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**The Impact of Oral Social Networks on Students'  
Oral Production Achievements: Case of EFL  
Students at the English Department of Tlemcen  
University .**

*An Extended Essay Submitted in partial fulfilment of the requirements for the  
Master degree In English Language Sciences*

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## *Dedication*

This extended essay is dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

I am also extremely grateful to my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake.

I dedicate this work to my supportive and loving family, my sisters and brothers

To my nieces and nephews who once played with my laptop and almost cost me all my hard work.

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## **Abstract**

Technology is everywhere, entwined in almost every part of our lives. It affects how we shop, socialize, connect, play, and most importantly learn. Used to support both learning and teaching, technology, ushered in completely new ideas and views concerning EFL methods and approaches. It has gained much respect and popularity among EFL teachers who are in need to go beyond the traditional methods of teaching where teachers used to accomplish most parts of the job. Moreover, our traditional classrooms still emphasize on writing and reading at the expense of speaking. Therefore, teaching speaking represents a great challenge for both EFL teachers and learners who display low achievements in their oral skills. The main issue of this research then is to diagnose the impact of ICTs and in particular the impact of oral social networks on EFL student's speaking skill, the research covers two basic issues. First, the extent to which Oral Social Networks affect students' speaking skill. Second, how can Oral Social Networks be helpful in EFL context to improve speaking? The research work took place at Abou Bakr Belkaid University by means of two questionnaires one was distributed for ten EFL teachers and the other one addressed to thirty learners. The practical outcome of the study has displayed that the frequent usage of Oral Social Networks by EFL students as well as teachers constitutes a significant impact on both users. It has also reflected the teachers' readiness to integrate Oral Social Networks in EFL context by means of a convenient pedagogy. Technology is believed to make students respond positively in a language classroom, therefore, it is tremendously important for teachers to enrich their teaching process with the appropriate use of Social Networks and to promote a global understanding among the EFL Students who should broaden their perspectives about the target cultures and ameliorate their communicative competence in order to interact and communicate effectively and appropriately in English Language.

## **Liste of abbreviations**

CALL: Computer-Assisted Language Learning

EFL: English as Foreign Language

ELLs: English Language Learners

GVC: Global Virtual Classroom.

ICT: Information and Communication Technology.

SLA: Second Language Acquisition.

VoIP: Voice over Internet Protocol.

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# **General Introduction**

## **General Introduction**

For many years Language has been regarded as a means of communication among people regardless their different races and colors. Humans need language as much as they need air, water, and food. There would be no life without that channel which connects people, as it is the basic means of oral communication among individuals, groups and people. Language is one of Allah's signs for man "He (Allah) taught him (man) eloquent speech» (The Holy Quran "Ar- Rahman/4»).

Language teaching has always been facing various difficulties in the process of seeking successfulness. One of the main issues that EFL teachers come across is how to make learners use the language competently and function accurately in real context. Similarly, Students are proved to have low performance when they are asked to fulfill tasks that require speaking in class . In addition, what makes the situation even more complicated is that some teachers are still using traditional techniques and methods which do not provide the required environment for students to speak comfortably.

In an attempt to find remedial solutions for this low performance by learners, teachers and instructors opted for a variety of activities and procedures that make the learner use the language. However, the language they learn in class is not helping them to enhance their communicative competence.

The student of the twenty first century can never learn how to speak by drills or words learned by heart , he would rather be motivated to learn if the learning itself is interesting and entertaining , Social Networks as taking most of students time, can be thought of as an educating tool if used properly .

The significance of this study then is to help EFL learners find the right environment to speak and improve their speaking skills by means of Oral Social Networks. The work covers also, a variety of creative solutions and ideas concerning using ICTs to enhance the learners speaking proficiency.

It is of great importance to measure the extent to which social networks can help education and EFL members, especially with the inventions of new technologies. This study is believed to open the door to new unprecedented approaches and pedagogies that will enrich the domain of teaching in the future.

This research work is designed to find answers to two main research questions:

- 1- To what extent Oral Social Networks influence students' speaking skill?
- 2- How can Oral Social Networks be helpful in EFL context to enhance student's speaking proficiency?

Hypothesis :

- 1- The use of oral Social Networks may have a positive impact on the students speaking proficiency especially if used to communicate with native speakers around the world.
- 2- With the use of a convenient pedagogy, Oral Social Networks can be extremely helpful to enhance students' speaking skill.

In order to conduct the collection of data task in relation to the topic, the investigator opted for a research instrument represented in two questionnaires one directed to the teachers and another for students of English from different levels at the department of English –Tlemcen University.

The current study is divided into two main chapters. The first chapter reviews the related literature. The second is the practical part of the study.

The first chapter outlines some theoretical issues related to the speaking skill, its definition , importance and the problems encountered by learners in dealing with it .It also discusses the emergence of social Networks and their implications in educational institutions.

The second chapter is divided into two sections the first is concerned with data collection and analysis in which the researcher provides a detailed analysis of both teachers' and learners' questionnaires followed by a concise and precise interpretation of the main results. The second section is concerned with suggestions and recommendations that are provided for the sake of improving and developing the teaching / learning process.

**An Overview of The  
Theoretical  
Background of  
Speaking and ICTS**

## **1.1 Introduction**

The history of EFL teaching has witnessed a great amount of changes in strategies, procedures, and sometimes roles of teachers and learners. Despite this, the goal has always been the same which is making EFL learners communicatively competent in the target language and shape their proficiency to meet the different challenges of life in real situations.

Nowadays, EFL teaching and learning has been influenced by the technological innovation, and many tools have been added to the English class so as to facilitate the process of teaching/learning and provide a more realistic environment for learners to mention but a few of these tools one can cite: the Data show, computers, and recorded tapes. However, there should be a great need to update these tools as the time goes on, in order to keep up with the advancement of ICT's in the world.

The overwhelming spread of social networks among learners and even teachers proved itself as a successful tool to education. Similarly, most teachers believe that the main aim behind learning a language is to speak it fluently and accurately which means that understanding a language should not necessarily construct the assumption that he/she knows the language. The learner should rather accomplish a great level of proficiency in the four language skills including speaking. However, speaking a foreign language is not an easy task, and it is definitely not as easy as speaking mother tongue. As a solution, many scholars believe that the appropriate use and the successful integration of ICTs and social media in the classroom can reduce the impediments that prevent EFL learners from the mastery of the speaking skill.

## **1.2 Speaking**

Speaking plays a crucial part in foreign/second language teaching-learning. It has occupied a significant and delicate rank all the way through the history of language teaching. Despite its importance, teaching speaking has been undervalued and it is just in the last two decades that has gained its right to be an independent

branch of teaching. Speaking then is not dependent only on pronouncing words. English teachers therefore, devoted paramount time to speaking as being essential in facilitating the enhancement of English learners' proficiency.

It is worth mentioning that the four skills are described in terms of their direction as far as language teaching is concerned , that is to say , the language generated by the learner (in speech or writing) is referred to as “productive” while , Language directed at the learner (in reading or listening) is called “receptive” . Another important idea is “the channel”, which refers to the medium of the message (aural/oral or written). Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal “utterances” to convey meaning.

