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**The Efficiency of Messenger Group to Enhance the
Students' Speaking Skill**
**The Case of First-Year English Language Students at
the University of Mostaganem**

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requirement of

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Dedication

I dedicate this humble work to my beloved parents, brothers and my husband for their support and love.

To my friends specially Nessrin for her support and encouragement.

To all my English teachers through my during my studies

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Abstract

Improving the speaking skill is a challenging task for both teachers and the students, especially for EFL learners due to the lack of practising the English language daily. Nevertheless, the widespread of social media in our lives led to integrate it in the educational context as a useful tool to communicate anytime and everywhere out of classrooms. This research aims to investigate the impact of Messenger group discussions on the students' speaking skill, the prospects of it to involve the introvert learners in the discussions and enhance their pronunciation. The investigation has been conducted in Abdel Hamid Ibn Badis University of Mostaganem, using two questionnaires, the first questionnaire was directed to the first-year English students who participate in the experiment of the messenger group, and the second questionnaire was directed to master students in the department of English. The results show that the messenger group was not effective for the students to promote their speaking skill. Eventually, realize the effectiveness of the messenger group discussions in enhancing the speaking skill this study aims at proposing some suggestions and recommendations for the students and teachers on how to make messenger an effective to improve the speaking skill.

Keywords: EFL learners, social media, speaking.

List of abbreviation

EFL: English as a foreign language

N: Number

Q: Question

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General Introduction :

The English language has become nowadays an international language due to economic and political causes. Therefore, teaching the English language is a challenging task that needs to develop the four language skills of the students. Speaking skill is one of the most important skill that needs more practice to be promoted, however following the traditional methods is not enough for the students to enhance their speaking proficiency.

In the last years, social sites take a huge part of the peoples' life and interest. That they use it mostly to articulate with others also they use it as a platform of expressing thoughts, feeling and daily activities. In addition concerning the students; social media takes their interest in which they spend most of their time on it. Since the students use social networks mainly daily, the research will investigate the effect of using social media to promote speaking skill. Thus enhancing speaking skill is a difficult task need to practice the English language regularly, the messenger group is chosen to develop the oral proficiency of the students. As a result, the study aims to investigate the effect of messenger group on the development of the students' oral proficiency and if the students enrich their vocabulary with new terms, also the study aims to see whether the introvert students can be involved in the discussions. To achieve these aims, the following questions are raised :

1. Can the Messenger group discussions affect the students' speaking skill?
2. Can the introvert learners involve in the discussion?

The researcher based on those questions hypothesize that :

1. The students obtain new terms and vocabulary.
2. The students enhance their pronunciation.
3. The introvert learners involved in the discussion.

To confirm or negate the hypothesis the researcher use to experience the effectiveness of the messenger group discussions through creating a messenger group and invite students from first-year English of ABD EL HAMID IBN BADISS University at Mostaganem.

The researcher used two questionnaires with two different groups. The first questionnaire was conveyed to the experimental group and the second questionnaire to a group chosen randomly constituted of students from different levels. This dissertation is divided into three chapters. The first chapter concerns the theoretical framework introducing social media and their use then comes a description of two learning styles the formal and the informal ones. The second chapter illustrates the research methodology used and the participants selected and the reason for that choice, it also set the analyses besides the way data was collected. Finally, in chapter three discussion of findings and recommendations is provided

Chapter one :
The literature
review

Introduction

Social media applications and sites are based on creating a common space where people communicate with each other and share information and express themselves. whereas nowadays social networks have different uses such as learning and teaching a foreign language because it gives the students the opportunities to connect with native students and academic teachers as well to get information and learn from them.

This present chapter is a general overview of the major concepts related to the study, first social media definition will be given with its different types. Then, the definition of the formal and the informal learning, also the definition of learners' personalities will be provided. Next, we will address the use of social media in EFL teaching then we will give an understanding of messenger group, therefore, we will tackle the definition of speaking skill and the importance of this skill in learning English language, after that, we will provide the relationship between speaking skill and messenger group discussion and how the messenger group discussion influence the speaking skill.

1 .Definition of social media

Social media is a means of communication that makes the world a small city. Besides, it is the center of interest of a big number of people that spend the majority of their time connected. Then how is it defined by different scholars? A variety of definitions that share the same points are presented by numerous scholars to identify this phenomenon. For Lewis (2013) it is defined as: *“The core idea behind social networks is to create a common space where people with shared interests can exchange ideas, experiences and information.”* (page85). Moreover, other scholars like Boyd&Ellison (2008) agree on the same definition and add that social media is an appliance of communication and the creation of a personal profile. Social media is a website provider of profile creation and visibility of the relationship between users. Kietzmann (2011) includes that there are web-based applications that supply functionality for sharing, relationships, groups, conversation, and profiles.

Therefore, social media now is the source of information and news due to its rapidity in transferring information around the world .Jan H.Kietzmann, Kristopher Hermkens,Ian p. McCarthy, Bruno S.Silvestre(2011) assert that social media uses mobile and online technologies to create highly interactive platforms through the participation of individuals and communities. Then they add that given the massive exposure to social media in the popular press today, it appears we are in the middle of an entirely new sight to communicate.

To conclude, social media is the online virtual world where the individuals create their personal profiles and choose their own area to share their life experience and thoughts .also it is a social platform where the individuals can have friends from several countries.

1.2.Types of social media

The following list contains some of social media sites and applications most used among people.

1.2.1.Facebook

Is the most popular site of social media that called the blue space. According to the facebook's investor relations, there are 2.32billion monthly active users of Facebook (Investor Relations Report,2019).

