

وزارة التعليم العالي والبحث العلمي

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE
SCIENTIFIQUE

Université Mouloud MAMMERI TIZI-OUZOU
FACULTE DES LETTRES ET DES LANGUES
DEPARTEMENT D'ANGLAIS

جامعة مولود معمري تيزي-وزو

كلية الآداب و اللغات



Domaine : Lettres et Langue Etrangères

Filière : Langue Anglaise

Spécialité : Didactique des Langues Etrangères

Dissertation Submitted in partial of requirements

For the degree of master in English

Title:

**Teachers' and Students' Attitudes Toward the Use of Social Media to Develop the
Students' Speaking Skill: The Case of Third Year Students of the Department of English
at Mouloud Mammeri University of Tizi Ouzou**

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Academic year: 2019/2020

Dedications

To my dearly loved family

My beloved mother Nora and My father Ahcene

To my lovely sisters Lamia, Samira, Nouara and brother Samir

My little Niece Amira and nephew Wael

The family friends Samira Boudraa and Farid Rahoui

My sweaty and favorite friend Tina

My Cousin Chanez

My grandmother Djedjiga

My friends Sonia, Mohand Said and Rachid

Boussad Salima

To all my family who was always there to support me

To my father Kamal and my mother Khadidja

To my grandmother Saliha for always encouraging me and raising me

And to all my friend with whom I spend these magnificent years.

BOUSSELTANE Mohand Said

Acknowledgement

We would like to thank our dissertation supervisors Mr. HAMMOU and Mr. AOUINE for their advices, help, patience, and efforts in reading and correcting our dissertation. We would like to thank them for the time that they devoted for this work, and answering all the ambiguous questions.

We would also like to thank the board of examiners for accepting to read, examine and evaluate our work.

Finally, we appreciate everyone's contribution, help and support for us in the accomplishment of this dissertation.

Abstract

The present study is mainly concerned with teachers' and students' attitudes towards the use of social media to improve the students' speaking skill. The study was conducted at MMUTO relying on Davis' Technology Acceptance Model (TAM) focusing on two main concepts which are the perceived usefulness and perceived ease of use. A questionnaire was administered to fifty-seven (57) third year students in the Department of English at MMUTO, and an interview was conducted with five (05) teachers from the same department. In order to analyze the data, the statistical package for social sciences (SPSS) was used for the quantitative data, and qualitative content analysis (QCA) was used in order to interpret the qualitative data from the questionnaires' open-ended questions and the interviews. The results of the research show that teachers and students have a positive attitude toward using social media in developing the students' speaking skill.

Key words: Social Media, Social Networking Sites, Technology Acceptance Model, Teachers' Students' Attitudes, Speaking Skill.

List of Abbreviations

- E-learning: Electronic Learning
- EFL: English as a Foreign Language
- Hp: Hypothesis
- MMUTO: Mouloud Mammeri University of Tizi Ouzou
- QCA: Qualitative Content Analysis
- SM: Social Media
- SNSs: Social Networking Sites
- SPSS: Statistical Package for Social Sciences
- TAM: Technology Acceptance Model

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General Introduction

Statement of the Problem:

One of the best achievements by humans in the modern times is the creation of different technological devices. The latter are used to entertain, travel, cure diseases, to communicate. As well as to improve knowledge and skills. One of the mostly used technologies in 2020 throughout the globe are social media with a percentage of 49% users worldwide (Clement,2020). This can be explained by the fact that social media allow people to have access to various types of information and data.

Nowadays, thanks to the different types of social media (Facebook, Instagram, YouTube, Tweeter, SlideShare) the world became a global village in which people from different places can communicate with each other. Social media are used in different domains of life such as: business, medicine, advertisement, politics, and journalism.

The present research is carried out to determine the attitudes that teachers and students hold towards the use of social media in developing the students' speaking skill. In fact, Kaplan and Heinlein (2010 :61) stat that *“social media is a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and allow the creation and exchange of user generated content”*.

Previous studies were conducted in relation to the use of social media in the educational spheres, mainly on the writing skill. One research was concerned with the students' academic writing skill after implementing blended learning using Facebook (Dwi Sulisworo, Triwati Rahayu, Rifai Nur Akhasan,2016) in which they have stated that this learning approach had shown good and positive results in many aspects: shaping ideas, transforming ideas into the written form. Another research was mainly concerned with the impact of social media on students' academic writing in the Department of English at Tlemcen University(Bouchikhi & Bouanani ,2017), which studied the negative effects of Facebook on student's academic writing

and showed that when texting students write the way they speak without giving importance to the academic rules, and carelessness became a habit for students while writing in classes. Thus, few studies have investigated the use of social media in improving the speaking skill in the educational sphere, and more precisely at MMUTO.

Aim and Significance of the Study

The present work aims at investigating the students' and teachers' views about the use of social media for educational purposes and more precisely in developing the students' speaking skill. In order to do that, the research is conducted in the Department of English at Mouloud Mammeri University of Tizi-Ouzou.

The objective of the research is to find out teachers' and students' attitudes towards the use of social media to improve the students' speaking skill in the Department of English at MMUTO. In order to conduct this investigation Davis' (1989) technology acceptance model will be used. It is an information system theory that investigates how users come to accept and use a given technological device.

Such a study is significant since, we are living in the age of development and technology and online courses are part of the educational growth, and using such tools can allow both teachers and students to interact when accessing the faculty is impossible.

The research' central aim is to provide a critical interpretation of teachers' and students' opinions about the effectiveness of the use of social media in educational contexts. First, since social media give access to students to get more information and to interact with learning groups. Then, in developing the speaking skill by interacting with English speaking people and with their teachers.

Research Questions and Hypotheses

The current research aims at answering the following questions:

1. What types of social media the students frequently use in the Department of English at MMUTO?
2. What views do teachers and students hold about the use of social media to develop the students' speaking skill?

To answer the questions the following hypotheses are set forth:

Hp1: Social Networking Sites are the most used social media by the students of the Department of English at MMUTO.

Hp2: Some teachers and students support the use of social media to improve the students' speaking skill.

Research Techniques and Methodology

The research methodology involves the different techniques and tools used in order to collect data and gather information about a specific topic. In order to conduct our research, Davis' technology acceptance model (1989) will be used to find out the teachers' and students' attitudes toward social media use in higher education.

As tools to gather the needed information and data, we combine a quantitative and a qualitative method. The data are collected by interviewing some teachers from the Department of English at MMUTO, and also by the use of questionnaires delivered to fifty-seven (57) 3rd year students of the same department. For the analytical part, the Statistical Package for Social Sciences (SPSS) is used in order to analyze the quantitative data. As regards the analysis of the qualitative data, content analysis will be used.

Structure of the Dissertation

The dissertation follows a traditional dissertation layout. It is divided into six parts, a General Introduction a General Conclusion and four chapters.

The introduction involves the statement of the problem, the research questions, aim and significance of the study, the research techniques and methodology, and the structure of the dissertation. The first chapter is entitled “Literature Review” in which we will analyze and criticize existing studies about our topic. The second chapter is “Research Design” in which we will expose the different tools we will use in order to collect and analyze data. The third chapter is called “Presentation of the Findings”, In this chapter we will present the results of our collected data. The fourth chapter is named “Discussion of the Findings”, in which we will discuss and interpret the meaning of the data we have collected. And finally, we end the dissertation with a “General Conclusion” to provide a general summary of the research and possible future researches in the area.

Chapter One: Review of the Literature

Introduction

This chapter is a review of literature which is divided into three main parts. The first part provides the different definitions and categorization of social media and social networking. It reviews the difference between: social media, social networking and traditional media. It represents the advantages and disadvantages of social media use in education. The second part is devoted to the definition of the speaking skill, its importance and the techniques that teachers use in the classroom in order to teach it successfully. It provides the involvement of social media in the process of teaching and learning the speaking skill. The third part includes the notion of attitude and reviews Davis' technology acceptance theory.

1.1 Social Media

1.1.1 Definition of Social Media

Social media are websites, mobile apps and computer software used in order to facilitate communication between different individuals. Huang & Benyoucef (2013 :246) states that social media are *“Internet-based applications built on Web 2.0, while Web 2.0 refers to a concept as well as a platform for harnessing collective intelligence”*. another definition is that of Magrets et al. (2015 :5) who defines social media as *“Internet-based platform that allows the creation and exchange of user-generated content, usually using either mobile or web-based technologies.”*

Even though there are different definition of social media they all agree on the fact that social media refers to using the internet in order to share ideas interact, comment, create content such as videos ,tutorials, perspectives ... and sharing it with other users through different platforms on different devices such as social networking website, blogs, forums ,media sharing sites.

1.1.2 Types of Social Media

The different platforms that are part of social media are divided into 6 different categories according to Kaplan & Haenlein (2010):

1.Blogs and Micro-blogs: *“They are the Social Media equivalent of personal web pages and can come in a multitude of different variations, from personal diaries describing the author’s life to summaries of all relevant information in one specific content area”* (Kaplan & Haenlein, 2010:63). Examples of blogsites are: Twitter, Knowtechie, Edudemic.

2.Collaborative Projects: *“Collaborative projects enable the joint and simultaneous creation of content by many end-users”* (Ibid. :62). The first one is wikis, *“that is, websites which allow users to add, remove, and change text-based content”* (Ibid.). And the second type is social bookmarking *“which enable the group-based collection and rating of Internet links or media content”* (Ibid.). one of the most known and used collaborative project is the online encyclopedia Wikipedia.

3.Content Communities: *“The main objective of content communities is the sharing of media content between users. Content communities exist for a wide range of different media types, including text (e.g., BookCrossing, via which 750,000+ people from over 130 countries share books), photos (e.g., Flickr), videos (e.g., YouTube), and PowerPoint presentations (e.g., Slideshare)”*(Ibid. :63).

4.Social Networking Sites: *“Social networking sites are applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending e-mails and instant messages between each other”* (Ibid.)

5.Virtual Game Worlds: *“Virtual worlds are platforms that replicate a three-dimensional environment in which users can appear in the form of personalized avatars and interact with each other as they would in real life”* (Ibid. :64)

6.Virtual Social Worlds: *“The second group of virtual worlds, often referred to as virtual social worlds, allows inhabitants to choose their behavior more freely and essentially live a virtual life similar to their real life” (Ibid.)*

1.1.3 Social Networking Sites (SNSs)

1.1.3.1 Definition of Social Networking Sites

Social networking refers to the creation of an online profile by writing one self's information; profile name, age, gender, marital status and which is connected to other different social network sites (Chiu et al.,2008). According to Boyd & Ellison(2008 :211) , *“SNS is a web-based service that enables individuals to create a public or semi-public profile within a bounded system, form relationships with other users of the system, view their connections and the connections of other users of the system, and create and distribute content within the system”*(cited in Gremu & Halse ,2012).

People create online profiles in order to connect with other people they know or to make new acquaintances in order to share personal or professional information with each other on subjects of mutual interests. Michael Peacock (2009 :8) states that one of the fundamental concepts of social networking is building connection with other people, *“to maintain existing offline relationships or solidify offline connections”* (Boyd & Ellison, 2008 :221).

