best teaching method to maintain their learners' involvement in the speaking activities. They also called upon teachers to praise their students to motivate them to speak English. Teachers are advised to build a friendly relationship with their students, in order to maximize their feeling of happiness in the class and to optimize the feeling of enthusiasm and eagerness to study English, and most specifically to speak English (Ibid).

In addition, according to second-year LMD students, difficulties that prevent them from speaking English fall into three major categories namely a) lack of grammar rules, b) lack of pronunciation opportunities, and c) limited vocabulary. All of these findings are concomitant with the findings of many previous research studies in the ELT literature which were conducted to expand on issues pertaining to speaking performance failure.

According to 6.66% of second year LMD students, the main problem that prevents them from speaking the English language is the lack of grammar rules. In this regard, Al-Mekhlafi and Nagaratnam (2011, p. 82) argue that "both teachers and students invariably face serious difficulties with regard to EFL grammar instruction, students facing them to a greater extent than teachers". Alakeeli (2013, p. 80) sets a high premium on grammar. Failure at the grammatical level can cause communicative failure (Ibid, p. 81). This is in line with Hammoudi's view (2017, p. 11). Thus, building upon this principle of grammar knowledge and speaking, Al-Mekhlafi and Nagaratnam (2011, p. 71) suggested that a better approach which helps learners build their knowledge and be able to use the language eventually is the integration of grammar as one of the main communicative resources. Zafiri (2016, p. 115), on her part, suggested some tips for instructors to follow in order to improve their student's grammar, namely: 1) planning a great variety of activities, 2) instructing students to work mainly in pairs and groups and to focus on their speaking communication, and 3) the interchange of pictures, songs, movies and reading texts. In addition, there are various technological tools that can be useful to treat this problem. The suggested framework (See Chapter Three: The Suggested Framework of Teaching the Speaking Skill) falls within this remedial urge.

Moreover, 3.33% of the students maintain that the lack of practice they encounter in speaking English is basically what hinders their speaking performance. In fact, the English pronunciation problem is not confined to Algerian learners only. Indeed, it is "a common phenomenon in many countries where English is a second or foreign language" (Begum and Hoque, 2016, p. 51). Rahman (1996 cited in Begum and Hoque, 2016, p. 51) has found that Bangladeshi speakers speak English with an accent that relates to their mother tongue without

paying attention to the sound patterns, stress, rhythm and intonation system of English. In another study, Cook (2002 cited in Begum and Hoque, 2016, p. 52) analyzed some pronunciation problems of English learners. In his observation, he found that learners' second language is affected by their first language in terms of sounds, syllable structure, voice onset time, and intonation.

Furthermore, in tracing out difficulties encountered by Chinese speakers of English, Zhang and Yin (2009, cited in Begum and Hoque, 2016, p. 52) have found that L1 interference, learners' age, learners' attitude, prior pronunciation instruction, insufficient knowledge of English phonology and phonetics and words which displayed a sound and spelling disparity are major factors that influence their pronunciation. Similarly, Begum and Hoque (2016, p. 59) examined this issue and pointed out different factors responsible for poor pronunciation, namely: a) social factors, when students are not motivated by the friends or the family members or even by the teachers to produce correct English, b) lack of efficient teachers in phonetics and phonology, c) lack of using modern technology at the educational institutions, d) economic factor, e) lack of motivation, f) lack of students' exposure to the target language, g) poor pronunciation standard of the teachers, and h) massive L1 interference and pre-established systems of English pronunciation.

Therefore, researchers such as Shodiqin et al. (2015, p.11) highlight the need to use Social Media to improve students' pronunciation ability. They provide some suggestions for teachers to follow. Consequently, for these authors, teachers are called upon 1) to apply listening to the audio-visual and its transcription of the narrative text, 2) to ask learners to repeat after listening to the audio-visual aids, 3) to play the audio-visual several times by providing the transcription (this will help learners memorize the sound of the speaker), 4) to control the learners' activities each time, and 5) to advise learners to memorize the word stress, intonation, and rhythm. For this reason, the suggested teaching framework in the present research uses a variety of Social Media platforms (YouTube, Facebook, Skype...etc) to improve students' pronunciation (See Chapter Three, The Suggested Framework for the Teaching of Speaking).

The third category of difficulties pertaining to speaking failure, according to second year LMD students, is limited vocabulary. Vocabulary knowledge has been always viewed as an important component for second language learners; thus, limited vocabulary in a second language obstructs successful communication (Alqahtani, 2015, p. 22). Within this vein of thought, researchers in the field of EFL vocabulary acquisition (such as Shmitt 2000, p. 55 as cited in Alqahtani, 2015, p. 22) argued that "lexical knowledge is central to communicative

competence and to the acquisition of a second language”. Moreover, in tandem with the different research studies carried out in the field of EFL vocabulary acquisition (such as Nation, 1999; Maximo, 2000; Read, 2000; Gu, 2003; Marion, 2008; and Nation, 2011 cited in Alqahtani, 2015, p. 22), it has been emphasized that “the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts” (Ibid). However, the results of the current study showed that the majority of the students (25%) seem to have difficulties with limited vocabulary. In this regard, Rohmatillah (2014, p. 84) maintains that students’ limited vocabulary may be the result of the following factors “ (1) the written form is different from the spoken form in English, (2) the number of words that students need to learn is exceedingly large, (3) the limitations of sources of information about words, (4) the complexity of word knowledge - knowing a word involves much more than knowing its dictionary definition - (5) causes of lack of understanding of the grammatical meaning of the words, (6) the incorrect pronunciation is often caused by the lack of sound similarity between English and the students’ native language”.

Moreover, there are other vocabulary learning strategies that learners can take into account. A study was conducted by Khan et al. (2016; as cited in Zainal and Rahmat, 2020, p. 7) to examine the role of Social Media in English language vocabulary development at the university. The findings showed that Social Media play a key role in improving students’ English vocabulary, as they enhance EFL learners’ English understanding, vocabulary building and grammar competence (Ibid, pp. 7-8). Related to the above study, Abbasova (2016; cited in Zainal and Rahmat, 2020, p.8) carried out a study aimed to investigate the impact of Social Media platforms on students’ English proficiency by focusing on the four language skills: listening, speaking, reading, and writing, in addition to grammar and vocabulary. The findings of her study revealed that “interaction on Social Media helps in improving learners’ vocabulary and literacy skills as it gives opportunity to engage with the language”. In addition, the findings of Zainal and Rahmat’s (2020, p. 13) study showed that “Social Media sparks language learning interest among students. Collaborative learning using Social Media can be taken into consideration by universities’ management. Lecturers can integrate Social Media in language learning process to make it more exciting for learners”. The suggested framework, therefore, endeavors to improve students’ speaking skill through the use of Social Media platforms (YouTube, Facebook, and Skype) (See Chapter Three, The Suggested Framework of Teaching the Speaking Skill).

Chapter Four: Data Analysis and Discussion

This finding is interesting as it sets the ground for the next question which attempts to collect data about students' techniques to overcome the speaking difficulties.

Question 03:

03- What are the activities that you follow to overcome these difficulties (the speaking difficulties)?

a) Listen to music, radio, and podcasts	☐	b) Record your voice	☐
c) Watch movies	☐	d) Imitate native speakers	☐
e) Read articles, magazines, and books	☐	f) Using Social Media	☐
g) Ask teacher for help	☐		

The findings are presented in the following table:

Answers	Frequency	Percentage %
Listen to music, radio, and podcast	05	8.33%
Record your voice	06	10%
Watch movies	10	16.66%
Imitate native speakers	05	8.33%
Read articles, magazines, and books	27	45%
Using Social Media	07	11.66%
Ask teacher for help	00	00
Total	60	100%

Table 20: The Activities Used to Overcome the Speaking Difficulties

Schematically, they can be converted into a chart format as follows:

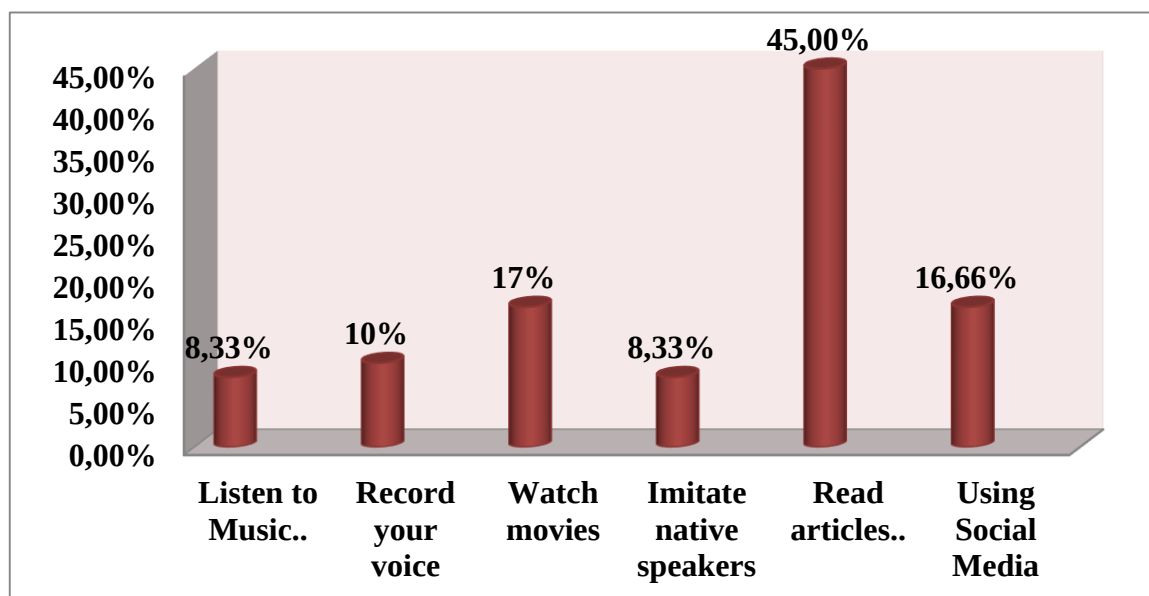


Figure 16: The Activities Used to Overcome the Speaking Difficulties

The objective within this question is to identify the preferable activities of students to overcome the speaking difficulties. Notably, the answers implied that 27 students (45%) read articles, 11.66% use Social Media, and 10% record their voices. Moreover, five (05) participants (8.33%) indicated that they imitate native speakers to cope with their speaking problems, as 5 of them (8.33%) prefer to listen to music. However, 16.66% try to overcome their speaking problems by watching movies. It is worth noting that the participants responded that they use different activities to overcome their speaking problems.

The purpose of this question was to explore students' approaches to dealing with failure in the speaking performance. The participants' responses indicated that most of them watch movies to surpass difficulties in their oral communication. However, the majority declares that, at an initial stage, they try to overcome their speaking difficulties by reading articles, magazines, and books. Then, if they fail to improve their oral performance, they use other relevant activities such as listening to music, imitating native speakers, recording their voices, and watching movies. The students' answers also show that only few students use Social Media as a tool to overcome their speaking failure. This finding is quite worrying as the literature on ELT emphasizes the concept of implementing Social Media in the educational settings (See Chapter Two, 2.2.9. The Importance of Social Media in English Language Learning), and the British Council Teacher's opinion (See below, Analysis of the British Council Teacher).

In Algeria, at the University of Mohamed Boudief, the findings confirm that students rely heavily on articles, books, and magazines when dealing with speaking obstacles. The results also show that teachers play a minor role in helping students ameliorate their speaking performance. This finding is in line with many research findings which have shown that teachers tend to ignore students' participation in the classroom. A study carried out by Kazi and Aziz (2019) about the "Role of Teachers in Students' Classroom Participation in Universities" showed that modern teachers rely on differential instruction, which is different from traditional classroom teachers. Differential instruction, according to Aziz and Kazi (2019, p. 3), means that teachers perceive themselves as playing the role of agents organizing the learning opportunities, and not just the role of informants. These authors also highlight the importance of subject matter, as these teachers give priority to contributions by their students over their own views. They set a high premium on holding students' attention and maximizing their understanding. They seek more effective exploration-based teaching and learning activities, whereas the traditional teacher's role consisted in facilitating students' learning process by means of applying knowledge through classroom instruction and presentations. These authors add to this role the task of lesson preparations, exam marking, classroom discipline management, consultation with parents, and collaboration with colleagues and other school staff. Moreover, these authors expect teachers to embark on many additional classroom-based tasks according to which they are called upon to construct a healthy and active environment, to provide counseling guidance for students, to act as role models for their students to follow, and manage conflicts. The innovation in these new roles is particularly marked in mixed ability classrooms where imparting differentiated instruction is doubly positive both for teaching and learning (Ibid). Moreover, Rubio (2009, p. 35) supported the above finding by stating that an effective teacher is called upon to contribute to the creation of a warm classroom climate, promoting enthusiasm, boosting motivation and fostering an interactive teacher-student relationship. Furthermore, this new role implies that teachers are expected to show a great deal of caring and understanding, and to work primarily towards enhancing learning.

Therefore, based on the findings of Ihsan and Wahidah's study (2018, p. 65), teachers can help students face their speaking problems through the following strategies: a) making a speaking group, b) devoting additional time to studying English, c) memorizing the vocabulary, d) memorizing some dialogue and practicing it in front of class, and e) making a specific program like speaking club and some activity that is related to the speaking skill. Furthermore, building on ELT literature as discussed in the work of Brewster, Ellis, and

Girard (1992) as cited in Alqahtani, 2015, p. 26-29), teachers should equip students with the necessary techniques to learn vocabulary such as:

- a- **Using objects:** through using media, visual aids, and demonstration.
- b- **Drawing:** objects can either be drawn on the blackboard or drawn on a flashcard.
- c- **Using illustrations and pictures:** through using posters, flashcards, stick figures and photographs, or teachers own visual aids. This technique helps students to learn and memorize new words and understand the meaning (Ibid, p. 26).
- d- **Contrast:** this technique helps students learn easily by contrasting some words with their opposites.
- e- **Enumeration:** this technique helps learners learn words which are difficult to explain visually. For instance, the word “clothes” can be explained by listing or enumerating different items such as a dress, a skirt...etc (Ibid, p. 28).
- f- **Mime, expressions and gestures:** this technique cannot only help learners to learn a word in a reading passage, but also in speaking activities (Ibid).
- g- **Guessing from context:** Alqahtani (2015, p. 28) suggested that, for learners to activate guessing of an unknown word, four elements should be available: the reader, the text, unknown words, and some clues in the text which include some knowledge about guessing. Alqahtani (2015, p. 28) argued that this technique “encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own”.
- h- **Electing:** this technique helps learners to learn and memorize by listing words.
- i- **Translation:** This technique helps teachers to check “students’ comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors” (Takač, 2008 cited in Alqahtani, 2015, p. 29). (See also Chapter Two, 2.1.18. Required Characteristics for Effective Teacher).

This question was also asked to oral expression teachers so as to cross-check and to compare their answers with those provided by participants in the current section (See Analysis and Discussion of the Teachers’ Questionnaire below). In an attempt to enrich the present discussion and clarify some points the next question explores students’ satisfaction with the activities they receive in the classroom.

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Question 04:

04- Read the following statements and choose the number that best matches your opinion of each statement. 1) Very unsatisfactory, 2) Unsatisfactory, 3) Neutral, 4) Satisfactory, 5) Very satisfactory.

Statement	1	2	3	4	5
A. How satisfactory are the speaking activities you receive in the classroom?					
B. How satisfactory is the opportunity given to you to speak in English with your classmates and teacher?					

The students' answers could be presented in the following tables:

A. How satisfactory are the speaking activities you receive in the classroom?

Answers	Frequency	Percentage %
Very unsatisfactory	31	51.66%
Unsatisfactory	10	16.66%
Neutral	05	8.33%
Satisfactory	12	20%
Very satisfactory	02	3.33%
Total	60	100%

Table 21: Students Satisfaction about the Activities used in the Classroom

When presented in figure format, they could be presented as follows:

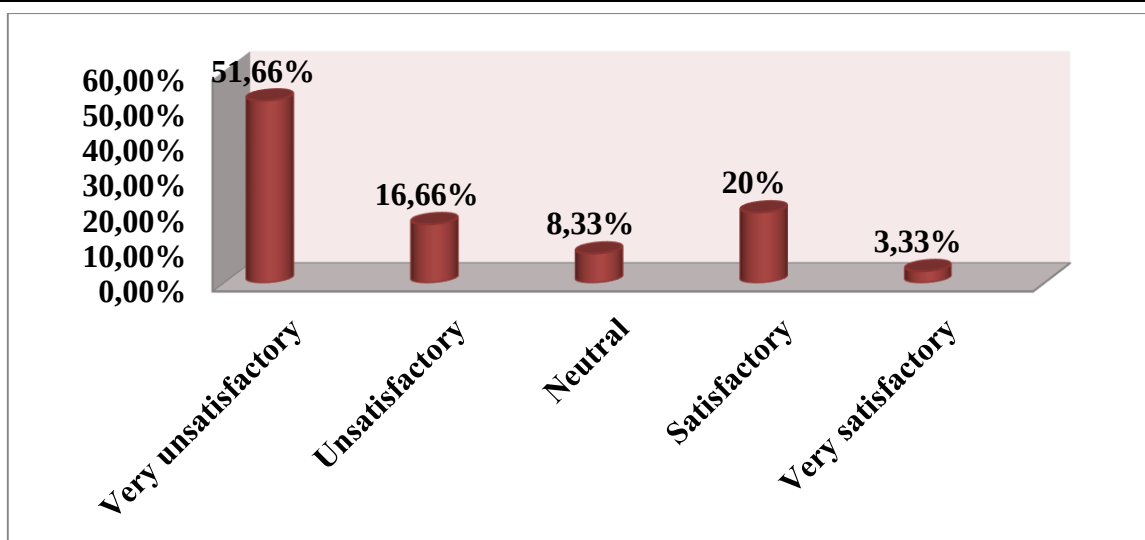


Figure 17: Students Satisfaction about the Activities Used in the Classroom

This question aimed to know if students are satisfied with the activities used in the classroom. In consequence of this question, it has been found that some of them (20%) were satisfied, and 3.33% of the participants mentioned that they are very satisfied. Besides, 8.33% of the subjects felt neutral about the activities used in the classroom, followed by 16.66% who were unsatisfied. However, the majority 51.66%, which represents 31 students, claimed that they are very unsatisfied about the activities utilized in the classroom and that they need more activities.

This, indeed, shows that the overwhelming majority claim that teachers do not provide them with the sufficient activities which help them to improve their speaking performance. This finding is alarming as it is a signal that teachers may not be aware of the importance of the speaking skill at this level (i.e. second-year LMD students) or because they simply think that students no longer need such activities. However, in a study carried by Pribadi (2016) about “English teachers’ obstacles in teaching and learning”, the findings show that the problems of English teachers that occur in the teaching process are due to the following factors:

a) Obstacles to teachers’ affective competence; this includes teachers’ attention and teachers’ motivation competence.

1-Teachers’ attention: at this stage, the teacher either does not pay attention to the noisy students who in turn react by a noisy crowd mood, or he is not communicative enough so that students have difficulties in doing the task given (Ibid, p. 8).

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2-Teacher's motivation competence: where the teacher has a derisive comment to the students (Ibid, p. 9)

b) Teachers' cognitive competence: teacher's fast explanation causes the students not to understand (Ibid, p. 10)

c) Teachers' psychomotor competence: this refers to teacher's unclear hand writing, teacher's low voice, which causes students problems in hearing (Pribadi, 2016, p. 11).

Thus, building on the above views and ELT literature as discussed in Chapter Two (2.1.8. Classroom Speaking Activities, 2.1.18. Required Characteristics of Effective Teacher), teachers need to equip learners with the necessary coping activities and teaching styles to enhance their oral performance. Anwer (2019, p. 167) notes that "Teaching styles attract students and play a positive role in student motivation and improve academic achievement for better results in learning". As for those who showed their satisfaction with the speaking activities received in the classroom, they were asked to give further details about the opportunity they have to speak English with their classmates and teacher.

B. How satisfactory is the opportunity given to you to speak in English with your classmates and teacher?

The following table includes students' answers:

Answers	Frequency	Percentage %
Very unsatisfactory	37	61.66%
Unsatisfactory	12	20%
Neutral	02	3.33%
Satisfactory	05	8.33%
Very satisfactory	04	6.66%
Total	60	100%

Table 22: Students' Satisfaction about the Opportunities they have to Speak inside the Classroom

These results can be translated into a figure format as follows:

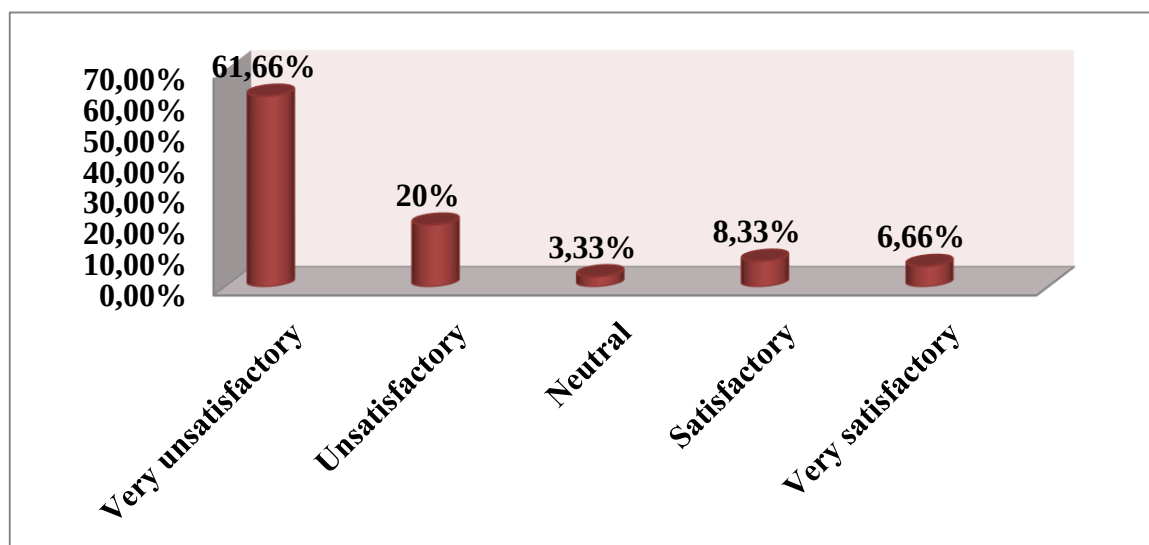


Figure 18: Students' Satisfaction about the Opportunities they have to speak inside the Classroom

The intention of this question was clearly to explore students' satisfaction with the opportunities they are given to speak inside the classroom. The results summarized in figure 18 revealed that the majority of the participants (61.66%) are very unsatisfied with the opportunities they have to speak in the classroom. 12 (20%) students declared that they do not practice the speaking skill and they are unsatisfied, 8, 33% think that the opportunities they are given to speak are satisfactory as for 6.66% of the respondents who consider the speaking practice inside the classroom as very satisfactory, while 2 (3.33%) of the subjects were neutral.

The lack of opportunities to practice English outside the classroom has been well attested in the literature. According to Qutob (2018, p. 116), the classroom is the only place for students to speak English and the EFL class must be given significant care. However, the examination of second-year students at the University of Mohamed Boudief shows that the overwhelming majority of the students (61.66%) are very unsatisfied with the opportunity they have to speak in the classroom, which means that there is a clear deficiency in teaching this skill. To this effect, Suchdeva (2011, cited in Hussain, 2018, p. 14) believes that the best way to teach and learn the speaking skill is to focus on oral orientation, training the teachers, and developing a suitable curriculum. In a study carried out by Asakerh and dehghannezhad (2015) to investigate the relationship between student satisfactions with speaking classes, speaking skills self-efficacy beliefs, and speaking skills achievement, the findings revealed that "EFL instructors and administrators need to provide students with satisfactory learning environments in order to better contribute to students' speaking skills achievement. EFL

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instructors also need to assist students to nurture their speaking skills self-efficacy beliefs, in order to help them deal with exacting speaking tasks in both real life and classroom contexts” (Asakerh and dehghannezhad, 2015, p. 354).

A number of other studies in the ELT field also suggested different appropriate activities to encourage students to interact within the classroom. For instance, Yurt and Aktas (2016, cited in Qutob, 2018, p. 117) stated that “peer tutoring in English speaking classes positively affects students’ speaking efficacy”; in addition, engaging students in cooperative learning will enhance their speaking social interaction (Canarí, 2010, cited in Qutob, 2018, p. 117). Another study also investigated oral assessment and presentation as part of the activities used in a university classroom, and indicated that “it is crucial for teachers to assess speaking through class activities to create a natural environment for the students during assessments” (Nash, Crimmins, and Oprescu’s, 2016, cited in Qutob, 2018, p. 117). Furthermore, it was believed that the best way to encourage and improve students’ speaking skill is to implement some new strategies inside and outside the classroom (Alexious and Fotini, 2010; Namaziandost and Nasri, 2019; Rahimi aesfahani, Nasri, and Mirshekaran, 2018, cited in Namaziandost and Nasri, 2019, p. 211). Social Media have been seen as the best way to do that (Namaziandost and Nasri, 2019, p. 211). For instance, teachers use Social Media in preparing classroom speaking activities; they can expose their students to authentic language through Social Media as they can use videos from Social Media to build up students’ motivation towards the speaking activity (Ibid, p. 212).

Hence, the results of this question strengthen the argument for the present teaching framework. That is, there is a need to implement Social Media in the educational settings in order to allow and to improve students’ speaking ability. Now, as the focus of the present research is on enhancing students’ speaking performance, the next question intends to address the preferred learning situation that suits students in classroom.

Question 05:

05- In class, what learning situation suits you better?

a) Individual ☐ b) Pair works ☐ c) Group works ☐

Answers are presented in the following table:

Answers	Frequency	Percentage %
Individual	15	25%
Pair works	22	36.66%
Group works	23	38.33%
Total	60	100%

Table 23: Students' Preferred Learning Situation

The findings can be presented in the following figure:

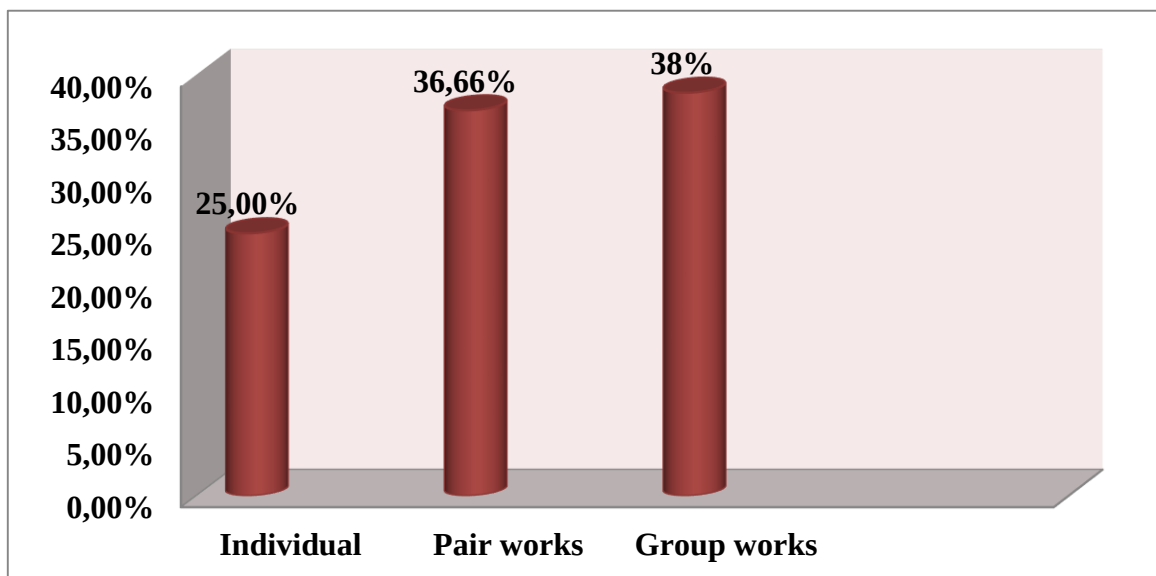


Figure 19: Students' Preferred Learning Situation

The purpose behind this question is to show the preferred learning situation for learners. The big number of answers (25%) revealed that students prefer to learn individually, while 36.66% prefer to learn in pairs. However, 38.33%, which represents 25 students, do believe that group work suits them most. This finding is interesting in the sense that, if all participants prefer to work in groups, they will be more engaged in the speaking classes. Evidence for this can be found in the literature on ELT, which emphasizes the effectiveness of group works in students' learning outcomes (e.g. Murphy, Mahoney, Chen, Mendoza-Diaz and Yang, 2005; Blowers, 2000; and Burk, 2011 among others).

Wasley (2006, p. 39, cited in Burke, 2011, p. 87), for instance, argued that "students who participate in collaborative learning and educational activities outside the classroom and

who interact more with faculty members get better grades, are more satisfied with their education, and more likely to remain in college”. Burke (2011, p. 88) went further and suggested some advantages to working in a group, namely: a) groups have more information than single individuals, b) groups stimulate creativity, c) people remember group discussions better, d) decisions that students help make yield greater satisfaction, e) students gain a better understanding of themselves, and f) team work is highly valued by employers.

However, “Despite its perceived benefits, not all learners like to work in groups. The reluctance to work in groups may be due to ego-centeredness among some students who will not acknowledge other learners’ ideas as they believe that they are much more competent” (Oakley et al. 2004, as cited in Tachom et al. (2019, p. 11). That is, notwithstanding the advantages of working in groups, there are also times when problems appear (Burke, 2011, p. 88). These disadvantages are as follows: a) there may be pressure from the group to conform to the majority opinion, b) an individual may dominate the discussion, c) some members may rely on others to do the work, and d) it takes more time to work in a group than to work alone (Beebe and Masterson, 2003 cited in Burk, 2011, p. 88-89).

From the views above, one can safely argue that not all learners can gain benefits from collaborative work (Tachom et al, 2019, p. 11). Teachers must be aware of each student’s needs and be acquainted with the appropriate teaching situation that suits and serves his/her learners. For this reason, the researcher in the present thesis opted for diversifying the learning situations in the suggested framework (i.e. students sometimes work individually, in peers, and in teamwork activities) (See Chapter Three, The Suggested Framework of Teaching the Speaking Skill) in order help each student to participate and engage in the class with the learning situation he/she prefers.

4.2.1.2. Section Two: Students’ perceptions and attitudes towards the implementation of Social Media in enhancing their speaking performance

This section is devoted to students’ perceptions and attitudes towards the concept of implementing Social Media platforms in improving the speaking skill, It sought to determine students’ familiarity with Social Media, the time they spent using it, and which Social Media platform they used most of the time and relied on in their learning process, particularly in learning the speaking skill.

Question 06:

06- How often do you use Social Media in your life?

a) Never ☐ b) Rarely ☐ c) Sometimes ☐ d) Often ☐ e) Always ☐

Participants' answers are presented in the following table:

Answers	Frequency	Percentage %
Never	00	00
Rarely	03	5%
Sometimes	07	11.66%
Often	09	15%
Always	41	68.33%
Total	60	100%

Table 24: Frequency of Students' Use of Social Media in Daily Life

The findings can be translated in the following figure:

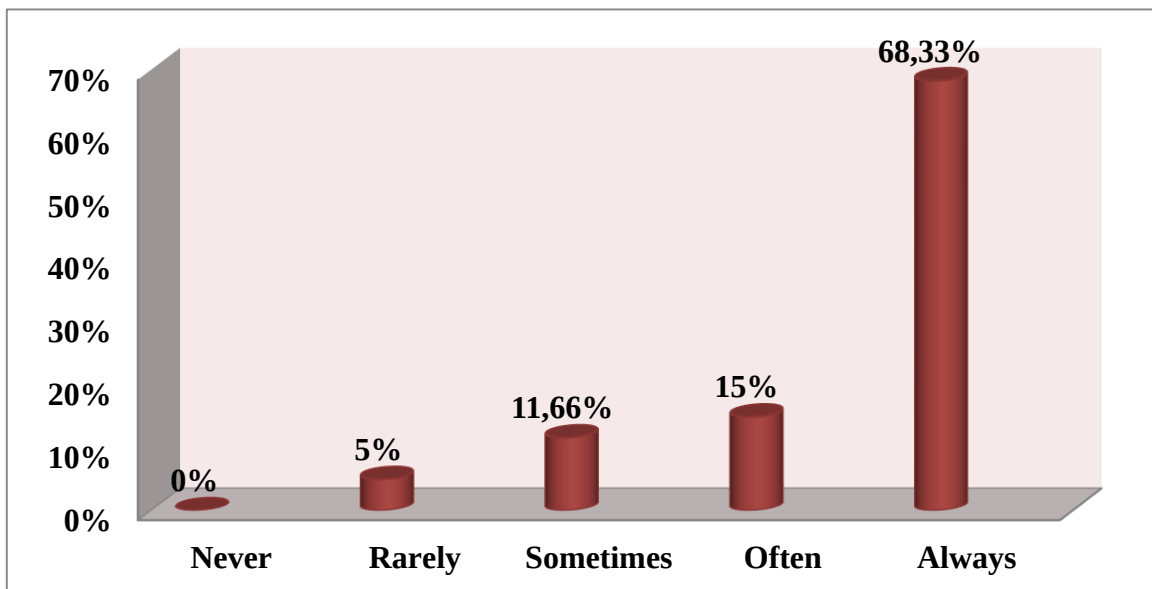


Figure 20: Frequency of Students' Use of Social Media in Daily life

Via posing this question, the intention was to potentially inspect students' familiarity with Social Media. The researcher specifically sought answers regarding the frequency of

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students' use of Social Media in their daily life. As displayed in Figure 20, the most common response was always with the highest percentage 68.33% (41 students). The second highest response was "often" (15%), followed by 11.66% whose choice was "Sometimes". However, none of the participants answered by "Never". This finding was expected and in accordance with the literature in ELT, as it actually highlights that Social Media are widely used by students at the University level; at least every student makes use of one Social Medium.

To confirm the claim of the majority (68.33% use Social Media in their daily life), two further questions were raised so as to ascertain if second-year LMD students at the University of Mohamed Boudief use Social Media in their learning process.

Question 07: This question has two parts (A and B)

A- Have you ever used Social Media for learning purposes?

a) Yes ☐

b) No ☐

B- If yes, which of the following aspects do you prefer to learn? (You can tick more than one answer).

a) Learning grammar ☐

b) Learning vocabulary ☐

c) Learning how to communicate ☐

d) Learning language skills (speaking) ☐

Table (25) presented the following results:

► A- Have you ever used Social Media for learning purposes?

a) Yes ☐

b) No ☐

Answers	Frequency	Percentage %
Yes	08	13.33%
No	52	86.66%
Total	60	100%

Table 25: Frequency of Students' Use of Social Media in Learning Purposes

These results can be translated into the following figure:

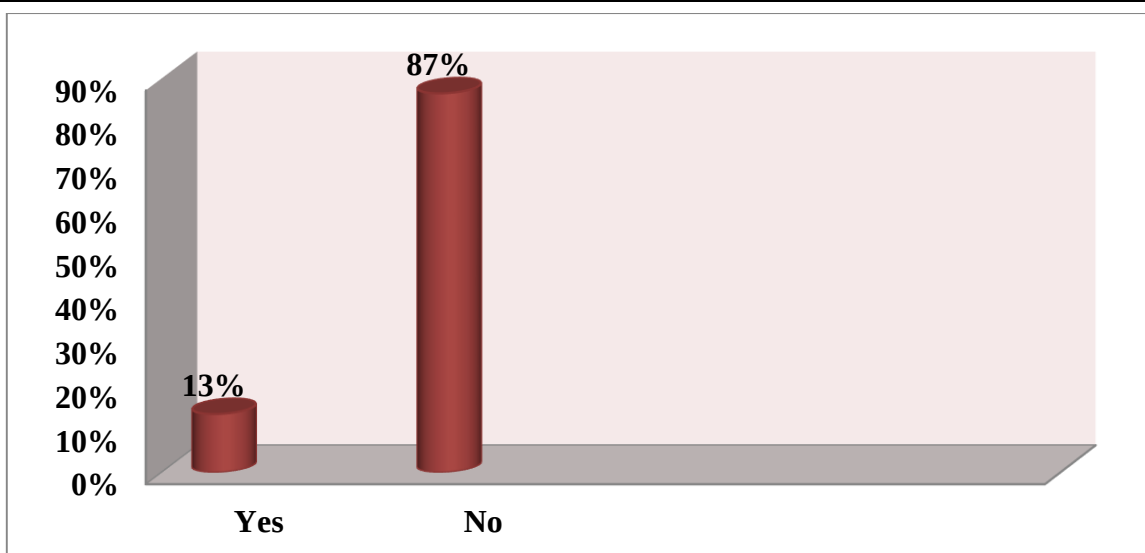


Figure 21: Frequency of Students' Use of Social Media in Learning Purposes

Item 07 sought to unravel the participants' opinion towards the use of Social Media for learning purposes, which was not used by many of them, before the treatment. What is evident in table 25 is that almost all the students (42 representing 86.66%) answered by “No”, while only 08 participants (13.33%) asserted that they use Social Media for learning purposes.

This, in fact, shows that the overwhelming majority of students responded negatively to Social Media use in their learning purposes. As for those who maintained that they rely on it, they were asked to give further details about their learning needs.

► B- If yes, which of the following aspects do you prefer to learn? (You can tick more than one answer).

- a) Learning grammar ☐ b) Learning vocabulary ☐
 c) Learning how to communicate ☐ d) Learning language skills (speaking) ☐

Teachers' responses are mentioned in the following table:

Answers	Frequency	Percentage %
Learning grammar	04	6.66%
Learning vocabulary	12	20%
Learning how to communicate	18	30%
Learning language skills (speaking)	26	43.33%
Total	60	100%

Table 26: Students' preferred aspect to learn English

When converted into a chart format, the data are presented as follows:

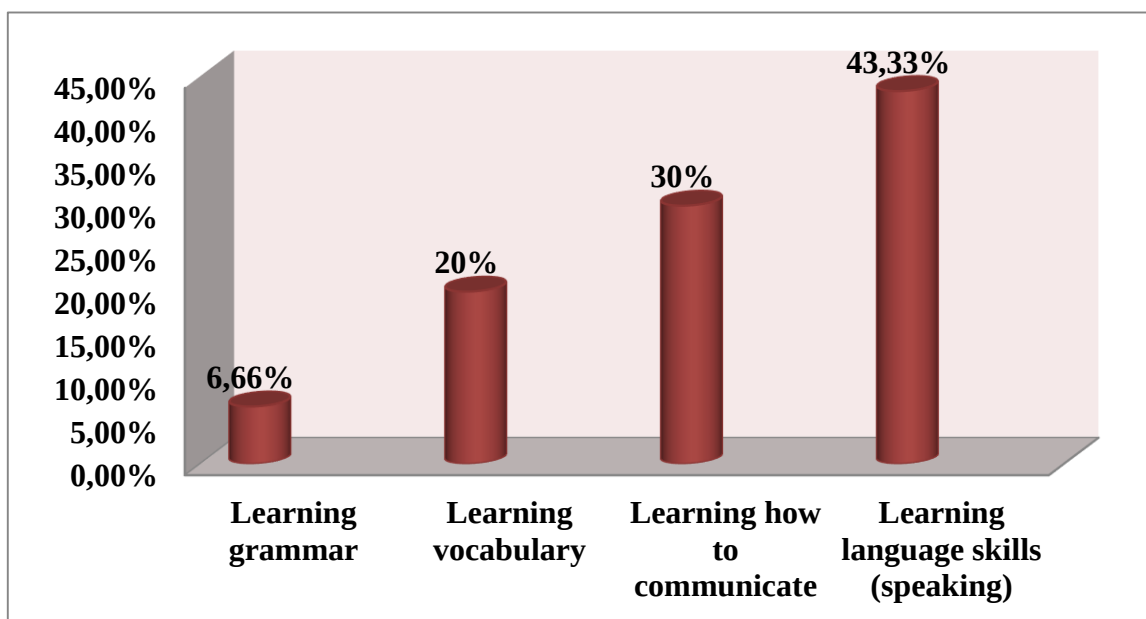


Figure 22: Students' preferred aspect to learn English

This item appeared to allow the students to exhibit their learning needs through the use of Social Media. As portrayed in figure (22), 43%, which represents a total of 26 students, need to learn language skills (speaking). 30% reported that they need to learn how to communicate, and 20% said they need to learn vocabulary. However, the remaining 6.66% prefer to learn grammar. It is worth noting that most of the participants responded that they need to learn language skills (speaking) and to learn how to communicate. This finding is interesting as it shows how students are aware of the importance of speaking. This is corroborated by the literature. For instance, Rao (2019, p. 6) argues that learners in this modern world need to learn communication skills to achieve their goals, desires, and ambitions. This idea is reinforced by Bailey and Savage's (1994, p. 07) claim as they maintain "speaking in a second or foreign language has often been viewed as the most demanding of the four skills ...for many people, speaking is seen as the central skill". Thus, ELLs (English language learners) need to acquire their communication skills to succeed in their respective fields and teachers should understand ELL's difficulties and try to use different teaching techniques to develop their students' speaking skill (Rao, 2019, p. 6).

The present speaking teaching framework, therefore, argues for the necessity to raise second-year LMD students' speaking performance through the implementation of Social Media. This awareness raising includes developing pronunciation and learning new words by chatting with native speakers through using Skype in the classroom, working on assignments and research works, and discussion of questions after class hours to share concepts, and

exchanging and sharing examination through using Facebook and Telegram. Besides, this process includes using YouTube to know new thoughts, vocabulary and even engage in discussions with peers and experts about different topics. Therefore, exchanging ideas facilitates the learning process at an extensive level and promotes the acquisition of skills that allow improvement of the speaking skill (For more details See Chapter Three, The Suggested Framework of Teaching the Speaking Skill).

The finding further suggests that many EFL Algerian students (at least the participants in the current study) ignore the importance of grammar in the speaking skill (6.66%). In this regard, Kusumawardani and Mardiyani (2018, p. 724) scored the vital importance of grammar in speaking in view of the fact that learning grammar skills is conducive to students being able to organize words and messages in a meaningful way. Based on these explanations, the researcher can assume that grammar is an important aspect that learners need to understand the language and to improve their speaking skill. However, many scholars and researchers in the field of ELT suggested other aspects that students need to rely on in the speaking ability. For instance, according to Brown (2004, p. 140), there are five components of speaking, namely comprehension, grammar, vocabulary, pronunciation, and fluency; for more details (See Chapter Two, 2.1.5. Components of Speaking).

From the above, an argument could be put forward as to the necessity of focusing on all the five speaking aspects in teaching the speaking skill in order to improve students' oral performance. The suggested framework, therefore, attempts to promote students' speaking skill by focusing on all its major components (i.e. comprehension, grammar, vocabulary, pronunciation, and fluency) by using Social Media (See Chapter Three, 3.5.2.3. Speaking Lesson Plans Suggestions (Using Skype) 3.5.2.4. Lesson plans preparation (Using YouTube). For the purpose of promoting an effective speaking framework, the next question was designed and students were asked to indicate their opinion about the most effective Social Media platform in teaching oral communication.

Question 08:

08- Among the different types of Social Media, there are Social Media platforms that are mostly based on oral communication. Which of the following do you think is the most effective? You can tick more than one answer

a) Facebook	☐	b) Skype	☐	c) YouTube	☐
d) Twitter	☐	e) Telegram	☐	f) Zoom	☐

-Justify your choice please

The following table presented students' answers:

Answers	Frequency	Percentage %
Facebook	18	30%
Skype	10	16.66%
YouTube	20	33.33%
Twitter	02	3.33%
Telegram	07	11.66%
Zoom	03	5%
Total	60	100%

Table 27: The Students' Preferred Platform of Social Media

The above findings can be translated in figure format as follows:

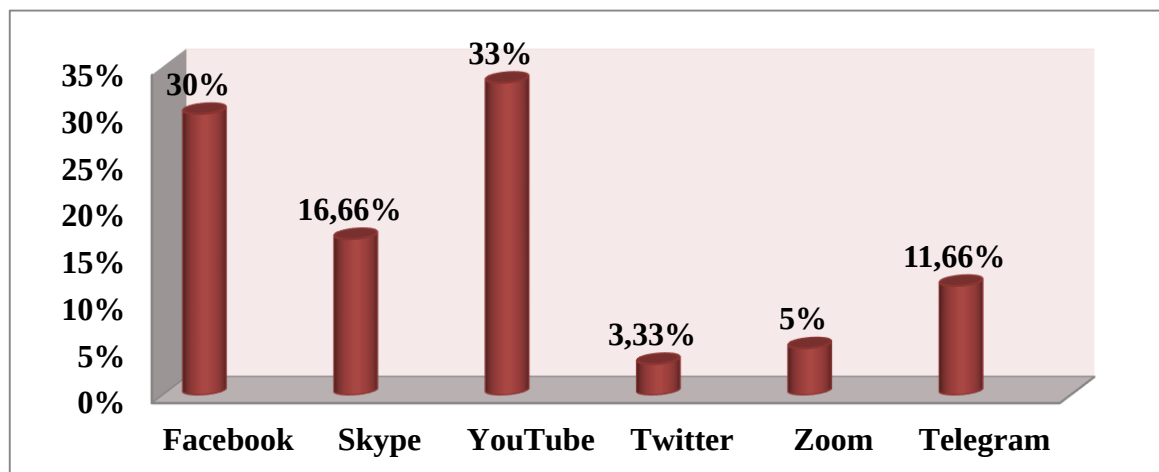


Figure 23: The Students' Preferred Platform of Social Media

The aim behind asking this question is to know all the Social Media platforms that are regularly used by the students to find out which one or ones are most effective (to use it/them in the treatment). In fact, the participants provided varied responses to this question. Their responses could be reformulated as follows: YouTube (33.33%), Facebook (30%), Telegram (11.66%) and Skype (16.66) were the most effective ones according to our sample, and 5% chose Zoom. However, the rest 3.33% said that Twitter can be little useful. The responses

provided by the participants for this question show that YouTube, Facebook, Skype and Telegram have tremendous popularity among students and this makes a lot of sense because these platforms are additional tools that do contribute in improving English classes. To confirm this claim, Baruah (2012, p. 9) revealed that Social Media provide different services for learners. For instance, 1) learners can collaborate on team projects, 2) learners in the same group can co-draft documents, spreadsheets, presentation slides and move with Google Doc, 3) Social Media provide inexpensive ways to organize members, arrange meetings, spread information, and 4) Social Media build social authority. Within this vein, Shih (2013, cited in Dweikat, 2016, p. 2289) states that, through the use of Web 2.0 technologies such as YouTube and Facebook, “users are able to exchange, interact, collaborate, and socialize with others in virtual communities (VCs)”. In addition, data obtained from students’ answer revealed that students are in support of the idea that Social Media contribute a significant quota to the development of their academic life. Various research studies in the field of EFL have also shown promising results as to how Social Media contribute in facilitating and improving students’ communication skills (e.g. AL Saleem, 2018; Dweikat, 2016; Barbosa, 2017; Arianti, Nurnaningsih and Pratiwi, 2018 among many others) (See also Chapter Two, 2.2.8. The Implementation of Social Media and Technology in Higher Education, 2.3.3.1. Pedagogical Benefits of Facebook for Speaking Instruction, 2.3.3.4. Pedagogical Benefits of Videos for Speaking Instruction).

Therefore, the rationale behind this intervention is to check students’ awareness of the importance of Social Media in the learning process, on the one hand, and to select the appropriate Social Media platforms that learners prefer to use when studying the speaking skill, on the other. That is, it attempts to enhance the speaking skill of EFL learners through the Social Media platforms they suggest. As it is mentioned in Chapter Three, the experiment was based on the Social platforms that students and their teachers prefer and suggest to use as a teaching tool (Facebook, YouTube, Skype), and then designing the activities that are expected to help them improve their speaking performance (See Chapter Three, 3.5.2.3. Speaking Lesson Plans Suggestions (Using Skype), 3.5.2.4. Lesson plans preparation (Using YouTube), and 3.5.2.5. Speaking Lesson Plans Suggestions (Using Facebook and other online calls “Telegram”).

As for the second part of the question, students were also asked to justify their answers. According to their answers:

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- **YouTube:** because it is a space for creation, there are unlimited videos that we can watch and learn from.
- **Facebook:** because it is the famous platform that is used to talk and communicate with people from all around the world and people can join it easily.
- **Skype:** because we can have video chats with people across the world and discuss different topics.

The use of Social Media by students has become a way of social lifestyle. In this regard, Rajeev (2015, cited in Chukwuere and Chukwuere, 2017, p. 9929) argued that “SM impact different areas of our society in allowing individuals to make their views and life public”. Shabir et al. (2014, cited in Chukwuere and Chukwuere, 2017, p. 9929) maintain that Social Media have impacted students’ lifestyle. However, this impact can be negative sometimes. This idea is in line with Al-Sharq et al.’s opinion (2015, cited in Chukwuere and Chukwuere, 2017, p. 9930) that “Social Media among university students can bring positive and negative impacts”. This negative side can be: a) time consuming, b) addictive, c) distractive, d) cause social gathering isolation, and e) monophobia (Ibid, p. 9930). For more details, see also Chapter Two, 2.2.3. Advantages and Disadvantages of ICT in Education.

In light of the above discussion, the last question attempts to collect data about students’ opinions and impressions concerning the different topics they prefer when connecting with native speakers.