Facebook was founded by Mark Zuckerberg under the alias " The Facebook "in February 2004 as a web site service "thefacebook.com" available for students at Harvard University in Cambridge (Niels Bruggen), then he adds that it became available in 2006 for certain businesses, for example, Apple and Microsoft then in September of the same year Facebook opened up to anyone above the age of 13.

Once the individual creates his profile he can start looking friends and send friend requests. Facebook connects the two users by providing them seeing each others' profile page and add activity to others' news feed. Facebook functions as an online application to see and to be seen (Stroud,2008).

1.2.2 Messenger :

Messenger is a mobile application used for chatting through recorded voice or video and texting messages, besides, the messenger is a separate application to Facebook. However, users profiles can be set using their Facebook account to communicate with friends, share video and photo or create group chats.

Users simply download the application to their mobile tablet device; the app can also be used on the desktop. Users have the option of setting up Messenger using their Facebook account or with their telephone number. (facebook.com /help/messenger-app)

1.2.3. Twitter

Twitter is one of the most popular social networks that is used as an expressing point of view platform. For instance, we find popular personalities such as presidents, journalists, artists and students interact and exchange information and ideas.

According to Shiels,2011, this system had at the beginning of 2011 around 200 million and as mentioned in the Twitter site more than 333 Million use twitter monthly in 2019 (business .Twitter)

In the sector of social networks, Twitter was introduced in 2006 under the name Twtrr as microblogging service to provide a platform to interact with friends and interested people a short way and to communicate openly with the Internet (Patel,2011). The purpose behind this application is to provide the ability to the user to share a short status or message updates to friends and interested people on the personal page.

Moreover, Twitter was defined by bista 2014 is a social networking site that offers microblogging services to interact via Twitter posts, also called tweets, on Smartphones,

laptops, iPods, and any devices with internet access. To conclude Twitter is a social network where people influence each other through sharing thoughts and information in the limitation of 140 characters.

2. Using social media in EFL teaching

Learning and teaching a language is a challenging task because it needs more practice and much more time than the classes time to improve the learning skills, Therefore, social media gives more opportunities for students to learn a new language through videos and blogs also it offers them the chance to practice their language through communicating either with classmates or native speakers using video calls or audio records.

" Social networks provide rich opportunities to use English in a targeted, purposeful way. In fact, each step in the process of using the network creates multiple opportunities for authentic communication . " (Gordon Lewis ,2010 ,p 70) .

The positive effects that have been found that social media enhance the relationships and interaction between students and faculty, and students with peers, which in turn results in positive student's outcomes. It also helps in boosting student motivation (**Ellison, Steinfeld,&Lampe,2007**) in addition social media keeps student connected with his classmates and teachers outside of the classroom also it makes him more comfortable and enjoying.

Issia et al (2006) mention that in many universities of the developed countries integrate social media in their syllabus due to many reasons such as the learner will rely on himself more and he became more independent in learning and improving personal and professional skills.

To conclude social media is a phenomenon nowadays which ease learning a new language and enhance the four skills through authentic and available tools. Also, it is a revolution in the educational system that change the methods and tools used to learn and teach a new language.

2.1. Define Formal learning

Formal learning is a structured way of learning, it is planned and guided also it usually occurs in the classroom or through an online learning platform.

Socket (2014) defines the formal learning of a language as learning through language classes that any student can attend in a school system or privately. Furthermore, formal learning of a new language can be out of the classroom with a structured way of learning taking in consideration time and precise goal to achieve.

" Formal learning involves the kind of language classes familiar to anyone who went through the school system ... Formal learning may also take place online via distance learning structures " (Gordon Lewis, 2010, p11).

To sum up, formal learning is organised learning, the teacher and the learners follow the chosen method and goal using several tools such as online networks and applications.

2.2. Define informal learning

Informal learning is an outclass learning and unstructured learning because the learner does not follow a specific syllabus. He is not controlled, he can learn by using a textbook or social network application and sites.

Gordon Lewis(2010) stated that informal learning means learning through daily activities in non organised or structured objectives and time. He added that informal learning is an intentional activity to develop some professional skills with the help of a network of colleagues.

In the same view, Sockett(2014) indicate that informal learning is an independent way of learning using several tools such as textbooks, web sites or CD-ROMs.He added also the informal learning of English is a term used to identify the use of English online by non-native speakers, to develop their language skills through a virtual application such as blogs, web sites.

Moreover, Colon(2004) points out that this type of learning occurs through incidental everyday experience. As a conclusion, the informal learning of a language is an autonomy learning with the use of some tools as social networks that are the most used nowadays.

2.3.Types of learners

The type of learner is one of the most important factors to succeed in learning a new language, under this title we will focus on two types of learners personality that is related to our research; the extrovert and the introvert learner.

2.3.1.Extrovert learners

The extrovert learner is an active learner, he expresses his thought freely and speaks frequently.

According to Vandenbos(2006), extroverts are sociable and expressive students, they are influenced by their surrounding than by their internal world. They interact with the surrounding environment and reflect the world rather than being subjective with the inner world. Furthermore, MacIntyre(1994) support the same idea by mentioning that extrovert learners are better communicators and risk-taker.

Moreover, Eysenck view in Dewaele & Furnham (1999) described extrovert as sociable needs to have people to talk to and is not the kind of autonomous learner. He likes having friends, he is an active person ready to answer and communicate also he does not prefer to study by himself.

As conclusion based on scholars definitions, an extrovert learner is an active learner, he communicates and expresses his ideas without any obstacles, so as result he uses the language frequently to improve his speaking skill.

2.3.2. Introvert learner

The introvert learner is passive learner, that choose to just listen to the surrounding world either to the teacher or to classmates without interacting with them due to some barriers that come from his inner such as fear and shyness. According to learner's dictionary, the introvert is a shy quiet person who does not find it easy to talk to other people.