Nowadays social networking has become a global phenomenon, transcending boundaries and transforming mobile technology. It has gained an enormous following and become an indispensable technology and it transformed from small user-based niches into sites used by billions of individuals worldwide from different backgrounds, languages, and identities (Rushantha, M. 2016).

In the recent years the use of social media in general and social networking sites in particular by the youth and older people is increasing in a considerable way. Today more and more Algerian people are using social networks and thousands of accounts are created everyday thanks to the ease of access to the Internet and the affordable prices of mobile data (3G and 4G networks).

1.1.3.2 Some of the Most Used Social Media Web Sites in Algeria

According to the Datareportal website the number of internet users and social media users in Algeria increased by 2.4 million (+12%) between January 2019 and January 2020 a total of 22 million active social media users (51% of total population).

Rank	Social media	Social Media Stats Algeria
1	Facebook	56.77%
2	YouTube	31.53%
3	Pinterest	4.62%
4	Twitter	3.69%
5	Instagram	3.17%
6	Tumblr	0.06%
7	Reddit	0.06%
8	Others	0.09%

Table 1: Social Media Stats in Algeria

The above table shows the ranking of the social networking sites mostly used by Algerians. We can see that Facebook has the lion's share with a percentage of 56.77%, then YouTube in the second place with 31.53% and in third place twitter with 4.62% followed by other social networking sites with a very small percentage.

1.1.3.3 Categories of Social Networking Sites

According to White (2012) we can categorize social networking sites into 7 categories which are as follow:

1.Social Connections: they are websites which permit its users to keep in touch with friends and family (White,2012). Some examples of these websites are:

1.1 Facebook: it's one of the most popular and used websites in the world.it was launched in 2004 by its founder Mark Zuckerberg. At the beginning it was only used by university and high school students in the united states. By 2006 any person that claims being at least 13 years old has been granted access to create a Facebook account. And today it counts more than 2.7 billion monthly active users.

1.2 Twitter: an American microblogging and social networking service on which users post and interact with messages known as "tweets".

2.MultiMedia Sharing: they are social networking sites that permit to share video and photography content online. For example:

2.1 YouTube: is a website and mobile app that allows its users to upload, view, rate, share, add to playlists, report, comment on videos, and subscribe to other users' channels. According to Alexa it's the second most visited website in the world with 2 billion monthly active users worldwide.

2.2 Instagram: is an American photo and video sharing social networking service owned by Facebook. It was created by Kevin Systrom and Mike Krieger in 2010. At its launching period the website only allowed its users to upload media files such as photos, but in 2015 also added messaging features, the ability to include multiple images or videos in a single post and a Stories feature. There are more than 500 million daily users worldwide.

3. Professional: they are website made for openings for career-related development. Some of these websites give a general forum for experts to associate, whereas others are centered on particular occupations or interface (White,2012). A few examples include:

3.1 linkedIn: *“it is an American business and employment-oriented online service that operates via websites and mobile apps. This website was launched in 2003 and it is mainly used for professional networking, including employers posting jobs and job seekers posting their CVs”*(“LinkedIn,” n.d)

3.2 Classroom 2.0: Social network started in 2007 specifically planned to help teachers connect, share and offer assistance to each other with profession-specific matters (White,2012).

4. Informational: informational communities are made up of individuals looking for answers to regular everyday issues (Ibid.). A few of the most popular informational communities are:

4.1 The Nature Conservancy: it is an *“online community where individuals interested in adopting green living practices and protecting the earth can interact”* (Ibid.).

4.2 Do-It-Yourself Community: it is an online website that permit do-it-yourself devotees to connect with each other (Ibid.)

5. Educational: educational networks are where numerous students go to collaborate with other students on scholastic projects, to conduct research for school, or to interact with teachers and instructors by means of blogs and classroom forums. Educational social networks are getting to be amazingly well known inside the instructive framework nowadays (Ibid.). A few cases of such websites are listed underneath:

5.1The Student Room: TSR is a UK based privately held student community company that exists for every student to use to support each other (Ibid.).

5.2 The Math Forum: it is a website designed specifically to connect students interested in math by age groups (Ibid.)

6. Hobbies: one the foremost prevalent reasons numerous individuals use the web is to conduct research on their favorite themes related to individual hobbies. When individuals discover websites based on their favorite leisure activity, they find an entire community of individuals around the world who share the same passion for those interests. Some cases of hobby-focused social networking sites incorporate (Ibid.)

6.1 Grow It!: it is a website created for people interested in gardening (Ibid.).

6.2 My Place at Scrapbook.com: Planned particularly for scrapbooking devotees, clients can make profiles, share data, post upgrades and more (Ibid.).

7. Academic: scholars who need to share their investigations and review results achieved by colleagues may discover that the use of academic-specific social networking to be very important (Ibid.) A number of the foremost well-known online communities for scholastics are:

7.1 Academia.edu: clients of this scholastic social network can share their own research, as well as follow research submitted by others (Ibid.)

7.2 ResearchGate: Online asset for researchers and scientists to discover, organize and share valuable data as well as network professionally (Ibid.).

1.2 The Differences Between Social Media and Social Networking

According to Pierre (2018 :1) *“there is some kind of misunderstanding and confusion about the use and meaning of popular terms such as social media and social networking, sometimes these two terms are used as synonyms, but this is not always correct”*. In fact, social networking sites are sub categories of social media. In other words, we can compare social media to a pie and social networking sites then being a slice of that pie.

Cohen (2009) declares that “*the difference is not just semantics but in the features and functions put into these websites by their creators which dictates the way they are to be used*” (cited in Edosomwan et al.,2011 :84).In fact, he states that social media is as yet a media tool basically used to communicate and share data with a wide crowd, while social networks are seen as a dedication made by individuals with joint interest with the objective of consolidating and building connections through the community.

Today’s students are referred to by many researchers as “*digital natives*” for their amount of use of modern technologies (Prensky 2001a,b) (cited in Brown & Czerniewicz, 2010 :357).That’s why academic institutions are in the process of incorporating networking sites as a tool for teaching and learning through implementing a particular framework, particularly in regards to assessments, as a way to improve the personal and professional skills of students, to enhance the learning and to improve their learning environment and prepare them for their future workplace. (Issa et al., 2016)

1.3 The Differences Between Social Media and Traditional Media

There are many differences between social media and traditional media. Finlay, MacRitchie (2018) states that the main difference between the two is the almost complete absence of quality control of the social media which means that anyone can publish anything. Contrary to traditional media where all the articles are supervised and verified before their publication. Roy (2016) suggested five differences between social media and traditional media which are as follow:

1. “*Social media reaches a maximum audience, while traditional media’s audience is generally more targeted*” (Roy,2016).
2. “*Social media is versatile (you can make changes once published), whereas traditional media, once published, is set in stone*” (Ibid.).

3. *“Social media is immediate, while traditional can be delayed due to press times”* (Roy,2016).
4. *“Social media is a two-way conversation, and traditional is one-way”* (Ibid.).
5. *“Social media often has unreliable demographic data, but traditional media is more accurate”* (Ibid.).

1.4 Advantages and Disadvantages of the Use of Social Media in Education

Social media is like any technology created by man it is a double-edged sword which means that its use can be both favorable or unfavorable for students and teachers.

1.4.1 Advantages of Social Media

Faizi, Afia, and Chiheb (2013) investigated the potential benefits of using social media in education and found out that these web-based applications can improve communication among students and between teachers and students in many ways:

1.Social Media as Communication Channels

According to Faizi et al. (ibid) one of the most important aspects to reach an effective teaching-learning experience is communication between teachers and students, that’s why the use of social networking websites enhance communication between students and teachers or among students. In such a way teachers can help students and students can help each other even after school time.

2. Social Media as Engagement Tools

McLoughlin and Lee (2007) state that students who hardly participate in class or are shy may get more involved and more comfortable when expressing their thoughts and sharing their resources on Facebook, Twitter, or YouTube. Also, suggests that the use of social learning platforms can increase the amount of time students spend in doing their homework.

consequently, the use of social media in education can avoid the feeling of boredom by students and can motivate them to become active participants in the teaching-learning process.

3. Social Media as Collaborative Platforms

Social media is a way to ease collaboration between individuals within the educational institution. For example, students and teacher can collaborate in creating forums and wikis in which each one of them contributes to broaden one another's knowledge on a specific topic. Also, students and teachers can create and join group chats in order to help each other.

1.4.2 Disadvantages of social media

Even though, social media has a lot of advantages for students and teachers it also has disadvantages:

1. Distraction

Lederer's 2012 study (cited in Alfarhoud et al., 2016: 37) suggest that distraction is the most noticeable disadvantage of the utilization of online media in the study hall since it distract students' attention away during the class.

2. Cyber-bullying

Because of the spread of social media cyber-bullying became more frequent among students. According to a study conducted by Whittaker and Kowalski (2015) that focused on cyber-bullying among college students, forty-eight percent of the participants have been subject to a case of cyber-bullying mainly through social networking sites (cited in Alfarhoud et al., 2016: 37).

3. Discouraging Face-to-Face Communication

According to Lederer (2012) even though social media can encourage students that are shy to participate via social media platforms, it may cause students to feel uncomfortable when

interacting with people face-to-face and this can have a great impact on students' future, for example when having college admission or job interviews.

1.5 The Speaking Skill

The speaking skill is very important in learning and teaching any given language. In many countries, peoples' need to speak English has increased in the different domains of life either education or working opportunities. In the educational spheres, both teachers and students look at different techniques to use in order to improve the speaking skills. It is essential for students to train themselves and practice their speaking abilities, by doing group work and activities in which they share their ideas and thoughts and communicate freely with each other. For teachers, teaching the speaking skill especially vocabulary needs concentration and a lot of efforts to target the learners' needs. It requires the use of many activities and different teaching materials to facilitate the understanding for learners and to communicate the message successfully. Teachers may use different types of speaking practices to enhance the use of English in authentic situations, for instance suggesting topics for students to express themselves in a precise period of time, creating an enjoyable environment where learners exchange information and knowledge (Baker & Westrup, 2003).

The speaking skill includes four main sub skills: fluency, vocabulary, grammar and pronunciation. First the term fluency, usually used for the acquisition of the second language in which learners try to learn new words and expressions and practice that in real situations. Lennon (1990) distinguishes two main definitions for fluency, a narrow definition which says that fluency refers to being smooth and fluid in speech. And a broad definition, fluency refers to being proficient in speech. Second, vocabulary is related to the words that the speaker uses while the process of speaking takes place. It has to do with the choice of terms and how motivated the speaker is to learn more and new words. Third, grammar is about mastering the

major tenses and respecting the several rules which governs the speech production in order to communicate the message successfully. Last, pronunciation is related to how the speaker pronounce words and utterances and the extent to which he/she can be understood by the audience. It involves some subskills: intonation, rhythm, word and sentence stress(“the four speaking skills”,2018).

1.5.1 Definitions of the Speaking Skill

According to Bueno, Madrid, and McLaren (2006: 321) “*speaking is one of the most difficult skills language learners have to face*”(cited in Rao,2019: 8) .This definition stresses the importance of the speaking skill for students. It is considered as the most difficult skill to develop, that’s why students have to make efforts in order to improve this ‘productive skill’.

