



Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Abdelhamid Ibn Badis-Mostaganem



Faculty of Foreign Languages
Department of English Language
Master in Didactics and Applied Linguistics

Learners' Attitudes Towards the Use of the Social Networks in Developing Speaking Skills

The Case of M2 students at the university of Abdelhamid Ibn Badis-Mostaganem



Submitted by:

Ms. MESKINE Ahlem

Board of Examiners:

Supervisor: Ms. KHAROUBI Mounira

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Chair: Ms. BELLAL Hanane

Academic Year: 2016/2017



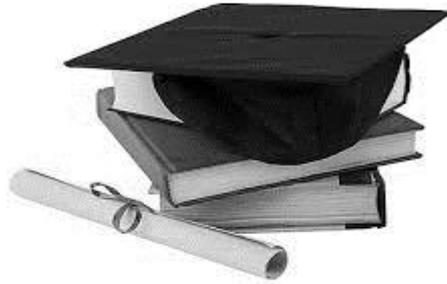
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Dedication:

*I dedicate
my beloved parents
Who have been so close to me
whenever I needed, it is their unconditional love
that motivates me to set higher targets.
I also dedicate this thesis to my beloved sisters
(Ibtissem and Yasmine)
and brothers (Nacer and Aiman Takidine)
who are my nearest surrounders
and have provide me with a strong love.
I dedicate it to those who gave me
the needed support and encouraged me
all the time to complete
my work.*

Acknowledgment:

I am very thankful to my parents for their love, support and encouragement and for being with me since the day I was born and on each and every step of my life.

I would like to express my sincere thanks and heartfelt gratitude to my supervisor Miss. Kharoubi Mounira for her guidance and continuous patience.

I am so grateful to Mister. Azzedine Ouazir (a teacher at the secondary school) for his great help and guidance. He gave me so many valuable advices and suggestions for this part of my thesis, I feel thankful to him for giving me generous amount of time whenever I needed some help to accomplish this humble work.

I do not want to miss Miss. Bounadhor (a teacher at the secondary school) for her supporting and motivating advices. She followed the progress of my dissertation step by step without any hesitation.

Abstract

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

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

List of Abbreviations

EFL: English as Foreign Language

FB: Facebook

SNs: Social Networks

SNSs: Social Networking Sites

Q: Question

N: Number

%: Percentage

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General Introduction:

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

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

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

This dissertation attempts to examine the impact of the social networks, as a new way of learning, on the learners’ speaking performance. It deals with M2 learners of ABD ELHAMID IBN BADISS University at Mostaganem. It aims mainly to determine to what extent social networks can influence the improvement of students’ speaking skill, and to find out students’ attitudes towards the use of social networks.

The central question that this research asks, then, is whether it is possible to use social networks in promoting English learners’ speaking skills. Questions that, then, are consequently asked are:

- 1) Can the social networks be used as a learning tool?
- 2) How does the use of social networks affect learners’ English language performance?

3) How can the social networks contribute in developing the speaking skills?

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

Concerning the thesis questions, the main hypothesis is learning through social networks can be an effective strategy in improving one's speaking skills in a foreign language. Hypothesis that, then, are consequently proposed are:

- 1) Social networks are free spaces that can give learners exposure to and practice in all of the four main language skills – speaking, listening, writing and reading in which learners' language can be improved.
- 2) The use of social networks may enhance language learning.
- 3) The social networks might be a useful tool to enhance learners' speaking ability so that it offers excellent opportunities for collaboration and communication between learners of English who are geographically dispersed.
- 4) The utilization of social networks can have a positive effect on the other skills.

The research is conducted by using two questionnaires as a tool to gather data, a students' questionnaire and a teachers' questionnaire. The sample of this study is the second year master students of English at the University of Mostaganem, consisted mainly of 60 students and six (6) teachers who were chosen randomly.

This study is divided into three chapters. The first chapter is a theoretical part that deals with the second communicative skill: speaking skill. Where we are going to look for the definition of speaking process, and its relationship with the other communicative skills, in addition to the students' difficulties and the appropriate strategies to the speaking performance. The second chapter deals with the use of social networks to improve learners' speaking communicative skills. Where we are going to see the implementation of technology to promote English language and the effect of using the internet to enhance speaking skills. Moreover, we highlight the different available social networks that contribute to the development of the speaking skill, in addition to the impact of those social networks on the other skills. The third chapter deals with the analysis of the data and reporting the results obtained from the research process.

CHAPTER
ONE

1.1 Introduction :

This part sheds the light on one of the most crucial communicative skills: the speaking skill. It deals, briefly, with the importance and the integration of speaking skills in the learning process in general. Where we identify what is speaking skills, its relationship with the other communicative skills: listening and writing, and to show the importance of that productive skill in learning a foreign language in particular. Moreover, we specify speaking skills to EFL. In addition, we pay attention to the major problems that EFL learners' face when dealing with the speaking performance, and to the most appropriate strategies that are used to promote EFL learners' performance.

1.2 The Importance and the Integration of Speaking Skill:

We use language as a tool of communication with each other, to express ones' ideas as well as to know others' ideas. Therefore, one should be able to use it fluently, effectively, and confidently. Kavita.T and Padma.M (2012, p: 227) assumed: “... *the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process*”. In other words, the speaking skills play a key role in our life, without oral communication, the social interaction may not be possible.

According to Kavita.T and Padma.M, “the importance of speaking skills can be summarized as follows:

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

It is assumed that learners of any language require speaking skills to express their ideas, thoughts, aspirations, and needs. As well as they need the other skills to be involved while they communicate within different situations. For instance, when talking to a friend (face to face communication or by telephone), the necessity is for the speaking skills to

produce the message, in addition to the listening skills to receive the message. Another illustration, some different situations required speaking: meetings, presentations, conferences, or speeches. In all these activities one need to be prepared. Thus the necessity for further skills such as writing.

1.2.1 Defining Speaking:

As a mean of communication, we may use either written or spoken language to get or to share information. However, if we want to convey the information directly we need to speak. So what is the definition of speaking skill.

According to the Oxford Advanced Learner's Dictionary, the definition of speak is to talk to or to have a conversation with somebody about something. It means to share news, information, ideas or feelings with another person or other people by talking with them. Therefor, for an effective oral communication, a person should know how to speak using appropriate grammatical and lexical forms and how to sound using appropriate phonological and graphical forms (Rizvi, 2005.P:16) . A speaker must be able to express ideas and provide information that suit the topic, purpose, and audience (Florez, 1999. P: 1).

Speaking is regarded as an important skill that needs more attention because it connects between people and reflects their personalities and ideas. It is the process of transmitting ideas and information orally within different situations. As Florez, MaryAnn Cunningham cited (1966): *"Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information"* (Brown, 1994; Burns & Joyce, 1997). Speaking occurs, most of the time, in situations where participants or interlocutors are present, whether they are speaking face-to-face or over the telephone, to one person or a small group.

In other words, language speakers have to process the language by putting it in a logical order when communicating with others, so that the listeners can understand the message and get its meaning. Speaking consists of producing systematic verbal utterances to convey meaning (Kathleen, 2005. P: 48). Furthermore, the effective speaker has also to be a listener and understand the speech of the other participant, hence speaking situations involve interaction between two or more interlocutors. Thus, Speaking is a key of

communication that people use in sharing messages within a social context (MaryAnn, 1966).

1.2.2 Speaking and the Other Skills:

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

Listening not only helps us to understand what others are saying, but it helps us to speak clearly and makes our speech easier for other people who are listening to us to understand what we are saying. According to MaryAnn. C and Denise E. M (2014, P: 146): “when you listen to someone, it is likely that you will also need to respond and, therefore, speak”. So, the key to speak well is learning how to listen effectively, because when practicing listening we are learning how to pronounce words properly, how to use intonation, where to place stress in words and sentences and so on. This means that both listening skill and speaking skill feed each other. Brown (1994) asserts that the integration of listening and speaking skills is termed as oral communication skills because listening can be developed indirectly by integrating it to speaking (As cited by Quotbi Alam, 2013).

Moreover, when language learners are able to speak the language appropriately and effectively, as a result they will be able to read this language. As Christopher Muscato admitted: “*As one increases, so does this other. Reading improves speaking skills, and speaking skills improve reading*”. He also considered “*that people learn how to speak before learning how to read*” (2015). As well as, they will be able to produce that language in a written form. Since, those speakers are now familiar with the structure of this language they will be able to read any aspect of that language and can transform their speech and express the message of the language by using their writing skills. Thus, “*The ability to write begins from a sound foundation in oral language*” MINISTRY OF EDUCATION In English Online Website Published on: 25 Feb 2009 .Generally, speaking a language can be very useful for the development of reading and writing skills.