Question 09:

09- When using Social Media to connect with native speakers, which of the following topics do you think would be more stimulating for you to speak about?

a) Daily life	☐	b) Art	☐	c) Culture	☐	d) Literature	☐
e) History	☐	f) Politics	☐	g) Sport	☐	h) Economy	☐

Students' answers are shown in the following table:

Answers	Frequency	Percentage %
Daily life	30	50%
Art	02	3.33%
Culture	12	20%
Literature	02	3.33%
History	04	6.66%
Politics	00	00
Sport	10	16.66%
Economy	00	00
Total	60	100%

Table 28: Students' preferred topics when connecting with native speakers

When presented in a figure format, these data could be represented as follows:

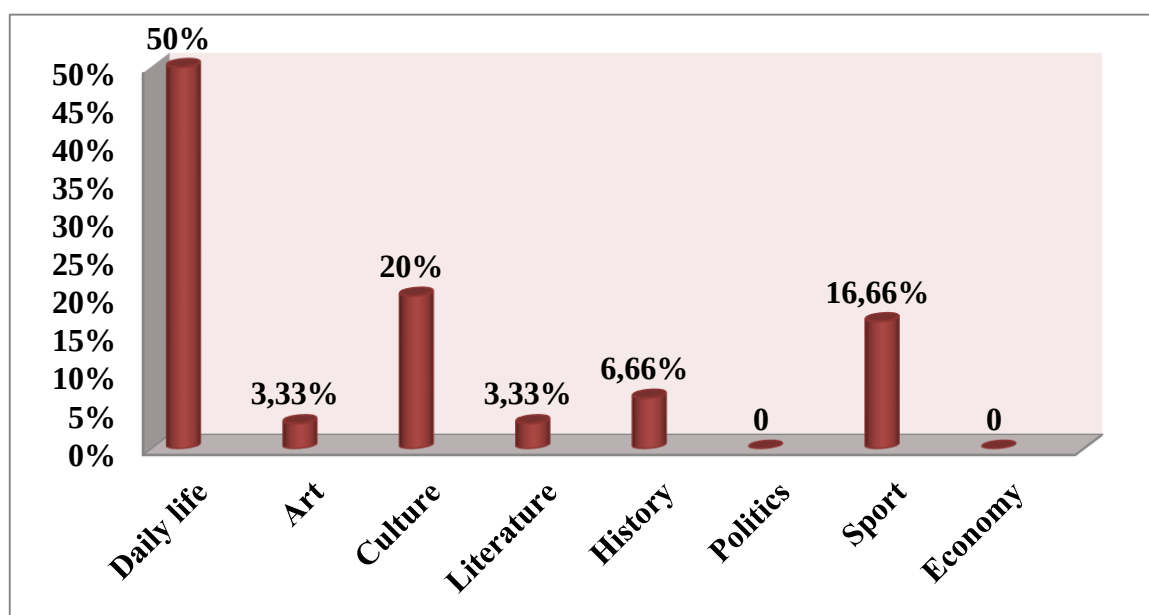


Figure 24: Students' preferred topics when connecting with native speakers

The results from figure 24 showed that 50% of the respondents suggested that daily life topics are more stimulating for them to speak about, 20% of the population prefer to talk about culture with native speakers. In addition, 16.66% of our sample claimed that sport is more stimulating to them, followed by 6.66% who selected history, 3.33% selected literature, and 3.33% chose art. However, none of the participants chose economy and politics. The aim

behind asking this question is to explore if interaction through Social Media can support students' speaking performance (i.e. by providing them with topics they are familiar with). From the results, it is noted that the majority of the participants prefer to talk about daily life, culture, and sports topics with native speakers.

As it is discussed in the previous question (02) above, there are different factors that affect students' speaking performance such as shyness, lack of self-confidence, lack of motivation, anxiety...etc. In a study carried out by Ekler and Cinkara (2018, p. 46), it has been shown that providing students with familiar speaking topics can reduce their anxiety. In the light of this study, khabbazbashi (2015, cited in Ekler and Cinkara, 2018, p. 46) suggested that "when encountering an unfamiliar topic, some individuals appeared to 'be caught off-guard', feel 'baffled', 'surprised' or at times, 'scared' and that candidates could not really use complex grammar or lexis when saying they know nothing about a topic". Thus, based on what is discussed above, the researcher prepared and organized four sessions via Skype with native speakers talking about different topics (culture, sport, and daily life) which were selected and preferred by students (See Chapter Three, 3.5.2.3. Speaking Lesson Plans Suggestions (Using Skype).

The results obtained from the analysis of students' questionnaire suggested that teachers of the speaking skill appear not to focus on speaking during the course, which is alarming. This a signal that the teachers might not be aware of the importance of the speaking skill for second-year students or that they simply think that students no longer need speaking, as, at this level, students are more aware of their learning purposes and may improve their speaking performance during their EFL learning experience. On the other hand, according to the majority of the participants, the speaking skill is crucial and important as it is perceived to be necessary in English language learning.

Furthermore, the findings gave insight into the students' belief that they could succeed in enhancing their speaking performance if they were provided with the appropriate tools and methods which would help them achieve their objectives. Moreover, the results obtained from the analysis of students' questionnaire actually confirm what has been hypothesized when conducting this study. Besides, the findings show that the majority of participants have difficulties in the speaking skill.

4.2.2. Analysis of the Teachers' Questionnaire

After collecting and analyzing students' perceptions and attitudes towards the use of Social Media, it is time to discover other viewpoints from another perspective. Moreover,

since the teacher plays an important role in building students' communicative competence and assessing it, it is very important to consider the teachers' opinions towards students' use of Social Media in order to improve their oral performance (inside and outside the classroom).

The thirty teachers who responded to the questionnaire were chosen among all the EFL teachers at the University of Mohamed Boudiaf-Msila and teachers from the University of Biskra. The questionnaire was designed to obtain data concerning the teachers' opinion about using Social Media for improving EFL students' speaking performance. In order to elicit their opinions, they were asked to answer 11 closed and open-ended questions related to their perception of the current research. The questionnaire included items organized in three sections - each of them dealing with a particular aspect.

In the first section, teachers were asked personal information such as their degree, their years of teaching experience at university level, particularly in teaching the oral expression module. In the second section, all teachers were asked about the English level of their students, the difficulties they face in teaching the speaking skill, and which activities they used to improve students' oral performance. The third and last section investigated teachers' opinions towards the implementation of Social Media in their English classes, and the extent to which these technologies helped in enhancing learners' speaking skill, being encouraged to provide the researcher with explanations based on their personal teaching experiences. The 11 questions of the teachers' questionnaire have yielded the results presented below:

4.2.2.1. Section One: Personal Questions

This section was intended to gather data about teachers, including their degree, their years of teaching experience at university level, particularly in teaching the oral expression module.

Question 01:

01- What is your Degree?

a) MA (Master/Magister) ☐

b) PhD (Doctorate) ☐

c) Professor ☐

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Results are presented in the following table:

Answers	Frequency	Percentage %
MA (Master/Magister)	06	20%
PHD (Doctorate)	19	63.33%
Professor	05	16.66%
Total	30	100%

Table 29: Teachers' degrees

When converted into a chart format, the data are presented schematically as follows:

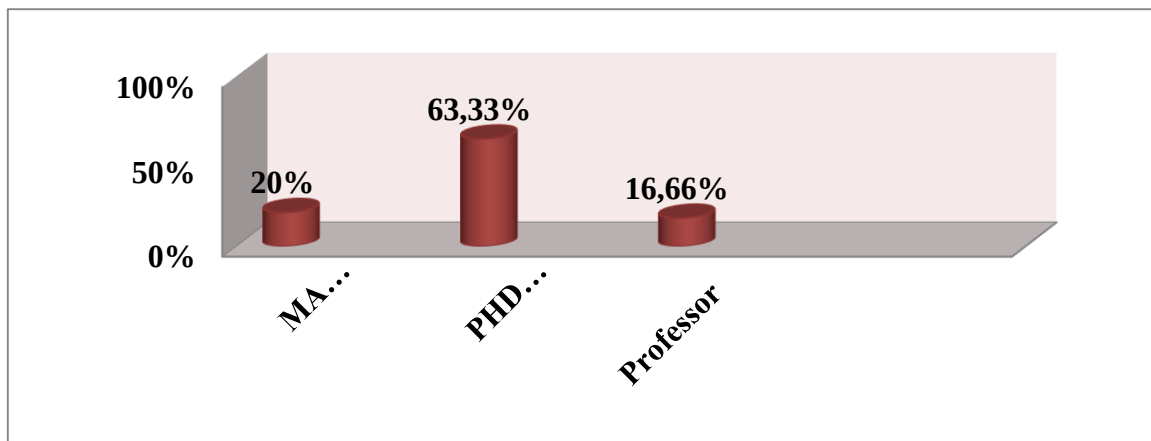


Figure 25: Teachers' Degrees

Figure 25 above shows that the majority of our sample (63.33%) has the Doctorate degree, and 16.66% of them are professors, whereas only six teachers (20%) have the M.A. (Master). These results show that our selected teachers have good levels, at least at face value, which gives our study a certain degree of reliability.

Question 02:

02- How long have you been teaching Oral Expression?

- a) Less than 5 years ☐ b) 5 to 10 years ☐ c) More than 10 years ☐

Teachers' answers are presented in the following table:

Answers	Frequency	Percentage %
Less than 5 years	04	13.33%
From 5 to 10 years	09	30%
More than 10 years	17	56.66%
Total	30	100%

Table 30: Teachers' Experience in EFL Teaching

They can be translated in figure format as follows:

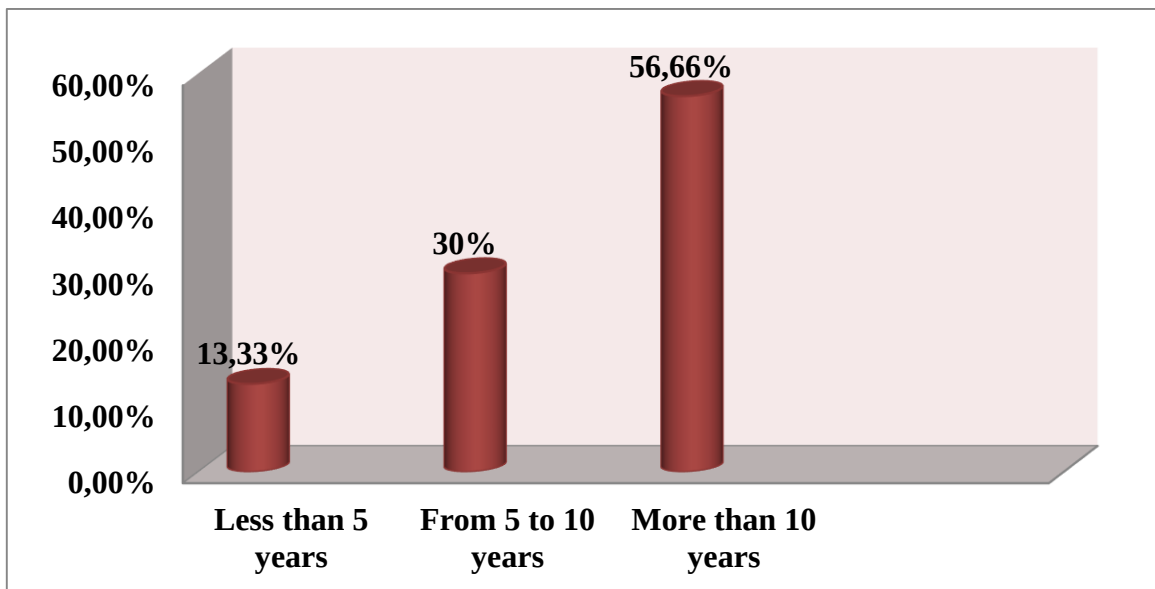


Figure 26: Teachers' Experience in EFL Teaching

In this question, the teachers were asked about how many years they had been teaching oral expression in the English department at both Universities (Msila University and Biskra University). The results tabulated above indicate that 13.33% of those teachers have been teaching oral expression on a permanent basis for less than five years, and a total of 30% have been teaching this subject from five to ten years. However, the majority of teachers (56.66%) have been teaching oral expression more than ten years. These finding show that most of those teachers have a fair amount of teaching experience in the field. Experience is assumed to be a guarantee of a stronger likelihood of success.

4.2.2.2. Section Two: Teachers' Perceptions and Attitudes towards the Speaking Skill

In the current section, all teachers were asked about the English level of their students, the difficulties they faced in teaching the speaking skill, and which activities they used to improve students' oral performance.

Question 03:

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

a) Poor ☐ b) Fair ☐ c) Good ☐ d) Very good ☐ e) Excellent ☐

The findings are presented in the following table:

Answers	Frequency	Percentage %
Poor	03	10%
Fair	18	60%
Good	05	16.66%
Very good	02	6.66%
Excellent	02	6.66%
Total	30	100%

Table 31: Teachers' Evaluation of the Learners' Speaking Skill Production

When converted into a chart format, the data are presented schematically as follows:

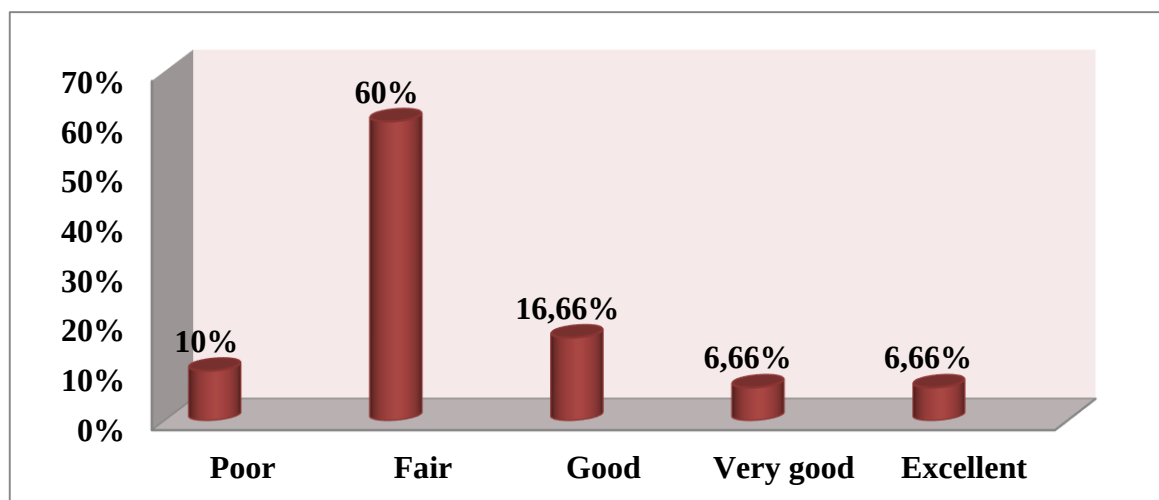


Figure 27: Teachers' Evaluation of the Learners' Speaking Skill Production

This question was devoted to investigating the teachers' appraisal of the actual level of Algerian EFL students in the speaking skill. At first, three teachers (10%) said that their learners had a poor level. Two teachers (6.66%) said that their learners were excellent, and two other teachers (6.66%) claimed that their learners had a very good level in speaking. Moreover, 16.66% of the participants believed that their learners had a good level. However, the rest (60%) declared that their learners were fair in speaking.

Initially, this finding is alarming because, at this level, students are supposed to have a high level since they studied English about seven years (in the middle and high school according to the Algerian Education System) and they are studying English for the second year at University. Additionally, the data obtained from the responses to this question is clearly a signal that the majority of Algerian EFL teachers might not be aware of second-year LMD students' needs and difficulties in speaking the English language. This finding is concomitant with the literature. According to a study conducted by Khan and Ali (2010 cited in Wardhany, 2021, p. 17) on the students' perspective on how to improve the speaking ability in English, it was shown that: (a) most students in the population under study (80%) complained about the limited time allotted to the speaking activity in the classroom, (b) most students (70%) agreed that there was a lack of diversified exercises assigned to them involving the speaking ability. Moreover, (c) some students (37.5%) complained that they had been scolded by their teachers for speaking incorrectly, adding that (d) some of the students (37.5%) attributed their inability to speak in English classrooms to the fears of their teachers. Accordingly, (e) a large number of the students (85%) was shy because of the fear of losing face in class, notwithstanding the fact that (f) most students (85%) conceded the academic assistance provided by their teachers.

Another study conducted by Nazara (2011 cited in Wardhany, 2021, p. 17) on students' perception of EFL Speaking Skill Development reported that respondents who viewed their speaking skill as unsatisfactory outnumbered those who viewed it as satisfactory. Similarly, Hasan et al. (2019) revealed that the strategies used by the teachers to increase students' ability to speak were repetition drill and role play. However, when applying those strategies in teaching speaking, the teachers faced some problems such as students' lack of motivation, their shyness and fear of exhibiting problems in grammar and vocabulary. In addition, the teachers in the study reported that the students were also afraid of losing face if they made mistakes. In this regard, Anuradha et al (2014 cited in Hussain, 2018, p.15) suggested some tips to improve students' speaking level namely:

- 1) They should encourage students to speak right from the beginning, or at least as early as possible, instead of having to wait till a stock of words, phrases or sentences had been taught.
- 2) They should be tolerant if some students simply repeat what they say, or just give one word answers to any question.
- 3) They should encourage learners to speak actively with whatever English knowledge they had. In the process, they should propose new structures/phrases/words and let the learners use them in different situations and drill them accordingly as much as possible.
- 4) They should encourage the back-chaining or tail-forwarding technique to make long sentences by combining many shorter clauses.
- 5) They should initiate role play and pair-work as frequently as possible. In so doing, they should supervise the learners to correct the active ones and activate the passive ones.
- 6) They should be well prepared in advance in terms of lesson planning, activities and tasks. In so doing, they are called upon to allow the learners to commit errors and mistakes at the primary stage, as interruption and correction hinder fluency and discourage the learner.

It transpires, then, that the present speaking teaching framework, backed up by relevant literature, argues for the necessity to raise second-year students' level in speaking the English language (i.e. practicing English oral communication inside and outside the classroom with each other and with the teacher via different applications such as YouTube, Skype, Facebook and other online calls).

To gain more insights about why teachers evaluated their students as fair in the speaking production, the next question attempted to address teachers' attitudes regarding the difficulties that prevented students from speaking the English language adequately.

Question 04:

04- Most of the time, students face difficulties that prevent them from speaking English adequately. These difficulties are due to:

a) Shyness	☐	b) Lack of grammar rules	☐
c) Lack of self-confidence	☐	d) Lack of pronunciation	☐
e) Lack of motivation	☐	f) Limited vocabulary	☐
g) Feeling anxious	☐	h) Ideas freezing	☐
i) Worrying about making mistakes	☐	j) Hesitation	☐

Table (32) contains teachers' responses:

Answers	Frequency	Percentage %
Shyness	05	16.66%%
Lack of self-confidence	05	16.66%
Lack of motivation	03	10%
Feeling anxious	04	13.33%
Worrying about making mistakes	03	10%
Lack of grammar rules	01	3.33%
Lack of pronunciation	01	3.33%
Limited vocabulary	06	20%
Ideas freezing	01	3.33%
Hesitation	01	3.33%
Total	30	100%

Table 32: Teachers' Opinion about Students' Difficulties in Speaking the English Language

When presented in a figure form, these data could be represented as follows:

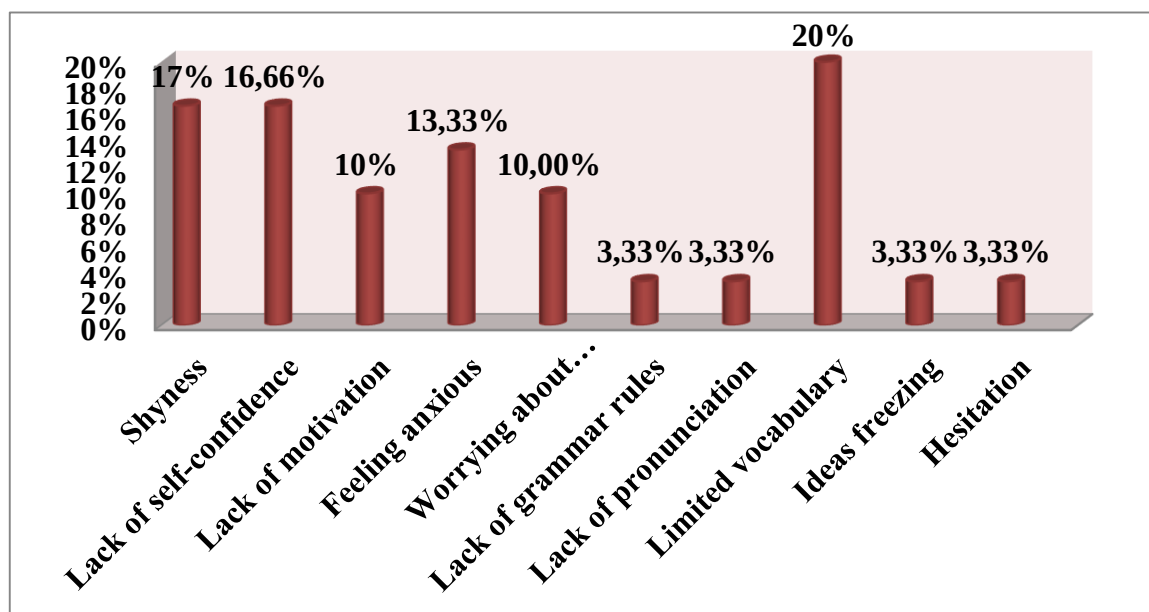


Figure 28: Teachers' Opinion about Students' Difficulties in Speaking the English Language

In order to significantly enrich the present study, teachers' opinions about students' difficulties in speaking the English language were explored. It is worth mentioning that the participants' answers were varied, but they could be categorized into ten categories of answers as most teachers expressed their opinions differently.

According to Algerian EFL teachers, the difficulties students have include: 1) students' shyness (16.66%), 2) lack of self- confidence (16.66%), 3) their lack of motivation (10%), 4) feeling anxious (13%), 5) worrying about making mistakes (10%), 6) lack of grammar (3.33%), 7), and lack of pronunciation (3.33%). Moreover, according to five teachers out of thirty, the students' speaking difficulties are due to their limited vocabulary (20%), ideas freezing (3.33%, and hesitation (3.33%), that is (8), (9), and (10). Therefore, the above are the major types that hinder EFL learners' speaking performance. The finding of teachers' questionnaire and students' questionnaire are rather compatible (see the previous section, question 04). Most students often relate their speaking problems to some psychological problems, and others related their speaking difficulties to lack of grammar rules, lack of pronunciation, and limited vocabulary. There seems to be some overlap between the perceptions of both teachers and students, corroborating, thus, the central argument of the present thesis.

Following from teachers' answers regarding difficulties students face in speaking the English language, the next question attempts to gather information about teachers' strategies and techniques for helping their learners overcome their speaking difficulties.

Question 05:

05- How do you help your students cope with these problems?

Being fully aware of the principle role that teachers play in helping students in any difficulty they have, and following from the previous discussion regarding students' problems in speaking the English language, teachers were asked to share the strategies and methods they used to help students cope with their problems and improve their oral performance. It is worth noting that only 16 of the participants mentioned the strategies they used to help their learners face their difficulties, while the rest of them skipped this question.

The notion here is that some teachers do not use specific strategies to help students overcome their difficulties. For those who provided answers, it was observed from their answers that the majority fairly provided similar answers regarding their strategies in helping students overcome their speaking problems. Since the rationale behind this question is to analyze teachers' practices in the classroom, answers suggested that there are some strategies that EFL teachers in Algeria tend to use. These are summarized in the following table:

Teachers	Answers
5 Teachers	✓ Trying to create a supportive environment in which students feel less inhibited to speak regardless of the weaknesses they have. ✓ Trying to remind them frequently that the classroom is their only chance and it is where they can overcome these weaknesses and effectively learn to communicate in the target language.
2 Teachers	✓ Compliment the performances they are able to do and make them comfortable with mistakes. ✓ Creating a comfortable atmosphere which supports the students and motivates them to speak more openly, and thus, improve their speaking skill.
3 Teachers	✓ Maximize engagement ✓ Encourage autonomous learning ✓ Diversify tasks according to the learning styles and preferences ✓ Motivate and reward students ✓ Maintain a friendly atmosphere.
2 Teachers	✓ Giving them the chance to take part in the session through presentations in front of their colleagues. ✓ Reading texts and correcting their mistakes
1 Teacher	✓ Asking their classmates to encourage them and when they agree to talk we initiate the conversation for them.
2 Teachers	✓ Through making enjoyable activities like singing, role play, classroom discussion.
1 Teacher	✓ I engage myself with them in the activities

Table 33: Teachers' Strategies in helping Students overcome their Speaking Difficulties

The overall responses rely on the fact that the teacher may use different strategies and techniques which depend on classroom needs and learners' style, arguing that he/she may motivate learners by being more encouraging and positive and by creating a supportive atmosphere inside the classroom. This means that the more effective verbal behaviors a teacher uses while interacting with students, the more willing students will be to talk in class. Additionally, the results clearly indicate that the language activities that teachers use are based on communicative activities (i.e. Conversation, improvising presentations, role plays, Pictionary...etc). These activities were emphasized by Kherkhachi (2016, pp. 30-31) who suggested different activities to teach the speaking skill (See Chapter Two, 2.1.9. Classroom Speaking Activities).

It stands to reason that these strategies and activities were supported by different researchers (such as Ziane, 2012; Kaddor, 2016; Kumbhar, 2018, and Lavalle and Briesmaster, 2017 among others). However, none of the teachers suggested the use of the modern tools (i.e. Social Media). The problem is that those teachers were relying only on the traditional methods such as classroom discussion, brainstorming, role plays...etc. and ignoring the importance of the new technologies in teaching and learning a second language. This practice runs contrary to the enlightenment of new approaches referred to in the literature. In this respect, Bahadorfar and Omidvar (2014, p. 9) revealed that “technological tools have been regarded as ways of helping students improve language skills such as speaking skill. Internet, podcasts, video conferencing, videos and speech recognition software are considered the best tools for teaching the speaking skill”. Those researchers went further and provided some suggestions on how to use the modern technology in developing the speaking skill of the learner. For instance, Bahadorfar and Omidvar (2014, p.13) argued that, with new advances in technology, the incorporation of Social Media into the instruction process had become necessary.

Consequently, the computer is increasingly integrated into the learning activity as a means for transferring skills to learners. In so doing, these authors argue, it will be possible for theory and practice to be matched together in second language learning through the use of modern technology. It follows that modern technical devices should be used to ensure effective learning and teaching of the speaking skill, and, consequently, English language teachers should encourage their students to use technology in developing their speaking skill. It stands to reason, then, that educational institutions should modernize their technical instruction capabilities by using new equipment and laboratories for supporting the teaching process. Bahadorfar and Omidvar (2014, p.13) conclude that modern technological tools are much more interesting and provide fun and enjoyable learning. This is due to the fact that they motivate students, and help them to enhance their language learning in a fruitful way. Moreover, these tools help students learn at their own pace and promote autonomy in them (Ibid).

From the discussion above, it appears that the present speaking teaching framework takes into consideration most students’ speaking difficulties and tries to improve their level by implementing Social Media platforms in the classroom (See Chapter Three, 3.5.2.2. The Suggested Framework for the Teaching of Speaking). The next question seeks to know teachers’ satisfaction with the speaking activities they incorporate in the classroom.

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Question 06:

06- Read the following statements and choose the number that best matches your opinion of each statement. 1) Very unsatisfactory, 2) Unsatisfactory, 3) Neutral, 4) Satisfactory, 5) Very satisfactory.

Statement	1	2	3	4	5
A. How efficient do you find the speaking activities you incorporate in the classroom?					
B. How satisfactory do you find the opportunity you give to students to speak in English with you and their classmates?					

Teachers' answers are presented in the following table:

A. How efficient do you find the speaking activities you incorporate in the classroom?

Answers	Frequency	Percentage %
Very unsatisfactory	28	93.33%
Unsatisfactory	00	00
Neutral	02	6.66%
Satisfactory	00	00
Very satisfactory	00	00
Total	30	100%

Table 34: Teachers' Satisfaction with the Speaking Activities they incorporate in the Classroom

When converted into a chart format, the data are presented in schematically as follows:

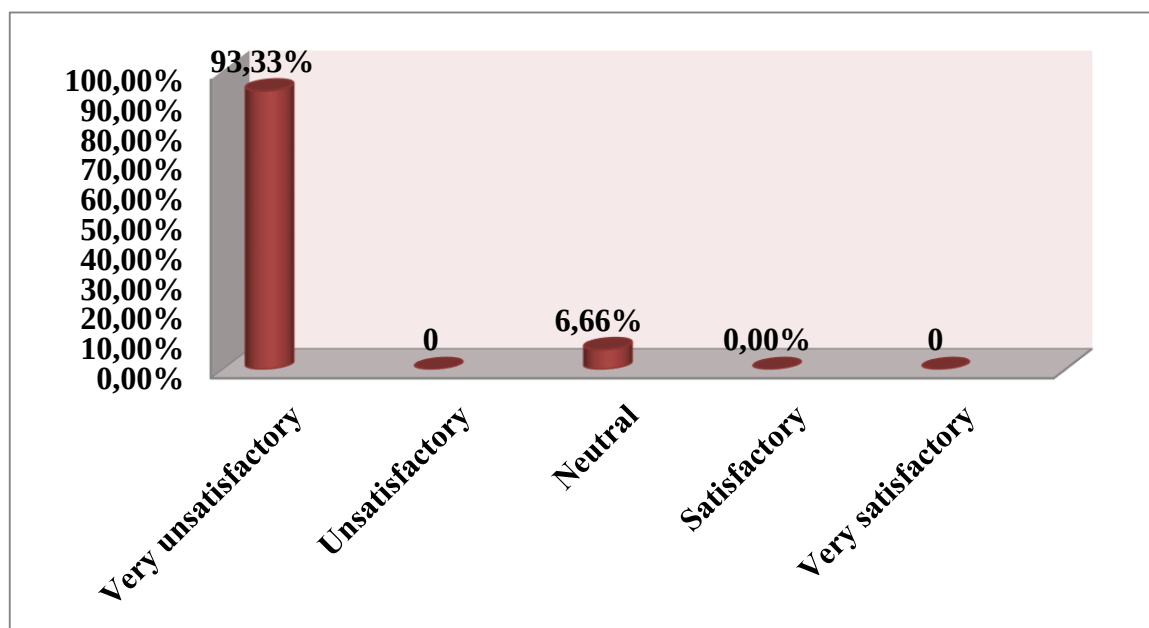


Figure 29: Teachers' Satisfaction with the Speaking Activities they incorporate in the Classroom

As far as teaching the speaking skill in the Algerian EFL classrooms is concerned, the figure above shows that the overwhelming majority of the teachers (93.33%) are very unsatisfied about the speaking activities they use in the classroom. The neutral option was chosen by only 6.66%, and none of the participants selected the option of “unsatisfactory, satisfactory, and very satisfactory”. This finding indicates that Algerian EFL teachers hold a negative attitude about the activities currently used in the Algerian speaking classrooms. On the other hand, this finding concurs with the students' response in the previous section (question 4-A) in which the majority of the students were very unsatisfied with the activities incorporated in the classroom. The concurrence in points of view between teachers and students corroborates the argument that the evaluation of the teaching activities for speaking is rather negative.

This mutual awareness of the presence of problems in the oral expression classes calls for some critical reflection. It seems weird that teachers should acknowledge problems in their own classes. This can be explained by the fact that teachers have to abide time-wise by an annual curriculum set by the Ministry of Higher Education. This temporal constraint urges them to finish the set program. Accordingly, teachers teach several subjects or courses each day, review student work so they do not have better time for learning and for planning different activities. Added to this is the culture of the least effort that seems to be rife among them. Consequently, there does not seem to be much creativity in their teaching, as they lack resourcefulness, typically make no connections with other faculty or staff members, and are

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unorganized and, maybe, partial in treating students. They tend to be unwilling to try new and different approaches to teaching. Moreover, these problems are compounded by the overall environment in which they are operating. As Benboulaid (2008, pp.108-109) has cogently put it; “Teaching Oral Expression in Algeria is, indeed, not that easy, because using a foreign language in a, more or less, isolated environment necessitates huge efforts and preparations”.

To circumvent this apparent lack of motivation, the suggested teaching framework of the current study strives to improve the speaking activities by integrating Social Media into the classroom. The results of the treatment, as will be shown below, corroborate the utility of this framework. For further validation, it is also in conformity with the literature regarding the use of Social Media in improving students’ speaking skill (See Chapter Two, 2.2.8. The Implementation of Social Media and Technology in Higher Education, 2.2.9. The Importance of Social Media in English Language Learning for further details).

The next question seeks to investigate students’ attitude toward the opportunity they give to students to speak the English language.

B. How satisfactory do you find the opportunity you give to students to speak in English with you and their classmates?

Teachers’ responses yielded the following results

Answers	Frequency	Percentage %
Very unsatisfactory	15	50%
Unsatisfactory	13	43.33%
Neutral	00	00
Satisfactory	02	6.66%
Very satisfactory	00	00
Total	30	100%

Table 35: Teachers’ Satisfaction with the Opportunities they give for students to speak inside the Classroom

When converted into a chart format, the data are presented schematically as follows:

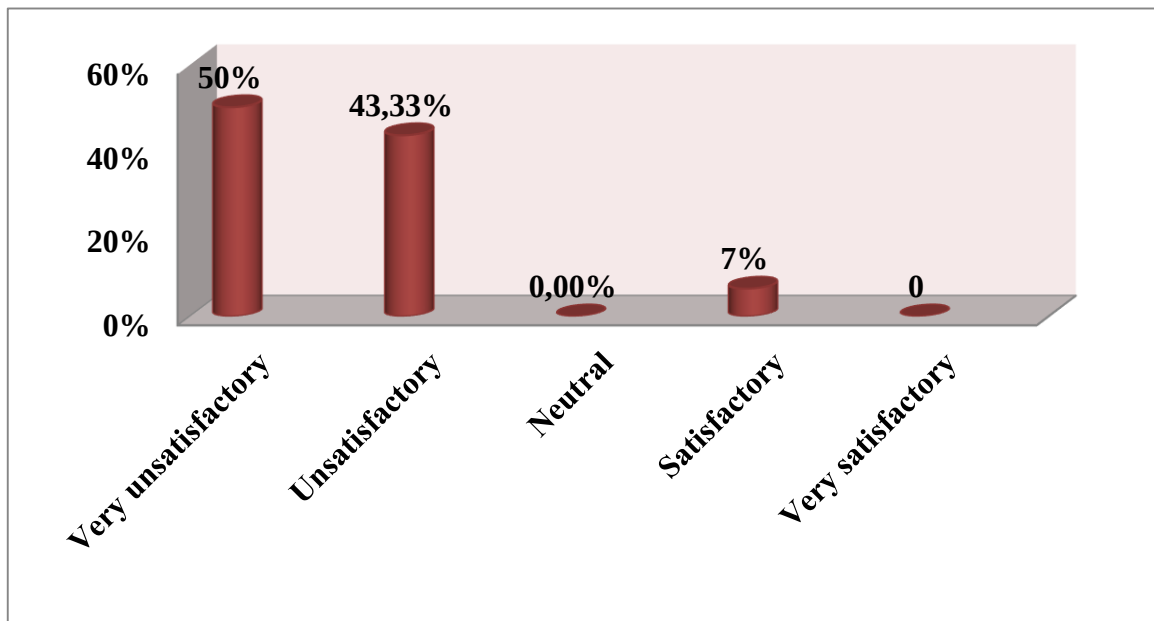


Figure 30: Teachers' Satisfaction with the Opportunities they give for students to speak inside the Classroom

The above figure shows that 43.33% of the participants were less than satisfied with the opportunity given to students to speak inside the classroom, as only two teachers (6.66%) said they were satisfied. However, the remaining 50% were very unsatisfied with the opportunity they provide to their students to talk. This finding is distressing as it shows that the teachers' responses are in accordance with those provided by the students in the previous section (question 4-B). What is noteworthy about teachers' responses is that the majority showed skepticism about their ability to improve students' speaking performance (i.e. teachers do most of the talk in classroom instead of their learners). Besides, nearly all teachers in the previous question were very unsatisfied about the speaking activities they use in the classroom, which is also alarming because, if English students do not have the opportunity to practice the English language in the classroom with their classmates and teacher, they cannot ameliorate their level and determine their weakness in the speaking skill, including grammar, vocabulary, fluency, pronunciation, and comprehension.

Therefore, according to this finding, i.e. the Algerian teachers are complaining about the fact that speaking classes do not seem to get the required level of attention on the part of the instructor at the university level. This can be justified by arguments such as: the big number of students in the classroom, the inadequacy of the syllabus to meet the needs of EFL learners, time constraints, academic demands, and limited time allocated to the teaching of oral expression module in the Algerian universities. This observation is also corroborated by other

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Algerian linguists. For instance, Benouioua and Djellal (2018, p. 21) stated that “Evidently, oral fluency has not been given much importance in academic discourse. In other words, many foreign language faculties give little attention to the oral expression module, it has been observed that they provide only one session per week to practice English and that [is] absolutely insufficient for the students to develop speaking skills and to acquire communicative competence”. Thus, this reported lack of opportunities to freely practice English oral expression in the class may result in loss of interest on the part of students (Glover, 2011 cited in Benouioua and Djellal, 2018, p. 21). Students need to be exposed more to speaking activities that provide opportunities for language practice.

Another important point to be added is that the classroom is the best place where students can have the opportunity to speak and to overcome the psychological problems that hinder their ability to speak the language.

To this effect, Bourdage and Rehark (2009); Boyd (2015); Piazza, Rao, and Protacio (2015), Michaels, O’Connor, and Resnick (2007), Michaels, et al., (2010), and Smart and Marshall (2012) cited in Imbertson (2017, p. 5) argue that giving students the opportunity to talk will improve students’ academic and social lives. Evidence for this can be seen in the work of McElhone (2013) cited in Imbertson (2017, p. 5), who stated that “student talk enhanced learning and increased student achievement in text comprehension when students received varied and open-ended questions”. Gillies (2014) cited in Imbertson (2017, p. 5) also acclaimed these verbal interactions for promoting both critical thinking and problem solving. By the same token, Wilhem (2014) cited in Imbertson (2017, p. 5) attributed to discussions the merit of facilitating the process of moving students away from strictly absorbing the material to help them become meaning makers. To corroborate that belief, Piazza, Rao and Protacio (2015) cited in Imbertson (2017, p. 6) found that students’ speaking will encourage students’ social learning and help them to create new language to use in a social setting.

Grouping the aforementioned body of facts, we may conclude that the present teaching framework supports the concept of students’ talk by engaging all students in the activities and allowing them to participate and share their opinions.

The following section deals with teachers’ perceptions and attitudes towards the implementation of Social Media in enhancing students’ speaking performance.

4.2.2.3. Section Three: Teachers' Perceptions and Attitudes towards the Implementation of Social Media in Enhancing Students' Speaking Performance

This section investigated teachers' opinions towards the implementation of Social Media in their English classes, and the extent to which these technologies helped in enhancing learners' speaking skill, being encouraged to provide the researcher with explanations based on their personal teaching experiences.

Question 07:

07-How often do you use Social Media in your life?

a) Never ☐ b) Rarely ☐ c) Sometimes ☐ d) Often ☐ e) Always ☐

Table (36) summarized teachers' answers as follows:

Answers	Frequency	Percentage %
Never	05	16.66%
Rarely	03	10%
Sometimes	04	13.33%
Often	03	10%
Always	15	50%
Total	30	100%

Figure 31: Frequency of Teachers' Use of Social Media in Daily Life

Schematically, these responses are represented in the following figure:

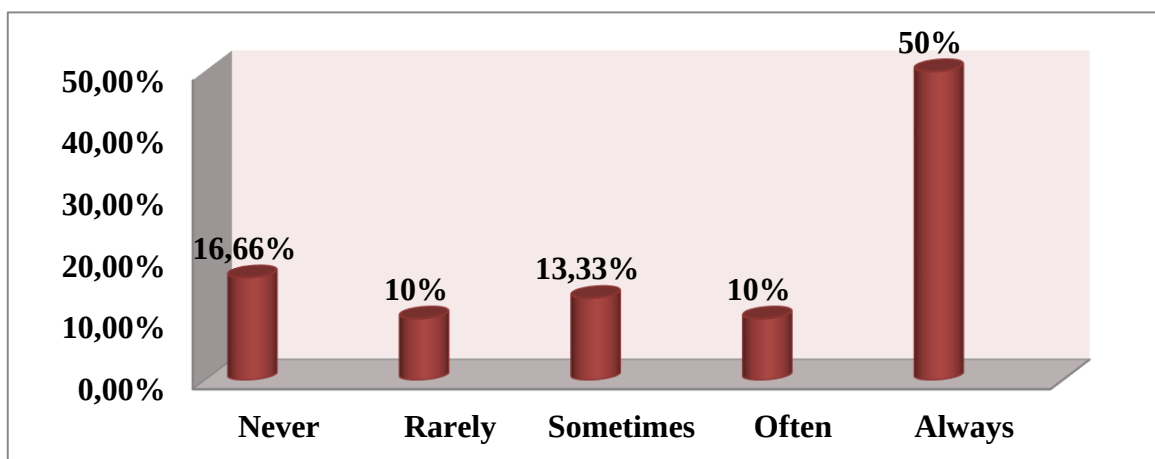


Figure 32: Frequency of Teachers' Use of Social Media in Daily Life

The results tabulated above indicate that 16.66% of the teachers never use Social Media in their daily life, while 10% rarely use it. Three teachers (10%), further, claimed that they use it oftentimes, whereas 13.33% of the participants use it sometimes. However, the majority 50% use Social Media always in their daily life. It transpires from the above results that EFL Algerian teachers are aware of the important role that Social Media play nowadays. This finding concurs with the students' answers in the previous section (question 06). Nowadays, the use of Social Media has become a necessary daily activity. The patterns of Social media use among Algerian students and teachers are concomitant with the general universal trends. In 2013, over 2.7 billion people were Internet users, which correspond to 39% of the world's population. In the developing world, one third (31%) of the population is online, compared with three quarters (77 %) in the developed world (International Telecommunication Union, 2013 cited in Zeitel-Bank and Tat, 2014, p. 1184). According to this source, Europe is the region with the highest Internet penetration rate in the world (75%), followed by the Americas (61%). In Africa, 16% of people are using the Internet – only half the penetration rate of Asia and the Pacific (International Telecommunication Union, 2013). In the developing countries, almost three quarters (70%) of the under 25-year-olds (a total of 1.9 billion) are not online. This signifies “a huge potential if developing countries can connect schools and increase school enrolment rates” (International Telecommunication Union, 2013 cited in Zeitel-Bank and Tat, 2014, p. 1184). These facts and figures underscore the importance of the Internet not only for the social communication system, in general, but, above all, the importance of exchanging news, information and learning tools on the individual level.

Moreover, the frequency of communication via Social Media is continuously increasing. Taking the example of Facebook as the largest online social network, this web-based service allows individuals to “(1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system” (Boyd and Ellison 2007, p. 211). Besides, the continent with the highest Internet penetration rate worldwide in 2012 featured 69% of the Europeans using social networks at least once a week; more than half of them (54%) every day. The percentage in the group of 15-24 is even much higher: Almost everybody (95%) use it at least once a week and 85% everyday (European Commission, 2012, p. 9 cited in Zeitel-Bank and Tat, 2014). Facebook statistics offer an inside view about the behavior of the youth in the Internet on a worldwide basis. Almost half of the 18-34 years old check Facebook as soon as they wake up or before they get out of bed (28%). The average number of friends per Facebook user is 130 and an average number of pages, groups, and events a user is connected to is 80. 205 photos are uploaded per day

(Statistic brain, 2014). These numbers highlight the intensity, importance and time consumption when using the Internet (cited in Zeitel-Bank and Tat, 2014, p.1185).

The point that has yet to be emphasized is whether the use of Social Media for pedagogical purposes has become an equally undeniable trend. Students and teachers might use Social Media for different purposes: for social interaction, teaching and learning, access to news and information, or for personal use only. However, it remains to be determined whether they use Social Media specifically for pedagogical purposes. This is why the next set of questions (8, 9, 10, and 11) was intended to explore teachers' attitudes toward the use of Social Media for educational purposes. It aims at gathering insights about the participants' attitudes towards whether Social Media can help students improve their speaking performance.

Question 08:

08- This question has two parts (A and B)

A- Have you ever used Social Media for teaching Purposes?

a. Yes ☐

b. No ☐

B- If yes, which of the following aspects do you prefer to teach your learners?

a) Teaching grammar ☐

b) Teaching vocabulary ☐

c) Teaching how to communicate ☐

d) Teaching language skills (speaking) ☐

Teachers' answers are presented in the following table:

A- Have you ever used Social Media for teaching Purposes?

a. Yes ☐

b. No ☐

Answers	Frequency	Percentage %
Yes	06	20%
No	24	80%
Total	30	100%

Table 36: Frequency of Teachers' Use of Social Media in Educational Purposes

Schematically, these responses are represented in the following figure:

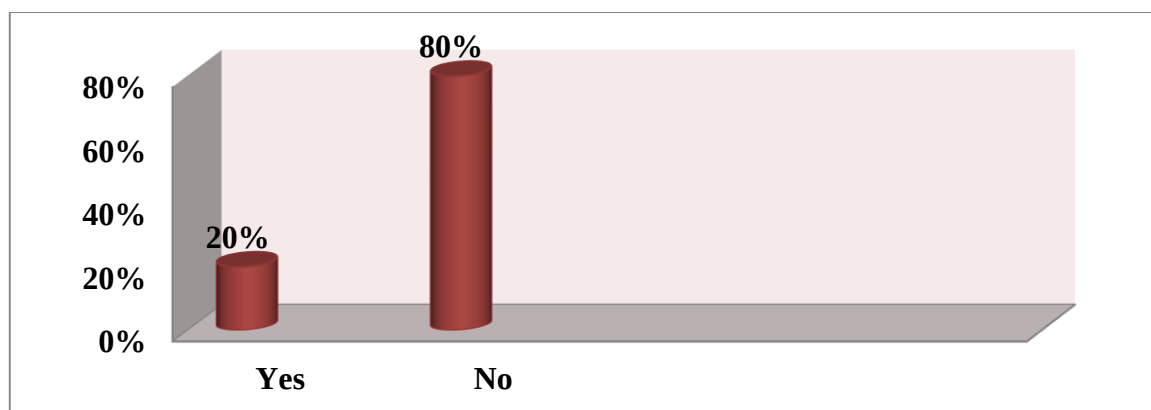


Figure 33: Frequency of Teachers' Use of Social Media in Educational Purposes

Always concerning their attitudes vis-a-vis the use of Social Media for educational purposes, figure 32 reveals that teachers' attitudes about the use of these spaces in the educational settings are nearly similar to students' attitudes in the previous section (question 7-A). The data obtained revealed that the majority of the participants (80%) do not use Social Media for educational purposes (they use is for personal purposes only), and only six teachers (20%) say they use these new technologies in their teaching process, which reflects the importance of Social Media in their academic matters. Therefore, the crux of the next question is to obtain more qualitative data about teachers' preferred aspects to teach when using Social Media.

B- If yes, which of the following aspects do you prefer to teach your learners and focus more?

- a) Teaching grammar ☐ b) Teaching vocabulary ☐
c) Teaching how to communicate ☐ c) Teaching language skills (speaking) ☐

Answers	Frequency	Percentage %
Teaching grammar	01	3.33%
Teaching vocabulary	03	10%
Teaching how to communicate	06	20%
Teaching language skills (speaking)	20	66.66%
Total	30	100%

Table 37: Teachers' preferred Aspects to teach English

These findings can be presented in the following figure:

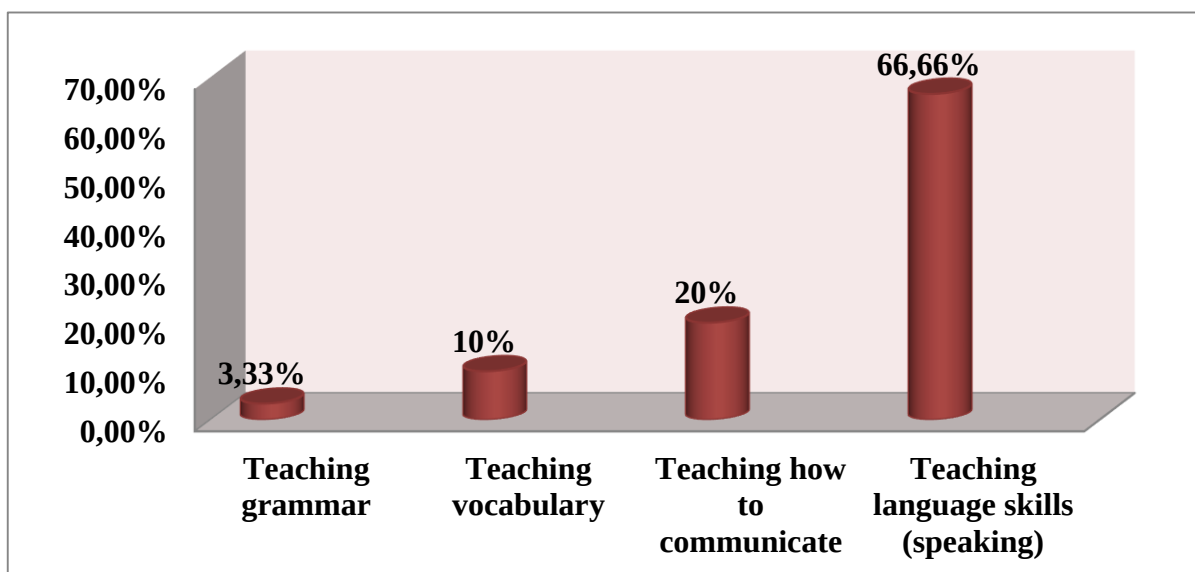


Figure 34: Teachers' preferred Aspects to teach English

Similarly, this question-item, which is basically to follow up question 08, targets teachers' preferred aspects to teach English and focus more through the use of Social Media. The figure above shows that 3.33% of the participants preferred to teach grammar, whereas 10% preferred to teach vocabulary. Moreover, six teachers (20%) declared that they prefer to teach their students how to communicate. However, the remaining 66.66% of the participants preferred to focus more on language skills (speaking). This finding clearly indicates that even though teachers do not provide their students with frequency of opportunities to use English communicatively, and they do not include adequate activities that are specifically designed for teaching oral skills as it is mentioned in previous questions (See above). However, they believe in the importance of teaching it.

In this regard, Brown and Yule (1983 cited in Rao, 2019, p. 8) highlighted the importance and relevance of the speaking skill in real life situations. However, within the purviews of the EFL/ESL teaching environment, speaking is considered as one of the most difficult skills that learners face (Bueno, Madrid, and McLaren, 2006, p. 321 cited in Rao, 2019, p. 8). To corroborate that belief, Rao, (2019, p. 9) attributes the difficulty of the speaking skill, compared to the other skills, to the fact that the speakers have to produce utterances on the spur of the moment. Improvisation is quite difficult for foreign or second language learners without mastery of the grammatical structures and proper knowledge of adequate vocabulary. This author stresses the pragmatic utility of the speaking skill for learners in terms of career enhancement, business improvement, confidence building, job

opportunities, public speaking, interviews attendance, debates and group discussions (Rao, 2019, pp. 9-10).