✓ **Spoken vs. written Language:**

Spoken language and written language differ in many significant ways; the following key contrasts clarify this difference (van Lier, 1995: 88)

<b>Spoken language</b>	<b>written language</b>
Auditory	Visual
Temporary; immediate reception	Permanent, delayed reception
Prosody, rhythm, stress and intonation	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited by a channel, editing	Unlimited planning

Having said that, speaking somehow is regarded as not having noticeable value in language teaching as (Bygate, 1987:3) states: “speaking is in many ways an undervalued skill. Perhaps this is due to the fact that we can almost all speak, and so take the skill too much for granted” in other words, the speaking ability may exist in almost every human being without even demanding too much effort and the most

frequent example for that is the fact that a child learns to speak before he knows anything about writing.

Speaking, yet is a skill which deserves attention, the learners often need to be able to speak with confidence in order to carry out many of their most basic transactions .It is the skill by which they are most frequently judged and through which they may take or lose opportunities in life. It is the vehicle of social solidarity, of social ranking, of professional advancement and of business. Perhaps then, the teaching of speaking merits more thought.

### **1.3Definitions of speaking**

According to the Oxford Dictionary of current English (2009), speaking means; the action of conveying information or expressing one's thoughts and feelings in spoken language. Indeed, speaking is the most commonly used form of communication, both in everyday life and in the classroom settings as maintained by Chaney et al. (1998: 13): “The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.”

To put it another way, speaking is the primary tool for communicating, thinking, and learning in general, and learning a language in particular. It is by means of speaking and listening abilities that, students learn concepts, develop vocabulary, and perceive the structure of the English language as essential components of learning. Furthermore, speech is a vehicle to link individuals to society, and a medium through which human beings communicate with each other. By the same token, Widdowson (1978: 59), assumed that: “Speaking is part of reciprocal exchange in which both reception and production play a part. In this sense the skill of speaking involves both receptive and productive participation”.

It is of vital importance that foreign language learners need to develop their oral proficiency in a confident and comfortable way, since speaking is generally accomplished via interaction with other speakers using different strategies. Thus, speaking is the productive aural/oral skill. It consists primarily of producing systematic verbal utterances to convey meaning, as noted by Florez, (1999:1)

speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”.

Similarly, Luoma puts out the significance of speaking skills which consists one of the prerequisites of the teaching/learning process; and therefore, EFL learners should adapt themselves to develop their oral language proficiency “Teaching and testing experts often talk about speaking as a technical term to refer to one of the various skills that language learners should develop and have” (Luoma, 2003:35)

In sum, EFL learners need to develop their ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts with regards to perform comprehensible pronunciation.

#### **1.4 Issues of The Oral Production class in The English Department**

One of the major responsibilities of any teacher working with English Language Learners (ELLs) is to enable them to communicate effectively through oral language. Teachers concerned with teaching the spoken language usually debate thoroughly about one question : why is it too difficult for learners to learn oral expression ?

To a large extent , it is because the current oral production class is teacher-centered, despite the various attempts teachers make to engage learners in discussions and motivate them to speak , the amount of speeches students have are still not sufficient . Besides, the Oral language that students learn at the classroom does not help in enhancing their communicative competencies which are mostly needed in real life situations. Similarly, Baker and Westrup (2003: 5) state that: “a student who can speak English well may have greater chance for further education, finding employment and gaining promotion”.

In the same line of thought, speaking appears to be a difficult skill to develop in the EFL classes because students not only need to be well prepared in English skills, they need also to use them to build social relationships that allow them to interact with each other. An argument that supports this view is found in Gutierrez (2005:3) statement he claims that: “learners often need to be able to speak

with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and by which they make or lose friends”.

In addition to what has been mentioned earlier, many other factors prevent learners from reaching oral expression proficiency in class – most of which are psychological, for instance; anxiety and inhibition. There are many procedures that should be opted for by language teachers to improve learners’ proficiency in Oral Expression module among which group work, role-play and discussions which encourage students to take communicative initiatives. Moreover, learners cannot be effective in tomorrow’s world if they are trained in yesterday’s skill which means that the student who use technology in almost every task of his daily life should make use of technology as well improve his speaking skill.

### **1.5 EFL Students’ Speaking Problems**

Beyond any doubt, English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. To develop the knowledge to deal with oral communication problems in an EFL context, researchers first need to know the real nature of those problems and the circumstances in which ‘problems’ are constructed.

- **Inhibition :**

One of the main problems is when students try to say things in a foreign language in the classroom and they get inhibited. Much of their worry is built over making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily.

- **Lack of Topical Knowledge :**

It is highly important for teachers to engage students in oral communication in topics that are familiar to them, students usually complain about having nothing to say in certain topics simply because the topic is not suitable for them.

- **Low or Uneven Participation :**

Another problem in speaking class is that students can never be in the same level of proficiency and as a result, some of them may speak a lot, so there is a tendency of some learners to dominate others.

- **The mother tongue use :**

One of the most frequently done issues in classroom is the use of mother tongue. In fact students sometimes can never be blamed for using the mother tongue. Harmer ( 1991)puts forward several reasons amongst the fact that it is rather a natural phenomenon that needs practice more and more to overcome it . Another reason is when teachers use mother tongue ,this may give students the impression that it is of no harm to use mother tongue on their part as well .

## **1.6 Strategies**

There has been a lot of concern recently, to design a programme that aims to teach the speaking skill in a way that makes EFL students learn the language in its most natural facet; this goal cannot be achieved without varying the activities and implementing new pedagogies that go hand in hand with the current advancement in technology. Some suggestions are displayed as follows:

- The term technology is getting broader and broader, and each recent invention is put under the umbrella of technology, social networks, and online chatting is included. Moreover, many scholars stressed on the contributions of technology in EFL class not to mention Wang (2005:2) who claims: “Technology integration in foreign language teaching demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach”.

- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation on the one hand, and overcome the problem of level dominance on the other.
- Increasing the time devoted for students to speak. Teachers should give the floor to students to express themselves more and more without referring to the mistakes they do.
- Proposing an interactive speaking improvement system for EFL learners in order to update the pedagogies of learning speaking. According to Chiu et al., in their study, a web-based conversation environment called “CandleTalk”, which allows learners to seemingly talk with the computer, was developed to help EFL learners receive explicit speech acts training that leads to better oral competence.
- In order to promote self-esteem in the learners to speak there is no better practical way than providing feedback and encouraging words.
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Another procedure is using Internet via chat rooms in an EFL setting which shows us its effectiveness on students' language skill improvement. The mix (qualitative and quantitative) research titled “The Use of Chat Rooms in an ESL Setting” by Yuan (2003), explores the combination of on-line chat rooms with regular classroom interactions in a personalized English program and its potentials to enhance second language development .
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practise the spoken language.

### **1.7 Technology and Learning Tools in the EFL Classroom**

First of all, the last two decades have witnessed rapid explosions of information which lead to an urgent need to cope with the ongoing scientific acceleration in all

fields. Information revolution, which yielded the internet, is the most important technological accomplishment to date. Internet enables people to cancel distances, shorten time, and make the world more like a small electronic screen (Al Musa, 2002). Similarly, education is required to meet the needs of this growing scientific acceleration. To put it another way, education aims and objectives in the Third World countries should be changed to meet the era's variables, aiming not only to help students in the cognitive domain, but also focus on their needs to attain the skills, capacities, and self-reliance to interact with the era's variables and build a new life based on sovereignty, not dependency on others (Al Musa & Al Mubarak, 2005).