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

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

Learning another language gives the learner the ability to communicate and understand its culture. Language learners should have the ability to speak skillfully to avoid misunderstanding. As Segura, and Rocío (2011-2012) cited: *“speaking in a second or foreign language has often been viewed as the most demanding of the four skills”* (Bailey and Savage 1994: 7). Thus, it is very important for the learners of foreign languages to develop their speaking performance since learning to speak has been deemed a primary concern. Since, *“many people feel that speaking in a new language is harder than reading, writing or listening”* (Kathleen, 2005. P: 48).

Learning to speak a foreign language helps learners to memorize new words and phrases (Benny Lewis), and give them the opportunity to practice the language and to meet new people (Rachelwagers). Meeting new people from around the world is one of the main reasons why speaking a foreign language is important and has a positive impact on our life. As Nunan (1991) wrote, *“success is measured in terms of the ability to carry out a conversation in the (target) language.”*(Quoted in: Teaching English, British Council website). I.e. learners of a foreign language will be able to speak, as they knew the language. Therefore learning the language is related to learning how to speak the language.

However, the ability to speak a language is the product of language learning, the speaking skill is regarded as a crucial part for the learners of any language. That is why the language learning process should be concentrate on the development as well as the improvement of learning-communication skills using different techniques. (The NCLRC's Web site for college and university language instructors)

The ability to produce words and to put them together in a meaningful way, while expressing one's thoughts, opinions and feelings, provides the speaker with the joy of sharing ideas with others, in addition, when we speak to others we come to have a better

understanding of ourselves. Consequently, the speaker will have a high self-confidence when dealing with the foreign language. (Mrs Ishrat Aamer Qureshi)

1.3 Speaking Skill Specific to EFL:

Speaking skill is one of the productive skills that have to be mastered in learning foreign language. Many linguists agree that students learn to speak in the foreign language by interacting within different situations that require communication. Thus, speaking skill is one of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to develop. It is very important for learners who are studying English as foreign language to develop their oral fluency and accuracy for a successful communication (Chanthiramathi, 2011).

EFL learners have come to realize the importance of speaking as an independent medium of communication because speaking is a great challenge for them. Thus, students must master several speaking sub-skills: including pronunciation (Sana Sakale, 2012). This mean that students need to know how to pronounce language phonemes, the correct placement of stress in words, and to use expressions appropriately (formal and unformal). According to SIL International (1999), EFL speaker has to pronounce the distinctive sounds of a language clearly enough in which others can distinguish them. They, also, need to use vocabulary appropriately, use the language stress, rhythm, and intonation clearly, and to put words together in a correct order so that the listener can understand what is said. Further, they have to use the language appropriately to the situation and the relationship to the conversation partner.

Thus, learners are forced to use devices that help them develop their oral capacity in EFL. They need to communicate with their peers inside the classroom, interact and get involved in different activities as well as they can do so outside.

1.3.1 The Case of Speaking Skills inside the Classroom:

Studies in language learning have addressed the necessity of classroom interaction or students' oral participation in a foreign language classroom. Yet, getting students to use English in the classroom is one of the biggest challenges (according to Clare Lavery, 2010) because EFL learners assume that speaking skill is more difficult since they have to think

about ideas directly within a limited time. Students need training speaking to be able to talk in classroom. Therefore, what can the teacher do or what have the learners do to ameliorate speaking inside classroom.

Classroom interaction is necessary and useful as an educational strategy to ameliorate the speaking skill. *“The role of interaction in the classroom context in enhancing the speaking skill comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction”* as Chanthiramathi (2011) has pointed. Since speaking skill requires practice, teachers have to know that the learners need to do most of the talk to activate their speaking. *“Students need to participate actively and to enjoy their English”* (Joanna .B and Heather .W, 2003. P: 8). It is very important for the teachers to prepare interesting lessons that contain varied activities to give students as much encouragement as possible to adopt their speeches.

The lessons should include a good variety of interaction patterns and learning activities that push students to learn and keep them involved, interested and motivated. Dorit Sasson has noted, *“remember, the more diverse and creative your speaking activities became, the easier it will be to train your students to improve their speaking skills and speaking exercises will become much more authentic”*. Joanna and Heather (2003) identified ways to vary the interaction patterns and learning activities, they include:

- *“Using a variety of pronunciation, practice and production techniques and activities;*
- *How much student participation you use;*
- *How much you use students’ ideas, opinions and experiences;*
- *How much and what kind of pair and group work there is;*
- *How much language is cued from words, gestures or pictures;*
- *Varying the teaching aids you use;*
- *How much correction there is, when the correction is done, and who does the correction;*
- *How you encourage contributions from students who are not the quickest, loudest or the best in class;*
- *What type of feedback there is, and who gives the feedback”*. (P: 31)

According to them: *“pair and group work are good ways to improve students’ speaking skills, particularly in a class with a range of mixed abilities”* (p: 27). They

consider that pair work and group work are important because they give all students lots of speaking practice, allow the quieter or weaker students to speak to another student instead of speaking in front of the whole class, and teach them how to express their views and to develop spoken communication skill. Therefore, the role of EFL teachers is to create opportunities for communication, allow students to give their ideas and to share their opinions with the whole class, and to support their participation within activities.

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

1.3.2 Learning Speaking Skills outside the Classroom:

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

As stated by Tim's *"In order for students to maximize their learning experience, they must spend their time wisely both inside and outside of the classroom"*. He sees that many students focus only on the time they spend inside classroom but they neglect to use their leisure time when they are not inside the classroom. He pointed that, students who are studying English outside have the chance to meet and study with students from different countries. Students should make friends with people from other countries and practice speaking English with them during their free time in which they will have more opportunities to practice English within real life situation. Therefore, students have to focus on using their English skills outside the classroom. He, then, assumed that *"students who practice speaking English outside of class, do their homework and really try to live the English language will get the most out of their learning experience"*.

According to Aberdeen's tips (2015), students need to be relaxed and enjoy speaking English without thinking about being correct. He pointed that students need to practice

speaking with their friends for one hour a day. He advised students to do things they love much in English, for instance, reading about football or fashion in English. Then, he added that watching favorite films with English subtitles, looking up the lyrics of favorite English songs and reading favorite books in English would be more comfortable and give some practice for learners to learn new vocabulary and grammar. Finally, he suggested that trying to speak to yourself in English would help in discovering many words that you do not know.

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

1.4 Major Learners’ Difficulties in Speaking Skills:

According to Joanna and Heather *“there are many reasons why students may find learning and using English difficulties this can contribute to poor motivation in learning”* (2003, P: 12). They confirmed that most of the students are willing to speak to other students in their class. Maybe they do not have much knowledge, or they do not know when and how to speak to someone or who speaks first and who finished the conversation first. Therefore, the problematic here is what are the difficulties and problems that face learners when dealing with speaking skill.

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

- *“Inhibition: Where most of the learners being worried about making, mistakes or they would be shy in their speech.*
- *Nothing to Say: Most learners complain that they have no motive to express themselves.*
- *Low Participation: in this situation, some learners are to be heard all the time, however, the others will have only very little time to speak, especially, in a large group classes.*
- *The Use of Mother Tongue: students find it easy to use their native language inside classroom. Because, it looks naturally.”* (Posted by Galih Ariffansyah, 2013)

Actually, it is assumed that most of the difficulties that learners face in learning English is that the English language differs from their mother language. Consequently, language learners find it difficult to express themselves in speaking the target language; they may make mistakes (Wikipedia). According to Julian Edge (1993), there are three types of mistakes: first, slips are the mistakes that students can correct by themselves based on what they have already know. Second, errors, students cannot correct by themselves because they do not know the role. Third, attempts are the category of mistakes that students who want to give opinion but cannot express it in a correct way (Mistakes and feedback Jeremy Harmer, Chapter 7 (2001) *Práctica Educativa III*, Residencia Docente Prof. Estela N. Braun (2010)). For instance, students often produce errors of syntax, vocabulary and pronunciation as a result from the influence of L1.

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

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

1.5 Strategies to Promote Learners’ Speaking Skills:

There are different strategies, which are available for EFL learners to improve their communicative skills successfully either inside or outside classroom. In the one hand, learners inside the classroom get involved with such interesting topics, like social issues, by asking questions, paraphrasing or expressing ideas, look for clarification. In addition, they can have the opportunity to pretend that they are in different social contexts and have a set of social roles.