Furthermore, vocabulary is a subject of discussion that has been for years related to the English speaking literature. For instance, AsLaufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marino (2008), and Nation (2011) as cited in Alqahtani (2015, p. 22) recognized the importance of the acquisition of vocabulary for successful second language use. Rivers and Nunan (1991, as as cited in Alqahtani, 2015, p. 22) corroborate this argument. Grammar, on the other hand, also plays a crucial role in ESL/EFL field. As Azer (2007, p. 3 cited in Lin, 2018, p. 3) stated “the role of grammar is to help students discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear, and write intelligible”. All the above aspects, therefore, must be dealt with in the EFL speaking skill classroom.

Interestingly, the finding of this question is, in fact, what the teaching framework suggested by the present research aims to cover through the use of Social Media (i.e. the suggested lesson plans cover a variety of topics and focused skills such as speaking, vocabulary, grammar...etc in order to: 1) to raise students’ awareness of the spoken form, and give them hands-on experience using formal and informal varieties of spoken English, 2) to develop fluency, expressing students' points of view, expressing intentions, resorting to tone modifications, and securing students' active participation, 3) to enable the learners to communicate ideas effectively and powerfully, 4) to enable the students to understand and organize ideas and information, form sentences using the given clues and frame their own sentences, 5) to familiarize students with the vocabulary, and 6) to enable learners to listen to correct English, which would enable them to learn new forms of sentences properly, as well as idioms, expressions, and other speaking patterns that are used in day to day conversation. (For more details, see Chapter Three, 3.5.2.4. Lesson plans preparation Using YouTube). This is also in conformity with the literature regarding the importance of speaking skill (See Chapter Two, 2.1.5. components of speaking, and 2.1.20. The Importance of the Speaking Skill for further details).

The next question attempts to tackle some of the Social Media platforms preferred by teachers in teaching the speaking skill.

Question 09:

09- Among the different types of Social Media, there are Social Media platforms that are mostly based on oral communication. Which of the following do you prefer to use as a teaching tool?

- a) Facebook ☐ b) Skype ☐ c) YouTube ☐
d) Twitter ☐ e) Telegram ☐ f) Zoom ☐

Teachers' responses can be presented in the following table:

Answers	Frequency	Percentage %
Facebook	08	26.66%
Skype	07	23.33%
YouTube	10	33.33%
Twitter	00	00
Telegram	5	16.66%
Zoom	00	00
Total	30	100%

Table 38: The Teachers' Preferred Platform of Social Media

Schematically, these responses are represented in the following figure:

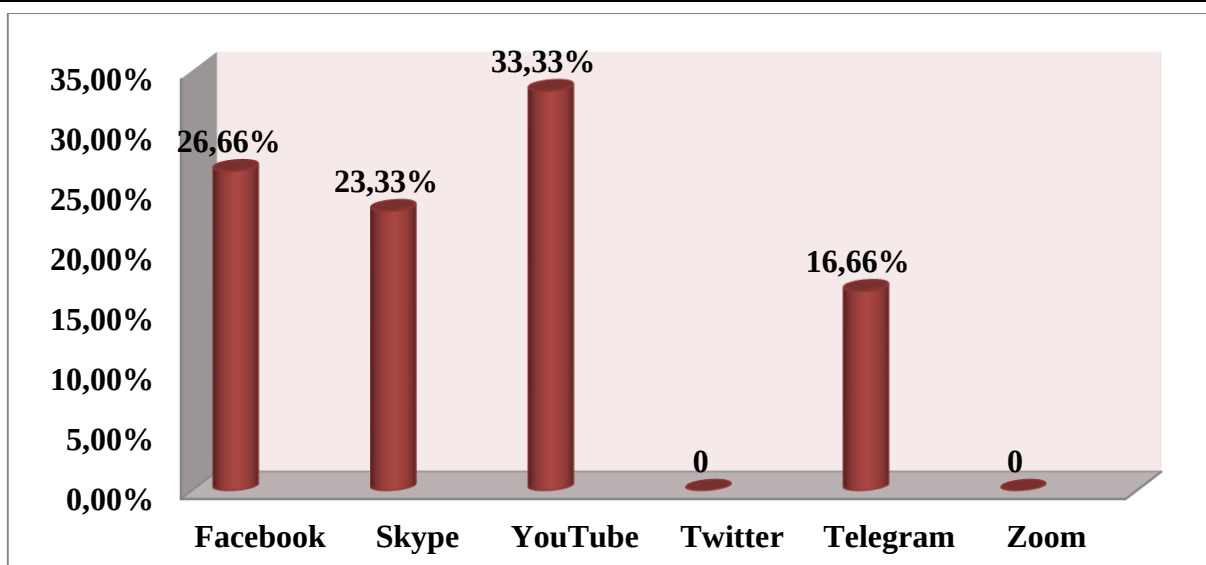


Figure 35: The Teachers' Preferred Platform of Social Media

This question-item is of considerable interest for the researcher, since it tests the participants' Social Media platforms preference. The results indicate that the majority of the participants (33.33%) prefer to use YouTube, whereas 23.33% prefer to use Skype, 26.66% prefer to use Facebook. However, the remaining (16.66%) suggested the use of Telegram as a teaching tool. The findings of the teachers' questionnaire and students' questionnaire were in harmony. This finding is also in conformity with the ELT literature on the role which Social Media platforms play in teaching the English language and improving students' speaking skill. Building on the review discussion in Chapter Two (2.2.8. The Implementation of Social Media and Technology in Higher Education), Social Media platforms such as YouTube, Facebook, and Skype facilitate English language learning (e.g. Ajjan and Hartshon, 2008; Jones and Shao, 2011; Chen and Bryer, 2012, Gray, 2013,). In this respect, Dudeney and Hockly (2007, p. 8) maintain that "technology offers new ways for practicing and assessing performance". Therefore, the next question seeks to gain more insights about the role of Social Media in helping students engage in speaking practices.

10- Social Media platforms can help your students engage in the speaking practices. Do you?

- a) Strongly disagree ☐ b) Disagree ☐ c) feel Neutral ☐
- d) Agree ☐ e) Strongly agree ☐

Table (40) summarizes teachers' answers as follows:

Answers	Frequency	Percentage %
Strongly disagree	01	3.33%
Disagree	00	00
Neutral	02	6.66%
Agree	06	20%
Strongly agree	16	53.33%
Total	30	100%

Table 39: Teachers' Opinion about the usefulness of Social Media in the Speaking Practices

When converted into a chart format, the data are presented schematically as follows:

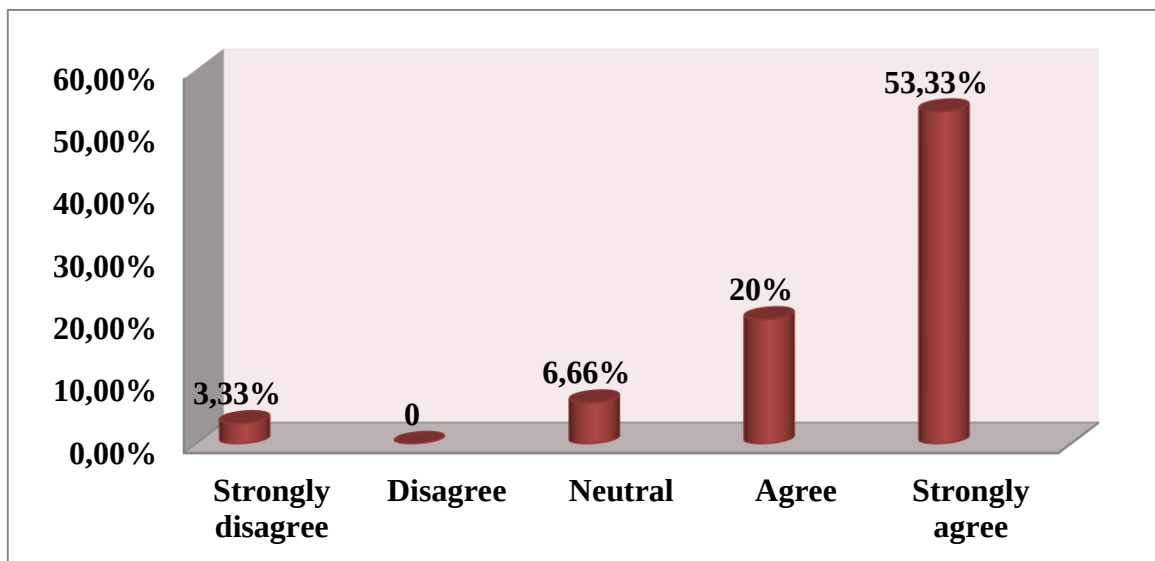


Figure 36: Teachers' Opinion about the usefulness of Social Media in the Speaking Practices

Getting directly to the main purpose of the present study, this question represents the basic tenor of our research, since it highlights the teachers' attitudes about the effectiveness of using Social Media in speaking practices. The results show that 3.33% of the respondents strongly disagreed, 6.66% felt neutral about the statement, while six teachers (20%) showed agreement. However, the majority 53.33% strongly agreed and showed a positive attitude towards the usefulness of Social Media in engaging students in the speaking practices.

This positive attitude is marred by the fact that teaching speaking may seem tiresome in the Algerian contexts. In this vein, Tarone (2005, p. 485 cited in Bouzar, 2019, p. 71) argued that speaking is “the most complex and difficult skill to master” due to students’ anxiety, their lack of self-confidence, lack of motivation, shyness, class management, limited vocabulary, pronunciation problems...etc as discussed in the previous question (question 04). To contribute towards solving this problem, the suggested speaking framework endeavors to reduce students’ speaking difficulties and help them engage and participate in the speaking activities by using different strategies and platforms such as YouTube, Skype, Facebook, and other online sources. The following suggested remedial activities are in response to the difficulties reported in the literature on teaching oral expression to Algerian students:

- 1- **Creating a classroom Facebook and Telegram group:** This platform is used to post homework assignments and deadlines on the group’s page. Also, to encourage students to post questions, other students may provide help as well as the teacher. Asking students to discuss readings or topics online, students who do not feel comfortable speaking in class may feel more comfortable joining discussions in this digital space.
- 2- **Using YouTube lectures:** This assignment can be done in groups or individually. The teacher can choose a subject for each group/individual to research and teach in a short YouTube video. Since explaining a subject to others enhances one’s understanding of the subject, this assignment will also be educational as well as strengthening students’ analytical and their research and communication skills. This assignment gives introvert students the opportunity to speak and participate in classroom activities
- 3- **Using Skype video calls:** to talk with native speakers about different topics such as the importance of the English language and the importance of technology in improving the English language, travel and culture, food, health, and sports, and gender discrimination (these topics were selected by students in the previous section, question 09). This platform helps students to ameliorate their pronunciation, learn new words, improve their grammar, and helps them to develop their language skills in a comfortable environment.

Such activities are corroborated by related literature. In this respect, Asad et al. (2012, p. 500) state “SNSs provides platforms for the students to learn and discuss outside the formal classroom setting, therefore it also encourages students not to use materials only for the academic purpose, it also encourages them to use it in their everyday life” (For further

details, See Chapter Three, 3.5.2.3. Speaking Lesson Plans Suggestions (Using Skype), 3.5.2.4. Lesson plans preparation (Using YouTube), and 3.4.2.5. Speaking Lesson Plans Suggestions (Using Facebook and other online calls “Telegram”).

In order to enrich the present discussion, and gain more details about the issues highlighted above, teachers were asked to add any other comments or suggestions they considered important for this issue.

Question 11:

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

Still concerning their use of Social Media, the present-item question is rather an open-ended question which aims to investigate the participants’ opinion concerning the problems raised above. The teachers reported a variety of motives that are summarized as follows:

- I suggest that students need to work on his/her skills either speaking or listening or reading or writing outside the class. And not relying on what has he/she has seen in class.
- Teaching the cultural aspects and discussing them in the classroom will enhance the student’s speaking skill.
- I think the speaking skill can be taught if we, as teachers, incorporate the right methods. Social Media is also a significant means to teach it because we are always involving our students in the learning process. Besides, students should also take part in enhancing their speaking by listening and trying to speak authentic language (the target language).
- The content of speaking sessions can be more relevant if it is chosen by students.
- Creating the right environment for students is necessary to teaching the speaking skill in order to help students get more motivated. Once they are comfortable, they automatically become more active and involved in the learning process.
- I think that EFL learners must be encouraged to engage in group communication constantly and be helped; teachers can urge them to use Social Media platforms for learning purposes.
- There is a noticeable lack of practice on the part of students, and lack of experience in teaching; this very basic (productive) skill should be guided throughout the learning process in order to ensure that learning is really taking place.

This last item-question is a follow-up to the previous questions, and the data obtained appear to confirm what is suggested in the present teaching framework. The answers revealed that the participants support Social Media to be environments where students can learn easily, share their ideas, communicate with each other and with native speakers; hence, a community of learners is to be established through daily interactions.

The results, also, revealed that the use of Social Media for academic purposes leads to relationships building between students who previously did not even know each other; hence, students would truly learn from others' contributions, by making a range of opinions on some objects, which, arguably, adds an academic value to the discussion topics. Students will feel free, by then, to engage in talks and express themselves in ways in which they feel comfortable. Moreover, the participants emphasized giving students the opportunity to select the content and topics to discuss in the classroom to create a comfortable atmosphere and allow them to engage in the speaking activities; this data appears to confirm what has already found in the previous section (question 11). Additionally, the teachers suggest for students to be active, and not to rely only on the teacher in learning the four skills; they suggested working behind the classroom walls as it is suggested in the present teaching framework (See Chapter Three, 3.4.2.5. Speaking Lesson Plans Suggestions (Using Facebook and other online calls "Telegram"). The participants also stimulated the integration of the listening skill in the speaking activities to improve students' pronunciation, grammar, vocabulary, and to make them more accurate and fluent speakers. In this regard, Brown (2001, p. 275) claimed that speaking and listening have a natural symbiotic relationship. (See also Rost, 2005, p. 305). For further details, see Chapter Two, 2.1.17. The Relationship between the Speaking Skill and Other Skills.

For a general discussion of these findings, it is to be noted that Abraham and Saini (2019) argued that Social Media provide students with immediate feedback, and allow teachers to provide students with the necessary instructional guidance inside and outside the classroom; hence, the immediate feedback and knowledge of results play a crucial role in the learning process. In order to explore this claim, the last set of questions (8-9-10-11) was intended to investigate teachers' attitudes towards the integration of Social Media in teaching the speaking skill.

Therefore, in order to provide more qualitative data and to secure further support to the findings of the present investigation, a semi-structured interview with a British Council teacher was designed and is analyzed in the following section.

4.2.3. Analysis and Discussion of the British Council Teacher Interview

In this sub-section, the British Council teacher's interview responses are discussed. The purpose of the discussion is to explore the British Council teacher's opinion about the teaching of the speaking skill in the EFL classroom, on the one hand, and to reflect on her perception of the concept of implementing Social Media in enhancing EFL learners' speaking performance, on the other. It is, however, worth noting that the aim of the interview is to add weight to the findings obtained through the questionnaires (students' and teachers' questionnaires) and observation.

The interview consisted of ten questions divided into four sets of questions and each set of questions was dedicated to a clarification of some basic points related to the topic at hand. The first part of the interview aimed at determining the respondents' experience in teaching EFL in the North African context (with special relevance to Algeria). The second part aimed at determining the respondents' experience in teaching the speaking skill. The third one aimed at determining the respondents' opinion about the integration of Social Media in teaching the speaking skill. The fourth and the last part sought to determine the respondents' techniques and strategies on how to improve students' speaking skill. The interview includes a great deal of flexibility of questions and freedom of wording. Questions, responses, and interpretations are, thus, presented in the following lines.

Question 01:

01-How long have you been teaching EFL learners?

Interviewee: I have been teaching for about 13 years.

The first question was set to determine the respondents' experience in teaching English as a foreign language in the North African context. According to the response shown above, we can say that the teacher has a wealth of experience in teaching EFL learners. Assessing the British Council teacher's experience is based on the assumption that the more the teacher is experienced, the more she is likely to have been exposed to problems related to the speaking skill. In addition, more experienced teachers can provide benefits to their colleagues, their students, and the school, university or institution as a whole. The next set of questions, therefore, merely focus on the respondents' experience in teaching the speaking skill.

Question 02:

02- Do you believe that second year students at the University level have difficulties in speaking the English language? Why?

Interviewee: I teach adults (18-70) in general and I do not ask about their level of studies. Generally speaking, university students do have a problem expressing themselves no matter what level they are. The main reason behind it is that they lack opportunities to speak English in different contexts and settings in a way they talk about unfamiliar topics. Unfortunately, they are so used to talking about familiar topics and expanding their knowledge in it that they feel uncomfortable talking about unfamiliar ones. Additionally, students most of the time have some psychological problems such as shyness, anxiety, lack of motivation, lack of self-confidence.... etc that hinder them from speaking.

The teacher believes that all university students do have difficulties in expressing themselves no matter what level they are (because she taught adults from 18-70).

According to the response above, the reason behind these difficulties is the lack of opportunity to speak the English language in different contexts and settings (i.e. on unfamiliar topics). The response shows that asking students to talk all the time about familiar topics and expanding their knowledge in it makes students uncomfortable talking about unfamiliar ones, which in turn hinders their EFL learners' speaking performance. The respondent also believes that students' shyness, anxiety, lack of motivation, and lack of self-confidence are the main problems that cause students' difficulties in speaking the English language. The British Council teacher's response is in accordance with those provided by students' and teachers' responses in the previous sections (question 02 and question 04). In addition to that, results obtained from the pre-test (See section below) showed that learners struggled with serious problems when speaking. For example, they had difficulties to find the appropriate words when trying to answer some questions in the test, which reflects their insufficient vocabulary repertoire. Moreover, it was noted during the observation sessions (in the beginning of the treatment) that students' participation was very low, and their lack of self confidence and lack of motivation was very high. This is because of shyness and fear of making mistakes in front of their mates. In addition, from the teachers' answers to this question (see previous section) and from the observation sessions, it was established that EFL teachers in Algeria did not commonly employ the use of new interactive strategies in teaching the oral expression module, even when they were very experienced in teaching the oral expression module. For example, according to the answers provided by teachers in the previous section concerning

the strategies they use to help their learners to overcome their speaking problems, teachers indicated that they rarely use strategies that improve the development of speaking performance. This means that activities like engaging students in group discussion, open free debates and dialogues with native speakers, using role plays activities, and integrating technology in teaching speaking in class were used less frequently while there was hardly any attempt to use other new methods although they declared in the questionnaire that they used different methods and strategies.

The next question seeks to investigate the respondent's features in order to reduce the speaking difficulties.

Question 03:

03- What are the different aspects or strategies that should be focused on in EFL instructions to minimize the speaking difficulties?

Interviewee:

- Students need more oral practice so that they can be more confident to speak (i.e. teachers should encourage students to self-initiate efforts).
- Telling students the outcomes of the lesson in a way they have a sense of achievement by the end of it.
- Telling students that it is ok to make mistakes, that delayed feedback is key to noticing the mistakes, and that task repetition is a remedy to mistakes and lack of confidence.
- Creating a safe environment in class in a way students do not feel uncomfortable making mistakes in front of their peers.
- Using the new technological inventions (Social Media platforms) in the classroom.

By asking this question, we have recorded different suggestions that should be focused on in EFL classes to decrease the speaking problems:

The respondent suggested focusing more on students' oral practice so that they can be more confident to speak. The respondent also believed that, for most EFL learners, the classroom is their only opportunity to speak and communicate in English. That is why the teacher should focus on different principles such as: creating a comfortable atmosphere to practice the language, engaging all students to speak and participate in class, creating a friendly class atmosphere where students feel free and relaxed in order to speak without fear or hesitation, and finally, planning different types of speaking activities to minimize the

speaking difficulties such as repetition (for more details, see Chapter Two, Section One: 2.1.9. Classroom Speaking Activities). Thus, EFL teachers should follow different techniques and strategies that give students the opportunity to practice the speaking skill effectively. In line with the suggested framework, this can be done through the following activities: encouraging classroom debates and conversations, giving learners the opportunity to talk and participate, encouraging learners to speak up and offering them positive feedback, and encouraging oral presentation activities with a view to boosting students' confidence, especially when talking in public. Teachers can help students build their personality and improve their skills by providing them with consistent feedback and by using new tools to build their students' understanding.

Moreover, the British Council teacher's response is in conformity with the literature. As has been argued by Shen and Chiu (2019, p. 91), previous research has confirmed that the successful EFL learners have their own strategies to improve their speaking ability. By "Learning Strategies", Shen and Chiu (citing O'Malley and Chamot, 1990) refer to the conscious thoughts and behaviors used by learners to help them better understand, learn, and remember the SL/FL information. The gist of the previous research is to the effect that an appropriate learning strategy can enhance learners' language acquisition and help them conquer difficulties in learning (Dina et al, 2014; Sayuri, 2016; Shen and Yang, 2014). This implies that, for EFL learners to become fluent in English speaking, it is imperative that they should have speaking strategies and learn to use them effectively. Trudgill (1992 cited in Shen and Chiu, 2019, p. 91), on his part, suggested the following processes to focus on in EFL instructions to minimize the speaking difficulties: (i) collect ideas, (ii) arrange them in the best sequence, and (iii) choose the language in which he has to communicate with others. It is up to the learners to apply these habits in the use of their mother-tongues or foreign languages to confidently face their audience. These activities reported in the literature have been well checked in the experiment conducted in the present thesis (See Chapter Three, 3.4.2.5. Speaking Lesson Plans Suggestions (Using Facebook and other online calls "Telegram").

More specifically, analyzing the data collected from those successful learners, Razmjoo and Ardekani (2011 cited in Shen and Chiu (2019, p. 91) indicated seven distinct categories of learner strategies: (a) interference of mother tongue, (b) error correction, (c) accuracy, (d) body language and substitution, (e) educational-aid methods and instruments, (f) memorization and summary, and (g) sensitivity toward chances. Moreover, the literature identifies accurate pronunciation as another important strategy for speaking English well. What is meant by "accurate pronunciation" is the need for speakers to consider not only the

pronunciation of the individual words, but also the connection between the words in the sentence. Furthermore, Gan (2012 cited in Shen and Chiu (2019, p. 91) contended that, in some social situations, the use of colloquial language might be helpful when people face a shortage of vocabulary and are unable to express what they want to say accurately. This is replicated in the activities used in the framework suggested in the present study. For instance, Students practiced English oral communication inside and outside the classroom with each other and the teacher using different applications such as YouTube, Skype, Facebook and other online calls. During the oral expression sessions, the teacher allowed students to make Skype conversations with native speakers from the United States, and the United Kingdom (volunteering teachers from the British Council in Tunis-Tunisia) about different topics including sport, daily life activities, culture...etc (for more details see Chapter Three, 3.5.2.3. Speaking Lesson Plans Suggestions (Using Skype).

Findings from the post-test and observation sessions revealed that the integration of Social Media (YouTube, Facebook, Skype, and Telegram) affected student's speaking performance. When using online conversation with native speakers, through Skype for example, some speaking difficulties such as hesitation, fear of losing face, lack of self-confidence, lack of motivation, pronunciation problems, lack of grammar rules, and lack of vocabulary were solved. YouTube, on the other hand, also had a positive impact on students' speaking performance. The lessons that were introduced during the experiment through the use of YouTube helped second year LMD students to improve their language skills i.e. they helped them develop their fluency, express, their points of view, show intention, encourage participation; they also helped them communicate ideas effectively and powerfully by enabling the students to understand and organize ideas and information, form sentences using the given clues and frame their own sentences. In particular, they enabled students to use the present continuous tense in real life situations, to be familiar with the vocabulary used in the story and to have more freedom to express their thoughts and build their spoken confidence. The lessons introduced through the use of YouTube helped second year LMD students to listen to correct English, which let them learn new forms of sentences properly, learn idioms, expressions, and other speaking patterns that are used in day to day conversation, and to learn grammar for more details (See Appendix 7, 8, 9, 10, 11, and 12). As for the other Social Media platforms, the experimental group consulted Telegram and Facebook applications on their mobiles and shared a verity of videos, pictures, audios; they exchanged new ideas, information, posts and assignments (these activities were scheduled inside and outside the classroom). As a result, these platforms helped shy students to participate and engage in English classes and helped them achieve high scores in the post test (See section below).

Furthermore, the British Council teacher suggested the concept of integrating Social Media platforms in the classroom setting, which is not suggested by the teachers in the previous section (question 05). It is to be noted that all teachers in the previous section suggested a set of strategies to help their learners reduce their speaking difficulties. However, none of them suggested the implementation of Social Media in teaching and improving their students' speaking skill. This response, in fact, is interesting as it supports what the present study seeks to investigate, i.e. The effect of using Social Media to enhance EFL students' speaking performance (See also Chapter Three, 3.5.2.2. The Suggested Framework for the Teaching of Speaking for more details).

In order to enrich the present discussion and gain further details about the issues mentioned above, the next set of questions seek to gather further details about the respondents' approaches and techniques in teaching the speaking skill. However, it is worth noting that the following discussion has two purposes: the first purpose is to collect data about the present issue, and the second purpose is to compare the opinions of the British Council teacher to the Algerian teachers concerning the teaching strategies in teaching the speaking skill regarding the following.

Question 04:

04- Do you follow a specific strategy or approach to teach the speaking skill? If yes, which one and why?

Interviewee: Any approach or methodology is a great one as long as its lesson plan is structured in a way or the scaffolding to support the end task. As a teacher you cannot rely on one method or strategy as your lessons become predictable and therefore boring for students.

The respondent believed that no one teaching method is inherently superior to the others. However, she also believed that it is not always possible to apply the same strategy to all learners who have different needs, environments, and learning styles. She suggested diversifying the methods and strategies to teach the speaking skill because each method has a different focus and priority. This is in conformity with studies in the field of English language teaching (e.g. Brown, 2000, Drew and Sorheim, 2004, Nunan, 2000). (See Chapter Two: 2.1.10. Historical Overview of Teaching Speaking). In this respect, Alghamdi et al., (2019, p. 271) contend that, throughout the history of teaching English as a second/foreign language (ESL/EFL), instructors mainly required that learners learn the language through memorization and repetition of the second language (L2) structures without exposing them to real-life

situations. These authors complain that these practices were unsuccessful in promoting English language learners' (ELLs) capacity when communicating in different life situations using the target language (TL). However, Alghamdi et al., (2019, p. 271) find it essential to incorporate new trends in ELT through integrating meaningful materials and authentic tasks that represent real world situations and thus promote ELLs' competencies to transfer the language they are learning to situations beyond the classroom. These authors attribute to research in the field of Applied Linguistics and Second Language Acquisition the required agenda of constructing and modifying different approaches and methods for ELT for the purpose of guiding language learners to communicate effectively in the new language (Celce-Murcia, 2001 cited in Alghamdi (2019, p. 271).

To understand the tenor of the interviewee's argument, it is necessary to remind of the methodological terminological distinction between three terms in the discussion of language teaching, namely: Approach, Method, and Strategy (Larsen-Freeman and Anderson, 2011 cited in Alghamdi et al., 2019, p. 271). By the term "approach", they refer to basic philosophies and theories on the nature of language, in terms of the way it is learned and acquired, and how it is delivered. By teaching "method", they refer to the practical application of a given approach, including a set of strategies and techniques for delivering classroom instructions using different materials and activities. As for teaching "strategies", these authors construe them as subsets of a method, formed by sequences of techniques (activities) that teachers resort to when designing their lesson plan to accomplish certain goals (Larsen-Freeman and Anderson, 2011; Wright, 2010 cited in Alghamdi et al., 2019). Indeed, Alghamdi et al., (2019, p. 271) contend that raising English language teachers' awareness of how these approaches and methods have evolved over history would facilitate their ability to make the best-informed teaching decisions.

This response, in fact, shows that the modern language teacher should not follow one specific method, strategy, or approach but should apply the techniques and activities that are appropriate for each particular task, context and learner, which makes the learners comfortable, independent, and inspires them to learn more. It is convenient here to remind that the teaching speaking framework suggested in the methodology chapter offers hopefully "effective" language-teaching practices that include authentic tasks and materials to promote language learners' autonomy when they communicate in English more effectively and meaningfully, particularly in EFL contexts. The focus of the present thesis is on modern teaching practices (Social Media) that English language teachers are called upon to employ to promote ELLs' speaking proficiency (Devi et al., 2019, p. 92). This framework is in line with

many current studies to the effect that the high up-take of Social Media applications as an addition to formal educational settings offers new opportunities for innovating and modernizing education institutions and for preparing learners for the 21st century (Redecker, 2009; Redeker, and Ala-Mutka, 2007 cited in Devi et al., 2019, p. 92). The gist of this literature is that the primary reason to adopt Social Media in the classroom is their being familiar to almost everybody and their cost-effectiveness and the fact that they require minimal training. One of the largest surveys of Social Media in higher education to date shows that universities can lever Social Media into the classroom and ensure an increase in their use (Qualman, 2009; Alexander and Levine, 2008 cited in Devi et al., 2019, p. 92).

The next set of questions takes the discussion a step forward towards the purpose of the current research. It is designed to check the participant's conception of the notion of Social Media.

Question 05:

05- What is your general opinion about Social Media?

Interviewee: Social Media is a double-edged sword. It can be beneficial and it can be a waste of time. All depends on the user's aim at a given moment.

The respondents' answer was, in fact, very decisive. She believed that Social Media could have two sides (a good one and a bad one); it depends on the users' perspectives. Most people admire it as a revolutionary invention and some seem to take it as a negative impact on society.

This response is in line with a large body of literature which suggests that Social Media could have two aspects (a positive aspect and a negative one). For instance: Lim and Chai (2004), Bhattacharya and Sharma (2007), Klimova and Polova (2014) and many others conducted studies about the benefits of ICT in the educational settings, as some would agree that social ICT could have some problems in the educational field (e.g. Jones, Reid, and Bartlett (2008), Wood (2004), Khan and Balasubramanian (2012), Hughes (2012). For more details, see Chapter Two, Section Two.2.2.3. Advantages and Disadvantages of ICT in Education). The LMD system in the Algerian universities requires students to attend classes of writing, reading and grammar instead of speaking (reference). According to students' answers in the previous section (See section above, Students' questionnaire), students agree that it is harder to get the chance to speak and participate often because of the short time allocated to the module of Oral Expression. During the treatment sessions and face-to-face

discussions through Skype and the use of Facebook, YouTube, and Telegram inside as well as outside the classroom, students had more time to practice English with their teacher and peers and also had the possibility to learn the cultural aspect of the language. That is to say, Social Media implementation in the present study was advantageous. It had a positive impact on students' oral performance, self-confidence, motivation and many other aspects of their oral expression, and the frequent exposure to Social Media and their use to learn English met students' appreciation and markedly endowed them with the motivation they needed to speak English in a much more fluent way. Integrating Social Media in teaching the speaking skill was a good idea to make students voluntarily participate and engage in teaching and learning activities (especially for introvert students). They gave their attention more to the teacher's explanation and engage with him. The classroom was more alive as students were very active. It implies that Social Media developed students' motivation and enthusiasm in the classroom.

The next question seeks to investigate the respondents' view about the role of Social Media in facilitating English language learning.

Question 06:

06- Do you think that Social Media platforms (such as Facebook, Skype, YouTube...etc) facilitate English language learning?

Interviewee: Absolutely, they do. However, they should be used in an appropriate way.

The response to question six was, in fact, very clear and direct. The respondent directly confirmed that Social Media have a great role in facilitating the language learning process because they represent authenticity and open doors for more contact and improve their English language skills (including reading, writing, listening and speaking). This answer is in accordance with teachers' answers in the previous section (question 10), and in conformity with the ELT literature on the role which Social Media play in improving students' listening, speaking, writing and reading (Saqib khan, et al, 2016). Building on the review discussed in Chapter Two, Section Two (2.2.9. The Importance of Social Media in English Language Learning), Social Media facilitate learning the English language (e.g. Blood, 2000, Dyrud, et al, 2005, Kadjer and Bull, 2004). By the same token, Ullah Khan (2016, p. 590) agreed that language leaning nowadays has become an easy task due to the wide spread of online sources. The respondent also added and focused on the appropriate use of these websites. The focus in the literature has been on defining what makes their use appropriate. According to Presky (2001 cited in Liu, 2010, p. 102), there is a widespread current phenomenon whereby students

tend to spend most of their time in the presence of computers, videogames, digital music players, video cams, cell phones, and all the other paraphernalia of the digital age. Thus, when Web 2.0 Social Media technologies appeared on the market, students were quick to associate themselves with those tools such as YouTube, iTunes, Facebook, blogging and twittering.

It has to be cautioned, though, that these applications were not initially developed for learning purposes but rather for recreational ones such as “gaming, communication, and shaping online spaces for expression of personal identity” (Crook, et al. 2008, p. 4 cited in Liu, 2010, p. 102) For more details, see Chapter Two, Section Two2.2.3. Advantages and Disadvantages of ICT in Education).

The fact remains, however, that Social Media tools are very useful communication tools whose functions are similar to those in the fancy CMS. The argument proffered here is that, if we use those tools wisely and integrate them in the teaching process, we can adapt student technology skills for learning purposes, and even decrease institutional financial investment and lessen the burden from faculty for student technical support. Consequently, the fast emerging Social Media tools could shift the local technology investment to a universal investment. With the aim of taking full advantage of this public resource, knowing what our students are using and how they are using the Social Media tools is arguably necessary for schools and faculty to integrate those tools in teaching and learning activities.

Similarly, Devi et al. (2019, p. 92) contend that Social Media enable students to easily establish contact with one another as regards their projects and assignments. Students also can work on group assignments from their home. What is particularly promising is that, when Social Media are used for pedagogical purposes, students having difficulty in expressing their thoughts in the classroom can get involved in the learning process, as this can help towards building their confidence level as well. Moreover, any doubts can be dispelled by posting a message through Social Media. For instance, a site like Facebook, etc. helps teachers to stay in touch with the parents to know the progress of their children. By the same token, students are learning the skill sets required for successful social networking. Besides, Social Media provide learners with the freedom to connect and collaborate outside institutional boundaries as well as to gain practical experience for the workforce (Coleman, 2013; Minocha, 2009 cited in Devi et al. (2019, p. 100). Students are also being taught new concepts like online privacy.

The next question attempts to obtain some examples illustrating the way the respondent uses Social Media in her classroom.

Question 07: This question has two parts (A and B):

07- Do you use such Social Media as a means of communication with your students (i.e. for educative purposes)?

- If yes,

A- What are these Social Media platforms?

B- How do you use these websites in order to help students learn and speak English fluently?

Interviewee: Yes, at work we mainly use edmodo.com

- We

- Organize online events (escape room, quizzes, etc.).
- Post different topics that are not related to class ones for students to discuss online.
- Students share links they find interesting to discuss ideas.
- Post ESL online games that are fun to play either alone or with someone else.
- Hold online classes.

The respondent revealed that she tends to communicate with her students using “edmodo.com”, which is “a global education network that helps connect all learners with the people and recourses needed to reach their full potential” (www.Edmodo.com). Via this website, the British Council teacher revealed that she uses it for different purposes: to help learners learn and improve their speaking performance by organizing some tasks and activities, posting topics that give students the opportunity and freedom to speak and express their ideas. In this website, students can also share interesting links, and post ESL online games, which in turn help them have direct connections with each other and overcome the speaking problems.

The examples provided above show that the British Council teacher has experienced a successful use of Social Media inside and outside the classroom. Such a success could be seen as a model to follow in the Algerian context. Algeria is one of the countries where the implementation of Information and Communication Technology was announced as early as 2004. However, the Algerian educational system is still traditional (Sarnou, 2020, p. 1). The barriers that prevent EFL Algerian teachers from using technology in their classes are “lack of technological materials, unfamiliarity with technology, lack of time, training, and support” (Ibid, p. 4). However, it is not impossible to modernize the Algerian EFL classes through the

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introduction of new technologies since different resources and materials are available nowadays, including mobile phones, tablets, keyboards, and laptop computers of students in addition to the fact that many teachers are motivated and willing to modernize and innovate their teaching methods (as attested by the teachers' questionnaire findings). Thus, based on these views, the concept that Social Media can help students to learn and speak English fluently was evident in the findings of the study under investigation. For example, the findings from the post-test experimental group and the observation sessions revealed that second year LMD students at the University of Msila gained a relatively substantial amount of development in comprehension, pronunciation, grammar, fluency, and vocabulary-related English language sub-skills (see below section for more details). The results also showed that Social Media (Facebook, Skype, YouTube, and Telegram) significantly affected the lexical variety and fluency of students' production. The findings of this study proved that the speaking activities through the use of YouTube and the online conversations with native speakers through Skype seemed to engage a more syntactically aware mode, with learners showing greater direction to self -correct and to improve fluency as well. As a result, the process of modernizing the Algerian EFL classrooms is often seen as a challenge. Still,

The next question seeks to explore the respondent's opinion about the role of the online environment in improving students' communicative performance.

Question 08:

08- Do you think that the online environment may provide a comfortable atmosphere for shy (introvert) students to interact with others and to improve their communicative performance? Please explain?

Interviewee: Definitely!

- There is less distraction on your computer when you have your zoom full screen.
- Breakout rooms help shy students to focus on the task especially when they have a set time limit.
- Teachers can check how things are going in each breakout room and assist if there is a problem as if they were in face to face class.
- It is a great opportunity for shy students to listen to others of the same level and understand that even his/her classmates make mistakes.
- It is much harder for others to unmute themselves to make silly comments.

- It is a safe environment to learn as shy students can send private messages to the teacher to report bullying and ask to have a different partner.
- Whole class activities allow introverts to prepare their ideas and rehearse them before speaking up.

The respondent definitely agreed upon the fact that the online environment may help introvert students to improve their communicative performance. She declared that the online environment is considered to be very helpful for shy students to get rid of their hindrance and inhibition, in addition to overcoming the obstacles of communication. This is in the same line of thought with Mazer et al. (2007), and O'sullivan et al. (2004), who assumed that Social Media motivate students and give them a positive attitude about the course and the instructor (See also Chapter Two, Section Two: 2.2.8. The Implementation of Social Media and Technology in Higher Education).

From the teachers' answers in the previous section (See teachers' questionnaire) and from the observation sessions made in this study, teachers lacked innovativeness and adequate time to come up with teaching and learning aids. The annual curriculum set by the ministry of higher education to be followed and the big number of students in a class did not allow teachers to use some strategies and new materials such as audios, videos, pictures, and online conversations. In addition, teachers were reticent to adapt the utilization of new technology, especially the elderly teachers who kept using their old system of teaching. Therefore, it was evident to the researcher that to improve students' oral performance and help the introvert ones to overcome their speaking difficulties, more needs to be done. For example, there is need to provide the Algerian universities with adequate teaching resources, especially Social Media. In the sampled University (Mohamed Boudiaf in Msila-Algeria), none of the teachers engaged the use of Social Media in teaching the speaking skills. This, according to the teachers' answers, could be attributed to the lack of adequate time and competent human resources (such as technicians) to be used by the instructors in teaching speaking skills. This concurs with the fact that EFL teachers in the Algerian universities endeavor to finish the syllabus on time, meaning that there is no time for them to engage their creativity or innovativeness in the use of new teaching and learning tools.

Based on these views, the assumption that Social Media can encourage students to express themselves more frequently in L2 without fear of losing face and to ameliorate their oral performance was proved in the results of this study. The suggested teaching courses have had a positive impact on the students' behavior. In fact, they have developed the students' enthusiasm, motivation, and communication. The students have also improved their interests

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and engagement in English lessons, as their participation has been highly ameliorated. In addition, they have become more attentive, alert, and diligent. The results of this study also revealed that these students have overcome their speaking difficulties including fear of making mistakes, hesitation, shyness, anxiety, withdrawal from each other, and lack of cooperation, as they have achieved high scores in the pos-test (after the treatment) (see relevant below).

Moreover, the respondent argued that, in the online environment, all students are acting behind the screen; the constraints that they fear are not present as they act in isolation. That is to say, there is no critical judgment and negative comment on them whether by the instructor or by friends. Thus, this will increase their self-confidence and self-esteem and will reduce anxiety and fear of making mistakes. Consequently, they break the ice to join the group. The British Council teacher's answer is in accordance with the teachers' answers in the previous section (question 11). Thus, there seems to be a synergy of concomitant responses corroborating the central argument of the present thesis (i.e. Social Media have a positive on improving students speaking performance).

Therefore, the next question seeks to investigate the respondent's perceptions and attitudes towards the use of Social Media in enhancing EFL learners' speaking performance.

Question 09:

09- In your capacity as both CELT& DELTA qualified teacher and Cambridge exam assessor, do you think that Social Media platforms (such as Facebook, Skype, YouTube...and others) improve English language speaking performance?

Interviewee: Yes, they do!

Based on the response above, we can say that the respondent is satisfied with the validity and effectiveness of Social Media services. This response is, in fact, what the present teaching framework seeks to cover and confirm (i.e. using Social Media to improve students' speaking performance). This is also in conformity with the literature regarding the benefits of Social Media (See Chapter Two, Section Two: 2.2.8.1, 2.2.8.2, 2.2.8.3, for further details). The significance of this finding lies in its compatibility with the literature. In this respect, Al Arif (2019, pp. 225-226) argues that, in the EFL context, the use of Social Media provides some opportunities to develop students' English language skills in view of the fact that English is one of the languages that are mostly used in Social Media that is widely used all over the world for communication purposes. This is particularly relevant to the Indonesian

case (Ayuningtyas and Kariko, 2018), where students have a positive perception on the usage of ICT for English language learning (Lizamuddin, Asib, and Ngadiso, 2019 cited in Al Arif (2019, p.226).

With special reference to the use of Facebook, Slim and Hafedh (2019, p. 57) cite Roblyer et al. (2010), Yu et al. (2010), and Bowers-Campbell (2008) to the effect that Facebook enables its users to secure information sharing, socialization, and adaptation to university life among students and instructors (Roblyer et al., 2010; Yu et al., 2010; Bowers-Campbell, 2008 cited in Slim and Hafedh (2019) since Facebook enables its users to share a large amount of data and communicate with friends, to efficiently send and receive prompt messages and mail. In the same vein, Blattner and Fiori (2009) found that Facebook helped students improve their socio-pragmatic competence. For instance, Lee (2006) argues that Facebook use enhanced students' oral proficiency, vocabulary acquisition, and syntactic complexity in the Korean language. Moreover, Derakshan and Hasanabbasi (2015) claim that Facebook promoted students' communication and language skills (cited in Slim and Hafedh (2019, p. 57).

There is, also, interesting literature on the pedagogical advantages of YouTube. For instance, Gunada (2017, p. 2) argues that YouTube has become one of the most-popular websites in the world (Alexa, 2013 in Almurashi, 2016) offering entertainment and fast access to instruction, culture-based videos, and language from all over the world (Terantino, 2011 in Almurashi, 2016). Furthermore, according to Watkins and Wilkins (2011), using YouTube both inside and outside the classroom can enhance students' conversation and pronunciation skills, in addition to promoting authentic vocabulary development. Besides, using YouTube in the classroom enables students' exposure in authentic English contexts and secures more autonomous learning (student-centered). Moreover, the results of research (listed in Gunada, 2017) show that using YouTube Video can improve students' speaking skill in terms of pronunciation, grammar, vocabulary, and fluency. Consequently, YouTube videos can be used as IT-based media whose use is highly recommended for improving students' speaking skill.

The same applies to the pedagogical advantages of Skypes. For instance, Khan et al. (2016, pp. 42-43) take Skype to be an important tool of Social Media used by a number of young university level students for sharing useful information and ideas with their friends, class-fellows, teachers, and even with those people who are abroad and far away from them. These authors foreground the utility of Skype in enabling the English language learners to create a suitable environment for them and discuss different types of topics like homework,

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class assignment and so many other ideas related to their field of interest not only in audio form but also in video form. Likewise, Skype is held to be a tool, in Social Media, enabling users to record calls, listen to or watch the audio or video record for further clarification in order to understand those ideas or complex points which are not clear to them during the time of conversation.

Due to the importance attached to these three Social Media tools in the literature and to the results of the perceptions of both teachers and students in the current study, I have included them in the suggested framework. However, the knowledge gap lies in the fact that studies on the impact of Facebook on Arab students' English language acquisition, especially in Algeria, are still rare and the existing ones remain too general as they do not focus on specific language areas. The originality of the present thesis lies, perhaps, in embarking on a study that would focus on the effects of Social Media use on EFL students' achievement in English as a second language, especially in the sphere of vocabulary learning.

Another aspect which the current research framework seeks to explore through the proposed speaking teaching framework is how to use Social Media as a teaching tool to develop EFL learners' speaking performance. This is further discussed in what follows.

Question 10:

10- Do you have any suggestions on how to improve students' English speaking skill?

Interviewee:

- Change the language of your devices (phone, personal computer, TV, etc) to English.
- Put yourself in all English speaking environments where you can learn positively (e.g. read what you like in English, attend language exchange, book and debates).
- Host people from different countries and show them around.
- When watching a movie/ listening to a podcast in English, try to imitate the intonation of the sentence.
- Watch documentaries that talk about something you have never thought about.
- Don't be afraid of making mistakes.
- For shy students (use chat-room, forums and community sites) if you can't speak to someone, this is a good idea.
- Read out aloud, this is great for intonation, pronunciation, and rhythm.

- Record your practice conversation (remember, the more you practice, the better and more confident you will become in your pronunciation, vocabulary, and grammar).

She added “I think these are the most important steps that learners should follow to improve their speaking ability. However, students should bear in mind that every coin has two sides (the positive one and the bad one). Similarly, Social Media has its own pros and cons. Thus, it is recommended that learners use this new invention positively and select useful websites that meet their basic needs and help them improve their level of speaking”.

Indeed, some of the suggestions proposed by the interviewee are closely related to the speaking activities suggested by the researcher in the present framework. For example, putting learners in an English speaking environment can involve activities that are based on exchanges between the EFL learner and the native speaker which is done through Social Media. It was established from the findings of this study that Social Media were effective in improving the experimental group students' overall speaking performance. For instance, regular pronunciation practice (via Skype with native speakers) successfully ameliorated students' pronunciation skills. Students produced fewer cases of mispronunciation and they were more aware of the instances of mispronunciation produced by their classmates as they could correct their classmates' pronunciation mistakes and vocabulary choices through the use of YouTube, Facebook, Skype, and Telegram. These media also helped students improve their vocabulary mastery, as students' vocabulary repertoires exhibited interesting variability. They also acquired new knowledge that a word could have more than one meaning based on its context. In addition, the visual aids such as pictures and videos used in teaching the speaking skill attracted students' attention and helped them to understand the materials better.

Therefore, students' development in the oral skills might be due to a number of factors. The speaking activities which were introduced to students throughout the treatment period (12 weeks) were effective. Every lesson addressed a different type or speaking component (pronunciation, grammar, vocabulary, fluency and accuracy, and comprehension) (See the relevant section in the methodology chapter), in addition to the teacher's role in the classroom (i.e. the teacher's use of small groups/ pair works during each activity appropriately, dividing his attention among students appropriately and adequately, being aware of the difficulties that prevent students from speaking. Thus, engaging in the classroom witnessed a significant improvement after the integration of Social Media in the experimental group, which in turn had good implications on the students' speaking performance. Teaching oral skills in English classes deserves a great deal of the teachers' efforts and attention because language learning

can effectively be taught if teachers diversify the teaching and learning materials and integrate the use of structured passages and communicative activities in class.

From the discussion above, we can safely argue that using Social Media as a support tool proved its effectiveness. However, the contents, materials and resources for the cross-cultural exchanges have to be carefully selected by instructors in order to meet the needs of their learners, as far as English learning is concerned. Improving students' self confidence, motivation, and helping them to be more accurate, and fluent were the main aims of the current study. That is why we induced instructors to determine their objectives towards making their learners achieve fair English language mastery instead of the full-command of English, which often requires ascribing more hours to the module of oral expression for more and better practice.

By asking this final question, the scope is opened for the interviewee to comment or add any suggestions and opinions about the subject of the present study, encouraging her to raise other issues she felt relevant to the research. The respondent suggested a set of aspects for learners to improve their speaking skill. She first focused on using technology (especially for introvert students) since students nowadays are equipped with Smart phones, tablets, and laptops, Social Media is a wonderful resource for learning. The interviewee also invited students to read and participate in English conversations. According to her, practicing talking with native speakers using the imitation technique by making contact with native speakers is a good step to set up the language exchange (See Chapter Three, 3.5.2.3. Speaking Lesson Plans Suggestions (Using Skype). Another important aspect that the respondent concluded with is that students should use Social Media in a good and appropriate way (see above the definition of appropriateness) to achieve their own personal development. This is due to the fact that "the use of information and communication technology, in some situations, should not be fully relied on, especially when the learning process occurs with no teacher/instructor consultancy or guidance. The case of asynchronous learning might be taken as an example, since learners generally tend to fall in an unstructured way of learning, where they found themselves attempting to build an understanding based on a fragmented – or not complete acquisition. In this particular case, the teachers' supervision, or at least, the monitoring is recognized" (Benboulaid, 2008, pp. 262-263). Thus, these are the important aspects that the present teaching framework took into consideration when designing the speaking courses (i.e. using social Media in an appropriate way).

The above findings highlight the British Council teacher's perceptions and attitudes towards the use of Social Media in improving EFL learners' speaking skill.

The analysis and discussion of the results obtained from the observation grid and pre-, post test are presented in the following lines.