Education needs to equip students with the needed tools and skills that make them capable of dealing with these new requirements effectively. Thus, involving technology as a goal in itself in the educational paradigm is no longer a privilege; on the contrary, it is an urgent need. With the increasing reliance on technology and the need for digital proficiency, it is expected that the use of online technology to work with second language acquisition is a natural by-product of the changing face of the educational world. Evidences have shown that students who conduct their learning online are better than students who work in traditional settings for the learning of a second language, in terms of their levels of anxiety and their need for gap awareness in their language skills (Pichette, 2009). Studies have also shown that the use of technologies in teaching languages have an increased advantages on the development of grammar, vocabulary, reading, writing, pronunciation, listening, and speaking skills (Levy, 2009).

### **1.7.1ICT's**

Information and Communication Technologies have recently gained grounds well of interest. It is a significant research area for many scholars around the globe. Their nature has highly changed the face of education and specifically EFL over the last few decades. The integration of ICT in Foreign language classroom is primarily done for the sake of helping teachers impart knowledge in more effective ways and

gain time and efforts .While learners on the other side perceive the information in a more developed and accurate manner .

Accordingly , an overview of the developmental history of computer-assisted language learning (CALL) shows that ICT tools have been actively and widely used in language classes from the initiation of computers into the world due to the fact that language teachers have always been the pioneer of using innovative teaching tools in their classes (Amiri, 2000).

The history of CALL consists of three distinct phases, i.e., behaviorist, cognitive, and interactive CALL, each of which is characterized with both a certain level of computer technology including mainframes, PCs, and multimedia technologies and a specific language learning and teaching approach including behaviorism, cognitivism, and constructivism (Warschauer, 1996). Coincidental with the development of technology and second language acquisition (SLA) research, EFL teachers have utilized ICT tools for teaching and learning purposes.

#### **1.7.1.1 Definition of ICT's**

The Abbreviation 'ICT' stands for Information and communication technologies and can be defined as “a set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information”. In fact there are various types of these technologies and each one is devoted to serve a certain role they include computers, internet, broadcasting technologies (radio and television), and telephony.

The main challenge in the present era is to integrate these technologies in the larger teaching/learning community in a way that serves the learners capacities and intentions. UNESCO currently works with the educational community worldwide – ministries of education, specialized institutions, teachers, and of course learners to effectively leverage the potentials of ICTs in order to benefit quality teaching and learning.

### **1.7.1.2 Types of ICT's:**

Teachers at the level of EFL context tend to use a variety of equipments so as to cover the different learning styles of learners and avoid the use of the same tools over and over. Lim and Tay (2003) classify ICT tools as follows :

- **Informative tools :**

By informative tools we refer to the different applications that provide information in various formats such as text, graphic, sound or video. They are considered as passive repository of information (Chen & Hsu, 1999), despite this; informative tools are widely used in EFL context.

- **Situating tools :**

As its name indicates situating tools are based on a system that puts the student in the environment where he/she are invited to the occurrence of a situation. Software tools like CD-ROM offers hypermedia application which gives teachers a better opportunity to enhance learning environment. It also increases students' ability to use the conceptual tools of the discipline in authentic practice. (Phillips, 2004).

- **Constructive tools :**

Another type is contrastive tools, they can be used to manipulate information, construct their own knowledge or visualize students understanding. Construction tools such as Microsoft Word or PowerPoint has a strong impact in the educational environment and is widely used in most organizations in the form of memos, reports, letters, presentations, record routine information, giving businesses the most (McMahon, M. 1997.)

**Communicative tools:**

They facilitate communication between teachers and students or between students outside the physical barrier of classroom. (Chen, D., Hsu, JJF, and Hung, D. 2000) It includes e-mail, electronic bulletin boards, chat,

teleconference and electronic whiteboard. Synchronous communicative tools such as chat or video conference enable real-time communication while using the tools of communicative asynchronous (e.g. e-mail and electronic whiteboard) is a system in which exchange of messages between people are not 'live' but somehow delayed. Communicative tools are most appropriate for activities requiring more time to think before responding. Utilization of electronic mail is increasing day by day. E-mail is the most commonly used on the Internet. It is easy to use as it is a primarily text-based system and simple communication tool for teachers and students that allows students to dominate class beyond physical barrier. (Chen, D., Hsu, JJF, and Hung, D., 2000.)

- **Collaborative Tools:**

Collaborative tools of ICT is currently the focus of much interest and emerging as development of new tools that make online collaborative projects draw a realistic option for a distributed group work. Internet can be used for many collaborative activities such as meetings; discussions are taking place, working in the document, information dissemination, and other tasks. Interactive electronic whiteboard is not just used as tools for meeting and development, but recently became the most popular tool among teachers. Whiteboard is an electronic device that interfaces with the computer where the computer image is displayed on the board that can be manipulated interactively (Weiser and Jay, 1996).

### **1.7.1.3 The Importance of ICTs in Teaching**

As mentioned earlier, Technology has changed the face of education in various ways to teach and learn. In fact, the application of ICTs as a tool for effective enhancement of learning, teaching and education management covers the entire spectrum of education from early childhood development, primary, secondary, tertiary, basic education and further education and training.

First, academics have taken the use of computer in teaching much more readily than they adopted earlier audio-visual media. This is due to the strength of computers and their power to manipulate words and symbols - which is at the heart

of the academic endeavor. Moreover, there is a trend to be introduced which is eLearning or online learning both are included under a broader approach that is distance learning. Unfortunately, universities and educational institutions in the third world countries do not benefit from distance learning and they do not use it as part of ICTs despite the availability of the needed materials and equipments.

Furthermore, in many countries, the demand for higher education far outstrips supply and Governments and institutions are turning more and more to the use of ICTs to bridge the access gap. It is too early to say whether the role of ICTs in the teaching function of higher education is truly transformative, or whether it is simply a repackaging of previous pedagogy. In the same line of thought ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies-scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.

The constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) was adopted by 20 countries at the London Conference in November 1945 and entered into effect on 4 November 1946. The main objective of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to foster universal respect for justice, the rule of law, and the human rights and fundamental freedoms that are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations. UNESCO's principles on ICT in education can be summarized as follows:

1. Old and new technologies need to be used in a balanced way. On-the-air and off-the-air radio/radio-cassette, television and offline video-assisted technologies are still considered valid and cost-effective modes of education delivery, as important as more interactive computer/Internet-based virtual education or online distance learning.

2. Meeting the international education goals by 2015 will require huge investments in teacher training institutions.
3. The demand for higher education cannot be met in both the developed and developing world without distance or virtual modes of learning.
4. Vocational training needs cannot be met without virtual classes, virtual laboratories, etc.
5. Educational goals cannot be met without gender sensitivity. Wherever possible, the proposed indicators will address the need to measure the gender gap.

To sum up, it is clearly noticed that effectiveness, cost, equity, and sustainability are four broad intertwined issues which must be addressed when considering the overall impact of the use of ICTs in education. Besides, the educational effectiveness of ICTs depends on how they are used and for what purpose. And like any other educational tool or mode of educational delivery, ICTs do not work for everyone, everywhere in the same way.

### **1.7.2 Social Networks**

The term ‘Technology’ is overly broad, it takes many forms and shapes and is almost covering every part of our daily life. People nowadays rely on technology to accomplish many tasks including communication .Similarly, one of the most used technologies among learners is social networks. Such a brilliant idea of connecting people in a single space would dismiss many communication difficulties among learners and the main focus afterwards, is headed for learning solely.

