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Social Networking in Improving Students' Speaking Skills:

*The Case of First year Master Linguistics Students at Belhadj
Bouchaib University Centre*

*An Extended Essay Submitted in Partial Fulfilment of the Requirement for a
Master's Degree in Linguistics*

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Dedications

This extended essay is dedicated to my loving family, my parents, my sisters and brother who have always been a constant source of support and love may Allah bless you now and forever. This work is also dedicated to my friends “Ikram”, “Nada”, “Ibrahim”, “Yacine”, “Zoulikha”, “Emad”, “Abdelghani”, and “Hashmi” who have always been there for me during the challenges of my whole university life.

Mr. Brahim Benzellat

Dedications

I dedicate this extended essay to God Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding.

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Abstract

Technology has affected almost every aspect of our lives but most importantly on how we communicate. This last has become a necessity for every person which led to the creation of social networks that has become one of the most popular and useful tools. The present study attempts to investigate the impact of social networks on improving EFL students' speaking skill. In order to test our hypotheses both quantitative and qualitative methodologies were used in the analysis of the data collected through questionnaires set to first year linguistics Master students and to teachers from the department of English at Belhadj Bouchaib University Centre. The results indicated that the use of social networks can help students improve their speaking skill. Moreover, social networks have created new opportunities for language learners to interact in authentic ways. Thus, it is clear that social networks are a useful learning strategy in improving students' speaking performance in foreign language.

LIST OF ABBREVIATIONS AND ACRONYMS

EFL : English as a Foreign Language

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GENERAL
INTRODUCTION

General Introduction

General Introduction

For many years, Language has been regarded as one of the significant elements that affects communication among people. Today, the English language is considered as a worldwide spoken language and everyone recognize how important it is to learn it and use it as a tool of communication.

Focusing on learning English, means learning the four skills that are speaking, listening, reading and writing. However, speaking as a productive skill in English learning is of paramount importance for communication and especially for EFL students, who may face difficulties sharing their ideas or produce fluent and appropriate language in oral interactions inside the classroom; taking into consideration that these difficulties might vary from one student to another. Speaking skill should be given priority and should be introduced more in courses.

In an attempt to find the best suitable solutions for students' low speaking proficiency, many experts opted a variety of activities in order to make students use their language in class in order to develop their speaking skill. However, in modern era, technology has had a profound impact on peoples' lives and students are no exclusion since they are clearly dependent on technology more than any time before, equipping them with an endless stream of information and entertainment. Moreover, students will feel motivated to be engaged more in the process of language learning, Social Networks make up a big proportion of these technologies where students spend most of their times and can create some meaningful interactions between students and teachers and can be considered as an educational tool if used properly.

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To address this issue, the researchers designed two major research questions formulated as follows:

- 1- What is the role of social networks in the process of language learning?
- 2- To what extent Social Networks influence students' speaking skills?

These questions have helped the researchers to construct two hypotheses:

- 1- Social Networks can motivate students to be more engaged in the learning process.
- 2- Social Networks may have a positive impact on the students speaking skill especially if used to communicate with native speakers of English.

In order to test these hypotheses and find answers to the research questions, two questionnaires will be conducted to collect the data needed. The first one was directed to first year Master English students; the second one was destined to teachers from the English department at Belhadj Bouchaib University Centre, Ain temouchent.

This extended essay consists of three chapters. The first chapter, which is divided into two sections deals with the theoretical aspect of the subject, the first section deals with the speaking skill, it comprises the definition of speaking followed by its importance and functions. Next, we move to the speaking skill and its strategies. Then it gives an overview about typical EFL learners speaking problems, reason for poor speaking skills and the characteristics of a good EFL learner. The second section starts with the definition of the internet. Then it gives a definition of social networks and difference between Social Media and Social Networking. In addition, it discusses the evolution of social networks and the importance of social networks. Furthermore, this section focuses on social

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networking sites and the benefits of social networks in the field of education. Next, we move to social networking and language learning. Then we moved to issues with social networks.

The second chapter deals with the research design used and the methodology conducted in this study, the description of sampling population and a detailed analysis of both teachers' and students' questionnaires.

The aim of the third chapter is to interpret the data obtained for the sake of answering the research questions and to suggest some practical recommendations to provide teachers and students with better practices.

Chapter One:

Literature Review

Chapter One: Literature Review

Section One: The Speaking Skill

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1.1 Introduction

Social Networks are continually changing the people's lives in various aspects like communication, commerce, exchange of knowledge, and education, with the increase of social networks and internet websites researchers see that it's a huge area of study which need to be explored further and language practitioners and educators in particular have seen the impact of social media in second language acquisition and learning.

The literature review's chapter describes speaking, definition of speaking, the importance of speaking, functions of speaking, the speaking skills, speaking strategies, micro skills and macro skills of speaking, typical EFL learners speaking problems, reasons for poor speaking skills. finally, it shows the characteristics of a good EFL,

1.2 Speaking

There are four skills in learning a foreign language (reading, writing, listening and speaking). Speaking is the means used by learners to communicate with others to express themselves, their hopes, viewpoints, opinions or intentions.

Speaking and writing both are considered as productive skills as opposed to receptive skills, i.e speaking and writing focus on the ability of the person himself/herself, unlike reading and listening, they focus on the other's ability.

“Every speaker is simultaneously a listener and every listener is at least potentially a speaker” (Oprand, 1994: 153 and El Menoufy, 1997: 9). In other words, speaking and listening are two interrelated ways of accomplishing communication, i.e when a listener listens to a story or a piece of speech he can give an interrupted oral presentation or at least he can interact with other speakers. In here, “speaking has been classified to monologue and dialogue” (Nunan, 1989: 27).

1.2.1 Definition of Speaking

Speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener to form meaningful utterances. In other words, it is a process of constructing meaning that involves producing. In terms of teaching speaking, the bottom-up approach, i.e starting with the component parts of a subject and gradually build up to the whole, in other words, from the specific to the general. “It suggests that we should start with teaching the smallest units-sounds-and move through mastery of words and sentences to discourse” (Cornbleet and Carter, 2001: 18)

1.2.2 The Importance of Speaking

Language is a tool of communication to express our ideas and to know other’s ideas as well. To produce effective and appropriate outcomes, speakers have expose to some specific linguistic competence such as grammar, pronunciation and vocabulary, as well as sociolinguistic competence such as register of expressions, “it is a variety of language and the study of the way in which we use language in a social context”, and the contextualizing of the language, “the meaningful use of language for real communicative purposes”. Teachers were used to focus on teaching grammar and vocabulary in isolation which made it difficult if not impossible for teachers and assessors to assess language usability (Mckay, 2006: 48). That is to say, grammar and vocabulary are not enough to evaluate other’s speaking ability.

Speaking is the communication tool to transform ideas (Conradand Dunek, 2012: 74), express feelings (Bar-On, 2004: 246) explain about discoveries, research results and discussions and responding to others. In other words, when speaking happens, people express their views, feel

confident to speak up when issues of high interest occur, they also develop a range of skills, strategies and behaviours which help them to manage the challengeable situations.

Speaking is important to achieve career success. Speaking enhances a person's life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, represent organizations in international events. "Speaking to the public gives speakers the power to influence people and shapes their decisions" (Griffin, 2008: 19).

1.3 The Speaking Skill

In comparison, speaking seems the most important way of learning a foreign language beside listening reading and writing, for that the process of learning and applying the skills oral English are so closely related, that's why Ur said that : "many if not most foreign language learners are interested in learning to speak"(2008 :120).Bygate (1987: 1) quoted that:

"Speaking is the vehicle par excellence of social solidarity, of social ranking of professional advancement and of business. It also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought".

First and foremost, teaching speaking is very important.

1.3.1 Speaking Strategies

For language learners speaking ability is regarded as a measure of knowing a language, they see that speaking is the most important skill to acquire, i.e it is considered as a criterion of progress in learning a language.

There are three areas of knowledge that speaking involves which language learners need to know:

-**Mechanics** (pronunciation, grammar, and vocabulary): by the right use of the words and order with the correct pronunciation

-**Functions**: by knowing when to clarify the messages is important (transaction/information exchange) and when the precision of understanding is not needed (interaction/relationship building)

-**Culture, social rules and norms** (pauses between speakers, turn-taking, length of pauses between speakers, rate of speech, relative roles of participants): understanding how to take into account who is speaking to whom, about what, for what reason, and in what circumstances.

Students often think that the ability to speak a language is the product of language learning, i.e. only speaking, but speaking is also a crucial part of the language learning process. Effective instructors teach strategies of speaking to students in how to use minimal responses recognize scripts and use language to talk about language. To use it in order to enrich their knowledge of the language, these strategies help students learn to speak so that the students can use speaking to learn.

1- The use of minimal responses: language learners who lack confidence avoid speaking while others interact, one way to encourage such learners to begin to participate is to help build up a stock of minimal responses to use in different types of exchange. Idiomatic phrases that participants use to show understanding, agreement, doubt, and other responses to what another speaker is saying means that minimal responses are predictable

2- Recognizing scripts: some communication situations are related to a predictable set of spoken exchanges. Making students aware of the scripts for different situations to predict what they will hear and need to say in response instructors help them to develop their speaking ability.

3- Using language to talk about language: language learners are often too shy to say anything when they do not understand another speaker. Teachers can help students face this reticence by assuring to them that misunderstanding and the need for clarification can occur in any type of interaction. Instructors provide students activities, one of these activities is one person asks a question and another gives an answer. The purpose of asking is to demonstrate the ability to answer the question. In these activities, students need to work together in order to develop a plan, find a solution, or complete a task.