4.2.4. Analysis and Discussion of the Results Obtained from the Observation Grid and Pre-, Post Tests

This part deals with analyzing and interpreting the data collected from the pre-, post tests and observation grade. It uses the software SPSS in order to quantify the data and run the statistical test. More importantly, this research uses two different samples, a control group which has not received a treatment effect and an experimental group which has received a treatment effect. According to Malhotra (2016, p. 471), “independent samples refer to two samples that are not experimentally related. The measurement of one sample has no effect on the values of the second sample”. In order to measure whether a difference exists between the two samples, an independent-sample *t*-test needs to be conducted. This test measures the null hypothesis that the means of the two samples are equal. However, there is a condition that needs to be fulfilled in order to run and interpret independent *t*-test. This condition consists in measuring the equality of the group variances. In fact, the two groups need to have equal variances to be able to use the independent-*t*-test. In case the variances are not equal, the researcher can run Welsh and Brown Forsythe’s tests using SPSS. Another solution to use the *t*-test with unequal variances is to use the option “equal variances not assumed” in the SPSS output of the independent *t*-test (Malhotra, 2016, p. 471). In this study, the second solution was adopted because it is already provided in the independent *t*-test.

Henceforth, the data analysis lies in two main steps. The first step consists in checking the variances equality using the *F*-test. In the second step, the independent *t*-test was executed and interpreted. Indeed, if the variances were equal, the *t*-test used the option “equal variances assumed”. In case the variances were not equal, the *t*-test was measured using the “option equal variances not assumed”. Following these procedures, the results were as follows.

4.2.4.1. Analysis of the Results Obtained from the Observation Grid:

The first part of the analysis, which measures the effect of Social Media use on the teacher’s role, is presented.

4.2.4.1.1. The Effect of Social Media Integration on the Teacher’s Role

This part focuses on the difference between the control group where there is no use of Social Media and the experimental group which has received a treatment effect that consists

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in the use of Social Media. More importantly, the test of mean difference deals with the concept of teacher's role, which includes five (05) variables, namely creating a welcoming learning environment, the use of discussions, the appropriate use of pair work and small groups, teacher's attention to students' and teachers' awareness of the students' main difficulties and main speaking challenges. In what follows, the analysis of the first variable is presented.

	Group	N	Mean	Std. Deviation	Std. Error Mean
The teacher created a welcome learning environment	Control group	8	4,6250	,51755	,18298
	Experimental group	8	4,8750	,35355	,12500

Table 40: Group Statistics (The teacher created a welcoming learning environment)

Table 41 shows the group statistics of the first variable related to the teacher's creation of a welcoming learning environment. In fact, the number of observed sessions amounts to 8 for each group. The mean of the control group equals 4.6 while for the experimental group, the mean comes to 4.87. Therefore, there is a slight difference between the control and the experimental group when it comes to creating a welcoming environment by the teacher. The following table tests whether this difference in means is significant or not.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
The teacher created a welcome learning environment	Equal variances assumed	5,744	,031	-1,128	14	,278	-,25000	,22160	-,90967	,40967
	Equal variances not assumed			-1,128	12,365	,281	-,25000	,22160	-,92327	,42327

Table 41: Independent Sample T-Test (The teacher created a welcoming learning environment)

Table 42 illustrates Levene's F-test for equality of variance and the t-test for equality of means. Indeed, the F-test equals 5.744, which corresponds to $p=0.031 > 0.01$. This result leads to the acceptance of H_0 . In other words, the variances are equal and the t-test of the top row can be interpreted. As it is shown in the top row of Table 42, the t-test reaches a value of -1.128 which corresponds to a $p=0.278 > 0.01$. This result leads to the acceptance of the null hypothesis states that the means are equal. Indeed, the means between the control and experimental groups are significantly similar and there is no difference between the two groups. Therefore, the use of Social Media does not have a significant impact on the teacher's

use of a welcoming learning environment. This finding suggests that, even without the use of Social Media, the teacher can always create a welcoming learning environment for the students. The second variable tests the effect of Social Media use on the teacher's engagement in using discussion in the classroom.

Group	N	Mean	Std. Deviation	Std. Error Mean
The teacher engaged and facilitated discussion in class Control group	8	4,0000	,53452	,18898
Experimental group	8	4,5000	,75593	,26726

Table 42: Group Statistics (Teacher's engagement and facilitation of using discussion in the class)

Table 43 shows the statistics of the two groups concerning the variable of teacher's engagement and facilitation of using discussion in the classroom. In fact, the two groups were observed during 8 sessions. The mean of the control group reaches 4 while, for the experimental group, the mean reaches 4.5. Therefore, the means are different. Table 44 tests whether this difference is significant or not.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
									Lower	Upper
The teacher engaged and facilitated discussion in class	Equal variances assumed	3,316	,090	-1,528	14	,149	-,50000	,32733	-1,47440	,47440
	Equal variances not assumed			-1,528	12,600	,151	-,50000	,32733	-1,49123	,49123

Table 43: Independent Sample T-Test (Teacher's engagement and facilitation of using discussion in class)

According to Table 44, the first condition of using the t-test is fulfilled. In fact, the F value comes to 3.316 with a $p=0.09>0.01$. Therefore, the null hypothesis of equal variances is accepted and the t-test of equal variances (top row) will be used. The value of the t-test accounts for -1.528, which corresponds to a $p=0.149>0.01$. The null hypothesis of equal means is, therefore, accepted. Put differently, there is no significant difference in terms of teachers' engagement in using discussion in the class between the experimental and control groups. The integration of Social Media does not have a significant effect on the aforementioned variable. This finding assumes that teachers can be engaged and can facilitate discussion with or without the integration of Social Media.

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Group	N	Mean	Std. Deviation	Std. Error Mean
The teacher used small groups/ pair works during each activity appropriately. Control group	8	2,5000	1,19523	,42258
Experimental group	8	4,2500	,88641	,31339

Table 44: Group Statistics (The teacher used small groups/ pair works during each activity appropriately)

Table 45 illustrates the number of observations and the means of the control and experimental groups for the variable “the teacher used small group/pair works during each activity appropriately”. In fact, the two groups were observed during 8 sessions. The mean of the control group reaches 2.5 while the mean of the experimental group accounts for 4.25. Henceforth, the two means are different and the following table will show whether this difference is significant and attributed to the treatment effect or not.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
									Lower	Upper
The teacher used small groups/ pair works during each activity appropriately.	Equal variances assumed	,179	,678	-3,326	14	,005	-1,75000	,52610	-3,31613	-,18387
	Equal variances not assumed			-3,326	12,912	,006	-1,75000	,52610	-3,33658	-,16342

Table 45: Independent Sample T-Test (The teacher used small groups/ pair works during each activity appropriately)

According to Table 46, the first condition of the independent t-test is accomplished. In fact, the F value accounts for 0.179, which corresponds to a $p=0.678>0.01$. The variances are, therefore, equal and the null hypothesis (H_0) of equal variances is accepted. This condition leads to the interpretation of the t-test in the first row of the table. The value of the t-test reaches -3.326, which corresponds to a $p=0.005<0.01$. This result leads to the rejection of the null hypothesis that assumes equal means. In other words, the means are significantly different between the control and experimental groups. Henceforth, the use of Social Media has an effect on the teachers' appropriate use of small and pair works. More importantly, the mean of the experimental group is higher (4.25) than the mean of the control group (2.5), which shows an improvement in the appropriate use of small and pair works. This finding points out that the use of Social Media has a positive effect on the teachers' appropriate use of small and pair works. It could be more helpful, and lead to better results and achievement.

Group	N	Mean	Std. Deviation	Std. Error Mean
The teacher divided his or her attention among students appropriately and adequately Control group	8	3,2500	,70711	,25000
Experimental group	8	4,5000	,53452	,18898

Table 46: Group Statistics (The teacher divided his or her attention among students appropriately and adequately)

As shown in Table 47, the 8 observed sessions of the control and experimental groups present different means. Indeed, the mean of the control group accounts for 3.25 while the mean of the experimental group reaches 4.5. In order to test the significance of this difference, a t-test was used and the results are shown in Table 48.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
									Lower	Upper
The teacher divided his or her attention among students appropriately and adequately	Equal variances assumed	,226	,642	-3,989	14	,001	-1,25000	,31339	-2,18292	-,31708
	Equal variances not assumed			-3,989	13,031	,002	-1,25000	,31339	-2,19365	-,30635

Table 47: Independent Sample T-Test (The teacher divided his or her attention among students appropriately and adequately)

Table 48 shows a significant F test because $p=0.642 > 0.01$, which leads to the acceptance of H_0 that assumes that the variances are equal. The condition to run a t-test is, therefore, accomplished. The result of the test is significant as $t=-3,989$ and $p=0.001 < 0.01$. Hence, the means are significantly different and the use of Social Media has an effect on the experimental group which has reached a mean (4.5) that is higher than the mean (3.25) of the control group. Put differently, the use of Social Media has a positive effect on the way the teacher pays attention adequately to his/her students. The last variable related to the effect of Social Media on the teacher's role refers to the instructor's awareness of the difficulties that prevent students from speaking and engaging in the classroom. The results of this last variable are shown in Tables 49 and 50.

Group	N	Mean	Std. Deviation	Std. Error Mean
The teacher is aware of the difficulties that prevent students from speaking and engaging in the classroom. Control group	8	3,3750	,74402	,26305
Experimental group	8	4,2500	,88641	,31339

Table 48: Group Statistics (The teacher is aware of the difficulties that prevent students from speaking and engaging in the classroom)

As presented in Table 49, the means of the variable “the teacher is aware of the difficulties that prevent students from speaking and engaging in the classroom” are different during the 8 observed sessions. The mean of the control group accounts for 3.37 while the mean of the experimental group reaches a value of 4.25. Table 50 illustrates the test of significance of the two means.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
									Lower	Upper
The teacher is aware of the difficulties that prevent students from speaking and engaging in the classroom.	Equal variances assumed	,500	,491	-2,139	14	,051	-,87500	,40916	-2,0930	,34300
	Equal variances not assumed			-2,139	13,592	,051	-,87500	,40916	-2,0986	,34863

Table 49: Independent Sample T-Test (The teacher is aware of the difficulties that prevent students from speaking and engaging in the classroom)

According to Table 50, the first condition to run the t-test is fulfilled. Indeed, the F test equals 0.500 and has a $p = 0,491$, which is higher than the significance level 0.01. The null hypothesis of equal variances is accepted and this result leads to the interpretation of the t-test in the top row of the table. Furthermore, the value of the t-test accounts for -2.139, which corresponds to a $p = 0,051 > 0.01$. The null hypothesis of equal means is rejected. In other words, the means are significantly different between the control and experimental groups. Henceforth, the use of Social Media has an effect on the teachers’ awareness of the difficulties that prevent students from speaking and engaging in the classroom.

As far as the effect of Social Media on the students is concerned, the second part focuses on the impact of integrating Social Media on the students’ behavior.

4.2.4.1.2. The Effect of Social Media Integration on the Students' Behavior

This second part deals with the difference between the control and experimental groups in terms of the integration of Social Media, which represents the treatment effect, on the students' behavior. More importantly, the concept of students' behavior was measured using seven (07) variables, namely "students exhibited effective communication revealing their enthusiasm", "students seem engaged with the lesson", "students' participation was active and lively", "students experience difficulties in paying attention, sustaining alertness, or maintaining effort", "students show obvious signs of anxiety", "students are markedly withdrawn from each other, as well as from the classroom activities" and "students exhibit lack of cooperation". Tables 51 and 52 show the results of the independent t-test of the first variable "student exhibited effective communication revealing their enthusiasm".

Group	N	Mean	Std. Deviation	Std. Error Mean
Students exhibited effective communication revealing their enthusiasm Control group	8	2,6250	1,06066	,37500
Experimental group	8	4,3750	,74402	,26305

Table 50: Group Statistics (Students exhibited effective communication revealing their enthusiasm)

Table 51 shows the statistics related to the first variable. In fact, the means of the control and experimental groups are different. The former group reaches a mean equal to 2.62 while the latter group has a mean of 4.37. The significance of this difference is tested in Table 52.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the ...	
									Lower	Upper
Students exhibited effective communication revealing their enthusiasm	Equal variances assumed	1,400	,256	-3,820	14	,002	-1,75000	,45806	-3,11358	-,38642
	Equal variances not assumed			-3,820	12,546	,002	-1,75000	,45806	-3,13816	-,36184

Table 51: Independent Sample T-Test (Students exhibited effective communication revealing their enthusiasm)

According to Table 52, the F-test related to the first condition to run t-test is achieved. In fact, the value of the F test is 1.400, which corresponds to a $p = 0.256 > 0.01$. Therefore, the

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H0, which assumes equal variances, is accepted and the t-test can be used and interpreted in this case. The value of the t-test is -3.820, which corresponds to a $p=0.002$, which is lower than the significance level of 0.01. The means are, therefore, significantly different. The integration of Social Media in the experimental group has a positive effect as the students' effective communication, and enthusiasm has considerably improved.

Group	N	Mean	Std. Deviation	Std. Error Mean
Students seem engaged with the lesson Control group	8	2,6250	,91613	,32390
Experimental group	8	4,6250	,51755	,18298

Table 52: Group Statistics (Students' seem engaged with the lesson)

According to Table 53, the means of the control and experimental groups of the variable "Students' seem engaged with the lesson" are different. The mean of the control group is 2.62 while the mean of the experimental group is 4.62. The tables below test the significance of this difference in order to know whether this difference is attributed to the use of Social Media in the class or not.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
									Lower	Upper
Students seem engaged with the lesson	Equal variances assumed	1,882	,192	-5,376	14	,000	-2,00000	,37201	-3,10742	-,89258
	Equal variances not assumed			-5,376	11,055	,000	-2,00000	,37201	-3,15424	-,84576

Table 53: Independent Sample T-Test (Students' seem engaged with the lesson)

As shown in Table 54, the first condition of variance equality is fulfilled because the probability ($p=0.192$) of the F test is higher than the significance level of 0.01. The null hypothesis that assumes variance equality between the groups is accepted. Moving to the t-test, the table shows that it is significant because $p=0.00<0.01$. Hence, the null hypothesis of the t-test is rejected, which means that the group means are significantly different. Put differently, the use of Social Media has a positive effect on the students' engagement with the lesson.

Group		N	Mean	Std. Deviation	Std. Error Mean
Students' participation was active and lively	Control group	8	2,2500	,88641	,31339
	Experimental group	8	4,1250	,35355	,12500

Table 54: Group Statistics (Students' participation was active and lively)

Table 55 shows that, for the variable “students’ participation was active and lively”, the control group has a mean equal to 2.25while, for the experimental group, the mean reaches a value of4.12. The significance of this difference is shown in Table 56.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
Students' participation was active and lively	Equal variances assumed	3,223	,094	-5,557	14	,000	-1,87500	,33740	-2,879	-,8706
	Equal variances not assumed			-5,557	9,172	,000	-1,87500	,33740	-2,966	-,7837

Table 55: Independent Sample T-Test (Students' participation was active and lively)

Table 56 illustrates significant F-test as the $p=0.094$, which is higher than the significance level0.01. The null hypothesis related to this test is accepted and the variances are equal and the t-test can be used. The independent sample t-test is also significant as the calculated probability equals 0.000, which is lower than the significant level of 0.01. The null hypothesis that assumes that the means are equal is rejected. Therefore, there is a significant difference between the control and experimental groups, which is attributed to the use of Social Media in the experimental group.

Group		N	Mean	Std. Deviation	Std. Error Mean
Students experience difficulties in paying attention, sustaining alertness, or maintaining effort	Control group	8	3,5000	,75593	,26726
	Experimental group	8	1,2500	,46291	,16366

Table 56: Group Statistics (Students experience difficulties in paying attention, sustaining alertness, or maintaining effort)

Table 57 shows that the means are different between the groups for the variable “student experience difficulties in paying attention sustaining alertness, or maintaining effort”. Indeed, the control group has a mean equal to 3.5while the experimental group has a lower mean

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which comes to 1.25. This high mean of the control group supposes that the control group experiences more difficulties than the experimental group. In order to test the significance of this difference, an independent sample t-test is used and presented in Table 58.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
									Lower	Upper
Students experience difficulties in paying attention, sustaining alertness, or maintaining effort	Equal variances assumed	2,800	,116	7,180	14	,000	2,25000	,31339	1,31708	3,18292
	Equal variances not assumed			7,180	11,603	,000	2,25000	,31339	1,28674	3,21326

Table 57: Independent Sample T-Test (Students experience difficulties in paying attention, sustaining alertness, or maintaining effort)

Table 58 shows an F-test with a value equal to 2.80 and $p=0.116 > 0.01$. The null hypothesis related to the condition of using a t-test is accepted, which means that the variances between the groups are equal. As far as the t-test is concerned, Table 58 reveals its significance as $p=0.000 < 0.01$. The null hypothesis that assumes equal means between the two groups is rejected. In other words, the use of Social Media has a positive effect on the students' difficulties in paying attention, sustaining alertness or maintaining effort.

Group		N	Mean	Std. Deviation	Std. Error Mean
Students show obvious signs of anxiety	Control group	8	3,8750	1,12599	,39810
	Experimental group	8	1,1250	,35355	,12500

Table 58: Group Statistics (Students show obvious signs of anxiety)

Table 59 shows the statistics related to the variable students' anxiety. Indeed, the mean of the control group equals 3.87 while the mean of the experimental group reaches 1.12. Hence, the means are quite different and suggest that the control group faced higher anxiety than the experimental group. The significance of this mean difference is shown below.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
									Lower	Upper
Students show obvious signs of anxiety	Equal variances assumed	9,464	,008	6,591	14	,000	2,75000	,41726	1,50788	3,99212
	Equal variances not assumed			6,591	8,367	,000	2,75000	,41726	1,36759	4,13241

Table 59: Independent Sample T-Test (Students show obvious signs of anxiety)

As presented in Table 60, the F-test is not significant as $p=0.008<0.01$. The null hypothesis that assumes that the variances are equal is rejected and in this case the t-test of the second row is used and interpreted. Indeed, the t value equals 6.591, which corresponds to a $p=0.000<0.01$. Therefore, the null hypothesis of equal means is rejected. This result indicates that the use of Social Media has a positive impact on reducing the students' anxiety.

Group	N	Mean	Std. Deviation	Std. Error Mean
Students are markedly withdrawn from each other, as well as from the classroom activities Control group	8	3,2500	,88641	,31339
Experimental group	8	1,0000	,00000	,00000

Table 60: Group Statistics (Students are markedly withdrawn from each other, as well as from the classroom activities)

Table 61 shows the means of the variable “students are markedly withdrawn from each other, as well as from the classroom activities”. The eight (08) observed sessions show that the control group has a mean equal to 3.25, which is higher than the mean of the experimental group which reaches a value of 1. This result assumes that students' withdrawal from each other and from classroom activities is more common among students in the control group than the students of the experimental group. The significance of this difference is shown in the following table.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
									Lower	Upper
Students are markedly withdrawn from each other, as well as from the classroom activities	Equal variances assumed	31,500	,000	7,180	14	,000	2,25000	,31339	1,31708	3,18292
	Equal variances not assumed			7,180	7,000	,000	2,25000	,31339	1,15329	3,34671

Table 61: Independent Sample T-Test (Students are markedly withdrawn from each other, as well as from the classroom Activities)

As illustrated in Table 62, the null hypothesis related to equal variances is rejected because the probability of the F-test (0.00) is lower than the significance level (0.01). The interpretation of the t-test will use the second row in the table. Indeed, the t-test has a value of 7.180, which corresponds to a $p= 0.000$, that is lower than the significance level (0.01). The null hypothesis of equal means is rejected. In other words, the use of Social Media has an effect on the students' withdrawal from each other and from classroom activities. This withdrawal is more common and frequent among the students of the control group

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(Mean=3.25) whereas there is a considerable decrease in students' withdrawal in the experimental group where Social Media are used. Based on this finding, it becomes very beneficial to integrate Social Media in EFL classrooms in order to enhance students' interaction with each other and in the classroom activities.

Group	N	Mean	Std. Deviation	Std. Error Mean
Students exhibit lack of cooperation Control group	8	3,6250	,51755	,18298
Experimental group	8	1,6250	,51755	,18298

Table 62: Group Statistics (Students exhibit lack of cooperation)

Table 63 shows the means related to variable students' lack of cooperation during the 8 observed sessions. The control group has a mean equal to 3.62, which is higher than the mean of the experimental group which reaches 1.62. This result assumes that the lack of cooperation is higher among the students of the control group than the students of the experimental group, who exhibit more cooperation. In order to test the significance of this difference and whether it is attributed to the use of Social Media, an independent t-test is used and is presented in Table 64.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
									Lower	Upper
Students exhibit lack of cooperation	Equal variances assumed	,000	1,000	7,729	14	,000	2,00000	,25877	1,22967	2,77033
	Equal variances not assumed			7,729	14,000	,000	2,00000	,25877	1,22967	2,77033

Table 63: Independent Sample T-Test (Students exhibit lack of cooperation)

Table 64 presents the F-test and t-test. The former test has a probability equal to 1, which is higher than the significance level set at 0.01. This result reveals that the variances between the two groups are equal and that the null hypothesis of equal variances is accepted. More importantly, the result of the F-test leads to the interpretation of the t-test in the top row of the table. In fact, the value of the t-test comes to 7.729, which corresponds to a $p=0.000$, which is lower than the significance level. This finding leads to the rejection of the null hypothesis that assumes equal means between the two groups. Hence, the use of Social Media has a positive impact on the students' cooperation.

4.2.4.2. Analysis of the Results Obtained from the Pre-, Post tests (The Effect of Social Media Integration on the Students' Grades)

This part sheds light on the effect of Social Media use in EFL classroom on the students' grades. The analysis consists in two independent groups, notably a control group and an experimental group. In each group, a sample of 30 students was used. The two groups were tested twice and had two types of grades, namely pre-test grades and post-test grades. In the pre-test, there was no use of Social Media in both groups, whereas in the post-test there was use of Social Media in the experimental group. Henceforth, this part gives the results of the independent tests for the pre-test and post-test grades. Tables 65 and 66 present the mean difference between the two groups when they were tested before integrating Social Media.

Group	N	Mean	Std. Deviation	Std. Error Mean
Grades of the pre-test Control group	30	9,266667	3,0249917	,5522854
Experimental group	30	10,233333	2,9441155	,5375195

Table 64: Group Statistics (Pre-Test Grades)

Table 65 shows the mean difference concerning the grades of the pre-test. In fact, the mean of the experimental group (M=10.23) slightly exceeds the mean of the control group (9.26). In order to detect the significance of this difference, an independent t-test is used and its results are shown below.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
Grades of the pre-test	Equal variances assumed	,601	,441	-1,254	58	,215	-,9666667	,7706792	-3,019206	1,0858731
	Equal variances not assumed			-1,254	57,957	,215	-,9666667	,7706792	-3,019257	1,0859241

Table 65: Independent Sample T-Test (Pre-Test Grades)

According to Table 66, the first condition of running the t-test is fulfilled. Indeed, the F-test has a probability equal to 0.441, which is higher than the significance level of 0.01. The null hypothesis of equal variances is, therefore, accepted and the t-test in the first row should be used. The independent sample t-test shows no significant result because the probability of the t-test (0.215) is higher than the significance level (0.01). The null hypothesis of equal mean is accepted. This means that there is no significant difference between the two groups in terms of the pre-test grades. Both groups have similar and close grades. The following tables

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will test whether a significant difference exists between the two groups in terms of their students' grades after the integration of Social Media in the experimental group.

Group	N	Mean	Std. Deviation	Std. Error Mean
Grades of the post-test Control group	30	10,9500	2,98661	,54528
Experimental group	30	16,0333	2,02541	,36979

Table 66: Group Statistics (Post-Test Grades)

As shown in Table 67, the mean of the post-test grades of the experimental group reaches 16.03, this considerably exceeds the mean of post-test grades of the control group which is equal to 10.95. The following table tests the significance of this considerable difference and whether it is attributed to the use of Social Media in the experimental group.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
Grades of the post-test	Equal variances assumed	5,942	,018	-7,716	58	,000	-5,08333	,65884	-6,83801	-3,32865
	Equal variances not assumed			-7,716	51,018	,000	-5,08333	,65884	-6,84618	-3,32048

Table 67: Independent Sample T-Test (Post-Test Grades)

Table 68 shows that the F-test is significant and that the null hypothesis is accepted because the probability of the F-test ($p=0.018$) is higher than the significance level (0.01). The condition to interpret the first row of the t-test, is therefore, achieved. More importantly, Table 68 points out that the t-test is significant because the probability of the aforementioned test equals 0.000, which is lower than the significance level. The null hypothesis of equal mean is rejected. In other words, there is a significant effect between the grades of the control and experimental groups. This difference is attributed to the used of Social Media. More interestingly, the experimental group witnessed a considerable improvement as the grades moved from 10.23 in the pre-test to 16.03 in the post-test. In addition, these grades are quite better than the grades of the post-test of the control group which reaches 10.95. Hence, the use of Social Media is highly recommended in EFL classrooms because this new technological tool has been shown to have a positive impact on the students' grades.

To conclude, the independent sample t-tests used on the seven variables of the concept "students' role" show that all the tests are significant. In other words, the use of Social Media has a positive effect on the seven factors of the concept "students' role". Indeed, the findings

point out that integrating Social Media leads to better students' communication and enthusiasm, students become more engaged and they exhibit active participation. Furthermore, the use of Social Media helps students to overcome their difficulties, especially when it comes to paying attention, they show less obvious signs of anxiety and they show better interaction and cooperation among each other. More interestingly, the results show that the use of Social Media has a great impact on the students' grades which witnessed a considerable improvement. However, the effect of Social Media has a lower effect on the teachers' role concept because not all its variables were affected by the integration of this new technological tool. In fact, the use of Social Media has a positive impact on the teachers' use of small groups, pair works and the way he/she pays attention to all the students appropriately.

The main conclusion that can be drawn is that the use of Social Media is highly commended in the EFL classroom because it has been shown that the integration of this technological tool has positive impacts on the students' behaviors and grades and even on some of the teachers' role in the classroom.

Therefore, the discussion of the results obtained from the observation grid and pre-, post test results are presented in the following section.

4.2.5. Discussion of the Results Obtained from the Observation Grid and Pre-, Post tests Results

The following is an attempt to provide a comprehensive discussion about the results obtained from the observation grid.

4.2.5.1. Discussion of the Observation Grid Results

It is worth noting that, throughout this research work, it was hypothesized that Social Media integration might be beneficial for enhancing second-year LMD students' speaking performance. The purpose of the research was to investigate whether or not teaching the speaking skill through the use of Social Media platforms would enhance students' speaking performance. In doing so, the observation was the qualitative investigation tool that was used to measure the effect of integrating Social Media in English teaching on the EFL learners' speaking performance. Statistical data gathered via the observation of learners' oral performance during the eight English-learning sessions has led to drawing significant conclusions regarding the oral performance of both the control and the experimental groups.

Findings also allowed shedding light on the main challenges that EFL learners faced when engaging in communication activities.

It is assumed that the speaking skill has always been referred to as one of the most important obstructions that students encounter when learning a foreign language (Rao, 2019, p.09). Often times, in classroom discussions and during the learning sessions, EFL teachers report anxieties, lack of self confidence, and lack of motivation about their students being very poor English speakers, though, sometimes, good at writing and listening. In fact, the Algerian EFL learners face many problems in speaking the English language. Those problems can be lack of pronunciation practice, fear of making mistakes, and fear of losing face.

In the current study, teachers' role and students' behavior in the speaking classes have been recorded through a series of observation sessions which focused on two main variables:

1) Teacher's role: In this section, the researcher focused more on observing the following items: "The teacher created a welcome learning environment, the teacher engaged and facilitated discussion in class, the teacher's use of small groups/ pair works during each activity appropriately, the teacher divided his or her attention among students appropriately and adequately, and the teacher is aware of the difficulties that prevent students from speaking and engaging in the classroom".

2) Students' behavior: In this section, the researcher focused more on observing the following items: "students exhibited effective communication revealing their enthusiasm, students seem engaged with the lesson, students' participation was active and lively, students experience difficulties in paying attention, sustaining alertness, or maintaining effort, students show obvious signs of anxiety, students are markedly withdrawn from each other, as well as from the classroom activities, and students exhibit lack of cooperation".

The observation is used to record the teacher's role and students' behavior to see the development process in English Speaking skills simultaneously with the implementation of the experiment (through integrating Social Media). The researcher observed all students of the experimental and control groups and recorded them while they produced language orally. Consequently, the first element to be discussed is the effect of Social Media integration on the teacher's role.

4.2.5.1.1. Discussion of the Observation Grid Results (The Effect of Social Media integration on the Teacher's Role)

A number of observations can be made:

4.2.5.1.1.1. The Teacher Created a Welcoming Learning Environment

To examine this dimension, it is necessary to explore the effect of the means and standard deviation of the experimental and the control groups' results on the post application of the observation grid, in order to observe the concept of teacher's role. The researcher used the Independent Samples T-test to measure the significant differences. To interpret this variable, the researcher used T-test independent sample results of differences between the experimental and control groups in the post application of the observation grid.

In the light of the obtained results, it could be argued that the control group's results, as compared to the experimental group's results, in the first variable "the teacher created a welcoming learning environment", are similar, having a means of 4.6 in the control group and 4.8 in the experimental group. This result entails that Social Media integration, in this particular experiment, did not have a significant impact on the teacher's use of a welcoming learning environment. That can mean either that, even without implementing Social Media, the Algerian teachers involved managed to create a welcoming learning environment, in which case these Algerian teachers could be said to have succeeded in establishing good harmonious relationships with their students, or that the experiment did not succeed in demonstrating the benefits of Social Media. In case it was the first reason, Mulyasa (2008 cited in Sukawati et al, 2019, p. 232) explains that a teacher who is active in education is called upon to have a good personality as an educator, because being an educator is actually felt to be heavier than other professions. In connection with the teacher's role as an educator, ownership of personality is a requisite of all teachers. The literature has concluded that teachers will be able to educate as well as teach if they have emotional stability, have a great sense of responsibility to advance students, by dint of being realistic, being honest, and being open and sensitive to the development of education (Hamalik, 2002 cited in Sukawati et al, 2019, p. 233). The gist of this literature is that the teacher's personality has a direct and cumulative influence on the lives and study habits of students. These attributes are referred to as personality; including knowledge, skills, ideals and attitudes, and also the principles they have about others. This is also confirmed by experimental evidence to the effect that a lot is learned by students from their teachers, since students absorb their beliefs, imitate their behavior and quote their questions (Sukawati et al, 2019, p. 233). The literature also reveals

that problems such as motivation, discipline, social behavior, achievement and learning desire are continuously sourced from the teacher's personality (Ibid). The other alternative explanation is the outcome of the triangulation of different types of data provided by the different instruments used in this study. In other words, a mismatch is detected between the perceptions of different parties involved, on the one hand, and those perceptions and the classroom observation, on the other.

To reconcile the two possibilities, the notion of “favorable learning environment” can be invoked. According to Garibay (2015, p. 3) “The learning environment in a class can affect student engagement and performance. Whether the class is in a large lecture hall, a small seminar, or a laboratory section, a learning environment where all feel safe, valued, and respected is necessary for students to achieve and demonstrate their full potential”. Since a negative environment can be an obstacle to learning, it is essential to understand how to create and sustain a positive climate for all students. Thus, for this author, the elements of the learning environment that need to be addressed range from what is physical (i.e. the provision of adequate materials and the reduction of noise), to what is psycho-social (i.e. involving how students feel and are treated in the classroom). Moreover, Garibay (Ibid) contends that, for a classroom to have an inclusive climate for diversity, it is necessary that students feel supported in the components of the course. That includes content, discussion, physical/structural aspects, and class meeting times. This orientation in research is further corroborated by Sithole (2017, p. 34) who found that “More teaching and learning take place in a positive school environment. The research indicates that the school can support the students emotionally and academically. Both school connectedness and environment play an important part in the student’s educational experiences”.

The following is an attempt to compare and discuss the teacher’s role in both groups in the variable highlighted above (i.e. Teacher’s engagement and facilitation of using discussion in class).

4.2.5.1.1.2. Teacher’s Engagement and Facilitation of Using Discussion in Class

The findings from Tables (20-21) show that the teacher’s engagement and facilitation of using discussion in both groups (the control and the experimental groups) was not affected by the use of Social Media. The mean of the control group reaches 4, while the mean of the experimental group reaches 4.5. Thus, it could be noticed from Table 21, above, that the integration of Social Media apparently did not have a significant effect on the aforementioned variable (i.e. teachers can be engaged and can facilitate discussion with or without the

integration of Social Media). This finding actually reinforces Rindu and Ariyanti's (2017, p. 84) claim that "Even though the modern technology has its own important roles in supporting the educational system, the teacher is still the vital element in the teaching and learning process".

According to Harmer (1990 cited in Rindu and Ariyanti, 2017, p. 84), there are metaphors to describe what teachers do; sometimes they are portrayed as actors because they are always on stage. Sometimes, they are portrayed as orchestral conductors because they direct conversation and set the pace and tone. It transpires, then, that the teacher is a person who is entrusted with the mission of educating the young generation. Harmer foregrounds the complexity of the teacher's role. Teachers are required to have teaching as well as classroom management skills. Furthermore, Richards and Rodgers (2014 cited in Rindu and Ariyanti, 2017, p. 84) define 'Role' as the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. According to Harmer (1990 cited in Rindu and Ariyanti, 2017, p. 84), a teacher has six roles in managing a class, namely that of controller, assessor, organizer, prompter, participant, and resource. To these, Sanjaya (2007 cited in Rindu and Ariyanti, 2017, p. 84) added six roles in managing a class during teaching and learning process, namely being a learning source, facilitator, manager, demonstrator, guide, and motivator.

However, for teachers to manage their roles effectively, according to Ko and Sammons (2013, p. 29), they are called upon to be clear about instructional goals, and knowledgeable about curriculum content and the strategies for teaching it. They need to communicate to their students what is expected of them, to make expert use of existing instructional materials in order to devote more time to practices that enrich and clarify the content, and to be knowledgeable about their students. They can do that by adapting instruction to their needs and anticipating misconceptions in their existing knowledge. They are expected to teach students meta-cognitive strategies and give them opportunities to master them, to address higher- as well as lower-level cognitive objectives, and to monitor students' understanding by offering regular appropriate feedback. Meta-cognitive strategies have generally been conceptualized "as consisting of planning, monitoring and evaluating the learning or reading process" (Osuji, 2017.p. 12). They refer to "the conscious monitoring of one's cognitive strategies to achieve specific goals, for example when learners ask themselves questions about the work and then observe how well they answer these questions" (Flavell, 1981, p. 273cited in Du Toit and Kotze 2009. p.58). Moreover, teachers are called upon to integrate their instruction with that in other subject areas, and finally to accept responsibility for student

outcomes (Ibid). This finding is also in conformity with the ELT literature regarding the characteristics of effective teacher (Ghimire, 2019). See also Chapter Two, Section One, 2.1.18. Required Characteristics for Effective Teacher).

In short, it can be safely argued that the role of nowadays' teacher in engaging and facilitating discussion in classroom is still crucial despite the developments in the field of education (Integrating the new technologies in the curriculum). This is in line with Murati (2015, p. 78), who believed that the "important task of the teacher should not be just fulfillment of his profession, but it should exceed it and become a realization of his mission as a distributor of knowledge and education of new generations. Anyone who has determined the role of the teacher should perform with pride, because it is an important task not only professional but also national". This author takes the teacher to be one of the key factors in education; as teachers are called upon to act with professionalism and humanity, to refrain from traumatizing children, and to avoid causing them to feel inferior or superior to the educational process.

The discussion of the results obtained from the third variable (The teacher used small groups/ pair works during each activity appropriately) is presented in the following subsection.

4.2.5.1.1.3. The Teacher Used Small Groups/ Pair Works during each Activity Appropriately

Contrary to the above mentioned findings of the first two variables, the remaining results show a positive effect of the introduction of Social Media in the speaking activities. As for the use of small groups/ pair works during the activity, the subjects in the experimental group and the control group marked a significant difference (see Table 22). The mean difference in the experimental group is 4.25 while the mean of the control group is 2.5. In fact, it could be noticed from Table 23, above, that the subjects in the control group did not show significant improvement in the use of small/pair work during each activity. However the subjects of the experimental group show some improvement in the appropriate use of small and pair works. This finding actually reinforces the assumption that the use of Social Media has a positive effect on the teachers' appropriate use of small and pair works. The present study's findings support previous research. For instance, Bozanta and Mardikyan (2017, p. 97) report that different Social Media platforms were used to examine the effects of Social Media sites on education and collaborative work. Moreover, Bongdanovs et al. (2012 cited in Bozanta and Mardikyan, 2017, p. 97) created their social platform in order to measure the

effects of self-created Social Media platforms for collaborative work. The gist of these reports is the observation that this use is much more effective than typical social networks because it is created for a special purpose. Some of the studies handle Social Media sites separately and investigate the effects of specific ones or specific kinds of Social Media in educational settings (for instance Quincey et al. 2012 cited in Bozanta and Mardikyan (2017, p. 97) on the effects of social bookmarking sites, and Devi et al. (2019, p. 100) on their benefits for social interaction, and Faizi et al. (2013 p. 52) on their role in countering classroom boredom and enhancing behavioral engagement through discussion, debate, group projects, etc.).

The results of the present study showed that the suggested teaching framework has a positive impact on the teacher's ways of presenting the lessons. In fact, it raised the teachers' awareness of the importance of Social Media in teaching the speaking skill and improving students' collaborative work. Also, teachers became more open to different Social Media platforms such as YouTube, Facebook, Skype, and Telegram. This finding, in fact, shows that Social Media integration in teaching the speaking skill improves teachers' use of small groups/pair work in each activity (See also Chapter Three, 3.5.2.2. The Suggested Framework for the Teaching of Speaking).

In what follows, the discussion of the variable "The teacher divided his or her attention among students appropriately and adequately" is presented.

4.2.5.1.1.4. The Teacher Divided his or her Attention among Students Appropriately and Adequately

On a closer inspection of the means differences, it could be noticed that the subjects of the experimental group improved significantly in the variable "The teacher divided his or her attention among students appropriately and adequately". This improvement, in fact, was not remarkably noticed among the subjects' in the control group. The following is an attempt to compare and discuss the teacher's role in both groups in the variable mentioned above.

In fact, findings from Tables (24-25) show that the teacher's role in dividing his attention among students appropriately and adequately in the experimental group improved after the period of the treatment. On the other hand, the findings also indicate that the teacher of the control group did not show notable improvement in the aforementioned variable. Indeed, the subjects of the experimental group's mean equals 4.5 in the teacher's division of attention among students appropriately and adequately, whereas the mean of the control group equals 3.25 (see Table 24).

These findings indicate that the use of Social Media has a positive effect on the way the teacher pays attention adequately among his students. This could be attributed to the possibility that the teacher can go back at any time to check his students' works and activities on Social Media and the fact that this technological tool can facilitate the task of paying attention to all the students' works fairly and equally (See Chapter Three, 3.5.2.3. Speaking Lesson Plans Suggestions (Using Skype), 3.5.2.4. Lesson plans preparation (Using YouTube). For example, when students are using Skype (talking with native speakers), the teacher has the chance to move around the classroom and divide his attention among students appropriately. Social Media are teaching aids that help the teacher present his/her lesson and control his/her students at the same time. There is ample evidence for this role in the literature. Thanavathi (2019, p.10) insisted on the functionality of using Social Media for pedagogical purposes with a view to enhancing teaching, advising, mentoring and collaborating with one another and students. Thanavathi (2019, p. 13) highlights the need to integrate Social Media in educational institutions with a view to achieving many objectives and improving the quality of lessons in all subject areas as well as social studies. Noticing the increasing pervasiveness of Social Media in our daily lives like work, business, teaching, learning, leisure and health, this author makes it the duty of every learner to become Social Media competent. All the logistic preparations aimed at facilitating the accomplishment of this goal are to be encouraged at the institutional level.

The following lines deal with the last variable "The teacher is aware of the difficulties that prevent students from speaking and engaging in the classroom".

4.2.5.1.1.5. The Teacher is aware of the Difficulties that Prevent Students from Speaking and Engaging in the Classroom

As for the teacher's awareness of the difficulties that prevent students from speaking and engaging in classroom, the subjects of the control group and the experimental group marked a significant difference (see Table 26). The mean of the control group accounts for 3.37 while the mean of the experimental group reaches a value of 4.25. This finding indicates that the means are significantly different between the control and experimental groups. Therefore, the use of Social Media has an effect on the teachers' awareness of the difficulties that prevent students from speaking and engaging in the classroom. This finding is in conformity with the findings of the teachers' questionnaire (See above section, question 04) and with different interested parties reported in the ELT literature regarding the difficulties that prevent students from speaking the English language (e.g. Ur, 2000; Littlewood, 1999;

Kouicem, 2010; Mebarki, 2016; Putra, 2017). (See Chapter Two, 2.1.6. Factors Affecting Speaking Performance in Foreign Language).

Among the scholars who reported such speaking difficulties is Al Nakhalah (2016, p.97). As a matter of fact, a number of studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students (Gan, 2012, cited in Al Nakhalah, 2016, p. 98). This is manifested in the insufficient opportunities to speak English in lectures and tutorials, lack of a focus on language improvement in the curriculum, and the input-poor environment for spoken communication in English outside class. Moreover, the literature enumerated these problems. They include shyness, grammar, vocabulary and meaning, lack of pronunciation practice, lack of confidence, fear of making mistakes, and anxiety (Tasmia, 2019). However, the most predominant problem remains pronunciation. This affirmation may account for the remarkable difference in data collected through observation in this study between students of the experimental group, whose speaking lessons were enriched by the implementation of Social Media, and students of the control group, whose lessons were devised in complete correspondence with the official program. For instance, students of the control group were still unable to build long and complex sentences. Although the teacher spent a long time teaching grammar, students still could not form correct sentences when they tried to express their ideas. Moreover, data collected through observation showed that the participants in the control group still had difficulties to find the appropriate vocabulary item when trying to speak (See section below, 4.2.5.2. Discussion of the Pre-, Post Tests Results). In addition, during the observation sessions, the researcher noticed that students shifted to speaking their mother tongue when they discussed the rubrics of the speaking tasks. Thus, the limited vocabulary and weak sentences construction are the main factors that lead to using Arabic. On the other hand, students belonging to the experimental group markedly developed their speaking performance, thanks to Social Media (YouTube, Facebook, Telegram, and Skype). Students' improvement in the speaking skill is thoroughly analyzed in the section below.

Besides, the literature has ascribed the occurrence of these problems to a number of factors, such as confidence, listener's support, students' listening ability, and pressure to perform well in front of class (Tuan and Mai, 2015). Equally decisive is the response from the audiences (their attention, respect, and appreciation) in influencing students to perform well in speaking English. These findings reported in the literature are in tandem with the findings of the students' questionnaire in the present study (see section, the Analysis of Students'

questionnaire above, question 02). It stands to reason, then, that the purpose of the suggested designed teaching framework was to test the impact of Social Media on improving students' oral performance and help them overcome their speaking difficulties.

To sum up, the concept of teachers' role reveals that there are three variables which are affected by the use of Social Media. The first variable is "the teacher's use of small groups/ pair works during each activity appropriately". The second variable is "the teacher divided his or her attention among students appropriately and adequately" and the third variable is "The teacher is aware of the difficulties that prevent students from speaking and engaging in the classroom". The three aforementioned variables witnessed significant improvement after the introduction of Social Media. This improvement is expected to have good implications on the students' speaking performance and teachers' role in checking his/her students adequately. It is, therefore, recommended to use Social Media if the objectives are to help students participate in discussion and pair work and to help teachers pay their attention appropriately among their students, and be aware of the difficulties that prevent their students from speaking and engaging in the speaking activities. The other variables, notably, "teacher creation of a welcoming learning environment, teacher's engagement in creating discussion in the class" do not seem to be directly affected by the use of Social Media.

The next section deals with the effect of Social Media on students' Behavior.

4.2.5.1.2. Discussion of the Observation Grid Results (The Effect of Social Media Integration on the Students' Behavior)

A collection of observations can be presented in the following section:

4.2.5.1.2. 1. Students Exhibited Effective Communication Revealing their Enthusiasm

In the light of the obtained results, it could be argued that the control group's results as compared to the experimental group's result in the first variable "students exhibited effective communication revealing their enthusiasm" are not similar, as we have the means of 2.62 of the control group and 4.37 of the experimental group. This result means that the implementation of Social Media in the experimental group has a positive effect as the students' effective communication, and enthusiasm has considerably been enhanced. This finding can be attributed to the fact that today's students are more digitally oriented. So, adopting this tool in the classroom will push students to be more interested in speaking and communicating and engender more enthusiasm and motivation among them. This meets Devi et al.'s (2019, p. 101) results to the effect that the Social Networks applications support

enthusiasm in a common space where interests are shared, collaborations are established, resources are shared, and communications and interactions are consolidated.

In addition, Alhaj (2015) criticizes the traditional mode of teaching and learning for failure to encourage students to be positive learners. This author highlights the importance of students' motivation, desires and attitudes in language acquisition. To this effect, Alhaj extols the merit of using Social Media tools in the education process as being innovative and most valuable for the learning process, fostering, thus, positive attitudes among students towards the target language (Ilknur Celik et al 2014 cited in Alhaj, 2015). Put differently, throughout this investigation, it was argued that integrating Social Media in teaching the speaking skill increases students' enthusiasm towards the learning process (See Chapter Two, 2.2.8. The Implementation of Social Media and Technology in Higher Education).

In the following sub-section, the variable "Students' seem engaged with the lesson" will be discussed

4.2.5.1.2.2. Students' Seem Engaged with the Lesson

To examine this variable, the means and standard deviation of the experimental and the control groups' results on students' engagement with the lesson were computed. The mean of the control group and the experimental group are significantly different, with means of 2.62 of the control group and 4.62 of the experimental group. This entails that the use of Social Media is likely to improve the student's engagement with the lesson speaking skills. This engagement has considerably improved with the integration of Social Media. This result might be explained by the interest that students give to Social Media and digital tools. Their familiarity and common use of the digital tools, notably Social Media, lead them to be more interested and engaged in English lessons where Social Media are used.

In fact, these findings are in line with Hsu's (2019) results' to the effect that incorporating Social Media significantly improves students' perceived importance of Social Media, engagement with the class via Social Media, perceived emotional value of Social Media for learning, perceived social value of Social Media for learning, motivation to learn the subjects via Social Media, and overall satisfaction with the class, college and university. This author has also found that students' previous experience with a number of variables including strategy, ages, gender, perceived social value, abilities of using Social Media, and class standings significantly influences their overall satisfaction. Moreover, Alshuaibi (2018 citing Tuan and Marin, 2015, and Yourstone et al., 2008) attributes the recourse of many practitioners and scholars to the use of Social Media for educational purposes to the fact that

they foster student engagement, enabling them to share, discuss and collaborate with each other, gaining, thus, enhanced and meaningful learning experiences, and overcoming and addressing the barriers of time and location.

Batts (2013 cited in Alshuaibi, 2018) also found that the amount of time spent on Social Media led to fostering engagement among African American students, by allowing students to interact more and engage with their peers, thus being able to better manage their studies. This point was also made by Raut and Patil (2016, p. 282), who found that Social Media tools and networking sites facilitate students' engagement with each other, enabling them to express and share their creativity. These authors find such personal interactions vital for creating and sustaining a sense of belonging. In line with these concepts, the results of the present study showed that the students' speaking performance in the experimental group witnessed considerable improvement as the grades moved from 10.23 in the pre-test to 16.03 in the post-test. These grades are quite better than the grades of the post-test of the control group which reach 10.95 (See section below). These findings suggest that the use of Social Media is highly recommended in EFL classrooms because this new technological tool has been shown to have a positive impact on the students' grades. The findings also confirmed the importance of taking into consideration students' interests, needs, and preferences when designing speaking courses. The implementation of the Social Media platforms (YouTube, Skype, Facebook, and telegram) in this study was based on students' and teachers' preferences and suggestions, and the activities taught in the selected Social Media platform were designed based on students' weaknesses in the speaking skill (vocabulary, grammar, pronunciation, and fluency) (See students' and teachers' questionnaire and see also the relevant section in the methodology chapter). Therefore, this gives ample evidence for the necessity of conducting more research into students' motivation for learning the English language in order to meet their needs, interests, and weaknesses in construction and secure a high level of engagement.

In the following lines, the variable "Students' participation was active and lively" will be presented

4.2.5.1.2.3. Students' Participation was Active and Lively

As for the students' participation, the subjects of the experimental group marked a significant improvement, compared to the subjects of the control group. The mean of the experimental group reached a value of 4.12, while the control group had a mean equal to 2.25. Thus, there is a clear difference between the two groups, which means that Social Media have a positive effect on students' participation. More interestingly, this difference shows that

students' active participation has been improved in the experimental group, which has a higher mean than the control group. Therefore, it is highly recommended to use Social Media in order to enhance students' active and live participation because today's students are more digital-oriented and find using Social Media and other digital tools more interesting and enjoyable than the traditional tools.

This finding actually reinforces the hypothesis which suggests that the integration of Social Media in the EFL classes will enhance students' participation in speaking activities. This finding is in conformity with the ELT literature regarding the use of Social Media in English classes (e.g. Antenos-Conforti, 2009; Gruba and Hinkelman, 2012; Kurisak and Luke, 2009; Levy and Stockwell, 2006 and Motteram, 2010) arguing for the necessity of using Social Media in EFL classes (See Chapter Two, 2.2.9. the Importance of Social Media in English language Learning for more details). Furthermore, Albiladi (2020, p.33, citing McBride, 2009, and Erben et al., 2008) argues that, in each ESL/EFL context where some students exhibit difficulties in participating and expressing their opinions and thoughts, opting for silence as a sign of anxiety, the use of Social Media is highly recommended to encourage these students to participate and be effective learners. The utility of Social Media for shy and silent students has also been foregrounded by Chartrand (2012). Other studies have equally defended the participatory role of Social Media (Neville and Heavin, 2013; Ajjan and Hartshorne, 2008; and Hrastinski, 2009). This point was also made by Graham (2014, p. 22).

Therefore, the results of the present research show that the use of Social Media inside the classroom and outside the classroom was beneficial. In fact, the lesson plan's design which focused on a variety of topics and focused on skills such as speaking, vocabulary, and grammar, and used different Social Media platforms inside as well as outside the classroom (See the relevant section in the methodology chapter) proves to be successful both in improving students' participation and their speaking performance (see Tables 32-33). According to the findings of the present thesis, it could be safely argued that Social Media integration enhances students' participation in the speaking activities.

The next sub-section deals with the variable "Students experience difficulties in paying attention, sustaining alertness, or maintaining effort".

