



Sudan University for Science and
Technology
College of Graduate Studies
Department of English Language



Investigating Teacher's Perspective towards Using Social Media Strategies to Enhance EFL Students' Oral Skills

تقصي آراء الاساتذة حول استراتيجية استخدام شبكات التواصل الاجتماعي
لتطوير المهارات الشفوية لدى طلاب اللغة الإنجليزية لغة اجنبية

A thesis submitted in fulfillment of the requirements of Ph.D,
in English Language

Prepared by: Sadia Alsadeg Ahmed Alshareef

Supervised by: Dr. Ahmed Mukhtar Almardi

2022

Dedication

To my parents

To my husband

To my friends

Acknowledgments

I would like to express my deepest gratitude to my supervisor Dr. Ahmed Mukhtar for his constructive criticism, fair guidance and advice, supportive comments and efficient support and for helping me to understand the subject deeply. I would like to express my deepest gratitude for his continuous guidance, assistance and cooperation

I wish to express sincere gratitude and appreciation to English language teachers and doctors whom participated in this study and were the reason that it was completed successfully.

Abstract

The researcher aimed to study the impact of social media networks on the students' English oral skills, to identify the benefits from using social media in improving social English oral skills, to investigate if the EFL learners use social media networking for their oral skills' improvement or not, to draw teachers' and students' attention towards the importance of using social media in improving the students' English oral skills. The researcher hypothesized that using different social networks (YouTube, skype, Facebook, WhatsApp, twitter...) helps students to practice their oral skills, having internet access inside the classroom helps a teacher take advantage of using different techniques in improving EFL learners' oral skills, watching and listening to YouTube through smart boards helps students improve their English skills, listening to the video and recorded audio conversations of native speakers helps to improve EFL students' Englishspeaking skills. This research follows the descriptive analytical method where a sample of 30 English language teachers were chosen at random and a close-ended questionnaire was distributed and an interview was conducted. The researcher used the Statistical Package for Social Sciences (SPSS) to analyze the data collected. The obtained results showed that there is a positive influence of Social Networks on EFL students speaking skill. In addition, teachers stress on the importance of integrating Social Networks in teaching speaking because it provide more opportunities to practice the spoken language in order to develop learners' speaking performance. After having interpreted the data collected from the questionnaire, it can be concluded that the majority of teachers tend to rely on video courses provided on YouTube and Facebook more than any other social network. The researcher recommends the following: teachers are advised to use Social Networks in preparing classroom speaking activities, teachers should encourage their students to be exposed to authentic language through Social Networks, teachers should exploit YouTube videos in their courses in order to enhance learners' motivation to speak, the administration should provide the

necessary materials that are required to promote the speaking ability, social
Networks should be adopted as a strategy in teaching the oral courses

المستخلص

هدف البحث إلى دراسة تأثير شبكات التواصل الاجتماعي على مهارات اللغة الإنجليزية الشفهية لدى الطلاب، للتعرف على فوائد استخدام وسائل التواصل الاجتماعي في تحسين مهارات اللغة الإنجليزية الشفهية الاجتماعية، لمعرفة ما إذا كان متعلمي اللغة الإنجليزية كلغة أجنبية يستخدمون شبكات التواصل الاجتماعي لتحسين مهاراتهم الشفهية. أو لا، لفت انتباه المعلمين والطلاب إلى أهمية استخدام وسائل التواصل الاجتماعي في تحسين مهارات اللغة الإنجليزية الشفهية لدى الطلاب. افترض الباحث أن استخدام شبكات التواصل الاجتماعي المختلفة (يوتيوب، سكايب، فيسبوك، واتس آب، تويتر ...) يساعد الطلاب على ممارسة مهاراتهم الشفهية، وأن الوصول إلى الإنترنت داخل الفصل يساعد المعلم على الاستفادة من استخدام تقنيات مختلفة في تحسين المهارات الشفهية لمتعلمي اللغة الإنجليزية كلغة أجنبية. تساعد مشاهدة يوتيوب والاستماع إليه من خلال اللوحات الذكية الطلاب على تحسين مهاراتهم في اللغة الإنجليزية ، كما يساعد الاستماع إلى الفيديو والمحادثات الصوتية المسجلة للمتحدثين الأصليين في تحسين مهارات التحدث باللغة الإنجليزية لدى طلاب اللغة الإنجليزية كلغة أجنبية. استخدم الباحث طريقة الاستبيان والمقابلة كوسيلة لجمع البيانات حيث تم اختيار عينة عشوائية مكونة من 30 معلماً للغة الإنجليزية. استخدم في البحث الحزمة الإحصائية للعلوم الاجتماعية (SPSS) كوسيلة لتحليل البيانات التي تم جمعها. أظهرت النتائج المتحصل عليها أن هناك تأثيراً إيجابياً لشبكات التواصل الاجتماعي على مهارة تحدث طلاب اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، يؤكد المعلمون على أهمية دمج الشبكات الاجتماعية في تدريس التحدث لأنها توفر المزيد من الفرص لممارسة اللغة المنطوقة من أجل تطوير أداء المتحدثين لدى المتعلمين. بعد تفسير البيانات التي تم جمعها من الاستبيان، يمكن الاستنتاج أن غالبية المعلمين يميلون إلى الاعتماد على دورات الفيديو المقدمة على يوتيوب و فيسبوك أكثر من أي شبكة اجتماعية أخرى.