Moreover, according to Apeh & Ezemaduka (2015), an introvert person tends to withdraw into his /herself especially, when he faced with emotional conflicts and stress in his or her environment. The introvert learner is a shy learner, like to work individually. Jung (2009) states that introversion is the turning inward of psychic energy with an orientation toward the subjective. The Introvert prefers to live in his inner world without sharing his thoughts and feelings with the outer world.

Furthermore, according to MacIntyre(1994) suppression in communication is more in introverts and they are less risk-taker, Fore instance they rarely speak in the classroom because they have the fear of making mistakes.

To conclude the introvert learner is a passive student in the classroom, he rarely interacts and participates, he rather prefers listening to others' talk rather than taking a role in the conversation.

3.Speaking skill and Messenger group discussion

Improving speaking skill is a challenging task especially with the lack of practising English outside of the classroom, in this section we will tackle the relationship between speaking skill and messenger group discussions, also we will spot the light on the importance of using messenger group to enhance speaking skill, and the importance of speaking skill in learning the English language

3.Understanding of Messenger group

Messenger group is a virtual group chatting. everyone had a Facebook account and messenger application he can subscribe on messenger and create his own messenger group with friends in networks.

According to Asha Sharma, director of product management for Messenger, 2.5 million conversation groups were created every single day, she adds that messenger groups are nearly like a real-life conversation, people chat easily using different features

Also according to Facebook newsroom page, Messenger group is a way to connect people with each other using text messages and emojis also making phone calls, and play video games together through Messenger. the one who creates the messenger group is the admin of it he can add or invite members to the group even if they are not his friends on Facebook.

3.2 The speaking skill

Speaking skill is one of the four language skill that learner should acquire, is to produce a statement or an idea orally. According to Siahaan (2008), Speaking is a productive skill. Furthermore, Harmer(2007) state that speaking is to construct words and phrases within

individual sounds, also the changing of pitch, intonation and stress to convey a different meaning. also, Abdel Salam (2002) support Harmer definition by defining speaking as a collection of micro-skill which include syntax, grammar, morphology, pragmatics or social language, semantics and phonology. Improving speaking skill need to enrich learner vocabulary and grammar, also the changing of intonation and stress is important to convey the meaning of the message easily.

Moreover, Noll (2006) state that speaking is an interactive process because it requires the involvement of another person. Speaking is a communicational skill need three essential elements that are the speaker, the listener and the meaningful produced utterance that is the speech that can be in a form of oral debate or processing information, in addition, most of the time the interlocutors are present, either speaking face to face or with the use of telephone over a call phone or using a social network like skype and messenger.

To sum up, based on scholars definitions, speaking is the most important language skill and the easiest way to convey a message to the listener in less time than other productive skill due to the speech features. Moreover, the learner who speaks regularly is an active, productive learner.

3.3 The importance of speaking skill in learning the English language

The aim behind acquiring a language is to communicate with people around the global to exchange information and learn about others culture, therefore to communicate with others the learner have to enhance his speaking skill because it is the most skill used to transmit ideas also, speaking is the first skill to assess the level of the language learner

As Brown and yuke (1983) say « *Speaking is the skill that students will be judged upon most in real-life situation* »

Furthermore, Ranson (2000) state that mastering speaking skill helps the speaker to gain the attention of the audience. As long as the learner masters the speaking skill he makes the discussion and the sharing of ideas enjoyable. In addition, Ur (2002) indicated that speaking skill is the most important skill among the other language skills because it is the first skill to be improved while learning a new language, he added also if the learner knows how to speak the language he will definitely know the language.

Speaking skill is a fundamental skill in learning a foreign language that helps the student shares his ideas and expresses his thought easily, also it is useful for the learner to determine his proficiency, for instance when he presented his work in the classroom or when discussing a topic the learner performance is primarily measured.

3.4 Relationship between speaking skill and Facebook messenger group

Facebook messenger group is one of the most used social network application. The majority of students use messenger to connect with each other by creating messenger groups to work on their project or exchange information and ideas. Moreover, many studies were

done to investigate the impact of using messenger to improve speaking skill such as the study of Turga Han & Firat Keskin, this study examines the effect of using messenger activities in the undergraduate level of EFL speaking classes on student's speaking anxiety. they choose thirty participants then ask them to discuss topics out of class on their phones daily, and the result was the lowering of EFL speaking anxiety.

3.5 The importance of Messenger to enhance speaking skill

Improving speaking skill is a difficult task, especially if the learner uses the language only in the classroom. However, in our modern global the students have the chance to use their language orally outside of the classroom using social networks as messenger by having a call phone, a video call or by recording their speech and send it to their friends or classmates.

According to the study of Campus Ecology, De Bakker, Sloep, and Jochemes (2007) the student use messenger for :

-Discussing tasks with colleagues, Gathering content for coursework, Reflecting on colleagues' work (<http://tandfonline.com>)

Research into the role of such instant and text messaging technologies in education has revealed their positive effects on providing platforms for socializing, sharing information, and communicating (Sweeny,2010). The importance of messenger is to provide learners with a platform to communicate and exchange information easily. Therefore students can discuss their topics or the topics provided by their teachers through recording their voice and send it to the group. Hence this integrating of the messenger in learning a new language promote the oral proficiency of the learner.

Furthermore, people with social phobia favour online interaction because they can interact with a hiding identity in the online network (Shepherd&Edelnn,2005; Cited in <https://www.researchgate.net>)

To sum up, the messenger is an important tool to promote learners speaking skill, that it offers the student the opportunity to practice English language independently anywhere and in any time either with colleagues or native speaker, as result, the learner will improve his accent and rich his vocabulary also he will feel comfortable while interacting with others without feeling anxious.