1.3.2 Microskills and Macroskills of Speaking

Speaking micro-skills refers to producing the little chunks of language such as collocations morphemes, phonemes, words, and phrasal units, and seen adequate number of lexical units “words” to accomplish pragmatic purposes and express a particular meaning in different grammatical forms. the use of various strategic devices, pauses, fillers, self-corrections, backtracking, leads to enhance the clarity of the message and manipulate grammatical word classes like verbs, word order, nouns, patterns, and rules.

The macro-skills focus on strategic options like appropriately communicative functions according to participants, situations, and goals using sociolinguistic features in face-to-face like the styles, registers, implicature, redundancies, pragmatic conventions, conversation rules and larger elements, fluency discourse, function, cohesion nonverbal, communication style, cohesion,

adding facial features as body language, and other nonverbal cues with verbal language, convey links between events and communicate such relations as events and feelings, new information and given information,

1.4 Typical EFL Learners Speaking Problems

Speaking English helps students to convey their information or to get a message in any field of study. Good English speakers will be in a good position to contribute to the improvement of their community's socio-politics and socio-economic issues. This means, by practicing speaking English, students gain valuable skills that can help them in their day to day communication through the use of new vocabulary, grammar or functional language like greeting, introductions (self-introduction and introducing others). But they face challenges to speak English outside and even inside the classroom. In order to minimize this problem, English language teachers need to develop learners' self-confidence by involving the students in role play, so that students would be able to share their role in any simulation. This means self-confidence has a very important place in building one's speaking skills.

It is difficult for many students to respond in English because they may have little idea about what to say, which vocabulary to use, how to use grammar correctly. This means, that they do not have enough basic language skills in order to be able to listen, and respond to what has been said and read and write on given topics and use the language inappropriately and accurately at the level of sounds, syllable, grammar, vocabulary, texts, and discourse.

Individuals learning a second language face other negative consequences if they make mistakes, they further argue that they fear looking ridiculous, they fear frustration coming from the listeners' blank look, showing that they have failed to communicate. Therefore, in practicing

English either in the classroom or outside the learner has to take the risks that come and learn through making mistakes. The silent student in the classroom fears from appearing foolish when mistakes are made, risk takers do not think whether they are laughed at when they make mistakes.

Anxiety is a more permanent pre-disposition to be anxious. Some people are predictably and generally anxious about many things, at a more momentary, or situational level, state anxiety is experienced in relation to some particular event or act. Therefore, anxiety is also one of the factors that affect speaking skills.

Motivation plays a vital role in language-learning, and it is influenced by six factors: goals, personal attributes, attitudes, involvement, environmental support, and beliefs about self.

Satisfaction and experiencing success, self-confidence, and good teacher-learner relationships, as well as relationships between learners, are the most three specific elements strongly believed to build motivation towards language-learning.

All three factors are believed to be correlated with each other in the process of motivation development. Students who are motivated to speak are more successful in improving speaking, and the less they are motivated the less successful they will be in mastering speaking skills. Therefore, motivation is one of the important factors that affect students' English-speaking skills.

1.4.1 Reasons for Poor Speaking Skills

When students want to participate in the classroom, many of them experience inhibition, especially when the teacher deals with speaking, he might ask his students to express themselves in front of their classmates which can lead to stressful and anxious situations while performing oral activities which is caused by many issues as shyness and fear of making mistakes. In this perspective Ur (2000: 111) states that "Learners are often inhibited about trying to say things in a

foreign language in the classroom, worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.” That is to say, shyness and fear are the enemies of EFL students while speaking.

When students are obliged to share their thought and talk about a given topic, most of them prefer to keep silent while others might say “I have no idea” or “No comment”. These expressions are due to the lack of motivation in expressing themselves on the chosen topic. The teacher may ask his students to talk about an unknown subject, thus, they have nothing to say whether in the native language or foreign language, i.e, the teacher keeps the talk free in order to give the chance of participating to each one.

Participation has been defined as “the number of unsolicited responses volunteered.” (Burchfield & Sappington 1999: 290). I,e the teacher is obliged to listen to each students’ answer even though it’s incorrect, and low participation is about the amount of each student’s time of talking.

There are some of them tend to dominate and try to take the place of others who prefer to keep silent or they are not sure about their ideas and whether what they will say is correct or not and the situation will get worst. So, classroom discussion is dominated by a minority of talkative participants and contributions are not evenly distributed, this may be due to the mixed ability groups.

The majority if not all the students prefer to use the mother tongue language outside and inside the classroom rather than the target language to feel more comfortable. According to Baker and Westrup (2003: 12): “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” That is to say, the learners will

find it difficult to use the target language correctly if they keep on borrowing words and terms from their mother tongue which is a result of target language vocabulary lacks.

1.4.2 Characteristics of a Good EFL Learner

“Good language learners” are described in terms of personal characteristics, styles, and strategies. Are (2012 :1-2) believes that good language learners:

- Find their own way, taking responsibility for their own learning.
- Organize information about language.
- They are creative, and try to feel the language by experimenting its grammar and words.
- Create opportunities for practice in using the language inside and outside the classroom.
- Learn to live with uncertainty by not getting confused and by continuing to talk or listen without understanding every word.
- Use memory strategies to bring back what has been learned.
- Make errors work for them and not against them.
- Use linguistic knowledge, including knowledge of the first language, in learning a second language.
- Use contextual cues to help them in comprehension.
- Learn to make intelligent guesses.
- Learn chunks of language as wholes and formalized routines to help them perform “beyond their competence”.
- Learn to use certain tricks to keep conversations going.
- Learn certain production strategies to fill in gaps in their own competence.

- Learn different styles of speech and writing and learn to vary their language regarding the formality of the situation.
- The studies on defining the good language learner provide a basis for the understanding of what good language.

1.5 Conclusion

Through the first section, we have tried to discuss the definition of speaking and its importance. Furthermore, this section provided some we move to the speaking skill and its strategies. Then it gives an overview about typical EFL learners speaking problems, reason for poor speaking skills and the characteristics of a good EFL learner.

Section Two: Social Networks in improving EFL Students' speaking skills

1.6 Introduction

Social Networks play a crucial role in transforming people's lifestyle. This transformation affected many fields in their lives including education, more specifically its impact on the EFL speaking skills. This section will cover many aspects related to social networks. We will start by defining the Internet. Then we will move to define social networks and speak about its evolution and importance. Next, we shall spotlight on the types of social networks, moving to social networking and language learning. After that we move to its benefits and issues.

1.7 Definition of the Internet

The Internet is a global system that connects a computer to another computer anywhere in the world. Tyrrell (2002:1) defines the internet as being "a collection of computers that spans the globe and can be accessed by anyone with a computer and a modem". Which means it is accessible and available to anyone.

According to a Barry et al. (2009:22) "The Internet has revolutionized the computer and communications world like nothing before". They further explained that "The internet is at once a world-wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location." (2009:22). That is to say, the Internet allows us to get all what we need and want easily; moreover, it facilitates many aspects in our daily life situations.

According to G. Mlambo (2013:9) “Internet is a network of networks and these networks are interconnected to each other in different configurations”. Moreover, the Internet not only allow users to obtain new information, but also to communicate with each other through “a universal arrangement of computer networks” Mlambo (2013:9). And this what gives the internet its strength.

1.8 Definition of Social Networks

We use Social Networks almost every day. Hence, it has many definitions to it. Boyd and Ellison (2008) posits that social networks are web-based services that allows users to create a profile either public or semi-public to interact with other users whom they share a connection within a bounded system. Social networks allow us to connect with each other.

Phillip (2011:4) defines social networks as “a cluster of people connected for a specific reason”. Then he stated that “Social networks come in all shapes and sizes and serve all kinds of purposes. Some social networks are for the most basic level of interaction like sharing specific information and some are designed for complex problem solving”. Moreover, Social Networks broke the geographical boundaries and made communication and interactions between people much easier.

1.8.1 Social media vs Social networking

According to Scott and Jacka (2011:5), social media is “the set of web-based broadcast technologies” that allow users to create, personalize, and share content. However, Cohn (2015) argued that many people has a misconception about these two terms ‘social media and social networking’ which they consider them as one. He also stated that “social networking is a

subcategory of social media”. Moreover, Sfetcu (2017:93) confirms that social networks are just another subset of social media.

1.9 The Evolution of Social Networks

The popularity of Social networks continues to rise today by playing a big part in peoples’ everyday life. In order to understand its widespread among people, it is vital to go back in time and see how they have evolved over time. Zarrella (2009:53) deem that bulletin board systems which was established in the 1980s, as the first system that enabled users to communicate through calls and messages. However, it was very expensive and limited to fewer users. CompuServe, Prodigy, and AOL followed in early 1990. These desktop applications allowed users to “connect to the internet and create personal profiles, post events, chat, and send public and private messages” Zarrella (2009:55).

Zarrella (2009:55) posits that the growth of the World Wide Web helped shaping social networking to target a specific audiences and functions. For instance, in 1995, Match.com a website created specifically for dating. Another example is Classmates.com, it was designed to find and reunite friends from high school, college or work. In 1999, more networks were launched for even more specific targets like Blackplanet.com, a website only for African-American people. However, it was not until 2002 that social networks began its modern era. Sites like Friendster and MySpace were prominent in 2003. Furthermore, Scott and Jacka (2011:12-13) added that in April of 2004 “Facebook was launched on the Harvard University campus with the initial intent of offering a platform for students to interact under the initial domain thefacebook.com, the Harvard networking site grew quickly...” and became available to everyone by 2006.