يوصي الباحث بما يلي: ينصح المعلمون باستخدام الشبكات الاجتماعية في إعداد أنشطة التحدث في الفصل الدراسي، ويجب على المعلمين تشجيع طلابهم على التعرف على لغة أصيلة من خلال الشبكات الاجتماعية ، ويجب على المعلمين استغلال مقاطع فيديو اليوتيوب في دوراتهم من أجل تعزيز دافعية المتعلمين التحدث ، يجب على الإدارة توفير المواد اللازمة المطلوبة لتعزيز القدرة على التحدث.

Table of Contents

No.	Title	Page No.
-	Dedication	I
-	Acknowledgement	II
-	Abstract	III
-	خلاصة البحث	V
-	Table of Contents	VI
-	List of Figures	VIII
-	List of Tables	IX
Chapter One Introduction		
1.0	Overview	1
1.1	Statement of the study	1
1.2	Research Objectives	2
1.3	Research Questions	2
1.4	Research Hypotheses	2
1.5	Research Significance	3
1.6	Research Methodology	3
1.7	Limits of the study	3
1.8	Definition of Terms	4
Chapter Two Literature Review		
2.0	Introduction	5
2.1	Defining oral skills	5
2.2	EFL Students' Speaking Problems	9
2.3	Technology and Learning Tools in the EFL Classroom	10
2.4	Social Media	12
2.5	The Use of Technology in the Teaching of English	15
2.6	Computer/ Mobile Assisted Language Learning	16
2.7	Technology-Based Programs in Teaching and Learning of English	18
2.8	The Use of social media for Educational Purposes	20
2.9	Studies on the Benefits of Using social media	21

2.10	Using social media to Develop Self-Learning and Autonomy	22
2.11	Social Media and Individual Differences	23
2.12	Social Media and the Learning Environment	24
2.13	Social Media as Authentic Learning Sources	25
2.14	The Challenges of Using Social Media in Teaching English	25
2.15	Social Media Platforms in Classrooms	27
2.16	YouTube as an Educational Tool	28
2.17	Facebook as an Educational Tool	32
2.18	Twitter as an Educational Tool	37
2.19	Gaps in the Literature	39
2.20	Elements of speaking	43
2.21	Mental/social processing	44
2.22	The importance of teaching Speaking Skill	47
2.23	Typical EFL learners speaking problems	50
2.24	Reasons for Poor Speaking Skills	50
2.25	Developing Speaking Activities	51
2.26	Previous Studies	54
Chapter Three Research Methodology		
3.0	Introduction	74
3.1	Research Approach	74
3.2	Population & sampling	75
3.3	Sampling techniques	75
3.4	Research method for data collection	75
3.5	Statistical techniques for data analysis	76
3.6	Thesis and hypotheses	77
Chapter Four Results		
4.0	Introduction	79
4.1	Results	79
4.2	Interview Results	91
Chapter Five Summary, Findings and Recommendations		
5.0	Introduction	112
5.1	Summary	112

5.2	Findings	113
5.3	Recommendations	114
5.4	Suggestions for further studies	114
	Bibliography	115
Appendices		
-	Questionnaire used in the study	133