#### **1.7.2.1 History:**

Social networking isn't just a term for the 21st century. In fact, social networking dates back to 40,000 years ago when cavemen would draw on the walls of caves, depicting animals in order to communicate and 'network' with other cavemen. The Romans also indulged in social networking around approximately 700 B.C.E. By that time, Rome was the center of communication and networking

for everything that dealt with commerce, religion, and politics, so this makes a lot of sense. Since then, societies in different countries became more modern and pushed for social networks through town criers (15th century), newspapers (17th century), pen pal programs (1938) and electronics (1979).

### **1.7.2.2 Definition**

Social networking is a current phenomenon that includes both web-based communication with Internet users through websites and interaction with others via cellular phones. It is very clear that education industry worldwide is in the midst of a revolution caused by the evolving technologies such as the web 2.0 and the advent of web 3.0 allowing students to create content, exchange ideas and share knowledge. So much so that in the last few years there has been extensive discussion and heated debate exploring social media in journal articles and conferences. Much of this discussion has focused on developing a clearer understanding of the capabilities of such technology as a new platform for enhancing students' independent learning and how much social networking has yielded as academic achievement and whether it could be used as new pedagogical tools outside or even inside the classroom. At the same time, the ubiquitous presence of social media has attracted researchers to study both positive aspects and concerns of using such tools in various settings offering new and various ways of using computers or/and mobile devices. (Paliktzoglou and Suhonen, 2014).

As education institutions are embracing social media there is a need to optimize the positive effect of such technologies to bring them into pedagogy to make instruction and learning active and applicable to the cyber environment of the new millennium. In recent years, more and more education institutions are making a presence in social networks such as Blogs, Twitter, YouTube, Facebook to create effective ways for the establishment of collaborative and interactive online learning system. Therefore, technology-driven culture is featuring prominently in all pedagogical activities. Hence, the focus of learning and instruction needs to be viewed from a newer perspective “without gathering students and teachers in the

same physical space” (Maney, 2009). In other words, learning should no longer be tied to a particular location and a particular time table.

Basically, social network sites extend far beyond their traditional purpose of communication and entertainment to promote students’ self-reliance in learning through enquiry and sharing and more importantly, enhance their speaking abilities by means of online interaction.

With this in mind, it has been suggested that the language teaching situation in terms of the students’ speaking competence is not successful to a certain extent in EFL contexts which can cause verbal communication barriers in their everyday lives and in the maritime environment. Therefore, an urgent need for a solution is needed.

Social networking with its various kinds could be considered as a remedy as these materials have potential to attract the students by being flexible, entertaining, and interactive and provide an excellent chance for learners to express themselves in a self-confident way. Indeed, the use of social networks as a tool to improve students’ listening and speaking / communicative skills would find an enthusiastic welcome from the learners part as it goes hand to hand with their interests. As social networks have penetrated so deeply in our lives, it is tremendously important to analyze the types and nature of each means.

### **1.7.2.3 Types of Social Networks**

Despite the popularity of massive social networks like Facebook and Twitter, tons of other social networks have been popping up with the aim to attract certain users that have specific needs not to mention to improve speaking skills for foreign learners and keep in touch with other learners at the same time. Various other social networks can be found as follows:

➤ **instagram :**

Instagram is an online photo sharing and social networking service. It enables users to take pictures and apply digital filters to them

and then share them on social networking sites. Instagram was launched in October 2010 by Kevin Systrom and Mark Krieger. The service has been immensely popular with people active on social networking. At present, Instagram has over 90 million users worldwide. Instagram supports all Apple products like iPhone, iPad, iPod and all camera phones having the Android operating system.

➤ **Skype :**

Skype is a communication tool that allows users to make audio and video calls over the Internet. Calls to other Skype users are free. Skype also offers a computer-to-land-line service for both local and international calls, as a fee-based service. Similar to needing an e-mail address to send e-mails, a Skype account is required in order to make and receive calls. Users choose a user name, which remains with them for as long as the account is active.

It is reported that in first half of 2010, Skype had 124 million users who placed 95 billion calls, of which approximately 40% were video calls (Melanson, 2010). Educators have been incorporating Skype into their classrooms for a number of years now (Davis, 2006; Mirtschin, 2008; Smith, 2009a, 2009b; Stephenson, 2009; Waters, 2008a).

Pioneers of using Skype in the classroom immediately noted the potential for international connections between classrooms and students (Waters, 2008b). This is a natural fit for language educators interested in having cross-cultural exchanges with students using Skype, for example (GVC). One Australian educator has used Skype for inter-school debates (Smethurst, 2009). This may be of interest to language teachers, as it is noted that activities such as debates and speech competitions in the target language are on the rise (Eaton, 2010a).

➤ **Viber :**

Viber is an instant messaging and Voice over IP (VoIP) application for smart phones developed by Viber Media. In addition to instant

messaging, users can exchange images, video and audio media messages . Despite its potential to shorten the distances between individuals, viber can enormously help students at the level of university to improve their speaking skills as long as they use English in a thoroughly entertaining environment.

➤ **Facebook :**

Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. The site is available in 37 different languages, furthermore, Facebook is regarded as an ideal place for foreign learners where they can adjust their pronunciation abilities throughout video contact with other foreign learners regardless their nationalities.

### **1.7.3 Conclusion**

Above all, it is worth stating that speaking is not an easy task to teach and teachers should be aware of their students' needs and requirements in order to achieve proficiency in speaking. EFL teachers are also inclined to give ICTs their fair share of importance and utility in class. In fact, ICTs in general have contributed enormously in shaping the current teaching /learning process. Instructors and teachers on their part should make use of technologies as accurately as possible. It is indeed the ultimate way to keep the strategies up to date. ICTs nowadays are imposing themselves as a necessity in EFL classroom .Therefore; it is no more a privilege but rather an urgent needed tool to improve the students' communicative and speaking abilities.

# **Chapter Two :**

# **Data Analysis and Recommendations**

## **Chapter Two : Data Analysis And Recommendations**

### **2.1 Introduction**

Both EFL teachers and instructors regard the integration of technologies a necessity and an innovative practical tool in Foreign Language classroom. Yet, in classrooms, it appears gradual and fragmentary and sometimes even totally not existing. Regarding the educational system in Algeria a variety of methods and techniques are already adopted for the sake of improving the teaching learning process in general and assisting the EFL learners to master the different skills in particular.

On the other hand, technology plays a fundamental role in the students' lives as whole, Social Networks specifically, have kindled their interest and constructed a new branch that can be called 'Edutainment'. In fact, many speaking difficulties that foreign language learners face have to do with interest and the idea of making use of social networks to improve students oral proficiency has already been studied and applied in many European countries. Based on the question of how much social networks influence the students' speaking skill and how can instructors better employ these tools, this chapter is designed to analyze the data obtained from both EFL teachers and learners at Abou Bakr Belkaid Tlemcen University .As for the main objective behind this investigation, is to spot the light on the usefulness of oral social networks in improving students' oral language proficiency.

### **2.2 Research Methodology**

In this section a detailed account of the research methodology will be presented. The researcher will give the rationale behind using a survey research and a discussion of the advantages of using the combination of methods i.e. qualitative and quantitative approaches that are regarded as worthy methods for clear comprehension of the study. In practice, both of these mentioned methods are frequently considered to be appropriate within a single investigation.