4.2.5.1.2.4. Students Experience Difficulties in Paying Attention, Sustaining Alertness, or Maintaining Effort

Based on the tables above, a comparison can be drawn between the subjects' behavior in both groups (the control group and the experimental group). As the findings from Tables

34-35 indicate, the control group has a mean reaching 3.5 while the experimental group has a lower mean reaching 1.25. This high mean of the control group implies that the control group experiences more difficulties than the experimental group in paying attention, sustaining alertness, and maintaining effort. Thus, the experimental group has shown better achievement in the aforementioned variable. This finding marks a big difference between the two groups' achievement. Indeed, the mean of the control group is higher than the mean of the experimental group, which tells that the students in the control group face more difficulties in paying attention than the students of the experimental group. This finding reveals that Social Media have a positive effect on helping students overcome their difficulties related to paying attention, sustaining alertness and maintaining efforts.

Moreover, it has been noticed during the treatment that the majority of the students in the experimental group were active, concentrated, and attentive to their teacher's instructions, speaking tasks and the materials used in class (i.e. handouts, laptops, cards, microphones, earphones, and smart boards). It has been also noticed that, during the treatment, some students (the introvert ones) had a notebook in which they wrote the difficult words they had difficulties to understand or to pronounce and asked their mates later on Telegram or Facebook group (closed Facebook group and Telegram group, only students in the experimental group were asked to join it), they wrote also unfamiliar vocabulary to find its meaning and synonym on Google or by sharing them with their friends in the group (Telegram and Facebook).

Therefore, it could be safely argued that students' use of Social Media in the present teaching program (See Chapter Three, 3.5.2.2. The Suggested Framework for the Teaching of Speaking) has had a positive effect on the students' achievement in the present treatment. This finding is corroborated by the literature. According to Cicekci and Sadik (2019, p. 15, citing Ainley and Luntley, 2007; Chen and Huang, 2014, and Smith and Kosslyn, 2014, pp. 105-115), attention is emphasized as a mechanism to initiate learning. Failure to do so would engender problems in communication, cause accidents, or even result in misunderstanding. However, squaring attention with conscious awareness is not always possible, especially in school life (Ibid). In the same vein, Nassar (2016 cited in Abraham and Fanny, 2019, p. 17) ascribes to Social Networks the merit of encouraging students to be active in learning and research, whilst at the same time giving them the opportunity to develop collaboration and communicating skills, as well as creating a learning environment to be self-directed learners. Consequently, in line with the literature (Gerschler, 2012, p.12), the quest for maintaining student focus and taking advantage of learning preferences should be echoed by causing

lessons to rely on a variety of auditory, visual, and kinesthetic techniques. The merit of so doing is that it is likely to prevent boredom and inattention and help to increase students' information retention.

Within the same line of thought, Gerschler (2012, p.10) suggested some strategies for holding students' attention, namely:

a. Teach relevant material: This author highlights the need for material to conform to students' interests and needs through the provision of believable scenarios, including situations which are directly applicable to the student's lives. Thus, in the present thesis, before the beginning of the treatment, students were asked about the Social Media platforms they prefer most to use in the experiment (YouTube, Facebook, and Skype were the selected ones). They were asked also about the topics they think would be more stimulating for them to speak about, including daily life, culture, and sport (See Section above, the analysis of students' questionnaire, question 9).

b. Show enthusiasm: Gerschler (2012, p.10) contends that having an enthusiastic teacher helps in maintaining a positive, energetic classroom environment, which is conducive to securing students' involvement in the lesson. This author construes enthusiasm by using an upbeat, changing tone of voice, or also by using movement such as walking around the classroom or using hand motions while speaking. By implementing Social Media in the present framework, students do not rely only on the teacher. Therefore, the teacher can care about their needs, listen to their questions, and motivate and engage them to participate in the speaking activities. By walking around the classroom, checking students' mistakes and correcting them, students feel more comfortable and improve their speaking level.

c. Use variety when teaching: For Gerschler (2012, p.10), maintaining students' focus and taking advantage of their learning preferences requires the use in lessons of a variety of auditory, visual, and kinesthetic techniques, preventing, thus, boredom and inattention and increasing information retention by the students. In tandem with this, a variety of auditory, visual, and kinesthetic techniques were used in the present suggested teaching framework including (YouTube, Facebook, and Skype) in which students use different videos, photos, colors, audios to communicate ideas and thoughts with each other and with their teacher (See Chapter Three, 3.5.2.2. The Suggested Framework for the Teaching of Speaking for further details).

d. Group work: Gerschler (2012, p.10) foregrounds the need for group activities, provided the group progress be monitored by the instructor in order to make sure that all students understand the material and are actively participating. The main focus of the present suggested teaching framework was in using pair/ group work activities in order to give learners more speaking time, to allow them to exchange ideas, to share diverse perspectives, to learn from each other, and to create a comfortable atmosphere for shy students to engage and interact in the speaking activities (see also Chapter Three, 3.5.2.4. Lesson plans preparation (Using YouTube)).

e. Role-playing: Gerschler (2012, p.10) recommends the use of skits as an activity that provides proper guidance and background. This has implications for the choice of themes to ensure that student vocabulary and knowledge is adequate. The merit of skits, according to this author, is that they provide an opportunity for both speaking and listening, leading to improvement in students' pronunciation and comprehension. Additionally, creative skits may include visual, auditory, and kinesthetic aspects. The purpose of the suggested teaching courses was to improve students' speaking performance. Therefore, the research opted to design lessons that focused on a number of skills such as (speaking, vocabulary, grammar...etc) and topics which were divided and presented in different stages and ways including role play by using Social Media (See Chapter Three, 3.5.2.4. Lesson plans preparation (Using YouTube)). Thus, it could be concluded that the introduction of Social Media in the educational settings plays a major role in helping students overcome their difficulties in paying attention, sustaining alertness, or maintaining effort and improving their academic achievement.

The following is an attempt to provide a comprehensive discussion of the results obtained from both groups in the variable "students show obvious signs of anxiety".

4.2.5.1.2.5. Students Show Obvious Signs of Anxiety

In the present research work, it was hypothesized that Social Media implementation might be beneficial for reducing second year LMD students' anxiety. Therefore, on a closer examination of the means differences, it could be noticed that the subjects' anxiety of the experimental group was reduced, with a mean equaling 1.12, while the mean of the control group equals 3.87. Indeed, this finding evidences that the subjects of the control group surpassed the experimental group in the variable "students show obvious signs of anxiety" (see Table 36-37). Therefore, the high mean of the control group reveals that students experienced a higher level of anxiety. However, the experimental group faced less anxiety

thanks to the integration of Social Media, which can help students feel more comfortable, more at ease and relaxed.

This finding is in conformity with the literature. In this vein, Yölmaz, Sar and Civan, 2015, cited in Aydogan and Buyukyilmaz (2017, p. 254) studied the relation between social anxiety level and mobile phone addiction and reported that adolescents with high social anxiety levels avoid the use of face-to-face interpersonal relations and head towards to mobile phones. For these authors, these platforms can turn into media where some individuals who are shy in their daily lives find the opportunity of expressing themselves. However, the literature has warned against the adverse factors of Social Media, such as depression, stress, anxiety, and other health problems (Abbas et al., 2019, p. 23). Nevertheless, the fact remains that, for these authors, students preferred to utilize Social Media for creating awareness, reducing stress, gaining useful information, and making new friends. Similar concerns have been expressed by Jiang (2021, p. 1, citing Husky et al., 2020) about college students who experienced stress during COVID-19. Another study among university students in Greece also demonstrated the negative impact of lockdown during COVID-19 on their mental health, such as increased anxiety and depression (Patsali et al., 2020). In such cases of stress, many young people turn to Social Media to seek health information and peer interactions. Compared to the average individuals, youths are 63% more likely to use Social Media as a key source of information and advice (Nielsen, 2009). During the observation sessions of the control group, it was noticed that the lessons were mainly teacher-centered as there were no deliberate means by the teacher to actively engage the students. For instance, the questions and answers, dialogues and the discussions in class were initiated by the teacher and were done less frequently, while there was no attempt to use other strategies such as group discussions, role play, videos, films, and pictures. This shows that teachers rarely used teaching strategies that enhanced development of oral skills among the learners, although they stated in the questionnaires that they used different strategies in teaching the speaking skills (See above section). That is to say, the teacher of the control group favored to use questions and answers, dialogue, and individual work methods during the teaching process. At the end of the session, both teacher and students asked some questions about the content of the lesson; some exercises were given to be corrected in the next session or at the end of the session. Students were also asked to listen more than they were allowed to actively speak and participate. As a result, the classroom was boring for students. They can be busy doing some activities, but they were still worried, anxious, uninterested, and disengaged from the activity.

Therefore, it is important for teachers to be knowledgeable about students' anxiety and how to provide effective support and resources for their learners. In fact, the issues mentioned above were not noticed among students belonging to the experimental group. Evidence for this can be seen in the results obtained from students' post-test (See section below). After the completion of the experiment, students sat again for another test; however, this time, it was for the post-test (See Appendix 05) in order to assess the subjects' speaking performance development in both groups (the control group and the experimental group) and to evaluate the utility and success of the suggested framework (implementing Social Media). A noticeable development was noticed. For instance, the subjects of the experimental group could speak without no hesitation, much self-confidence and high motivation using accurate grammar, and good pronunciation (for more details, see section below).

In what follows, the variable "Students are markedly withdrawn from each other, as well as from the classroom activities" will be discussed.

4.2.5.1.2.6. Students are markedly Withdrawn from each other, as well as from the Classroom Activities

As for this variable (i.e. students are markedly withdrawn from each other, as well as from the classroom activities), the results from Tables 38-39 show that the control group has a mean reaching 3.25 while the experimental group has a lower mean reaching 1. This high mean of the control group indicates that students' withdrawal from each other and from classroom activities is more common among students in the control group than the students of the experimental group. Therefore, these findings emphasize the importance of integrating Social Media in EFL classrooms in order to improve students' interaction with each other and in the classroom activities.

There is ample evidence in the literature corroborating this finding. For instance, Alabdulkareem (2015, p. 214) finds in the literature that he reviewed (Barab and Duffy 2000; Graff 2003; Rovai 2003; Shea 2006; Dawson 2006; DeSchryver et al. 2009) evidence for the effectiveness of using Social Media technologies directly in the context of traditional education situations or online education. The contribution of these studies is their extolling the merits of online social interaction in the learning process. Alabdulkareem (2015, p. 214, citing Ellis, 2001) sums up the positive aspects of online interaction with teachers and peers in the following: access to peer and expert knowledge, ability to receive feedback from teachers and peers, and an opportunity to reflect on the exchanged messages. For Alabdulkareem (2015, p. 214, citing Brindley, Walti, and Blaschke, 2009), these benefits are due to the fact

that students develop critical thinking skills as well as skills of self-reflection and co-construction of knowledge and meaning by expressing their thoughts, discussing and challenging the ideas of others, and working together towards a group solution to a given problem.

The gist of Alabdulkareem's (2015, p. 216) contention is that Social Media play a major role in developing social interactions between students and society, in general, through broadening the limits of teaching from class walls to be within the community. In this vein, King and Sen (2013 cited in Alabdulkareem, 2015, p.216) highlighted three science learning principles related to social connections in teaching:

Principle 1: Social Connections Motivate students to take actions that involve social interaction or that benefit the community.

Principle 2: Teaching Teaches the Teacher, as opposed to the traditional teaching situation.

Principle 3: Instant Feedback Improves Learning.

The finding obtained from teachers' questionnaire (See section above) showed that most teachers in the English Department at both Mohamed Boudief University in Msila and Mohemde Khaider University in Biskra tend to ignore teaching speaking through the use of Social Media. That is to say, teachers of both universities use mostly simple strategies and techniques (i.e. traditional techniques) that do not promote deep practice of speaking (i.e. much time is given to the teacher and less time for students to practice. Students' focus is in the wrong direction, on taking notes instead of generating and expressing ideas) (See Chapter Two, 2.2.8. The Implementation of Social Media and Technology in Higher education and 2.2.9. The importance of Social Media in English Language Learning for evidence regarding the present issue). Furthermore, the results also showed that teachers played a minor role in the learners' process of acquiring new vocabulary, correct pronunciation, and grammar rules as 51.66% of the students were very unsatisfied about the activities used in the classroom (See section above). This, in fact, shows that the overwhelming majority claim that the teachers do not provide them with the sufficient activities which help them to improve their speaking performance.

The results from the interview showed that the interviewee believed that students most of the time had some psychological problems such as shyness, anxiety, lack of motivation, and lack of self-confidence that hinder their speaking. Additionally, she believes that EFL students do have a problem in expressing themselves no matter what level they are at and the

main reason behind this issue is that they lack opportunities to speak English in different contexts and settings in a way they talk about unfamiliar topics. When she was asked about the strategies that should be focused on in EFL instructions to minimize the speaking difficulties, she suggested a set of aspects that teachers should follow. However, she insisted on focusing more on students' oral practice so that they can be more confident to speak, planning different types of speaking activities to minimize the speaking difficulties such as repetition, and diversifying the methods and strategies to teach the speaking skill because each a method has a different focus and priority. She suggested, also, the use of the new technologies as an additional learning source to enhance students' oral performance.

Moreover, the respondent also highlighted the crucial role of the online environment in helping (shy) introvert students to develop their communicative performance. She declared that the online environment is considered to be very helpful for shy students to get rid of their hindrance and inhibition, in addition to overcoming the obstacles of communication. Additionally, she was very satisfied with the validity and effectiveness of Social Media services in enhancing students' English language speaking performance. This is exactly what the present teaching framework seeks to cover and confirm (i.e. Implementing Social Media to improve students' speaking performance).

The next subsection therefore, deals with the last variable "Students exhibit lack of cooperation".

4.2.5.1.2.7. Students Exhibit Lack of Cooperation

In light of the obtained results, it could be argued that the control group's results in the variable "Students exhibit lack of cooperation" compared to the experimental group are quite different, with a means of 3.62 in the control group and 1.62 in the experimental group. These results show that students' lack of cooperation is, statistically, almost not the same (see Tables 40-41).

Therefore, it could be safely argued that the students' results in the control group did not show remarkable progress after a period of 8 weeks. In other words, the experimental group, where Social Media are integrated, shows more cooperation than the control group. Such a finding could be attributed to students' familiarity and common use of the technological tools and their interest in cooperating with each other using digital means, notably Social Media. Put differently, students find interaction with each other on the Social Media more enjoyable and interesting than in the traditional tools. It is, therefore, recommended to use Social Media to boost students' cooperation and interaction.

These findings are commensurate with the literature. In this vein, a review by Neville and Heavin (2013, p. 31) cites findings by Redecker et al. (2010) to the effect that the advantages of Social Media for learning purposes could be summed up in “the 4 C’s 1) Content – Social Media technology facilitates access to a wide variety of freely available content, 2) Create – allows users the freedom to create their own digital content, 3) Connect- connecting learners to one another as well as to experts and teachers and 4) Collaboration- supports collaboration amongst learners and teachers in a particular project of subject areas” (Redecker et al., 2010).

Further evidence in the literature could be found in the work Al-Rahmi et al. (2015, p. 180, citing Fewkes and McCabe, 2012; Junco et al., 2012; Top, 2012) to the effect that Social Media have the merit of facilitating collaboration, contributing to the relationship development among students, and providing instantaneous opportunities for curricula dissemination and enhancement that is external to the actual classroom. Moreover, other studies (Arnold and Paulus, 2010; Dawson, 2008; Hurt et al., 2012; Al-Rahmi et al., 2014; Top, 2012 cited in Al-Rahmi et al. (2015, p. 07) have proved that Social Media open new avenues for developing a higher sense of student community via collaboration among peers on certain topics. Ahn (2011, p. 1435) adds that social networking sites (SNSs), social capital, and psychological well-being offer an additional link to student learning through the mechanism of academic engagement, and increase engagement with school and academics.

To conclude, the findings from the current section show that second-year LMD students (the experimental group) have made significant progress in the suggested variables including “students exhibited effective communication revealing their enthusiasm, students seem engaged with the lesson, students’ participation was active and lively, students experience difficulties in paying attention, sustaining alertness, or maintaining effort, students show obvious signs of anxiety, students are markedly withdrawn from each other, as well as from the classroom activities, and students exhibit lack of cooperation”. It has turned out that the majority of students in the experimental group; their participation in the present experiment was, in fact, quite satisfactory. Their engagement is reflected not only in their willingness to learn about the English language but also in themselves as individuals including their behavior, needs, interests, learning styles, etc. It is encouraging that they showed a high level of excitement towards participating in the experiment.

The results of the present study showed that the suggested teaching courses have had a positive impact on the students’ behavior. In fact, they have raised the students’ enthusiasm and communication. The students have also developed their interests and engagement in

English lessons, as their participation has been highly improved. Also, they have become more attentive, alert, and diligent. The results also show that these students have overcome their speaking difficulties including anxiety, withdrawal from each other, and lack of cooperation. This finding, in fact, showed that the implementation of Social Media in the speaking classes was beneficial.

In what follows, the discussion of the Pre-, Post Tests Results is presented.

4.2.5.2. Discussion of the Pre-, Post Tests Results

In the present section, the data collected are presented and discussed with regard to the effect which the suggested instructional design has on students' speaking performance improvement. The data collected from the tests designed in this thesis (Pre-, Post tests) are analyzed using SPSS software to calculate the mean difference in performance in each group. When calculating the students' score, four variables were taken into consideration, namely: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication.

Moreover, since the present study is based on two sets of scores which are obtained from two different groups, a statistical analysis is particularly valuable to assess the learner's performance in the post-test in comparison to the pre-test. Thus, the first step in the analysis is to insert the experimental group scores on a 0-20 scale and to calculate the mean, i.e. the total average of the scores of all the aforementioned variables in the designed pre-,post test (see the relevant sections in the methodology chapter). The second step in the analysis is to insert the control group scores on a 0-20 scale and to calculate the mean, i.e. the total average of the scores of the four variables in the designed pre-, post tests.

Furthermore, the third step in the analysis includes a comparison between the experimental and the control group scores and the calculation of the means, that is calculating the total difference in the mean of each group in the designed pre-, post tests. The purpose here is to see if there is any significant difference in the mean obtained from the experimental group on both tests in comparison with the control one.

Therefore, following these procedures, the discussion of the obtained results will be presented and discussed as follows.

4.2.5.2.1. Discussion of the Results obtained from the Experimental Group and Control Group in the Pre-Test

The present subsection attempts to compare and discuss the data obtained from the pre-test in both groups, i.e. the experimental group and the control group. The purpose of comparing the subjects' achievement in the pre-test is to see whether there is a significant difference between the two groups.

On a closer examination of the means differences, it could be noticed that the mean of the experimental group ($M=10.23$) slightly exceeds the mean of the control group (9.26). However, there is no significant difference between the two groups in terms of the pre-test grades. Both groups performed similarly in the speaking test (see Tables 42-43). In other words, no significant difference was found between the performance of the experimental group and that of the control group in all variables (Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication). Therefore, the main goal of the instruction in the suggested speaking skill course was to enhance students' oral communication through the use of Social Media (which entails challenging students' existing knowledge) and driving their awareness towards the difficulties that hinder their speaking the English language (i.e. shyness, anxiety, lack of self-confidence, lack of motivation, limited vocabulary, etc).

In fact, improving students' speaking skill, according to Romero (2015, pp. 88-90), is based on two main questions: 1) What teachers want to teach, which specific speaking features they want to develop in their learners, i.e. which skills or which features learners need to develop and 2) How they want to do it. In particular, Goodwin (2001, p. 118) established several goals for a proper pronunciation, namely, 'functional intelligibility, functional communicability, increased self-confidence, and speech-monitoring abilities'. Thus, this author argues that learners should be able to speak an intelligible foreign language, so as to enable listeners to understand the learner's message without huge efforts, and they also need to be successful in a 'specific communicative situation'. They need to 'gain confidence in their ability to speak and be understood' (Ibid, p. 118). Moreover, according to Goodwin, they need to monitor and control their own production by paying attention to their own speech. For Goodwin, the linguistic realization of these parameters are: Intonation, rhythm, reduced speech, linking words, consonants and vowel sounds, word stress, etc., these being concrete speaking aspects in which learners should be trained in order to improve their speaking skills.

Similarly, other studies (Lazaraton, 2001, p. 104) suggest that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation...), sociolinguistic competence (rules for interaction, social meanings), discourse competence (cohesion and how sentences are linked together), and strategic competence (compensatory strategies to use in difficult situations). The aim, according to Lazaraton (Ibid), is to enable learners to develop all these abilities to acquire a high oral level of the foreign language, to secure a high level of fluency.

The second requirement highlighted by Romero (2015, p. 89) attempts to approach real problems and their solutions. In this vein, Mariani (1994, p. 1 cited in Romero, 2015) recalls L1 strategies that native speakers use when they encounter communication problems, and suggests teaching those strategies to L2 learners. Mariani classifies those strategies according to the speakers' behavior: learners can either avoid certain messages because they do not feel confident with their speaking skills ('reduction strategies'), or make the most out of their knowledge and modify their message bearing in mind their weaknesses and strengths ('achievement strategies': borrowing, foreignizing, translating) (Mariani, 1994, p. 3). Consequently, Romero (2015, p. 89) concludes, teachers are encouraged to train learners to use and practice the different strategies that can help them face difficult situations. This can only be achieved by means of a bank of activities in which they become aware of the different possibilities that they can put into practice. To this effect, authors such as Goodwin or Lazaraton offer a varied list of exercises to be used in class: poems, rhymes, dialogues, monologues, role plays, debates, interviews, simulations, drama scenes, discussions, conversations... (Romero, 2015, p. 89).

Therefore, in line with the above findings corroborated by the literature, the present research has suggested a speaking course which bases instructions on students' needs and weaknesses, i.e. what they need to learn (which skills or which features learners need to develop), and how to speak (which learning strategies or activities learners need to improve their speaking performance). (See the relevant sections in the methodology chapter for further details).

In the following sub-section, a detailed discussion about the results obtained from the experimental group and control group in the post-test is presented.

4.2.5.2.2. Discussion of the Results obtained from the Experimental Group and Control Group in the Post-Test

After the scoring of the participants' mark sheets, the obtained data were laid in Tables (44-45). It is worth noting that these results were calculated and analyzed following the same previous procedures (see above). The ultimate results revealed a significant difference between the performances of both groups in the post-test. The experimental group improved in all the criteria of the test specification, including: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication. This improvement, in fact, was slightly observed among the participants of the control group.

In fact, findings from Tables 44-45 show that the subjects' performance in the experimental group improved after the period of the treatment in all the aforementioned variables performance. On the other hand, the findings indicate that the subjects of the control group did not show remarkable change in their speaking performance. Indeed, the subjects of the experimental group's mean difference in the pre-test equals 10.23, whereas the mean difference in the post-test is equal to 16.03 (see Table 44). As for the control group, the mean differences are equal to 9.26 in the pre-test and 10.95 in the post-test (see Table 44). These findings indicate that the speaking performance is a process that can be enhanced through the use of Social Media.

The present study's findings support previous research (e.g. Namaziandost and Nasri, 2019; Namaziandost et al, 2019; and Aziz et al, 2013) that argues for enhancing students' speaking performance. In fact, research in the field of ELT highlights the importance of introducing EFL learners to new teaching strategies, activities, and procedures that help learners practice the English language (Namaziandost and Nasri, 2019, p. 199). For these authors, since technology is believed to make students respond positively in a language classroom, it is, therefore, contingent upon teachers to enrich their teaching process with the appropriate use of Social Media and to promote a global understanding among the EFL students who should broaden their perspectives about the target cultures and ameliorate their communicative competence in order to interact and communicate effectively and appropriately in English. Thus, these authors call for harnessing the pedagogical goals in the Third World countries to meet the era's variables, aiming not only to help students in the cognitive domain, but also focus on their needs to attain the skills, capacities, and self-reliance to interact with the era's variables and build a new life based on sovereignty, not dependency on others – a point also made by Al Musa and Al Mubarak (2005), and Namaziandost et al. (2019).

Chapter Four: Data Analysis and Discussion

The results of the present research, therefore, show the importance of implementing these facilities (Social Media) in the classroom settings to enable learners cope with real speaking situations.

The speaking difficulties are due to hesitation, shyness, lack of self confidence, lack of motivation, lack of knowledge, lack of pronunciation, limited vocabulary, and worrying about making mistakes (See section above, the analysis of students' and teachers' questionnaire). In fact, the results of the present study have shown that the suggested teaching course has a positive effect on students' speaking performance. In this experiment, the second year LMD students produced oral language in simulated almost real contexts; the lessons were organized, clear, real, and motivating (See Appendix 7, 8, 9,10, 11, and 12). The activities done via Social Media (YouTube, Skype, and Telegram) offered opportunities for the Algerian EFL students to practice the English language speaking skill. It was found that students benefited from the experiment in their speaking skills abilities (grammar, vocabulary, pronunciation, fluency and accuracy, and comprehension), and their life skills.

Students found this experiment an opportunity to discover themselves and develop their experiences, which was the reason why the participants of the experimental group benefited more than the participants of the control group. They needed new teachings tools, strategies, and techniques; they needed, also, more time, effort, and practice to get the same benefits. In other words, they need to be exposed to a remedial program before they start with other students. The second year students were able to speak English for the purpose of describing pictures, imitating native speakers, preparing news bulletin, preparing poems, imagining and creating an alternative ending of a story, talking about the importance of the English language and the importance of technology in improving the English language, travel and culture, food, health, and sports, and talking about gender discrimination using verbal and non-verbal communication. It is true that the speaking activities were done inside (using YouTube and Skype) and outside the classroom (using Telegram), but they were performed and introduced within contextualized situations. Interaction and communication among the students was clear and effective, on the one hand, and between the students and American, British or Algerian teachers, on the other.

The study, furthermore, investigated the development of the students' speaking achievement through a course evaluation questionnaire (only for the participants of the experimental group) to collect data about their perceptions and attitudes towards the implementation of Social Media on teaching the speaking skill and to see the effectiveness of the suggested teaching framework on their speaking development. It was found that the

suggested teaching framework helped the majority (33.33%) of the students to interact with their teacher; it also helped 100% of students to use Social Media inside the classroom easily. Moreover, the present teaching speaking course helped 83.33% of the students to speak with enough confidence; it helped 73.33% of the subjects to reduce their anxiety, 80% of the students to overcome their worries about making mistakes, 86.66% to reduce their Arabic translation when talking to others, and 93.33% to speak the English language inside and outside the classroom (see section below for further details). The observer (the researcher) saw these changes during English classes, and the students themselves reported such benefits in the course evaluation questionnaire sheets.

Therefore, the integration of Social Media platforms (YouTube, Skype, and Telegram) affected the students' speaking performance. This meets Kirkgoz's (2011) and Shih's (2010) arguments about the effectiveness of technology on teaching the speaking skill and the development of the students' body language and keeping eye-contact while speaking (see Gruson and Barnes, 2012). When using Skype, for instance, many speaking difficulties such as hesitation, anxiety, worry about correctness form, and lack of knowledge and confidence were solved. This meets Romiyanto's (2013) study of solving some speaking problems when using Skype. Moreover, Skype contributed in enhancing students' communication skills. This is consistent with Dabic et al.'s (2019, p.13) view that "Skype in the Classroom offers five educational ways of learning: Virtual Field Trips, Guest Speakers, Classroom to classroom connection - Skype live collaboration projects and Mystery Skype", as it helped them learn the English language easily. Indeed, "Skype offers fully qualified native British teachers that have experience in teaching at all levels; from young children to mature people" (Dabic et al., 2019, p. 14).

As for YouTube, it helped second year LMD students to enhance their language skills. This is in line with Balbay and Kilis's (2017) argument, as it facilitated group/and pair work among students. This is in conformity with Terantino (2011) who confirmed the utility of YouTube in facilitating collaborative language learning.

On the other hand, the experimental group consulted Telegram application on their mobiles or tablets (it was used outside the classroom) and shared a variety of videos, audios and pictures; they exchanged new concepts, thoughts, information, posts and assignments (See the relevant sections in methodology chapter, see Appendix 13). These helped shy (introvert) learners to participate and engage in English conversations. As a result, they achieved high scores in the post test. This is in line with Vahdat et al., (2020, p. 39) who list a range of advantages such as sharing photos, videos, audio messages, marketing, connecting to

web-based resources, and sending files (up to 1.5 gigabyte in size) as well as sending messages to other users individually or to groups of up to 5000 members for broadcasting to infinite audiences. Indeed, Sawers (2016, citing Pirouz, 2015, and Vivienne, 2016) perceive Telegram to be a better choice in place of its counterparts among users. In other words, Telegram is one of the messaging and CALL software applications used by millions of users around the world since it is a free software. In sum, the literature argues that “Integrating Telegram channels into existing learning practices can provide informal learning contexts and create new opportunities for English learning” (Mashhadi Heidar and Kaviani, 2016, p. 67 cited in Vahdat et al., 2020).

The teaching environment was fun and enjoyable, as predicted by Jenks' (2011), Ryobe' (2008) and Ozdener and Satar' (2008a). It also reduced hesitation and speaking anxiety, as in Masson (2010) and Ozdener and Satar (2008b). The researcher can safely argue that Social Media gave the students the opportunity to be involved in language learning and use. The students felt more comfortable and relaxed during the integration of Social Media and during their ordinary classes, as their teacher of English reported to the researcher from her everyday observation.

The next section deals with the discussion of the course evaluation questionnaire.

4.2.6. Analysis and Discussion of the Course Evaluation Questionnaire

The selection and sequencing of students' course evaluation questionnaire (after the treatment) is of great importance as it enables the researcher to collect data about students' perceptions and attitudes towards the implementation of Social Media on teaching the speaking skill and to see the effectiveness of the suggested teaching framework on students' speaking development. The course evaluation questionnaire consists of nine questions, all designed to collect both quantitative and qualitative data about second-year LMD students' satisfactions, hindrances, and challenges resulting from the use of Social Media. The nine questions of the questionnaire have yielded the results presented below:

4.2.6.1. Section One: Lesson Presentation and Implementation

This section aimed to investigate the aspects of the lesson presentation and implementation the participants were mostly satisfied with.

Question 01:

01: Please specify which of the following aspects you were most satisfied with:

- a. The organization and preparation of lessons ☐ b. The materials used during the sessions ☐
- c. The clear determination of the lesson objectives ☐ d. The teacher-student interaction ☐

The findings are shown in Table (69) below:

Answers	Number	Percentage %
The organization and preparation of the lessons	10	20%
The materials used during the sessions	09	30%
The clear determination of the lesson objectives	05	16.66%
The teacher-students interaction	06	33.33%
Total	30	100%

Table 68: Students' Satisfaction with the Aspects used in the Classroom

They can be translated in figure format as follows:

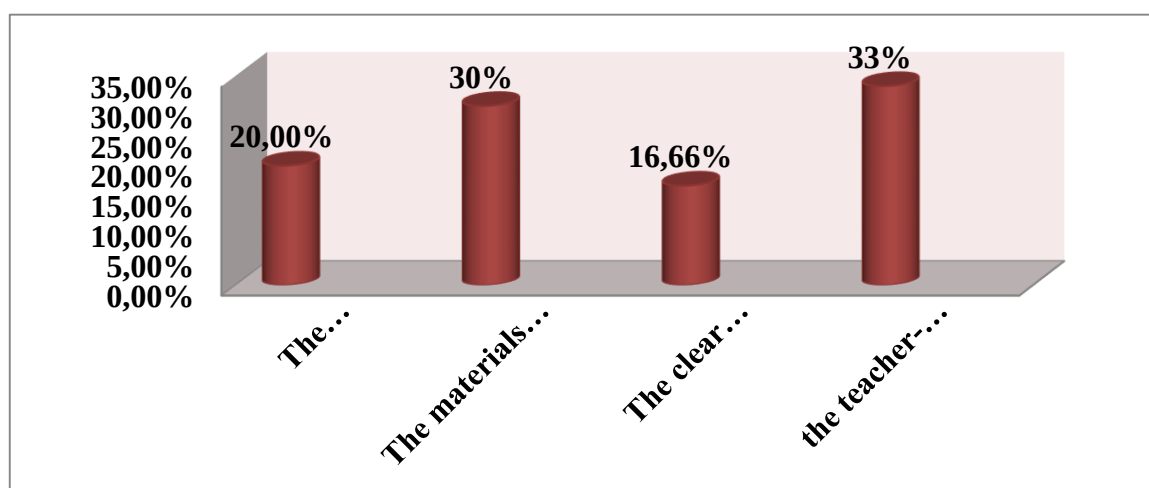


Figure 37: Students' Satisfaction with the Aspects used in the Classroom

This question intended to explore the primary facets related to the use of Social Media. Basically, the aim was to capture which of the aspects related to lesson presentation and implementation the participants were most satisfied with. The results tabulated above revealed that 20% of the participants were satisfied with the organization and preparation of the lessons, while 30% were satisfied with the materials used during the sessions. Moreover,

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16.66% declared that they were satisfied with the clear determination of the lesson objectives, while the majority (33.33%) were satisfied with the teacher-students interaction inside the classroom.

Using cooperative activities (pair/group work) is an effective strategy to make learners more interested and engaged in speaking. These types of activities allow learners to work together, to exchange ideas, and to be more knowledgeable about the speaking skill. For instance, in the suggested teaching framework, the teacher sent some videos and audios via Facebook and Telegram and arranged classroom discussions about these topics. The topics that were discussed were about daily life conversations, grammar activities, and pronunciation of English sounds (see Appendix 13). Additionally, the teacher communicated with his students via Facebook platform, and asked them to record an audio about a short story and sometimes make videos. Then he played these audios and videos inside the classroom, and discussions took place (this helped students find out and focus on which part of their performance has to be improved). This idea is supported by Madge (2009, p. 152, cited in Tooley et al, 2018, p. 3) who claimed that “It is clear that Facebook provides an informal learning space for some university students. On Facebook, they may engage in a wide range of team working, organizational, and other activities that may have relevance to their employability skills”. Telegram, on the other hand, helped students exchange different topics, announcements, activities; it also helped them learn new vocabulary and learn how to form correct sentences (See Appendix 13). Even the teacher could engage and participate in these activities and give corrections and reinforcement to students’ productions. Telegram facilitated communication among students and between students and their teacher.

Based on this discussion, one can safely argue that Social Media-related lessons delivered across the class sessions were well taught in terms of organizing and preparing the lessons, the appropriate use of materials during the sessions, the clear determination of the lesson objectives, and especially the interaction in the classroom.

Question 02:

02: When it comes to Social Media, which of the following did you find mostly difficult?

a. The preparation stage of this tool	☐	b. The implementation stage	☐
c. Both	☐	d. None	☐

► Whatever your answer, please justify.....

The findings are presented in the following table:

Answers	Number	Percentage %
The preparation of this tool	04	13.33%
The implementation stage	00	00
Both	00	00
None	26	86.66%
Total	30	100%

Table 69: Students' most Difficult Stage in Social Media

Schematically, data from the table above can be represented in the following figure:

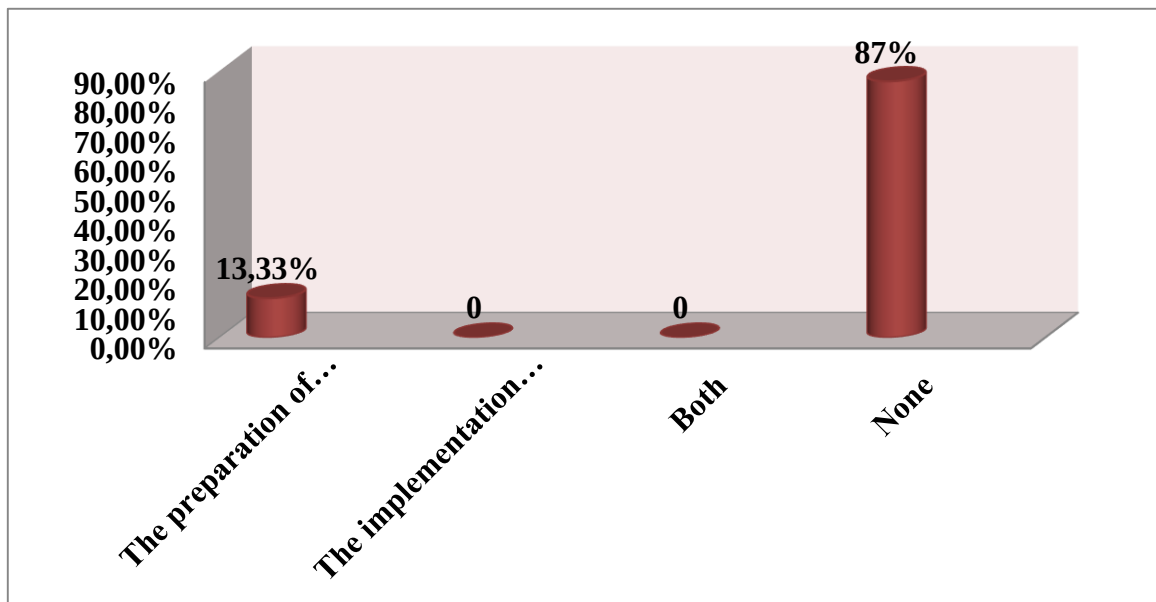


Figure 38: Students' most Difficult Stage in Social Media

Implementing Social Media as a teaching tool for the first time for second-year LMD students at the University level are likely to create some degree of difficulty on the part of students. It is for this reason that we asked this question which aimed typically at pinpointing the most difficult stage of Social Media in the classroom. Evidently, as shown in Figure 37 above, four (04) out of 30 students (13.33%) reported that it was the preparation stage of this tool that they found most difficult, while the majority of the participants (86.66%) found difficulty neither in the preparation stage of this tool nor in the implementation stage.

To clarify the answers given within the closed question, the researcher further asked them to provide justifications, which served to uncover what went wrong or at least what was missing in the course of delivering the lessons. It is important to note that the majority of the respondents seemed to like or rather enjoy the way the lessons were delivered, starting from the lesson objectives, instructions for teaching the lesson (presentation, production, and practice), and timing. Nevertheless, the respondents who regarded the preparation stage as the most difficult phase agreed that they needed more time for practice. This response appeared to be critically important because of the small number of treatment sessions (12 sessions) due to some students' problems such as: family circumstances, Corona Virus infection, as well as university transportation problems faced by students during the pandemic (Corona virus); students could not attend all the treatment sessions (For more details, see Chapter Five, 5.4. Limitations of the Study). Furthermore, the respondents who rather found both the preparation stage and the implementation stage quite easy appeared content with the number of sessions they had, as well as the amount of practice they went through. Besides, they seemed to manage time quite well in accordance with the tasks they ought to accomplish.

In spite of the short period of the treatment (12 weeks) and the problems students faced during the treatment period (the outbreak of the Corona pandemic in which there was no access to travel between areas under curfew), second year LMD students were conscious of their learning process and controlled the negative aspects that prevent their speaking performance. The results show that students' attitude towards the use of Social Media was positive. The findings of the present study evidenced that Social Media integration has had a positive impact on the students' behavior (See section above). In fact, they have raised the students' enthusiasm and communication. The students have also developed their interests and engagement in English lessons, as their participation has been highly improved. Also, they have become more attentive, alert, and diligent. The results also showed that these students have overcome their speaking difficulties including anxiety, withdrawal from each other, and lack of cooperation. This finding, in fact, indicates that the implementation of Social Media in the speaking classes was useful.

The next section deals with social Media Application.

4.2.6.2. Section Two: Social Media Application

This section aimed at knowing the benefits of Social Media implementation.

Question 03:

03: To what extent do you agree with the following statements?

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. It is easy to use Social Media inside the classroom?					
b. Social Media implementation supported me with enough confidence to speak English with strangers?					
c. Social Media implementation helped me to reduce my speaking English Anxiety level?					
d. Social Media implementation helped me to overcome my worries of making mistakes?					
d. Social Media implementation helped me to overcome my worries of making mistakes?					
e. Social Media implementation helped me to reduce my use of Arabic translation when speaking to others?					
f. Social Media implementation gave me the opportunity to speak the English language inside and outside the classroom?					

Students' responses yielded the following table:

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. It is easy to use Social Media inside the classroom?	00	00	00	00	100%
b. Social Media implementation supported me with enough confidence to speak English with strangers?	6.66%	00	10%	00	83.33%
c. Social Media implementation helped me to reduce my speaking English Anxiety level?	00	00	10%	16.66%	73.33%
d. Social Media implementation helped me to overcome my worries of making mistakes?	3.33%	6.66%	00	10%	80%
e. Social Media implementation helped me to reduce my use of Arabic translation when speaking to others?	13.33%	00	00	00	86.66%
f. Social Media implementation gave me the opportunity to speak the English language inside and outside the classroom?	00	00	6.66%	00	93.33%

Table 70: The Benefits of Implementing Social Media in Teaching the Speaking Skill

When presented in separate tables and figure forms, these data could be represented as follows:

a. It is easy to use Social Media inside the classroom?

- a) Strongly disagree ☐ b) Disagree ☐ c) Neutral ☐
 e) Agree ☐ f) Strongly agree ☐

Students' responses yielded the following table:

Answers	Number	Percentage %
Strongly disagree	00	00
Disagree	00	00
Neutral	00	00
Agree	00	00
Strongly agree	30	100%
Total	30	100%

Table 71: Students' Opinions about the Easy Use of Social Media inside the Classroom

When presented in figure form, these data could be represented as follows:

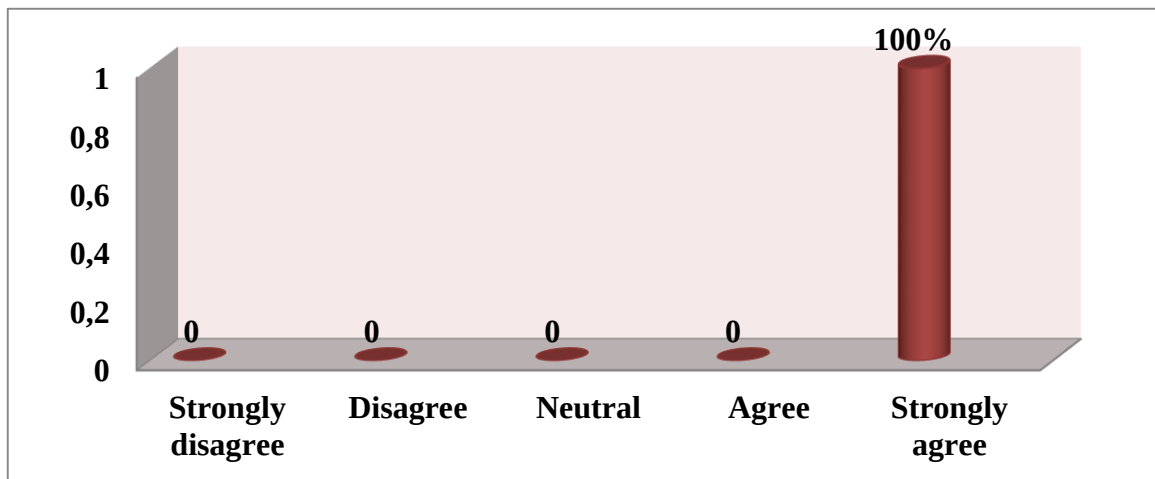


Figure 39: Students' Opinions about the Easy Use of Social Media inside the Classroom

The results from Figure 38 indicated that all the participants (100%) strongly agreed about the easy use of Social Media inside the classroom.

b. Social Media implementation supported me with enough confidence to speak English with strangers?

- a) Strongly disagree ☐ b) Disagree ☐ c) Neutral ☐
 e) Agree ☐ f) Strongly agree ☐

The students' findings are presented in the following table:

Answers	Number	Percentage %
Strongly disagree	02	6.66%
Disagree	00	00
Neutral	03	10%
Agree	00	00
Strongly agree	25	83.33%
Total	30	100%

Table 72: Students' Opinions about the Role of Social Media in Improving their Self-Confidence

When presented in figure form, these data could be represented as follows:

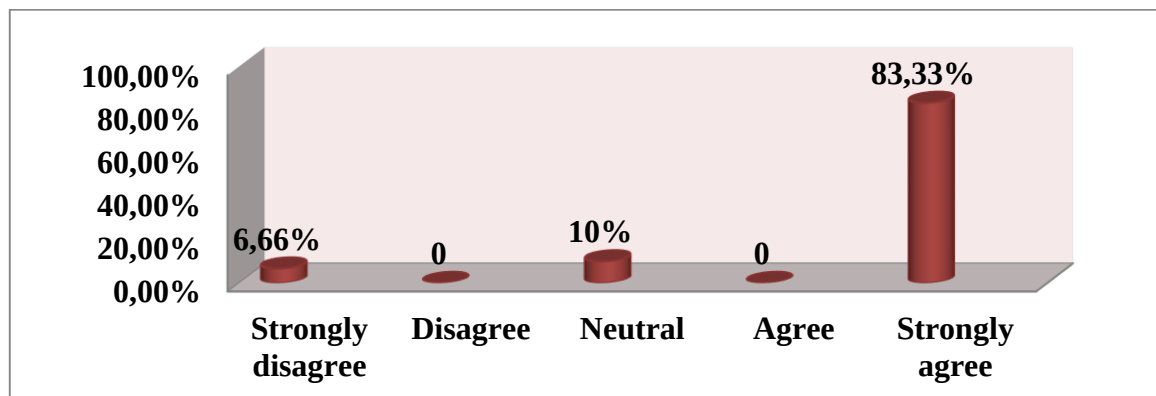


Figure 40: Students' Opinions about the Role of Social Media in Improving their Self-Confidence

Figure 39 shows that two participants (6.66%) strongly disagreed about the role of Social Media in improving their self-confidence. 10% feel neutral about the statement. However, the rest 83.33% strongly agreed about the role of Social Media in supporting them to speak the English language with enough confidence.

c. Social Media implementation helped me to reduce my speaking English Anxiety level?

- a) Strongly disagree ☐ b) Disagree ☐ c) Neutral ☐
e) Agree ☐ f) Strongly agree ☐

Students' answers are presented in the following table:

Answers	Number	Percentage %
Strongly disagree	00	00
Disagree	00	00
Neutral	03	10%
Agree	05	16.66%
Strongly agree	22	73.33%
Total	30	100%

Table 73: Students' Opinions about the Role of Social Media in Reducing their Anxiety

When converted into a chart format, the data are presented schematically as follows:

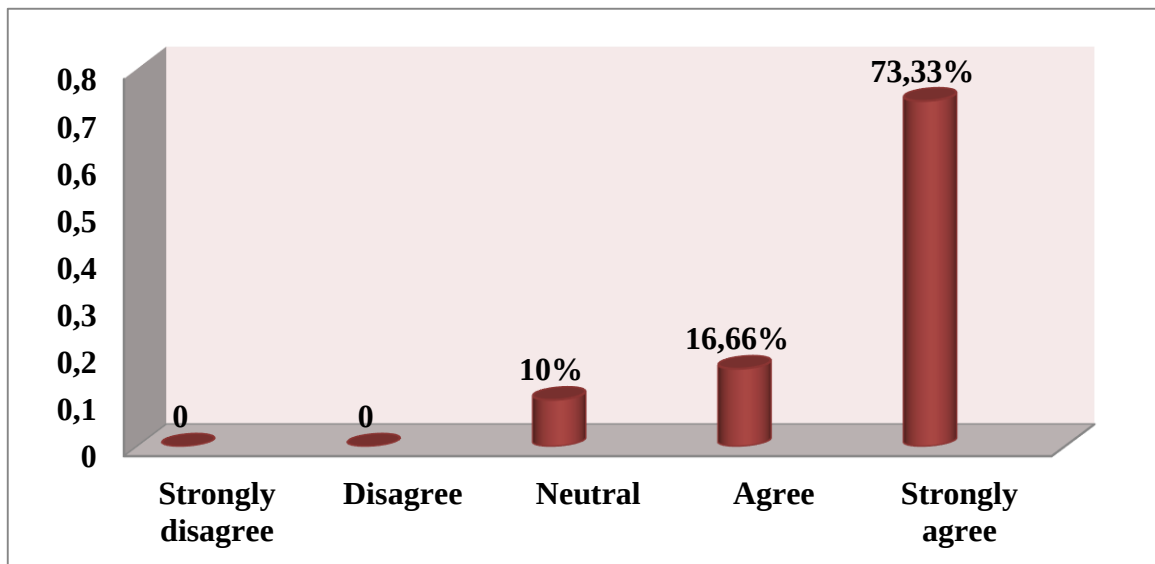


Figure 41: Students' Opinions about the Role of Social Media in reducing their Anxiety

The above figure reveals that the majority of the respondents (73.33%) strongly agreed about the role of Social Media in reducing their anxiety, 16.66% of them do agree with this statement. However, the remaining (10%) feel neutral about the role of Social Media in reducing their anxiety.

d. Social Media implementation helped me to overcome my worries of making mistakes?