List of Tables

Table No.	Table Name	Page No.
3.1	Questionnaire reliability (internal consistency)	76
3.2	mean values assessment according to Likert scale	77
4.1	Demographic Data	79
4.2	Distribution of questionnaire data	83
4.3	First Axis: What is the availability of the following multimedia	91
4.4	Second Axis: To what extent is the following multimedia used in the university	94
4.5	Third Axis: Measuring the attitudes of faculty members in Sudanese universities about the use of multimedia in education in the classroom	97
4.6	Fourth Axis: Obstacles to the use of social media in the educational process	101
4.7	Fifth Axis: What type of social media do you prefer to use	105
4.8	Sixth Axis: Using Social Networks in Scientific Research	107
4.9	Seventh Axis: Perspective of faculty members on the obstacles of using social media for educational purposes	108
4.10	Eighth Axis: Initiatives to removing the obstacles to the use of social media for educational purposes	109
4.11	Median of the questionnaire	110

List of Figures

Figure No.	Figure Name	Page No.
4.1	Gender	80
4.2	Educational Qualification	80
4.3	Years of Experience	81
4.4	Have you received any training courses in English language teaching	81
4.5	Distribution of questionnaire data	85
4.6	What is the availability of the following multimedia	92
4.7	To what extent is the following multimedia used in the university	94
4.8	Measuring the attitude of faculty members in Sudanese universities about the use of multimedia in education in the classroom	98
4.9	Obstacles to the use of social media	102
4.10	Social media platform distribution	105
4.11	Do you use networks for scientific research	107
4.12	The problems and obstacles to the use of social media for educational purposes is because of	108
4.13	Were there any initiatives done in order to remove obstacles facing the use of social media for educational purposes?	109

Chapter One

Introduction

1.0 Overview

People use online communication in using doing some regular daily life activities like marketing, connecting with friends and reading news. Electronic communication and computers are things people or students have to deal with every day. In Sudan and some other non-native English speaking countries, the process of speaking a foreign language, especially English, has been a constant headache to the concerned government bodies, teachers, parents and students. Inspire of great efforts, energy, and money that was spent in changing the syllabus and teachers' training, still some learners fail to speak the language due to several factors. One of these factors is that English language is not part of their daily social life.

1.1 Statement of the Study

The researcher noticed that most EFL learners are struggling to improve their oral skills, but still most of them fail in this area. This is why the researcher decided to study the area of social media in improving the learner's oral skills. The researcher found that most of the EFL learners spent most of their time within internet, so why don't they practice oral skills through the internet as part of their daily social life

1.2 Research Objectives

- 1) To study the impact of social media on the students' English oral skills

- 2) Identify the benefits from using social media in improving social English oral skills
- 3) Investigating if the EFL learners use social media for their oral skills' improvement or not
- 4) Draw teachers' and students' attention towards the importance of using social media in improving the students' English oral skills

1.3 Research Questions

- 1) To what extent does social media help students practice their oral skills?
- 2) To what extent is it important to have internet access inside the classroom?
- 3) To what extent does watching and listening to YouTube through a smart board affect positively in improving EFL learners' oral skills?
- 4) To what extent listening to the videos and recorded audio conversations of native speakers helps to improve their English-speaking skills?

1.4 Research Hypotheses

- 1) Using different social (YouTube, skype, Facebook, WhatsApp, twitter...) helps students to practice their oral skills
- 2) Having internet access inside the classroom helps a teacher take advantage of using different techniques in improving EFL learners' oral skills
- 3) Watching and listening to YouTube through smart boards helps students improve their English skills

4) Listening to the video and recorded audio conversations of native speakers helps to improve EFL students' English-speaking skills

1.5 Research significance

The researcher concentrated on the importance of social media networking in improving the learners' oral skills. The purpose of this study is to draw attention of teachers' educationists and students towards the importance of social media in improving the students' oral skills.

Therefore, the researcher hopes that this study will contribute to solving this problem

1.6 Research Methodology

This research follows the descriptive analytical method where a sample of 30 English language teachers were chosen at random and a close-ended questionnaire was distributed and an interview was conducted. The research used a questionnaire and a designed interview to collect data for the study. The sample of the study was teachers and doctors from different universities.

The researcher used the Statistical Package for Social Sciences (SPSS) version 23 to analyze the data collected

* The questionnaire was distributed to different teachers in different universities.

1.7 Limits of the study

Teachers and professors from different universities in the academic year 2021/2022

1.8 Definition of Terms

Skype: Skype is a voice over Internet Protocol (VoIP) software application used for voice, video and instant messaging communications. Skype software allows user to make calls, video calls or engage in chat over the Internet.

YouTube: YouTube is a popular video sharing website where registered users can upload and share videos with anyone able to access the site. These videos can also be embedded and shared on other sites

Twitter: Twitter is a free social networking site where users broadcast short posts known as tweets. These tweets can contain text, videos, photos or links

TikTok: TikTok is a popular social media app that allows users to create, watch, and share 15-second videos shot on mobile devices or webcams.