In the other hand, the key to a successful exchange is to find a language partner to practice your skill every time you meet, learners who can make interviews with various people about important topics may have a chance to practice their speaking ability (Daniel Vincent, 2005). He, also, advices for practicing English with quizzes and games to increase vocabulary and develop grammar, As well as watching TV series and films in English can do (once without subtitles and then once again with them). He, then, argued that listening to songs in English is a great way to improve pronunciation. In addition, using English when searching in the internet, for instance, look up for something, read article, looking for recipes...

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

There is a considerable evidence that music can help learners acquire grammar and vocabulary as well improve spelling since music almost contain useful vocabulary, new phrases and expressions. Songs and music contain up-to-date language and quolloquialisms (Allan posted in English Language and Culture Blog). She pointed that *“listening to music allow you to focus on your pronunciation and understanding of the English language’s rhythm, tone and beats”*.

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

1.6 Conclusion:

We discussed in this chapter the speaking skill with a general view, starting with the definition of speaking skill and its importance in learning a language in general and learning a foreign language in particular and the relationship of this skill with the other

Chapter I: The Communicative Speaking Skill specific to EFL

skills. Also, we specified the speaking skill to English as a foreign language where we identified the situation of this productive skill both inside and outside the classroom. Then, we highlighted the most problems that learners may encounter when dealing with speaking activities. Finally, we indicated some strategies that language learners can follow to ameliorate their speaking performance. In the second chapter, we will discuss the use of social network as a strategy to improve learners' speaking skills.

CHAPTER
TWO

2.1 Introduction:

Many points will be discussed in this chapter that deals with the use of social networks in the improvement of speaking skill. This part discuss, in general, the implementation of technology to promote learning process, and the use of the internet (blogs, forums, websites...) as a tool in learning the speaking skills. Then, specifically, moving to the different available social networks than can contributes to the development of that productive oral skill, such as YouTube, Facebook, and skype.

2.2 The Implementation of Technology to Promote Learning Process:

It is not a secret that nowadays the technology has become more central than ever before, since it helps us in every life domains. As well, technology developed specifically to meet such educational needs and purposes. As mentioned by D. Jonassen et al in their article (How Does Technology Facilitate Learning? on Jul 20, 2010, posted in education.com) “technologies *provide rich and flexible media for representing what students know and what they are learning*”. This means that information was recorded and presented to the students by technology including computers, projectors, radio... By which, the students may use this technologies to represent what they have known rather than memorizing what teachers and textbooks tell them.

D. Jonassen et al assumed that technology could be considered as partener in the learning process since it can support productive thinking and meaning making by students. Therefore, its role was to hand over information to students. They suggest the following roles for technologies in supporting meaningful learning:

- *“Technology as tools to support knowledge construction: for instance: representing learners’ ideas, understandings...”*
- *Technology as information vehicle for exploring knowledge to support learning by constructing: accessing needed information*
- *Technology as authentic context to support learning by doing: simulating meaningful real-world contexts*
- *Technology as social medium to support learning by conversing: collaborating with others*

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- *Technology as intellectual partner (Jonassen, 2000) to support learning by reflecting: constructing personal representations of meaning and supporting mindful thinking” (Jul 20, 2010)*

Nevertheless, the questions that are raised in this part is how can students learn with technologies? and how can technologies development contributes in the learning process? for that sake, Steffanie Zazulak posted in Pearson English Blog (November 19, 2015) that students are benefiting from today’s technological advancements in the four skill areas to make their learning as well rounded as possible.

- Reading: the rise of *iPads, tablets* and *e-readers* provide an interactive reading experience, which is a wonderful feature for language learners. It can help to expand your vocabulary and expose you to different sentence structures.
- Writing: simple tools such as a “*dictionary*” and a “*thesaurus*” are one of the most well-known technological advancements that help writers expand their vocabulary, while “*spelling-*” and “*grammar-checkers*” are helpful to find and correct errors. Beside “*the internet*” and “*online forums*” that give the opportunity for learners to converse and learn from one another using the written word.
- Listening: *Kindle’s Whispersync* for Voice technology is designed for listening to and reading text at the same time. It includes audio with selected books, so you can listen and follow the text as you read. In addition, *Podcasts* are a great way to improve your listening skills with the ability to listen anytime, anywhere.
- Speaking: technological advancement has come in the form of Skype and FaceTime give learners the advantage of communicating in real-time conversations, it also offer teachers the opportunity to link to other classes around the world.

To conclude, the technological advancements brought fabulous change in the field of enhancing learning. It can help both teachers and students advance in the learning process, they just need to better take advantage of them. As stated by B.Waheeda Parveen (2016) “*technology helps and encourages the playfulness of learners and involves them in a different ways of learning. Technology gives learners a chance to engage independently,*

provide opportunities for self-paced interactions, and a safe environment where mistakes are corrected...” (P: 122). The question that is, consequently, raised to be discussed in the next section is it possible to learn a language on your own through the internet as a technological resource.

2.3 The Internet as a Medium for Learning a Foreign Language

Learning a new language is a challenging task, it requires regular study and practice. However, this task has become more accessible thanks to the technological advancements in particular the internet (Jack Meyers: *How the Internet is Making Learning a Language Easier*. Posted in: ominglot.com). Today, the internet plays an important role all over the world in educational life also in foreign language learning. Saidana Zulficar Bin Tahir (15 Avril. 2013) pointed, *“the internet is a great tool for learners to practice the target language by interacting with each other or with native and non-native speakers of English over the world”*.

Saidana also stated, *“the internet can satisfy both input and interaction which are the most important factors in successful foreign language learning”* (15 Avril. 2013). In other words, the internet helps in learning a second or foreign language in many ways by which one can talk or speak, write, watch, read and do many things on Internet. i.e.: many websites on the internet allows learning language by watching and enjoying videos, writing, reading lot of content on blogs, websites, social media etc. as well as, speaking via chatting options and live talking websites.

B. Waheeda (2016) pointed that by using internet, students can find lot of learning materials such as: video, and can browse a different applications where they can grow themselves, enhance their speaking skills, improve intercultural awareness, as well, raise the level of interaction and motivation(P: 123). When students search for language learning methods on the internet, they may soon realize that there are a lot of them available and provided by many different individuals and institutions. Among them: forums, blogs, online websites and social networks.

2.3.1 Forums and Blogs

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

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On the one hand, forums are defined as a discussion environment that is used to communicate, interact and collaborate with others. This board enable saving posted information on a particular topics so users can read again at any time. On the other hand, blogs or weblogs are defined as websites in which collections of articles, ideas, news, facts or opinions posted by authors (www.suestudios.com). Beside, both forums and blogs are free spaces anyone can access to them without paying anything.

As Amity Business School cited what Williams (2010) admitted, that blogs and discussion forums are creative and interactive tools, which provide a platform of communication and collaboration between peers, as well as educators and learners. Both blogs and forums develop discussion in which users can post a comment and reply to other comments. Thus, joining online language learning communities or forums can be highly beneficial for learners of any language. Blogs also provide users the freedom to read content and share their views on topics of their interest.

2.3.2 Online Websites

Another opportunity that the internet can offer is to learn a new language through online websites. A website is a collection of web pages that are accessed through the internet. It can contain different type of information, and can include texts, graphics and sounds (From Wikipedia, the free encyclopedia). Each website should provide information about the content that can offer to visitors.

Generally, people look at websites for two main raisons:

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

(Web Hosting Information)

A website is a means of communication that provides many articles, research papers, lesson plans, and classroom handouts. By which students and teachers can find enough number of ideas for lessons and different discussion groups where they will practice all skills. Here are the best websites that contributes in learning English:

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

2.3.3 Social Networks

As Peter K. Ryan admitted, *“the ability to communicate across the planet in real time has fostered entirely new forms of social networks that never existed before”* (2011, P: 6). In recent years, the best way that can be provided by the internet is to learn a language through the social networking websites. A social networking site is an online site that allows people to create personal pages and to display online their social contacts (From Wikipedia, the free encyclopedia).

Social networks site allow people to make friends, despite living thousands of miles, they can now easily connected. As mentioned by peter (2011, 6) SNS is a space that can provide rich communication, where users can communicate and share things such as: pictures, audio recording, video recording, music or other files. As well they can create messages, ask their friends questions, or comment on something posted on someone’s page (Paul Haigh ,P: 7).