1.10 The Importance of Social Networks

The world of social networks is increasing relentlessly. This increase affected many individuals as surfing Social Networking sites has become indispensable. According to Rutledge (2008, p.2) Social Networking sites are no longer associated with the younger generation only, but has moved to a wider range of audience. In this respect, Rutledge (2008:8) stated that “Around the world, hundreds of millions of people use social networking sites in a single month. Their ages range from preteens to senior citizens and include all spectrums of society”. social networks are an important tool for learners. Lee and McLoughlin (2010:288) believe that social networking sites permit learners to share knowledge and interact to it through their interrelated profiles. They further added that these interactions will permit learners to think critically and to make a complex use of language (2010:288).

1.11 Social Networking Sites

According to Kaplan and Haenlein (2010:63), Social networking sites allow users to connect with each other by creating personal profiles which enables them to invite friends and colleagues and have access to their profiles allowing them to send instant messages and emails. These profiles can also include photos, videos, audio files, blogs and so on.

There are many sites of Social Networks that can be used for different purposes by People, we demonstrate some of these websites:

1.11.1 Verbling:

This site was founded in 2011, it is a video chat and a voice call website which allow its users to choose their language of choice and pairing them with someone who speaks the target

language that they intending to learn. Moreover, it is a good way to meet native speakers and making new friends (Wyner, 2014.no page).

1.11.2 Facebook:

it is a social networking website founded in 2004 by Harvard university student Mark Zuckerberg. The concept of this site was to make interactions between students easier, and it was only limited to students at Harvard. Nowadays, Facebook phenomenon is worldwide allowing its users to create a profile providing them with variety of features like chatting and interacting with each other depending on their interests, education, photos, joining pages and groups (Issa et al., 2015:194).

1.11.3 Twitter:

Founded in 2006, twitter allow its users to create a public profile and share through these profiles short posts called tweets. However, unlike other social networking websites, these posts are publicly accessible to everyone to respond to and can include texts, images, animated gifs, and videos. Twitter users can interact with each other through multiple platforms and devices, mobile phones, tablets or through its website (Murthy, 2018:2).

1.12 Benefits of Social Networking in the Field of Education

Over the years, many researchers argued about the benefits of social networks in education. Zaidieh (2012:20) claims that “In the field of education, social-networking sites offer a student the opportunity to connect with other students, educators, administrators, alumni, both within and outside his current institution.”. He further notes that social networking enables students to have more freedom to access and remember things that took place in the past, share

courses and open the opportunity for further discussions. Moreover, he indicates that social networking can help students learn at their own pace through joining chat or board discussion any time with their classmates where they can have conversations, collaborations and reflections (2012:20).

Issa, Kommers and Isaias (2016:18) believe that the use of social networks by students outside the classroom with each other or with other lecturers, allowed them to open discussions and debate inside the classroom. Moreover, it encourages them to think critically and permit them to learn independently. Additionally, social networking will improve their skills such as writing, speaking, listening and encourage them to respect each other's opinion (2016, p:18). Furthermore, Social Networking is also beneficial for teachers allowing them to communicate, collaborate, connect and cooperate with their students. This will create a bond between them and enhance the students' motivation for learning. (Issa et al, 2016:310).

1.13 Social Networking and Language Learning

in a world of innovation and technology, social networking plays a big part of students' everyday life and is now gradually gaining access to the language education sector. In this respect, Majid, Stapa and Keong, (2012:339-340) argue that the use of these social networking sites such as Facebook can transform the language learning experience by creating different learning environments where all students can have the opportunity to participate, interact and share information inside or outside language classrooms with other students, peers and teachers.

Interestingly, Farr and Murray (2016:255) stress the effectiveness such applications in language learning. These social networking sites such as Facebook and LinkedIn can help teachers increase their student's motivation and create a better atmosphere inside of the

classroom. They add that these social networking tools can “provide opportunities for language learners to enhance digital and multiliteracy skills, interact in and through the target language, work collaboratively and enhance their linguistic and pragmatic proficiency” (Farr and Murray 2016:255). This means that social networking can be very beneficial for language learning since it can provide the learner with various choices and opportunities to improve himself through numerous applications.

1.14 Issues with Social Networks

There is no doubt that social networks have been very beneficial for a lot of people in their daily life use. At the same time, there are some situations where the use of these technologies can affect individuals negatively. Issa, Kommers and Isaias (2016:43-44) conducted a study to draw some of the issues related to social networks. They contend that the use of social networks can also have a negative impact on its users. However, most of the users tend to become addicted to these technologies causing them insomnia, loss of concentration, loneliness and depression. Moreover, some of these social networking sites have some privacy flaws and issues that can lead to some drawbacks like cybertheft.

1.14.1 Social Networking Websites and Security/Privacy Issues

people nowadays spend large amounts of time using these networks sharing content and connecting with each other. However, issues related to maintaining the privacy and security of users can occur leading to some potential threats and problems due to the amount of data people share through these social networks (Altshuler et al, 2012:1-2). Moreover, Kumar et al (2013:1-2) posits that since these social networking sites are easily accessible, users tend to share a lot of their personal data and content like photos, videos, messages and sometimes sensitive

information. This attracts some ‘malicious people’ who seek to capture this personal information and to be used for different purposes like cyber bullying, identity theft and profiling risk.

1.15 Conclusion

in the last years, linguists and researchers stressed the importance of social networks in the field of education, particularly in improving the speaking skill. In this section, we have attempted to discuss the definition of social networks and its evolution. Moreover, this section has been devoted to the importance of social networks and their benefits in the field of education and language learning. Finally, sought to mention some privacy issues related to social networks.

Chapter two:
Methodology and Data
Analysis

CHAPTER TWO: Methodology and Data Analysis

2.1 Introduction

2.2 Setting

2.3 The Sample Population

2.4 Research Methodology

2.4.1 Tools of Research

2.4.1.1 The Questionnaire

2.4.2 The Students' Questionnaire

2.4.3 The Teachers' Questionnaire

2.5 Description of the Students' Questionnaire

2.6 The analysis of the Students' Questionnaire

2.7 Description of the Teachers' Questionnaire

2.8 The analysis of the teachers' Questionnaire

2.9 Conclusion

Chapter two: Data Analysis and Practical Implications

2.1 Introduction

This chapter is concerned with the method used in gathering and analyzing the obtained data from the primary sources we have used in our study. First, we have introduced the setting where the research takes place; without neglecting the participants of this research work. Then we have focused on the methodology undertaken. Finally, the data analysis is provided to exhibit the outcome reach through the students and teachers questionnaire.

2.2 Setting

The research was conducted at Belhadj Bouchaib university center, Ain Temouchent. The researchers deal with a sample of population consisting of both EFL teachers and M1 students during the academic year 2018/2019.

2.3 The Sample Population

The sample population of our research was composed of “35” first year master linguistics students at Belhadj Bouchaib university centre Ain Temouchent. This sample were chosen on purpose not randomly because master linguistics students are well aware of such technology.

The group of teachers in the department of English, who took part in this research were seven (7) teachers of English whom can be regarded as direct observers of the phenomenon and can provide us with the information we are seeking for to fulfil our study.

2.4 Research Methodology

In order to achieve the objectives of the current study, a mixed-method approach is used i.e. qualitative and quantitative methods, this approach gained popularity in recent years as it contributes to a better understanding and a clear comprehension of the study. The researchers has relied on a questionnaire as a tool for this research.

2.4.1 Tools of Research

In order to collect the data of this study, the researchers opts for using two questionnaires; one is intended for the teachers and the other for the students.

2.4.1.1 The Questionnaire

We have used the questionnaire to reach the aim of our research, since it is considered as one of the most popular and fundamental research instruments used in collecting data. In the same vain, Anderson and Arsenault (1998:170) states that “a questionnaire permits the collection of reliable and reasonably valid data in a simple, cheap and timely manner”. Thus, the advantages of this research tool is its efficiency in terms of time, data as well as efforts.

2.4.2 The students' Questionnaire

A sample of (35) students from the department of English have been chosen on purpose because they are at the core of our interest. Actually, they are convenient for our study for one reason because the students are aware of their vocabulary and pronunciation level and know the content of the oral expression session. Indeed, we are expecting more information about the topic of our concern

2.4.3 The Teachers' Questionnaire

The questionnaire was handed to seven (07) Teachers from the department of English at the University Centre of Belhadj Bouchaib to obtain data. The teachers were very helpful.

2.5 Description of the Students' Questionnaire

The questionnaire is submitted to thirty-five of first year master linguistics students. It consists of ten (10) items. The type of questions used are a combination of closed- ended questions where participants are asked to tick the appropriate answers and open-ended questions where participants can provide their own answers or justification. The questionnaire contains two parts.

The first part is devoted to “general information”, it consists of three (3) closed-ended questions to have an overview about the respondents.

The second part is devoted to “Social Networks in improving speaking skill”, it consists seven (7) questions, (4) closed-ended questions, and three open-ended to obtain a detailed information on respondents' opinion.

2.6 The Analysis of the Students' Questionnaire

The questionnaire is submitted to first year linguistics master students.

Questions 01: How do you consider your level in English?

This question tried to notice the students' opinion towards their level in English language.