Brown (2007 :4) defines speaking as “*an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument*” (cited in Asptiana Permawati,2018 :22). In this definition, speaking is seen as a tool for interaction between people, in which they construct meaning by the production of utterances and the good choice of words in order to convey a meaningful discourse. For Thornbury (2004 :1) “*speaking is so much part of daily life that we take it for granted*” (cited in Asptiana Permawati,2018: 22). Chaney (1998 :13) “*The process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts*” (cited in Namaziandost & Nasri, 2019 :201).

For Hedge (2000, :261) speaking is defined as, “*a skill by which they [people] are judged while first impressions are being formed.*”. In this definition, speaking is considered as the most important skill that people in general and learners in particular should take into account while learning a foreign language, because it reflects their ideas and opinions.

1.5.2 The Importance of Speaking in EFL

Brown and Yule (1983) say that speaking is the skill that the scholars are going to be judged upon most in real life situations. Speaking is very relevant for students to develop in the process of language learning. The act of speaking help students to be more self-confident and express their ideas by making use of language in different authentic situations in the society, especially in the educational context, where students work on their projects either in peers or in groups, in which they exchange information and knowledge and learn how to be more fluent. Speaking is crucial in the different domains of life. In politics, the speech of the political members reflects their grade of education, intelligence, way of thinking, way of criticizing and their personality. In the medical domain, doctors and all the medical staff way of speak reflects their generosity and responsibility via their profession. To conclude, in any profession in the society, the need for speaking aspect in essential.

The act of speaking is very beneficial for learners to succeed the acquisition of the foreign language. It gives the opportunity to practice and discover their competences, for instance doing the different oral activities: dialogues, role plays, commenting on images and videos and debating on different topics in groups enhance their speaking abilities and help them being more sociable in talking not only between classmates but also in public. According to Tyagi and Misra (2011 :224), the importance of speaking skill 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.

1.5.3 Teaching and Learning the Speaking Skill

There are different techniques and methods that both teachers and students use to practice the speaking skill. Teachers in the class provide the learners a good atmosphere and a positive environment, in which they present series of oral activities and exercises to practice the speaking skill. The teacher adopts the methods which provide for learners the opportunity to practice the communicative competence, present activities that correspond to the enhancement of the oral skill. For instance, the use of authentic materials, which is a very important criterion to attract the learners' attention in order to involve them in the process of learning. It is based on providing concrete materials and tools such as: videos, images, documentary, newspapers and magazines to discover new words and comment on the pictures using their own words in order to come up with psychological obstacles. The students are asked to hear and concentrate on the task and try to reproduce what they have grasped in their own words and try to do the best performance.

The use of scrambled paragraphs, in which the students are asked to put the sentences in the right order, and help them discover the topic themselves and understand the language used. It is a good technique to stimulate the students' criticality of thinking (freeman,2000 :133). The use of language games which pushes the students to be motivate to work. It is an activity in which the teacher divides the class into groups and ask each group to write about a given topic, the best will be rewarded, in that situation each group will do their best and try to think and search the most corresponded vocabulary to use as a weapon for the challenge. According to Johnson and Morrow (1981), the language game is the tool which practices the communication and the one which consists of: information gap, choice and feedback (cited in freeman,2000). The technique of role plays which is the most beneficial practical tool for learners, in which they feel themselves free for expressing their communicative competence and the performance they can show either in private or in public.

Discussion activities can be considered as the best practical technique which give students the opportunity to practice the language and opens the floor to share their ideas and express themselves in order to improve the communicative ability using the target language (Harmer, 2001). Littlewood (1981, :47) states that: “*It(discussion) provides learners with opportunities to express their own personality and experience through the foreign language*”. In this definition, discussion is viewed as the authentic practice of language in which students explore their oral abilities and express their own experience through the target language.

To conclude, there are various means and tools to lay on to teach and learn the speaking of any given language and develop the communicative competence.

1.5.4 Social Media and the Teaching and Learning of the Speaking Skill

Due to the technological development in the world today, all the domains of life were affected by the later. In the field of education, social media is largely used by EFL teachers and learners, including the use of different digital tools and materials in the classroom and the use of online technologies. One of these tools is the large use of videos in the process of teaching and learning especially by the students in the beginning of the 21st century, in which they prefer the audiovisual version rather than the printed version (Balbay & Kilis, 2017).

YouTube is the most used website for videos in this context since the spread of internet in 1990s. According to Hovland et al. (1949), videos were used as a major tool in the language education since the early ww2. For instance, Perez et al. (2017) focused their study on the effect of the use of YouTube videos on the students of L2 vocabulary acquirement, in which they stated that the vocabulary of the participants is directly related to the different learning skills, especially developing the speaking skill by making use of the context of those videos and apply it in the real situations. Even though, vocabulary is considered as the main focus of the teachers in the classroom, comprehension also occupies an important position which is developed by the

use of videos in the classroom. In this context, the classroom interaction is vital for learners to improve their speaking ability, Chanthiramathi (2011, :1) has stated that: *“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.”* It means that in order to ameliorate the speaking skill, students need to talk, debate and exchange ideas in the classroom. *“Students need to participate actively and to enjoy their English”* (Baker and Westrup, 2003. :8). This means that, the students’ need for practice is very helpful and important in the enhancement of the speaking skill.

Mohsen (2016) investigated the use of videos in order to examine the comprehension of students and the vocabulary learning in the classroom, in which forty-three Arab adult learners who participated in a virtual knee surgery, and some surgery techniques were shown on the video clip. The proposed videos were very helpful in the process of learning and the comprehension. Lee and Liang (2012) referred in their article about YouTube and language learning to some weak characteristics of the videos available online such as: the sound, the pronunciation and the simple language used in those videos. Another feature of YouTube is that learners can be very creative. Jenkins and Dillon (2013) argue in their research that a category of students developed a concept through students’ presentations, they were asked to work in peers and in groups. It was reported that, the work in common between learners help in constructing knowledge and exchanging ideas with each other and the presentations’ debates benefit their enhancement of vocabulary and speaking (cited in Balbay & Kilis, 2017).

To conclude, YouTube is a very beneficial video platform for students which helps in the development of the speaking skill, enhance the vocabulary and increase the extent of comprehension in the classroom.

1.6 Attitude

Attitude is a central part in conducting our research. This concept was defined by several authors in different ways. Allport (1935:810) states that attitude is “*a mental and neural state of readiness organized through experience, exerting a directive and a dynamic influence upon the individual’s responses to all objects and situation with which it is related.*”. Another definition of attitude is that of Bogardus (1931 :52) who declares that “*An attitude is a tendency to act toward or against some environmental factor which becomes thereby a positive or negative value.*”. And as for Perloff (2017 :87) he says that attitude is a “*learned, global evaluation of an object (person, place, or issue) that influences thought and action.*”

Attitude is composed of three components which are: 1)the Affective component which refers to the feelings or emotions that something evokes,2) Cognitive component which refers to our thoughts, beliefs, and ideas about something, and the last one is 3)the Behavioral component ,and it refers to past behaviors associated with the attitude object (Haddock & Maio,2004).

1.7 Davis’ Technology Acceptance Model (TAM)

TAM is a theory proposed by Davis, which is based on developing a model with various principles to explain and figure out users’ acceptance of a given technology and any information system (Davis et al. 1989).

According to Davis (1989), the acceptance of any computer or technology system is closely related to both perceived usefulness and perceived ease of use. Perceived usefulness is related to the idea that the effectiveness of the work can be developed and build up by the use of a specific application network, while perceived ease of use is a belief which is related to users’ expectation of using any given technology system without making much efforts.

TAM supposed four main principles which are as follow: first, the users of a computer system have to show a behavioral intention in order to actually and properly use that system. Second, this behavioral intention is characterized by the attitude to use the computer system. Third, the attitude of the users of a system is shaped by both perceived usefulness and perceived ease of use. And finally, the perceived usefulness of any technological system is influenced by the perceived ease of use, which means that in order to have a good work by the use of any given, application system, the expectation of users not to put much efforts to use a given system can affect the production of the final work(Davis et al., 1989).

Davis' Technology Acceptance Model reports that, there are some external factors and variables that influence the users' beliefs, intention, attitude and actual use of any given technology and application system (Davis et al., 1989). He provided a schema which explains more the relation between these concepts.

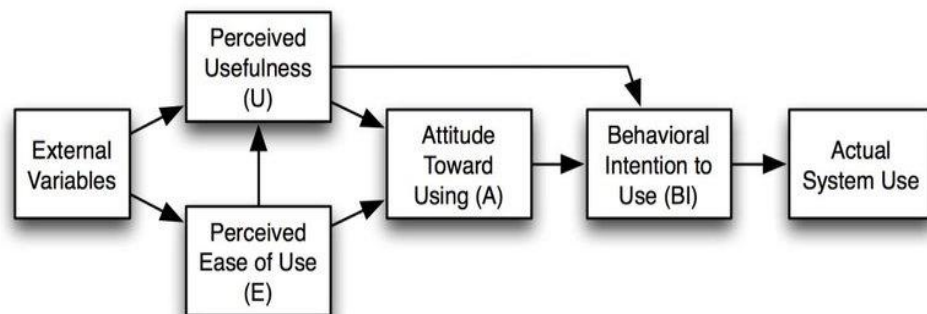


Figure1.1 : Technology Acceptance Model (Davis et al. 1989 :985)

Technology acceptance model relied on many other theories to develop its concepts and principles, among them the theory of reasoned action (TRA) which is considered as the earliest technology acceptance theory developed in the field of social psychology by Ajzen and Fishbein in 1967. Its aim was to study the humans' behavior which is influenced by the attitudes either directly or indirectly during the period from the 1910s to the 1960s.

1.8 The Rationale Behind the Application of the Theory to the Present Study

Our study focuses on the two basic concepts of Davis' technology acceptance model: perceived usefulness and perceived ease of use. First, the perceived usefulness which is the most important element to focus on. It involves the user' subjective opinion that the use of application and technology systems can increase his performances in a given area (Davis,1989), for instance the use YouTube to enhance the students' vocabulary and speaking ability. Second, perceived ease of use which includes the students' expectations of using less efforts to get access to any computer system or mobile technology. The both concepts influence the attitudes toward the actual use of different application network. To conclude, our research aims at investigating the attitudes of teachers and learners toward the use of social media to enhance the speaking skill, by applying the concepts of Davis 'acceptance model.

Conclusion

The present chapter has reviewed the categorization of social media and social networking sites, by providing clear definitions and some supporting examples.it has shown the difference between social media and social networking, social media and traditional media and summarizes the advantages and disadvantages of social media especially in the educational context. In addition, the chapter has presented the importance of the speaking skill in the teaching-learning process in the EFL classes, as it has described the various teaching techniques which enhance the learners' speaking skill and the explanation of the implication of social media in the teaching and learning of the speaking skill. The chapter has also provided the different definition of attitudes. Moreover, the chapter has explained Davis' technology acceptance model on which our research relies on its principles and concepts about the use of social media in the educational context in general and to develop the speaking skill in particular.

Chapter Two:

Research

Design

Introduction

This chapter is methodological. It is designed to explain the research techniques used in order to carry out our research and to answer the main research questions stated in the general introduction of the work. It is divided into two parts which are procedures for data collection and techniques for data analysis.

In the first part, the chapter describes the procedures and tools for data collection: questionnaires and interviews. Then, in the second part it introduces the data analysis methods used for the qualitative and the quantitative information obtained from the questionnaires and the interviews.

