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The Role of Social Media in Enhancing EFL Learners' Speaking Performance

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Dedication

First and foremost, thanks and praises to the almighty God for his showers of blessings throughout my research work to complete it successfully

I want to dedicate this work to:

To the soul of **my mother** who made me the woman I am today, rest in peace mom.

I hope you are proud of what I have done in my life...

I do it in honor of you.

I will always love and miss you.

To **my father**, for always being by my side and making my days brighter

To **my sisters** and **brothers** for their endless support and motivation

To all **my friends**.

Khadija

Dedication

This work is dedicated to:

My beloved parents, it is their unconditional love and support that brought me up to the higher level

To my brothers and sister who gave me endless love and support to finish this work

To all my friends.

Anfel

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Special thanks go to master two students for creating joyful moments and making unforgettable memories

Abstract

This study has been carried out in Abbas LAGHROUR University to investigate the role of social media in enhancing students' speaking skill. The main objectives were to highlight the positive facet of the daily use of social media and its role to improve the speaking skill among EFL learners. To gather data about the situation, a questionnaire was used as a tool to gain precise and in depth information about the situation. A questionnaire and an interview were administered to both teachers and students. The findings of data analysis revealed positive results concerning the use of social media among EFL students. The results of the study show that the majority of the students use social media which indicate that it is a major part of their educational life. Furthermore, all of the students are using social media in their daily studies and to reach educational purposes such as investigating further studies, explaining concepts as well as translating words. Also, the majority of EFL students get profit from social media tools to communicate with native speaker for many purposes such as to know about the native culture and to develop their oral skills in the English language. Additionally, the participants agreed that social media types such as Telegram, Skype, and WhatsApp play a vital role in enhancing their oral proficiency which means they have positive effects. Thus, through the discussion and interpretation of the results, we found that our hypothesis has been confirmed.

Key words: Social media, Speaking skill, EFL learners.

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List of Abbreviations

- **EFL** : English as a Foreign Language
- **ESL** : English as a second language
- **ELL** : English Language Learners

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General Introduction

1.1 Statement of the Problem

Nowadays, the English language represents the language of the entire world. Despite of its native countries, it also takes a place in all other countries of the world as a second or a foreign language. Learning English as a foreign language is based on mastering the four skills of the language namely reading, writing, listening, and speaking. In other words, mastering any language requires being able to pronounce correctly and fluently various elements of that language, being able to build up and construct a set of related and coherent sentences starting from the smallest element of the language to the longest one. These skills are taught in many different ways and methods and also they are impacted by many factors because they are the platform of learning any language. One the factors that had an influence on learning language skills especially speaking fluency is social media which almost takes all of our time. The use of social became a part of peoples' lives no matter who they are and wherever they were. The current study will investigate the role of social media in enhancing learners' speaking fluency, in other words does really social media increase the students' speaking ability.

1.2 Research Questions

In order to build up this research paper the following questions should be answered:

- 1- What is the impact of social media on students' learning process?
- 2- How do social media affect students' speaking skills?
- 3- How can learners' make profit from their daily use of social media in order to improve their speaking fluency?

1.3 Research hypotheses

Thus, the following hypothesis is going to be tested:

- 1- The use of social media enhances EFL students' speaking skills fluency.
- 2- Oral proficiency can be developed positively through the integration of social media in EFL classes.

1.4 Aims of the Study

The current study aims at investigating the role of social media in enhancing EFL students' speaking fluency and to highlight the positive facet of the daily use of social media and its role in enhancing the English language learners' speaking fluency.

1.5 Background of the Study

Technology has played an essential part in all areas of life in the twenty-first century, and the effects of this progress have made communication a need for every individual during his or her lifetime. This requirement compelled the media to carry out the time and establish what we now term social networks, which have grown popular and beneficial in recent years. In reality, individuals prefer to interact with one another using Social Networking sites. There are several reasons for people's preferences, one of them is to converse in other languages such as English and practice it with native or nonnative speakers in order to enhance their language abilities. This point is an important approach to learn English. As a result, social networks may play a significant influence in EFL learners' exposure to the language. According to Raymond (2012) "once social media was introduced, it enabled new way for people, particularly the younger generation, to connect with one another, based on common interests, goals and even values". In other words, social media appears to be indispensable in today's world. Almost everyone uses social media platforms

because it serves a practical role for people. Connecting with others, whether close or distant, is easier and faster. On the other hand, social media can assist people in interacting with one another and exchanging or sharing information and ideas; yet, social media has an impact on everyone. “Social media has expanded enormously in the previous few years”, as Ahmad Bilal puts it. The growth rate has been quite high since 2006. Facebook and Twitter, in particular, have exploded in popularity recent years, gaining millions of members. With the rate at which technology advances, it’s clear that the more will be required. Social media have brought about tremendous change in the realm of improving learning. It can assist both teachers and students improve in the learning process; they simply need to use it more effectively. According to B. Waheeda Parveen (2016), “Social media encourages learners to have fun and engage them in new learning styles.” Technology allows students to participate in activities on their own.

1.6 Methodology

1.6.1 Choice of the method

The mixed methods design will be the design in this study. A mixed method approach is a procedure for compiling and analyzing data by mixing both quantitative and qualitative research and methods in a single study to understand a research problem (Creswell, 2008).

1.6.2 Sampling

The current study's population is made up of both master one students and EFL Teachers of English at the University of Khenchela. Our sample consists of 50 individuals out of a total population of around 120 pupils and three teachers of oral expression.

6.3 Data Gathering tools

6-3-1 Questionnaire

A questionnaire including a multiple questions will be given to a sample of teachers of middle schools to gather information about what their level of awareness about dyslexia and what are dyslexic children needs, how they prefer to learn.

6.3.2 Structured interviews

As a qualitative technique, structured interviews with teachers will offer the study with more details and information about role of social media in teaching oral expression .Using this sort of interview would allow researchers to ask more questions while also leaving the floor open for any potential ideas that may arise throughout the interviews.

7. Thesis organization

The dissertation is divided into two chapters. The first chapter is devoted to outlining the theoretical framework of the study, and it is separated into two pieces; the first portion describes speaking ability and social media, their types, usage, and activities, and so on. The second chapter is divided into three sections, the first of which is devoted to research methods. It describes the research strategy, sample, and tools utilized to achieve the study's objectives. Furthermore, the second portion analyzes the instruments directed to the study's sample. Finally, the final one offers the findings' conclusions, their interpretation, limitations, and some prospective future study, as well as a general conclusion.

Chapter one:

Reviewing Literature

Introduction:

For many years, language has been viewed as a way of communication amongst people of all races and colors. Humans require language in the same way that they require oxygen, water, and nourishment. . There would be no existence without the channel that unites people, as it is the primary route of speech communication between individuals, organizations, and individuals. Language instruction has always encountered a variety of challenges in its pursuit of success. One of the most common problems that EFL teachers face is how to get students to utilize the language properly and correctly in real-life situations. Similarly, when students are forced to do project that require them to talk in class, they perform poorly. Furthermore, some teachers continue to use outdated approaches and procedures that do not provide the necessary environment for pupils to speak freely. This further complicates the situation.