The present research work is a survey study involving both EFL teachers and students at Abou Bakr Belkaid University. A survey design is defined by (Dana Lynn Driscoll, 2011:162) as a study “where you can gather information about people’s beliefs or behaviors (...) the information you collect is not first-hand (like an observation) but rather self-reported data”

Consequently, opting for a survey design to figure out the influence of oral social networks on EFL learners can be more appropriate especially with combining both qualitative and quantitative approaches; this last will help to seek more reliable and valid results from both teachers and students.

### **2.3 Data collection**

One of the essential steps in conducting a research is the collection of data .It is generally conceived as hard and complicated task in this vein O’Leary (2004:150) puts forward:

Collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method.

However, the researcher may have to opt for a range of different methods for data collection such as observation, tests, interviews and questionnaires. In this research work the main used instrument was the questionnaire which has been distributed for both teachers and students of English.

#### **2.3.1 Setting**

The research was conducted at the department of Foreign Languages (English section) at Abou Bakr Belkaid University of Tlemcen. The researcher deals with a sample of population consisting of both EFL teachers and students during the academic year 2015/2016.

According to Sapsford and Jupp (2006:27) a population consists of “individuals, or elements, and these could be persons, or events [...] anything at all of research interest, including observations, judgments, abstract qualities, etc”. Thus, the population is the group of people whom the study is about, and from which the sample is usually selected.

This research aims at drawing interest from both EFL teachers and learners to make use of oral social networks as an attempt to raise awareness about its great effects in shaping the students’ oral proficiency, and also to spark their interest in learning speaking.

### **2.3.2 Participants’ Profile**

#### **➤ Teachers**

There has been an underlying reason for making EFL teachers involved in the research population because teachers play an intensive role , on the one hand they can be regarded as direct observers of the phenomenon and can evaluate students’ oral proficiency during the course , on the other hand they can simply be engaged in oral discussions with learners through the use of social networks and this will show how social networks influence the students’ level of speaking . The teachers taking part in this study hold either the degree of ‘Doctorate’ or ‘Magister’ most of them are experienced teachers who teach different modules

#### **➤ Students**

The present study takes place in the Department of English at Abou Bakr Belkaid University. The participants are students of English randomly selected as a sample population for the present study. They belong to different levels from First year to master two students. The main aim behind this blend is to gather as much points of view about the use of oral social networks and examine their attitudes towards them and for a greater extent to derive from learners a variety of creative ideas on how to better use social networks to improve speaking.

## **2.4 Research Instruments**

It is often assumed that “the backbone of any survey study is the instrument used for collecting data”(Dornyei&Ushioda2011) therefore , the researcher has opted for the use of two questionnaires one intended for teachers and the other for students , basically the same questions were asked with a slight difference in the style .

### **2.4.1 Questionnaire**

The essence of any scientific research is the attempt made to find out answers to questions in a systematic manner. Yet, questionnaires in their various kinds are of the most common methods in collecting data in Foreign Language research and have attracted a worldwide interest among researchers. In the same vain Dornyei (2003:3) states:“Questionnaires are certainly the most often employed data collection devices in statistical work”.

The questionnaire is addressed to EFL students and Teachers aiming at analyzing to which extent social networks impact the students’ speaking skill and which strategies can be undertaken in order to integrate social networking in educational institutions such as university . Eight questions were included and different types of questions were used starting from open-ended and close-ended to multiple choice questions.

## **2.5 Data Analysis and Interpretation**

This section is concerned with the analysis of the information gathered from the two questionnaires; this information enabled the researcher to collect a large amount of data about the usefulness of oral social networks. Moreover, main findings of the study are presented, and translated into tables and pie charts to make the explanation clear.

### **2.5.1 Analysis of Teachers’ Questionnaire**

The questionnaire is addressed to ten EFL teachers. It mainly aims at reporting their ideas concerning the use of oral social networks among learners and

teachers as well. In addition to that, its basic purpose is to show their impressions about how oral social networks contribute in shaping the students' speaking skills. This questionnaire includes eight questions that will be analyzed and presented as shown below.

**Item one:** How often do you use Social Networks?

The first question aims at finding out to what extent teachers are attached to social networks and how often do they use them. The following table better describe the results.

**Table2.1: The Frequency Use of Social Networks**

Frequency of Use	Absolute Frequency	Percentage
Always	5	50 %
Sometimes	3	30 %
Rarely	0	0%
Never	2	20 %

The majority represented by five teachers use social networks always, while three of them use them sometimes and only two teachers have never used social networks.

**Item Two:** Have you ever used social networking for educational purposes?  
If yes, How?

The second question was meant to determine the number of teachers using social networks for educational purposes .the main aim behind this question is to discover how teachers use social networks to achieve any educational goals.

**Table 2.2: The use of Social Networks for Educational Purposes**

<b>Frequency of Use</b>	<b>Absolute frequency</b>	<b>Percentage</b>
<b>Yes</b>	70	70%
<b>No</b>	30	30%

(70%) of teachers confirm that they use social networks for educational purposes such as sharing lectures , publishing useful links or sending messages to colleagues or students, while only one teacher used social networks to give lectures. The remaining (30%) believe that social networks can better be used for other reasons.

The answers concerning this question revealed that despite the fact that most teachers use social networks to achieve educational goals, only few of them use them to give lectures or perform oral conversations with learners.

**Item Three:** Do you get in touch with learners through the use of social networks?

The rationale of this question is to figure out if teachers benefit from social networks at the level of communicating information and ideas with EFL learners.

**Table 2.3: the use of social networks to communicate with learners**

<b>The use of S.N to communicate with learners</b>	<b>Absolute Frequency</b>	<b>Percentage</b>
<b>Always</b>	0	0%
<b>Sometimes</b>	7	70%
<b>Rarely</b>	0	0%
<b>Never</b>	3	30%

The findings of this question reveal that (70%) of teachers sometimes use social networks to communicate with learners in matters more likely to be related to education while (30%) have never used them to communicate with learners

**Item Four:** Among the different types of social networks, there are social networks that are mostly based on oral communication such as skype, Viber or messenger. As a teacher do you use one of these to get in touch with learners or native speakers? If yes, which one is your favourite?

Knowing which oral social network teachers prefer is the ultimate goal of such a question. Teachers and even learners may have different social networks to use when they seek oral communication therefore, it is very important to our research to know which social network ranks the best among EFL teachers.

**Table 2.4: The mostly used social network among teachers**

<b>The Social Network</b>	<b>Number</b>	<b>Percentage</b>
<b>Viber</b>	2	20%
<b>Messenger</b>	0	0%
<b>Skype</b>	4	40%
<b>None</b>	4	40%

The results show that Skype is the most used social networks among teachers with (40%) while (20%) of them are using Viber. Teachers have made their choices based on different criteria that characterize each social network. The other remarkable result is that (40%) of teachers do not use oral social networks at all.

**Item Five :** Which language is mostly used when using these tools?

This question is administered in an attempt to know which language is being used by teachers when using oral social networks and also to see if teachers are making use of these social networks to contribute in the whole field of education.

**Table 2.5: The Language Used While Using Social Networks**

<b>The Language Used</b>	<b>Absolute Frequency</b>	<b>Percentage</b>
<b>Mother Tongue</b>	1	10%
<b>English</b>	5	50%
<b>French</b>	2	20%
<b>None of the languages</b>	2	20%

This table denotes the remarkable control of English over the other languages in use , research shows that most teachers represented with (50%) use English as the main Language in oral communication , while French is ranked second with (20%) of use.(20%) of teachers state that they don't use any language and their use is entirely passive. Last but not least,the use of mother tongue with only (10%).