Table 2.1: Students' Level in English

The level	Number	Percentage
Good	21	60%
Average	14	40%
Less than average	0	0%
Total	35	100%

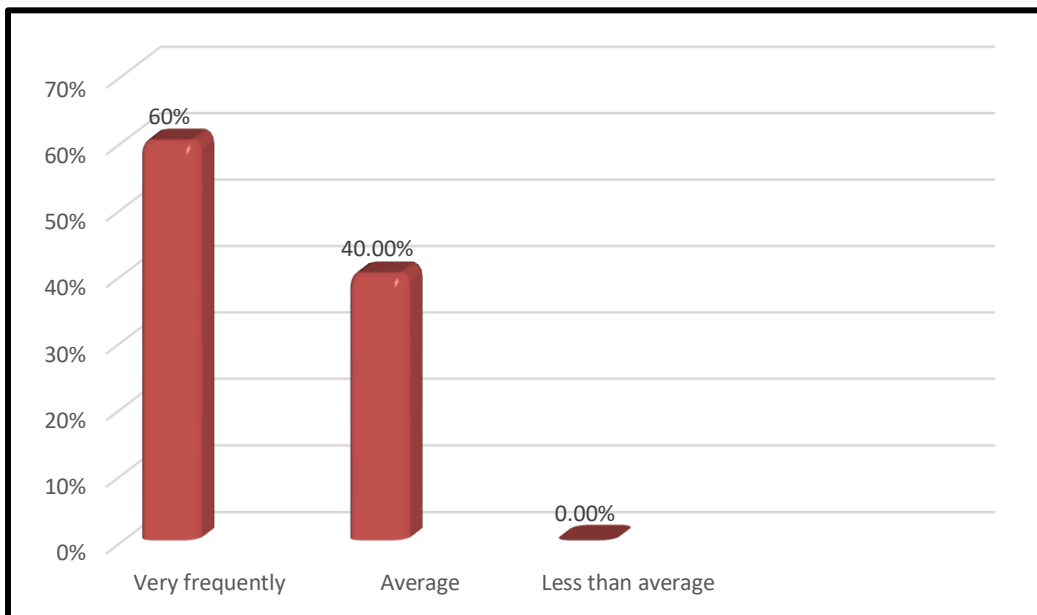


Figure2.1: Students' Level in English

This figure above indicated that twenty-one students making up (60%) stated that they had a good level in English, while fourteen students making up (40%) claimed that their level in English was average.

Questions 02: According to you, which skills is difficult to learn?

This question attempted to explore which skill do students find more difficult to learn.

Table 2.2: The Classification of the four Skills in terms of Difficulty

The skill	Number	Percentage
Listening	8	22.85
Speaking	14	40%
Reading	1	2.85%
Writing	12	34.28%
Total	35	100%

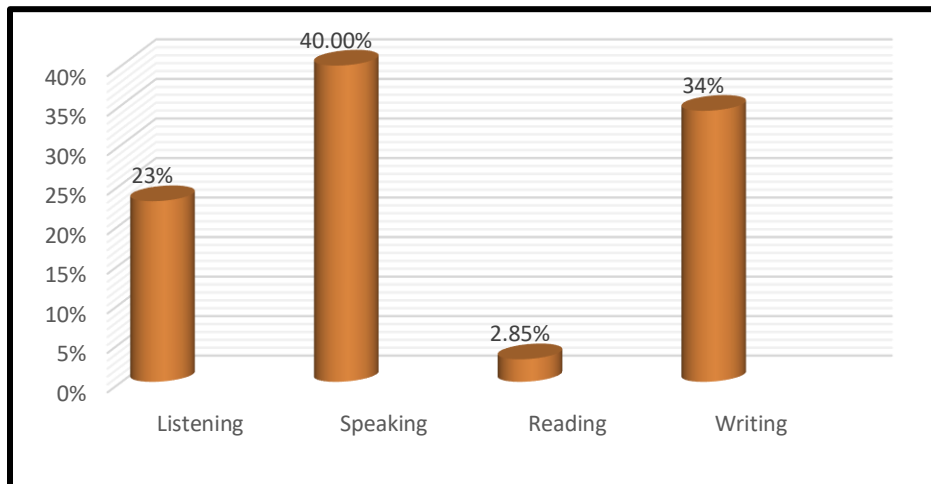


Figure 2.2: The Classification of the four Skills in terms of Difficulty

The results showed that the speaking skill is consider as the most difficult skill according to the students, (14)participants making up (40%) consider speaking as the most difficult skill to learn, then writing as the second one making up (34.28%), after that

listening with a percentage of (22.85%), besides this , only one participant making up (2.85%) considered reading as the most difficult skill.

Question 03: How do you evaluate your level in speaking?

The purpose of this question is to know the students’ level in speaking.

Table 2.3: Students’ Level in Speaking

Options	Number	Percentage
Good	20	57.14%
Average	14	40%
Less than average	1	2.85%
I do not know	0	0%
Total	35	100%

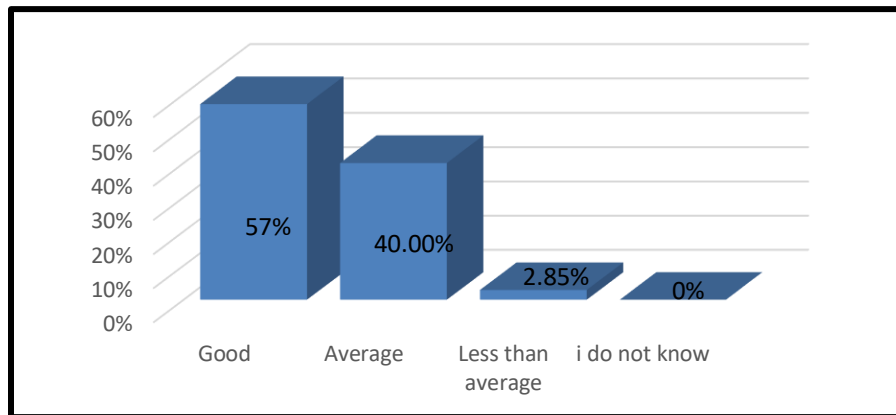


Figure 2.3: Students’ Level in Speaking

The results show that twenty students making up (57.14%) claim that they have a good level in speaking, while fourteen students making up (40%) stated that their level in

speaking is average, however only one student (2.85%) believe that his/her level in speaking is less than average.

Question 04: Do you use Social Networks in your daily life?

This aim question was asked to know whether students use Social Networks in their daily life and to engage the students in the topic so that he/she construct on what is coming next of questions.

Table 2.4: The Use of Social Networks

Yes	No	Total
33	2	35
94.29	5.71%	100%

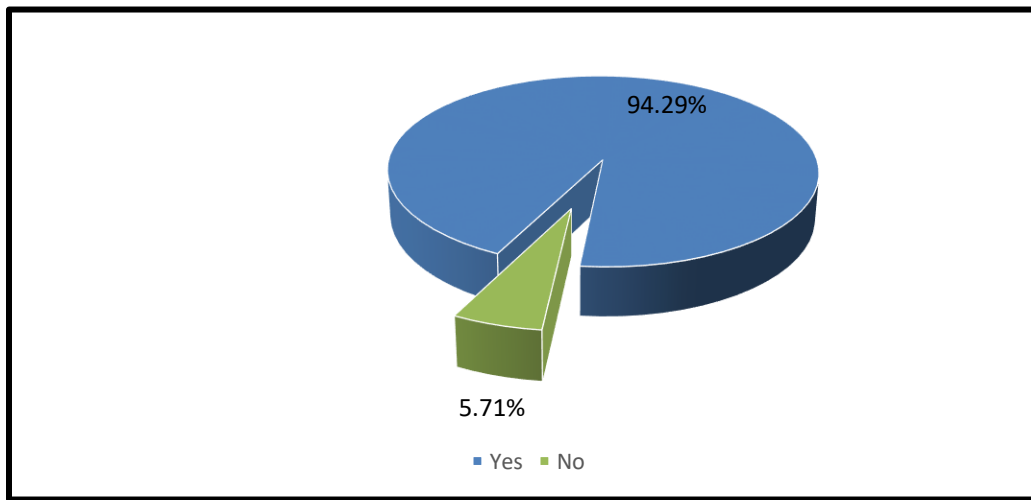


Figure 2.4: The Use of Social Networks

The results show that the majority of participants thirty-three making up (94.29%) stated that they use Social Networks on a daily basis, while only 2 participants making up (5.71%) claimed that they don't use social networks.

Question 05: If yes, what websites/platforms do you use the most?

This question is intended to know which Social Network is mostly used or by students.

Table 2.5: The most Used Social Network by Students.