“Social networking tools also provide opportunities for language learners to enhance digital and multi literacy skills, interact in and through the target language, work collaboratively, and enhance their linguistic and pragmatic proficiency” (Blattner and Fiori, 2011; Blattner and Lomicka, 2012b; Lomicka and Lord, 2012; Mills 2011) as have been reported by Lara Lomicka, Social Networking and Language Learning. Social network allows its users to learn languages exactly as if they were living abroad, by speaking with natives who will help them learn the target language “English language as most spoken language that is used in SNSs”. Thus, through SNSs people are connecting with others and using online tools to practice their foreign language.

To conclude, *“by taking advantage of the tools provided by the internet, one can learn a foreign language in a more efficient manner than possible”*, as mentioned by Jack Meyer. Learning foreign language on the internet is an effective way that makes it

possible to learn anytime and anywhere. Since it has a wealth of resources to aid in the development of language skills. Among these resources that are used recently the social networks. The following section will be focused on the effect of using Social networks to develop speaking skills.

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

Learning a new language now is much more different and easy than before with the widespread of SNSs, because they are becoming more popular in our lives. As has mentioned above, the SN are new and innovative and fun way of learning new language, and helps in learning different dialects and colloquialisms used by different speakers of the target language.

Therefore, the use of SNSs provide a great opportunities to practice language online with other members from all over the globe, make friends with native speakers of the language you are learning, ask questions or clear up any doubts you may have, as well as receive helpful comments that may help improve your speaking skills. Good examples of social networking sites, which are recently used by people to share their common interests, that are selected for this research: YouTube, Facebook, and Skype.

2.2.1 YouTube

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

The website offers users the ability to view its videos for free but there are exceptions, including subscription-based premium channels, film rentals, as well as YouTube Red, a subscription service offering ad-free access to the website and access to exclusive content made in partnership with existing users. In April 2017, Alexa Internet

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company ranks the website as the second most popular site in the world. Moreover, as of February 2017, there are more than 400 hours of content uploaded to YouTube each minute, and one billion hours of content are watched on YouTube every day (From Wikipedia, the free encyclopedia).

“In 2012 YouTube has launched different channels for educational purposes to facilitate the implementation of videos in education creating a safer environment for students without inappropriate contents or distracting videos”(pixel, 2013. P: 111).

However, learning English via YouTube involves listening to the videos, and sometimes reading the comments posted below each video. In addition, some YouTube videos are text presentations in a slide show format, or have subtitles, so you can actually read English in each screen shot.

According to pixel (2013; P: 112), a variety of learning scenarios can be used for learning with YouTube videos such as: listening to videos while watching a scene provide a context for some unfamiliar and difficult sentences or phrases to understand, subtitles that is already available for some videos will improve over time and provide additional opportunities for meaningful language learning.

2.2.2 Facebook

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

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

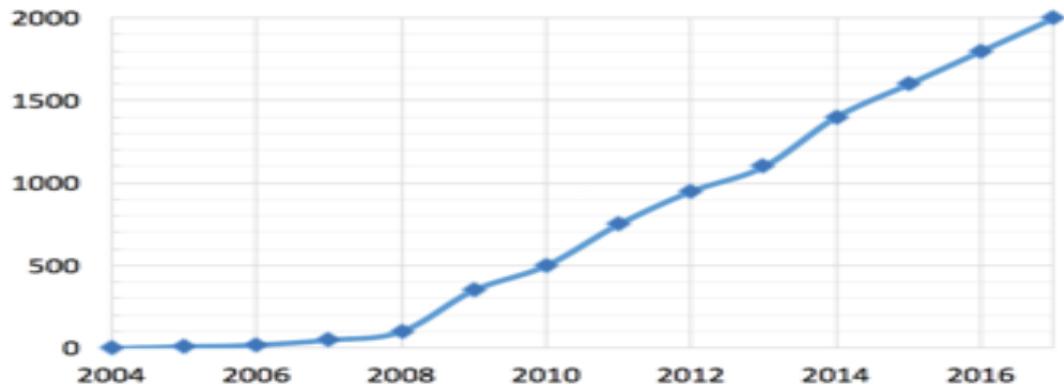


Figure 1: Monthly Users on Facebook 2004-2017-Retrieved from Wikipedia, (https://en.wikipedia.org/wiki/Facebook#cite_note-288)

Daniel Nations (June 06, 2017), has identified the key features of Facebook as follows:

- Facebook allows you from maintaining a friends list and editing privacy settings to identify who can see content posted on your profile.
- Facebook allows you to share photos and upload photo albums with your friends.
- Facebook supports interactive online chat and the ability to comment on your friend's walls in order to keep in touch.
- Facebook supports group pages, fan pages and business pages that are used for social media marketing.
- You can stream video live using Facebook Live.

Thus, Facebook was a familiar SNS where users can post comments, share photographs and links to news or other interesting content on the Web, play games, chat live, and even stream live video. Shared content can be made publicly accessible, or it can be shared only among a select group of friends or family, or with a single person according to the privacy settings (Aitken, Joan E. 2013; 448).

The manner in which social websites influence EFL learning students, especially Facebook, has been evaluated by different scholars among them Shih (2011). Through his study on the topic he divided learners into three categories according to their scores on English tests during the 2010 Taiwan National College Entrance Assessment. After the evaluation, he concluded that cooperative learning is enhanced by Facebook because he

observed a great improvement in their English skills. Hence, EFL learning students can highly benefit from it as well.

2.2.3 Skype

According to online Business Dictionary, skype is defined as a free voice over internet protocol (VOIP) service that allows users to communicate across an internet connection by combining voice, video, and instant messaging. The name for the software is derived from "Sky peer-to-peer", it was founded in 2003 by Niklas Zennström, from Sweden, and Janus Friis, from Denmark. The service allows users to communicate over the Internet by voice using a microphone, by video using a webcam, and by instant messaging (from Wikipedia, the free encyclopedia).

Skype is being used to facilitate language exchange where language students in different parts of the world are paired off, and each is a native speaker of the language that the other wishes to learn. In conversations over Skype, they alternate between the two languages. As Benny Lewis admits: *"Having real conversations with native speakers is one of the best ways to quickly improve your language skills"*.

As concerns improving English skills, Skype allow users talking. Consequently, they convers and put their listening and speaking skills into action. According to Lewis, there are basically two types of people to practice speaking with on Skype: language exchange partners for free or a teachers/tutors, and it is paid. Thus, conversing via skype help in learning English words and phrases while listening to others, practicing writing skills as you write text messages, as well as, using the new vocabulary that you have built when speaking to them.

In short, with the advent of the internet and its attendant technology, much options are existed to get involved with others online using diverse tools by which generations are learning how to connect and share via social networking websites. This later have become the central facilitators for daily communication with peers, family and acquaintances, it can facilitate face-to-face conversation with members of the global community and help them to put everything they learn into practice. But the central question this research, then, is focusing on do SNS help language learner to be motivated to speak and improve their pronunciation and fluency in the target language.

2.5 Conclusion

We discussed in this chapter the use of social networks in the development of speaking skills, starting with the effect of implementing the technology in the learning process in general, then, the internet in learning a foreign language in particular. In order to have a full idea about how the internet can be used as a tool in learning FL, we have talked about using Forums and Blogs, Online Web-Sites and Social Networks. Finally, we identified most popular SNSs that language learners are recently depend on to ameliorate their speaking performance such as: YouTube, Facebook, and Skype. Accordingly to that, in the third chapter, we will examine learners attitudes towards the use of social network as a strategy to improve learners speaking skills.

CHAPTER
THREE

3.1 Introduction

As it was previously mentioned, the aim of this study is to investigate learners attitudes towards the use of social networks in developing speaking skills. The researcher seeks to explore whether these social networks are affecting the EFL Learners speaking positively or negatively and whether the social network can be used as a tool to enhance the students' performance either inside or outside the classroom.

In the first part of this chapter which is the methodology, we will try to describe the sample of study and data collection tools. Then, in the second part which is about discussion of the data gathered along the study. In this research, we have chosen questionnaires, as gathering data tool, for both teachers and students. finally, after analyzing and interpreting the research finding we are going to shed the light on some suggestions and recommendation that can be used to help in enhancing the EFL students' speaking skills using the social networks.

3.2 Part 1: Research Methodology

In this part, a detailed account of the research methodology that we have followed during the study is given. In which, we are going to present both of the population and the gathering data tools in addition to the reasons behind their choice.

3.2.1 Description of the Population

The population of this study is from the Department of English at the university of ABD ELHAMID IBN BADISS University at Mostaganem, the population contain both students and teachers and because it was impossible for us to investigate with all the students and teachers, the sample was chosen.