2.1 Data Collection Procedures

In our research we used a mixed methods approach which combines both qualitative and quantitative methods to acquire the needed data for our study. In fact, we used two main research tools. The first one is a questionnaire administered to third year students at the Department of English at Mouloud Mammeri University of Tizi Ouzou, and the second is an interview conducted with teachers of oral expression in the Department of English at MMUTO.

2.1.1 Questionnaire

A questionnaire is defined as *“any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers of selecting from among existing answers”* (Brown, 2001 :6).this means that questionnaires are one of the main tools used in order to collect information about a specific topic. Our questionnaire is composed of both open-ended and closed-ended questions.in the former the participants are given a list of possible answers to the question and are asked to choose one or

several answers, while, in the latter the participants are given the freedom to answer using their own words.

The questionnaire was uploaded to the Facebook page of the English Department of MMUTO during the academic year 2019-2020 and it was available for seventy-two hours. The target population of the research consists of a sample of fifty-seven (57) third year students of the Department of English at MMUTO.

Sampling method

The simple random sampling method is used to get answers to this questionnaire. This means that *“every member of the defined population has an equal chance of selection; and ...each member of the sample is selected independently of all others”* (Dorofeev and Grant, 2006 :16). it is to say that every third-year student has the same possibility of being selected as any other.

Procedure

A questionnaire of sixteen (16) questions was administered to third year students of the Department of English at MMUTO. It was used to collect data on students' attitudes toward the use of social media to improve their speaking skill. After the seventy-two hours period we received fifty-seven (57) answers from the L3 students.

The questionnaire was divided into three sections. The first section is labeled “General information on the use of social media” and it contains three (03) questions. The second section is called Students' Attitudes towards the Use of Social Media to Develop their Speaking Skill and it consists of four (04) questions. The third and final part of the questionnaire is entitled “Ease of Use and Perceived Usefulness of Social Media” and it is composed of nine (09) questions.

2.1.2 Interview

The interview took place at Mouloud Mammeri University of Tizi-Ouzou, more precisely with teachers of the speaking module in the English department. It was carried with five (05) teachers between the 12th and 18th November. The interview was conducted in order to obtain detailed and profound information about teachers' attitudes, use and views towards the use of social media to improve the students' speaking skill. The interview follows a set of structured questions to have detailed answers. It contains (08) questions which were asked face-to-face with the teachers.

Procedure:

During the interview, teachers have not accepted to record the conversation. They preferred their answers to be written better than to be recorded. As a result, we have written all the answers and the most important ideas they have provided to us. This took place during a period of one week in November 2020.

Setting and Participants:

The interview took place at MMUTO more exactly at the department of English. The participants were five teachers of English who teach the speaking module. All of them have answered the questions of the interview which were written directly rather than being recorded.

2.2. Procedures of Data analysis

The collected data are analyzed using the mixed method, which includes the combination of both quantitative and qualitative techniques of analysis. The statistical package for the social sciences (SPSS) was used for the quantitative part, as well as content analysis was adopted for the qualitative part.

2.2.1 Qualitative Analysis

Content analysis was adopted for the analysis of the qualitative information obtained from the interviews conducted with the English teachers. The answers of the teachers were transcribed into a written material. Berelson (1952 :18) has defined content analysis as “*a research technique for the objective, systematic, and quantitative description of the manifest content of communication.*”

Krippendorff's (2004 :18) definition is that content analysis is “*a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use*”. Therefore, the concept of content analysis is considered as a research technique, which aims at contextualizing data and analyzing the content of communication of a particular phenomenon.

2.2.2 Quantitative Analysis

The statistical package for the social sciences was used in order to analyze the information obtained from the questionnaires, and that by transforming the quantitative data of the close-ended questions into numerical data. SPSS is defined by Blumenthal (2010) “*general statistical software tailored to the needs of social scientists and the general public*”. Which means that this software is useful in analyzing data acquired from social sciences researches and it also helps in transforming the numbers into diagrams, tables, and pie charts.

Conclusion

In this chapter, we have summarized the research design by providing the data collection tools and the procedures of data analysis used in our study. We have used the mixed method which includes both quantitative and qualitative tools to collect the appropriate data. It presents the procedures of data analysis which are: the statistical package for the social sciences (SPSS)

for the analysis of the data gathered from the questionnaires, the content analysis for the information obtained from the interviews conducted with teachers of the speaking module in English department about their attitudes towards the use of social media to improve the students' speaking skill.

Chapter Three: Presentation of the Findings

Introduction

This chapter is devoted to the presentation of the finding .it displays the results obtained from (57) questionnaires composed of (16) questions administered to third year students of the Department of English at MMUTO, and from the (08) interviews of oral expression teachers at the Department of English at MMUTO.

This chapter is divided into two main parts. The first part presents the results obtained from the analysis of the questionnaire in forms of tables, pie charts and bar graphs. And the second part presents the results obtained from the analysis of the results obtained from the teachers' interviews.

3.1 Results of the Questionnaire

The results from the questionnaire were analyzed through the use of SPSS and all the quantitative data were turned into percentages, and the results are:

3.1.1 Section one: General information on the use of social media

Q1. How often do you use social media?

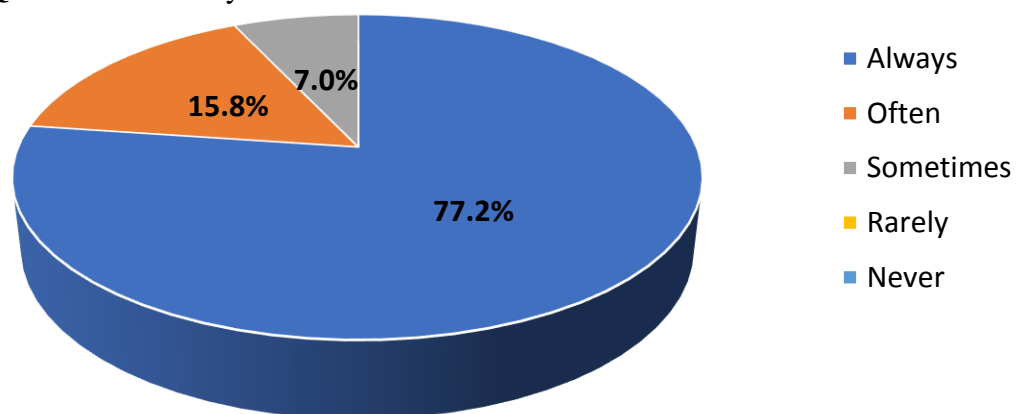


Diagram 1 The Frequency of the Use of Social Media by Students

Forty-four (44) students representing (77.2%) of the participant stated that they “always” use social media, nine (09) of the students representing (15.8%) “often” use social media and

four (04) of the students have answered “sometimes”, while none of the participants have answered “rarely” or “never”.

Q2. For which purpose do you use social media? (multiple choices were allowed)

The participants were asked for which purpose the use social media. results showed that twenty-nine (29) participants use social media to interact with people, eighteen (18) students use it to improve their English and twenty-two (22) for no specific reason. And six (06) of them gave other reasons for which they use social media such as: entertainment, improve knowledge and do researches.

	Number of answers	percentage
To interact with people	29	38.67%
To improve my English	18	24%
For no specific reason	22	29.33%
Others	06	08%

Table 2 Reasons for which Students Use Social Media

Q3. Have you ever used English to interact with people through social media used for oral communication (ex: Skype, WhatsApp)?

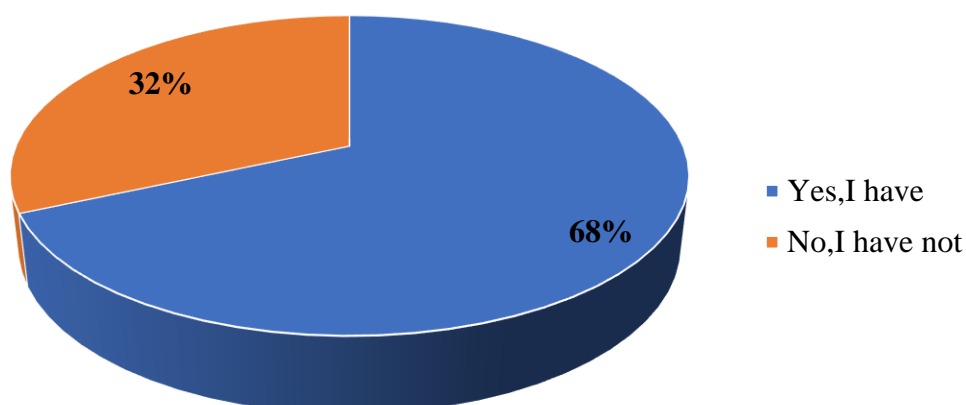


Diagram 2 Students' Use of English in Social Media

According to the results, the majority of the participants, which represent thirty-nine (39) students have already used English in order to communicate with people through social media used for social communication. While only eighteen (18) of them have answered that that they have not.

3.1.2 Section Two: Students' Attitudes towards the Use of Social Media to Develop their Speaking Skill

Q4. How do you feel when using social media?

Findings show that thirty-five (35) of the participants have answered that they feel “pleased” when they use social media, ten (10) contributors feel “confident”, seven (07) feel “indifferent” and only five (05) feel “concerned”.

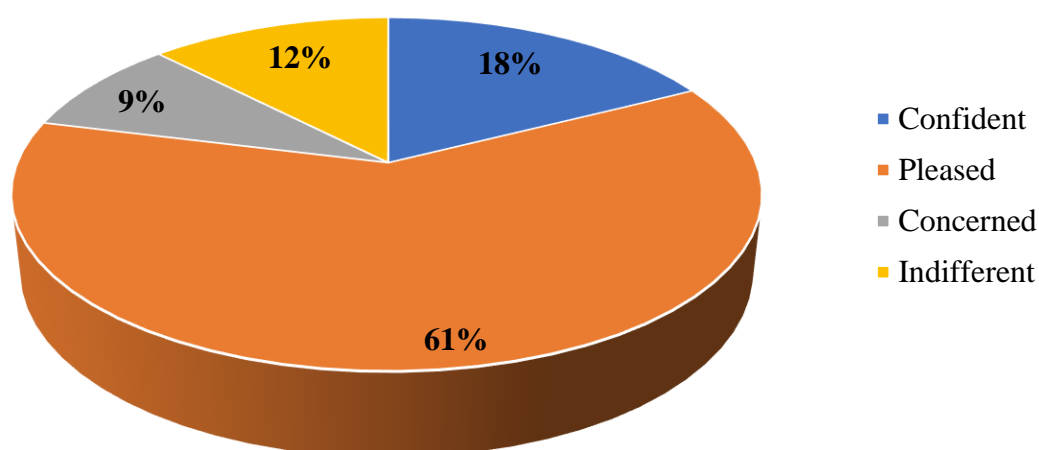


Diagram 3 Students' Feeling while Using Social Media

Q5. It is necessary to use social media to enhance speaking

Diagram 3.4 shows that the majority of the participants are in agreement with the fact that social media is necessary to enhance the speaking skill. Forty-one (41) of them (71.9%) answered that they ‘agree’, seven (07) of the participants (12.5%) responded with ‘strongly agree’, and only nine (09) of the respondents (15.8%) did answer with ‘disagree’.