- a) Strongly disagree ☐ b) Disagree ☐ c) Neutral ☐
- e) Agree ☐ f) Strongly agree ☐

Students' responses are presented into the following table:

Answers	Number	Percentage %
Strongly disagree	01	3.33%
Disagree	02	6.66%
Neutral	00	00
Agree	03	10%
Strongly agree	24	80%
Total	30	100%

Table 74: Students' Opinions about the Role of Social Media in helping them overcome their Worries of Making Mistakes

When converted into a chart format, data can be represented as follows:

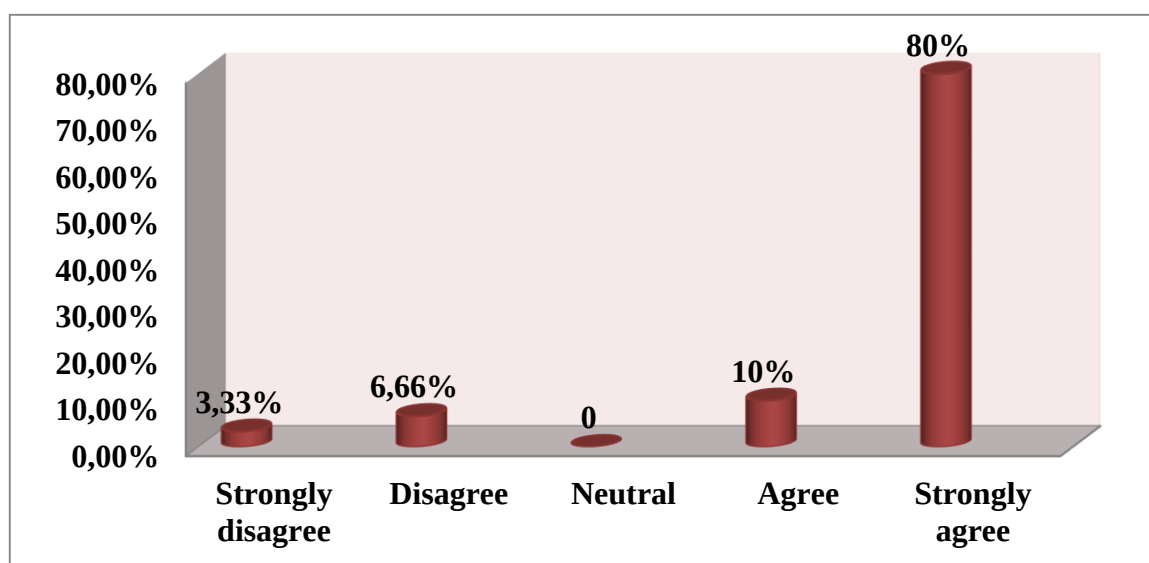


Figure 42: Students' Opinions about the Role of Social Media in helping them overcome their Worries of Making Mistakes

The results in Figure 41 demonstrate that 80% of the students strongly agreed about the role of Social Media in helping them overcome their worries of making mistakes, 10% agreed with the statement, and 6.66% of the participants disagreed about the role of Social Media in helping them overcome their fear of making mistakes, and only one participant (3.33%) strongly disagreed.

e. Social Media implementation helped me to reduce my use of Arabic translation when speaking to others?

- a) Strongly disagree ☐ b) Disagree ☐ c) Neutral ☐
 e) Agree ☐ f) Strongly agree ☐

Results are presented in the following table:

Answers	Number	Percentage %
Strongly disagree	00	00
Disagree	04	13.33%
Neutral	00	00
Agree	00	00
Strongly agree	26	86.66%
Total	30	100%

Table 75: Students' Opinions about the Role of Social Media in reducing their Use of Arabic Translation

Schematically, these responses can be represented in the following figure:

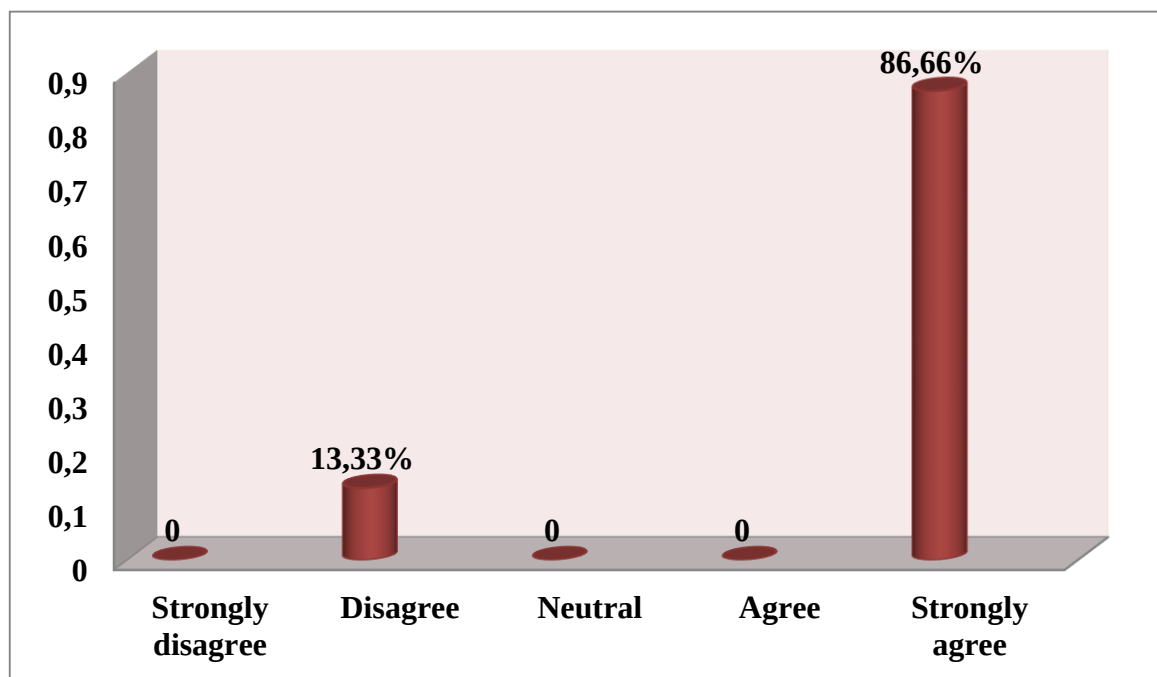


Figure 43: Students' Opinions about the Role of Social Media in reducing their Use of Arabic Translation

The results from Figure 42 above show that the overwhelming majority of the participants (86.66%) strongly agreed about the role of Social Media in reducing their Arabic

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translation when speaking to others. However, only four participants (13.33%) disagreed about the role of Social Media in reducing their use of Arabic translation.

f. Social Media implementation gave me the opportunity to speak the English language inside and outside the classroom?

- a) Strongly disagree ☐ b) Disagree ☐ c) Neutral ☐
e) Agree ☐ f) Strongly agree ☐

Students' answers yielded the following table:

Answers	Number	Percentage %
Strongly disagree	00	00
Disagree	00	00
Neutral	02	6.66%
Agree	00	00
Strongly agree	28	93.33%
Total	30	100%

Table 76: Students' Opinion about the Role of Social Media in helping them Speak the English Language inside and outside the Classroom

Schematically, these responses could be represented in the following figure:

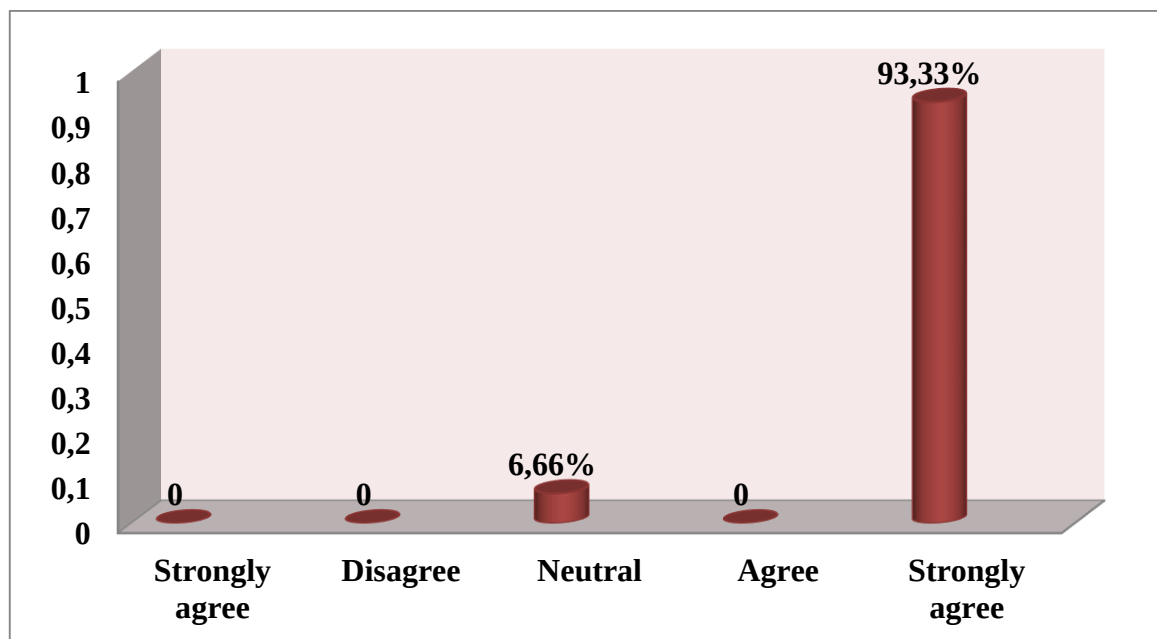


Figure 44: Students' Opinion about the Role of Social Media in helping them Speak the English Language inside and outside the Classroom

The findings from Figure 43 reveal that the majority of the respondents (93.33%) strongly agreed about the role of Social Media in helping them speak the English language inside and outside the classroom while 6.66% of them declared that they feel neutral about this statement.

The rationale behind asking these questions is to pinpoint what Social Media platforms serve to foster. We intended to explore its effectiveness with respect to such elements as the ease of learning, speaking, participation, and to appraise its effectiveness in helping students overcome their difficulties such as anxiety, fear of making mistakes and lack of self-confidence ... etc. We also sought to ascertain whether it fostered students' speaking performance. Table 72 above shows that the majority of participants responded positively to all the suggested elements.

Interestingly, without any exception, the entire sample chose to answer with "strongly agree" (100%) when it came to "the ease use of Social Media inside the classroom". More precisely, the use of Social Media helped them gain enough confidence to speak the English language with strangers, as 83.33% of the participants, which is ultimately a high percentage, strongly agree about the usefulness of its implementation in improving their self confidence. Concerning its role in reducing students' anxiety, 73.33% of the participants found that the use of such tools in the educational settings was of great importance and they strongly agreed about its role in reducing students' anxiety, while only 10% feel neutral. This finding is interesting as it emanates from the fact that the participants in the experimental group were well-trained through using Social Media and due to their regular class attendance (the treatment sessions). Additionally, these participants (80%) strongly agreed and made it clear that, by implementing Social Media, students could go beyond their worries of making mistakes, while only 3.33% found the contrary. These results go in accordance with the literature (such as Taranto et al, 2015; Jones and Shao, 2011), which often suggests the potential benefit of Social Media in creating a comfortable learning atmosphere and helping students overcome their speaking difficulties (See Chapter Two, 2.2.8. The Implementation of Social Media and Technology in Higher education).

As far as the role of Social Media in helping students reduce their Arabic language translation is concerned, 86.66% of them strongly agreed and felt some real improvement in their speaking performance while only 4 (13.33%) did not as they responded with "strongly disagree". As displayed in Table 54, the majority of the participants (93.33%) strongly agreed with the statement "Social Media implementation gave me the opportunity to speak the English language inside and outside the classroom", meaning that they noticed some

improvement in their ability to speak the English language accurately and fluently without any difficulty. Taking into consideration the fact that Social Media (YouTube, Skype, Facebook, and Telegram) can be regarded as one of the influential and effective instructional tools in teaching speaking to EFL learners, it can safely be argued that the appropriate use of these platforms would significantly help instructors encourage EFL learners' motivation and self-confidence to speak, and help them reduce their use of Arabic translation, anxiety, and fear of making mistakes. By claiming this, the merits of using such platforms (YouTube, Skype, Facebook, and Telegram) were clear in this study. The first advantage would be their ability to engage second year students in class discussion activities (via Skype). In this case, the content and topic of the lesson had been chosen according to students' needs and interest (See previous sections, Students' Questionnaire). Thus, acknowledging students' needs and interest seems substantial in students' participation and involvement in the speaking class. Moreover, introducing these new tools in EFL classrooms raised more talk (student-student talk and teacher-students talk), more participation, and even more motivation and fun inside the classroom. In addition, another attribute of integrating technology is its perspective toward learners' performance. Students' oral performance is ameliorated by doing pair and group work activities during the experiment. In the pre-test, the mean of the experimental group ($M=10.23$) slightly exceeds the mean of the control group ($M=9.26$). However, in the post-test, the mean of the experimental group is equal to (16.03). (For more details, see previous section above). As for the control group, the mean reached (10.95) in the post-test. These findings reveal that the speaking performance is a process that can be enhanced through the use of Social Media.

The next question deals with students' opinion about the use of Social Media in their classes.

Question 04:

04: How did you find the use of Social Media in your classroom?

.....

This question was meant specifically to explore the respondents' attitudes and perceptions towards the issue under investigation. That is, the researcher attempted to give them an extra chance to express their thoughts and voice their opinion about the tool used. More specifically, the researcher was driven by the desire to uncover how they found the use of Social Media in their learning process. Importantly, through the inspection of their

answers, the respondents appeared to share common responses, yet they expressed them differently. Interestingly, some declared that, in addition to it being supportive to the act of speaking, it was also felt to be advantageous to reduce students' psychological problems such as shyness, anxiety, fear of making mistakes, and lack of self-confidence...etc.

Some expressed the view that they would be quite upset if they were to deal with their lessons without any new teaching strategy or method to apply. This is because they keep relying on their teacher incessantly in order to answer their questions and correct their mistakes, including grammar, pronunciation, and spelling mistakes. Therefore, Social Media minimize stress levels since they tend to be alternative tools that help students in varied ways. This was clearly and distinctively expressed through the answer of one participant who said: "Social Media helped me to develop my language skills and improve my English language as they helped me to break down fear, anxiety and shyness that happened in face to face conversation"

Another issue that emerged after the examination of their answers was the joy that Social Media brought about to the speaking activities. One student said "Social Media are not only helpful in learning and speaking skill, but also so enjoyable when used to answer the activities". We additionally observed during the treatment sessions that Social Media were truly great fun for them. This is because they felt that it was in their best interest to personally choose the Social Media platform (Facebook, YouTube, Skype, and Telegram) to use as a learning tool and to personally choose the relevant topics for the treatment (See Chapter Three, 3.5.2.2. The Suggested Framework for the Teaching of Speaking for more details). This observation may also draw attention to another important concern that Social Media work on fostering. This builds autonomous learning in the speaking activities inside and outside the classroom.

In this respect, it seems worthwhile to note that it was further observed, during the treatment application, that collaborative learning was, to some extent, achieved. Most students appeared to foster what had been studied in class by means of collaborative activities. Additionally, the exchange of ideas and maintenance of relationships generally took place when they were assigned different activities. Therefore, it can be claimed that the majority of students had a positive attitude towards the use of Social Media.

The next question deals with the way Social Media help students improve their oral performance.

Question 05:

05: After trying this tool, describe the way this strategy helped you in improving your oral performance?

.....

The rationale behind this question item was to assure the researcher that all relevant issues regarding the way Social Media promote students' speaking performance had been covered. Special effort was deployed to allow the respondents to identify other possible advantages that were not captured in items 5 and 6 (Students' questionnaire) and have a close relation with the speaking skill. Almost all the answers turned around the previously mentioned themes, namely grammar, pronunciation, comprehension, fluency, accuracy, and vocabulary. Nevertheless, a few answers called attention to an extra matter that can be truly consolidated through the implementation of Social Media in teaching the speaking skill. It was revealed that Social Media contributed to class participation. One student maintained, "Social Media allowed me to participate and engage in classroom activities and overcome my shyness in classroom". Another student revealed that "Social Media helped me improve my knowledge retention and understanding". The participants reported that they were able to communicate with each other and with native speakers easily; for instance, one respondent said, "As I started using Social Media, I improved my pronunciation as I learned new vocabulary". She added "Social Media helped me to join English language learning groups and connect with native speakers, which in turn helped me to improve my pronunciation and grammar mistakes". Another participant summed up the benefits of Social Media as follows, "Social Media help saving time, organizing ideas, fostering the discovery of new concepts, speaking correctly and appropriately, absorbing information faster, and consolidating knowledge during the learning process and much more". The findings of the study obtained from the post-test and observation lessons of the experimental group, as compared with the findings of the control group, indicate that there was a significant development in students' speaking performance including grammar, pronunciation, comprehension, fluency, accuracy, and vocabulary. Therefore, it can convincingly be argued that the implementation of Social Media applications in the speaking classes would significantly influence students' motivation to speak.

According to the research results, the students' speaking performance in the following criteria: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication (See Chapter Three, 3.5.1. Description of the pre-Test and Post-Test) also

meets the improvement by implementing Social Media (YouTube, Facebook, Skype, and Telegram) in the teaching and learning processes. The mean score of students' speaking performance (experimental group) in the post-test reached 16.03. This was good enough, compared with the mean score gained in the pre-test (10.23). However, the mean score of students' speaking performance (control group) in the post-test increased to 10.95, which was considered somehow good for the students of the control group. The students' speaking performance mean score in the pre-test was low (9.26) (See section above). This was because the second year students still had a limited range of appropriate vocabulary; they had difficulties in pronouncing certain words, were still confused in arranging words, and using the mother tongue. However, there was still serious need to develop the students' English language speaking performance. Therefore, the researcher, in the suggested teaching framework tried to help the students through the use of Social Media by providing them with the related vocabulary at the rate of at least 10 words every session (see relevant section in methodology chapter); she sought to help them Initiate and respond appropriately, articulate individual sounds clearly, use a range of cohesive devices, use a degree of control of simple grammatical forms, and attempt some complex grammatical forms (See the relevant section in methodology chapter for more details). This way really worked even though not all students obtained very high results but at least they secured satisfactory marks in the post-test and were able to overcome some psychological problems such as shyness, fear of criticism and anxiety.

In order to gain insights from the participants who showed a positive attitude towards the role that Social Media play in improving their speaking performance, the follow-up question is particularly aimed at obtaining information on students' opinion about the difference between the traditional ways of teaching the speaking skill and the modern ones.

Question 06:

06: Do you find that Social Media are?

- a. More useful than the traditional way of teaching speaking (Oral expression module) ☐
- b. Less useful than the traditional ways of teaching speaking (Oral expression module) ☐
- c. Equally useful to traditional ways of teaching speaking (Oral Expression module) ☐
- e. Not applicable ☐

Students' answers yielded the following table:

Answers	Number	Percentage %
More useful than the traditional ways of teaching speaking	26	86.66%
Less useful than the traditional ways of teaching speaking	00	00
Equally useful to traditional ways of teaching speaking	04	13.33%
Not applicable	00	00
Total	30	100%

Table 77: Social Media and Traditional Ways of Teaching the Speaking Skill

They can be translated in figure format as follows:

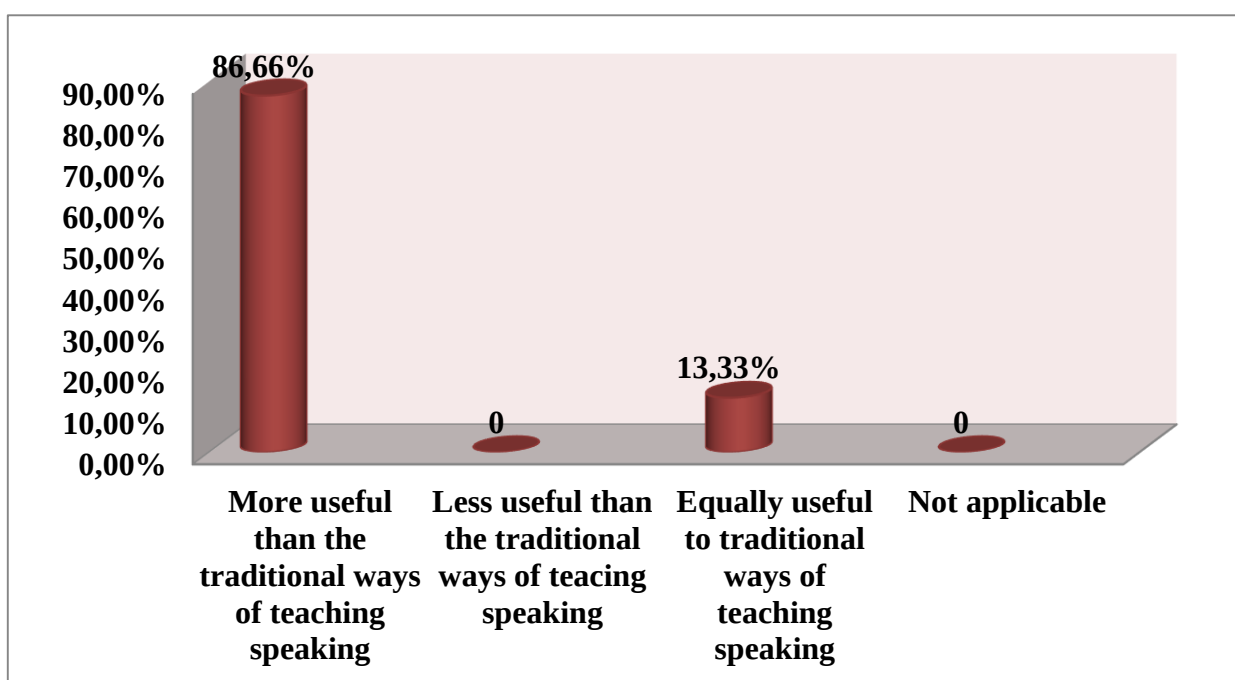


Figure 45: Social Media and Traditional Ways of Teaching the Speaking Skill

The aim behind asking this question was to figure out how useful Social Media were, compared to traditional ways of teaching speaking. Figure 44 demonstrates that, except for four participants (13.33%) who regarded that Social Media were equally useful to the traditional ways of teaching the speaking skill, 26 respondents (representing 86.66%) considered them to be more useful than the traditional ways of teaching the speaking skill, while none of the participants selected the following statements “less useful than the

traditional ways of teaching speaking” and “not applicable”. This finding clearly explains how effective the suggested speaking teaching framework was and how it successfully served students’ needs and helped them improve their speaking performance. Beside the improvement of students’ grammar, vocabulary, pronunciation, accuracy, and fluency after the treatment (as discussed above), the findings of this study also showed the improvement of the students’ participation in the class. The result from the observation lessons showed that students’ participation in the control group was lower than students’ participation in the experimental group. Before the researcher started doing the observation, she had to prepare the observation sheets to observe the students’ participation during the implementation of Social Media in the teaching and learning process in every session (See Appendix 4). In the experimental group, it sounded good enough because from the first session until the last one the students welcomed the social platforms used in the class (YouTube, Skype, Facebook, and Telegram) despite the fact that few of them still did not get engaged in every activity. They could give satisfactory participation. For the passive students who did not participate and involve in the speaking activities, they were just lacking vocabulary to speak up and express their opinions so that they became diffident and reluctant to speak.

However, at the end of the experiment, the observation results showed that the students’ participation in the speaking activities through using this tool (Social Media) improved, compared to the control group. The control group has a mean equal to 2.25. However, for the experimental group, the mean reached a value of 4.12 (See above section for more details). There is a significant difference between the control and the experimental groups in students’ participation, which is attributed to the use of Social Media. In addition, during the experiment, the teacher tried hard to reinforce the students’ confidence. He usually asked his students simple questions first (e.g. what did we do in the last session? What did you learn from the last session?) to motivate low achievement students or passive ones so that at least they could get themselves involved in doing the activities. The teacher also tried to speak slowly, especially when giving the instructions and materials so as to help the learners catch the materials and instructions easily. In fact, the teacher had a prominent role in the success of the experiment (i.e. in creating a welcoming learning environment, in the appropriate use of discussions, pair work and small groups, and in being aware of students’ main difficulties and main speaking challenges, and the appropriate use of Social Media). Therefore, once the learners could understand, they would certainly engage and participate in every speaking activity in the class. Through integrating Social Media in teaching the speaking skill, second year LMD students (experimental group) turned to be more active than students of the control group as the data of observation showed (See above section).

Chapter Four: Data Analysis and Discussion

As discussed above, the researcher can safely argue that Social Media are more effective in teaching the speaking skill than traditional methods. They could improve students' speaking skill, including grammar, vocabulary, pronunciation, fluency and accuracy, as well as improving students' self-confidence, motivation, and participation in oral activities.

The next question deals with students' opinion about the implementation of Social Media in other courses.

Question 07:

07: Do you prefer to use Social Media platforms in learning other courses?

a. Yes b. No ☐ ☐

► If yes, which courses and why?

The findings are shown in the following table:

Answers	Number	Percentage %
Yes	28	93.33%
No	02	6.66%
Total	30	100%

Table 78: Frequency of Using Social Media in other Courses

They can be translated in figure format as follows:

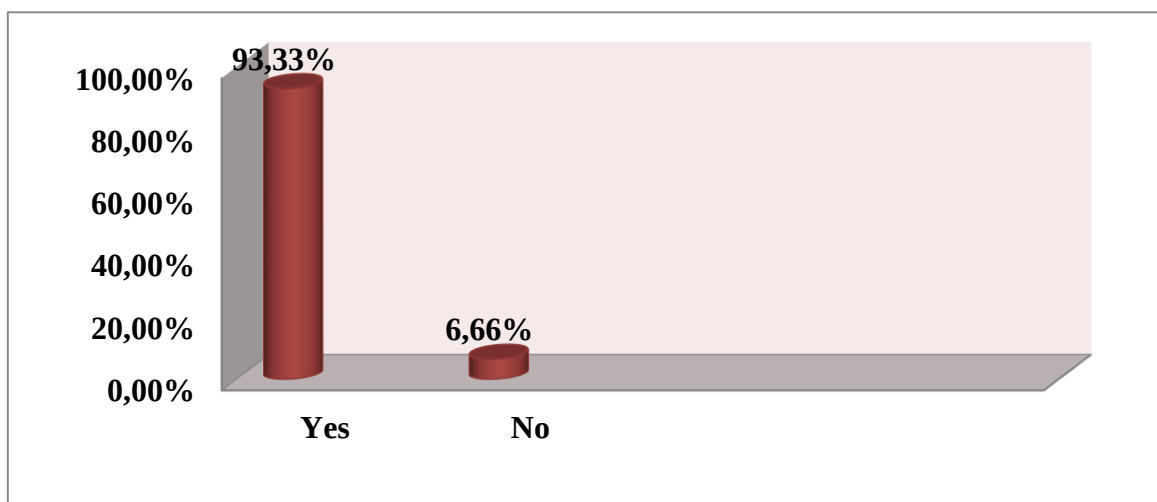


Figure 46: Frequency of Using Social Media in other Courses

Item seven (07) sought to investigate whether the students preferred to employ Social Media in other courses, and whether they intended to use it for studying other courses. Subsequently, Figure 45 shows that, except for two students, all the participants in the sample (93.33%) preferred the implementation of Social Media in learning other courses. The latter, as was suggested, are courses such as written expression, translation, literature, civilization, socio-linguistics, and critical thinking. What is commonly shared among these courses is the huge amount of information they incorporate; that may lead to acquiring a new linguistic package from different fields and to cognitive overload. As demonstrated in Figure 30, the total number of students agreed on the future use of Social Media. They portrayed that they would mainly use it for learning new skills, memorizing lectures, retrieving information, revising for the examination, making summaries to lessons, preparing presentations, and planning for research projects. This finding is corroborated by the literature.

Thus, in keeping with the same line of thought, Devi et al (2019, p. 9) claimed that “Some academic experts believe that social media can be used as an effective teaching tool in higher education because of its ease of use, ready availability, and individual affordability and network effects. Facebook has been used in university courses to facilitate teacher/student discussion, and wikis and blogs have been used to collaborate on projects and receive rapid feedback (Alexander and Levine, 2008). Some courses have also used YouTube as a platform for students to create and share videos for their course (Johnson, Levine, Stone, and Smith, 2009)”. Therefore, the main goal of the instruction of the suggested teaching speaking framework was to engage students in building appropriate strategies to learn other courses.

The next question aims to collect data about the challenges and difficulties the students encountered during the treatment.

4.2.6.3. Section Three: Challenges and Further Suggestions

This section aimed at revealing the difficulties and challenges the participants encountered in the course of receiving the treatment.

Question 08:

08: Did you face any challenges or obstacles when using Social Media?

This question item was included to provide the participants with the opportunity to reveal the difficulties, as well as the challenges they encountered in the course of receiving the treatment, thereby allowing the researcher to detect the limitations of the proposed

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teaching framework (Social Media) and/or the chosen teaching materials, as well. The latter were to be inspected in terms of the selection of lessons, topics and activities. Concerning the selected materials, none of the problems had been thus far reported. However, concerning the use of Social Media (Facebook, YouTube, and What's App), the majority of the respondents highlighted that it was extremely beneficial not only for managing time, but also for distance learning opportunities, building relationships with people from different countries, finding information online, staying updated, and improving communication skills. This suggests that these views were held by most of the participants. What is noticeable about these answers is their unrepresentativity because of the small size of the sample (few students who answered this question) and the lack of data expected to be provided by students. During the treatment period, it has been observed that students who sit in the back often have difficulties in understanding the lesson, hearing the instructions from their teacher, and participating in the speaking activities. This is due to the psychological problems (shyness, anxiety, and lack of self-confidence) they have. Therefore, Facebook and Telegram were considered as the best solution that motivates shy students to recuperate what they missed in the class by engaging in group discussions, communicating with each other and with their teacher, and by sharing pictures, music, videos and audios (See Appendix 13).

The next question, therefore, attempts to collect data about students' opinion concerning the better use of Social Media.

Question 09:

09: Do you have any suggestions or comments concerning the better implementation of Social Media to help students improve their speaking performance and overcome the difficulties they usually encounter?

.....

The last section served to offer the participants the opportunity to express their opinion for the better application of Social Media in the field of teaching and learning. Noticeably, most of the participants declared that it was such a rewarding and gratifying experience they ever had. As such, one student reported, "I am thankful for being introduced to Social Media. I wish I tried this teaching strategy earlier than this" while another put, "I do not have particular suggestions, but I found it an extremely interesting and amazing experience". In a similar fashion, another participant explained that she felt remarkable improvement in her ability to speak the English language.

Most importantly, a considerable number of students (20) suggested the implementation of Social Media as a means of teaching the English language and outlining lessons. A student asserted, “They should be included as a part in pedagogy” while another reported, “I wish Social Media would be implemented in EFL classes as an essential part of the courses”. For them, to avoid students’ speaking difficulties such as confusion, shyness, anxiety, lack of motivation, lack of self confidence, fear of making mistakes ...etc, and achieving a high degree of success, the best ways for this tool to be implemented is through using online: a) platforms that students prefer to use (See the previous section, the analysis of students’ questionnaire, question 10), b) creating and joining a class group (See Chapter Three, 3.5.2.5. Speaking Lesson Plans Suggestions using Facebook and other online calls “Telegram”), communicating with native speakers (See Chapter three, 3.5.2.3. Speaking Lesson Plans Suggestions using Skype), and c) by using audio and visual elements in the learning process to convey appropriate parts of an explanation (See Chapter three, 3.5.2.4. Lesson plans preparation (Using YouTube). In this regard, a participant reported, “I hope it will be implemented in classrooms as soon as possible. However, it should be introduced to students just like you did with us”. This means to move gradually and step by step, starting from the shortest and simplest materials to the longest and most difficult ones.

In short, the results obtained from the present questionnaire show that second-year LMD students hold positive attitudes towards the implementation of Social Media in their learning process. The findings could, therefore, be of great importance in leading to the success of the suggested teaching framework and improving students’ speaking performance.

The next section deals with the discussion of the theoretical, practical, and pedagogical significance of the findings obtained from the research work.

4.3. Discussion of the Theoretical, Practical, and Pedagogical Significance of the Findings

Whilst the foregoing section was devoted to the summarization and display of data originally obtained from the four data collection instruments, namely, the questionnaire (students’ and teachers’ questionnaire, and course evaluation questionnaire), the expert advice interview, the observation, and the experimentation, the present section deals with the discussion of the theoretical, practical, and pedagogical significance of the findings obtained from the research work. Therefore, it is vital to reconsider the fundamentals constituting the subject under investigation.

Chapter Four: Data Analysis and Discussion

This thesis was initiated as an attempt to improve the speaking skill of second year LMD students at Msila University with the integration of Social Media. More specifically, it was undertaken to explore the paramount reasons leading to speaking performance difficulties and to examine the effectiveness of using Social Media as a means to improve Speaking performance. In addition, it attempted to explore the factors that prevent teachers from integrating Social Media in the process of instruction, as well as to specify the attitudes and perceptions of both teachers and students regarding the use of this tool.

The present study set off to investigate the effect of using Social Media to enhance EFL students' speaking performance in the Algerian context. It aimed to provide answers to the following questions:

- 1) Does the use of Social Media help EFL students to overcome their speaking problems?
- 2) Do Social Media, as compared to traditional methods, promote English language learners' speaking skill?
 - Do Social Media have an effect on EFL students' speaking grammar, vocabulary, and pronunciation?
 - Do Social Media have an effect on EFL students' speaking fluency and accuracy?
 - Do Social Media have an effect on EFL students' listening comprehension?
- 3) How do teachers and students perceive the pedagogical utility of the use of Social Media?

These were the three principal research questions addressed in this study. These questions, along with the matching constructed hypotheses, are discussed in the subsequent section.

Research Question 1: Does the use of Social Media help EFL students to overcome their speaking problems?

The first question inquired about the leading causes of students' speaking skill difficulties and how Social Media contribute in helping them to overcome their speaking difficulties. The hypothesis developed, accordingly, considered that Social Media help EFL students to overcome their speaking problems (such as lack of self confidence, lack of motivation, anxiety, shyness, limited vocabulary, worrying about making mistakes, hesitation, and lack of pronunciation practice). To get more meaningful answers, students' questionnaire, which was later analyzed by means of tabular and graphical presentations, was administered to 60 students in an effort to receive as many relevant responses as possible. Seeking

insightful comments, this instrument incorporated, in addition to multiple-choice questions and Likert scale ones, typical open-ended questions. The fact that a significant number of participants revealed that, in their academic context, the speaking skill was given as much importance as other skills was not consistent with the data collected in the subsequent questions. Notably, the frequency of both the in-class and homework assignments did not have a high percentage, meaning that these students were not regularly and steadily asked to accomplish some speaking activities. In addition, it was also understandable that, though their answers reflected great levels of enjoyment for speaking, in practical terms, the majority of the respondents lacked intrinsic motivation to speak since they seemed to only occasionally do so. These facts, in turn, impede the growth of the speaking skill, making the embedded difficulties sound even harder.

This point was well-documented when the participants were asked to reveal their speaking difficulties which, according to their view, were confined to shyness, lack of self-confidence, lack of motivation, feeling anxious, worrying about making mistakes, lack of grammar rules, lack of pronunciation practice, limited vocabulary, ideas freezing, and hesitation. In the conducted teachers' questionnaire, these difficulties were exactly noted by teachers, who were originally and at the time in charge of the speaking course (oral expression module). Markedly, to them, the limitation or insufficiency of speaking practice is set to become the major hindrance in speaking. Besides, in the conducted interview, these obstacles were also noted by the British Council teacher, who declared that the main reason behind students' speaking difficulties is that they lack opportunities to speak English in different contexts and settings in a way they talk about unfamiliar topics. That is to say, students are so used to talking about familiar topics and expanding their knowledge in so doing that they feel uncomfortable talking about unfamiliar ones. Additionally, students most of the time have some psychological problems such as shyness, anxiety, lack of motivation, and lack of self-confidence that prevent them from speaking. Therefore, in order to improve students' oral performance, speaking instruction, including grammar, vocabulary, pronunciation, comprehension, and fluency and accuracy, should start as early as the foreign language starts to be taught. This idea is supported by one of the teachers when s/he reported the provision of some speaking learning strategies (See section, the analysis of teachers' questionnaire).

In addition to the questionnaire conducted with both students and teachers, sessions of observation of the experimental group and the control group were carried out at intervals that allowed surveying and measuring the changes that might occur on learners' behavior and

performance. Therefore, the analysis of statistical data gathered through the software SPSS led to important conclusions about students' performance. In fact, while there were no noticeable discriminating factors related to the control group's oral performance, the experimental group students manifested remarkable improvement in their oral achievements. Thanks to Social Media, the experimental group students managed to express themselves, overcome their shyness and anxiety, to speak with self-confidence and high motivation, to express their ideas in clearer, more accurate English, make fewer pronunciation and grammar mistakes, and communicate their ideas in an easier way. These findings corroborate those of Dirjal and Ghabanchi (2020, p. 77) who argue that "Social Media, with all its various purposes and tools, has been playing a tremendous role in shaping the quality and level of the language to be learned. It provides learners with accessible and suitable means of mastering language structurally and semantically. Therefore, educators should utilize Social Media with its different faces to help their students to reach the intended level of language proficiency".

In this study, observation was the qualitative investigation tool that was used to measure the effect of using Social Media to enhance EFL students' speaking performance in the Algerian context. Statistical data gathered via the observation of learners' behavior and oral performance during a number of English-learning sessions has led to drawing significant conclusions regarding the oral performance of both the control group and the experimental group.

Research question 2: Do Social Media, as compared to traditional methods, promote English language learners' speaking skill?

- **Do Social Media have an effect on EFL students' speaking grammar, vocabulary, and pronunciation?**
- **Do Social Media have an effect on EFL students' speaking fluency and accuracy?**
- **Do Social Media have an effect on EFL students' listening comprehension?**

This question was, in fact, designed to explore the effect of using Social Media to enhance EFL students' speaking performance in the Algerian context. It was hypothesized that the use of Social Media has a positive influence on students' speaking performance, as compared to other traditional methods. As far as this part of the study that involved the process of manipulating the independent variable was concerned, experimentation with one group (the experimental group) was used as the research design for this study. Following this design, the participants were tested before and after the implementation of the treatment

(implementing Social Media) by means of pre- and post-tests, respectively. Based on the presented scoring scale, it was proved that the scores of the post-test were higher than those of the pre-test. In addition, after the comparison between both tests' mean value, the post-test mean was proved to be higher than the pre-test mean. As a preliminary conclusion, these findings stood as a signal for the students' better performance in the post-test compared to the pre-test.

Consequently, and reflecting on the F-test which was higher than the significance level, the null hypothesis of equal mean was rejected in favor of the alternative hypothesis. Therefore, there is a significant effect between the grades of the control and experimental groups. This difference is attributed to the use of Social Media. In this respect, light can be shed on the real association between the dependent variable (speaking skill) and the independent one (Social Media), stressing that the results, which had been so far gained, were due to the implemented treatment and not to extraneous variables or chance. That is to say, the statistical significance was noted and the treatment had an effect. It was accordingly clear, then, that the implementation of the Social Media in teaching the speaking skill yielded positive outcomes.

The participants' open-ended answers in the course evaluation questionnaire seemed to be consistent with these statistical findings; consequently, they further validated the usefulness and the practicality of this tool concerning the speaking skill. Referring back to the course evaluation questionnaire results' section, almost all the participants revealed that the use of Social Media markedly allowed them to participate and engage in classroom activities and overcome shyness in the classroom, helped them improve their knowledge retention and understanding and improve their pronunciation and learn new vocabulary; it, also, helped them organize ideas, foster the discovery of new concepts, speak correctly and appropriately, absorb information faster, and consolidate knowledge during the learning process. These arguments are very plausible since the suggested instructional tool makes use of a variety of topics, skills (including grammar, vocabulary, pronunciation, fluency and accuracy and comprehension), and different activities such as dialogues, role plays, classroom discussion, imitation, brain storming, and interviews through the use of Social Media. This achievement, in fact, was noticed in the post-test in which participants showed a good degree of control of simple grammatical forms, and attempted some complex grammatical forms. They showed good use of a range of appropriate vocabulary and were able to produce extended stretches of language. The participants also showed good development in their pronunciation (their intonation was generally appropriate, as they articulated sounds clearly and produced

sentences fluently and accurately). In addition, they initiated and responded to conversations appropriately and developed interaction. Moreover, in the post-test, and after the treatment (implementation of Social Media) had been carried out, the participants' performance reflected a high level of clarity, accuracy, fluency, and organization. The overall remark was that the implementation of Social Media was effective as it developed the ability of speaking with spontaneity, willingness, self-confidence, and high motivation.

Research Question 3: How do teachers and students perceive the pedagogical utility of the use of Social Media?

This final question was designed expressly to uncover students' and teachers' attitudes towards the use of Social Media in enhancing EFL students' speaking performance. Accordingly, it was hypothesized that teachers and students have positive attitudes towards the implementation of Social Media. Since this question was closely correlated with teachers' and students' perceptions, the questionnaire (students' and teachers' questionnaire and course evaluation questionnaire) as a data collection tool was the most suitable choice. It allows the researcher to seek better clarification and further details.

After the treatment had been completed, the analysis of the students' course evaluation questionnaire responses depicted that the top three aspects participants were mostly satisfied with were the lesson organization and preparation, the clear determination of the lesson objectives, and the teacher-student interaction (see the analysis of course evaluation). Since the study sample had been introduced to the Social Media for the first time, it was seemingly necessary to give prominence to their effective factors and degree of interest. As a matter of fact, the majority of participants, during the treatment sessions, demonstrated a genuine interest in the content and the learning activities that had been incorporated. Moreover, they were motivated by the way they were grouped (either in pairs or groups) and asked for more collaborative work that coupled the ideas, assumptions, and viewpoints of all the participants. Consequently, many of the participants regarded it to be more useful than the traditional ways of teaching the speaking skill. As a conclusion it can be said that the majority of participants had a positive attitude towards the use of Social Media.

All teachers, on the other hand, emerged to have positive attitudes towards the implementation of Social Media in academic settings, including the classroom (See section analysis of teachers' questionnaire, question 11) in which they suggested a collection of important motives concerning the use of Social Media in the educational settings. Following the analysis of the interview, the British Council teacher, who briefly responded to the

question concerning the use of Social Media for educative purposes, pointed out that Social Media provide students with the ability to get more useful information, and to connect with learning groups and other educational systems, as they are tools that afford students and institutions multiple opportunities to improve learning methods. It is, accordingly, clear that Social Media helped teachers with a variety of opportunities to improve learning strategies as they have positive effects on students' learning including better communication, socializing online, enhancing skills, and building relationships.

The results of the study emphasized that Social Media were effective in enhancing the experimental group students' overall speaking performance. Students' development might be due to a number of factors. The communicative activities which were presented to students throughout the period of the experiment (12 weeks) were effective. Every lesson addressed a different type or speaking aspect (pronunciation, grammar, vocabulary, fluency and accuracy, and comprehension). This ensured that the speaking proficiency the students acquired was highly contextualized as they learned the norms and principles underlying each aspect and adopted these norms in their speech, in turn. In addition, students were trained to deal with activities of different levels of difficulty, which improved their confidence, enthusiasm, and motivation to speak spontaneously and fluently, as shown in their post-test performance results.

The authentic listening materials were also very motivating and effective as they offered students a good opportunity to see how native language speakers (by using Skype) perform in real-life situations and how speaking skills were manifested in their performance. Students reported that they enjoyed the suggested teaching speaking framework as they felt more responsible for their learning. Furthermore, the use of Social Media helped to create interest in doing the activities and activated topics-related vocabulary, grammar, pronunciation, and discourse. This enhanced students' motivation, participation, and willingness to practice speaking and do the required activities. When performing the task, students were given the chance to use the instruction they were exposed to and the planning they did to perform a real task without the teacher's help, thus employing all the learned speaking skills fluently and spontaneously. The integration of Social Media platforms (YouTube, Skype, Facebook, and Telegram) in teaching the speaking skill helped students rethink their performance and focus on form and accuracy in terms of grammar, pronunciation, and other skills. This was done inside the classroom (using YouTube) and outside the classroom (using Facebook and Telegram) throughout group discussion with the teacher working as a facilitator who did not directly intervene and yet who incited students to guide each other to use accurate language.

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This improved their involvement, sense of ownership and willingness to practice speaking. Another important factor, in the suggested teaching framework, was giving students the chance to perform publicly in front of their peers.

In fact, this public performance increased students' attention to accuracy in terms of all speaking skills, deepened their ability to reflect on these skills, helped them overcome their fear of public speaking and hence improved their proficiency. Students enjoyed talking in front of their peers, making presentations and expressing their opinions. Some students were hesitant to participate at the beginning of the experiment but after sometime (one month) they began to get used to presentations, and even shy students were willing to engage and participate. Additionally, the use of Social Media developed the students' ability to monitor their performance through evaluating their own or their mates' oral production. This led students to recognize general patterns of errors they made in spontaneous speech and locate where and why there were communication breakdowns or difficulties, and thus caused them to learn to restructure their language and change their performance.

Noticeably, the feedback students received throughout the speaking activities was based on the integration of Social Media platforms (YouTube, Skype, Facebook, and Telegram), students' self-correction, interactive peer correction and supplementary teacher intervention. This feedback did not only focus on the weak aspects of speaking performance, but they also highlighted the strong aspects, thus helping students improve their speaking and increase their self confidence and motivation at the same time.

The rationale for the focus of the proposed teaching framework on developing second-year LMD students' speaking performance was based on the work of some researchers (Littlewood, 1999; Al Hosni, 2014; AL Nakhalah, 2016; Abbassi, 2016; and Ibnian, 2019) who believed that stress, anxiety, shyness, fear of making mistakes, lack of motivation, lack of self-confidence, pronunciation problems, lack of grammar rules, and lack of motivation considerably hinder students' speaking performance. In addition, despite the fact that there have been increasing efforts to introduce Social Media, which play a crucial role in the learning and teaching processes (e.g. Gumport and Chun, 1999; Ajjan and Hartshorn, 2008; Greenhow, 2011, and Gurcan, 2015 among others), there is still a lack of the use of Social Media as a pedagogical tool in the Algerian universities.

To this effect, research studies that particularly aim at improving students' speaking performance through the integration of Social Media have received relatively little attention in the Algerian context. The majority of the participant teachers (See section above) in the

present study have been found to be still teaching oral skills through traditional methods. i.e. they tend not to follow or adopt any particular teaching approach to frame and modernize the teaching process. Teaching English in Algeria “has long focused on written language at the expense of the spoken language” (Bougandoura, 2012, p. 2), and has neglected the need to structure and equip the EFL classes with alternative remedies to the present way of teaching speaking (Omari, 2015, p. 1). Omari (2015, p. 15) added that “In EFL, oral skills learning always formed part of the practices of teaching: reading aloud, conversation, dialog between learners, drills, etc.

However, the practice of oral teaching still seeks a true place in the teaching and learning context of EFL. In fact, teachers still pain to regard the teaching of the speaking skill as object of study of whole share. This can be explained by the fact that teachers have serious problems when teaching the speaking skill. As has been mentioned in the literature review, any conceivable intervention in the Algerian Tertiary context has to take into account the existing problems mentioned by Kherkhachi (2016, p. 28), namely that the curriculum does not focus on speaking skills, that some of the teachers of English, themselves, suffer from problems of English proficiency, that the conditions in the classroom do not support the use of speaking or oral expression activities, that there is a marked lack of practicing English outside the classroom because of the limited opportunities, and finally that the existing system of examination does not emphasize learners’ speaking skills (See section above, 4.2.2. Analysis of the Teachers Questionnaire for more details). That is to say, despite the growing number of studies worldwide on the role of Social Media in English language learning, there was still a need for more research related to Social Media in the Algerian educational context (the basis for the present project). Therefore, there was a need to choose and introduce an appropriate teaching method/approach that can contribute a great deal in improving basic interactive skills necessary for EFL learners’ learning process (Bougandoura, 2012, p. 5).

This is precisely the area where the present research has attempted to make a contribution to knowledge. The knowledge gap that the present project sought to fill was the initial impression that the reviewed studies carried out in the Algerian universities had not sufficiently shown how to teach using Social Media in class and how Social Media can improve EFL learners’ speaking performance and help them overcome their speaking difficulties. Methodology-wise, the reviewed Algerian researchers did not conduct experiments specifically designed to show how to introduce Social Media in the speaking classes. That is to say, they relied only on students’ and teachers’ questionnaires in conducting their studies (i.e. they were content with the monitoring of the perceptions of their

population). Therefore, to remedy this shortcoming, the present study consisted in opting for a triangulation, i.e. using more than one method to collect data (the questionnaire, the interview, the observation, and the experiment). The experiment was based on the Social platforms that the students and their teachers had preferred and had suggested to use as a teaching tool (Facebook, YouTube, Skype, or others), and consisted in designing the activities that would help them improve their speaking performance.

For example, the suggested speaking teaching framework, which integrates Social Media (Facebook, YouTube, Skype, and Telegram), has attempted to provide a tentative operational model for University teachers in Algeria to follow and apply in their language speaking classes. In fact, the purpose behind discussing the possibility of developing students' speaking skill through the use of Social Media (Facebook, YouTube, Skype, and Telegram) is that the idea of developing such a skill stemmed from the belief that Social Media provide opportunities for the promotion of learning through the assimilation and accommodation of new experiences to learners' knowing systems via the manipulation of mobile technologies (Schrader, 2015, p. 28). The breakthrough emanates from the sharing activity which creates a sense of community engagement, dialogue and interpersonal communication. The most important skill at stake is that of empathy, as learners explore how to think within and outside their own narrow perspective or mindset. As has been cogently argued by Gehlbach (2010), learners are enabled to zero in on the perspectives of others in significant ways that boost their social emotional learning-competencies. This process of prospects broadening allows learners to transcend classroom boundaries through the creation of new and larger communities of learners, thus reaching a broader and more diversified spectrum of interactants and collaborators in the learning process.

Moreover, the suggested framework, thanks to the adoption of Social Media technologies (Facebook, YouTube, Skype, and Telegram), has been shown to have a special utility for students with psychological problems and a variety of personalities and interaction styles. In particular, students with problems of anxiety, shyness and diffidence (see section above, 4.2.1. Analysis of the Students' Questionnaire) are among the best to benefit from this approach. This point has been well noted in the literature to the effect that Social Media could help "to attend to those less outspoken, the bullied, the shy, the less popular, or less socially integrated, that is the nonparticipants and excluded others" (Shrader, 2015, p. 29). The bone of contention has to do with the learning of interpersonal skills by students having socially normatively objectionable or awkward interpersonal skills, who face challenges in the classroom, who may have negative perceptions of school, who have lower achievement goals,

and who thus can cause frustration to their teachers and friends (Raver, Garner, and Smith-Donald 2007; Shin and Ryan 2014). For Gehlbach (2010), this learning process involves learning and socio-cultural adaptation via Social Media use, with special focus on social compliance, cooperation, and the development of positive, effective relationships (See relevant section in methodology chapter).