To investigate this topic we have choose the master two students from the department of English at the university of Mostaganem from all the different eight specialties. Thus, the sample consisted mainly of 60 students and six (6) teachers who were chosen randomly.

The selection of M2 students is based on the consideration that the majority of them are using diverse SNSs to be in touch with each other's and to exemplify, students create or join groups on Facebooks to share and discuss different elements with their classmates.

And this will be more beneficial to us since our main concern is to develop the students' speaking skills.

3.2.2 Data Collection Tools

In order to gather more reliable data, the questionnaire was adopted as a data collection method in this research because it provided the opportunity to examine both teachers' and students' attitudes about the effectiveness of Social Networks on their oral performance.

The students' questionnaire took place in Mai, 2017 at the level of university. it was administered to the 60 students for three days, all the copies were returned in the same day; the questionnaires were distributed in very relaxed atmosphere and the questions are concise and easy to understand so easy to be answered appropriately. The questionnaire consists of twenty mixed questions, open-ended, close-ended and multiple choices questions. It is organized in two parts as follow:

- **The first part: (Q1-Q3):** the aim of this section is to provide us with some personal information about the participant such as gender, age, and specialty.
- **The second part: (Q4-Q19):** the aim of this section is to gather information about the use of social networking sites from the EFL students, we wanted to know the student's familiarity with social networks, the time they spend using it, the purposes that they use social networks for and finally whether they use the social networks to support their learning of English or not.

The teachers' questionnaire was addressed to the (06) teachers through E-mail, and the answers took around one week. The questionnaire consists of eleven questions where teachers were asked to answer some of the questions by ticking the appropriate box, or by making statements whenever required. It aims to explore the teachers' attitude towards the effect of social networking websites on their students' speaking performance and whether they may see it as a tool to improve speaking skills for EFL learners.

3.3 Part 2: Findings' Discussion

This part will be assigned to the analysis and discussion of the data gathered from both the teachers' and the students' questionnaires, it will be presented in form of tables and graphs.

3.3.1 The Analysis of Students' Questionnaire

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

✓ **Part one:**

Q01: Gender

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

Gender	N	%
Male	24	40%
Female	36	60%
Total	60	100%

Table 1: Students' Gender

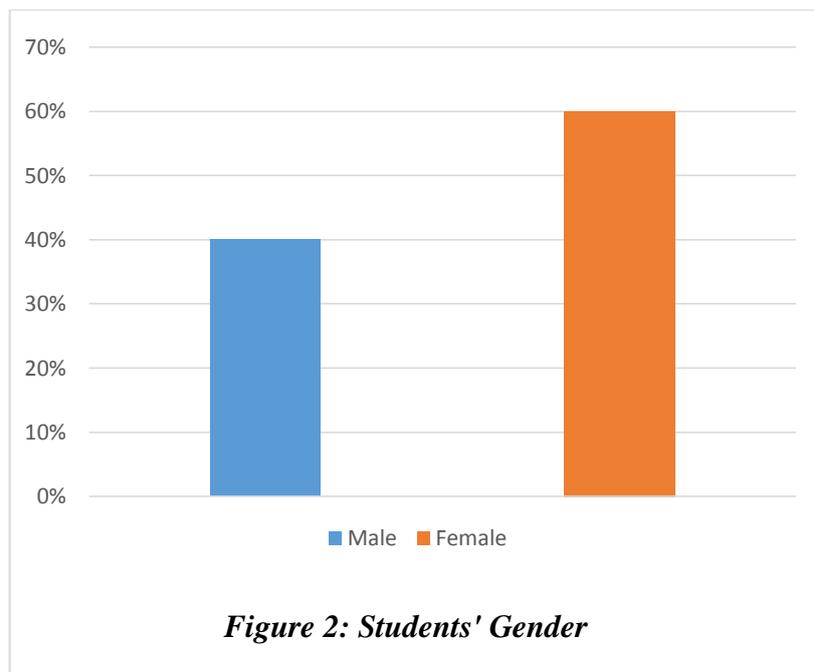


Figure 2: Students' Gender

The students who participated in this study were 60. From the above table and graph, we can remark that they were 24 males which represent 40% of the whole sample and 36 females which represent 60% from the whole sample.

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Q02: Age

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

Age	N	%
23	30	50%
24	15	25%
25	9	15%
26	3	5%
28	3	5%

Table 2: Students' Age

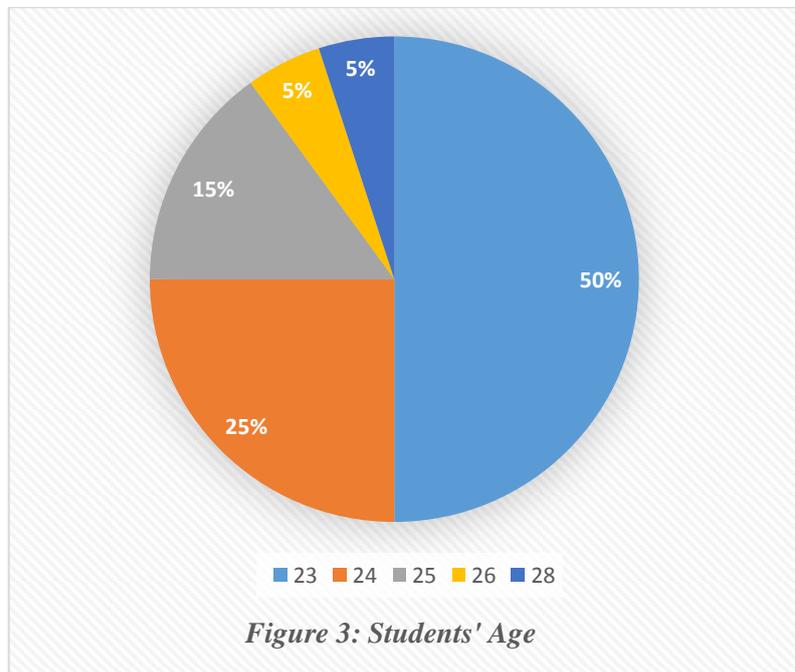


Figure 3: Students' Age

The table and graph above show that the majority of M2 students' age is between 23-28 years old, but the average age is 23 years which constitute 50% of our sample.

Q03: Specialty

This question will help us to determine the specialty of each participant since there are eight different specialties for the master studies in English at the university of Mostganem.

specialty	N	%
Didactics and Applied Linguistics	20	33%
British Civilisation	2	3%
British Literature	0	0%
Psycholinguistics Issue to Language Teaching	18	30%
Applied Iinguistics	6	10%
Literature and Civilization	0	0%
Sociolinguistics	4	7%
English Language and Linguistics	10	17%

Table 3: Students' Specialties

✓ **Part two:**

Q04: How do you evaluate your experience of learning English?

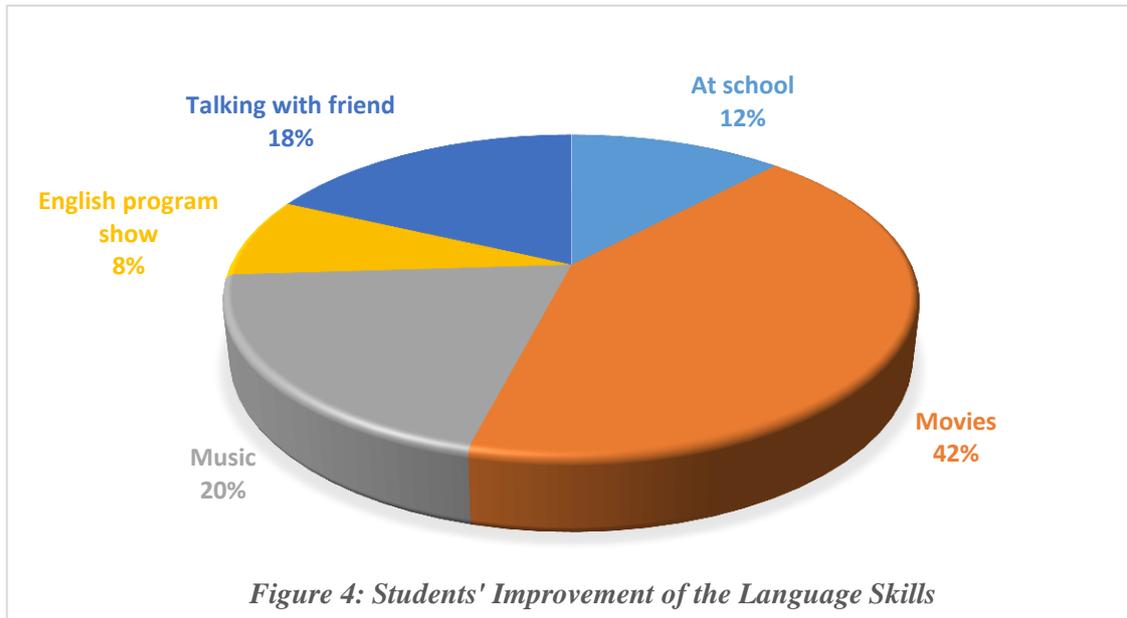
This question aims to know the learners' perceptions about their experience in learning English. From the results, it is noted that the majority of the participants' experience in learning English language were positive which resembles 62% from the total sample. However, the rest have hard or negative experience that represent 18% to 20% respectively.