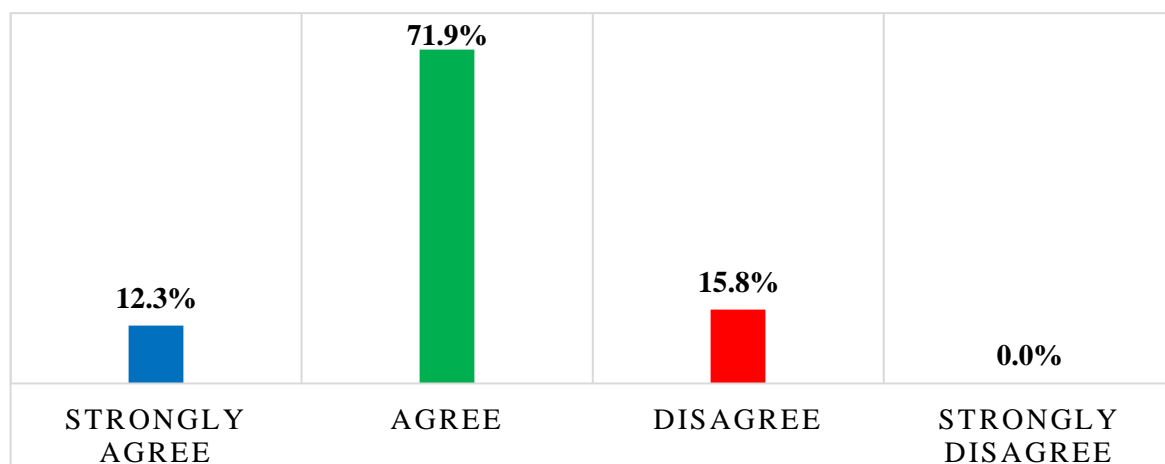


Diagram 4 Students' Perception on the Use of Social Media to Develop Speaking

Q6. Do you think that learning through social media can cause discomfort between you and your teachers?

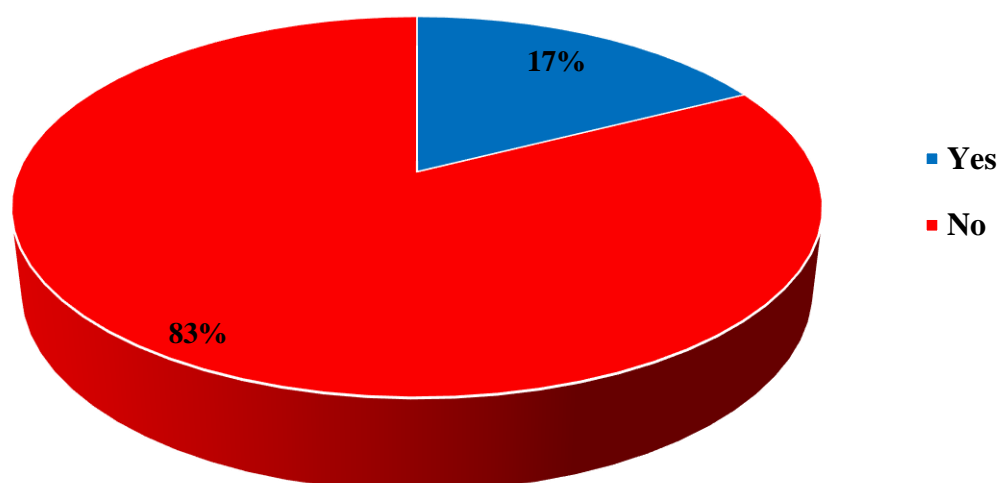


Diagram 5 The Feeling of Discomfort Between Students and Teachers

the results presented in diagram 5 indicate that most of the students (47) think that no discomfort can be caused between teachers and students while learning through social media, while the remaining students (10) state that there might be a situation of nervousness.

Q7. What kind of social media do you think could improve your speaking skill?

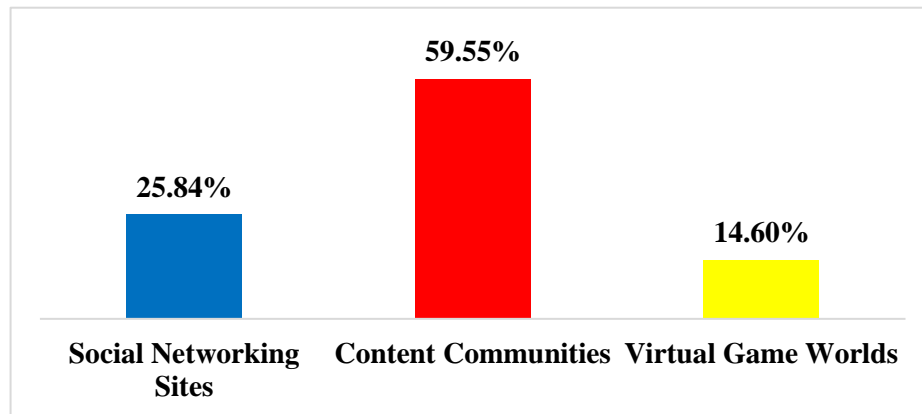


Diagram 6 The Best Social Media to Improve Speaking

The diagram above shows that the majority of the students (53) chose content communities as being the best social media to use in order to develop the speaking skill, twenty-three (23) students chose SNS and thirteen (13) Virtual Game Worlds.

3.1.3 Section Three: Ease of Use and Perceived Usefulness of Social Media

Q8. Does the use of social media for learning the speaking skill require a lot of efforts?

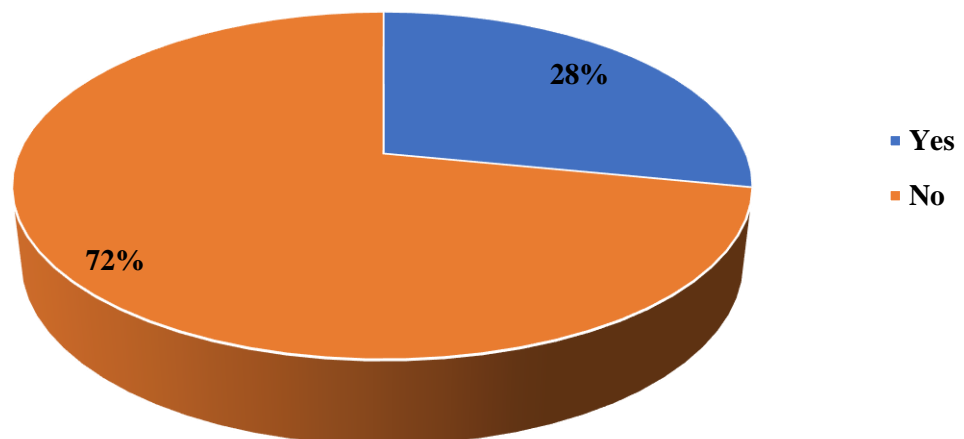


Diagram 7 The Easiness of Using Social Media for Learning the Speaking Skill

From the collected data, we can notice that most of the students need no effort while using social media for learning the speaking skill. However, the remaining participants need to be focused and hard word to do the same.

Q9. I find the use of social media useful in learning the speaking skill.

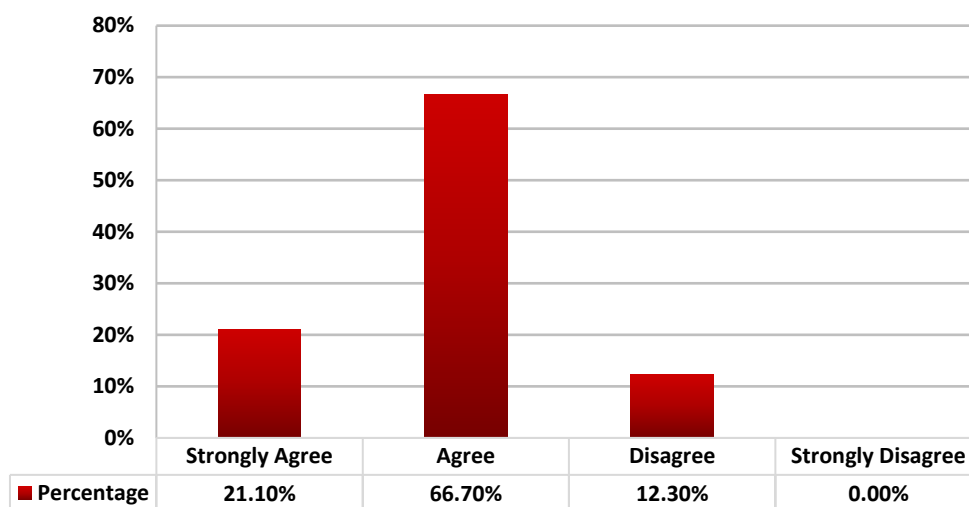


Diagram 8 Usefulness of Social Media

The diagram above shows that the larger part of the participants agrees with the statement. As it is observed fifty of the participants have answered by either 'agree' or 'strongly agree', while the minority (7) chose to 'disagree' with the statement.

Q10. Teaching speaking through social media is more useful and beneficial than teaching through traditional methods.

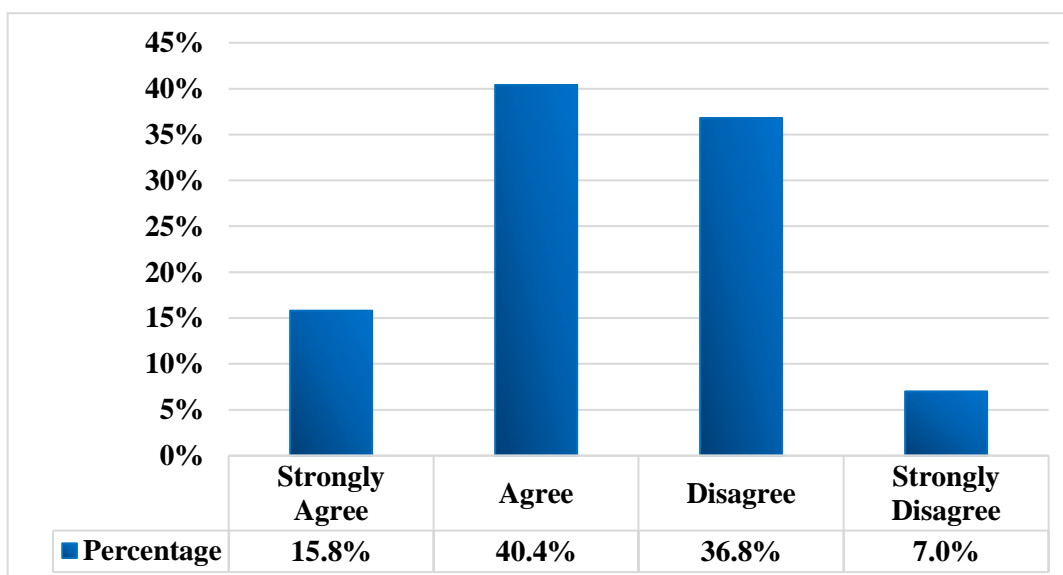


Diagram 9 Teaching Through Social Media vs Traditional Methods

From the diagram we can notice that the opinions are divergent. Since, a little bit more than half of the participants (32) have answered either 'agree' (23) or 'strongly agree' (09) with

the declaration, while the other half (25) have either ‘disagreed’ (21) or ‘strongly disagreed’ (04) with the proclamation.