The Social Network	Number	Percentage
Messenger	15	42.85%
Instagram	8	22.85%
Viber	4	11.42%
Imo	2	5.71%

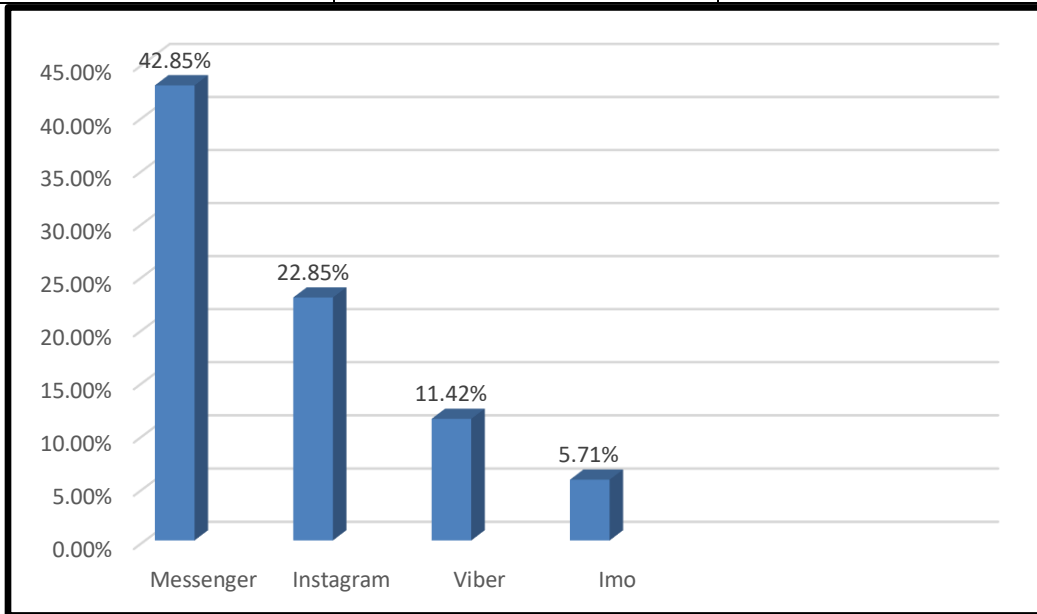


Figure 2.5: The most Used Social Network by Students.

The answers concerning this question have revealed that Messenger is the most used Social Network between students with a rate of (42.85%), while Instagram ranked as the second most used Social Network with eight students making up (22.85%). Viber occupied the third place with four users making up (11.42%), while only two students 5.71% use Imo. However, six respondents has not provided any answers.

Question 06: Have you ever used social networks to talk with native speakers of English around the world?

The purpose of this question is to figure out if students use Social Networks to communicate with native speakers.

Table 2.6: The use of Social Networks to communicate with native speakers

Yes	No	Total
29	6	35
82.85%	17.15%	100%

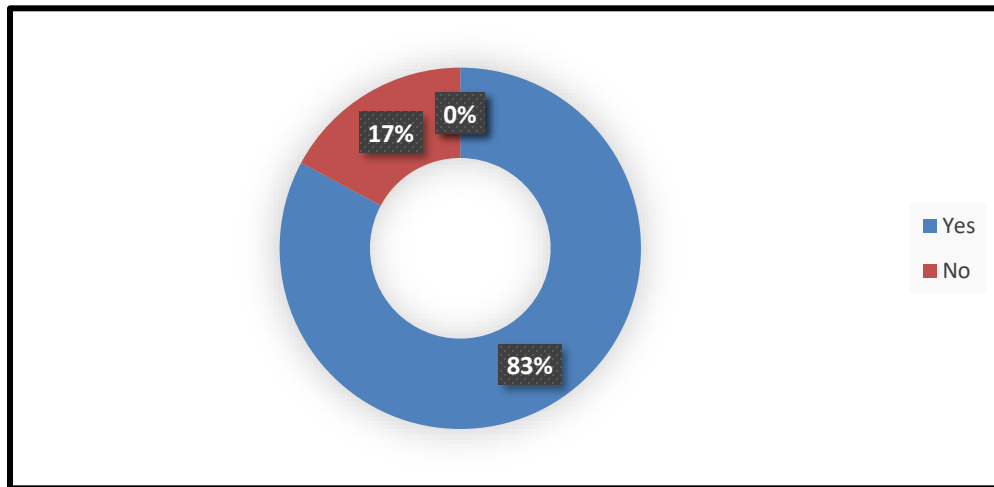


Figure 2.6: The use of Social Networks to communicate with native speakers

The result above show that twenty-nine of the students which means (82.85%) have had the opportunity to speak to native speakers via Social Networks, while only six did not.

Question 07: To what extent you benefit of using these Social Networks to improve your English?

By this question, the researcher aimed to know to which extent do social networks can help students improve their English

Table 2.7: The Students’ point of view about the usefulness of Social Networks

Options	Number	Percentage
Much	21	60%
A little	14	40%
Not at all	0	0%
Total	35	100%

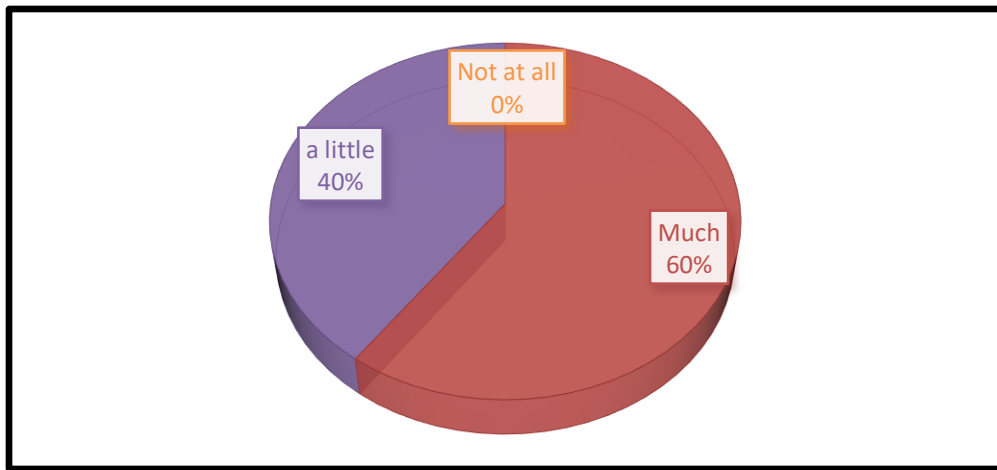


Figure 2.7: The Students’ point of view about the usefulness of Social Networks

The majority of the students making up (60%) think that Social Networks can be very beneficial, while (40%) of the students claimed that the usefulness of Social Networks can be subtle.

Question 08: Do you think that the use of Social Networks can help you improve your speaking skill? Justify your answer

This question was asked with aim of knowing if EFL students believe that using these Social Networks can help them improve their speaking skill.

Table 2.8: Social Networks influence to improve speaking skill.

Yes	No	Total
30	5	35
85.71%	14.29%	100%

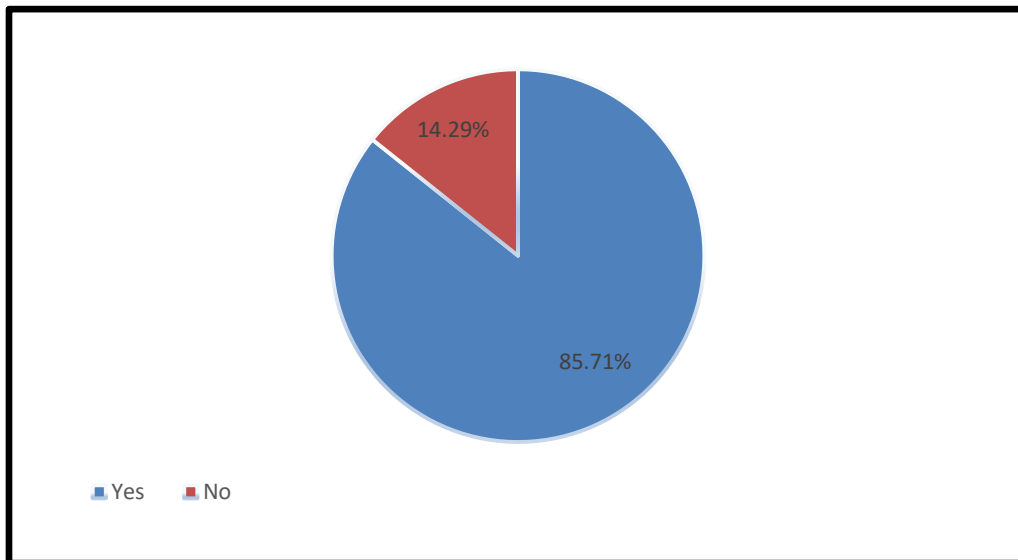


Figure 2.8: Social Networks influence to improve speaking skill.

The data collected and illustrated in the pie chart, show that the ratio of (85.71%) of students stated that the use of social networks can improve their speaking skill because of its easy access and use and can provide the perfect environment for them to interact with native speakers. Whereas (14.29%) of students didn't share the same view, and would rather have in person conversation.

Question 09: How often do you use Social Networks to improve your speaking skill?

We have asked the present question in order to discover how often do students use Social Networks to improve their speaking skill.

Table 2.9: The use of Social Networks to improve the speaking skill

Options	Number	Percentage
Very Frequently	14	40%
Sometimes	18	51.42%
Rarely	3	8.58%
Never	0	0%
Total	35	100%

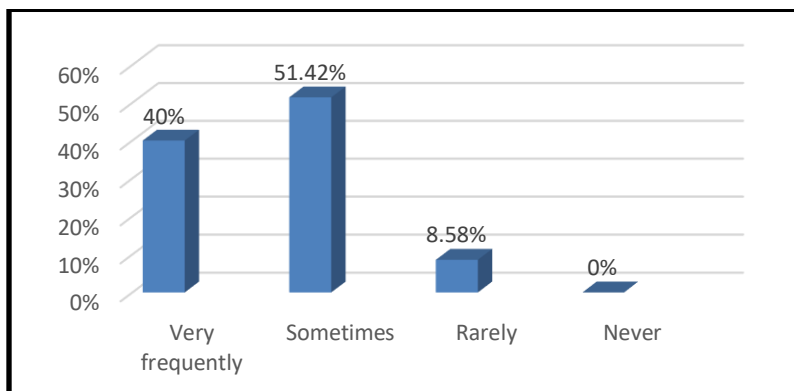


Figure 2.9: The use of Social Networks to improve the speaking skill

The results have shown that half of students (51.42%) stated that they sometimes use social networks to improve their speaking skill. While, (40%) of them claimed that they do that very frequently. besides this, only three students stated that they rarely use Social Networks for this purpose.