Perception:	Positive	Negative	Hard
N	37	12	11
%	62%	20%	18%

Table 4: Students' Experience in learning English

Q05: How do you acquire your English language skills?

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



Q06: Do you face obstacles that prevent you to perform your English through the learning period?

In this question, students were asked about the obstacles they may encounter while learning English. It is noted that all of 60 students making up 100% of the population are facing problems along learning period. As participants have declared:

- 30% of students are speaking more of their native language than English.
- 75% of the students are feeling bored and unmotivated.
- 25% of them are feeling shy and stress.
- 15% of the students felt lost and/or unprepared.

Q07: In your opinion, knowing to speak is very important in learning English as a foreign language.

This question aims to see whether all the students consider that speaking is important in learning EFL. The results show that 44 of the students which represent 73% of the whole sample are agreeing; however, 16 of them which represent 27% from the whole sample are disagreeing.

Q08: How do you evaluate your level of speaking English?

This question aims to know the participants level in speaking English. The results are summarized in the following table.

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Level	N	%
Good	18	30%
Average	26	43%
Less than the average	16	27%

Table 5: Students' Level in Speaking English

Q09: What are the strategies that you follow to enhance your English performance?

In this question, we gave the participants the opportunity to mention the strategies that they are regularly follow to ameliorate their performance.

- Make friends with native speakers of English all around the world.
- Watching movies in English or with English subtitles.
- Listening to songs with lyrics.
- Watching program shows in English.
- Perform what they know anytime and everywhere at school or at home

Q10: Do you believe that the use of the technological inventions “such as: the internet” are good strategy to improve your performance?

ANSWERS	N	%
YES	100	100%
NO	0	0%

Table 6: Using Technological Inventions as Good Strategy

All of 60 students making up 100% of the population believe that the technological inventions are good strategy to improve their performance.

Q11: Do you like to join in the social networks?

According to the results 100% of the participants like to join SN

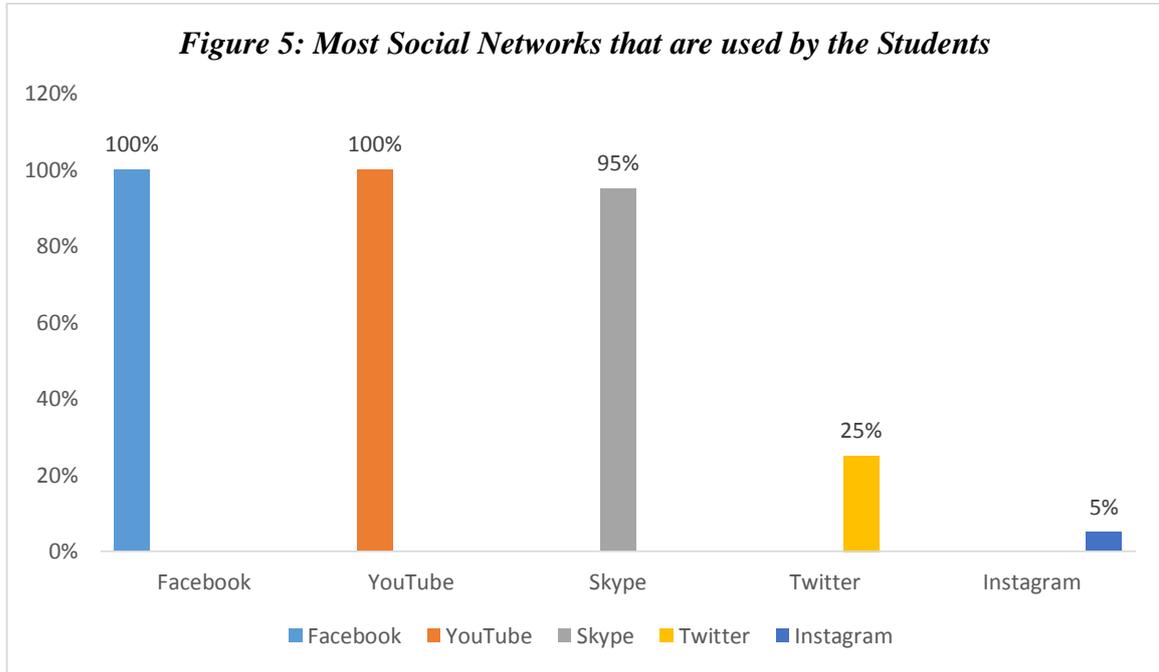
ANSWERS	N	%
YES	100	100%

NO	0	0%
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Table7: Students and Social Networks

Q12: Which kind of the following social networks do you prefer to use?

The aim behind this question is to know all the social networks that are used by the students regularly to find out which one or ones are used more than the others.



As a result, Facebook, YouTube, and skype are the most used social network by our sample. In addition to Facebook, 25% of the participants indicated that they use Twitter. 5% students said that they use Instagram.

Q13: How often do you use them?

The aim behind this question is to see how many times they attached on SNs.

	N	%
A lot	48	80%
Frequently	7	12%
Sometimes	5	8%

Rarely	0	0%
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Table8: Students' use of Social Networks

The table above shows that 48 participants making up (80%) of our sample admitted that they use social networks a lot, while 7 participants (12%) said that they use SNs, whereas only 5 participants (8%) said that they use social networks sometimes.

Q14: Do you think that they are beneficial and useful to develop your English?

This question is intended to see whether students think that SNs can support their learning of the English language or not and the following results were obtained.

	Very much	A little	Not at all
N	49	11	0
%	82%	18%	0%

Table9: What do Students think of using Social Networks

The largest number of the students (82%) indicated that the use of SNSs are very much helpful in developing their English however the rest of them 18% said that SNSs can be little useful. They confirm that SNSs give the opportunity of communication and chatting with friends, it allow them to share their activities and what they are doings as well to make friends and meet new people.

Q15: For what purpose do you use the social networks?

This question seeks for obtaining information of the purposes that the students are using social networks for. The results show that most of participants (70%) are using the social networking sites for the purpose of ameliorating their experience in foreign language. 23% of them answered that they use social networks to interact with foreigners while 7% of the students have answered that they use social networks for no purpose, just to have fun.

Q16: Do you think that the social websites can help you to improve your speaking skills?

This question is intended to know whether the use of SNSs can be beneficial in developing their speaking skills.

	N	%
very helpful	46	77%
do not help very much	11	18%
not beneficial	3	5%

Table10: Social Networks and Students Speaking Skill

The largest number of the students (77%) saw the social networking sites are helpful for the improvement of speaking skill, while 18% answered that the use of social networks is not very much helpful. However, the % of them have answered that SNs are not beneficial at all.

Q17: Do you think that using social networks may help you overcome your weakness in the pronunciation of English?

This question is intended to check out whether SNSs can help language learners to get rid of their weaknesses or not.

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

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

Q18: In your opinion, what are the effects of using social networking in your English language skills?

	Positive	Negative	None
Pronunciation	37(62%)	20(33%)	3(5%)
Grammar	34(57%)	18(30%)	8(13%)

Vocabulary	40(66%)	13(22%)	7(12%)
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Table11: Social Networks and English Language Skills

From the above table, we can remark that the majority of the participants declared that SNS have a positive effect on English language skills.

Q19: Social networks give you enough exposure of language use and useful expressions to prepare you for the speaking practice?

	Agree	Disagree
N	54	6
%	90%	10%

Table12: Using SNs to be Prepared for the Speaking Practice

According to the result, 90% of the population agree that the SNs give enough exposure for language usage and expressions to be prepared for practicing speaking. However, only 10% of the them disagree on that.

Q20: Your advices or suggestions concerned the use of the social networks:

In this questions, we gave the students the opportunity to provide their advices and suggestions on the issues but few of them had answered this questions. the participants were positively disposed towards the use of SNs for language learning, they believe that SNSs have changed the way we communicate with people which became now easier for us most of the time.