Q11. Do you think that social media can help you improve your speaking skill? If yes, how?

Yes	92.98%
No	7.02%

Table 3 Improving Speaking Skill Through Social Media

This is an open ended question in which the students are asked to justify their answer if they agree with the statement. as we can see from the Table 3 almost all the students (53) agree that social media is very helpful in improving their speaking, and that by interacting with foreigners and native speakers of English, listening to videos and repeating what they have heard with the correct pronunciation and the accent and by acquiring more vocabulary that will facilitate interaction between speakers.

Q12. Do you think that using social media in learning the speaking skill can compel you to participate more?

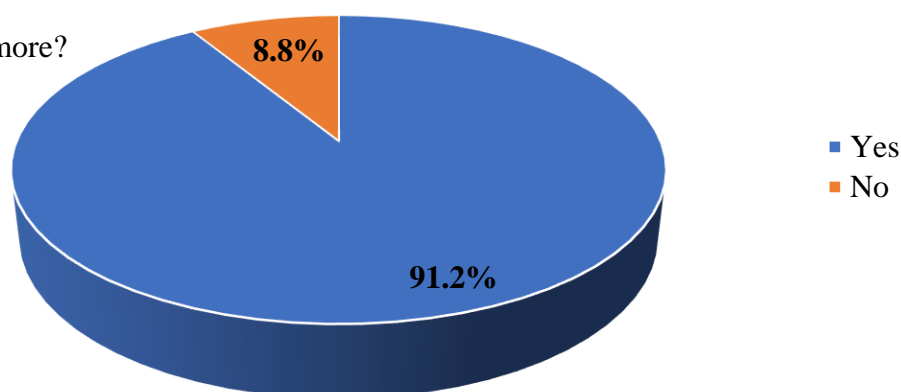


Diagram 10 Social Media and Students' Participation

We notice from diagram 10 that the majority fifty-two (52) representing (91.2%) of the fifty-seven participants, replied ‘Yes’, while only five students representing (8.8%) replied with ‘No’.

Q13. Social media helps you acquire more English vocabulary and prepares you for an effective practice of speaking.

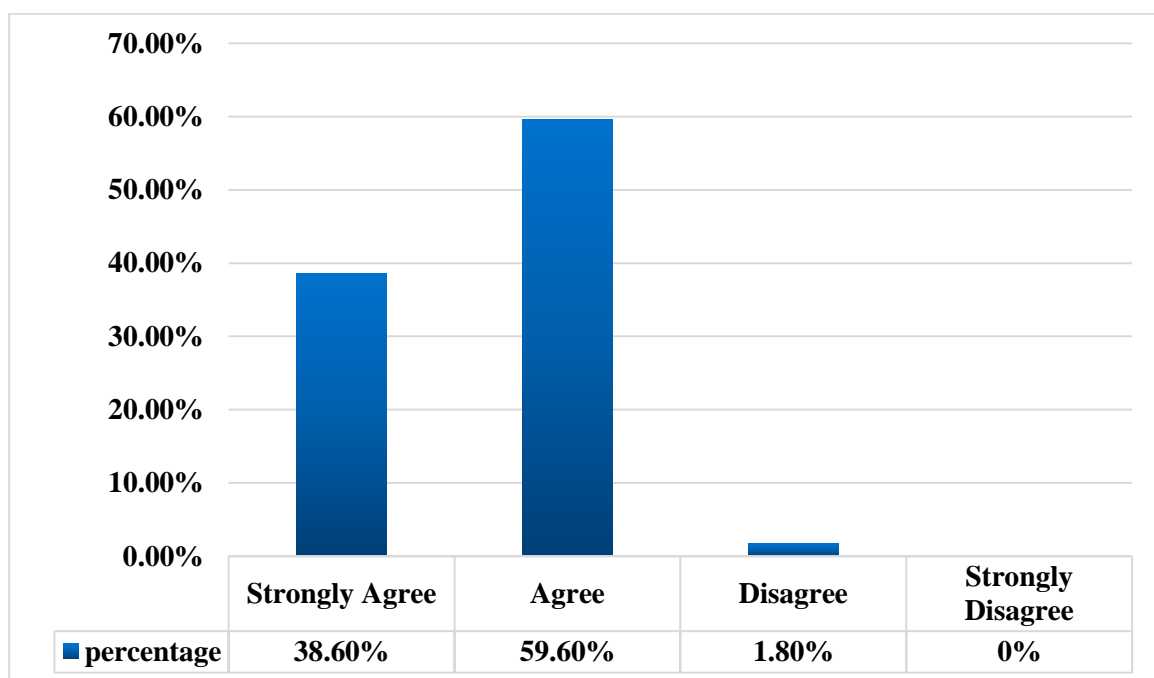


Diagram 11 Acquiring Vocabulary Through Social Media

As it appears in diagram 11, the greater number of the participants thirty-four (34) ‘agree’ that social media aid at acquiring more English vocabulary, and twenty-two (22) responded that they ‘strongly agree’. And only one student ‘disagrees’ with the statement.

Q14. Are you more focused, interested, and less shy when learning through social media rather than through traditional ways in class?

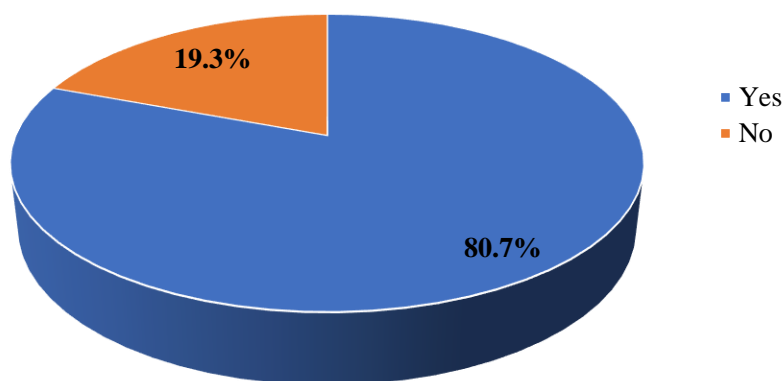


Diagram 12 Students’ State of Mind when Learning Through Social Media

we notice from the diagram that the majority of the students (46) claim that they are more concentrated and more confident when learning via social media, while the rest of the students (11) think that they are not more focused or less shy when learning through social media.

Q15. Using social media can make it easier for you to learn English language.

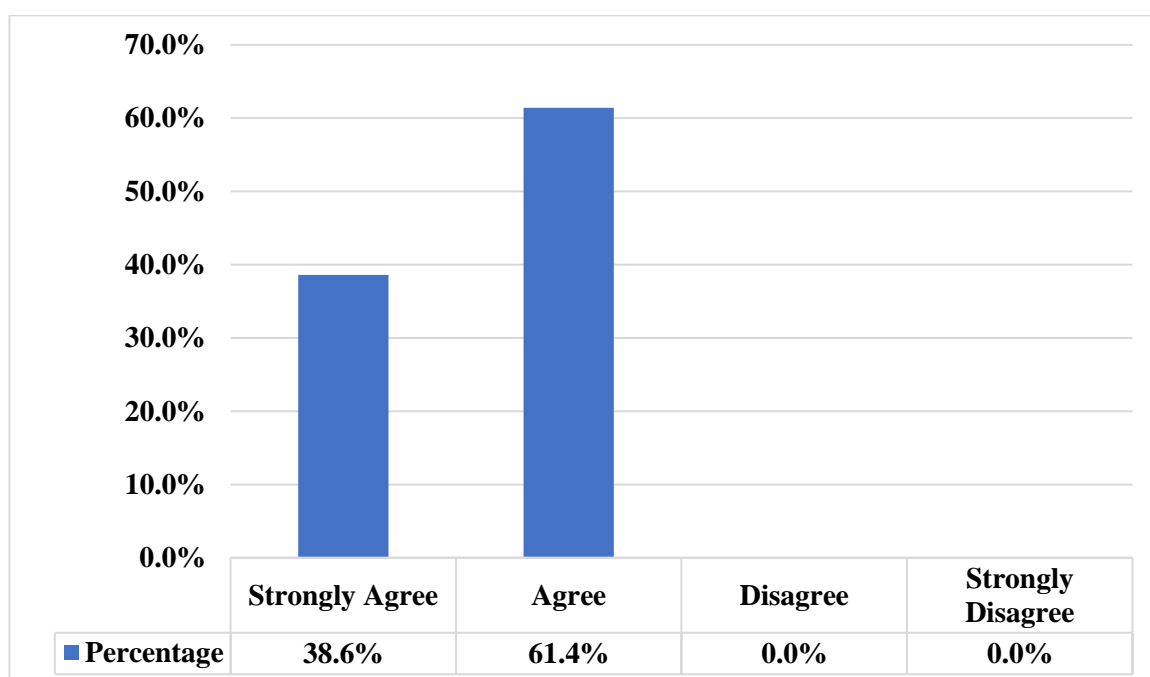


Diagram 13 Learning English Through Social Media

From the analysis of the data, we notice that all the students accord that it is easier to learn the English language through social media. In fact, thirty-five (35) students chose to answer with 'agree' while the remaining twenty-two (22) responded 'strongly agree'

Q16. Do you think that using social media can enable you to accomplish tasks more quickly?

Yes	82.5%
No	17.5%

Table 4 Accomplishing Tasks More Quickly Using Social Media

The table above show social media can enable the major part of the students (47) to accomplish tasks more quickly.

3.2 Results of the Interviews

The interview is the second tool that we have used to collect data and gather information about the teachers' attitudes towards the use of social media to enhance the students' speaking skill. The interviews were conducted with five teachers who teach the speaking module in the Department of English at MMUTO. Therefore, the answers obtained from the interview help to prove or disprove the hypotheses and to answer the research questions of our study. The following are the different results of the interviews:

Question one: Do you use social media? If yes, which type do you use and how often do you use it?

All the interviewed teachers answered that they use social media in their daily life. Facebook is the frequently used by teachers, except one teacher who uses only Instagram. The majority added that they use social media for personal needs, but one of them argued that he/she uses Facebook for educational purposes and to share content with his students.

Question two: Do you think that the use social networks can be efficient to improve the students 'speaking skill? If yes, how? If no, why?

Among the five teachers, three teachers agree that social networks can improve the students' speaking skill. They argued that it enhances learning, help students to be more confident and boosts the level of students. The two other teachers totally disagree.

Question three: Do you find any difficulties in using the social media to teach the speaking skill?

The majority of the teachers have responded that, they do not use social media to teach the speaking skill. Except one teacher who uses social media with his students by sharing YouTube videos with them about specific topics. The difficulties that he/she encounters is that sometimes, students do not give their feedback and some don't have internet access at home.

Question four: Have you ever used social media to get in touch with your students? What language do you use when doing so?

Four teachers have answered that they use G-mail to get in touch with their students, especially when they supervise master dissertations in order to facilitate the communication. One teacher has answered that he/she uses Facebook frequently to get in touch with his students, since it is accessible for all.

Question five: What are the advantages that social media can have on students' speaking performance?