Conclusion

This chapter has reviewed scholars and researchers saying about the concerned topic. Definition of some key terms of the research was given. First the definition of social networks and some types of social networks. Next definition of learning was given with two selected types, that is formal and informal learning also types of learners personality was provided, then we explored the use of social media in EFL teaching. After that, we tackled speaking skill definition and its importance in learning the English language. Next an understanding of messenger group and its relationship with speaking skill also its important to enhance the learners speaking skill by supporting this view with some previous studies.

Chapter Two :
Methodology and data analysis

Introduction

This chapter describes the methods used to investigate the efficiency of messenger group discussion to enhance speaking skill. First, the research design is provided by stating the research hypotheses. Next the research instruments, the experiment then the two questionnaires, and the aim of choosing them as gathering data tools. Then the choice of the population will be explained, who are the students of the controlled group who did the experiment and the non-controlled group. Finally, the analysis of both questionnaires is presented.

1. Research design

The choice of the research tools is based on the hypotheses that are :

- Learners obtain a new vocabulary and enhance their pronunciation.
- The introvert learners may be involved in the discussion.

1.1 Research instruments

To test the hypotheses and gather reliable data, the researcher selects different data collection tools. Firstly the researcher had select a questionnaire addressed to the experimental group, the questions were about the learners' attitude towards oral expression class also, they were asked about their learning personality and the obstacles that face them during the session then, they were asked about their attitude towards messenger group conversation and to what extent it was effective to enhance their oral proficiency.

Secondly, the questionnaire of the non-controlled group, the questions were divided into three sections, the first section was about the personal background (Q1-Q2) the purpose of this section is to get personal information about the participants. Then the second section was about social network sites, the questions were given to collect information about the most used social media by EFL students, then whether they use to create Messenger group, also the time they spend in using Messenger. Finally, they were asked about the purpose behind using Messenger, and whether they use it to improve their language skills. Then the third section that was concerned with investigating the students speaking skill and the Messenger group discussion, the questions were aimed to expose if the students communicate in the English language via messenger, also if they think that messenger can be a useful tool to improve their speaking skill.

1.2 Population choice

The population of the study is from the Department of English at the University of ABD EL HAMID IBN BADISS University at Mostaganem, the population contain two groups of students, the first group was the experimental group and the second group was a non-controlled group.

1.2.1 The experimental group

The sample of the students was a group of first-year English students. The aim of choosing this group is because they did not use to practice English orally the previous years, so oral expression session is new for them, therefore the researcher wanted to find out the

changes that would happen with them. The researcher had observed this selected group in their oral expression session, then take notes about their attitude towards oral expression then invite the fifteen students to participate in the messenger group to discuss some provided topics an hour per day during a month, using voice records. After that giving them a questionnaire to answer.

1.2.2 The non-controlled group

This sample group of students contain twenty participants from different levels and specialities, they were volunteered to answer the questionnaire. It should be mentioned that it was supposed that the non-controlled group would be from the first-year English students but due to surprising advanced holiday, the researcher chose a group of classmates and friends to answer the questionnaire.

1.3 Data collection

Since the researcher could not meet and contact the students of the experimental group the questionnaire was sent to their email accounts. Also, the questionnaire was sent to the student of non controlled group via Email.

2.Data analyses

2.1 Analyses of the experimental group questionnaire

Part one

Question 01: Gender

This question will determine whether both females and males are familiar with the social network and if they use it for the same purpose.

Gender	number	%
Female	9	60%
Male	6	40%
Total	15	100%

Table 1: The students' gender

The group of the study was consist of 15 students. From the above table, we remark that they were 9 females which represents the majority of the whole group with 60% and 6 males that represents 40% of the whole sample.

Question 02: the age

This question will us to know whether all ages are familiar with the Messenger group

The age	The number	%
18	9	60%
19	2	13%

20	3	20%
21	1	7%

Table 2: The students' age

The table above shows the diversity in age, ranging from eighteen to twenty-one years old. However, the average age is 18 years which represents 60% of the group.

Part two

Question 03: How do you describe your level in the English language now as a university student?

This question aims to know the learners' perceptions of their level in the English language.

Perceptions	Satisfactory	Good	Average	Low
Number	4	5	3	3
%	27%	33%	20%	20%

Table 3: The students' level in the English language

From the table above we noted that the majority of the participants considered their level in the English language as a good level which resembles 33% from the total sample, whereas 27% of them evaluate their level as a satisfactory, then the rest considered their level as an average and low that represents the same percentage from the whole sample with 20%.

Question 04: How do you evaluate your oral proficiency?

level	Very good	Good	Average	Bad
Number	0	4	6	5
%	0%	27%	40%	33%

Table 4: Students' oral proficiency

From the result we remark that the majority of students evaluate their level in oral proficiency as an average level that resembles 40% from the whole sample, then five students evaluated their level as bad which represents 33% and finally 4 students their level was good with 27% from the total sample.

Question 05: What is your attitude towards oral expression session

Attitude	Number	%
Positive	3	20%
Negative	6	40%
Neutral	7	46%

Table 5: Students' attitude towards oral expression session

Seven students mentioned that their attitude towards oral expression is neutral which resembles 46% from the total sample, then 6 students their attitude was negative that represents 40%, and 3 students mentioned that is positive which represents 20% from the whole sample, Also, the students were asked to justify their answers. Their justification is as follow :

- The students who declared that their attitude towards oral expression class is negative justify that is a boring session, repeated topics, it gives the feeling of being under pressure.
- The students who their attitude is positive said that they like it and they enjoy speaking English.
- Finally, the students who mentioned that their attitude is neutral, they said that oral expression not beneficial for them because they do not express their thought freely.