3.3.2 The Analysis of Teachers' Questionnaire

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

Q01: Gender

The majority of our population are female represent 83% of the whole sample, however, only 17% of the whole sample are male.

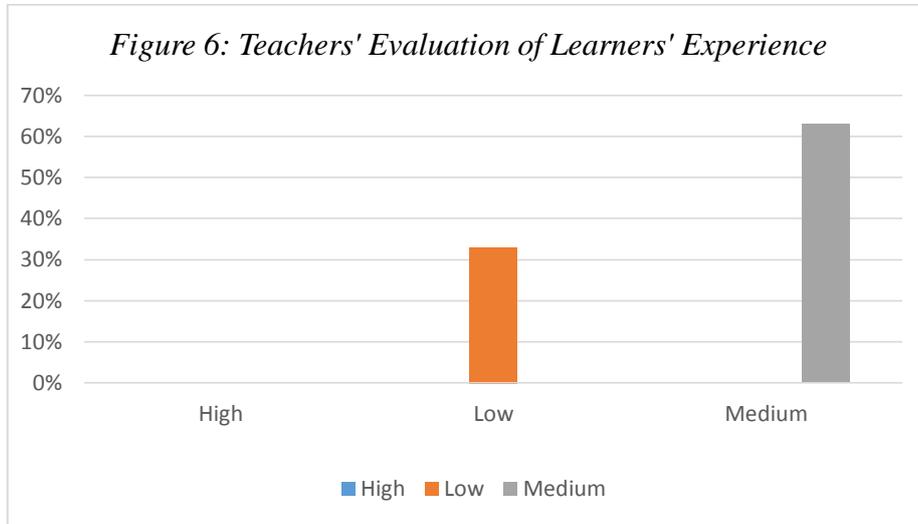
Gender	N	%
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Chapter III: Field Work: Analyze Data and Report Results

Male	1	17%
Female	5	83%

Table13: Teachers' Gender

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



From the graph above, we notice that 63% of the participants said that learners' experience in learning English is medium, while the rest 33% of the said that it is low. However none saw that learners' experience is high.

Q3: What is your evaluation of the learners' speaking skill production?

In this question, all of the teachers (6) which represent 100% described learners' performance as being average.

	Good	Average	Weak
N	0	6	0
%	0%	100%	0%

Table14: Students' Production in Speaking

Q4: Do you like to use the social networks?

This question aims to see whether all the teachers like the social networks and use them or not. From the results obtained, it was noted that all of 6 teachers making up 100% of the population are familiar with the social networks and have an account in it.

	YES	NO
N	6	0
%	100%	0%

Table15: Teachers’ Familiarity with SNSs

Q5: How often do you use the social networks?

The aim behind this question is to see how often teachers are attached to the social networks sites.

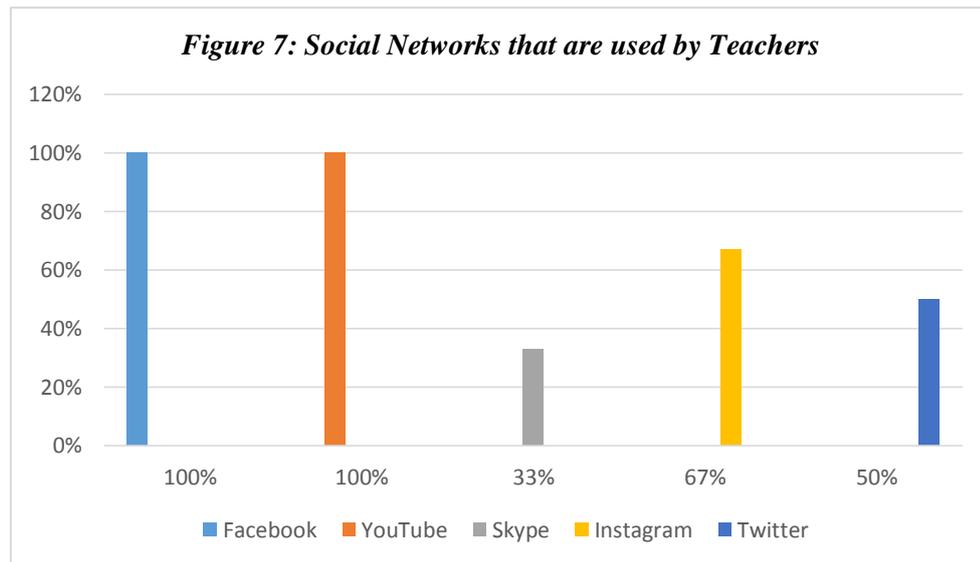
	N	%
Always	3	50%
Rarely	1	17%
Sometimes	2	33%
Never	0	0%

Table16: Teachers’ use of SNSs

From the table above, we can see that three participants making up (50%) of our sample admitted that they are always using social networks, while two participants (33%) said that they use SNSs sometimes, whereas only one participants (17%) said that she is rarely using these sites.

Q6: Which kind of social networks do you prefer to use?

In this question, we have proposed three SNSs (FB, YouTube, Skype) as we allow them to add other SNSs they may use. In answering this question, all of the 6 teachers (100%) have said that they are using FB and YouTube, 63% of the sample use Instagram, 50% of them use Twitter, and 33% use Skype.



Q7: Do you consider that the social networks are efficient in developing the speaking skills of your learners?

In this question, we wanted to know the teachers' attitude towards the use of social networks to develop the English language, and whether they think that social networks can help their students in improving their speaking skills or not.

The results of this question show that the majority of the teachers (4) believed that social networks can affect the speaking of the students positively as long as it is used appropriately and effectively. While two teachers did not believe that social networks can be efficient in developing learners' speaking skills.

Q8: Do you find that the use of the social networks can help your learners' to overcome the difficulties with the language during classroom activities?

As an answer to this question, all the teachers had the same point of view, they all agreed with the fact that social networks may help the students overcome their difficulties such as sharing and exchanging information with each other. Since, learners are being in touch with other people from different countries. They also added that this later has strongly help them to get rid of their shyness and allow them to acquire new words and statements.

Q9: Do you think that social networks may aid the EFL learners' in developing their speaking skill?

Four teachers agree with the idea they confirmed that the social networks are the only space where students can acquire and develop the language skill outside the classroom. They explained that the students will have much opportunities where they were

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able to speak with friends or singing sounds etc. Whereas two teachers disagree on that because they did not think that SN can help EFL learners to get develop their speaking skill.

Q10: In your opinion, what are the advantages of using Social Networks for your students?

This question's aim is to know what teacher think about the advantage of social networks. According to the result, teachers said that:

- There are many advantages of using SNSs by the students.
- One the most important advantage is that SNSs encourage interaction between students.
- Another point is that the use of SNSs can increase student collaboration where students become friends with their classmates on these sites and are more likely to collaborate on their studies, and increased Student Participation as well.
- Students become friends with their classmates on social media and are more likely to collaborate on projects. This can lead to higher retention rates as students become more connected.
- Students are able to use SNSs as an educational tool for instance, they use videos on YouTube for educational purposes.

Q11: Would you please add any other comments you consider important for this issue?

The purpose behind this question is to provide some suggestion by the teachers about the issue. However, they did not respond with this question only one teacher comment. The participant said that SNSs can be a powerful enhancement to the way students are learning and practicing foreign languages.

3.3.3 The Summary of the Findings

Starting with the students' questionnaire, which is consisted of twenty questions. In the first section (Q1-Q3) is about students' profile, we have found out that girls are more than boys and that the students who have answered the questionnaire were aged from 23 to 28 and they were all master two students.

However, in the second section of the questionnaire, which is from Q4 to Q20, we have noticed that all of the participants from all the different ages are familiar with social networks and use it regularly. In addition to that, we have found that Facebook and

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YouTube are the most popular and the most used social networking sites among students beside other ones such as Instagram, twitter, Skype.

The students are using these sites to watch or comment on some videos from YouTube, as well as they can communicate and chat with their friends or share their activities and what they are doing. Whereas for the academic purposes of the use of the social networks, the majority of the students told us that they use social networks as a developing tool to enhance and support their language skills, by practicing their English with native speakers or friends or joining pages and groups that are concerned with the development of the English language. They are also following group pages that are specific in the domain of their study and they can watch new videos about their field of interests.