Social Networking: the use of dedicated websites and applications to interact with other users, or to find people with similar interests to oneself.

Platform: A platform is a product that serves or enables other products or services.

Web: a network of fine threads constructed by a spider from fluid secreted by its spinnerets, used to catch its prey.

App: an application, especially as downloaded by a user to a mobile device.

Online communication: online communication means any communication made through a computer, computer system, computer network, telecommunication, telecommunications device

Chapter Two

Literature Review

2.0 Introduction

This chapter deals with previous studies and general definitions of terms pertaining to social media and their effect on oral skills. Oral skills are included along with social media, speaking skills, the functions of speaking, EFL learners speaking problems developing speaking activities and previous studies.

2.1 Defining Oral Skills

Speaking is a key used between people to communicate in the social context. Also Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). (Brown, 1994) and (Burns and Joyce, 1997) define Speaking as a reactive process of a structured meaning that includes receiving and producing and sharing information. In Applied linguistic speaking has a set of descriptions; speaking as a social and situation-based activity and speaking as an interaction, (thornbory, 2005). All these perspectives see speaking as a whole side of learner's daily lives in receiving and producing speech.

Espinosa (2015) did a study on Facebook in EFL context to determine its potentiality for improving English learning, sought for ways for teachers to adopt it as an educational tool, and described its benefits, pitfalls and challenges. It was found that Facebook can be used by EFL teachers as a powerful instructional tool to engage students in language learning activities and develop their communicative competence. A study carried out by Jacqueline (2016) found that

Facebook can be used as an educational tool in the teaching-learning process, allowing language learners to communicate and practice English without problems. Wasoh (2014) found that Facebook as a learning tool offers learners a convenient tool to engage in discussions with their teacher and classmates who have better language knowledge. In the context of Iran, Derakhshan and Hasanabbasi (2015) did a study and maintained that social have an indispensable part in improving second language learning. They concluded that social interaction achieved through social is a kind of stimulus for learners to communicate with others.

There were some studies in the related literature focusing just on one aspect of language learning. For instance, with regard to vocabulary learning, Cooney and Keogh (2007) found that mobile technologies can be positively used as a learning tool. A study by Ghaemi and Seyed Golshan (2017) indicated that SMS via social has a positive effect on vocabulary learning. Similarly, Alemi and Lari (2012), Lu (2008) and Zarei, Heidari Darani and Ameri-Golestan (2017) showed that EFL learners hold a positive attitude towards using social in vocabulary learning. In a study recently conducted by Khodabandeh, Alian, and Soleimani (2017) on the effect of MALL-based tasks on grammar learning, it was found that sharing tasks in virtual can exert positive effects on language learning and grammar learning in particular.

As this literature review indicated, many studies have been done seeking the positive and negative aspects of different social media for language learning. Khodabandeh et al. (2017) chose grammar and found that MALL exerted positive aspects on grammar learning. Some studies focusing on vocabulary (e.g., Zarei et al. 2017; Lu, 2008; Alemi & Lari, 2012; Ghaemi & Seyed Golshan, 2017) showed that using Telegram can improve language learners' vocabulary. From among different social media, some studies chose to specifically examine Telegram (e.g.,

Zarei et al. 2017; Ghaemi & Seyed Golshan, 2017) and finally achieved remarkable results showing this medium's potentiality for improving EFL learners' vocabulary. A number of studies (e.g., Espinosa, 2015; Jacqueline, 2016; Wasoh, 2014; Derakhshan & Hasanabbasi, 2015) can be found which examined Facebook and reached more or less the same results. But none of these studies chose Telegram with its various facilities paying attention to all parts of language learning, that is, speaking, listening, writing, reading, grammar and vocabulary as well as exploring the attitudes of EFL learners in a qualitative manner. This study was an attempt to fill this gap in a way completely described in the next chapter.

Speaking is an important language skill for learners and teachers. Bygate (2002) See it as a complex, and multilevel skill; the complexity part is explained by the fact that the use of speakers' knowledge of the language and activate their ability is necessary to do this under real situations.

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 (Hosseini, Nasri, & Afghari, 2017). 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.

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 (Namaziandost, Abdi Saray, & Rahimi Esfahani, 2018). 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.