Question10: How do you think we can benefit from Social Networking websites/platforms to improve speaking skill?

This question was aspired to give students the opportunity to express their ideas freely and provide suggestions to better use Social Networks to improve speaking skill.

In this open-ended question, we have noticed some similarities in the responses and classified the answers into three categories, the first category suggested that we have to engage teachers to use these Social Networking platforms and program additional sessions after school and choosing topics that may allow students to speak and feel more comfortable to express their opinion. The second category suggested that through these Social Networks, we can have online communications with native speakers which gives the learner the opportunity to practice his Speaking skill or any skill and be more familiar with the language. The third category believed that by joining online language groups with different levels will enable them to practice and improve their speaking skill. However, four respondents couldn't think of any suggestions.

2.7 Description of the Teachers' Questionnaire

The questionnaire consists of eight questions submitted to seven teachers from the department of English. Different types of questions were used starting from multiple choice

questions to open-ended and close-ended questions, this will allow the researcher determine the teachers' point of view towards the subject under study and to give them the chance to explain and clarify their responses.

2.8 The Analysis of the Teachers' Questionnaire

The questionnaire is submitted to seven teachers from the English department. It mainly aims to show their impressions and ideas concerning the use of social network and how can these social networks contribute in improving the students' speaking skills.

Question 01: Teachers' experience

This reason behind asking this question is to figure out if there are any differences between Pre-service and In-service teachers in term of their use of Social Networks.

Table 2.10: Teacher's experience

Option	Participants	Percentage
Pre-service	2	28.57%
In-service	5	71.43%
Total	7	100%

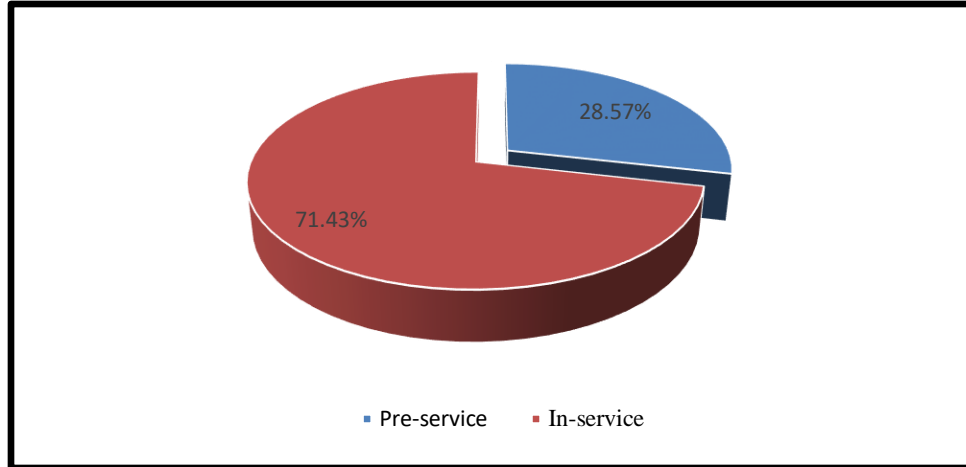


Figure 2.10: Teachers’ experience

We notice from the figure above that the majority of our participants are In-service teachers (05), whereas, the Pre-service teachers only (02).

Question 02: How often do you use Social Networks?

The aim of this question was to figure out teachers’ frequency use of social networks.

Table 2.11: Teachers’ frequency use of Social Networks

Options	Number	Percentage
Always	2	28.57%
Sometimes	5	71.43%
Rarely	0	0%
Never	0	0%
Total	7	100%

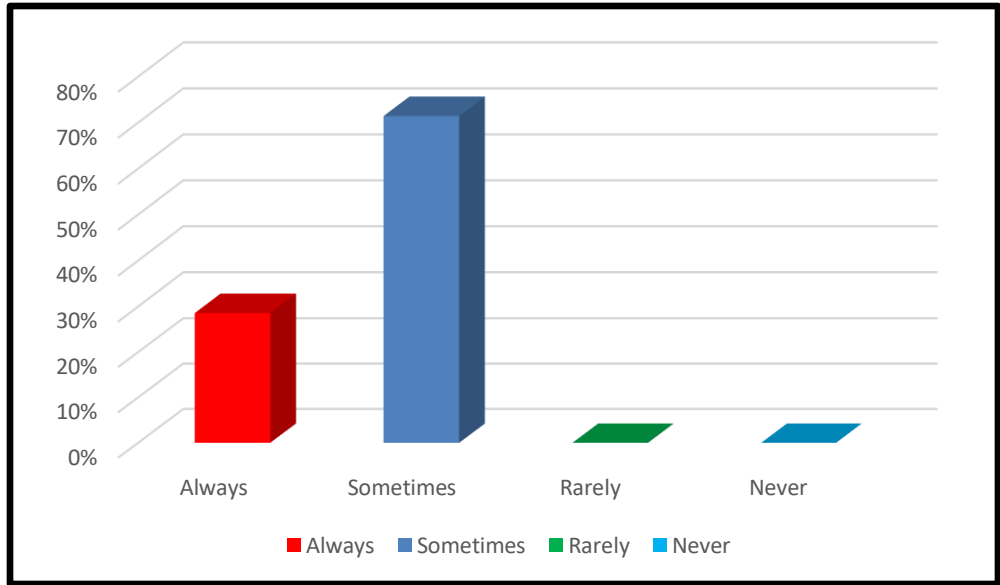


Figure 2.11: Teachers' frequency use of Social Networks

As the bar graph shows, the majority of teachers (05) making up (71.43%) said that they sometimes use social networks, while two (02) making up (28.57%) of them use them always; whereas, never and rarely frequencies has not been selected.

Question 03: Have you ever used social networking for educational purposes? If yes, how?

The reason behind asking this question is to determine if any of the teacher is using Social Networks for educational purposes and how do teacher achieve this goal.

Table 2.12: The use of Social Networks for educational purposes

Options	Number	Percentage
Yes	3	42.86%
No	4	57.14
Total	7	100%

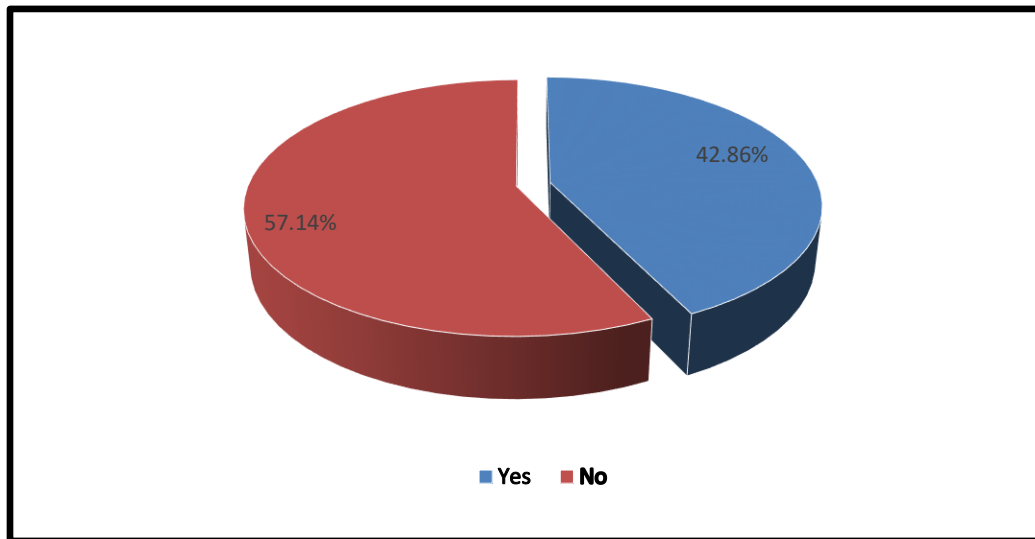


Figure 2.12: The use of Social Networks for educational purposes

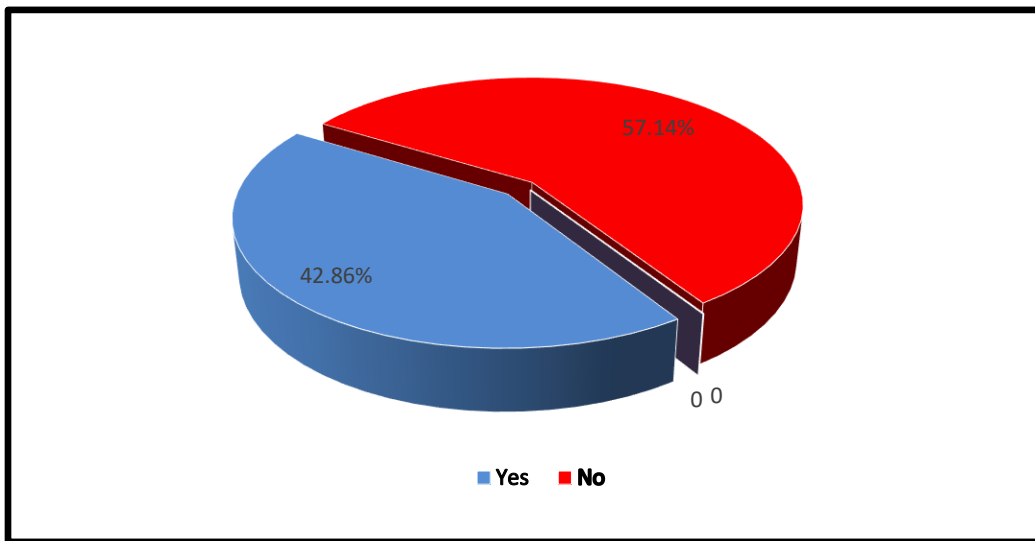
We notice from the pie chart above that (57.14%) of teachers confirm that they do not use Social Networks for educational purposes, while the remaining (42.86%) confirm that they use them for that purpose. Their answers concerning the question revealed that they use social networks mainly to transmit information either to colleagues or students.