**Item six: To** what extent can Skype, Viber or Messenger be helpful to students? and why?

This question is designed in an attempt to know the teachers' point of view about the main issue of the whole research which is the influence of oral social networks on the students speaking skill; it also includes an opportunity for teachers to justify their opinions.

**Table 2.6: The teachers' view about the usefulness of oral Social Networks.**

<b>The Influence</b>	<b>Absolute Frequency</b>	<b>Percentage</b>	<b>Reasons</b>
<b>High</b>	<b>2</b>	<b>20%</b>	Because they practice the language.
<b>Medium</b>	<b>7</b>	<b>70%</b>	Because social networks represent a motivating and helpful environment.
<b>Low</b>	<b>1</b>	<b>10%</b>	Because students need face to face interaction.

Accordingly, the results display that the overall number of teachers believe that oral social networks do have an impact on the students' level of speaking. As the results show, seven teachers measured the influence at medium level attributing their choice to the motivating and helping environment that social networks provide. In addition, the two other teachers claim that Social Networks have a high influence since they represent an ample opportunity to practice the language and therefore improve the speaking skill. On the other hand, there is only one teacher who goes with the idea that the influence is low and barely existing since social networks do not provide face to face interaction and therefore, the positive influence is very low.

**Item Seven:** It is assumed that learners who have been through the GVC experience perform better in speaking skills than others, do you think this true? And why?

The researcher asked this question in order to know what teachers think of the GVC experience as it represents the best example of making use of oral social networks, the program, primarily, aims at exchanging cultural perspectives between the students of the University of Abou Bakr Belkaid and other educational

institutions from different parts of the world. The contact is made through the use of Skype and organized in several links per week .Six teachers stated that the positive impact of a program like GVC cannot be denied especially with the fact that the contact is made through oral conversations with native speakers and this would help learners to improve both their speaking as well as their listening skills .Three other teachers stated that the idea cannot be necessarily true because the English being used is not academic and therefore not so useful . While only one teacher claimed that he has no idea about the topic.

**Item Eight:** According to you, can we make use of Skype, Viber and messenger inside University to improve speaking skills?

For this question, the researcher tried to know to what extent teachers are motivated to use oral social networks for educational purpose and also to be aware of any ideas teachers may have concerning the use of social networks at University.

The Results have shown that the overwhelming majority of teachers represented with eight teachers have welcomed the idea of using oral social networks inside University as an educational tool under the condition of following the right pedagogy for doing so, they have claimed that GVC has been a quintessential example of the idea .On the other hand two teachers have dismissed the idea for reasons like the lack of suitable potentials and slow connection.

### **2.5.2 Analysis of the Students' Questionnaire**

This questionnaire is mainly designed to diagnose the students' use of oral social networks and its impact on the students speaking skill. After treatment of the teachers' questionnaire, the present section is devoted to the analysis of the data collected from the students' questionnaire. All thirty students of English from different years answered this questionnaire for the sake of obtaining as much as various data available. The questionnaire consisted of eight questions and each one will be treated separately as follow:

**Item One:** Do you use social networks?

This question has been asked for two main reasons the first is to engage the participant in the topic so that he/she constructs a previous knowledge about what is coming next of questions .Secondly, to know how far students are attached to social networks.

**Table 2.7 : The Use of Social Networks**

<b>The use</b>	<b>Absolute Frequency</b>	<b>Percentage</b>
<b>Always</b>	22	73.3%
<b>Sometimes</b>	8	26.7%
<b>Rarely</b>	0	0%
<b>Never</b>	0	0%

The majority of participants( twenty two )making up (73.3%) stated that they always use social networks, while only eight students making (up 26.7%) stated that their use of social networks is not a priority and therefore , they use them only sometimes .

**Item Two:** How far do social networks influence the students’ proficiency of English Language?

It is very important for the researcher to know the students’ standpoint about the influence of Social Networks simply because they represent an effective part in the phenomenon.

**Table 2.8 : Social Networks and Language Proficiency**

<b>The influence</b>	<b>Absolute Frequency</b>	<b>Percentage</b>
<b>A lot</b>	22	73.3%
<b>A little</b>	7	23.4%
<b>Not at all</b>	0	0%
<b>I don’t know</b>	1	3.3%

The results have shown that most students twenty two, making up (73.3 %) believe that social networks do influence a lot the students level , while seven students making up (23.3%) claimed that the influence is subtle and have little influence ,besides this , only one student did not have an answer .

**Item Three:** why do you usually use social networks?

For this question the researcher has given the participants three different choices with the possibility of choosing more than one answer, the aim of this question was to know the purpose for which students use oral social networks.

The results have shown that students use social networks for the three purposes education, entertainment, and communication with a privilege to education as being the most opted for choice. Second, communication with less number of students choosing it and third, entertainment with the least number of students. It is worth to mention that some students opted for more than one choice and answer.

**Item four:** Among the different existing social networks there are, those which can be used in oral communication such as Skype, Viber or Messenger, do you use any of them? If yes which one is your favourite?

The question mentioned above was addressed to EFL students to know which oral social network is mostly used or favoured by students.

**Table 2.9 : The most Favored Oral Social Network by student**

<b>The Social Network</b>	<b>Absolute Frequency</b>	<b>Percentage</b>
<b>Viber</b>	9	30%
<b>Messenger</b>	12	40%
<b>Skype</b>	5	16.67%
<b>None</b>	4	13.3%

The answers concerning this question have revealed that Messenger is the most favored social network between students making up (40%) of users, while

Viber occupied the second most used social networks with twelve students making up (43%). Skype on the other hand ranked the third with five users making up (16.67%), while only four students claimed they do not use any.

**Item five:** which language do you use when doing so?

This question is devised to determine the language that students mostly use when using oral social networks. This question is very essential to the research work. It shows its significance as far as English is concerned.

**Table 2.10: The Language Used During Interaction**

<b>The Language Used</b>	<b>Absolute Frequency</b>	<b>Percentage</b>
<b>Mother Tongue</b>	12	40%
<b>English</b>	15	50%
<b>Other languages</b>	3	10%

The research has displayed that fifteen students making up (50 %) use English as the main language for oral communication in social networks while twelve students making up (40 %) opt for the Mother tongue or dialectal Arabic. Moreover, three students making up (10 %) use other languages. Some students opted for more than one choice which means that they shift from one language to the other according to the speakers 'need.

**Item six:** Have you ever used social networks to talk with native speakers of English around the world?

Behind this question, the researcher aimed to know the extent to which students of English are making use of oral social networks by having oral conversations with native speakers.

**Table 2.11: The use of Social Networks to converse with native speakers**

<b>The use</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	21	70%
<b>No</b>	9	30%

The results have displayed that twenty one student making up (70% ) have had the opportunity to speak to native speakers online, while only nine making up (30%) students did not go through the experience.

**Item seven:** To what extent do you think these types of social networks can help to improve students' speaking skills?

By this question, the researcher wanted to know EFL students' attitudes and ideas towards the employment of oral social networks in educational fields to improve speaking skill.