So, according to this definition, speaking is an important skill which needs more attention in because it connects between people and reflect their personalities and ideas. As Hedge (2000,p 261) regards it as, ‘skills by which people are judged while first impressions are being formed’. There is a basic skill that learners should master the language with other language skill. Also, is known as a multiple levels process of, and transferring messages via a spoken expressions or but nonverbal symbols such body language and facial expressions.

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, p.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, p.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 (Namaziandost, Saberi Dehkordi, & Shafiee, 2019). 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.

2.2 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 (Abram & Pearlman, 2010). 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.

2.3 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; Namaziandost, Abedi, & Nasri, 2019). 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; Namaziandost, Abedi, & Nasri, 2019).

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 (Aziz, Shamim, Aziz, & Avais, 2013). 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 (Akinola, 2015; Pichette, 2009). Studies have also shown that the use of technologies in teaching languages have an increased advantage on the development of grammar, vocabulary, reading, writing, pronunciation, listening, and speaking skills (Haigh, 2010; Levy, 2009; Namaziandost & Shafiee, 2018).

2.4 Social media

The meaning of the term 'Social media' can be derived from two words that are 'social' and 'media'. The first term is 'Social' which means connected with society and the way it is organized, in which they meet and spend time with other people. The

second one is which means: a group of two or more computer systems linked together (Eren, 2012; Beal, 2015; Namaziandost, Sabzevari, & Hashemifardnia, 2018).

Social media 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 media 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. (Hashemifardnia, Namaziandost, & Rahimi Esfahani, 2018; Paliktzoglou & 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 media 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” (Aloraini, 2012; Maney, 2009). In other words, learning should no longer be tied to a particular location and a particular time table. Basically, Social media 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 media 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 media 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 (Gibbins & Greenhow, 2016; Hashemifardnia, Namaziandost, & Sepehri, 2018). As Social media have penetrated so deeply in our lives, it is tremendously important to analyze the types and nature of each means.

To sum up, 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.

The latest technological innovation has made the life so easy as people can access and acquire so many things within a click that was totally impossible hundred years back. The use of social networking sites and web-based application in the field of education has made our learning very comfortable where learners become self-directive and independent. English learning throughout the world has been blessed with this touch of innovative technology. Such networking sites make us connected with others in a harmonious manner and similar perspectives (Nasri, Biria & Kamiri, 2018). Because of their extensive use in English learning, social networking sites have gained the close attention of both teachers and learners as a means of improving speaking skill of the learners. Most of scholars see the main objective of learning English is to gain the capacity of solving the purpose of communication with others (Nasri & Biria, 2017), because gaining the oral capacity of an unknown language is not as easy as general people might think.

There has been an increased attention toward the use of social media platforms for educational purposes. Social media platforms have the potential to augment or even replace traditional teaching tools and make language classes more engaging, interesting, and appealing to all language learners (Kessler, 2013). Given the current growth of social media use, it is important to understand how social media can be integrated effectively in foreign language teaching and learning practices.

Moreover, this phenomenological study was conducted to investigate foreign language teachers' opinions and thoughts about the pedagogical, social, and academic benefits of using social media as teaching tools during English classes. The study also highlights the drawbacks and challenges associated with using social media to teach English. Exploring these perceptions could be used to better understand what foreign language teachers need in terms of training, knowledge,

and professional development opportunities to use technology, specifically social media platforms, in their teaching practices.

2.5 The Use of Technology in the Teaching of English

Over the years, the English language has become one of the most significant and dominant languages in the world. Sharifian (2013) claimed that English is rapidly taking the role of a world language, and there is no other language that has spread around the world so extensively as English. According to recent statistics, between 914 & 1200 million people speak English, 450 million speak English as a first language, 400 million speak English as a second Language, and 350 million speak English as a foreign language. English today is the third largest world language by number of native speakers, after Mandarin Chinese and Spanish.

Students worldwide are introduced to second language approaches, distinct techniques, and various methods to learn and develop their speaking, listening, reading, and writing abilities (Sharifian, 2013). One method that has been recently used is integrating technology to teach and learn English. The use of technology in ESL/EFL teaching and learning has received much attention from second language researchers and educators who have encouraged employing technology as an aid to English teaching and learning. Using these tools and technology in general in teaching and learning English is aligned with New Literacies Theories, which emphasize the role of the Internet and technology in literacy education. Leu et al., (2013) mentioned that digital literacy has been integrated in literacy education and curricula because of an increase in the global sense of competition and the spread of the Internet. For many educators (Leu et al., 2013; Grabill & Hicks, 2005) New Literacies provides guidelines for teachers to integrate technology into their teaching practices, which will lead to more effective and engaging classes. As a case in point, Grabill and Hicks (2005) has summarized

the importance of using technology when teaching writing in the following statements.