Furthermore, from a moral democratic perspective, the benefits of the suggested strategic use of Social Media consist in the creation of a classroom environment where broader and more equal participation is targeted. In fact, the classroom in the conducted experiment was well equipped with materials for implementing the experiment (electricity, internet connection, handouts, laptops, cards, microphones, earphones, and smart boards). Students practiced English oral communication inside and outside the classroom with the teacher via different applications such as YouTube, Skype, Facebook and other online calls. For example, the teacher allowed students to make Skype conversations with native speakers about different topics such as culture, sports, and daily life activities (these topics were selected by the majority of students in the questionnaire) (See section above). In fact, the rationale behind teaching speaking skills in this way (using Skype) stemmed from the belief that Skype can improve students' communicative efficiency (Kherkhachi, 2016). The gist of the literature review synthesis is that, by making such conversations, students were expected to be able to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, observe the social and cultural rules that apply in each communication situation, clarify their meaning or ask for confirmation of their own understanding, practice using all of the language they know in situations that resemble real settings, develop their sociolinguistic competence, and learn the importance of facial expressions (Hasibuan, 2012). Accordingly, learners are endowed with equal access to participation. As has been cogently argued by Shrader (2015, p.), “technology potentiates active diverse communities of learners who may be judged more on the content of their contributions than on the color of their skin, socioeconomic status, or other feature”. This author reviews literature (especially the work of Kegan, 1982; Mbatia, 2013; Dweck 1986; Weiner 1985) highlighting the role of Social Media in obscuring or moderating “the negative social skills or may render them less normatively objectionable and thus fail to interfere with positive social and academic learning goals” (Ibid, p. 29). Perhaps, the most interesting claim that this thesis shares with recent constructivist trends in the literature is what could be termed the paradigm shift or the Social Media turn. This is due to the fact that it is now possible for the processes and products of social interaction that are evidenced in digital forms and spaces to be pooled together to create confluence. “This confluence potentiates more creative, accurate, inclusive learning than

could not have occurred without Social Media's ability to bring together a diversity of minds and mindsets in shared activity, thus affording abundant opportunities for learning as well as shifts in epistemological perspective about the nature of knowledge creation itself. It is this kind of learning that is at once pedagogically engaging and paradigm shifting—both for individuals and for the field of education” (Shrader, 2015, p. 29).

The present thesis has hinted at the dynamic intertwining of the cognitive, emotional and socio-cultural constructivist perspectives of intelligence and affectivity (Shrader, 2015). Indeed, the reticence of teachers to use Social Media in their pedagogical practice, which has been well noted in the present thesis, is echoed in the literature documenting how some educators and students have a proclivity to reduce the use of Social Media in their learning activities (Cuban, Kirkpatrick, and Peck, 2001). These authors attribute this reticence to the feeling of insecurity due to lack of technological competence or fear of threats to their personal world of sociality. However, there is ample evidence in the literature to dissipate such fears (Shrader, 2015). The moral dimension of caring and concern for others (Jones and Bouffard 2012) that is fostered by Social Media, as is evidenced by the present findings, has been corroborated by the literature. As has been argued by Shrader (2015), “Social media in educational contexts allow deeper interactions among more, and a more diverse set, of educational participants—teachers and learners—so that the dimensionality of the teacher-student-context-knowledge dynamic interactions is visible and large” (p. 31).

For instance, in the present study, students were asked to join closed Facebook/Telegram groups (only participants of the experimental group were asked to join in) in which the teacher sent some videos, audios, and arranged classroom discussions about different topics such as daily life conversations, grammar activities, and pronunciation (See relevant section in the methodology chapter). The teacher also communicated with his students via Facebook platform, and asked them to record an audio about a short story and sometimes to make videos. Then he played these audios and videos inside the classroom, and discussions took place (this helped students find out and focus on which part of their performance had to be improved) (see Appendix 13). As for the other sessions that were scheduled outside the classroom via Telegram, students managed to exchange views on different topics, announcements, activities...etc (See Appendix 13). These platforms allowed students to communicate via text and voice messages, encouraged them to listen to each other, give feedback on the assignments, share opinion and perceptions, post educational videos and links, improve pronunciation, learn new vocabulary, and increase their motivation and class participation. This assumption stemmed from the belief that Social Media are theoretically

founded on the concept that motivating and encouraging learners to use Social Media (Facebook and Telegram) for academic purposes appropriately encourages learners to be active participants in oral communication skills (AL Saleem, 2018) that independently enable them to be more active and more responsible for their own learning and to move forward towards a student-centered approach rather than a teacher-centered approach (Dweikat, 2016). It is generally known that the majority of students have difficulties in learning English, especially the speaking English (Littlewood, 1999; Ur, 2000; Kaddour, 2016) because EFL learners use English only in the classroom, and less frequent outside the class (Wiyana, 2021, p. 1).

Thus, operating within a constructivist framework that underpins how Social Media fit the learning process, Churcher, Downs, and Tewksbury (2014, pp. 34) highlight the ability of Social Media to generate connections. In this vein, the literature has recently foregrounded the modalities whereby collaboratively constructed and mutually observed videos are conducive to achieving observational learning (Craig, Chi, and Van Lehn 2009, pp. 179-189, cited in Shrader, 2015) – a point equally advocated by Lave and Wenger (1991). Shared activities can potentially include establishing a Facebook community of practice and constructing a wiki-based student-generated exam (Churcher, Downs, and Tewksbury 2014), “group work, peer teaching, sharing documents, group editing, and other collaborative, novice-expert or peer-to-peer learning activities” (Shrader, 2015, p. 31), as well as discussion boards social networking apps, cell phones or even iclickers (Ibid).

Moreover, in line with Goffman’s (1959) self presentation framework, Social Media enhance interpersonal co-constructions of knowledge and information and consolidate shared meanings and activities, thus enabling interactants (both students and teachers) to negotiate their own self image, their own knowledge, and their own world views, which facilitates learning. Hence, the pervasiveness of the social dimensions of learning — the interpersonal and community planes whereby individuals are endowed with opportunities for self presentation (Goffman, 1959) to the entire world through virtual means. In so doing, they learn interpersonal skills as well as content knowledge. This is achievable through cognitive and social epistemic co-construction and joint activity that make it possible for people to have a better understanding of what they think they know, how to improve their learning, and how to maximize the efficiency of their teaching in relatively little time (Shrader, 2015). Consequently, the present thesis confirms the new trend in ELT to take Social Media as “both a *process* of teaching and learning and a *community of shared activity* of joint meaning construction” (Shrader, 2015, p. 31).

Furthermore, the literature emphasizes the importance of the use of technology, particularly Social Media, as platforms to provide students with more opportunities to improve their speaking skills. In this vein, Kaplan and Haenlein (2010) categorized Social Media into a wide array of types ranging from low social presence or self-presentation, to medium and high ranges. In terms of social presence, Social Media such as Wikipedia and blogs are classified at the lowest end. In the middle, there are content communities and social networking sites. Such as YouTube and Facebook (as implemented in the present study). At the top comes the virtual gaming world such as World of Warcraft, which has virtual scenarios. In another typology, Faizi et al. (2013) grouped Social Media platforms into three categories. In the first category are found social network sites including Facebook, WhatsApp, Telegram, Skype, Twitter, and Tik Tok, that enable members of the sites to connect and share ideas and resources. In the second category there are sites like Snapchat, Flickr, Pinterest, YouTube, Tumblr, SlideShare, and Google+, focusing on content-sharing organization. As for the third category, it comprises sites like Google Docs, PowToon, and Canva, which look at content creation and editing. Consequently, when viewed broadly, Social Media, include a wide range of tools that integrate technology, social interaction, content sharing, and content creation. One additional feature of the applications of Social Media is the opportunity they provide learners to bring lessons outside the classroom to practice using the language.

More additional theoretical implications could be found in relation to Vygotsky's sociocultural theory of human learning, which approaches learning as a social activity, thereby taking teaching to be rather interactive, student-centered and practical, thus ascribing to the learning process meaningful authentic experiences (Vygotsky, 1978). From this perspective, Social Media are construed through the lenses of Social Constructivism, according to which the concepts of interaction and collaboration are boosted and given pride of place, especially when Social Media are at stake and a greater emphasis is put on assigning authentic learning tasks to learners to foster interaction and collaboration. Accordingly, learners are enabled to interact, learn, discuss, collaborate, and share information and skills by means of Social Media platforms. This orientation is concomitant with the established concept of "scaffolding" in EFL. Socio-cultural theory assigns to teachers or experienced peers the role of guides or mentors empowering learners to achieve their potential within what is known in the literature as the "Zone of Proximal Development" (Vygotsky, 1978). From these perspective learners can provide support for their peers, which role can be further consolidated by the teachers or facilitators whose mission is to provide additional support in the teaching and learning process.

The following section sheds light on the factors that may have helped students to improve their speaking skill in the Algerian context of the study.

4.3.1. Accounting for the Factors Boosting Students' Speaking Skill in the Algerian Academic context

The present thesis has studied “the effect of using Social Media to enhance EFL students' speaking performance in the Algerian Context”. Notwithstanding the differences in the research context, design and problematic, its findings partially overlap with those of Abd EL Fattah Torky (2006) on what he labels “The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students”.

4.3.1.1. Factors Conducive to the Improvement in the Experimental Group Students' Grammar

Before the experimentation, second-year LMD students commented that their impression about the grammar they could use during speaking was negative. Most of them had difficulties with using proper grammatical rules, and this affected their speech. The most problematic areas in grammar were the use of the present simple tense to express habits, daily activities and feelings (see the pre-test assessment, Appendix 05). Moreover, students committed many mistakes in the use of the irregular forms of the past simple tense and subject-verb agreement. However, in the post-test, the results show that students used more correct structures. The students, also, used grammatically more complex utterances through recourse to a number of subordinate clauses. This improvement can be due to different factors in the suggested teaching framework. Among the major factors that might have affected students' performance was engaging students in some undeclared form of *de facto* discourse analysis activities, in line with the findings of Abd EL Fattah Torky (2006). Discourse analysis was tacitly practiced via authentic listening texts (short stories and poems; see the relevant section in the methodology chapter) that were closely related to the genre that students were required to communicate in. Throughout these listening texts and accompanying activities, students have managed to (a) see how grammatical rules are applied correctly by native speakers in real time speech, (b) identify the relation between the grammatical rules adopted and the spoken functions realized and (c) understand how and when to speak, how to use lexical phrases that are learned and retrieved as units rather than combining words each time they speak. Besides, requiring the students to plan for the upcoming activity by determining the grammar needed in terms of tenses, word order, and structure of complex utterances was very effective. It helped draw their attention to form and

accuracy rather than focusing solely on fluency. During the task, students managed, with some ease, to use the grammatical structures learned before the task. Given sufficient time, students managed to plan online in terms of grammar, for their own oral performance.

Furthermore, the observation sessions the researcher applied during the period of the treatment (see the relevant section in the methodology chapter) helped students pay attention to their spontaneous grammatical errors that had been hardly perceived in deliberate production. It enabled students, also, to self-correct the grammatical mistakes they had made spontaneously during speaking. Students discovered their grammatical errors by themselves and this helped them to learn the correct rules easily and effectively.

4.3.1.2. Factors Conducive to the Improvement of the Experimental Group Students' Vocabulary

The results obtained from the pre- and post- tests revealed that the Social Media instruction group (the experimental group) achieved a higher standard of proficiency than the regular instruction group (the control group) in terms of using adequate and appropriate vocabulary during speaking. In the post-test, the students managed to use a greater variety of vocabulary items, which shows that they had a wider range of vocabulary resources. In addition, the words used were more appropriate to context. Moreover, the students improved in their use of collocations (grammatical or lexical) to communicate their meaning. This improvement can be attributed to different factors, among which was the listening stage used inside (YouTube and Skype) and outside (Facebook and Telegram) the classroom (see the relevant topic in methodology chapter). This helped students improve their use of words and word collocations as they enabled them to (a) identify vocabulary and word chunks that are more appropriate to the genre, (b) extract word collocations and understand that words are combined according to certain conventional rules and (c) acquire a range of vocabulary related to the speaking genres and topics they had to tackle. These findings confirm those of Abd EL Fattah Torky (2006), though in a different context.

Furthermore, these teaching resources (YouTube, Skype, facebook, and Telegram) encouraged students to become autonomous active participants in their learning of words usage. In addition, the observation sessions used at this stage helped students pay more attention to their spontaneous vocabulary errors. It, also, enabled students to self-correct the words used in their spoken performance, and consequently improve the use of vocabulary in actual speaking performance afterwards. Students discovered their errors by themselves and

this helped them learn easily and effectively. Besides, the integration of Social Media reduced students' errors and provided them with the opportunity to practice word collocations and use.

4.3.1.3. Factors Conducive to the Improvement of the Experimental Group Students' Pronunciation

Initially, in the pretest, the experimental group students' most common errors involved the wrong use of stress patterns and intonation, in addition to some errors associated with the use of vowel sounds. Students were not aware, either, that separate words could be linked or assimilated together in pronunciation. Almost the same problems were identified by Abd EL Fattah Torky (2006) in his own pre-test group. However, in the post-test, it was noticed that students' pronunciation of English phonemes (both consonants and vowels) improved and students were better able to articulate English phonemes. Furthermore, improvements in intonation and stress patterns were noticed. It goes without saying that the study results, as well as qualitative observation, revealed that the development achieved in pronunciation was not so deep like other skills. It occurred more in stress and intonation rather than the sound system. This may be due to the fact that pronunciation, especially the one related to phonemes, is a skill that requires a long time to develop (Abd EL Fattah Torky, 2006). In addition, pronunciation is largely affected by training in the early years of learning the foreign language and this effect cannot be altered by training received later on.

The improvement realized in pronunciation can be attributed to different factors, among which was exposing students to authentic samples of spoken language, including all authentic and natural features characterizing everyday language (hesitancy, pauses, recasting and so on) through the use of Social Media (Skype, YouTube, Facebook, and Telegram). The videos presented to students were presented at a normal rate of speech including real intonation, rhythm, tones and so on. In tandem with Abd EL Fattah Torky's findings (2006), and throughout these videos, (see the relevant section in methodology), students noticed the characteristics of the speech stream and the sound system. Students' attention was also drawn to how sounds are linked in the spoken language and how sounds change, as the result of the influence of neighboring sounds (assimilation). Thus, requiring the students to plan through determining how they could pronounce different expressions and how they would vary pronunciation according to their purpose and feelings was vital. It helped raise students' awareness and drew their attention to accuracy of pronunciation, hence facilitating the use of different pronunciation features during real online spoken performance.

During the activities outside the classroom on Facebook and Telegram (see Appendix 13), the students tested their assumptions about pronunciation in real situations. After the activities, the students resorted to the teacher to help them plan, in terms of correct pronunciation, their oral presentations of the task results. Most of the time, students were encouraged to listen to native speakers on YouTube and other Social Media Platforms to look for correct pronunciation. Furthermore, the observation sessions of students' performance during the task helped them pay more attention to their spontaneous on-the-spot pronunciation errors. It enabled them, also, to discover their errors by themselves and hence learn correct pronunciation effectively. In addition, students were allowed to discuss, and suggest, alternative realizations of their own and their peers' pronunciation errors. This enhanced their learning and ability to identify and correct errors and hence developed their pronunciation. In addition, the suggested teaching speaking framework (see the relevant section on methodology chapter) included many activities in which students' common pronunciation errors during the task, including those resulting from the interference of the mother language, were remedied. Thus, students managed to learn a great deal about the pronunciation rules that differed according to the intention of the speaker and the relationship between the speaker and listener.

4.3.1.4. Factors conducive to the improvement of the experimental group students' overall discourse competence and its sub-skills

At a macro-level, the improvement affected the overall discourse competence of the experimental group with its sub-skills of cohesion, coherence and conversational balance.

- Better structuring of discourse in terms of cohesion and coherence

Before the treatment (the introduction of Social Media), students' spoken performance was almost characterized by the use of incoherent discourse that was lacking appropriate logical sequence. It was full of fragmentary utterances with no references and no use of cohesive devices. In the post-test, however, students' spoken discourse was generally more coherent with clear, logical organization. It contained enough details, appropriate cohesive devices, references, and inter-sentential connectors.

This improvement can be due to some factors, among which was engaging students in *de facto* discourse analysis activities that promoted their organizational skills. The Social Media (YouTube, Skype, Facebook, and Skype) students were exposed to helped them indirectly improve the organization of their speaking as they managed to recognize how native speakers (a) organize discourse through following certain routines so that listeners can

easily follow the sequence of what is said, (b) use grammatical and lexical references appropriately to refer to people and objects so listeners can keep track of them, (c) provide enough supporting details, after listening to recorded spontaneous performance (see the relevant section on reasons and examples to support the main idea or to justify their opinions, and finally (d) summarize the main idea given in speech. Furthermore, discussions between the students and the teacher (see the methodology chapter and Appendix 13) helped students recognize how to start their speech, provide adequate supporting details, provide a comment of their own and move smoothly from one idea to another through the use of adequate discourse markers and references.

- Better and more effective management of the conversation

Students' development in the post-test can be attributed to a number of factors. First, listening to native speakers through YouTube and Skype encouraged students to notice particular features of conversations and turn-taking strategies. The use of Social Media, YouTube and Skype in particular, helped students see how native speakers (a) keep conversation going, (b) manage turn-taking in conversation, (c) relate their turn to that of the interlocutor and (d) encourage others to speak through showing interest, asking further questions, back channeling and commenting. Through the use of Social Media (Skype), i.e. through communicating with native speakers, students also learned the meaning and the use of conversational discourse markers such as (well, now, anyway...etc) used to maintain conversational coherence; students managed to employ these markers in their speaking, as well.

Furthermore, the suggested teaching speaking framework (using Social Media) helped students to organize, notice and understand the way the content of their conversation is conveyed. This included presenting the conversation's typical sequence for performing various routines and explaining how each turn is linked to the previous one and inviting the next one. Within the courses of free discussion outside the classroom via Facebook and Telegram, students attempted also to try out some phrases noticed and studied before to keep the conversation with their peers going and to check their peers' understanding. This stage also helped them to reflect upon their conversational skills through finding out why their conversations usually stopped or why it was hard for them to signal their turns or finish the conversation. They managed to analyze deeply the shortage of their use of back channeling techniques. This means that students managed to self-revise their interactional efficiency, thus

depending on themselves as far as possible and improving their interactional competence simultaneously.

A number of pedagogical implications emanate from the present thesis. In line with the literature (Baron, 2020; Namaziandost and Nasri, 2019), the present thesis calls for the integration of Social Media (YouTube, WhatsApp, Telegram, Skype) in teaching the speaking skill due to their ability to improve teachers' creativity and enhance their teaching procedures while utilizing online applications. Similar experiments have been conducted elsewhere involving the use of Skype, (Hasan and Ghabanchi, 2020) revealing gender-specific positive results in the population's speaking skills). Other studies (Albahlal, 2019) involving YouTube reported positive teachers' perceptions about utilizing YouTube in helping students improve their speaking skills.

Specifically in the present study, the tasks incorporated in the present speaking teaching framework (via YouTube) tend to be authentic, experiential and communicative, and cover a variety of topics and focused skills, including (vocabulary, pronunciation, grammar, fluency, and comprehension), which are the main aspects that serve learners' needs of the speaking skill. Each lesson plan in the present thesis was divided into three sections: 1) it starts with an overview of the lesson plan such as: name of the lesson plan activity, skill focus, time, materials... etc, 2) objective of the lesson (these objectives being divided into different stages, and 3) it ends with some instructions for teaching the lesson (see relevant section in methodology and Appendix 7, 8, 9, 10, 11, and 12). Thus, if EFL learners do not have the sufficient background knowledge about such aspects of the target language (vocabulary, pronunciation, grammar, fluency, and comprehension), which are the main components that people rely on in order to understand the language, they may encounter some difficulties when speaking the English language, as, without speaking, learners cannot communicate easily and effectively (Leong and Ahmadi, 2017, p. 35). Therefore, "EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency" (Latha, 2012 cited in Leong and Ahmadi, 2017, p. 37). Thus, within the suggested speaking teaching program, the aim of the instruction was to help second year LMD students at the University of Mohamed Boudief to listen to correct English which let them learn new form of sentences properly, learn idioms, expressions, and other speaking patterns that are used in day-to-day conversation, to learn grammar, to improve their fluency, to show intonation and tone modification, to enable the students to understand and organize

ideas and information, to form sentences using the given clues and frame their own sentences, to enable the students to use conjugate verbs correctly, to help students express their view point and have more freedom to express their thoughts and build their spoken confidence (See appendix, 7, 8, 9, 10, 11, and 12).

The two aspects that the present research study focused on, first, improving students' speaking performance through the integration of Social Media (vocabulary, grammar, pronunciation, fluency, and comprehension) when speaking the English language, for example:

- **Fluency:** to enable learners to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation (Hedge, 2000 cited in Leong and Ahmadi, 2017, p. 36).
- **Accuracy:** to enable learners to use words and expressions correctly (i.e. to select suitable words in the suitable contexts) (Leong and Ahmadi, 2017, p. 36).
- **Pronunciation:** to enable learners speak the English language easily and effectively. (i.e. to master phonological rules and be aware of the various sounds and their pronunciations such as the stress, intonation, and pitch) (Leong and Ahmadi, 2017, p. 36).
- **Grammar and Vocabulary:** to enable learners use a good degree of control of simple grammatical forms, and attempts some complex grammatical forms Shows a good degree of control of simple grammatical forms, and attempts some complex (Cambridge English Qualification B1 Preliminary, 2020, p. 51).
- **Comprehension:** to enable learners to understand the native speech at normal speed in their world-like situations (Chastain, 1971 cited in Ashour, 2014, p. 39) i.e. to communicate their ideas and thoughts clearly to the listener so as to make him/her understand the message appropriately.

Second, it tried to show the role of the different Social Media platforms (YouTube, Facebook, Skype, and Telegram) used in the present study in helping students overcome their psychological problems such as shyness, anxiety, fear of losing face, lack of self-confidence, and lack of motivation. The use of these platforms helped introvert students to:

- Engage and participate in the speaking activities.
- Ask without no hesitation and fear of making mistakes.
- Reduce their anxiety.
- Overcome their worries of making mistakes.

- Pay more attention to the teacher instructions.
- Develop their communicative competence (See section above for more details).

To the best of one's knowledge, the previous studies about Social Media and their effectiveness in developing the English language speaking skill in the Algerian educational context both at high school and university reviewed the difficulties that hinder students' speaking performance such as anxiety, shyness, lack of self confidence, and lack of motivation. These studies also highlighted the different Social Media platforms that are known by learners and their teachers and highlighted their perceptions and attitudes towards those applications to help learners to acquire speaking skills. In these studies, Social Media have received some negative feedback in terms of its implementation and application in the speaking classes. Therefore, the suggested teaching framework provides new concepts, strategies and content knowledge of how teachers can introduce Social Media (particularly Facebook, YouTube, Skype, and Telegram) in their teaching speaking classes. It is important for teachers "to move forward with the changes that are happening around them, teachers must be open to the idea of using Social Media as a medium to conduct their activities for teaching the English language" (John and Yunus, 2021, p. 14).

Indeed, these pedagogical implications are becoming very fashionable in the current literature on the topic. For instance, Baron, (2020), Sevy-Biloon and Chroman (2019), Poramathikul et al. (2020) Mustapha et al. (2010) and Minalla (2018 cited in John and Yunus, 2021) agree on the claim that Social Media platforms have the merit of providing learners with the opportunities to use the language meaningfully and effectively. This potential has become more feasible, as students are now able to "connect with their teachers and peers as well as explore new resource landscapes and use them to improve their learning through collaboration and communication" (Ibid). It transpires from all the reviewed literature (Rwodzi et al, 2020; Sobaih et al, 2016; Li et al, 2016; Alghamdi and Sabir, 2019; Said et al, 2013; Yunus and Suliman, 2014) that the benefits of the use of Social Media far outweigh any negative effects. This is why special caution is required in the use of Social Media to avoid the pitfalls warned against in the literature (Gedik and Cosar, 2020).

4.4. Summary

In this chapter, the results from various research instruments used to meet the purpose of the present study were analyzed and discussed. The first part of the present chapter was devoted to presenting the data obtained from the students' and teachers' questionnaire. Moreover, the data from the interview conducted with the British Council teacher was

reported and discussed. Respectively, after that, the results obtained from the observation grid as well as the pre-, and post- tests of both groups (the experimental and the control group) were also analyzed and discussed. Furthermore, the findings obtained from analyzing and discussing the course evaluation questionnaire was also presented. The final section shed light on the discussion of the theoretical, practical, and pedagogical significance of the findings obtained from the research work.

Chapter Five: General Conclusion

5.1. Introduction

The present chapter concludes the discussion of the effects of using Social Media to enhance EFL students' speaking performance in the Algerian context. As a first step, a summary of the main findings of the study is made. Then, the pedagogical implications of the research study are presented. Moreover, the third section provides a discussion of the limitations of the present research. As a final step, light is shed on some recommendations for future research in this line of research.

5.2. Summary of the Main Findings

The present study set off to investigate the effect of using Social Media to enhance EFL students' speaking performance in the Algerian context. In doing so, quantitative and qualitative tools were used in the present research. A questionnaire with thirty EFL teachers in two English departments in two different Universities, Mohamed Boudief University, in Msila and Mohamed Kheider University in Biskra, was conducted in order to investigate teachers' approaches and strategies for teaching the speaking skill in the Algerian EFL context and to determine their perceptions and attitudes towards the use of Social Media in enhancing EFL students' speaking performance.

Issues pertaining to students' speaking performance failure were revealed through the analysis of the teachers' answers to the different problems addressed in the questionnaire. It turned out that teachers seem not to pay sufficient attention to the teaching of speaking (i.e. they give it less importance), on the one hand, and not to provide students with sufficient opportunities to practice the speaking skill inside the classroom (i.e. the teacher most of the time has the dominant role), on the other. The suggested way to remedy this state of affairs is by giving students sufficient time to speak and express themselves, by focusing more on teaching students all the speaking skill aspects (i.e. vocabulary, grammar, pronunciation, accuracy and fluency, and comprehension) and by providing them with the appropriate strategies and techniques to help them overcome the difficulties that prevent them from speaking the English language. In a nutshell, the findings from the teachers' questionnaire indicate that, in the Algerian EFL context, teaching speaking is not without problems (See Chapter Four for more details).

Moreover, thanks to the analysis of the teachers' opinions about students' difficulties in speaking the English language, it has been found that students' shyness, lack of self-confidence, lack of motivation, feeling anxious, worrying about making mistakes, lack of

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grammar, lack of pronunciation, limited vocabulary, ideas freezing and, hesitation are the major types that hinder EFL learners' speaking performance. Furthermore, it has been found that there were problems with the teachers' strategies in helping students overcome their speaking difficulties, as none of the participant teachers in the present study suggested the use of the modern tools (i.e. Social Media). It became apparent that those teachers were relying only on the traditional methods such as classroom discussion, brainstorming, role plays...etc. and not paying sufficient attention to the importance of the new technologies in teaching and learning a second/foreign language.

In addition, on the score of the teachers' satisfaction with the speaking activities they incorporate in the classroom, the findings indicate that Algerian EFL teachers hold a negative attitude about the activities currently used in the Algerian speaking classrooms. This is attributable to the fact that teachers have to abide time-wise by an annual curriculum set by the Ministry of Higher Education – a time constraint that urges them to finish the set program. Consequently, teachers are required within this tight schedule to teach several subjects or courses on a daily basis and to review students' work so much so that they do not have better time for learning and for planning different activities. Added to this is the culture of the least effort that seems to be rife among them. The thesis has also recorded the degree of the teachers' satisfaction with the opportunities they give for students to speak inside the classroom. It has been found that the Algerian teachers are complaining about the fact that speaking classes do not seem to get the required level of attention on the part of the instructor at the university level. The arguments put forward in explanation of this phenomenon include: the big number of students in the classroom, the inadequacy of the syllabus to meet the needs of EFL learners, time constraints, academic demands, and limited time allocated to the teaching of the oral expression module in the Algerian universities. As for monitoring the teachers' use of Social Media in daily life, it has been found that, notwithstanding the awareness of EFL Algerian teachers of the important role that Social Media play nowadays, the majority of the participants do not use Social Media for educational purposes (their use is for personal purposes only). As for those teachers who reported using Social Media for pedagogical purposes, they indicated that their preferred platforms for Social Media to use when teaching are Facebook, YouTube, Skype, and Telegram. The fact remains, though, that the majority of teachers strongly agreed and showed a positive attitude towards the usefulness of Social Media in engaging students in the speaking practices.

At a pedagogical level, some of the teachers' suggestions included supporting Social Media to be environments where students can learn easily, share their ideas, and communicate

with each other and with native speakers. The reported attitudes of the teachers emphasized the need to give students the opportunity to select the content and topics to discuss in the classroom to create a comfortable atmosphere and allow learners to engage in the speaking activities. The teachers also advocated the integration of the listening skill in the speaking activities to improve students' pronunciation, grammar and vocabulary, and to make them more accurate and fluent speakers. The main point about teachers' perceptions is the need for students to be active, and not to rely only on the teacher in learning the four skills; they called for working behind the classroom walls as it is suggested in the present teaching framework (See Chapter Four for more details).

In the present study, a students' questionnaire was also designed in order to get first-hand data about students' difficulties when speaking the English language and the strategies students use to overcome these difficulties. In addition, a set of questions was devoted to analyzing students' perception and attitudes towards the implementation of Social Media in enhancing their speaking performance. The purpose was to evaluate students' weaknesses in the speaking skill and whether or not the teachers' role in teaching the speaking skill was of any significance.

As for the findings obtained from the analysis of the students' questionnaire, it has been shown that the Algerian university students have major problems in speaking the English language. Judging from their answers, shyness, anxiety, lack of self-confidence, lack of motivation, hesitation, ideas freezing, worrying about making mistakes, limited vocabulary, lack of pronunciation opportunities, lack of grammar rules, and lack of practice are the major problems that hinder students' speaking performance. Such findings further confirm that the teacher's role in teaching the speaking skill is somehow limited as most students' needs are not being met in terms of instruction (See Chapter Four for more details). It transpires from students' answers that speaking was regarded as pivotal since it holds an equally important position to other language skills. Despite its significance as being a central element in English, it is not regularly practiced as an in-home activity, nor is it regularly exercised as an instructional practice. Indeed, the overwhelming majority of students claim that teachers do not provide them with the sufficient activities which help them to improve their speaking performance. Specifically, in Algeria, at the University of Mohamed Boudief, the findings confirm that students rely heavily on articles, books, and magazines when dealing with speaking obstacles. The results also show that teachers play a minor role in helping students ameliorate their speaking performance.

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The findings also confirm that Social Media are widely used by students at the University level, in the sense that, at least, every student makes use of one Social Medium. However, the overwhelming majority do not use it for educational purposes. For those who use Social Media in their learning process, they prefer to learn language skills (speaking) and to learn how to communicate. In response to such findings, it has been argued that it is necessary to focus on all the five speaking aspects in teaching the speaking skill in order to improve students' oral performance. This is revealed in the suggested framework to the effect that it is pedagogically wise to promote students' speaking skill by focusing on all its major components (i.e. comprehension, grammar, vocabulary, pronunciation, and fluency) (See Chapter Four for more details). In view of the fact that students' preferred Social Media platforms turned out to be YouTube, Facebook, Skype, and Telegram, the activities in the suggested framework have taken this finding into consideration. The rationale behind the suggested intervention is to check students' awareness of the importance of Social Media in the learning process, on the one hand, and to select the appropriate Social Media platforms that learners prefer to use when studying the speaking skill, on the other. That is, it attempted to enhance the speaking skill of EFL learners through the Social Media platforms they had suggested on the topics that they reportedly preferred when connecting with native speakers (daily life, culture, and sport) (See Chapter Four for more details).

Moreover, an interview was conducted with a British Council teacher the purpose of which was to investigate the British Council teacher's strategies and approaches to dealing with the speaking skill. It also attempted to gather evidence on the degree of efficiency of using Social Media in teaching the speaking skill. Moreover, it attempted to elicit feedback about whether or not the teaching of speaking framework which the researcher suggested in the present study through implementing Social Media was of any relevance to the speaking skill course from the point of view of an expert (a British Council teacher).

It has been found that students' speaking difficulties are attributable to the lack of opportunity to speak the English language in different contexts and settings (i.e. on unfamiliar topics). The interviewee's response shows that asking students to talk all the time about familiar topics makes students uncomfortable when talking about unfamiliar ones, which in turn hinders their EFL speaking performance. The British Council teacher also believes that students' shyness, anxiety, lack of motivation, and lack of self-confidence are the main problems that cause students' difficulties in speaking the English language. Moreover, the responses provided by the British Council teacher reveal her belief in the effectiveness of implementing Social Media in developing students' speaking skills. These Social Media,

according to her, can increase students' willingness, motivation, and attitudes towards learning speaking, as they help them to improve their speaking performance. Consequently, students' ability to speak fluently and correctly increases. In fact, the findings from the interview were consistent with the results of other studies which proved the effectiveness of Social Media in enhancing the speaking skills.

As for the aspects and strategies that should be focused on in EFL instructions to minimize the speaking difficulties, the interview has revealed the need to focus more on students' oral practice so that they can be more confident to speak. For most EFL learners, the classroom is their only opportunity to speak and communicate in English. That is why the teacher should focus on different principles such as: creating a comfortable atmosphere to practice the language, engaging all students to speak and participate in class, creating a friendly class atmosphere where students feel free and relaxed in order to speak without fear or hesitation, and finally, planning different types of speaking activities to minimize the speaking difficulties. The interviewee suggested diversifying the methods and strategies to teach the speaking skill because each method has a different focus and priority. The modern language teacher should not follow one specific method, strategy, or approach but should apply the techniques and activities that are appropriate for each particular task, context and learner, which makes the learners comfortable and independent, and inspires them to learn more. As far as Social Media are concerned, the interviewee recognized their having two sides (a good one and a bad one) - a matter that depends on the users' perspectives. Since most people admire Social Media as a revolutionary invention, it is incumbent on teachers to use those tools wisely and integrate them in the teaching process. In other words, teachers are called upon to adapt student technology skills for learning purposes, and even decrease institutional financial investment and lessen the burden from faculty for student technical support. It transpires from the interview that Social Media have a great role in facilitating the language learning process because they represent authenticity and open doors for more contact and improve their English language skills (including reading, writing, listening and speaking). Indeed, the interviewee agreed upon the fact that the online environment may help introvert students to improve their communicative performance. She declared that the online environment is considered to be very helpful for shy students to get rid of their hindrance and inhibition, in addition to overcoming the obstacles of communication.

Furthermore, sessions of observation of the experimental group and the control group were carried out at intervals that allowed surveying and measuring the changes that might occur on teacher's role and students' behavior in the classroom during the period of the

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treatment. The analysis of the statistical data gathered through SPSS software led to important conclusions about students' performance. In fact, while there were no noticeable discriminating factors related to the control group's oral performance, experimental group students manifested relatively remarkable improvement in their oral achievements. Thanks to Social Media, the experimental group students managed to hone their body language, express themselves in clearer, more accurate English, make fewer pronunciation and grammar mistakes, and communicate their ideas in an easier way (see the relevant section in chapter four).

The sample of students that participated in the experimental design included a total of sixty (60) second-year LMD students. The participants were divided into two main groups (experimental and control). They both sat for a pre-test and a post-test. In addition to the course evaluation questionnaire which was designed only for the experimental group's students after a period of approximately three months, the students in the experimental group attended a twelve-week speaking skill course (oral expression module) i.e. a total of twelve one-and-a-half-hour lessons (1.30 minutes). Therefore, the experimental group received a treatment effect (Social Media) about different aspects of the speaking skill (see Appendix 7, 8, 9, 10, 11, 12, 13). The results obtained from analyzing students' scores in the pre and post tests (see relevant section in chapter four) provided ample evidence for the efficacy of the suggested teaching speaking framework (integrating Social Media). In fact, the students' scores in the experimental group showed that the treatment had a positive effect on their speaking performance development. In addition, the results of the treatment also showed that the suggested teaching of speaking design helped students to overcome their speaking difficulties (i.e. shyness, anxiety, lack of self-confidence, lack of motivation, limited vocabulary, worrying about making mistakes...etc).

What transpires from the findings of the observation is that Social Media were effective in improving the experimental group students' overall speaking performance. For instance, regular pronunciation practice (via Skype with native speakers) successfully ameliorated students' pronunciation skills. Thus, students produced fewer cases of mispronunciation and they were more aware of the instances of mispronunciation produced by their classmates as they could correct their classmates' pronunciation mistakes and vocabulary choices through the use of YouTube, Facebook, Skype, and Telegram. Moreover, these media helped students improve their vocabulary mastery, as students' vocabulary repertoires exhibited interesting variability. They also acquired new knowledge that a word could have more than one meaning based on its context. In addition, the visual aids such as pictures and videos used in teaching

the speaking skill attracted students' attention and helped them to understand the materials better.

As for the findings of the post-test and observation sessions, they revealed that the integration of Social Media (YouTube, Facebook, Skype, and Telegram) affected students' speaking performance. When using online conversation with native speakers, through Skype for example, some speaking difficulties such as hesitation, fear of losing face, lack of self-confidence, lack of motivation, pronunciation problems, lack of grammar rules, and lack of vocabulary were solved. YouTube, in its own turn, also had a positive impact on students' speaking performance. The lessons that were introduced during the experiment through the use of YouTube helped second year LMD students to improve their language skills i.e. they helped them develop their fluency, express their points of view, show intention and encourage participation; they also helped them communicate ideas effectively and powerfully by enabling the students to understand and organize ideas and information, form sentences using the given clues and frame their own sentences. In particular, these Social Media enabled students to use the present continuous tense in real life situations, to be familiar with the vocabulary used in the story and to have more freedom to express their thoughts and build their spoken confidence. The lessons introduced through the use of YouTube helped second year LMD students to listen to correct English, which enabled them to learn new forms of sentences properly, learn idioms, expressions, and other speaking patterns that are used in day-to-day conversation, and to learn grammar for more details. As for the other Social Media platforms, the experimental group consulted Telegram and Facebook applications on their mobiles and shared a variety of videos, pictures and audios; they exchanged new ideas, information, posts and assignments (these activities were scheduled inside and outside the classroom). Consequently, these platforms helped shy students to participate and engage in English classes and helped them achieve high scores in the post-test.

The course evaluation questionnaire results, further showed that the suggested teaching of speaking design which aimed at enhancing second-year LMD students' speaking performance in all the speaking aspects (grammar, vocabulary, pronunciation, fluency and accuracy, and comprehension) through the integration of Social Media (see Appendix 7, 8, 9, 10, 11, 12, 13) seems to contribute in the development of students' oral performance during the period of the treatment (see the relevant section in chapter four). Therefore, the present study findings show that second-year LMD students' speaking performance (grammar, vocabulary, pronunciation, fluency and accuracy, and comprehension) could be enhanced

through implementing Social Media in the English classes. The implications of the present study will be discussed in the following section.

5.3. Implications of the Study

At face value, the present study suffers from the limitation that it is not a large scale one. This is attributed to the fact that its aim is not to have samples which are statistically representative of the whole population of teachers and students, or generalize the results obtained. The intention is rather exploratory as it seeks to open gates for reflection on hot issues such as students' speaking performance, the effect of Social Media on that performance, and the teachers' perceptions and attitudes towards this new method of teaching. The findings gathered from the observation of two second-year LMD classes at Msila University (the experimental group and the control group), along with the questionnaire which encompassed 30 EFL teachers conveniently chosen from Msila University and Biskra University, are both aimed at gathering evidence about the impact of using Social Media in the Algerian educational context. In so doing, the study has hopefully added to the body of literature on Social Media and its effect on students' speaking performance. Results of the study are expected to be of significance to the teachers' role and students' behavior.

The teacher has an important role to play in helping students to learn to speak. It is the teacher who has to encourage interest in speaking and help students realize that speaking can be of great value to learning through effective instruction. S/he needs to assist learners by providing them with frameworks, patterns and rules to develop their communicative language skills. In other words, the teacher is called upon to set up the speaking activities correctly and give understanding and valuable feedback. Since speaking is the process of building and sharing meaning through the use of verbal and non-verbal means in a variety of contexts and it is a crucial part of second language learning and teaching, teachers should be prepared, set clear and fair expectations, have a positive attitude, be patient with students, and assess their teaching on a regular basis. They should adjust their teaching strategies to fit both the students and the material, and recognize that different students learn in different ways. Therefore, the present thesis involves a sample of young motivated teachers who are willing to implement Social Media platforms in their classrooms, and who are enthusiastic about enriching their lessons with visual aids such as short films, audios, and videos. In addition, the activities incorporated in the suggested teaching framework cover a variety of topics and focused skills, such as speaking, vocabulary, grammar, fluency, etc. This provides evidence that the speaking proficiency the learners acquired during the treatment period was highly contextualized as

they acquired the norms and principles underlying each speaking aspect and adopted these norms in their speech in turn. In addition, learners learned how to deal with difficult tasks, which improved their self-confidence and motivation to speak correctly and fluently, as appeared in their post-test performance.

In the present study, different aspects were used to produce a speaking skill course. The latter was designed to meet learners' needs in the teaching of speaking in the Algerian EFL context. The findings of the present thesis support the integration of the following teaching stages which were adopted from (Trinity College London, 2013):

- Stage 1: Presentation

In the speaking skill session, the teacher is called upon to spell out the objectives of his/her lesson (i.e. taking into consideration students' needs and weaknesses). S/he first starts by attracting students' attention in the lesson through bringing learners to the topic indirectly through an introductory motivational talk (i.e. introducing short videos on YouTube or film clips) to give a sense of real world experience focusing on the spoken form. The rationale behind this stage is to trigger learners' curiosity and draw their attention towards the skill.

- Stage 2: Production

The students listen to the talk. Initially, they may have some difficulties in becoming familiar with the speaker's tone/pitch. The teacher at this stage does group/pair work and engages students in brainstorming activities to elicit points for the topic and put these points on the blackboard or flip chart, and for key words to be organized and pronounced by the teacher. Learners will engage in making responses and some of them may not respond. The teacher could, also, for instance, give examples to show the difference in voice quality for the videos presented. The students could practice it with voice modulation before presenting it to the class. The teacher comments on each group's performance. Learners are also encouraged to give feedback. The aim of this stage is to raise students' awareness of the spoken form, give them hands-on experience using formal and informal varieties of spoken English, develop their fluency and tone modification, and involve students' collaborative work and class participation.

- Stage 3: Practice

This stage takes the form of exercises, tests, and asking questions (e.g. asking students to speak in front of their classmates, express points of view, engaging in role plays, imitating

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short/long portion of sentences or dialogues). The rationale behind this stage is to observe and evaluate the students' progress in the oral performance and develop their speaking skills, fluency and points of view.

Based on the results of the research, the preliminary implementation of Social Media proved to be effective in enhancing the students' speaking skills. It also made the English teaching and learning processes run better. The activities used in the suggested teaching of speaking framework were fun, challenging, and useful. Students were actively involved in the activities. By using Social Media (YouTube, Facebook, Skype, and Telegram), students spoke English in a more relaxing and secure atmosphere. As the result indicates, their English production was improved. This implies that Social Media enhance students' involvement in the speaking activities. They are more active and they feel that the activities are fun. They are less nervous and more confident when they are speaking.

Pronunciation practice done regularly (via Skype with native speakers) successfully improved students' pronunciation skills. Students produced fewer instances of mispronunciation and they were more aware of the mispronunciation produced by their classmates. Moreover, they managed to correct their classmates' pronunciation mistakes. This implies that regular pronunciation practice helps students ameliorate their pronunciation, as they are expected to know how to pronounce English words correctly, even by being aware of their classmates' mispronunciation. Moreover, vocabulary practices through the use of YouTube, Facebook, Skype, and Telegram helped students improve their vocabulary mastery. Their vocabulary repertoire was enriched. They also acquired new knowledge that a word could have more than one meaning based on its context. It implies that vocabulary practices increase students' vocabulary collections. Their vocabulary is not anymore monotonous.

Classroom English used in carrying out the English teaching and learning processes provides learners with the opportunities to hear and use English. In the present study, students became familiar with the expressions used by the teacher. In addition, they could respond using English as well. This implies that classroom English enhances students' speaking skills by causing them to be familiar with hearing and responding to the classroom English used by the teacher. Thus, students become familiar with the expressions and know when to use them and how to respond them. This increases students' repertoire of expressions. Moreover, pictures and videos successfully attracted students' attention. More importantly, students learned materials better as pictures and videos were visual input. This implies that visual aids such as the pictures and videos used in the teaching and learning processes are useful to attract students' attention. By showing pictures and videos, students will be interested in

learning materials. Furthermore, it will be easier for them to learn the materials when they are interested in the materials first. In addition, pictures and videos help students understand the materials better, since pictures and videos give students a clear visualization of what they are learning.

The teacher's role influenced the success of the teaching and learning processes, too. If a teacher can manage the classroom well, the teaching and learning processes can be carried out successfully. This implies that good classroom management will bring the teaching and learning processes into successful activities and the goal of the teaching and learning processes will be achieved. Implementing Social Media in teaching the speaking skill was a good idea to make students voluntarily participate in teaching and learning activities (especially for shy students). They would give their attention more to the teacher's explanation and engage with him. The classroom was more alive as all students were very active. It implies that Social Media trigger students' motivation and enthusiasm in the classroom. The next section sheds light on the limitations of the study.

5.4. Limitations of the Study

Implementing the use of Social Media in the Algerian educational context (i.e. in the speaking classes) has been an original challenge that has not been sufficiently tried before. Therefore, it stands to reason that this project met a number of limitations. The first limitation which turned out to be a real problem in the course of implementing the treatment is that the present study is not a large-scale study. It was conducted on a sample of only 60 students. The experimental design of the study was intended to be applied in two different universities for the purpose of a more representative sample of the Algerian population. However, due to institutional constraints, distance between the two universities, and the outbreak of the Corona pandemic in which there was no access to travel between areas under curfew, the study had to take place only in one English department at the University of Msila (Mohamed Boudief). It is, therefore, obvious to note that the application of the suggested teaching framework can be expanded in future studies as engaging a larger number of learners is more likely to encourage the practitioners to make decisions based on findings from this inquiry.

Another limitation is that ten teachers did not answer any question in the questionnaire. Fourteen teachers in the teachers' questionnaire skipped a number of questions in the second and third set of questions (see the relevant section in the methodology chapter). However, the rest (16) teachers responded to all the questions in the questionnaire and provided sufficient data. Since ten teachers from Batna University did not respond to the questionnaire by any

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methodological means, the researcher opted to collect data from only 30 teachers from Mohamed Boudief University in Msila and Mohamed Khaider University in Biskra. Therefore, future research should take into consideration such a limitation and get more qualitative data to ensure more assertive results. This would add credibility to the study, and endow it with additional validity and reliability.

An additional limitation in the present study is that the present research had initially sought to interview eight experts (British Council teachers). However, it was only possible to effectively secure the response of one British Council teacher. In spite of the lack of representativity of this participant, it is believed that, in the context of the present triangulation of different types of data, the feedback of this British Council teacher could be taken to be quite valuable. This limitation should, however, be avoided in future research.

Another limitation may be that the observation sessions used in the present experimental design were not sufficient (8 sessions) i.e. they did not fully measure students' behavior and teacher's role in the speaking class (see relevant section in the methodology chapter). In fact, the treatment lasted for a period of three months (twelve weeks); however, during some observation sessions, the majority of the participants were absent (on this account, out of 30 participants, only 6 students could regularly attend the study sessions) due to some family circumstances, Corona Virus infection, as well as university transportation problems faced by students during the pandemic (Corona virus). Thus, since the majority of the students were absent for about four (04) consecutive sessions due to some personal and health problems, the findings obtained from the four sessions were not included in the analysis and discussion of the results.

5.5. Future Prospects

Despite the limitations discussed above, it would be more rewarding for future Social Media research to be conducted over an extended period so that the participants would better develop the speaking skill. Furthermore, the effect of this teaching tool would be observable more easily. Hence, a longitudinal type of study is recommended. Additionally, and for the sake of generalizing the findings into a wider context, the current research study can be replicated with a larger number of participants. Finally, the present investigation, which focused on the utility of Social Media on speaking performance, should revitalize a wide range of related studies to consider the efficacy of this innovative instructional tool in relation to other skills, such as writing, reading, and listening.

The value of integrating Social Media instructional techniques in teaching speaking is effective in enhancing students' speaking competence. As is evident from this study, teaching speaking using Social Media platforms (YouTube, Skype, Facebook, and Telegram) helps in focusing students' attention on speaking, and thus improving their performance. In addition, Social Media platforms were found to be an effective supplement to speaking in promoting higher achievement outcomes, which calls for future instructional practices by teachers to incorporate this innovation into their current repertoire of instructional speaking techniques.

Indeed, the use of Social Media helps students to comprehend the vocabulary and grammar so as to enable them to use the vocabulary, grammar and the expression in real communication. Social Media can make students think intensively and concentrate on the learning process. In so doing, they will be able to think naturally and express their ideas freely. This is due to the fact that Social Media increase creativity and courage, causing students to have more discussion with their friends outside the classroom (via Facebook and telegram) and increasing their enthusiasm to ask the teacher about their difficulties. Moreover, Social Media create fun learning situations; therefore, they make the students enjoy or at least become more involved in their learning. In other words, Social Media reduce their anxiety in learning and increase learning motivation. This is corroborated by the fact that the use of online conversations (Via Skype, Facebook, and Telegram) in this study helped students gain much confidence in speaking the English language despite the influence of accent from their mother language. This finding is in line with the literature (for example Gebhard and Nagamine, 2005 cited in Rodrigues and Vethamani, 2015, p. 61) on online language learning, to the effect that online language learning helps improve linguistic proficiency and, subsequently, enhances students' self-confidence. With the integration of Social Media, students are more motivated to speak more words or sentences within 12 weeks (the treatment). In addition to the development of students' speaking skills, listening and comprehension abilities were also shown to have greatly improved through the use of Social Media.

Furthermore, the effectiveness of Social Media can also be used in helping both students and instructors prepare appropriate curricular materials for spoken discourse. This is because every student has different language learning abilities. In order to encourage students' autonomy, curricular materials that allow independent learning such as online materials and those that use multimedia should be developed. These implications corroborate Coburn's recommendation (2010 cited in Rodrigues and Vethamani, 2015, p. 61) to use audio

conferencing in language learning among the Norwegian learners. The next section presents recommendations for future research.

5.6. Recommendations for Future Research

Inspired by the overall study results, the following abridged list of recommendations was drawn to represent some considerations and guidelines that should be taken into consideration to improve the teaching of speaking through the use of Social Media for learning and instructional purposes.