**Table 2.12: The students' point of view about using Social networks to learn**

<b>Level of improvement</b>	<b>Number</b>	<b>Percentage</b>
<b>High</b>	20	66.7%
<b>Medium</b>	10	33.3%
<b>Low</b>	0	0%

The majority of students making up (66.7% ) think that oral social networks do improve the speaking proficiency to a high extent ,while (33.3 %) of students claimed that the improvement is medium since the process is at the risk of causing many shortcomings .

**Item eight :** How do you think we can benefit from Skype, Viber and messenger to improve speaking skill inside university ?

The researcher provided this question to give students a real opportunity to express their ideas freely and provide any suggestions to better use oral social networks at the university.

The answers were classified into four categories. Fifteen student making up( 50% ) pointed out that the best way to employ oral social networks at the university is to provide more programs similar to GVC .According to this category, such programs provide a greater space for learners to talk with native speakers . The second category represented by three students and (10%) claimed that in order to make use of oral social networks, they must be used in research and online lecturing. Another category consisting of six students and making up (20%) thought that the best way for making use of them is to make them part of everyday communication between learners. Last but not least, six students making up (20%) stated that they cannot think of any suggestions.

### **2.5.3 Discussion and Interpretation of the Main Results**

In the following section, the major results collected from each research instrument will be discussed in relation to the already raised subject.

The teachers' and students' questionnaires have enabled the researcher to collect a considerable amount of data concerning the influence of oral social networks on the student's speaking skill and how possible is to implement these tools so as to improve the student's learning in the age of technology and advance .

The main points that can be taken out from the investigation done among teachers are:

First of all, it is worth saying that teachers at the university are conscious of the advancement and progress of communication and technology and its assumption to the field of education, and what makes this true is the frequent use of social networks by teachers who tend to publish educational links and share knowledge with their students. Moreover, the benefit gained from social networks is dependent, and differs from one teacher to another, in the same vain only few teachers use social networks for online lecturing. In addition, Skype and Viber have got quite large popularity among teachers in comparison with other oral social networks. Thus, their use involves mostly colleagues and not students. Furthermore, teachers believe in the influence of oral social networks supporting their stand point with the

fact that oral social networks give the students the opportunity to practise the language due to the motivating and helpful environment it provides. Another key thing to remember is that teachers regard GVC as a very successful experience and would enhance the student learning and speaking abilities through the conversations conducted with native speakers of English. Similarly, teachers do agree that oral social networks can be used at university to improve speaking and listening as well. The main challenge, however, lies at the pedagogic strategies that should be followed in order to implement oral social networks and how they can best be employed, not to mention the availability of necessary equipment.

The following discussion deals with the different points that the investigator came up with after analyzing the students' answers; they can be summarized as follow:

The intensive use of social networks by students should not be looked at only as a negative process. To put it another way, Social Networking has become a daily habit among students and the integration of online conversations in English class should provide an atmosphere of enjoyment as well as keep the student in the right path towards improving his/her own skills. Students on their part are familiar with the influence of social networks. They use them for various purposes ranging from education to communication and entertainment. Significantly, if these purposes were achieved in the target language (English) the students' proficiency in speaking would witness a remarkable progress.

Messenger and Viber have got tremendous popularity among students and this makes a lot of sense because Messenger is an additional tool and connected to the most used social network all over the world that is Facebook. The research has revealed that English is the most used language among students when using oral social networks with a challenging degree of use of mother tongue as well and maybe that is exactly the reason why the improvement is seen with GVC students and not with other students. In the GVC, the use of oral social networks is guided and conducted to speak only English and not other languages. In a question designed for students about the use of oral social networks to improve speaking

most students welcomed the thought and claimed its effectiveness in learning. Likewise, students believe that talking to native speakers is the best method to benefit from oral social networks in addition to implementing them in research and communication.

## **2.6 Conclusion**

In the current chapter the researcher has attempted to analyze, present and discuss the findings of the main data gathered by means of two questionnaires: one for teachers and the other for students. They were discussed starting with teachers' answers and then students' ones. They have revealed several points including the influence of oral social networks on the students' speaking skill and the extent to which these tools can be implemented to improve the speaking skill.

Above all, it is worth explaining that social networks cannot be regarded only as an entertaining tool, they rather play a principal role in the field of education and research, the presence of social networking has changed some of the aspects in the teacher and the learner roles towards clarity and flexibility and therefore, instructors may be looking forward to implement different pedagogies so as to keep up with the technological advancements.

## **2.7 Suggestions and Recommendations**

The present section is entirely devoted to state some possible recommendations and suggestions regarding the employment of oral social networks as a learning material to develop learners' speaking abilities. EFL teachers on the other hand need to assign their learners with tasks that help them communicate and learn with one another. Likewise, technology might be a convenient means to fulfill such goal.

## **2.8 Introduction**

The general findings of the current study revealed that the use of oral social networking is becoming broader and broader among learners as well as teachers. They both make use of it in different fields to achieve different goals including

educational ones. Besides the fact that oral social networks provide time and shorten the distances, they create a relaxing context for learners to talk freely and express their ideas without any fear of embarrassment or lack of confidence. Therefore, they help the learners to overcome many speaking difficulties and boost their speaking skill.

## **2.9 The Main Recommendations**

Each period along the history of EFL teaching had had its methods and implications which contributed enormously in shaping the current process of teaching. Similarly, the most efficient help that this era has yielded is technology. Therefore, teachers and instructors need to enhance the relationship between teaching speaking and technology and bridge the gap between the two in class. Furthermore, the use of oral social networks to improve speaking requires plenty of strategies and pedagogies. This last explains the need for creative brains in order to come up with appropriate activities.

Furthermore, the use of oral social networks should not be restricted only among teachers. It is very important for learners to have oral conversations with their teachers as well, so as to improve the listening abilities and therefore, speaking ones. Scholars have always made emphasis, that “communication is the essence of science”(Garvey, 1979), and that “without communication there would be no science” (Lacy & Bush, 1983:193). Teachers then need to engage their students in oral conversations using social networking because it provides beneficial educational results for both peers and instructors of foreign language.

It is also fundamental to promote a global understanding among the EFL Students who should broaden their perspectives about the target cultures and ameliorate their communicative competence in order to interact and communicate effectively and appropriately in English language. GVC programme should be taken as an example and other similar programs should be provided.

By the same token, EFL teachers must be also trained about the use of new technologies so as to enhance their performance and mastery of technical materials

For the sake of ameliorating the linguistic skills of their students .Yet, the EFL teachers are to play their roles as collaborators, co-learners and guides who facilitate and support the learning process of their students. Similarly, Johnson. D (2012) states “ All teachers must have the technology training , skills and resources needed to ensure that students will meet local and state learning objectives , and they must have the technological means to assess and record student progress ” .

What’s more, Teachers should draw their attention a bit to focus on developing students’ networking skills (both online and face-to-face) so that the students become 'connected' to people who can give them information, help them learn and keep the learning experience relevant to the student’s life.

Over and above than that, teachers are required to be more familiar with online teaching as it opens up new levels of creativity and opportunity for them in a way that drives the learner to surpass himself and focus more on best practice as well as innovation. Cathy Cheal et al (2012:11) explain what can social networks provide “Teachers and students are increasingly using social networks to supplement teaching and learning in traditional classrooms environment, as they provide new opportunities for enriching existing curriculum through creative , authentic and/or flexible non-linear learning experiences” .