Question 06: Do you face any obstacles when you speak English?

Answer	Number	%
Yes	12	80%
No	3	20%

Table 6: The obstacles that face the students' oral performance

It remarkable that the majority of the students face obstacles that prevent them to perform their English, making up 80% from the whole sample, therefore they were asked to point out those obstacles.

- The lack of vocabulary.
- Shyness and anxiety.
- Feeling lost and confused.
- Thinking with the mother tongue.

Question 07: In your opinion, is it important promoting the speaking skill?

This question aims to identify the learners' opinion about the importance of enhancing speaking skill. It is noted that all of the 15 students making up 100% agreed about the importance of promoting speaking skill.

Question 08: what do you follow as a strategy to enhance your oral performance?

In this question, students were asked to tick the appropriate answer or answers for them

The strategy	English movies	English TV shows	At school	English songs
Number	10	9	4	10
%	67%	60%	27%	67%

Table 7: The students' strategies to enhance oral performance

The students in this question were allowed to have multiple answers and to suggest the appropriate strategy for them. As it noted that ten students had chosen watching English movies and English songs as a strategy to improve their oral proficiency resembling 67% from the total sample, then, nine students had select English TV programme shows as a strategy for them resembling 60% from the whole sample while four students depend only on school classes as a strategy resembling 27% from the total sample.

Question 9: which type of learner personality you considered your self?

Type of personality	Number	%
Extrovert	7	47%
Introvert	8	53%

Table 8: Types of the learners' personality

The result of this question shows that 7 students considered themselves as extrovert learners making up 47% from the total sample, while 8 students considered themselves as Introvert learners making up 53%.

Question 10: Are you familiar with social networks?

Answer	Number	%
Yes	15	100%
No	0	0%

Table 9: The students' familiarity with social networks

It is remarkable that all of the 15 participants making up are familiar with social networks.

Question 11: How many hours per day do you spend on social media?

Hours	Less than 1 hour	1 to 3 hours	3 to 7 hours	More than 7 hours
Number	0	3	5	7
%	0%	20%	33%	47%

Table 10: The hours that students spent on social media per day

From the table below we remark that the majority of students spend more than 7 hours on social media resembling 47% from the total sample then, 33% of students spend from 3 hours to 7 hours per day on social media, while 20 % Of them spend from 1 to 3 hours per day.

Question 12: Do you use social networks to improve your English language skills?

The aim of this question is to know if the students use social networks in the educational context to promote their four language skills.

The answer	Number	%
Yes	9	60%
No	6	40%

Table 11: The students' use of social networks to improve their English language skills

As it is remarkable from the table 9 students that resemble 60% of the total sample responded that they use social networks to improve their English language skills, whereas 6 students that resembles 40% responded that they do not use it in the educational context.

Part three

Question 13 :Do you think that the Messenger group was effective to enhance your oral proficiency?

This question aims to know whether the Messenger group was effective and useful for the students to improve their speaking skill or not, also to see if the experiment was successful.

	Number	%
Yes	6	40%
No	9	60%

Table 12: The students' opinion about the effectiveness of the Messenger group in enhancing their speaking skill

The students' responses revealed that 40% of the students found the messenger group effective for them to promote their speaking performance while 60% of them found that messenger was not effective. Then they were asked to justify their answers if it was effective they were requested to clarify how messenger group affects their speaking skill, and if they responded that it was not effective they were requested to clarify why it was not effective.

For the students who said that it was effective, they justify their answers saying that they learn new vocabulary and new important terms, it allows them to practice their English language outside of the classroom and they feel more independent to share their ideas.

Then the students who their opinion was negative they justify that the topics were boring and not interesting for them, the problem of data connection so they can not be always online to chat on the group of the messenger, and some students said they wanted a mixed group between different levels to get new knowledge.

Question 14 : This question is addressed to the introvert learners, Have you been involved in the discussion?

The question is addressed to the introvert students of the group, to reveal whether they were involved in the discussion on the messenger group and if they feel less anxious.

	number	%
Yes	3	37%
No	5	63%

Table 13: The introvert students involvement in the discussion on the messenger group

It is noted that 5 students from the total number of the introvert students in the group (as it is mentioned in the table of the question 9) making up 63% responded that they have not been involved in the discussion, whereas 3 introvert students were involved in the discussion.

Therefore, they were asked to justify their answers. The students who declared that they had not been involved they clarify that saying that they feel shy and afraid from making mistakes

Because they are in the same group with their classmates, and they feel anxious because their classmates are new for them so they could not communicate with them. Then the students who had been involved in the group discussion they said that they were enjoying communicating with friends, also they were sharing ideas freely without the fear of making mistakes.

2.2 Analyses of the non-controlled group questionnaire

Section 1: the students' personal background

Question 1 : Gender

Gender	Number	%
Male	7	35%
Female	13	65%

Table 14: The students' gender

It is remarkable that 13 students making up 65% from the total 20 participants were females, then 7 students making up 35% were males.

Question 02: Level

The question aims to know the participants level to take an idea about the different levels' opinion about the use of Messenger as a tool to enhance speaking skill.

Level	number	%
Master one	8	40%
Master two	12	60%

Table 15: The students' level

The result in the table shows that 12 students making up 60% were second-year master students, then 8 students making up 40% of the whole sample were first-year master students.

Section 2 :

Question 03 : Are you familiar with social networks?

	Number	%
Yes	20	100%
No	0	0%

Table 16: The students' familiarity with social networks

The result shows that all the participants are familiar with social networks.

Question 04: Which application or social network site do you use the most?