5.6.1. Recommendations for Algerian EFL Teachers

Teachers are called upon to consider introducing new technologies to improve their students' skills, especially the speaking skills. This involves paying more attention to the different speaking skills and how to create real-life situations in order to facilitate the teaching process. To do so, they can benefit from the quality of Social Media to develop their skills in teaching the English language, in general, and speaking, in particular. In other words, teachers are expected to improve their syllabus through the use of technologies. Another avenue for future development is for teachers to work on curriculum design and classroom management by providing students with different opportunities to use the language they know. The curriculum should include lessons of respecting cultural diversity, food, customs, languages, profiles, and ethics perspectives. Teachers should focus equally on the different speaking sub-skills, therefore paying more attention to grammar and vocabulary, discourse management, pronunciation, and interactive communication. They should integrate assignments and homework on a regular basis in the course of teaching speaking and enticing students to employ Social Media in answering them is necessary to increase the opportunities for practicing this tool, as well as fostering the speaking skill.

To this effect, teachers are called upon to work on self improvement by enrolling in training courses for self-development. The aim is to sensitize teachers to new methodologies in teaching languages when designing curriculum, especially those related to teaching languages. They can do so by participating in workshops, and in conferences that focus on how to implement technology in teaching English language. They can also organize online meetings with experts from different countries all over the world to exchange experiences and improve the level of education in Algeria. Teachers should exchange concepts and experiences with teachers of English from different countries.

One additional avenue for teachers is to work on motivating their students both internally and externally. Teachers should offer supportive feedback throughout the activity cycle, not only to help students identify their weaknesses in speaking and ways of overcoming them but also to encourage their strengths and consequently increase their motivation and involvement in speaking. One way of doing this is through the organization of special programs for the low-achievers. In other words, teachers should consider designing curriculums which help build the students' character to master leadership skills, problem-solving, decision making, team building, time management and task performance. This involves working collaboratively when it comes to planning the lessons of the speaking course for ensuring the same kind of instruction, as well as creating equitable classroom experience for all the students from different classes.

5.6.2. Recommendations for Algerian EFL students

It stands to reason that speaking instruction should be given more attention in the Algerian EFL classes. Both learners and instructors should be aware of the important role that the speaking skill plays in education, in general, and the overall language competence, in particular. To do so, students should connect with native speakers of English in order to gain more appropriate vocabulary. Students should use Social Networks appropriately in order to develop their speaking skill. That is to say, they should benefit from watching YouTube video courses, and using Skype, Facebook, and Telegram. Students should be offered enough opportunities to practice speaking on a daily basis for authentic purposes in the Algerian EFL classes.

To this end, students' speaking performance should be encouraged and appreciated through public performance and presentations. This can be done in different ways to increase students' motivation and awareness of the sense of audience and purpose. Among these ways are (a) allowing some students to repeat the task in front of the rest of the class, (b) requiring students to report the task output and results and (c) comparing students' performance to native language speakers' performance and discussing the points of strength and weakness. The more students are committed to speaking and can make it a daily habit, the better it will help them in their academic attainment and language proficiency.

Students should become the center of the learning process and should share more responsibilities in their learning of speaking skills. Hence, they should be offered opportunities to self evaluate their oral performance. In this way, they can become more independent and more involved in learning speaking. Students should develop independence

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and self-reliance in that they should not wait for the teachers in or out of class assignments as a way of improving the speaking skill. Instead, and generally speaking, they should seek out theoretical knowledge and instructional guidelines from their teachers. Nevertheless, they should create further opportunities for practice, thereby improving the skills and abilities that come together to contribute to the act of speaking. This is also to get rid of the struggles they usually exhibit regarding the speaking skill.

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Appendices

Appendix 1

The Students' Perceptions and Attitudes toward the speaking skill and Social Media Questionnaire

Dear students,

I am conducting an academic survey that aims to investigate the effect of using social media on developing EFL learners' speaking performance. This questionnaire seeks to look at the perceptions and attitudes of English students at the University of M'sila towards the use of social media sites in enhancing their speaking performance. Please, tick the appropriate answer.

Thanks in advance.

Section one: Students' Perceptions and Attitudes toward the Speaking Skill

01- Which of the following English language skills do you think is the most difficult to master?

a) Listening	☐	b) Speaking	☐
c) Reading	☐	d) Writing	☐

02- Most of the time, students face difficulties that prevent them from speaking English. These difficulties are due to: (You can tick more than one option)

a) Shyness	☐	b) Lack of grammar rules	☐
c) Lack of self-confidence	☐	d) Lack of pronunciation	☐
e) Lack of motivation	☐	f) Limited vocabulary	☐
g) Feeling anxious	☐	h) Ideas freezing	☐
i) Worrying about making mistakes	☐	j) Hesitation	☐

03- What are the activities that you follow to overcome these difficulties (the speaking difficulties)? (You can tick more than one option).

a) Listen to music, radio, and podcasts	☐	b) Record your voice	☐
c) Watch movies	☐	d) Imitate native speakers	☐

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- e) Read articles, magazines, and books ☐ f) Using Social Media ☐
- g) Ask teacher for help ☐

04- Read the following statements and choose the number that best matches your opinion of each statement. 1) Very unsatisfactory, 2) Unsatisfactory, 3) Neutral, 4) Satisfactory, 5) Very satisfactory.

Statement	1	2	3	4	5
1. How satisfactory are the speaking activities you receive in the classroom?					
2. How satisfactory is the opportunity given to you to speak in English with your classmates and teacher?					

05- In class, what learning situation suits you better?

- a) Individual ☐ b) Pair works ☐ c) Group works ☐

Section Three: Students' perceptions and Attitudes towards the implementation of social media in enhancing their speaking performance

06- How often do you use Social Media (e.g. YouTube, Facebook, and Twitter.... etc.) in your life?

- a) Never ☐ b) Rarely ☐ c) Sometimes ☐ d) Often ☐ e) Always ☐

07- This question has two parts (A and B)

A- Have you ever used Social Media for learning purposes?

- a) Yes ☐ b) No ☐

B- If yes, which of the following aspects do you prefer to learn? (You can tick more than one answer).

- a) Learning grammar ☐ b) Learning vocabulary ☐
- c) Learning how to communicate ☐ d) Learning language skills (speaking) ☐

08- Among the different types of Social Media, there are Social media platforms that are mostly based on oral communication. Which of the following do you prefer most as a learning tool?

a) Facebook	☐	b) Skype	☐	c) YouTube	☐
d) Twitter	☐	e) Telegram	☐	f) Zoom	☐

- Justify your choice please

09- When using Social Media to connect with native speakers, which of the following topics do you think would be more stimulating for you to speak about?

a) Daily life	☐	b) Art	☐	c) Culture	☐	d) Literature	☐
e) History	☐	f) Politics	☐	g) Sport	☐	h) Economy	☐

♣Thank you for your collaboration♣

Ms. Amel Bouakaz, a Ph.D student at Sfax University, Tunisia

Contact information: djamelkacimi44@gmail.com

Appendix 2

The Teachers' Perceptions and Attitudes towards the Speaking skill and Social Media Questionnaire

Dear teachers,

I am conducting an academic survey that aims to investigate the effect of using social media in developing EFL learners' speaking skill. This questionnaire seeks to look for the perceptions and attitudes of oral expression teachers at the University of Msila towards the use of social media sites in enhancing EFL learners' speaking performance.

Your contribution will be helpful to make this work achieve its objectives. I would be very grateful if you could give me the time and energy to share your experience by answering my questions.

Name (optional):

Section one: General Information

01-What is your degree?

a) MA (Master/Magister) ☐ b) PhD (Doctorate) ☐ c) Professor ☐

02- How long have you been teaching Oral Expression?

a) Less than 5 years ☐ b) 5 to 10 years ☐ c) More than 10 years ☐

Section Two: Teachers' Perceptions and Attitudes toward the speaking skill

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

a) Poor ☐ b) Fair ☐ c) Good ☐ d) Very good ☐ e) Excellent ☐

04- Most of the time, students face difficulties that prevent them from speaking English adequately. These difficulties are due to:

a) Shyness ☐ b) Lack of grammar rules ☐

c) Lack of self-confidence ☐ d) Lack of pronunciation ☐

e) Lack of motivation ☐ f) Limited vocabulary ☐

g) Feeling anxious ☐ h) Ideas freezing ☐

i) Worrying about making mistakes ☐ j) Hesitation ☐

05- How do you help your students cope with these problems?

.....

06- Read the following statements and choose the number that best matches your opinion of each statement. 1)Very unsatisfactory, 2) Unsatisfactory, 3) Neutral, 4) Satisfactory, 5) Very satisfactory.

Statement	1	2	3	4	5
A. How efficient do you find the speaking activities you incorporate in the classroom?					
B. How satisfactory do you find the opportunity you give to students to speak in English with you and their classmates?					

Section Four: Teachers' Perceptions and Attitudes towards the Implementation of Social Media in Enhancing Students' Speaking Performance

07- How often do you use Social Media in your life?

a) Never ☐ b) Rarely ☐ c) Sometimes ☐ d) Often ☐ e) Always ☐

08- This question has two parts (A and B)

A- Have you ever used Social Media for teaching Purposes?

b. Yes ☐ b. No ☐

B- If yes, which of the following aspects do you prefer to teach your learners? (You can tick more than one option).

a) Teaching grammar ☐ b) Teaching vocabulary ☐
c) Teaching how to communicate ☐ d) Teaching language skills (speaking) ☐

- Others?

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09- Among the different types of Social Media, there are Social media platforms that are mostly based on oral communication. Which of the following do you prefer to use as a teaching tool?

- a) Facebook ☐ b) Skype ☐ c) YouTube ☐
d) Twitter ☐ e) Telegram ☐ f) Zoom ☐

10- Social Media platforms can help your students engage in the speaking practices. Do you?

- a) Strongly disagree ☐ b) Disagree ☐ c) Neutral ☐
d) Agree ☐ e) Strongly agree ☐

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

.....

♣Thank you for your collaboration♣

Ms. Amel Bouakaz, a Ph.D student at Sfax University, Tunisia

Contact information: djamelkacimi44@gmail.com

Appendix 3

The Expert Advice Interview

Dear teacher,

This research is a part of my research work. Your completions of this interview will be a great help to bring fruition to the present work. The main purpose of this interview is to identify the role and the impact of Social Media in improving students' speaking performance. I would be grateful if you could answer these questions to help me in my research for a PhD degree.

1-How long have you been teaching EFL learners?

2- Do you believe that second year students at the University level have difficulties in speaking the English language?

Why?

3- What are the different aspects that should be focused on in EFL instructions to minimize the speaking difficulties?

4- Do you follow a specific strategy or technique to teach the speaking skill? If yes, which one and why?

5- What is your general opinion about Social Media?

6-Do you think that Social Media platforms such as (Facebook, Skype, Twitter...etc) facilitate English language learning?

7- Do you use such Social Media as a means of communication with your students (i.e. for educative purposes)?

- If yes,

A- What are these Social Media platforms?

Appendices

B- How do you use these websites in order to help students learn and speak English language fluently?

.....

.....

.....

8- Do you think that the online environment may provide a comfortable atmosphere for shy (introvert) students to interact with others and to improve their communicative performance?

-Please explain?

.....

.....

.....

9-Do you have any suggestions on how to improve students speaking skill?

.....

.....

.....

.....

.....

Thanks for your collaboration

Appendix 4

The Observation Grid

Observation Grid						
Number of Participants		30 students				
University:		Mohamed Boudiaf- Msila (Algeria)				
Observer Name:, Teacher Name:						
Group:, Date:						
Department:, Time:						
Observation Grid Sections		Rating scale				
		V.P	P	A	G	E
1) Teacher Role	1-The teacher created a welcome learning environment.					
	2- The teacher engaged and facilitated discussion in class.					
	3-The teacher used small groups/ pair works during each activity appropriately.					
	4-The teacher divided his or her attention among students appropriately and adequately.					
	5-The teacher is aware of the difficulties that prevent students from speaking and engaging in the classroom.					
2) Student Behaviors	1-Students exhibited effective communication revealing their enthusiasm.					
	2-Students seem engaged with the lesson.					
	3-Students' participation was active and lively.					
	4-Students experience difficulties in paying attention, sustaining alertness, or maintaining effort.					
	5-Students show obvious signs of anxiety.					
	6-Students are markedly withdrawn from each other, as well as from the classroom activities.					
	7-Students exhibit lack of cooperation.					

Appendix 5

The Pre-Test and the Post-Test

B1: Preliminary Speaking Test

Part 1 (2-3 minutes)

Phase 1**Interlocutor**

To both candidates Good morning/afternoon/evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm..... And this is.....

To Candidate A What's your name? Where do you live/come from

To Candidate B And what's' your name? Where do you live/come from?
Thank you

Back-up prompts

B, do you work or are you a Student? Do you have a job?
Do you study?
What do you do/study? What job do you do?
What subject do you study?
Thank you.

And **A**, do you work or are you a student? Do you have a job?
Do you study?
What do you do/study? What job do you do?
What subject do you study?

Thank you.

Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate.

Ask Candidate A first.

Back-up prompts

How do you get to work/school/university every day? Do you usually travel by car?
(Why/Why not?)

What did you do yesterday evening/last weekend? Did you do anything yesterday
Evening/last weekend? What?

Do you think that English will be useful for you in the future? Will you use English in the
future? (Why/Why not? Future? (Why?/Why not?)

Tell us about the people you live with. Do you live with friends/your
Family?
Thank you.

Speaking Test 1

Part 2 (2-3 minutes)

1A Learning a language

Interlocutor Now I'd like each of you to talk on your own about something. I'm
going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people learning a language**.
Place **part 2** booklet, open at **Task 1A**, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A
Approx. 1 minute

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please? Retrieve **part 2** booklet.)

1B At a party

Interlocutor B, here is your photograph. It shows **people at a party**.

Place **part 2** booklet, open at **Task 1B**, in front of Candidate.

A, You just listen.

B, people tell us what you can see in the photograph.

Candidate B

Approx. 1 minute

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) Retrieve **part 2** Booklet

1A



1B



Speaking Test 1 (work and Relaxation)

Part 3 and 4 (6minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes, I'm going to describe a situation to you.

Place **Part 3** booklet, open at **Task 1**, in front of the candidates.

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates
2-3 minutes

Interlocutor Thank you (Can I have the booklet please?) **Retrieve Part 3 booklet**

Part 4

Interlocutor Use the following questions, as appropriate:

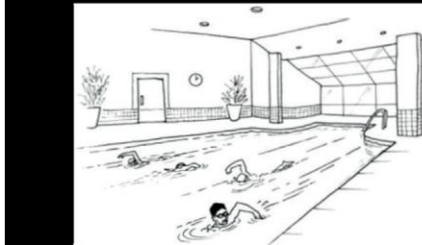
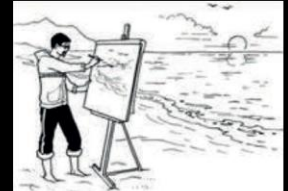
- What do you do when you want to relax? (Why?)
- Do you prefer to relax with friends or alone? (Why?)
- Is it important to do exercise in your free time? (Why? Why not?)
- Is it useful to learn new skills in your free time (Why? Why not?)
- Do you think that people spend too much time working/studying these days (Why? Why not?)

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test

Activities to help the man relax



Adopted from Cambridge English Qualification B1Preliminary, 2020, p.58-60)

Appendix 6

Speaking Mark Sheet for the Pre-Test and Post-Test

Candidate name

Date of the test

Month.....

Day.....

Marks Awarded:

Grammar and Vocabulary	0 ☐	1.0 ☐	1.5 ☐	2.0 ☐	2.5 ☐	3.0 ☐	3.5 ☐	4.0 ☐	4.5 ☐	5.0 ☐
Discourse Management	0 ☐	1.0 ☐	1.5 ☐	2.0 ☐	2.5 ☐	3.0 ☐	3.5 ☐	4.0 ☐	4.5 ☐	5.0 ☐
Pronunciation	0 ☐	1.0 ☐	1.5 ☐	2.0 ☐	2.5 ☐	3.0 ☐	3.5 ☐	4.0 ☐	4.5 ☐	5.0 ☐
Interactive Communication	0 ☐	1.0 ☐	1.5 ☐	2.0 ☐	2.5 ☐	3.0 ☐	3.5 ☐	4.0 ☐	4.5 ☐	5.0 ☐

Adapted from Cambridge English Qualification B1 Preliminary (2020)

Appendix 7

Lesson Plan (1) “from Trinity College London, 2013, p. 15)”

Lesson overview

Name of lesson plan activity: Preparing a news bulletin

Skill focus: Speaking

Teacher name:

University: Mohamed Boudiaf (Msila)

Target students: Second year (University level)

Materials used in class: One news bulletin of two or three minutes duration from BBC, the popular YouTube channel, overhead projector/whiteboard and markers, flip chart/chart papers and markers and pins to display.

Time: 1h.30mins

Lesson plan

1. Objective of the lesson:

The activity will raise students’ awareness of the spoken form, and give them hands-on experience using formal and informal varieties of spoken English. In groups they will prepare and present a two-minute news bulletin which will stimulate a great deal of peer interaction which will include a brainstorming session to decide on what should be included in the two-minute bulletin. The group will choose a news reader to present. The group prepares a draft bulletin and a final one to transfer on to a flip chart. The students will practice the presentation which will focus mainly on the spoken skill, other skills will also be employed.

2. Instructions for teaching the lesson:

Stage 1: The teacher explains what a news bulletin is

A news bulletin is a short news announcement of an ongoing news story/newsflash for immediate publication or broadcast.

A two-minute film clip of a news bulletin should be played (the sample can be from a popular news channel: YouTube BBC) to give real world experience focusing on the spoken form. The teacher briefly discusses the bulletin with possible varieties of speech. Differences between formal spoken and formal written language are drawn out. Conversational language between the news reporter and the interviewee and the informal language of the interviewees is explained.

The teacher makes a student read the text of the same sample bulletin so that the students can prepare a similar one.

Stage 2: Teacher does group activity

The class works in groups of five.

The news bulletin will require a news reader, a reporter and an on-the-spot reporter and two interviewees (five). The teacher may present three current topics, students to brainstorm for three minutes on the topic and come up with ideas and the roles as above.

Ideas to be noted on blackboard or flip chart. Keywords to be organized and pronounced by the teacher. Put the ideas in a sequence. List contractions of written words in speech. This is done in groups with the teacher going around.

A two or three-minute bulletin is scripted and edited. The teacher gives examples to show the difference in voice quality for news presentations. The students could practice it with voice modulation before presenting it to the class.

Stage 3: Teacher gets each group to present

Each group will present the news bulletin for two or three minutes with the modulated voice of a broadcaster.

Stage 4: Teacher gives feedback

The teacher comments on each group's performance (for not more than a minute). Peers are also encouraged to give feedback.

Wrap up and follow-up activity: Students listen to two news bulletins and consciously note the differences in the spoken form and the written form and report in the next session.

Appendix 8

Lesson Plan (2) “from Trinity College London, 2013, p. 17”

Lesson overview

Name of lesson plan activity: Developing speaking skills in learners

Skill focus: Speaking

Teacher name:

University: Mohamed Boudiaf (Msila)

Target students: Second Year (University Level)

Materials used in class: Computers, earphones, handouts for reference, blackboard.

Time: 1h. 30mins

Lesson plan

1. Objective of the lesson:

- ▮▮ Developing fluency
- ▮▮ Expressing points of view
- ▮▮ Showing intentions
- ▮▮ Tone modifications
- ▮▮ Active participation of group

Topic: French colonialism in Algeria

2. Instructions for teaching the lesson:

Stages	Teacher activity	Rationale	Students' activity	Problem anticipated	Time	Materials/ aids
1.	The teacher brought learners to the topic indirectly through an introductory motivational talk (Documentary on YouTube). About the French colonialism in Algeria.	To draw/arouse learners' curiosity and draw their attention towards the skill.	Students listened to the talk.	Initially there were some difficulty in Becoming familiar with the speaker's tone/pitch.	10 mins	Computers (YouTube) and earphones
2.	Teacher engaged the learners in a brainstorming session to elicit points for the topic and put these points on the blackboard.	Learners will be actively involved.	Learners engaged in making responses.	Some of the learners may not respond.	25 mins	Blackboard
3.	The teacher formed groups of learners and passed handouts around to the learners.	To enable the learners to develop a point of view in a group.	Discussion was in groups.	Some of the learners were overreact.	20 mins	Handouts
4.	The teacher supported each group.	To develop speaking skills, fluency and a point of view.	Representatives from groups were putting forward the group's points of view.	Some learners were fumbling and falter in making their points clear.	35 mins	

Appendix 9

Lesson Plan (3) “from Trinity College London, 2013, p. 26”

Lesson overview

Name of lesson plan activity: Night of the Scorpion (poem by Nissim Ezekiel)

Skill focus: Speaking

Teacher name:

University: Mohamed Boudiaf (Msila)

Target students: Second Year (University level)

Materials used in class: A short film (YouTube Chanel), text of the poem

Time: 1h.30mins

Lesson plan

1. Objective of the lesson:

Enable the learners to:

- Communicate ideas effectively and powerfully
- Explore the multiple layers of meanings of a poem
- Read the poem critically
- Explore and enjoy poetic craft
- Enjoy the poem

2. Instructions for teaching the lesson:

- Make sure to provide space for each student to voice her or his opinion and feeling
- Minimize teacher talk
- Ensure that each stage of the activity is consolidated well

3. Stages and timings:

Stage 1 (15mins)

Screen a short film and initiate a discussion using the following questions:

- Who are the major characters?
- What is the relationship between them? How do you know this?
- Which character do you like most in the film? Why?
- What message do you get from the film?

Consolidate the arguments of the learner.

Stage 2 (30mins)

- Introduce the poem
- Learners read the poem silently

- ▶▶ They mark the striking lines and points in the poem, the difficult words and the lines which they can't understand
- ▶▶ They sit in groups of five or six members
- ▶▶ They share their opinions about the poem
- ▶▶ They try to clarify their doubts in the group
- ▶▶ If the doubts are not clarified they should raise them with the whole class
- ▶▶ A whole class discussion

Stage 3 (15mins)

- ▶▶ The groups try to give a tune to the poem to recite in the class
- ▶▶ Each group recites the poem aloud in the class

Stage 4 (30mins)

- ▶▶ Each group prepares an appreciation of the poem
- ▶▶ Presentation by each group
- ▶▶ Other groups comment upon the presentation

Appendix 10

Lesson Plan (4) “from Trinity College London, 2013, p. 40”

Lesson overview

Name of lesson plan activity: Use of present continuous tense

Skill focus: Grammar

Teacher name:

University: Mohamed Boudiaf (msila)

Target students: Second year (University level)

Materials used in class: Blackboard, chalk, handouts, laptop, pre-prepared video of people doing actions (YouTube).

Time: 1h.30 minutes

Lesson plan

1. Objective of the lesson:

General aim: enable the students to understand and organize ideas and information, form sentences using the given clues and frame their own sentences.

Specific aim: enable the students to use present continuous tense in real life situations.

Assumption: the students can speak, read and write simple English.

2. Instructions for teaching the lesson:

Method of teaching: presentation, production and practice.

- Presentation (20mins)

Before the lesson, the teacher is to have prepared a video of various people doing actions. She or he uses the video to teach the present continuous tense to her students by freeze-framing the pictures after each scene and asking students questions like: ‘What am I doing?’, ‘What is Mr Chander doing?’, ‘What is Shama doing?’, ‘What are Mr Chander and Shama doing?’ In this way, students will be prompted to use the teaching point. Once she or he elicits their answers, the teacher writes them on the board.

- ▶▶ You are brushing your teeth
- ▶▶ He is ironing his shirt
- ▶▶ She is blow-drying her hair
- ▶▶ They are watering the plants

He then highlights the structure (e.g. *subject + is/am/are + ing form of the verb* to be used for present continuous tense). He then makes the students understand that this structure is used

for actions going on at the time of speaking. He divides the students into groups. She or he then freeze-frames all the scenes and encourages the students to discuss each scene using the structure written on the blackboard.

- Production (30mins)

The teacher re-groups the students and gives five slips of paper with present continuous tense sentences on them to each group. He then instructs the students: 'Each slip has a sentence written in present continuous form. Each group will either mime or draw the action on the blackboard. Select a leader who will mime or draw on the blackboard. The other groups will guess the action in turns. The group guessing the correct action will earn five points. If a group fails, the next group gets the chance to speak. The group which mimes or draws the best also earns four points. The group earning maximum points is declared the winner.

- Practice (40mins)

Handouts are given to each student.

Exercise 1:

Fill in the blanks using the present continuous tense of the verbs given in brackets. For example:

1. Madhuri _____ karate [learn].
2. My friends _____ funds for the poor [collect].

Exercise 2:

The teacher shows a small story on their laptop and then asks the students to discuss it in their respective groups and tell the story in their own words using the present continuous tense. He or she then makes each group narrate their stories. While the students are discussing this, the teacher monitors and guides them.

Appendix 11

Lesson Plan (5)

Name of lesson plan activity: Alternate ending (story)

Skill focus: Vocabulary, comprehension

Teacher name:

University: Mohamed Boudiaf (msila)

Target students: Second year (University level)

Materials used in class: computers, videos, cards

Time: 1h.30

Lesson plan

1. Objective of the lesson:

Learners will be able to:

- To review a story in English and use their imagination to come up with a new and different ending to the story.
- To familiarize the students with the vocabulary used in the story.
- To have more freedom to express their thoughts and build their spoken confidence.
- To improve learners' fluency.

2. Stages and timings:

Stage 1 (10mins):

- The teacher brought to the class a collection of stories and tales like Sandrila, Snow white, and Batman (in forms of videos- YouTube).
- The teacher wrote the titles in cards
- The teacher asked students to choose one card.

Stage 2 (30mins):

- The teacher divided the class into pairs, groups, or work individually.
- The teacher played the video for students

Stage 3 (50mins):

- For one activity: The teacher explained to them that they have to come up with alternate ending.
- Students started imagining and creating another ending to the stories being selected.
- Students presented their final versions of the story with their alternate endings and discussions took place (new vocabulary was introduced, students' comprehension increased).

- Another idea was that: The teacher played the video without the sound, and as students were watching it they could pretend to be characters and acted out the dialogue that the actors were saying.
- This section offered speaking practice that helped students learn and practice useful phrases and speak English clearly and effectively.

Appendix 12

Lesson Plan (6)

Name of lesson plan activity: Imitation

Skill focus: Pronunciation, and fluency

Teacher name:

University: Mohamed Boudiaf (msila)

Target students: Second year (University level)

Materials used in class: computers, microphones, earphones, videos

Time: 1h.30mins

Lesson plan

1. Objective of the lesson:

Learners will be able to:

- listen to correct English which let them learn new form of sentences properly.
- learn idioms, expressions, and other speaking patterns that are used in day to day conversation.
- learn grammar.

2. Instructions for teaching the lesson:

Method of teaching: presentation, production and practice.

- Presentation (10mins)

- Before the lesson, the teacher prepared a video containing conversation, dialogue, songs and any different kinds of speech.
- Asked students to listen

- Production (30mins)

- The teacher divided students into pairs and small groups
- Asked students to imitate the dialogue, song and the conversation they were listening.
- Students started imitating small portion of sentences

- Practice (50mins)

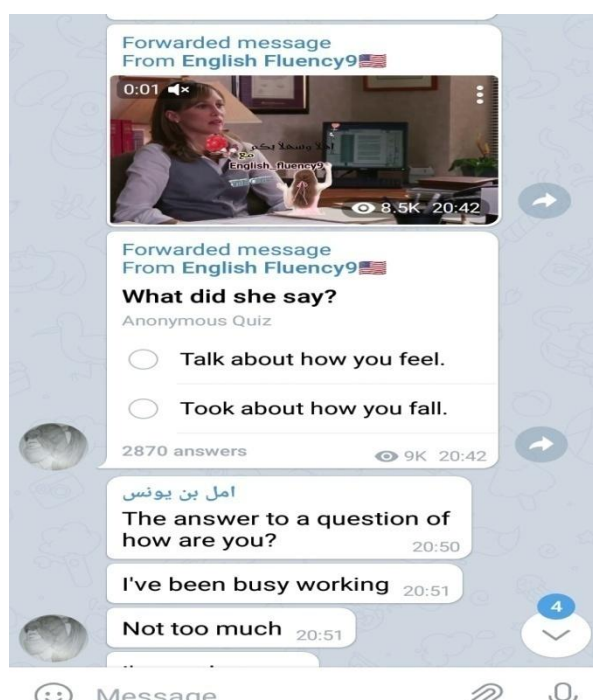
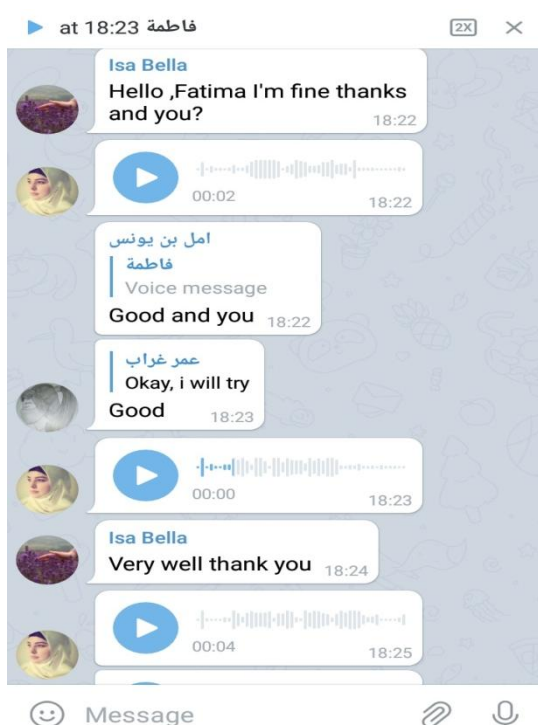
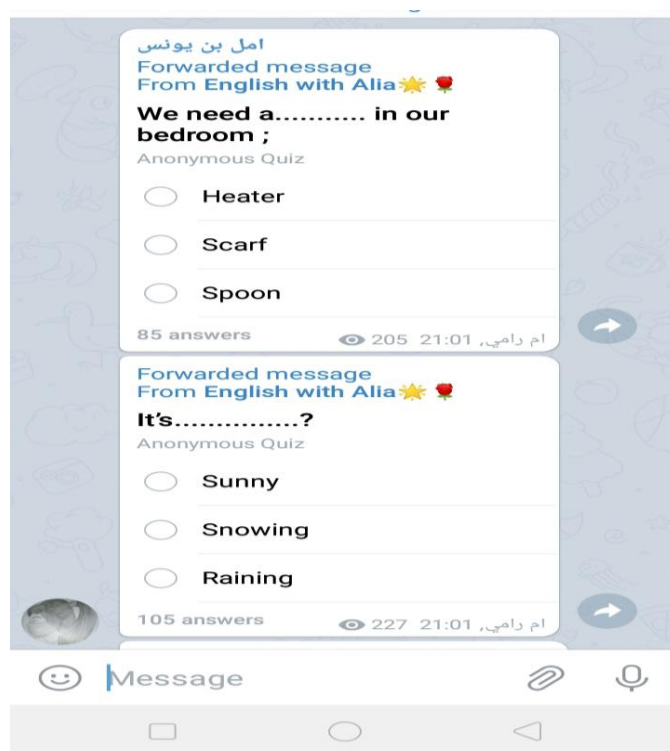
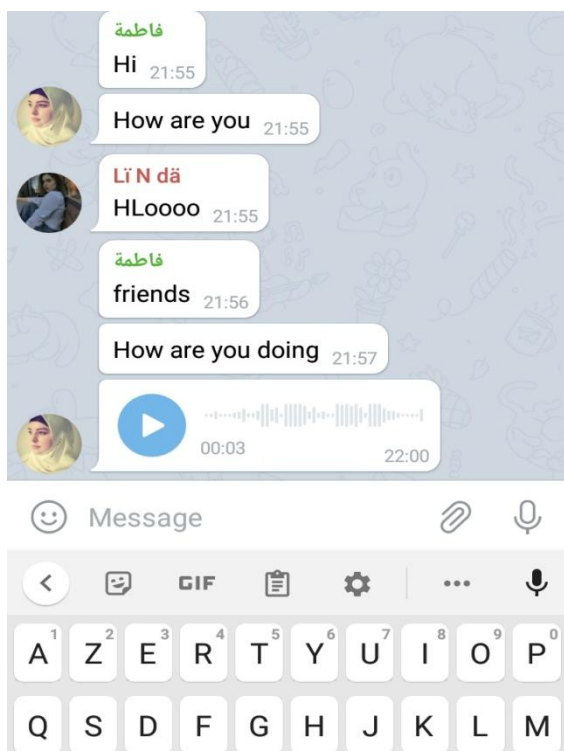
Activity (1)	Activity (2)	Activity (3)
In activity one, students were asked to imitate small portion of speech like phrases, short sentences.	In activity two, students were asked again to imitate large portion of sentences. In this case, the learners waited until the speaker complete his thought then they expressed their ideas by themselves.	In the third activity, students were asked again to listen and watch the whole speech (YouTube) to deliver the entire speech themselves.

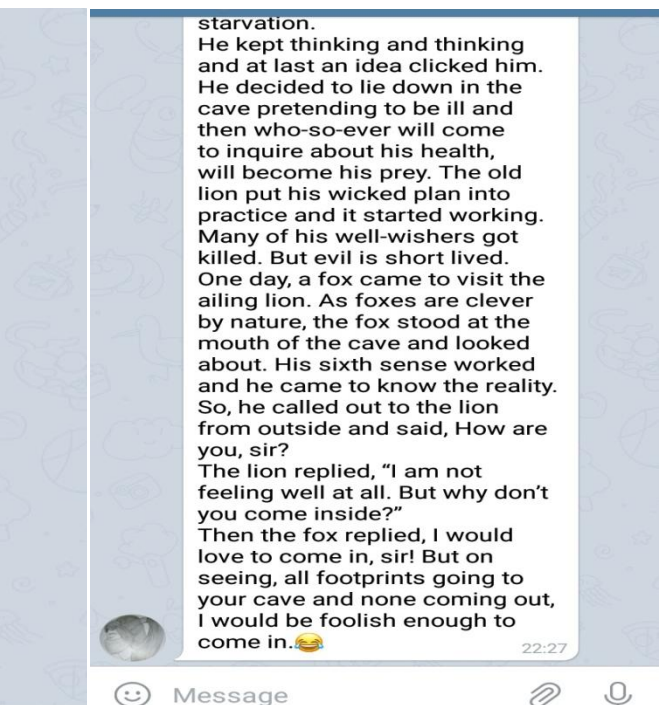
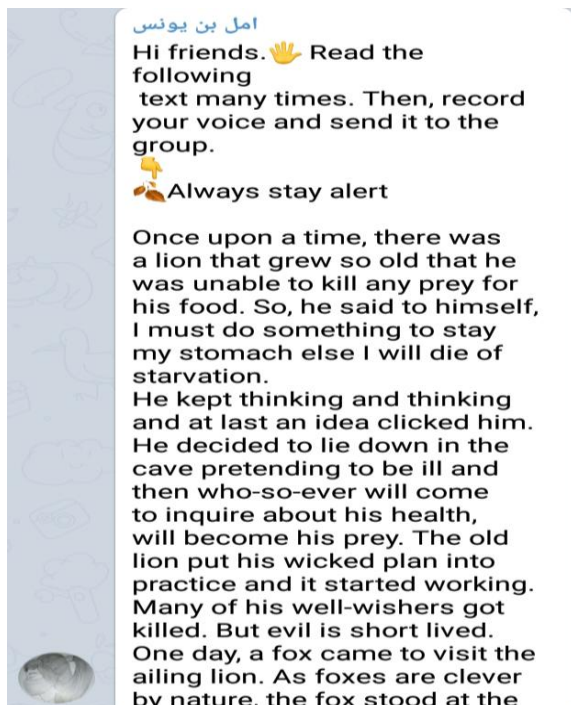
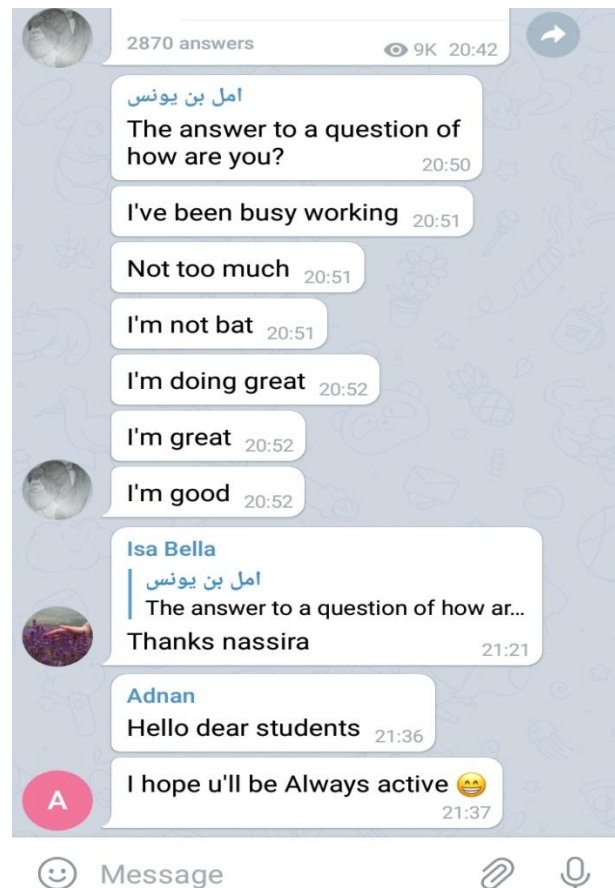
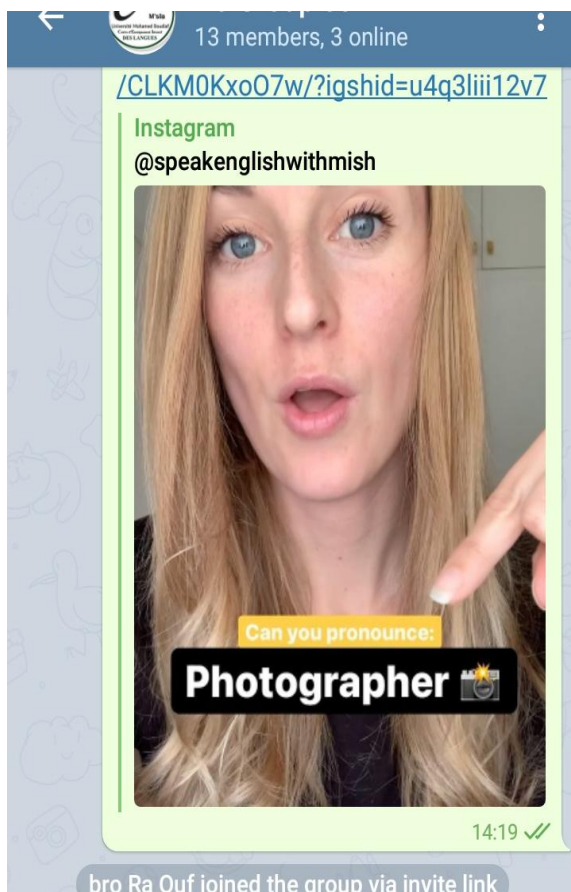
Through these activities, students were expected to be able to:

- Listen to and learn correct English which let them learn new forms of sentences properly.
- Learn idioms, new phrases and expressions.
- When learners imitate other people, they learn grammar through a process called “Implicit learning”. This process happens when learning without awareness (this is how babies and children learn grammar roles of first language).

Appendix 13

Speaking Lessons (Using, Facebook, Telegram):





00:13 4G

← G02

VEN., 23:28

<https://www.instagram.com/reel/CL4WpEWHGlr/?igshid=1rt8cbs7a3d68>

Provide Give
Select Choose
Perhaps Maybe
Therefore So

learning_english_with_max on Instagram: Formal Vs informal language ✓✓ Formal Informal Purchase Buy Provide Give Select Choose Perhaps Maybe Therefore So

23:48 4G

← G02

Bochra

There are many things in the world. On my phone, there are many more. How many things are there in the world? There are many things in the world. Why are there many things in the world?

0:59

Bochra

There are many things in the world. On my phone, there are many more. How many things are there in the world? There are many things in the world. Why are there many things in the world?

23:10 4G

← G02

شوقي

The problem with learning the english language is not the number of words or letters you memorize...
The problem is how you use it...
How to pronounce it...
And how you write it...
We have learned many Letters, words, and names of countries, and names for many things and, and some grammar of the eng language, in the last three lessons....
If we understand it and memorize it well, and learn how to pronounce and write it well We will have come a good way in the English language

باسم نجم الدين

20:46 4G

← G02

WH QUESTION WORDS

There are a number of words in the English language that are used primarily to make questions; these words are 'question words', sometimes known as 'WH question words'.

WHAT	'What' is used when asking for information about something: What did you do last evening?
WHEN	'When' is used when asking for the time: When do you arrive?
WHERE	'Where' is used when asking for the place: Where do you go for your tuition?
WHO	'Who' is used when asking for identity of person or persons: Who called earlier?
WHOSE	'Whose' is used when asking about possession: Whose place are you staying at?
WHICH	'Which' is used to ask about choice: Which flavour of ice cream would you like?
WHY	'Why' is used when asking for reasons: Why would you say something like that?
HOW	'How' is used when asking about the manner or quality or condition: How did you do that?

www.eslgrammar.org

Lakhdar

Interrogative	Notion désignée	Exemple
What	- Objets - Actions	- What did she buy? Qu'a-t-elle acheté ? - What did he say? Qu'a-t-il dit ?
Who	Personnes	Who are you? Qui êtes-vous ?
Whose	Possession	Whose book is it?

Appendix 14

Course Evaluation Questionnaire

Dear Students,

You are kindly invited to respond to the following questionnaire, which is an attempt to determine the way you find the preparation and implementation of social media in improving your speaking performance. Also, your answers will help us gain a better understanding of your attitudes and opinions on the way Social Media have affected your speaking performance. Please tick (✓) the appropriate box (es) or provide full answers where necessary.

Thanks in advance

Section One: Lesson Presentation and Implementation

01: Please specify which of the following aspects you were most satisfied with:

a. The organization and preparation of lessons	☐	b. The materials used during the sessions	☐
c. The clear determination of the lesson objectives	☐	d. The teacher-student interaction	☐

02: When it comes to Social Media, which of the following did you find mostly difficult?

a. The preparation stage of this tool	☐	b. The implementation stage	☐
c. Both	☐	d. None	☐

► Whatever your answer, please justify.....

.....

.....

Section Two: Social Media Application

03: To what extent do you agree with the following statements?

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. It is easy to use Social Media inside the classroom?					
b. Social Media implementation supported me with enough confidence to speak English with strangers?					
c. Social Media implementation helped me to reduce my speaking English Anxiety level?					
d. Social Media implementation helped me to overcome my worries of making mistakes?					
e. Social Media implementation helped me to reduce my use of Arabic language translation when speaking to others?					
f. Social Media implementation gave me the opportunity to speak the English language inside and outside the classroom?					

04: How did you find the use of Social Media in your classroom?

.....

05: After trying this tool, describe the way this strategy helped you in improving your oral performance?

.....

06: Do you find that Social Media is?

- a. More useful than the traditional way of teaching speaking (Oral expression module) ☐
- b. Less useful than the traditional ways of teaching speaking (Oral expression module) ☐
- c. Equally useful to traditional ways of teaching speaking (Oral Expression module) ☐
- e. Not applicable ☐

► Please Justify?

07: Do you prefer to use Social media platforms in learning other courses?

- a. Yes ☐
- b. No ☐

► If yes, which courses and why?

Section Three: Challenges and Further suggestions

08: Did you face any challenges or obstacles when using Social Media?

.....

09: Do you have any suggestions or comments concerning the better implementation of Social Media to help students improve their speaking performance and overcome the difficulties they usually encounter?

.....

♣Thank you for your collaboration♣

Ms. Amel Bouakaz, a Ph.D student at Sfax University, Tunisia

Contact information: djamelkacimi44@gmail.com

Appendix 15

The British Council Profile

First & last name: Sondes Gharbi

Gender: Female

E mail: hheyitsme@gmail.com

LinkedIn profile: <https://www.linkedin.com/in/sondes-g/>

Studies:

- April-May 2019 ITI, Istanbul, Turkey *Train the Trainer*
- January- June 2018 IH, Mexico City, Mexico *Diploma in English Language Teaching to Adults (DELTA) Module 3*
- September- December 2017 IH, Mexico City, Mexico *Diploma in English Language Teaching to Adults (DELTA) Module 2*
- September- December 2016 Distance DELTA, London, UK *Diploma in English Language Teaching to Adults (DELTA) Module 1*
- November-December 2009 ITI, Istanbul, Turkey *Certificate in English Language Teaching to Adults (CELTA)*
- September 2004- June 2009 St Petersburg State University of Low Temperature and Food Technologies, St Petersburg, Russia *Cryogenics Engineer Diploma*
- November 2003 - June 2004 Navy Communication University, St Petersburg, Russia *Russian language certificate*
- Septembre 1999- June 2003 Lycée pilote El Omran, Tunis, Tunisia *Diplôme du baccalauréat Sciences Expérimentales*

Work experience:

- April 2019- present British Council, Tunis, Tunisia *English Teacher*
- October 2018- January 2019 British Study Centers, Bishkek, Kyrgyzstan *Director of Studies*
- January- June 2018 Self-employed & freelance teacher, Tunis, Tunisia *English Teacher*
- September 2015- September 2017 British Council, Kuala Lumpur, Malaysia *English teacher*
- September 2013- August 2015 British Council, Casablanca, Morocco *English teacher*
- September 2011- June 2013 Prime School, Moscow, Russia *English teacher*
- October 2010- August 2011 Enterprise Gharbi S.A., Tunis, Tunisia *HVAC Engineer*
- January- April 2010 Private School Göşen, Istanbul, Turkey *English teacher*
- January 2007- April 2009 Viva Lingua/Denis' School, St Petersburg, Russia *French/English teacher*

Extra & Achievement:

- September 2019- now Mentoring newly qualified teachers, British Council, Tunis, Tunisia
- January 2018 First Aid Training, Red Crescent, Tunis. Tunisia
- March 2017 Volunteered/taught English, JB School, Siem Reap, Cambodia
- April 2017 Coordinated a video lesson between different British Council centers in SE Asia, British Council Kuala Lumpur, Malaysia
- January- July 2016 Helped in developing teaching materials, British Council Kuala Lumpur, Malaysia
- November 2015 Delivered an INSETT about SEN young learners, British Council, Kuala Lumpur, Malaysia
- July 2015 My beginner young learners performed “The Little Red Riding Hood” in English in front of a small audience, British Council, Casablanca, Morocco
- May 2015 Presented about SEN students in MATE (a national conference), Casablanca, Morocco
- January-April 2015 Certificate to teach Special Educational Needs students, Casablanca, Morocco

- September 2014- June 2015 Highest rate of re-registration in the center, British Council, Casablanca, Morocco
- December 2013 KET (Key English Test) & PET (Preliminary English Test) speaking examiner, Casablanca, Morocco

Languages:

- Arabic, (*spoken, written; native*)
- French, (*spoken, written; proficient*)
- English, (*spoken, written; proficient*)
- Russian, (*spoken, written; proficient*)

Hobbies:

- Volunteering in orphanages
- Organizing events
- Reading
- Traveling

Appendix 16

The Consent Letter for the Head of the Department



The image shows a printed consent letter on a light blue background. At the top, there are two circular official seals. The left seal is from the Ministry of National Education of the People's Democratic Republic of Algeria. The right seal is from the University of Msila, Faculty of Letters and Human Sciences. Between the seals, the text reads: "People's Democratic Republic of Algeria", "Ministry of Higher Education and Scientific Research", and "Department of Letters and English Language University of Msila". Below this, the title "Consent Letter for the Head of the English Department" is centered. The letter is addressed to "Dear Head of the English Department Mr. Djmoui,". The body of the letter describes a research study on social media's effect on English speaking performance. It requests consent for an experiment with second-year students over 10 weeks. It also mentions that data will be protected and asks for a signature on the attached form. The letter is signed "Yours sincerely, Ms. Amel Bouakaz". At the bottom, "Researcher Contact Details:" are listed, including Name, Email, and Telephone number, followed by the Faculty affiliation.

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Department of Letters and English Language University of Msila

Consent Letter for the Head of the English Department

Dear Head of the English Department Mr. Djmoui,

At present, I am conducting a research study investigating students' perceptions and attitudes towards the use of social media in enhancing their English language speaking performance for a Ph.D. Research study at the University of Sfax-Tunisia. Essentially, I will be carrying a treatment on second year students in order to investigate the utility of social media in enhancing their oral performance and reducing their speaking difficulties.

Therefore, I am looking for your consent to make the experiment with two groups of second year students over a period of around 10 weeks. Within this period, 10 one-hour and half class sessions (including the pretest and post-test sessions) will be held. In addition, questionnaires aiming to provide more details and explanation will be administered.

Essentially, anonymity, privacy, identity, and data gathered throughout the process of conducting this research will be protected. If you consent to the participation of these students in this study, please sign the attached consent form. I highly appreciate your permission and help. For further questions, you are welcome to contact the researcher.

Yours sincerely,
Ms. Amel Bouakaz

Researcher Contact Details:
Name: Bouakaz Amel
Email: djamelkacimi44@gmail.com
Tel : 0659816420/ 0799241407
Faculty of: letters and human sciences in Sfax-Tunisia

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Department of Letters and English Language University of Msila

I have read and clearly understood the researcher's request. I consent to the participation of second year students at the section of English in the research project being undertaken by Amel Bouakaz .

Name:.....Mohammed Djamel SABER.....
E-mail:.....mohammed.djemai.saber@univ-msila.dz
University:.....Mohamed Boudiaf, M'sila.....
Faculty:.....Faculty of letters and languages.....
Department:.....of letters and English language.....
Section:.....English language.....
Date:.....31/05/2021.....



نائب مدير الجامعة للعلاقات الخارجية والتعاون
والتشبيط والاتصال والتظاهرات العلمية
أ.د. بن واضح الهاشمي

Signature:

رئيس قسم الآداب واللغة الإنجليزية
أ. محمد الموعوي
رئيس قسم
الآداب واللغة
الإنجليزية
جامعة الآداب والعلوم