Question 04 and 05: Some social networks are based on oral communication such as Viber, Skype and Messenger. As a teacher, do you use one of these to get in touch with learners? If “yes” which language do you use?

The reason behind asking the teachers these two questions and provided them by multiple choice of different answers is to find out if teachers take advantage of social networks to communicate with learners in matters related to education and which language do they use.

Table 2.13: The use of Social Networks to communicate with learners

Options	Number	Percentage
Yes	3	42.86%
No	4	57.14%
Total	7	100%

**Figure 2.13: The use of Social Networks to communicate with learners**

According to the data exposed in pie chart, (42.86%) of teachers use social Networks to communicate with learners. while (57.14%) of them confirmed that they do not. all of the teachers used English as the main language. However, one teacher mentioned that he only used Social Networks with very few students from time to time.

Question 06: To what extent do you think that using these social networking platforms can help your students develop their speaking skill?

This question attempted to know the teachers' point of view about the influence and usefulness of social networks on students' speaking skill.

Table 2.14: Teachers' opinion about the usefulness of Social Networks

The Influence	Number	Percentage
High	4	57.14%
Medium	2	28.57%
Low	1	14.29%
Total	7	100%

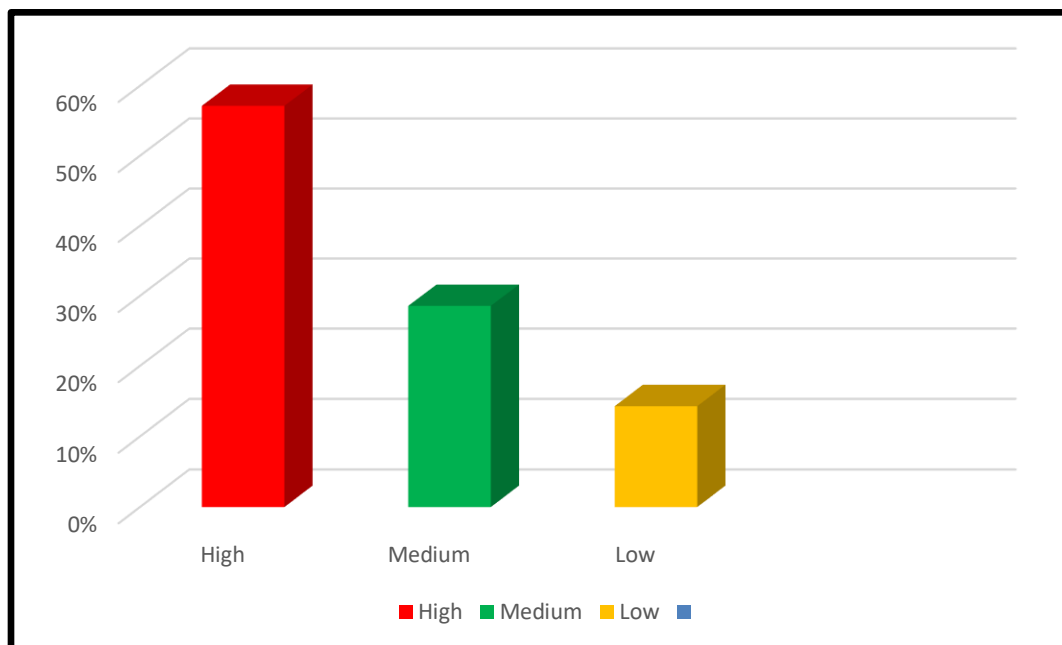


Figure 2.14: Teachers' opinion about the usefulness of Social Networks

From the bar graph, it is clear that the majority of teachers (57.14%) stated that Social Networks do have a high impact on improving students' speaking skill, while two

teachers making up (28.57%) believe that the influence is medium; whereas, one teacher has stated that the influence is very minimum.

Question 07: Do you think that students who interact with other native speakers of English through these platforms perform better in speaking skills than others? if yes, why?

This question attempted to explore the teachers' opinion about students who uses social networks to interact with native speakers in order to improve their speaking skills.

The answers from the teachers concerning this question were approximately the same, the majority of teachers represented with six teachers believe that social networks can be of some valuable contribution to help learners' oral performance since it gives them the opportunity to interact with native speakers of English and they will be putting their background into practice. Consequently, they will be able to perform better in class. On the other hand, one teacher stated that interacting with native speakers in informal way can cause harm. therefore, it can only help learners if used in a formal academic way.

Question09: According to you, how can we make use of Social Networking sites/platforms to improve the speaking skill?

The reason behind asking the teachers this question is to give them the opportunity to express their opinion and provide suggestions to better use social networks to improve the speaking skill.

In this open-ended question, we have attempted to open the path for teachers to express their ideas that they may have concerning our topic. In fact, we have noticed some similarities in the responses. One of the common points was that in order for learners to improve their speaking skill they should use academic English when communicating with

foreigners, this would lead to fruitful results that could help them throughout their educational career. Additionally, their responses suggests that teachers should increase their students' motivation and awareness towards the use of such platforms. One of the teachers believe that if the internet was of a good quality, social networks can ensure distant e-learning either for making up sessions in case of absence or for extra oral sessions to offer more practice.

2.9 Conclusion

This chapter has dealt with the analysis of the questionnaire obtained from both master one students and teachers of English department at the University Center Belhadj Bouchaib in AinTemouchent., description of the tools of research is provided besides the setting and the sample population. The results collected from the research instrument will be analysed and interpreted in the following chapter.

Chapter three:

Data Interpretation and Recommendations

CHAPTER THREE: Data Interpretation and Recommendations

3.1 Introduction

3.2 Interpretation of the Students' Questionnaire

3.3 Interpretation of the Teachers' Questionnaire

3.4 The Main Recommendations

3.4.1 For Teachers

3.4.2 For Students

3.5 Conclusion

3.1 Introduction

This chapter is devoted to the interpretation of the results obtained from both questionnaires. Moreover, it gives pieces of advice for the effective use of technology for learners and teachers as well. Also, this chapter offers suggestions and recommendations which may help EFL learners speaking performance through social networks.

3.2 Interpretation of the Students' Questionnaire

The results obtained from the students' questionnaire show that social networking can help students improve their speaking skill. The result of the first question has revealed that most of the students fairly acquired the basic features of the language. In question (02), the majority of students find that the productive skills are the most difficult skills. On the other hand, fewer students feel that listening and reading are more difficult to learn, which means that the productive skills are more difficult than the receptive skills. In question (3), more than half of students feel that they are good in speaking English and this can be understood as a sign of practice, on the other hand, we can see that a fair number of students have an average level in speaking English and this could be due to lack of practice.

When we asked the participants in the fourth question, the results showed an intensive use of social networks. However, this should not be considered as just a negative action since social networking can provide the perfect atmosphere for students in order to improve their skills. Furthermore, Messenger and Instagram are both so popular among students and this is no surprise since they are both additional tools that can be connected to the most popular social network that is Facebook. In question (05), the results show that the majority of our participants used social networks to communicate with native speakers

of English, which is logical since social networking is the easiest way to be in touch with native speakers of English around the world.

The following question revealed that if students benefit from using Social Networks in improving their English; most of them said that they find Social Networks much beneficial for them. which means that they are familiar with the influence of social networks and the advantages that they can provide the student in order to improve; whereas, some respondents feel that Social Networks are less beneficial for them and they rather use them for other purposes. In question (07), the majority of students have agreed that the use of Social Networks can help them improve their speaking skill. Besides, they have mentioned different reasons on how they can benefit from it. From the questionnaire outcome, we can deduce that they believe that interacting with native speakers of English is the best way to improve their speaking skill. This means that they are well aware that social networks can be very beneficial, except of five students that they do not think that Social Networks can improve their speaking skill since they rather have in person conversation, this can be manifested to their personal preference.

Concerning the next question, the majority of students have claimed that they tend to frequently use social networks for the purpose of improving and practicing their speaking skill. whereas, the other respondents have no intention in using them for this matter. Lastly, we have attempted to raise question (09) to help us find suggestions and recommendations on how can students make use and benefit from Social Networks to improve their speaking skill.

3.3 Interpretation of the Teachers' Questionnaire

The findings obtained from the questionnaire we have conducted gave us the opportunity to interpret the data and deduce that Pre-service teachers use social networks more frequently to get in touch with their learners than the In-service teachers. Moreover, we have noticed that all teachers use social networks in regular basis. However, only few of them tend to use social networks for either educational purposes or to get in touch with their learners, yet the use is very limited. This is maybe because they want to separate their personal life from their professional life. Furthermore, the findings revealed that the majority of teachers believe that social networks can help their students develop their speaking skill. Not only it can provide a better environment for students but also motivates them to put their English into practice with each other or more importantly with other native speakers from around the world. This means that our teachers are well aware of the usefulness and benefits of such technology in the field of education. However, as teachers have suggested, the main challenge lies at the pedagogic strategies that should be followed by students in order to enhance their speaking skill proficiency.