The social network sites	number	%
Facebook	13	65%
Instagram	4	20%
WhatsApp	3	15%

Table 17: the most social network used by the students

It is noted that 13 students resembling 65% from the total sample declared that they use most of the time Facebook site. Then 4 students making up 20% of the whole sample use Instagram the most. then 3 students making up 15% use WhatsApp the most.

Question 05: Do you have a Messenger group?

This question aims to see whether the students create a messenger group or participate in friends' messenger group.

	Number	%
Yes	15	75%
No	5	25%

Table 18: the students having messenger group

From the table above we remark that 15 students making up 75% from the total sample that represents the majority have a messenger group or they are members of a messenger group, then 5 students making up 25% from the total sample do not have a messenger group.

Question 06: For which purpose do you use Messenger group?

The researcher wanted to know the students' purpose behind creating a Messenger group.

	number	%
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Chat with friends and play games	6	40%
Exchange ideas and courses with classmates	6	40%
Chat with family	3	20%

Table 19: the students' purpose of having messenger group

The result of this question shows that 6 students resembling 40% of the whole sample use messenger to chat with friends and play games, also 6 students making up 40% from the whole sample use it to exchange ideas with friends and exchange the written courses from each other. Then 3 students making up 20% of the total sample use it to chat with their family. We have to mention that the students were free to suggest the use of Messenger for them also we should mention that only 15 students responded to this question from all the 20 participants.

Question 07: How many hours do you spend on your messenger group?

This question aims to know how much time the participants use messenger group.

Hours	number	%
Less than an hour	5	33%
From 1 hour to 3 hours	10	67%
From 3 hours to 6 hours	0	0%

Table 20: the hours that student spent on messenger group

As the result shows that 15 students from the whole 20 participants responded on this question, 10 students from them making up 67% spent from 1 hour to 3 hours on messenger group per day while 5 students making up 33% spent less than an hour on messenger group per day.

Section three

Question 08: How do you evaluate your level of speaking English?

The question aims to know the participants level in speaking English.

Level	number	%
Very good	0	0%
Good	10	50%
Average	6	30%
Less than average	4	20%

Table 21: Students' level of speaking English language

Question 09 : What strategies do you use to enhance your speaking skill ?

In the question the participants were asked to mention the appropriate strategy or strategies for them to promote their English speaking performance. The students' answers were mostly the same, they state their strategies as follows:

- Chat with friends over around the world either native speakers or ESL learners.
- Use to speak in English language with classmates and with friends inside the university and outside.
- Watching English movies.
- Listening to English songs with lyrics.
- Watching TV shows, and the reality shows in YouTube channels.

Question 10 : Do you ever use messenger as a tool to perform your English orally ?

From this question the researcher wanted to know whether the students did use messenger to practice the spoken English.

	number	%
Yes	9	45%
No	11	55%

Table 22: the use of messenger as a tool to perform English orally

As it is summarized in the table, 9 students making up 45% of the whole sample use to perform in English orally via messenger, then 11 students making up 55% from the total sample do not use Messenger to communicate orally in English language.

Question 11 : Do you think that Messenger group can be an effective to ameliorate your speaking skill ?

This question is intended to know if the use of Messenger group can be beneficial in improving the students' speaking skill.

	Number	%
Very effective	9	45%
Do not effect very much	7	35%
Not effective	4	20%

Table 23: The effectiveness of using messenger group to enhance speaking skill

It is noted that 45% of the students think that messenger group can be helpful to improve the speaking skill, then 35% of them saw that messenger group can be helpful but not very much. However, 20% of the participants think that messenger group can not be effective in the improvement of speaking skill.

Question 12 : How messenger group can be effective in promoting the speaking skill?

The question is intended to get the students' ideas about how the messenger can be effective to enhance the oral proficiency. The participants had many answers we summarized it as follows:

- The learners will practice English outside of the school , so they ameliorate their weakness in the English pronunciation.
- The students will obtain a new terms and vocabulary .
- The shy learners will express their thought with their friends without embarrassment.

Conclusion

In the present chapter, we have presented the research methodology that the researcher has followed. Firstly we presented the instruments used to investigate the efficiency of messenger group discussion to enhance speaking skill , namely , the questionnaires of the experimental group and the non-controlled group .Then we presented the selected population of the two groups and the reason behind choosing them . After that the collected data of the experimental group and the non-controlled group questionnaires were analysed that will be discussed in the final chapter.

Chapter Three :

Discussion and Recommendation

Introduction

The present chapter is concerned with the analysis and the discussion of the collected data through this investigation. First , the result of both questionnaires will be given . Then ,some suggestions and recommendations will be laid out by the end of this chapter.

1.Discussion of the Findings

This section is an interpretation of the results that had been gathered from both experimental group questionnaire and the non-controlled group questionnaire.

Result from the Experimental group

The questionnaire was answered by fifteen participants who had done the experience of the Messenger group to test the effect of using messenger discussion on their oral proficiency . Therefore, the questionnaire consisted of three parts , the first one is the students' profile then the second part is about their speaking skill and their attitude towards social media and the last part was about the impact of the messenger group discussion on their speaking skill.

The study found that the majority of the participants in the group messenger were girls , their age was ranging from eighteen to twenty years old and their level in English is almost good also , their oral proficiency is average , however their attitude towards oral expression session is neutral because of many reasons such as the boring topics and the limitation of freedom to express their own thoughts . It is noted that the students face obstacles when they speak English as they mentioned in their answers , the lack of vocabulary ,shyness and anxiety,feeling lost and confused also, the use of the mother tongue. Therefore,all of them were agreed about the importance of enhancing their speaking skill,thus they use to promote their speaking skill depending on watching English movies and TV shows also listening to English songs as strategies to promote their oral performance.