1.1 Speaking Skill:

Speaking is a common way for people to communicate in a social setting. Also known as "the process of creating and sharing meaning through the use of verbal and nonverbal symbols in a range of circumstances," Speaking is "the process of creating and sharing meaning through the use of verbal and nonverbal symbols in a number of contexts" (Chaney, 1998, p. 13) Speaking is defined by (Brown, 1994) and (Burns & Joyce, 1997) as a reactive process of structured meaning, which comprises receiving, creating, and sharing information. Speaking is described in Applied Linguistics as a social and situation-based activity, as well as speaking as an interaction (Azadi, Biria, & Nasri, 2018; Thornbory, 2005). All of these viewpoints consider speaking as an integral part of a learner's everyday life, both in terms of receiving and generating speech. For both students and teachers, speaking is a vital language skill. Bygate is a term used to describe a (2002) Consider it a multi-level, sophisticated expertise.

The difficulty is illustrated by the fact that using speakers' linguistic knowledge and activating their ability is required to do so in real-life settings.

1.2 Speaking strategies:

Speaking strategies are a key part of language acquisition approach training. Oral strategies are also known as communicative strategies, communication strategies, conversation skills, and oral communication methods in the literature. For the purpose of this search, speaking techniques gadgets that students utilize to handle any communication challenge when speaking in English, Speaking techniques are important because they assist foreign language learners “in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language,” according to O'Malley and Chamot (1990, p 43). One of language learners' goals can be to use the foreign language in various conversational exchanges and eventually become a skilled speaker. A competent speaker, according to Hedge (2000), understands how to employ speaking methods. “These methods come into play when learners are unable to convey what they want to say because they lack the resources to do so successfully,” according to Hedge (ibid) (p. 52). These tactics, both verbal and nonverbal (e.g. verbal circumlocution, clarification, non-verbal mimicry, gestures, etc.) They can be used to compensate for a communication breakdown or unfamiliar terminology or topics, as well as to improve effective communication. Speaking methods are important because they give foreign language learners useful tools for communicating in the target language in a variety of contexts. However, whether or not to teach speaking tactics is a point of contention. Kellerman (1991) is an opponent of such instruction, believing that learners can naturally transfer these tactics from their native language to the target language. Canale (1983), on the other hand, advocates for speaking strategy training because "learners must be shown how such a strategy might be executed in the second language... Learners must also be encouraged

to employ such tactics (rather than remaining mute...) and given the opportunity to do so. (p.11) Students, in my opinion, should receive this type of instruction in language lessons because they do not always transfer L1 (first language) skills to the L2 (second language) I argued in a previous study (Méndez 2007) that learners tend to remain silent or rely on the teacher to compensate for unfamiliar vocabulary or grammar structures. When ten learners were audio-recorded performing speaking tasks before training, the results were similar. Only two people used a speaking approach, demonstrating that L1 information may not always be transferred to L2. Mugford (2007) found that learners and even teachers are unprepared to deal with some less-than-pleasant communicative encounters, such as rudeness, disrespect, and impoliteness, in a study conducted in the Mexican context. Despite the fact that this may appear to be a separate topic, Mugford believes that students should be taught speaking skills so that they can communicate realistically when engaging in English.

1.3 How to Teach Speaking:

The following are the principles of teaching speaking skills, according to Anuradha et al (2014) Encourage pupils to speak from the very beginning. If not, she should teach them as soon as possible, rather than waiting until she has a store of words, phrases, or sentences. Allow students to repeat what they say if that is all they have to say. Accept it for the time being if a pupil responds to a question with a single word. Allow students to communicate freely with whatever English skills they have. Propose structures/words and have the students use them in a variety of situations, drilling as much as possible. Encourage students to use the back-chaining or tail-forwarding approach to combine more than 10 sentences to create large sentences. As much as possible, organize role play and pair work, and supervise the learners to correct the active ones and activate the inactive ones. In terms of lesson planning, activities, and tasks, be fully prepared in advance. Allow learners to make faults and mistakes in the early stages. Interruptions and corrections stifle learning and discourage students.

1.4 The Importance of Speaking Skill:

Speaking ability is the most critical skill to gain when studying a foreign or second language. Speaking is regarded as the most crucial of the four key language abilities in learning a foreign or second language. According to Brown and Yuke (1983), "speaking is the skill on which pupils will be judged most in real world circumstances." Regardless of its importance, teaching speaking skills has been devalued, and most EFL/ESL teachers have continued to teach speaking skills in the same way as they teach memorization of dialogues or drill repetition. Nonetheless, the modern world requires learners to have communication skills, and English teachers must teach ELLs the necessary skills so that they can develop their speaking talents and function well in real-life circumstances. Oral skills are completely disregarded in today's EFL/ESL teaching environment, despite the fact that employability is more dependent on communication than technology. Because important features of language, such as phonological, morphological, semantic, and syntactic aspects, have received little attention. It has become a significant barrier for ELLs to acquire speaking skills among English learners. So far, more emphasis has been placed on reading and writing abilities. Following the recognition of the importance of oral communication skills, more attention is now placed on improving learners' speaking skills in order for them to succeed in their studies and achieve in their fields once they complete their education. Furthermore, English is the language of opportunity for work and achievement in achieving one's intended life goals.

All learners who want to learn English to improve their profession, improve their business, increase confidence, acquire better job chances, give public speeches, attend interviews, engage in debates and group discussions, give presentations, and so on must have strong speaking abilities. Everything in today's world is interconnected with speaking skills.

1.5 Speaking Skill Development:

“The ability to talk fluently demands not only mastery of linguistic features, but also the ability to process information and language ‘on the spot,’” according to Harmer (2001). (page 272). Speaking ability, in our opinion, entails more than just following particular grammar rules. It has to do with the speaker's ability to transmit and interpret ideas, opinions, and comments in various communicative circumstances on the fly. Wallace (1978) affirmed that “oral practice (speaking) becomes meaningful to students when they have to pay attention to what they are saying.” (p. 98). As a result, students can improve their ability to interact or express themselves smoothly with exact vocabulary and good or acceptable pronunciation by using these vocabularies to discuss well-known scenarios, such as healthy lifestyles.

1.6 The Components of Speaking Skill:

1.6.1 Pronunciation: is the process by which pupils produce clearer language when speaking. It suggests that even if a student's vocabulary and grammar are limited, they may communicate successfully if they have strong pronunciation and intonation. The traditional or customary uttering of words is referred to as pronunciation. From that remark, it can be deduced that pronunciation is the method by which pupils generate distinct spoken words when speaking (Kline, 2001, 69). Mastery of a list of sounds or isolated words does not equate to mastery of English pronunciation. Instead, it boils down to mastering and practicing the unique English method of making a speaker's views understandable (Gilbert, 2008, 1).

1.6.2 Grammar: is required for pupils to construct correct sentences in written and oral conversations. Grammar is described as a method for accounting for and forecasting the linguistic knowledge of an ideal speaker or hearer. This is accomplished through a set of rules or principles that can be utilized to generate all grammatical or well-formed utterances in the

language (Purpura, 2004, 6). Furthermore, according to Greenbaum and Nelson (2002:1), grammar is a set of rules that allows us to integrate words in our language into larger units.

1.6.3 Vocabulary: is crucial for successful second language use since we will be unable to apply the structure and function we have learned for comprehensible communicative purposes if we do not have a large vocabulary. One essential to communication success, which is the power of words, can be said. Vocabulary refers to the proper diction or the most significant aspect of a language, particularly when speaking; also, understanding a large number of vocabularies will make it easier to express our ideas, feelings, and thoughts both orally and in writing. The vocabulary in spoken language is typically common and daily (Turk, 2003,87).

1.6.4 Fluency: is described as the ability to communicate effectively, fluently, and accurately in a foreign language. Fluency usually refers to the ability to express oneself verbally without being interrupted. If a teacher wants to assess a student's fluency during the teaching and learning process, the instructor should enable pupils to speak freely and without interruption. The goal is to assist pupils in speaking clearly and naturally. The teacher does not correct right away, owing to the belief that too much correction disrupts the flow of dialogue (Pollard, 2008,16).