3.4 Recommendations

The current studies as well as the results taken from both questionnaires have paved for us the way to consider some ideas and recommendations on how to use social networks as a tool for students to improve their speaking skill. In fact, most of teachers are well aware of the effectiveness of social networks and welcomed the idea of using such technology in improving students' speaking skill.

3.4.1 For Teachers

Teachers must be trained about the use of new technologies for the sake of integrating them in EFL settings to improve students' speaking and familiarize themselves with the various applications designed for academic practices. Thus, this can only be achieved with the implication of the right strategies and pedagogies. Furthermore, teachers should interact more with their learners via social networks since it is very important for them to have oral conversations with their teachers, this will increase the communication in the target language, since it is very difficult for teachers to convince each student to participate in face-to-face oral activities inside the classroom due to some introvert students. Poza (2005:18-19) argue that if teachers can provide an environment where learners can feel comfortable enough "to concentrate on language and meaning, rather than on fear of failure and negative evaluation" this will lessen their level of anxiety and they will be able to improve their speaking proficiency and as long as teachers are involved in the discussion, the students are aware of their speaking and will help them improve.

One of the practical recommendations of using social networks is to promote collaborative work with students by giving them the chance to ask for feedbacks on assignments or engage their project ideas and activities while being guided and observed online by their teacher.

According to Phillips, Baird and Fogg (2011:13) "understanding and incorporating these digital learning technologies into your coursework will increase student motivation and enhance learning, while better meeting the needs of today's students and their digital learning styles". This means that motivation is a key factor in students' willingness to

improve in so many levels. Moreover, these social networking platforms such as skype and hangouts and Facebook will not just allow learners to collaborate with peers and teachers, but also with other classes to engage in meaningful and authentic target language activities, where they can put theory into practice.

Moreover, EFL teachers must develop students' Networking skills both online and face-to-face and shed the light on the usefulness of social networks while encouraging them to use English language as much as possible.

Teachers and students can choose a social networking platform like Facebook where teachers can create groups closed or open where they can open discussions while setting some rules like using proper sentence structure, correct word and grammar. Teachers can provide learning materials and have further discussion and interaction between them and their students. Furthermore, this will give the opportunity to all students to participate more in discussions. Another feature that teachers can benefit from using Facebook with learners is the use of "Poll" feature. Teachers will suggest various topics in order to discuss later in class and students will decide which one they find more interesting by voting and discussed via social networks. Consequently, classroom activities can be done more effectively with motivated students that will participate more in class which will help them practice their speaking skill.

3.4.2 For Students

According to the investigation held with first year linguistic master students, we are going to give some practical suggestions for using the social networks to improve the speaking skill.

EFL students should take full advantage of Social Networks to improve their speaking skill since it can create a relaxing context for them in order to express their ideas freely without the fear of being judged. This last will increase their motivation towards learning in general and improving their speaking.

In this sense, students should take into consideration the usefulness of these technologies, this last will help them feel motivated and will influence them, a positive attitude toward a specific kind or feature of information technology will result to taking full advantage of these technologies.

In the same respect, Social Networks can be an effective place where students can interact with native speakers, this will not just allow them to practice their speaking skill but also share experiences and being exposed to different cultures will help them improve their vocabulary.

For Foreign Language Learners, there is a distinct opportunity to engage in conversations with native speakers. Discussing life elements and issues universal to the human experience allowed for a common ground for international members to talk to each other, thereby allowing them to learn new vocabulary, sentence structure, and fluency.

(Gorg Mallia , 2013:129)

Social networks can shorten time and distance, Students should be more interested with such material because it will help them in learning and improving their English. Moreover, Students should use the English language as much as possible while using social

networks, like sending voice recording to each other using English this will help them practice and practice makes perfect.

Nowadays learners live amidst many digital tools like smartphones, computes and other devices that can make the access to these social networks easier than ever. Therefore, students should take full advantage of modern life technologies to improve their speaking skill.

Students should make use of many different social networking features like making video or voice calls for direct authentic communication with other learners, peers or users or for consulting their teachers while maintaining the use of professional language without neglecting grammar rules when interacting. This last will increase not only the students' motivation but also play an important facture for learning new knowledge and practice in a spontaneous, interactive environments.

Furthermore, students should take benefit of social networks by communicating with native speakers in order to gain much vocabulary and develop their speaking skill. They are encouraged to focus on their pronunciation and try to put their prior linguistic knowledge into practice.

In short, social networks can be a useful and an effective place where the students have a plenty of choices to improve their speaking skill.

3.5 Conclusion

The third chapter was devoted to the interpretation of the finding of the current research that will be used to test the hypothesis of the research. The researcher offered

some possible recommendations for both EFL teachers and students on how can social networks improve the students' speaking skill.

General

Conclusion

General Conclusion

This extended essay is undertaken to cover the influence of social networks and their impact on the students' speaking skills. It also aims at finding the right and most convenient strategies for both teachers and students to depend on, in order to enhance the speaking skill of the learners since it forms an important part of the communication process in any language. It is hypothesized by the researcher that the use of social networks by students may have a positive impact on their speaking skill proficiency through interactions with their teachers and peers, and practicing their English with other native speakers around the world.

This research has been divided into three chapters. The literature review was divided into two sections. In the first section, we tackled the definition of speaking and its importance. We have also dealt with speaking strategies moving to micro and macro skills of speaking. we have also shed the light on the typical EFL learners speaking problems, reasons for poor speaking skill and characteristics of a good EFL learner. In the second sections, we dealt with the definition of the internet. Followed by the definition of social networks and their evolution. Then, the importance of social networks, social networking sites as well as the benefits of social networking in the field of education. Finally, we have dealt with social networking and language learning and issues with social networks

Chapter two was concerned primarily with the analysis of the data gathered from the questionnaire. The data collected from first year Master English students and teachers of Belhadj Bouchaib University Centre is analysed in order to prove or disapprove the hypotheses suggested by the researcher. The outcomes of this chapter revealed that social

General Conclusion

networks have an impact on enhancing students speaking skill. the findings also showed that both EFL teachers and students approve of the usefulness of using social networks in improving their speaking skill.

The third chapter is devoted to data interpretation and recommendations where the researcher has suggested some recommendations for both teachers and students in order to enhance students' speaking skill.

Finally, we can say that social networks can be a valuable asset in improving EFL students' language learning process. Social networks can enhance the students' motivation to learn and improve speaking and increasing their language activity, but only if used properly. Moreover, the use of social networks to interact and communicate with native speakers will definitely improve the student's speaking skill.

What should be noted, is that this work is like any other work; it has some limitations. One limitation was with data collection in which it was difficult to reach our sample population due to students' strikes. In addition, the use of questionnaire as the only mean of investigation. Another limitation was that this research was conducted with a small group in only one grade level. This work is just an attempt to investigate the importance of the use of social networks in order to improve EFL students' speaking skill, further research would carry on investigating larger population from different grade levels, as this would provide more information. In addition, conducting another research with younger students to determine if this study could be seen with students in schools.

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Appendices

Appendix I

Dear students, this questionnaire aims to investigate the impact of using **Social Networks** in improving EFL students' speaking skill. You are kindly requested to fill in this questionnaire by putting a cross (X) in the appropriate square and answer the questions where necessary.

Part 1

1. How do you consider your level in English?

a. Good

b. Average

c. Less than average

2. According to you which skills is difficult to learn?

a. Listening

b. Speaking

c. Reading

d. Writing

3. How do you evaluate your level in speaking?

a. Good b. Average c. Less than average d. I do not know

Part 2

1. Do you use Social Networks in your daily life?

a. Yes b. No

2. If yes, what websites/platforms do you use the most?

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3. Have you ever used social networks to talk with native speakers of English around the world?

a. Yes b. No

4. To what extent you benefit of using these Social Networks to improve your English?

a. Much

b. A little

c. Not at all

5. Do you think that the use of Social Networks can help you improve your speaking skill?

a. Yes

b. No

Justify your answer:

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.....

6. How often do you use Social Networks to improve your speaking skill?

a. Very frequently

b. Sometimes

c. Rarely

d. Never

7. How do you think we can benefit from Social Networking websites/platforms to Improve speaking skill?

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Appendix II

Dear teachers,

You are kindly invited to fill in this questionnaire which is about the impact of social networks on the students' speaking skill. We would be very grateful if you could find time to share with us your experience.

1. Teachers experience

a. Pre-service b. In-service

2. How often do you use Social Networks?

a. Always

b. Sometimes

c. Rarely

d. Never

3. Have you ever used social networking for educational purposes? If yes, how?

a. Yes b. No

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4. Some social networks are based on oral communication such as Viber, Skype and Messenger. As a teacher, do you use one of these to get in touch with learners?

a. Yes b. No

5. If “yes” which language do you use?

- a. Mother tongue b. English c. French

6. To what extent do you think that using these social networking platforms can help your students develop their speaking skill?

- a. High b. Medium c. Low

7. Do you think that students who interact with other native speakers of English through these platforms perform better in speaking skills than others? if yes, why?

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8. According to you, how can we make use of Social Networking sites/platforms to improve the speaking skill?

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Thank you