From the students' answers it is remarkable that the group contained different types of learners personality who were extrovert and introvert learners , thus the number of the introvert students and the extrovert students was approximately equal .

Moreover, the study found that all the participants from different age , gender and personalities are familiar with social networks and use it regularly. Most of them use to spend more than seven hours per day on social media doing several activities such as using it in the educational contest to improve their English language skills .

Furthermore , the third part of the questionnaire was concerned with the experiment of the messenger group ,so the answers of the participants were based on the experience they had in the created messenger group.The study found that the majority of the students do not found the messenger group discussion an effective tool to promote their oral proficiency , thus they justify that by saying that the topics was not interesting for them , others said that they had a problem of data connection so it was impossible for them to participate on the group regularly , while others suggest having a mixture between levels to learn better. Then,most of the Introvert learners were not involved in the discussions because they felt shy and afraid of

making mistakes because they were in the same Messenger group with their classmates. However, there were some introvert students involved in the discussion.

Result from the non-controlled group questionnaire

This questionnaire was answered by twenty student from two different levels , master one and master two students most of them were females . The study found that all of the participants are familiar with social networks . In addition the investigation revealed that the majority of the students use Facebook more than any other network site . Also, more than half of the participants have a messenger group that they use it for different purposes such as chatting and play games with friends also, they use it in an academic purpose .For instance, exchanging ideas and information with friends , and work together on their group works or project also exchange courses with classmates. Then it is noted that they use to spend from one hour to three hours per day on their messenger groups.

The third section of the questionnaire dealt with their speaking skill and the messenger group .Therefore , the students level of speaking English was mostly good . Moreover, they use to follow some strategies to enhance their speaking skill such as chatting with friends over around the world either with native speakers or with ESL learners , watching movies and listening to English songs with lyrics however, the concern of this study is Messenger group as a tool to improve speaking skill, thus the participants were asked about if they use messenger as a tool to perform their English orally and the majority of them do not use it as a strategy or a tool to promote their English speaking skill . But they think that it can be effective to ameliorate the speaking skill supporting their answer by saying that through using messenger group the learners will practice their English language out of school with different students so as result they ameliorate their weakness in the English pronunciation , also obtain a new terms and vocabulary . Also the shy students will have opportunity to express their thoughts with their friends without embarrassment.

2. Interpretation of the main result

After the analysis of the findings of both questionnaires , the study ends with collecting data about the affect of messenger group on the students' speaking skill and how the Introvert students can be involved in the discussions and express their ideas freely . In this section the main result of the questionnaires will be interpreted.

The main result that can be taken from the experimental group questionnaire is that all of students from different ages and genders are familiar with social networks . Then they are all aware of the importance of the speaking skill thus they use social networks to improve their English language skills .

Regarding the effect of messenger group on the students' speaking skill , the study found that the majority of the students state that the messenger was not beneficial for them but this do not negate that a considerable number of them state that it was effective and beneficial for them to enhance speaking skill .

On the other hand the second answer of the study hypothesis , is concerning the involvement of the introvert learners in discussion , the result was negative because the

majority of them could not be involved in the discussion of the group due to many problems such as the shyness and the anxiety.

In addition to the result of the experimental group questionnaire, the researcher was one of the participants in the messenger group and it was noticed that most of students who were participating and talking most of the time they were already active students in the class whereas the students who were rarely participating, they use to give just words or statements. So as a result the messenger was not effective enough to make the shy students speak and express their thoughts.

In addition, the main result that could be taken from the non-controlled group is that all the students from different levels and genders are familiar with the social network sites, also the majority of the students had messenger groups that they use regularly as a daily habit. Moreover, the purpose of creating the messenger groups is different from student to another but generally most of the students use it for educational purpose.

However, concerning the effect of messenger group on the students' oral proficiency the study found that the majority of the students think that Messenger can effect the learners speaking skill, and enhance their oral performance by giving them the opportunity to communicate with friends and practice English language out of school that lead to ameliorate the weakness in the English pronunciation, also the learners will rich their vocabulary, then the shy learners could express their thoughts.

As a conclusion and an answer to the research questions, the messenger group was not much effective in improving the speaking skill of the students, and was not enough to give the introvert learners a comfortable atmosphere to be involved in the discussions and express freely.

3.Recommendations

Based on the implications of the study, some recommendations are provided to the students and the teachers.

3.1 Recommendations for students

The speaking skill is one of the most important skill in learning the English language that needs different tools and strategies to be followed to promote it. Hence many teachers and researchers suggest to update new tools that could help the learners perform their English language daily, and since the social media gain a great position nowadays, it is the most suggested tool. Moreover, the messenger group is the most used application to perform the language orally, however the result of the study shows that the messenger group was not effective due to some obstacles and causes, so some suggestion for the students will be stated to help the students benefit from the use of the messenger group.

- The students can select the members of the messenger group so that they feel more comfortable while talking without the fear of the negative comments.
- The students can choose the suitable time for them to practice their English.
- They can select the interesting topics for them to enjoy the discussion.

- They can create messenger group containing different learners from different countries either with native speakers of the English language or with ESL learners.
- The students can have a messenger group containing different learners' levels to exchange information.
- They also can share audios or videos of native speakers or teachers to listen to them and try to repeat it to ameliorate their pronunciation in the same time they can correct the mistakes of each other.
- Students can play games to make the learning more fun and break the boredom that could be .
- The students can discuss together the already done lessons , to understand better and practice English language in the same time.

3.2 Recommendations for the teachers

Teaching the speaking skill is a challenging task as a result teachers try to be creative and update new tools such as integrating technology and social media since it is the most interesting tool for the learners . Therefore,the researcher states some suggestions for the teachers concerning the use of messenger group as a tool to promote the learners' speaking skill.