1.6.5 Comprehension is the ability to perceive and analyze long periods of speech, as well as to build representations of sentence meaning. The ability to comprehend a second language is more difficult to examine since it is not directly observable and must be inferred through overt verbal and nonverbal answers, artificial instruments, or the teacher's or researcher's intuition. Even when methods are sophisticated and include hazards, comprehension refers to the fact that participants completely comprehend the nature of the study project (Cohen et al., 2005,51).

1.6. Problems of teaching speaking skills:

Speaking is a highly complex and dynamic skill that requires the simultaneous activation of numerous processes – cognitive, bodily, and socio-cultural – and a speaker's knowledge and skills to be activated quickly and in real-time. . Its importance among the four skills involved in learning a foreign language has shifted dramatically, from almost being ignored in the Grammar – Translation Method to becoming the most important skill in the Direct Method; additionally, audiolingualism (the principle based on oral discourse viewed as imitative routine behavior in typical and predictable situations) has placed a greater emphasis on speaking. In the middle, there was the Cognitive Method, which included activities in all language skills and treated them equally, whereas Communicative Language Teaching added a more realistic dimension to teaching speaking by introducing a variety of forms of interaction into the classroom where the language appeared in natural or likely situations.

Despite the inherent differences in approaches, accessible methods, strategies, or resources, speaking is currently regarded as the most fundamental talent to master. Oral communication has become the ultimate objective of language acquisition, and its proper development has been a point of concern for both teachers and learners, as the communicative period has progressed. However, acquiring mastery in a foreign language in the classroom is a difficult task. Furthermore, an advanced speaking activity should foster the development of learners'

sociocultural knowledge, or "culturally embedded rules of social behavior" (Thornbury, 2007, 31) as well as their linguistic knowledge, which includes discourse and speech act knowledge, as well as knowledge of the target language's grammar, vocabulary, and phonology.

Excessive self-monitoring and the practice of developing statements in the native language first and then translating them into the target language might exacerbate speaking difficulties.

1.7 Activities for teaching speaking skills:

When it comes to teaching English as a second language, a variety of elements such as the students' age, their degree of English knowledge, the context, and the goal of teaching all play a role. There are several approaches to teaching speaking, including the genre-based approach, which focuses on imitating models rather than the language that learners actually produce, and the task-based approach, which focuses on the process of using language rather than the language that learners actually produce. , a comprehension-based method based on listening exercises (Thornbury 2007 , 121). Apart from several theoretical factors, it is self-evident that learners must talk in order to learn or develop this capacity.

The process of improving one's speaking abilities is divided into three stages (Thornbury 2007, 40):

- **Awareness:** learners are made aware of target language knowledge features
- **Appropriation :** these aspects are integrated into their existing knowledge base
- **Autonomy:** learners gain the ability to utilize these characteristics in real-time without support.

Storytelling, comedy, role-playing, and simulation activities are some of the other speaking activities advanced students can try (Thornbury 2007 ,42). To sum up, in order to promote effective language use, each speaking task must be productive, purposeful, engaging, demanding, safe, and authentic (Thornbury 2000, 90).

Conclusion:

The purpose of the search was to emphasize the necessity of teaching speaking to students of all levels, with a concentration on students with advanced English competence. The teacher, the learner, and the resources all have roles to play in this spoken instruction. The major goal of speaking exercises is to assist students develop expert-level fluency, in which meaning is delivered with few pauses and in a context-appropriate manner. . Learners can improve their speaking abilities by engaging in activities that focus on language; thus, skills and techniques are an important aspect of teaching speaking. The report also included some suggested activities for learners to improve their knowledge as well as some advice for improving their speaking abilities.

Section Two

Introduction

This section will discuss several points that deal with the role of social media in enhancing the speaking skill. This part discusses, in particular, the definition of social media, and its types. Then, moving to the crucial point in this chapter which is the use of social media in EFL classes and how they are used by the teachers. Finally the advantages and disadvantages behind this use. Finishes with small conclusion.

2.1 Definition

The term "social media" has been defined in a variety of ways. The concept of social media became popular in the years 1994-1995, when the first social networking website, Geocities, was launched. In truth, there are numerous definitions of social media, as it is an enigmatic phrase that encompasses a wide range of websites. According to Kaplan and Heinlein (2011) define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content." In other words, Social media is web-based services that allow individuals to build a public or semi-public profile within a specific system, clarify a list of other users with whom they share a connection, and view and navigate their list of contacts and those made by others within the system." As a result, we believe that what makes the social network is important is that with social networks can people have a long string of friends they can communicate or share information or ideas with them (Boyd & Ellison, 2008). That is say Social media are electronic social platforms that people use to convey thoughts, and feelings, share photos and videos for the purpose of facilitating communication.

2.2 Types of Social Media

Six separate categories of social media were identified by Kaplan and Heinlein. Which they consist of the classification of three levels, each level has two types. Starting by the first level, which involves applications like collaborative projects (e.g. Wikipedia), Apart from the data, you earn the lowest grade because they are frequently text-based and so allow the Switch to be simple. Content communities (e.g., YouTube) and social networking sites (e.g., Facebook, Instagram, skype) are the next level, allowing users to share photographs, videos, and other media types as well as engage in textual discussion. The third level consists of virtual games and social worlds (such as World of Warcraft and Second Life),"... which seek to replicate all aspects of face-to-face interactions in a virtual setting (Kaplan & Heinlein, 2010).

2.2.1 Skype: is an internet conversation software program. It is an internet-based communication platform that enables users to make audio and video calls. In addition, Skype in the Classroom is a good streaming community that links teachers with educators and guest speakers from all around the world.

It's a platform where teachers may search for and schedule Skype classes for their students. Furthermore, it provides students with an excellent opportunity to communicate with native speakers. Since most of them are also very shy, this becomes an ideal offer for them to gain the confidence to communicate using the English language.

2.2.2 YouTube: according to Watkins & Wilkins (2011), is a free online platform that allows users to save and show video clips for viewing and sharing. YouTube was founded in February 2005 by three former Google workers, Steve Chen, Chad Hurley, and Jawed Karim, and it was purchased by Google Inc in November 2006. YouTube may be quite useful in meeting learners' expectations for meaningful language use. Teachers of languages can

benefit from using YouTube since it allows them to make their classrooms more exciting and self-contained. Bring these strong movies in a foreign language, on the other hand, and make EFL lessons go more smoothly by sharing brief presentations on the internet.

2.2.3 Telegram: is a cloud-based messaging service that needs users to have internet connectivity in order to connect. This Instant Messaging platform, which requires an internet connection, may be accessed via applications on mobile phones, tablets, desktop computers, and the web. Except for voice calling, this messaging program is an asynchronous way of communication, which means that users do not need to be online at the same time or in the same area to exchange messages (Herring, 2007).

2.3 The use of social media

Social media technologies have clearly become a vital part of people's life, and they are frequently utilized by young people, particularly university students. The widespread adoption of social media platforms has had a significant influence on how people learn and interact with one another, culminating in the formation of learning communities fueled by collective intelligence. The use of social media has always been a key factor in the enhancement of speaking skill in EFL classes due to its tangible impacts that were hugely recommended by experts. There are many different definitions that surround the term social media. Also, you must know there is no single answer to this question of yours. But it is also true that technology is starting to create a very big world and social media is going to play a very important role in it.