All the teachers have provided many advantages and mentioned the following: improve the vocabulary, enhance the pronunciation and gives the opportunity to practice the language daily.

Question six: Do you think that teaching through the use of social networking sites can give you greater control over your students?

Most of the teachers have agreed on the statement for different raisons, such as: the right use of social networking sites, gives the chance to practice more the language and can enhance the students' level and skill. Except two teachers who were strongly disagree since it is difficult to control the huge number of students at the same time.

Question seven: Do you think that teaching students the speaking skill through the use of social media can benefit them more than teaching them through the use of traditional methods? If yes, please explain.

Three teachers agree on the fact that teaching the speaking skill through the use of social media can benefit more the students. Thus, the two other teachers strongly disagreed. They prefer the traditional way of teaching which is the face-to-face interaction.

Question eight: Do you think that teaching the speaking skill through social media by stressing face-to-face interaction can influence the students' performances? If yes, would you explain please?

All the teachers have supported the idea in general, but on the other hand, they have said that it is not possible in our context and our university. It may help student for a number of raisons, which are: omitting many obstacles, speaking freely and feel comfort.

Conclusion

The current chapter has provided the different results obtained through the two data collection tools that are questionnaire and interview. The questionnaire was posted on Facebook, in which third-year students of the English Department have answered all the questions online, and showed a positive attitude toward the use of social media to enhance their speaking skill. Whereas, interviews were conducted with teachers of the speaking module in the Department of English at Mouloud Mammeri University of Tizi-Ouzou (MMUTO). From the results obtained, teachers did not use social media to teach the speaking skill except one teacher, who uses YouTube to share videos with his students. As a result, they had positive attitudes towards the use of social media to improve the speaking skill. The detailed results will be discussed and explained more in the following chapter.

Chapter Four: Discussion of the Findings

Introduction

This chapter discusses the results obtained from the students' questionnaires and the teachers' interviews. The findings aim at answering the research question and to confirm or deny the suggested hypotheses raised in the general introduction. This chapter is divided into two main sections. The first section is concerned with the discussion of the students' questionnaires and it is divided into three parts. The second section is concerned with the discussion of the teachers' interview and it is divided into two parts. The results are interpreted in relation to Davis' TAM more precisely focusing on two basic concepts which are perceived usefulness and perceived ease of use.

4.1 Discussing the Findings from Students' Questionnaire

4.1.1 Students' Use of Social Media

The study reveals that all the students use social media. In fact, the majority of them access social media on a regular basis and this is confirmed by the results obtained from the students' responses to the first question (see diagram 1). The results show that most of the students representing (93%) spend a lot of time on social media.

Also, the results clearly state that a lot of students use social media to improve their English language. As a matter of fact, social media allow students to get easier access to materials used for educational purposes or to verbally interact with their peers or teachers, and as stated by Faizi, El Afia & Chiheb (2013b): any successful learning experience depends on communication between teachers and students. From the results, we can see that the majority of the students have already used English to communicate with others through social media (see diagram 2).

4.1.2 Students' Views on the Use of Social Media to Develop their Speaking Skill

From the results obtained, we can see that the majority of the learners agree on the fact that the use of social media is essential in developing their speaking skill ,as the majority of students (59.55%) have chosen 'Content Communities' as the best social platform to develop their speaking skill and (25.84%) have opted for SNSs and only (14.6%) selected 'Virtual Game Worlds'. In fact, students feel more at ease when interacting through social media, they have more confidence and pleasure when leaning through social media. Which means that, shy students are less stressed when communicating and practicing their speaking with their teachers and classmates using a medium rather than directly in class. We can deduce that participation in an online group chat is easier for students than practicing in class in front of the hole group.

Also, one of the problems that are generally encountered during teachers and students' face-to-face interaction is the feeling of discomfort or intimidation by the teachers. However, during our research we found out that most of the students (82.5%) have no pressure when using social media with their teacher. Which means that even teachers-students interaction is easier online. Which confirms the finding of Keasberry (2018) who states that social media impacted teacher-student interaction and that by providing a less intimidating environment and more directness of communication, also by allowing students, particularly the shy or quiet ones, to be more open and able to connect with their teachers.

4.1.3 Students' Perception on the Ease of Use and Usefulness of Social Media

The study revealed that the majority of the participants are in favor of using SM as a teaching tool. For the reason that, it gives the students a lot of benefits and advantages. First of all, from the results we have obtained we can see that the major part of the participants encounters no problems while using SM, they state that using this tool for learning is easy and

doesn't require a lot of effort. And this confirms Davis' (1989) claim that perceived ease of use is one of the characteristics of user' acceptance of a given technology. That is why all the students who didn't find any difficulties to use the different types of social media have accepted to use this tool to enhance their speaking skill.

Other interesting findings concerning the perceived usefulness of SM are exposed through the analysis of the questionnaire questions. In fact, students have found many advantages of using SM and one of them is that SM helps them improve their speaking skill and to acquire more vocabulary. They state that, by interacting with native speakers of English, listening or watching videos, movie and documentaries on YouTube, they learn new words and expressions used by native speakers in casual or formal situations, also by listening to them they learn the correct pronunciation of the words used .and this is supported by Namaziandost and Nasri (2019) who affirm that *“the frequent communication with native speakers around the world by means of Social media would improve the student speaking as well as listening skills”* . In fact, imitation is one of the exercises that learners use in order to learn a language, as Byrne (1983 :85) states: *“in foreign language teaching, pronunciation is the area where it is generally agreed that imitation is the essence of the learning”*. As a matter of fact, repetition can help student become more fluent and more direct while speaking.

Another advantage of SM, is that it gives students more opportunities to practice outside the classroom. One of the problems that students encounter during class is the lack of time to exercise during the lesson. As the results of the research show, most of the learners state that, thanks to social media they can accomplish tasks more quickly. So, when using SM, students have more time and opportunities to test their speaking level either with their teachers, classmates, or with foreigners. As a result, the more time students have to practice their speaking skill the better it will become.

An additional advantage of SM for students is that it encourages them to participate more during online classes. From the results obtained from the questionnaires, many students argue that they are more focused, interested and participate more when using SM with their teachers. In fact, Social networks foster student interaction, as a consequence they generate higher levels of satisfaction and participation (Yu, Tian, Vogel, & Kwok, 2010). All of this confirms Davis' statement, that the perceived usefulness of a given technology is an essential part of accepting or refusing to use it.

4.2 Discussing the Findings from Teachers' Interview

4.2.1 Teachers' Use of Social Media

The first question was about the general use of social media as well as its types in the daily life. All the interviewed teachers have answered that they use social media frequently and habitually in their lives. Therefore, the type which is used frequently is Facebook, this fact confirms the statistics provided in Table n 1 (see chapter one) in which Facebook occupies the first rank as the most used social networking site in Algeria with the percentage of 56.77 % except two teachers who use Instagram and YouTube. One of them has argued that he doesn't use Facebook only for personal raisons, but also for educational and professional purposes, such as sharing content and documents and communicate quickly, as already mentioned in the Review of the Literature, social media refers to the fact of using internet in order to share ideas and documents. Another teacher has added that he/she uses YouTube as an educational material and a source of information when it comes to doing listening activities. This result confirms that the use of authentic materials and more sophisticated tools plays an important role in education and more beneficial for both teachers and students. In this context House (2008, :56-57) argues that:” *Authentic materials for the classroom have long been promoted as a means by which teachers can link the formal, and to some extent artificial environment of the classroom with the real world in which we hope our students will eventually be using language*

they are learning."In other words, the implementation of technology and more authentic materials in the classroom stimulate learners to practice the language and increases the atmosphere of interaction in the classroom. Another teacher argued that he considers Instagram as a source of inspiration, inspired by the pictures, actuality and the different topics related to a given phenomenon over the world. As a result, from the results we have obtained through this question, Facebook is the most frequent social media used in this recent period, and used not only for personal needs but also in educational and professional contexts. Which confirms Faizi, Afia, & Chiheb (2013) claims (see chapter one).

The third question was about the difficulties in using social media to teach the speaking skill. The majority of the teachers do not use social media as a tool or a technique to teach the speaking skill. One teacher has said that, he prefers to work with traditional methods of teaching for instance the face-to-face interaction, where the students are active learners and participants in the class, ask and exchange information in a positive atmosphere. Two other teachers have said that since they do not use social media to teach, they have no idea about which kind of difficulties could affect the process of teaching via social media. The two teachers who uses social media to teach the speaking skill argued that they use YouTube and Instagram. The one who uses YouTube claims that sometimes he faces some obstacles such as, students do not give their feedback quickly and some students don't have a network. The interviewee who uses Instagram claims that, he picks pictures, videos and sometimes speeches related to the topics discussed either: politics, culture, customs, traditions even fashion and design. In this context, Laponsie (2013) argues that Instagram can be considered as an educational tool, in which students can engage in writing or reacting on essays related to a given concept on Instagram. It gives the opportunity for students to criticize and discuss the concept of the course and helps them to think critically. Thus, social media as a whole are not used by all the teachers to teach the speaking skill, but for some it is beneficial for the students to listen to some YouTube videos

and react on some pictures from Instagram in order to be critical thinkers and make efforts to practice more the English language.

The fourth question was about the use of social media to get in touch with students, and the language used. The majority of teachers have answered that they use G-MAIL usually to get in touch with their students especially during the pandemic period of COVID -19, where those who supervise the master dissertations share documents and comment on the work of students in order to facilitate the communication and progress in the research. Only one teacher has said that he uses Facebook frequently to get in touch with his students, since when the university was closed because of the COVID-19, the only solution to continue the lessons was posting PDFs on Facebook, in which all the students can download easily. As a result, social media was very helpful during the pandemic of COVID-19, it facilitated the communication between teachers and students without having to move from home and stay safe from the Corona virus.

4.2.2 Advantages and Disadvantages of Social Media in Teaching the Speaking Skill

The use of social media has both advantages and disadvantages on students' enhancement of the speaking skill. According to the teachers interviewed, the answers were varied, some argued that social media has a positive effect and some said that it has negative effects.

The second question was about teachers' view about the efficiency of social networks use to improve the students' speaking skill. Three teachers agree on the statement that social networks use can be efficient and effective for students to improve and enhance their speaking skill. They stated that it can enhance learning if it is used in a more professional way, for instance, it helps the students to be more confident and express themselves freely, a tool to share some videos especially ones that are made by native speakers in order to boost their level and

their pronunciation more precisely, then social networks can help students to get in touch with native speakers as a result, the vocabulary can be improved through learning more words and expressions. As Faizi, Afia, & Chiheb (2013) have argued that social media have many advantages, especially when it is used as an Engagement tool. (see chapter one). According to Srivastava (2012) the use of social networks in the educational context boosts the cooperation between students, it helps them to be more creative and reactive about what it is posted or shared, he added that, students can be more motivated in using these sites since they use them daily. These results, goes hand in hand with the concept of Davis' perceived usefulness (1989) which states that the effectiveness and the development of the work is built by the use of a specific application network (See chapter One). The two other teachers were totally disagreeing, one has supported that face-to-face interaction is very important for students and more beneficial for them, the use of social networks is additional not basic. In this concept, Zaidieh (2012) supported that, and argued that, one of the disadvantages of using social networking sites is that for the category of students who prefer the face-to-face interaction, they can't be involved in the learning process. The other teacher has argued that it can be difficult for students to have access usually and may face other struggles as lack of concentration. Therefore, the use of social networks can be very helpful in the process of learning the English language, but still the practice in authentic situations is more beneficial in order to fit the students' needs.