With tools such as Skype, it is possible to connect students with peers, teachers, and experts in ways that did not exist a few years ago. These tools open doors and break down barriers that were once held in place by sheer distance. In fact, collaborating with other classes is probably the most popular way to use Skype in the classroom .It includes activities such as: reading to another class, sharing projects, connects with experts and authors if possible and many others.

On the other hand, students of English are advised to use as much as possible the English language when using oral social networks. The intensive and extensive use of English in daily life including the times when being online is the best way to shape a good level of speaking, after all practice makes perfect .

In this regard, the ministry of higher education and scientific research on its part must provide the necessary materials and the conditions that go along with the adopted systems in Algeria such as the technical and pedagogical materials and the reduction of the Student's number in the classrooms. In fact the only weakness that was identified in the GVC program is the slow running connection of Internet which made the oral connection with foreigners difficult and time consuming. According to Doug Johnson (2012) "One of the most critical and potentially limiting factors in the successful implementation of information technologies in schools is reliability. Nothing keeps a teacher from using web-based lesson plan, or a student from creating a multimedia presentation like the uncertainty that the technology might fall at a critical moment".

## **2.10 What Should Be Avoided When Using Social Networks In EFL Context**

Many teachers who use social networks in their personal lives may not know how they could be used for language teaching .In fact there are two major problems with social networks for language teaching. Firstly, many teachers may not wish to mix up their own personal lives with their professional lives (such as adding students as friends on Facebook) and secondly, teachers might feel uncomfortable about advocating for their students to make contact with strangers through a social network. A third complication could be that some teachers are unfamiliar with social networks even for personal use, and as such feel that they could not possibly recommend them to students.

Firstly, teachers should make sure of the privacy of their personal information. The way social networks function is by having users enter personal information about themselves, which is then searchable by other users. All this personal information is stored in a database and much of the information provided is available for anyone to see and search. If users are not careful then it is possible to gain phone numbers, addresses, birth dates and even find out where people are going to be at a particular time. It is often possible to get all this data simply by looking at the information that comes up when you view someone's profile. Megan

Poore (2013:84) claims “One of the most vexed issues surrounding social networking is that of privacy”.

Secondly, Students who would have direct contact with teachers should know the term “netiquette” which is etiquette for the internet .Hopefully, they know what is appropriate and can be said and what is not.

Thirdly, the use of oral social networking in class requires the arrangement of a plan with the other side of the conversation and therefore, teachers should not engage their students in any experience without a previous organization.

Moreover, the use of oral social networks aims at improving speaking skill and developing interpersonal communication skills as well. Thus a well written script beforehand only serves as a handicap for students, in other words, students should be made to independently come up with points of discussion thereafter.

Furthermore, the implementation of social networking in class should be organized to follow a particular pedagogy and teachers are to guide the conversations and keep them structured within learning objectives.

## **2.11 Conclusion**

Above all, technology and social networks in particular can be used to enrich learners’ speaking abilities. Teachers then need to be flexible to their students needs, and provide as much as space for the students to express their ideas and develop their oral competence. The investigator has tried to present some suggestions that may help in the development of EFL teaching and learning. He has also proposed some practical activities that at the classroom concerning the use of social networks in education.

All things considered, it seems reasonable to assume that what brings social networking to the forefront of educational interest is the highly sophisticated delivery and interactivity now available with technological learning. In oral production courses, technology should hold a prominent place. Similarly, Teachers should have the competency required for building and operating technology based

courses to achieve the designed objectives. With proper use, technology offers a way to create or construct learning opportunities unlike ever before available.

# **General Conclusion**

### 3.1 General Conclusion

The main value of this research is to cover the different dimensions of Oral Social Networks and their impact on the student's speaking skills. It also aims at finding the right strategies and most importantly, the convenient pedagogy by which instructors will be able to integrate Oral Social Networks in higher education. Students, usually complain about the difficulty that characterizes oral production classes. Therefore, it is believed that the proper use of oral social networks in class would provide a better environment for learners to boost their speaking skill.

The researcher first , started by dealing with a general overview of speaking skill and the problems students encounter when learning speaking , afterwards , there was a detailed explanation of how ICTs emerged and used in education . Beyond that, the focus was headed towards Oral Social Networks and their usefulness in educational streams .Moreover, the practical part took place by means of a research instrument that consisted of two questionnaires for both teachers and students of English.

The second chapter was divided into two parts; first, the researcher provided a full analysis of the questionnaires as well as interpretation of the major results. Second, the examiner proposed some suggestions and recommendations related to the significance of applying Oral Social Networks as a teaching method in progressing EFL learners' abilities.

The findings revealed the positive opinions of both EFL teachers and learners about the usefulness of using Oral Social Networks as a teaching/learning tool. Results have shown also many creative ideas from both participants, on how to properly use Oral Social Networks at university in order to enhance speaking skill and promote oral production teaching to meet the requirements of the current era.

To sum up, this extended essay has led to conclude that EFL teachers should consider the usefulness of Oral Social Networks in higher education without ignoring the contribution of the traditional methods and techniques. The integration of Oral Social Networks in EFL context will provide access to increase the language activities and even more, to enhance the student's motivation to learn speaking which is believed to be the main factor that lacks the traditional classroom. Without a shadow of doubt, the

frequent communication with native speakers around the world by means of Oral Social Networks would improve the student speaking as well as listening skills. Therefore it became a necessity to give technology its fair share of importance in EFL context.

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# Appendices

## Appendix 1

Dear students,

You are kindly invited to fill in this questionnaire which is about the impact of social networks particularly those based on oral communication on the students' speaking skill. Your answers are very important for the validity of the research we are undertaking .Please, tick the appropriate box and provide information when needed.

1- Do you use social networks?

Always     sometimes     rarely     never

2- How far do social networks influence the students proficiency of English language?

A lot     a little     not at all     I don't know

3- For which purposes you usually use Social Networks?

Educational     Entertainment     Communication

4- Among the different existing social networks, there are those which can be used in oral communication such as Skype, Viber or Messenger, do you use any of them? if yes which one is your favourite?

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.....  
.....

5- Which language do you use when doing so ?

Mother tongue     English     other languages

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

Yes     No

7- To what extent do you think these types of social networks can help to improve student's speaking skills ?

High     Medium     low

8- How do you think we can benefit from Skype, Viber and Messenger to improve speaking skill inside University ?

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## Appendix 2

Dear teachers,

You are kindly invited to fill in this questionnaire which is about the impact of social networks particularly those based on oral communication on the students' speaking skill . Your answers are very important for the validity of the research we are undertaking .We would be very grateful if you could find time to share with us your experience . Please, tick the appropriate box and provide information when needed

1- How often do you use Social Networks?

Always  sometimes  rarely  never

2- Have you ever used social networking for educational purposes ?if yes, how ?

Yes  No

.....  
.....

3- Do you get in touch with learners through using Social Networks ?

Always  sometimes  rarely  never

4- Among the different types of social networks there are social networksbased on oral communication such as Skype, Viber or even Messenger as a teacher do you use one of these to get in touch with learners or foreigners? if yes which is your favorite?

Yes  No

.....  
.....

5- Which language is mostly used through these tools ?

Mother tongue  English  French

6- To what extent do you think using skype, Viber or Messenger can be helpful to students ?and why ?

High  medium  Low

.....  
7- It is assumed that learners who have been through the GVC experience perform better in speaking skills than others , do you think this true and why ?

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.....  
8- According to you , can we make use of skype ,Viber and Messenger inside university to improve speaking skill ?

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