The word "social media" has several distinct meanings. You should also be aware that there is no one answer to your query. However, it is also true that technology is beginning to create a very large globe, with social media playing a significant role. To be more specific, we may define social media as follows:

Social media platforms are online networking services that allow you to communicate, engage, share, and exhibit whatever you want to emphasize. Social media has a vital role in education, from boosting students' skills to preparing them to encounter a new culture and language. The appropriation of existing vocabulary is one of the most noteworthy ways in which social media has affected the English language. Words that formerly had different meanings have now been given new connotations in an online environment, which has spilled over into verbal conversation. Nobody had ever heard of the phrases "unfriend," "selfie," "fleek," or "emoji" until a few years ago. Social media plays a prominent role in English language learning since it allows English language learners to enhance their writing and reading skills, as well as read new texts and phrases to expand their vocabulary. All studies revealed that social media plays an important role in the development of writing performance of English learners at the school level, such as facilitating English learners to learn new words and vocabulary appropriate for their ability of English language learning, being easier for English learners to read than books and other text materials, and arousing the interest of English learners. English learners can utilize social media platforms for an extended amount of time without hesitation or boredom. Similarly, the data revealed that young university-level learners prefer social media to books or other text resources while visiting to the library to obtain books relevant to vocabulary development. However, students may utilize social networking sites such as Facebook, Twitter. It was determined that the role of social media is dominating in the development of writing performance in the English language at the school level. The function of social media in the growth of English language writing is similar to the brightness of the day because social media helps English learners acquire new words and phrases and enhance their writing abilities. Furthermore, emerging technologies, Social media, in particular, has changed the forms and genres of writing. According to research, pedagogically appropriate usage of social media has the potential to improve students' desire

for writing, raise their knowledge of audience and authorship, and encourage writing growth. These social media benefits provide chances for second language learners to engage in writing in the target language

2.4 Advantages and disadvantages of social media in EFL class

Social media can be very influential in all domains of life; it is a double edged sword in that it has both positive and negative impact.

2.4.1 Advantages of social media on EFL class:

According to Lee (2011) Social media has gained credibility over years as a trusted source of information and knowledge; as we are seeing that the use of social media in EFL class provides students with the ability to get more useful information; in that social network tools afford students and institutions with multiple opportunities to improve learning methods thus students can benefit from online tutorials and resources that are shared through social network tools.

Social media enables Institutions to communicate with students efficiently via YouTube and Facebook in that learning colleges can have the ability to connect with students through social media networks such as Facebook, YouTube and Google plus groups, these channels can be used to communicate campus news make announcements and provide students with useful information also sharing supportive and positive posts that reach all students that are connected to the network pages to help them more in their courses.

Social media can make studying more collaborative and efficient, it can help centralize the collective knowledge of an entire class to make studying and communicating more efficient for everyone, designate a course or study groups.

According to a recent research made by communication team around college study trends, it was found that over 70% of students feel that the technology they used to study should be as tailored to their needs as social media feeds they're fast working to achieve that with significant student experience updates to their ALEKS and connect adaptive learning platforms.

Social media has other advantages on learning. First, it saves time such as starting a collaborative study network to tap into the group mind can save everyone time and effort; for missed classes or lectures have someone stream or record the lecture on periscope or Skype. Use Google Hangouts to facilitate group study sessions. Follow or become a fan of the authors who wrote the books that are being used in class. Ask questions to experts and influencers for more knowledge.

Organize learning resources: social media tools can help keep course information and accessible it can help also identifying additional content to reinforce or extend core instruction through sending video notes, questions or reminders to one's classmates.

Social media no longer has to be an obstacle to studying, it can help students create and manage study community and make the best use of study time and find new resources to help them learn and retain knowledge.

There are many social media tools for studying that can be taken advantage of for students of any age, from elementary all the way through college. Facebook pages are used to broadcast updates and alerts this can be the perfect social media platform to incorporate into the classroom. Instead of putting instructors and students alike through a new learning curve when dealing with traditional online classroom dashboard, stick to something everyone already knows. Have students follow the class's Facebook page, and the instructors can use it to post class updates, share homework assignments and encourage discussion.

Students also can create a class blog for discussion to share the course syllabus and any assignments, updates and resources.

YouTube is a network tool that is very beneficial for learners to improve their knowledge through sharing tutorial videos also it helps them to reinforce their listening skill.

Social media tools are very beneficial for learning teaching process, they have a lot of advantages on society in general and students in specific. However, social media tools have also many disadvantages in all domains of life.

2.4.2 Disadvantages of social media on EFL class:

* **Distraction and poor self regulation:** the fact that distraction can occur when using social media for learning, educators can do their best to steer students towards good habits and practices and reap the benefits that social media offers. With the massive amounts of content on social media, educators may find it hard to manage and regulate students' activities.

* **Social media can be an interruption:** it is the biggest disadvantage of using social media in the classroom that can distract students from their studies. Social media networks like facebook can turn students' attention away from what is happening in the class and it affects learning process.

* **Cyber bullying:** at one side, social media offers a great way for students and teachers to connect, on the other side, they can be a tool of malicious behavior, and social media makes it easier for students to abuse or bully their peers or even their teachers.

* **Posting unsuitable content on social media:** this is one of the major reasons social media is not permitted in schools because it is very challenging to keep an eye on

how students use social media. A student can post unsuitable content which would be distracting and harmful to other students.

* **Lack of face to face communication:** some educators are worried that although real time online stream creates a safe way for learners to express themselves yet, students are missing valuable lessons in real life skills. For development of personal relationships and social life, students need to be efficiently expressing themselves and meeting with others in person. (Palloff & Prat, 2007).

* **Detached with the real world:** students who spend too much time in the virtual world interacting with unknown faces might have difficulty in communicating with people in the real world.

* **Glamorizing drugs and alcohol:** according to Zimmerman (1997) social media is not the only source which shows drugs and alcohol in a glamorized form. Social media platforms pose a threat if students start following kids who use drugs and alcohol, which eventually inspires other students to follow the same. The major problem with social media is that it is very hard to identify whether the student is constructively using it or not.

* **Social media networks encourage laziness:** students depend totally on technology sources to do their assignments or homework; especially websites and google plus they check the information they need without modifying it or even paraphrasing it, they rely on social media tools to do whatever they need without any efforts (Nilson,2013).

Social media has played a significant role in acting as a great source of communication exchange. If a student uses it cautiously, social media platforms can be a great source of entertainment and learning. However, one must remain alert that they don't become an addict to these issues.

Conclusion

In this chapter, we focused on the role of social media in the development of speaking skills, starting with the definition of social media and its types in general and then specifically the use of social media in EFL Classes. To be able to have a complete understanding of how the social media can be used to enhance speaking skills in EFL Classes. Finally, we discussed the advantages and disadvantages with small conclusion.

Chapter Two:

Methodology and Findings

Introduction

This chapter spots light on the practical side of the work. It is divided into three sections. In the first section, the researchers explain the appropriate methodology used in the study. In more detail, they go into further information on the research design, data gathering tools, the sample, and how data can be analyzed. The second one is concerned with the analysis of the instruments. Finally, both the interpretation and the discussion are covered in the last section.