They also admitted that these sites they are always using them are effective in supporting their speaking experience. The majority of the students have said that they are using Facebook and Skype to make voice or video call to speak with their friends. Accordingly, the largest part of the students believes that social networks is affecting their speaking positively, they explained that while surfing the social networks they might learn new expressions and vocabularies that can improve their speaking proficiency. Finally, most of the students support the use of social networks as a supporting tool to enhance the students' speaking production.

Moving to the teachers' questionnaire, which is consisted of eleven questions. According to them, their students' level of experience in learning English is medium whereas students' speaking production is in the average.

Concerning the use of the social networks by the teachers, it was found out that the majority of the teachers are familiar with these sites. Similarly to the students, the teachers are mostly using Facebook and YouTube. They also believe that social networks can be a great tool to improve one's English but only if the students know how to use it appropriately.

Finally, most of the teachers, and not all of them, have said that the social networking sites will enhance the students oral performance they agree on the idea of using social networks as a tool to enhance EFL students' performance and help them overcome the difficulties they face inside classroom.

3.4 Recommendation

As the results show both teachers and students are familiar with social networking sites and use them regularly as it become a daily habit among them. Therefore, it can be said that social networks are affecting their language skills positively and this is due to the fact that social networks are almost the only place where they can practice English outside the classroom. Moreover, most of the students welcomed the idea of using social networks as a tool to develop their speaking skill and they also claimed that social networks are a motivational tool for them to practice speaking more.

Social Networks have gained a great position in nowadays people's life because of the huge benefits that it can serves to the society in general and to each individual. Among the benefits of Social Networks include:

- Using media tools (text, audio, and video)
- Helping learners to dispose of the tension they may face inside classroom activities due to the fear of making mistakes or any negative behavior.
- Using new technologies for language learning and acquisition needs.
- Collaboration is a dynamic strategy in language learning better than individual work.
- Online learning is learner-centered, and achievement directed for the sake of better performance.

Therefore, social networks can be an effective place where the students can practice their language skills by interacting and sharing their experiences or stories with others.

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

According to our Finding, Facebook and YouTube are the most used social networks by both students and teachers and therefore both of them should start thinking in a way to take advantage of them. To start with Facebook, there are many different private groups that can be created by teachers of English or by learners themselves. In this group, a variety of documents, articles, links, videos can be provided. This Facebook group allows the students to make friends with members in this groups from different countries where

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they can exchange feedbacks and opinions about different topics and they might begin a great conversation.

One of the main aims of learning English is not only to interact with native speakers but also with non-native speakers of the language. YouTube is considered as a kind of a tool that mostly used by learners and can be very useful to learn the language. This tool provides an opportunity to interact with native as well as non-native speakers of English and also to know the different dialects and varieties of English spoken around the world.

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

- Teachers are advised to use Social Networks in preparing classroom speaking activities.

- Teachers should encourage their students to be exposed to authentic language through Social Networks.

- Teachers should exploit YouTube videos in their courses in order to enhance learners' motivation to speak.

- Students, as well, should use Social Networks appropriately in order to develop their speaking skill.

- Students should communicate with native speakers in order to develop their speaking skill.

- Students should be interested with such material because they will help them in learning English language with new technology.

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

3.5 Conclusion

In this chapter, we have presented the research methodology that we have followed. First, we presented the population of the study, described the students' and teachers' questionnaires as data tools and explained the reasons behind the choice of each question. After that, we have analyzed the extent to which social networks are beneficial to learners, also, summaries the findings that we have obtained. Finally, we gave some practical suggestions as an attempt to help students to enhance their speaking skill.

General Conclusion

Communication is considered as a significant part of our everyday live, it is a process of sending and receiving information among people. It help us to express our ides and feelings and, at the same time, it allows us to understand the thoughts of the others. But, in last decades, the social changes that has mainly affected all domains as a result of the evolution of technology. This later, give a big chance for human where communication become as a necessity for him during his lifetime.

However, in the Algerian system, the speaking skill is neglected during lessons and the majority of foreign languages class time is focused on reading and writing practice rather than the other skills. Thus, improving the speaking skill is a hard task for EFL learners. It requires new strategies to help them become better at using their oral abilities.

Therefore, this study has been focused on the effectiveness of using SNs in improving EFL learners' speaking skills. It aims at looking forward M2 learners' of Abd Elhamid Ibn Badiss University attitudes towards the use of SNSs as a strategy to develop their oral skills. So, this study was composed of two parts: Theoretical part in chapter one and two, Practical part in the last chapter. The theoretical part was an overview on the Speaking skill, and the use of SNSs to improve the skill, including the main titles and types of each variable in order to give a clear idea about each one.

The practical part of this study was an analysis in order to confirm the results that have been obtained from both M2 students' and teachers' questionnaire. The findings went hand in hand with our hypothesis which emphasize that learners will enhance their speaking skill if they use Social Networks in an appropriate way.

The purpose of this study is to investigate the effects and influence of Social Networking websites on EFL learners speaking skill and determine to what extent Social Networks can be helpful and supportive tool for the students to improve their oral performance and overcome their fears, because the majority of students agree on using these aids outside classroom regularly in order to make them motivated to participate in speaking activities.

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Appendices

Students' questionnaire

Questionnaire for EFL students at Abdelhamid Ibn Badis University, Mostaganem

Dear students,

I am conducting an academic survey that aims to investigate about the effect of using social networks in developing EFL learners' speaking skill, This questionnaire seeks to look forward the attitudes of English learners at the university of Mostaganem towards the use of this social networking sites in developing their speaking experiences.

Please, tick the appropriate answer. It would be helpful for this study if you answer the following questions.

Thanks in advance.

PART ONE:

1. **Gender:** Male Female

2. **Your Age:**

3. **Specify your specialty:**

PART TWO:

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

A. Positive

B. Negative

C. Hard

5- How do you acquire your English language skills?

A. At school

B. Outside School

Others:
.....
.....

6- Do you face obstacles that prevent you to perform your English through the learning period?

Yes

No

Identify them:
.....
.....

7- In your opinion, knowing to speak is very important in learning English as a foreign language.

Yes

No

Why?.....
.....

8- How do you evaluate your level of speaking English?

A. Good

B. Average

C. Less than the average

9- What are the strategies that you follow to enhance your English performance?

.....
.....
.....
.....

10- Do you believe that the use of the technological inventions “such as: the internet” is a good strategy to improve your performance?

Yes

No

11- Do you like to join in the social networks?

Yes

No

12- Which kind of the following social networks do you prefer to use?

A. Facebook

B. YouTube

C. Skype

Others:

.....

.....

13- How often do you use them?

A. A lot

B. frequently

C. Rarely

D. Sometimes

14- Do you think that they are beneficial and useful to develop your English?

A. Aery much

B. A little

C. Not at all

Justify

.....

.....

15- For what purpose do you use the social networks?

A. To interact with foreigners

B. To ameliorate your experience in foreign language

C. No purpose, just to have fun

16- Do you think that the social websites can help you to improve your speaking skills?

A. They are very helpful

B. They do not help very much

C. they are not beneficial

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

Yes

No

Why?.....
.....

18- In your opinion, what are the effects of using social networking in your English language skills?

	Positive	Negative	None
Pronunciation			
Grammar			
Vocabulary			

19- Social networks give you enough exposure of language use and useful expressions to prepare you for the speaking practice.

A. Agree

B. Disagree

20- Your advices or suggestions concerned the use of the social networks:

.....
.....
.....
.....

Teacher's questionnaire:

Questionnaire for EFL Teachers at Abdelhamid Ibn Badis University, Mostaganem

Dear teachers,

I am conducting an academic survey that aims to investigate about the effect of using social networks in developing EFL learners' speaking skill, This questionnaire seeks to look forward the attitudes of English learners at the university of Mostaganem towards the use of this social networking sites in developing their speaking experiences.

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

1. **Gender:** Male Female

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

A. High

B. Low

C. Medium

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

A. Good

B. Average

C. Weak

4. Do you like to use the social networks?

Yes

No

5. How often do you use the social networks?

A. Always

D. Rarely

B. Never

D. Sometimes

6. Which kind of social networks do you prefer to use?

A. Facebook

B. YouTube

C. Skype

Others:
.....
.....

7. Do you consider that the social networks are efficient in developing the speaking skills of your learners?

Yes

No

How?
.....
.....

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

Yes

No

Why?
.....
.....

9- Do you think that social networks may aid the EFL learners' in developing their speaking skill?

Yes

No

Justify
.....
.....

10- In your opinion, what are the advantages of using Social Networks for your students?

.....
.....
.....

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

.....
.....
.....

Thank you very much for your collaboration.