- The teacher have to spot the light on the importance of practicing English language out of class to enhance the speaking skill.
- The teacher should encourage the students to make groups on social media such as messenger to communicate with each other.
- Also,encourage them to adapt the autonomy learning as the most effective learning method.
- Give the students the opportunity to choose the interesting topics for them to discuss.
- The teacher can create a group messenger then invite students to join it and discuss selected topics or continue the discussion of the classroom .
- The teacher can make the messenger group as a tool to assess the learners speaking skill development , that it can be cheked any time .
- The teacher is advised to provide the students with english native records that the pronunciation is clear to be understood by the students .
- Also the teacher can provide the students with vedios concerning their courses to promote their motivation to speak .

4.Limitation

The study has a number of limitation some of them are stated as follow :

- some concepts were difficult to define and supported by scholars qoutes.
- It was supposed that the researcher observes the progress of the students speaking skill in the classroom but the lack of time and the advanced holydays were an obstacle to do the observation.

- The researcher was obliged to repeat the experiment several times because some students were not helpful and stopped participating in the mid of the experiment.

Conclusion

Social networks especially messenger groups can be an effective tool to enhance the speaking skill of the students if the students use it appropriately and regularly . In the last chapter , we have give the result of the experimental group and the result of the non-controlled group . Then we interpret the main result of both questionnaires that answer the main questions of the study . Also,we have give some suggestions and recommendations for students and teachers on how they use Messenger group discussion to develop the speaking skill .

General conclusion

Enhancing the students' speaking skill has been always an issue for the English language teachers because of the educational system in Algeria that neglects the speaking skill and focus on the reading and writing skill during the classes. Accordingly , this research aims to investigate the effect of Messenger group discussion on the development of the students' oral proficiency .

This thesis first begun with the theoretical part that was an overview of the social media,then shed the light on the use of social media in the EFL teaching. Furthermore , the relationship between messenger group and the speaking skill was explained also, the focus was on the importance of the Messenger group discussion to enhance the speaking skill.

The second chapter was the practical part of the study ,it was started with describing the research instruments used to collect data , the students' questionnaires for both groups, and describing the population of the students in both groups ;the experimental and the non-controlled group. Then analysing the data that had been collected .

The last chapter of the research was devoted to the discussion and interpretation of the findings .In addition , some suggestions and recommendations were provided to help the students and the teachers benefited from using the Messenger group to enhance the speaking skill.

The analysis of the findings revealed the positive attitude of the students towards the use of Messenger group as a tool to enhance the speaking skill. However , the final result of the research rejected the hypothesis of involving the introvert learners in the discussions and enhancing the students' oral proficiency.

To conclude, the widespread of social media and the positive attitude of the students towards using messenger group to enhance speaking skill ,as it was shown in the findings of the non-controlled group questionnaire ,elucidate that it is not enough to confirm the effectiveness of the messenger group discussion to promote the speaking skill. Thus the result of the study reveals that the messenger group was not effective to enhance the speaking skill.

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Appendices

Appendix 1: The experimental group questionnaire

Dear student,

This questionnaire aims to investigate the effect of using a messenger group on your speaking skill.

You are kindly requested to answer the following questions by ticking (✓) your choice(s) or adding your opinion and information. It would be very helpful for this study if you answer the questions based on the Messenger group experiment you had. Thank you very much for your help.

Part one: Personal background

- 1) Gender Male Female
- 2) Age :

Part two: The students speaking skill and the use of social media.

3) How do you describe your level in English language now as a university student?

Satisfactory Good Average Low

4) How do you evaluate your oral proficiency?

Very good Good Average bad

5) What is your attitude towards oral expression session?

Positive Negative Neutral

6) Do you face any problems when you speak English?

Yes No

Identify them

7) In your opinion, is it important in improving the speaking skill?

Yes No

8) What do you follow as a strategy to enhance your oral performance? (multiple answers are allowed)

English movies English TV shows At school English songs

9) Which type of learners personality did you consider your self?

Extrovert Introvert

10) Are you familiar with social networks?

Yes No

11) How many hours per day do you spend on social media?

.....

12) Do you use social networks to improve your English language skills?

Yes No

Part three: The Messenger group and the students' speaking skill

13) Do you think that the messenger group was effective to enhance your oral proficiency?

Yes No
How ?.....

14) This question is addressed to the introvert learners. Have you been involved in the discussion?
Justify your answer,.....

Appendix 2: The non-controlled group questionnaire

The present questionnaire is a research tool for an academic investigation regarding enhancing students' speaking skill through the use of Messenger group. I would be very grateful if you answer the following questions.

Section 1 : The students' personal background

- 1) Gender : Male Female
- 2) Level:

Section 2: The students' attitude towards social networks

- 3) Are you familiar with social networks?
Yes No
- 4) Which application social network site do you use the most? (you can add your favourite application)
Facebook Instagram Whatsapp
- 5) Do you have a Messenger group?
Yes No
- 6) For which purpose do you use messenger group?
.....
- 7) How many hours do you spend on your messenger group?
Less than an hour From 1 hour to 3 hours From 3 hours to 6 hours

Section three: The students speaking skill use of Messenger group

- 8) How do you evaluate your level of speaking English?
- Very good Good Average Less than average
- 9) What strategies do you use to enhance your speaking skill?
.....
.....
- 10) Do you ever use messenger as a tool to perform your English orally?
Yes No
- 11) Do you think that messenger group can be effective to improve your speaking skill?
Very effective Do not effect very much Not effective
- 12) How messenger group can be effective in promoting the speaking skill?
.....
.....