Section One

1. Research Methodology

It is self-evident that any academic study requires research methodology; otherwise, achieving the goals we set for ourselves would be impossible. According to Leedy (1993), research technique is an essential component of every research project. As a result, the methodology explains how the research was designed, designed, and carried out following scientific criteria (Mouton & Marais, 2016). In terms of research technique, there are two types of study designs: quantitative and qualitative. Wyse (2011) distinguished between quantitative and qualitative designs concisely. The former is used to define the problem by generating numerical data that can be converted into statistically useful information. It uses quantifiable data to build facts and identify patterns in the data. The latter, qualitative design is a type of exploratory study that is used to learn about underlying causes, perspectives, and motives. Since the sampling procedure is based on what needs to be learned, and respondents are selected to fit the quota, the sample size is usually small. The researcher may employ any or both of them depending on the nature of the investigation. A mixed-methods study employs both quantitative and qualitative methods. This design was characterized by Creswell (2014)

as a “procedure for gathering, analyzing, and “mixing” both quantitative and qualitative research and methodologies in a single study to better understand a research topic and add a qualitative component. When time and resources are limited, this can be even more beneficial.

1.1 Research Design

A plan, structure, and method of study... to find answers to research questions and challenges have been characterized as research design. It contains a detailed overview of what the investigator will undertake, from developing hypotheses to data analysis (Kerlinger, 1986). To be more explicit, the study design should specify which techniques were used and why they were chosen. In this study, the mixed methods design will be used. In this present investigation, combinations of quantitative and qualitative methodological techniques were used to get real research outcomes. It is up to the researchers to choose an appropriate design that will allow them to get a clear knowledge of the issue and distinguish between data that can be collected with or without the intervention of the researchers. A mixed-methods approach is a strategy for collecting and evaluating data that combines quantitative and qualitative research and methodologies in a single study to better comprehend a research topic (Creswell, 2008). Combining various parts of qualitative and quantitative research has been referred to as mixed methodologies research, which is deemed suitable within a single inquiry and aids in enhancing the degree of accuracy and validity in the results. One of the primary benefits of mixed methods research is that the limitations of each technique are compensated for by the strengths of the others.

1.2 Sampling

As it is defined in Merriam Webster: “the act, process, or technique of selecting a representative part of a population to determine parameters or characteristics of the whole population.”

1.2.1 Profile of students

The current study's population is made up entirely of master one students of English at the University of Khenchela. Our sample consists of 50 individuals out of a total population of around 120 pupils. This study's participants were selected using a convenience sampling method. The major criterion for selecting participants was their availability and willingness to engage in this study.

1.2.2 Profile of teachers

Three teachers of oral expression were the population of this study. One of them was a novice teacher while the rest have been teaching for a long period of time.

2.3 Data Gathering Tools

The researchers used a questionnaire as an instrument to carry out this work.

2.3.1 Questionnaire.

A questionnaire is a series of questions meant to extract data from respondents. The questionnaire should be designed interactively so that respondents feel as though they are being spoken to. Typically, surveys begin with an introduction that informs respondents about the study's aim and objectives. In general, questionnaires are employed as the primary method for data collection.

2.3.1.1 Description of Questionnaire

Data instrument used to gather data for this extended research is the questionnaire. The latter is divided into three sections; each section consists of several types of questions (13 questions). The first section is concerned with some introductory questions about students' attitudes and usage of social media in their lives. The second section addresses the relationship between the use of social media and students' oral fluency. The final section addresses the focal point of this investigation which is the role of social media in enhancing students' speaking fluency.

1.1.3.2 Interview

An interview is a qualitative research approach performed by two or more people in which the interviewer asks questions of the interviewee in order to gather and elicit data on the subject. Burns (1997, p. 329) defines an interview as "a verbal interchange, generally face to face, but the telephone may be used, in which an interviewer attempts to obtain information, beliefs, or opinions."

1.1.3.3 Description of the Interview

The interview has been conducted with three teachers of oral expression at the level of English department of Abbess laghrour, Khenchela. The interview consisted of three questions prepared to be asked to the participants.

Section Two: data analysis

2.1 Analysis of the questionnaire

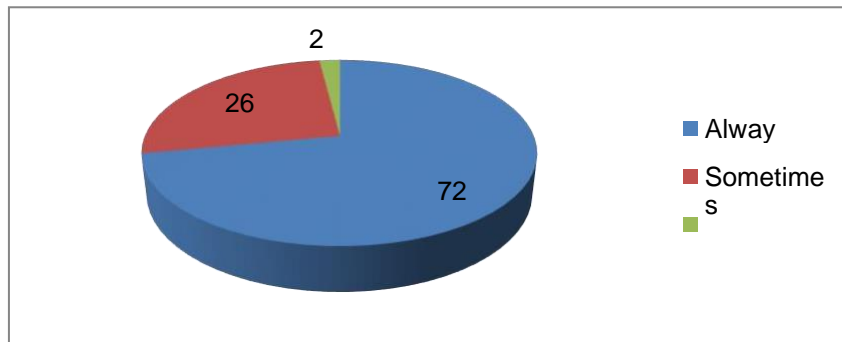
This part is mainly concerned with analyzing data that was collected from the questionnaire. The latter which consists of 13 questions mixed between open questions and closed-ended questions. Here is the analysis of each question separately.

Question1: How often do use social media?

Table 3.1. The use of social media

Options	N°	(%)
Always	36	72
Sometimes	13	26
Rarely	1	2
Total	50	100

Figure3.1. The use of social media



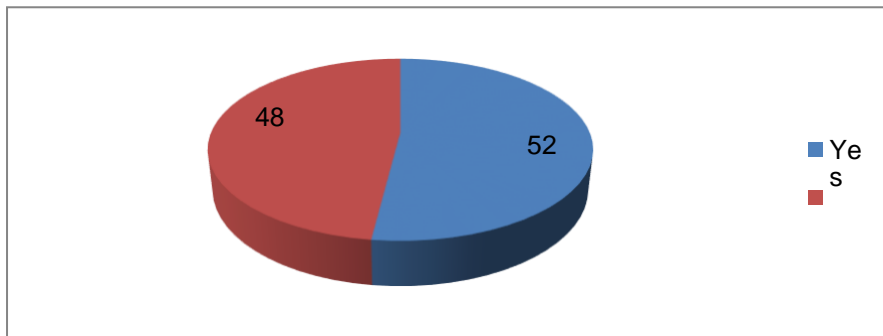
From the above figure, it is seen that the majority of the students (72%) are using social media always which indicates that it is a major part in their lives. 26% of the students tends to use social media rarely. In addition only 2% are using it rarely.

Question3.2. Do you think that using social media all the time is beneficial or not?

Table 2: Befits of using social media all the time

Options	N°	(%)
YES	36	72
NO	14	28
Total	50	100

Figure2: Befits of using social media all the time



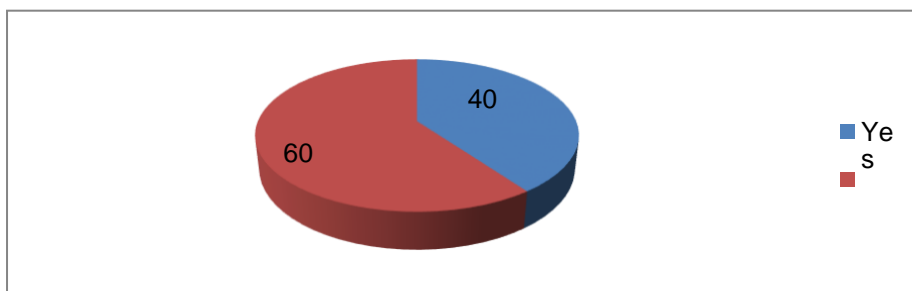
The second figure shows that 52% of the selected sample believes that the use of social media is beneficial in peoples' lives; however, for 48% of tem it is the reverse.

Question3.3. Do you support the use of social media inside the classroom?