The fifth question concerns the advantages that social media can have on students' speaking performance. Almost all the teachers have argued that if social media is used in a professional way, students can improve their vocabulary through the acquisition of new words and expressions, improve the pronunciation and the articulation especially through YouTube videos of native speakers, it can help to learn the common language by the use of collocations, phrasal verbs and idioms. It gives the opportunity to practice the language daily since the students use social media very often. One interviewee stated that through the use of social

media, students use to communicate with foreigners from different countries, which permit to discover and learn about their cultures. it gives the chance to exchange information and improve the pronunciation. The results obtained from this question have supported Hovland et al. (1949) claim, as he states that videos were used as a major tool in the language education since the early WWII (see chapter one).

The sixth question aimed at finding out if teaching through the use of social networking sites can give teachers greater control over their students. Three teachers disagree with that; they have said that it is not really possible to control, because of the lack of the network and the numerous numbers of students. One interviewee has totally disagreed, he stressed the importance of face-to-face interaction, where the teacher take the position of the authority in the class; the students, attract their attention and try to involve them in the participation. He added that it is not possible to control over students via the use of any networking site, since not all the students have access to the net. Another teacher has supported that the use of social networking sites may mislead the students, for instance the use of E-learning platform for sharing content and courses online, some students can face many difficulties to access and understand the procedure of that platform. The two other teachers were agreeing, they claim that SNSs gives the opportunity to practice the language as a result, the level and the skill enhances. As it is said: “language is not learned in isolation”. The language must be used in order not to lose it.

Question seven was about if teaching students, the speaking skill through the use of social media can benefit them more than teaching with traditional methods. Answers were varied; three teachers have said yes for a number of raisons such as: the use of social media have greater use in the modern times; therefore, it would be positive to enhance the speaking skill. It gives the chance to communicate by using the target language. Through social media, students can go back to the same lesson whenever it is needed without being shy to ask the teacher to repeat

each time. Thus, social media provides the opportunity to meet the objectives of the syllabus in the speaking module, especially for the category of shy students. Whereas, two teachers were against for many reasons, like: not all the students can have access and have the technological devices needed for E-Learning. The interviewee stressed the face-to-face interaction, in which students have to come up with the obstacle of shyness and anxiety through asking and speaking directly with the teacher. Social media is very helpful in the process of teaching, in which students may have a certain freedom in speech without being shy and feeling boredom. It is a technological phenomenon which spread in all the domains of life.

The last question was about the influence of teaching the speaking skill via social media by stressing the face- to-face interaction on the students' performances. The majority of the teachers have supported the idea, but they argued that it is not possible to do such a technique in our context. They claimed that in our culture and more precisely our university, we are not familiar with such methods of teaching. They added that, it can be very useful especially during this period of COVID-19, but still the relation teacher –students more professional and can't be more than that. The interviewee said that it depends on the students' personality. May be some students can feel at ease and speak normally and freely, but for some, it is difficult to perform and produce because of the direct eye contact with the teacher. As a whole, teachers support that technique, but it is not used in our country and for them it belongs to the European countries.

To conclude, social media have both advantages and disadvantages on teachers and students. On one hand, it facilitates the communication, can enhance the level of students especially the pronunciation and the vocabulary, gives the opportunity to practice the language and help to transmit the information very quickly. On the other hand, it is not really used in our department, since teachers appreciate the traditional methods of teaching., thus it discourages the face-to-face interaction. As far as, teachers showed positive attitudes towards using either

social media in general, or social networking in particular as a technique in a more professional way to improve and teach the speaking skill.

Conclusion

The chapter has provided answers to the research questions of the study, and has confirmed all the hypotheses set in the General Introduction. The results of the study show that students use social media in general, but they use content communities as the frequent type. Furthermore, the findings show that the students support the use of social media to improve their speaking skill, and both teachers and students have positive attitudes towards the use of social media to enhance the students' speaking skill. During the period of COVID -19, social media played an important role and is considered as a basic way to transmit information. As a result, it helped teachers and students to easily get in touch with each other.

General Conclusion

General conclusion

The dissertation has investigated teachers' and students' attitudes towards the use of social media to improve the students' speaking skill. It sought to find out students' and teachers' opinions about the implementation of social media and the use of social networking sites as means to develop the students' speaking skill. The study was carried out to determine the effectiveness of the use of social media for educational purposes. It aimed to find out teachers' acceptance or rejection of social media use to teach and develop the students' speaking performance.

The research is significant and important, because during this period of the COVID-19, social media were present in all the domains and it is part of humans' daily life. It has facilitated the spread of information and all the statistics of the development of the virus all over the world. It is used as a prominent tool to advise, communicate, share the health protocols to be safe from the virus, a tool to sensitize people and finally, an effective tool for students, in which they have continued to study online, especially for master students where they have pursued their investigation, through getting in touch with their supervisors via Gmail. The study is significant since, it was conducted relying on Davis' technology acceptance model, basically on the two main concepts; perceived usefulness and perceived ease of use.

All the results obtained through the use of questionnaires and interviews have answered the research questions of the study and confirm all the hypotheses provided in the general introduction, that content communities are the frequently used by the students of the Department of English as a sub category of social media. Both teachers and students support the use of social media to improve the students' speaking skill and they have positive attitudes towards that.

The investigation relied on two basic objectives. The first objective was to find out which type of social media is frequently used by teachers and students in the Department of English at MMUTO. While, the second objective was concerned with the attitudes that teachers and students hold towards the use of social media to improve the students' speaking skill.

The mixed method was the approach used in the study in order to answer the advanced research questions and to confirm or refute the hypotheses set in the General Introduction. It includes both quantitative and qualitative methods to collect the required data. The questionnaires were answered by fifty-seven (57) third year students from the Department of English at MMUTO. They have provided the answers online, as the questionnaire was posted on the Department of English' Facebook page. The interviews were conducted with five (05) teachers of the oral expression module in the same Department. The data collected were analyzed through the use of the Statistical Package for Social Sciences (SPSS) for the interpretation of the results obtained from students' questionnaires and transform it to numerical data and statistics. Whereas, content analysis was adopted to interpret the data gathered from the interviews.

The factual results and findings provide clear answers to the research questions mentioned in the general introduction. The type of social media which is frequently used by students is content communities. Both teachers and students have positive attitudes and support the use of social media as a mean to develop the speaking performance. Concerning the difficulties that they can encounter during the use of social media, students do not face any difficulties, whereas teachers face the problem that students don't give their feedback and some don't have internet access. Furthermore, from the results obtained, social media have both advantages and disadvantages on students' improvement of the speaking skill.

This research can have some limitations that students should consider for their future investigations. If students are interested in our study and want to conduct their research about social media, they have to consider the following: first, this study was conducted only with third year students and teachers of the oral expression module from the Department of English at MMUTO. Second, it was concerned with one skill among the four main skills, that is the speaking skill. Third, concerned with both teachers' and students' attitudes towards the use of social media to improve the speaking skill.

The future investigation treating the same topic of research should concentrate on different participants collected from other departments such as: The Department of French or even private schools and secondary schools. It would also be preferable to deal with other skills, and focus more on students' attitudes towards using social networking sites to improve the writing skill.

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Appendices

Students' Questionnaire

The present questionnaire seeks to gather information about third-year students' opinions and views about the use of social media to develop their speaking skill. The study takes place in the Department of English at Mouloud Mammeri university of Tizi- Ouzou about the implementation of social media in the development of their speaking skill. You are kindly requested to answer the questions. Your answers will be anonymous.

Thank you very much for your help.

Section1: General information on the use of social media

Q1: How often do you use social media?

- ☐Always ☐often ☐Sometimes
☐Rarely ☐Never

Q2: For which purpose do you use social media?

- ☐To interact with people
☐To improve my English
☐For no specific reason

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

Q3: Have you ever used English to interact with people through social media used for oral communication (ex: Skype, WhatsApp)?

Yes, I have. ☐

No, I have not. ☐

Section 2: Students' Attitudes towards the Use of Social Media to Develop their Speaking Skill

Q4: How do you feel when using social media?

☐ Confident

☐ Pleased

☐ Concerned

☐ Indifferent

Q5: It is necessary to use social media to enhance speaking.

☐ Strongly Agree

☐ Disagree

☐ Agree

☐ Strongly disagree

Q6: Do you think that learning through social media can cause discomfort between you and your teachers?

☐ Yes

☐ No

Q7: What kind of social media do you think could improve your speaking skill? (multiple choices possible)

☐ Social Networking Sites (ex: Facebook, Messenger, Skype...)

☐ Content Communities (ex: YouTube, DailyMotion, Instagram...)

☐ Virtual Game Worlds (ex: World of warcraft, Second Life...)

Section 3: Ease of Use and Perceived Usefulness of Social Media

Q09: Does the use of social media for learning the speaking skill require a lot of efforts?

☐ Yes

☐ No

Q10: I find the use of social media useful in learning the speaking skill.

☐ Strongly agree

☐ Disagree

☐ Agree

☐ Strongly disagree

Q11: Teaching speaking through social media is more useful and beneficial than teaching through traditional methods.

☐Strongly Agree

☐Disagree

☐Agree

☐Strongly disagree

Q12: Do you think that social media can help you improve your speaking skill? If yes, how?

.....

.....

.....

.....

Q13: Do you think that using social media in learning the speaking skill can compel you to participate more?

☐Yes

☐No

Q14: Social media helps you acquire more English vocabulary and prepares you for an effective practice of speaking.

☐Strongly Agree

☐Disagree

☐Agree

☐Strongly disagree

Q15: Are you more focused, interested, and less shy when learning through social media rather than through traditional ways in class?

☐Yes

☐No

Q17: Using social media can make it easier for you to learn English language.

☐Strongly agree

☐Disagree

☐Agree

☐Strongly disagree

Q18: Do you think that using social media can enable you to accomplish tasks more quickly?

☐Yes

☐No

Teachers' Interview

Dear teachers

I would like to thank you in advance for accepting this interview and your contribution

This interview aims at gathering information about teachers' attitudes towards the use of social media to enhance their students' speaking skill.

Your answers will be anonymous.

Thank you very much for your help.

Question 1- *Do you use social media? If yes, which type do you use and how often do you use it?*

Question 2- *Do you think that the use of social networks can be efficient to improve the students' speaking skill?*

Yes, how?

No, why?

Question 3- *Do you find any difficulties in using the social media to teach the speaking skill?*

Question 4- *Have you ever used social media to get in touch with your students? What language do you use when doing so?*

Question 5 – *what are the advantages that social media can have on students' speaking performance?*

Question 6- *Do you think that teaching through the use of social networking sites can give you greater control over your students?*

Question 7- *Do you think that teaching students the speaking skill through the use of social media can benefit them more than teaching them through the use of traditional methods? If yes, please explain.*

Question 8- *Do you think that teaching the speaking skill through social media by stressing face-to-face interaction can influence the students' performances? If yes, would you explain how?*

Thank you so much for your answers