Table 3: The use of social media inside the classroom

Options	N°	(%)
YES	20	40
NO	30	60
Total	50	100

Figure3: The use of social media inside the classroom



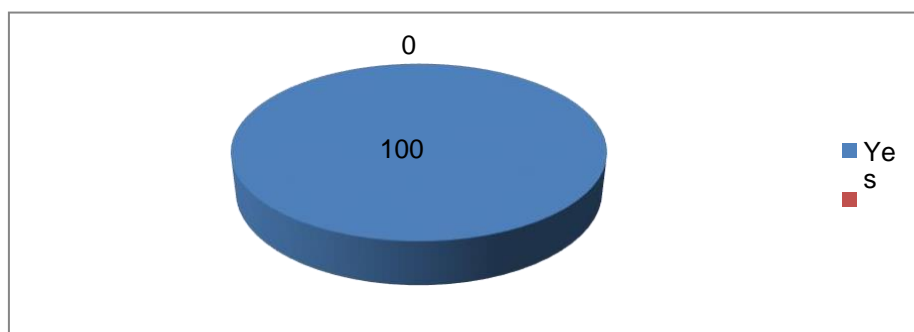
This question is addressed to see whether uses social media inside the classroom or not. 40% of the students use social media inside the classroom because, as they stated, it is helpful in understanding some difficult things and also in clarifying and defining some concepts in addition to translating words' meanings. On the other hand, 60% of them do not use it because it takes times and loses concentration and it seems to be disrespectful behavior which disturbs almost all of the teachers.

Question4: Have you ever used social media for educational purposes?

Table 3.4. The use of social media for educational purposes

Options	N°	(%)
YES	50	100
NO		
Total	50	100

Figure3.4. The use of social media for educational purposes



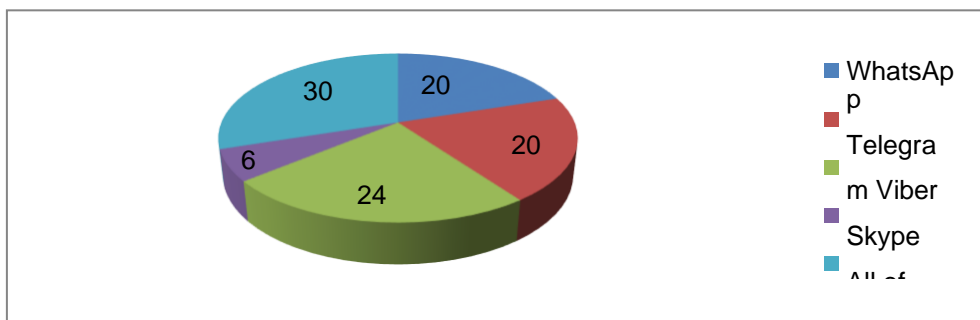
As it is clearly shown in this figure, All of the students are using social media in their daily studies and to reach educational purposes such as investigating further studies, explaining concepts as well as translating words.

Question5: Which of these is your favorite?

Table 3.5. students' favorite social media tools

Options	N°	(%)
WhatsApp	10	20
Telegram	10	20
Viber	12	24
Skype	3	6
All of them	15	30
Total	50	100

Figure3.5. students' favorite social media tools



The results of the above figure show that 20% of the students are using WhatsApp and the same number uses Telegram. Also, 24% of the sample supports the use of Viber and only 6% supports Skype as a tool of interaction. Furthermore, 30% of the population said that they use all of them. In addition to some other tools such as Facebook, YouTube and Twitter.

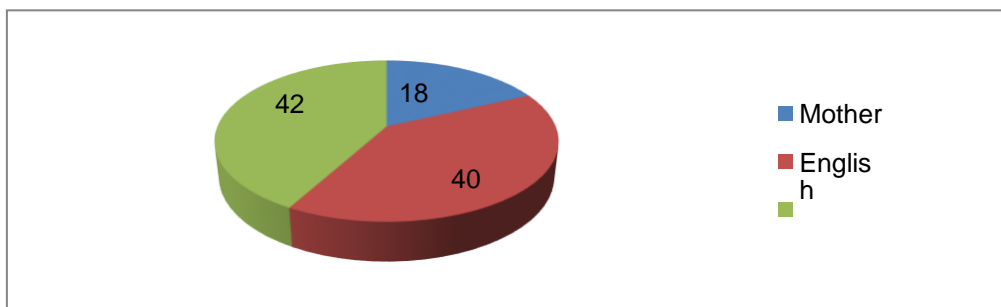
Section two

Question 06: Which language do you use most when using social media?

Table 3.6. The language used in social media

Options	N°	(%)
Mother language	9	18
English	20	40
Both	21	42
Total	50	100

Figure 3.6. The language used in social media



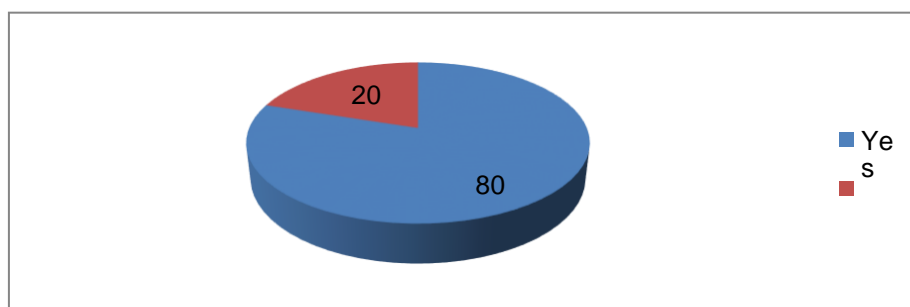
Students' answers concerning the language used in interaction with social media tools. 18% are communicating with their mother language Arabic. Whereas, 40% of the population are using the English language in their interactions, because they are learning it as a foreign language. 42% are using both Arabic and English. In addition to others who uses their second language French.

Question7: Have you ever used social media to communicate with native speakers of English?

Table 3.7. Communicating with natives through social media

Options	N°	(%)
YES	40	80
NO	10	20
Total	50	100

Figure3.7. Communicating with natives through social media



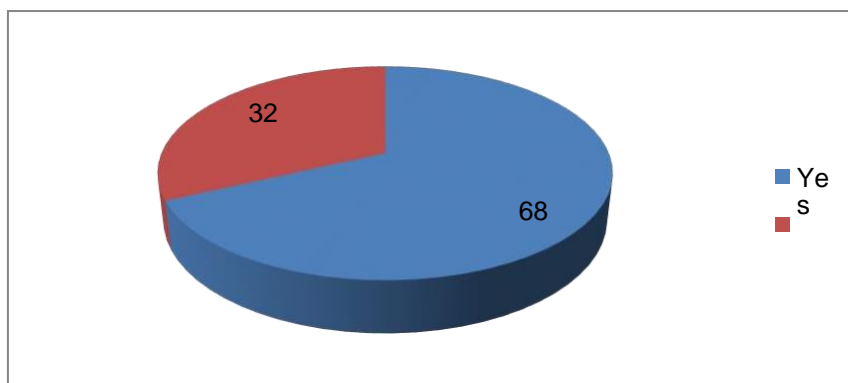
The majority of EFL students (80%) get profit from social media tools to communicate with native speaker for many purposes such as to know about the native culture and to develop their skills in the English language. However, 20% of them do not use social media to interact with natives.

Question8: Do you get in touch with your teachers through social media?

Table 3.8. Chatting with teachers

Options	N°	(%)
YES	34	68
NO	16	32
Total	50	100

Figure3.8. Chatting with teachers



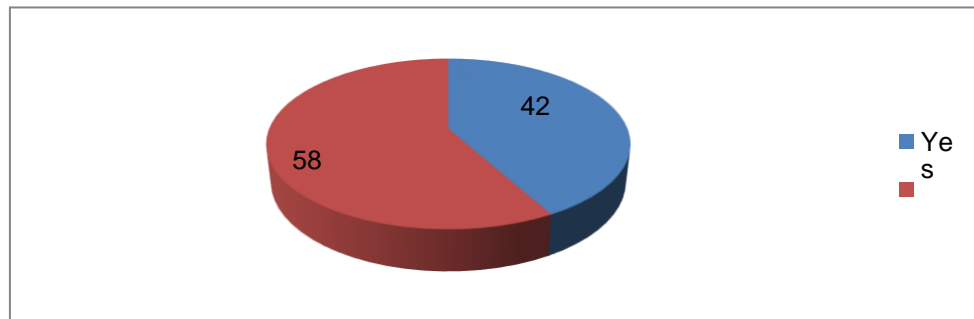
The above figure shows that 68% of the students get in touch with their teachers through social media. On the other hand, 32% of them do not interact with their teachers through social media.

Question9: Did you face hesitation and stress while communicating orally with others via social media?

Table 3.9. Feeling of hesitation and stress

Options	N°	(%)
YES	21	42
NO	29	58
Total	50	100

Figure3.9. Feeling of hesitation and stress



The above figure indicates that 42% of the students feel hesitated and stressed while communicating orally with others via social media for many reasons, as they stated, Shyness and lack of confidence in addition to their weak level in mastering the English language. In contrast, 58% of the students do not face any hesitation or stress.

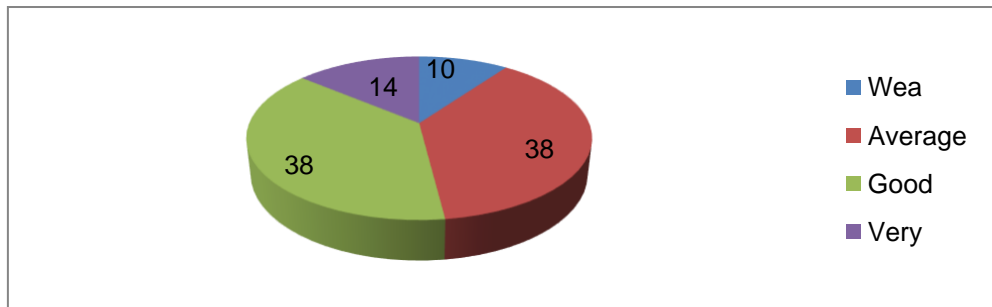
Question10: How do you evaluate your oral fluency in social media?

Table 3.10. Students' oral fluency in social media

Options	N°	(%)
Weak	5	10
Average	19	38
Good	19	38

Very good	7	14
Total	50	100

Figure3.10. Students' oral fluency in social media



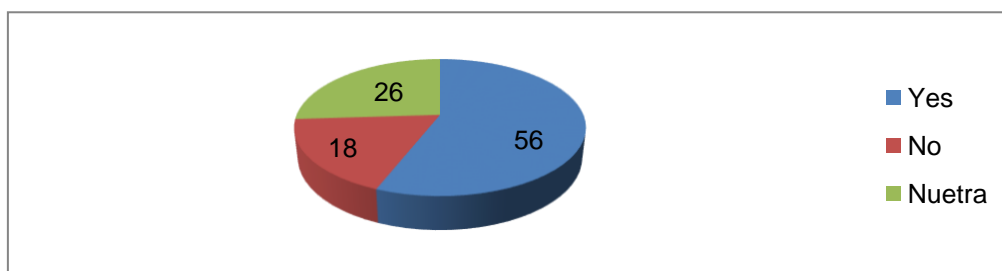
The above figure indicates that this questionnaire was submitted to different levels of students which absolutely raise the validity of its results. It is seen that 10% of the students consider themselves weak in the English language. And 38% of them are average and the same number said that their level is good. Also, 14% see themselves very good in language.

Question11: Do you think that Telegram, Skype, WhatsApp improve distance learning?

Table 3.11. Social media tools and distance learning

Options	N°	(%)
YES	28	56
NO	9	18
Neutral	13	26
Total	50	100

Figure3.11. Social media tools and distance learning



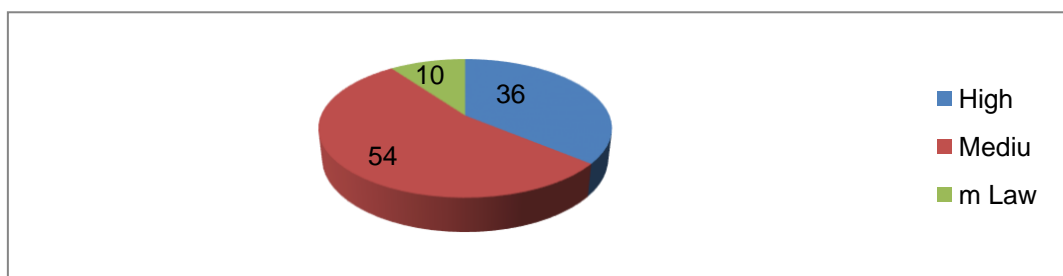
From the figure, 56% of the students agreed that Telegram, Skype, WhatsApp improve distance learning which means they have a positive effects. In contrast, 18% of them sample disagree with the idea that social media tool enhances distance learning. In addition, 26% are being neutral.

Question12: To what extent do you think that these types of social media enhance students' speaking skill fluency?

Table3.12. Social media and students' speaking skill fluency

Options	N°	(%)
High	18	36
Medium	27	54
Low	5	10
Total	50	100

Figure3.12. Social media and students' speaking skill fluency



As it is shown, 36% of the students answered that social media types enhances highly students' speaking skill fluency. And 54% of them believed that it is medium in addition to the remaining 10% which believed that it is low.

Question13: What can you advice EFL learners concerning the use of social media in learning?

The last question was an open-ended question aims at gaining some advice for EFL students concerning the use of social media. They advised to get profit from the use of social media especially as foreign language learners. They should improve their level in speaking skill via watching videos and documentaries in addition to interacting with natives in order to get insights about the target culture.

2.2 Analysis of Teacher's Interview:

1- Do rely on social media tools during oral expression session?

If yes, please say why.....

Three teachers of oral expression courses said that they rely on social media tools during lessons' presentation based on many reasons. The first participant said that social media helps in the flow and the organization of the course because it provides clear and speedy

information. The second one said that it is the suitable tool to convey the correct message in order to raise students understanding. The last participant stated that the use of social media reinforces the lecture and raises students' motivation.

2- How do you find students reaction within the use of social media in the classroom?

The participants answered that within the use of social media inside the classroom, students react positively with high level of interest and motivation.

3- Do you think that the use of social media in oral expression course enhances students speaking Fluency or not?

All the participants agreed that the use of social media enhances EFL students' speaking fluency because it provides them with audiovisual aids which show them the right pronunciation of the words as well as the intonations and many other skills for communication.

Section Three: Discussion and Interpretation of the Results

Nowadays social media has been emerged in the study field and it becomes the concern of many researchers. In order to acquire more data regarding the role of social media in enhancing students' oral proficiency, we spotted the light on three main questions to be answered after collecting the required data as well as to see whether the hypothesized prediction proved or refuted.

The analysis of the questionnaire reveals that the majority of students using social media in their educational life. That to say that social media plays a major role in developing their speaking skills. When students use these sites in order to view or comment on YouTube videos as well as connecting and chatting with their classmates; this will help them to improve their speaking skill unconsciously through the discussions they make about their activities

and what they are doing. Meanwhile, for academic purposes, as the findings show the majority of students claim that they use social media as a developing tool to enhance and support their language skills, in particular speaking skill. For instance, they practice English with native speakers or friends through Skype for the purpose of developing their oral proficiency in the English language. They also subscribe in groups and pages that are specialized in their field of study because this act helps them to read and listen to readings written by native or versed speakers in the English language. They also acknowledged that the websites they frequently visit are useful in enhancing their speaking skills. The majority of students have stated that they use Telegram and WhatsApp to communicate with their peers through using recordings or making video calls. As a result, the majority of students believe that Social Media have a positive impact on their speaking. They explained that while surfing the social networks, they may learn new expressions and vocabularies that can improve their speaking proficiency. Hence, the majority of students support the use of social media as a supporting tool to improve the students' speaking production. On the other hand, the results that are gathered from teachers of oral expression show that they use social media platforms during class presentation for a variety of reasons. According to them social media aids in the flow and organization of the course since it offers clear and timely information. Additionally, it is an appropriate instrument for conveying the proper message in order to increase pupils' understanding. Let us make it clearer, when the teacher tell their students about a story for instance, some teachers fail in transmitting the real meaning of the story so it is better to let them watch or read it to be engraved in their minds. Moreover, using social media enhances the lesson and increases student motivation.

Finally, the pervious stated results proved our hypothesis which states Oral proficiency can be developed positively through the integration of social media in EFL classes.

Conclusion

To summarize, this chapter mostly concerned with the discussion and interpretation of the findings revealed by data analysis, attempting to gain responses for our research questions and the amount to which they met or unmet our hypotheses. The data show that social media have great impact on students' educational life in general and speaking skill in particular. Furthermore, the findings also show that teachers attitude about the use of social media during their English classes was positive.

Suggestions and Recommendations

- The use of social media also includes with information security, privacy protection, and copyrights; all of which should be understood in order to avoid any kind of damage.
- Students should use social media appropriately for the purpose of improving oral skill.
- Students have to read and listen to native speakers' writings whenever they found time because it helps them to develop their vocabulary and pick the right pronunciation.
- Students ought to talk and listen to the debates posted on social media websites to know their opinions and thoughts in order to increase their self-esteem.
- Teachers should use audio-courses to make it easy for the learners to memorize the correct pronunciation.

Limitations of the Study

The study focused on the role of social media on enhancing students oral performance, thus our study faced several limitations which are stated as follow:

- This study was done under some circumstances such as data gathering tools which take a long period of time because of the students' absentees in Master one class.

- Constrains of time; the time was not enough to get further results and that is due to the issue we were treating.
- We find difficulty in conducting the research in the middle school because the due the students strike.
- The results of this work are not generalized.
- We find difficulty to get answers of teachers' interview because they were teaching by sections.

General Conclusion

After this investigation it is noticed that speaking skill fluency is given a considerable value in foreign language teaching because it is the only factor that indicates about the mastery of the language being learned. Speaking Fluency covers the oral representation of the language which is mainly based on pronunciation and intonations. Being fluently speaker needs practice in addition to self confidence which basically decides about the succession of the oral communication by avoiding hesitation and being intelligent if filling the gap in a case of interruption or forgetting some parts of the speech.

Moreover, the use of social media is considered as one of the factors that are really helpful in enhancing ones' speaking skills Fluency. The positive use of social media is beneficial in many fields especially education; searching for educational videos produced by natives and watching series and movies in the foreign language raise the level of both competence and performance of the learners.

Finally, this research paper proves the mentioned hypothesis which states that the use of social media enhances EFL students' speaking fluency.

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Appendecies

Student's Questionnaire

Dear students,

This questionnaire is used to conduct data concerning the role of social media in enhancing EFL learner's speaking skills fluency. You are kindly asked to answer the following questions.

Section one: Introductory question

1- How often do you use social media?

Always Sometime Rarely

2- Do you think they using social media all the time is beneficial or not?

Yes No

3- Do you support the use of social media inside the classroom?

Yes No

Say why please.....

4- Have you ever used social media for educational purposes?

Yes No

If yes, how?.....

5- Which of these is your favourite?

Whats App

Telegram

Viber

Skype

All of them

Others.....

Section Two: Social media and Oral Communication

6- Which language do you use most when using social media?

Mother language

English

Both

Others.....

7- Have you ever used social media to communicate with native speakers of English?

Yes No

8- Do you get in touch with your teachers through social media?

Yes No

9- Did you face hesitation and stress while communicating orally with others via social media?

Yes No

If yes, what do you think are the main reasons?

10- How do you evaluate you oral fluency in social media?

Weak Average Good Very good

Section Three: The Impact of Social Media on Student's Speaking Fluency

11- Do you think that Telegram, Skype, WhatsApp improve distance learning?

Yes No Nueteral

12- To what extent do you think that these types of social media enhances student's speaking skill fluency?

High Meduime Low

13- What can you advice EFL learners concerning the use of social media in learning?

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Teacher's Interview:

1- Do rely on social media tools during oral expression session?

If yes, please say

why.....
.....

2- How do you find students reaction within the use of social media in the classroom?

.....
.....

3- Do you think that the use of social media in oral expression course enhances students speaking Fluency or not?

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أجريت هذه الدراسة لتحقيق في دور وسائل التواصل الاجتماعي في تعزيز مهارة التحدث لدى الطلاب. كانت الأهداف الرئيسية تسليط الضوء على الجانب الإيجابي للاستخدام اليومي لوسائل التواصل الاجتماعي ودورها في تحسين مهارة التحدث بين متعلمي اللغة الإنجليزية كلغة أجنبية. لجمع البيانات حول الموقف ، تم استخدام استبيان كأداة للحصول على معلومات دقيقة وعميقة حول الموقف. تم إجراء استبيان ومقابلة لكل من المعلمين والطلاب. كشفت نتائج تحليل البيانات عن نتائج إيجابية فيما يتعلق باستخدام وسائل التواصل الاجتماعي بين طلاب اللغة الإنجليزية كلغة أجنبية. تظهر نتائج الدراسة أن غالبية الطلاب يستخدمون وسائل التواصل الاجتماعي مما يشير إلى أنها جزء أساسي من حياتهم التعليمية. علاوة على ذلك ، يستخدم جميع الطلاب وسائل التواصل الاجتماعي في دراستهم اليومية وللوصول إلى أغراض تعليمية مثل إجراء دراسات أخرى وشرح المفاهيم وكذلك ترجمة الكلمات. أيضاً، يحصل غالبية طلاب اللغة الإنجليزية كلغة أجنبية على ربح من أدوات الوسائط الاجتماعية للتواصل مع المتحدثين الأصليين للعديد من الأغراض مثل التعرف على الثقافة المحلية وتطوير مهاراتهم الشفوية في اللغة الإنجليزية. بالإضافة إلى ذلك اتفق المشاركون على أن وسائل التواصل الاجتماعي مثل Telegram و Skype و WhatsApp تلعب دوراً حيوياً في تعزيز إتقانهم الشفهي مما يعني أن لها تأثيرات إيجابية. وبالتالي، من خلال مناقشة النتائج وتفسيرها ، وجدنا أن فرضيتنا قد تم تأكيدها. الكلمات المفتاحية:

وسائل التواصل الاجتماعي، مهارة التحدث، متعلمي اللغة الإنجليزية كلغة أجنبية.