If we want to teach writing or help students learn how to write more effectively, then we have to see writing in the same ways that they do and be with them where they write.

are classrooms. Digital writing is socially situated in a collaborative, recursive and responsive space in which teachers must participate with their students. (p. 306)

In addition, the use of technology includes the use of Computer and Mobile Assisted Language Learning programs and applications, which includes laptops, tablets, and cell phones for educational purposes. Thomas, Reinders and Warschauer (2013) indicated that one method that has recently been used effectively in the teaching and learning of English is incorporating Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) programs and applications.

2.6 Computer/ Mobile Assisted Language Learning

According to Thomas et al. (2013), Computer Assisted Language Learning (CALL) is teaching and learning approach in which a computer is used as a primary source to aid in teaching, presenting, reinforcing, and assessing in language classes. Thomas et al. (2013) added that this approach allows language learners to interact with these programs to develop their language skills. On the other hand, Yang (2013) defined Mobile Assisted Language Learning (MALL) as the use of handheld mobile devices such as smart phones and tablet computers for teaching and learning purposes. Yang (2013) continued by saying that MALL is a growing subdivision of computer assisted language learning, which can benefit the spread of mobile and smart phones to implement language classes. For

many educators, the use of these digital tools has many benefits not only on classroom environment but also on students' comprehension and achievement (Ciampa, 2014; Son & Dashtestani, 2014; Thomas, et al., 2013; Yang, 2013). These educators believed that these digital and computer programs are becoming more widely manipulated in language classrooms as tools for fostering English teaching and learning.

Similarly, Son and Dashtestani (2014) noted that the number of computer programs and mobile applications available to both language teachers and individual learners is increasing rapidly due to advances in research into language and technology, increased computer capabilities, and lower computer costs. Umaresan, Balamurugan and Thirunavukkarasu (2012) indicated that the role of computers in language learning has increased as computers and Internet accessibility has spread throughout most of the world. This has resulted in numerous possibilities for language teachers and learners to use computers as an aid to learn and teach English. Umaresan et al. (2012) continued that the use of computers in language teaching not only helps in enhancing the teaching-learning quality but also allows for more interactive, engaging, and appealing language classrooms.

Moreover, Leu et al., (2013) stated that there are many factors that lead to implementing New Literacies. These factors include the global economic competition which relies on communication, the use of Internet as a powerful technology for sharing and creating information, public policy which emphasizes higher levels of achievement using the latest technological platforms.

Speaking ability is seen as a way to introduce a person with other people living in the society. According to Chaney (1998), speaking is "the way toward structure and sharing importance using verbal and non-verbal images, in an assortment of settings" (p. 13). Speaking is such a means of communication that incorporates accepting, sharing and creating data (Brown, 1994; Burns & Joyce, 1997). This

oral skill of human being makes people capable to be connected socially with others. Oral proficiency is a social and circumstance based action that is the best way of communication (Thornbury, 2005; Azadi, Biria & Nasri, 2018). Although all the four skills of English language are highly valued, yet speaking is considered as the most vital one since a fluent speaker gets easy access to everywhere of the world. For instance, while an individual is going for traveling the world, he must need good fluency in English if he thinks a trouble free travel. Because of its global acceptance, oral proficiency of

English measures a person's social status. Speaking does not necessarily mean to utter words, rather it refers to the meaningful organization of words following the basic rule of sentence that expresses a certain meaning. In spite of having a great importance of English fluency, it has been neglected in most of the non-native countries where other skills are given more importance rather than oral skill. However, in the recent two decades, scholars are in the way of giving a great concern how to develop learners' oral skill (Hosseini, Nasri, & Afghari, 2017).

2.7 Technology-Based Programs in Teaching and Learning of English

The review of the literature indicated that there are many websites and programs that can be used effectively to teach and learn English. Some of these programs and applications focus on teaching English as an international language, whereas others are used to develop learners' language skills such as speaking, listening, and pronunciation. These programs have been used by both language teachers and learners to facilitate learning and teaching of English. The spread of technology and online programs has made it easier to language teachers and learners to benefit from different techniques and strategies available digitally such as educational websites, computer assisted programs, learning and teaching software, electronic dictionary, social media applications, video-streaming

websites, and learning video clips (Nomass, 2013). These digital tools can help language teachers not only to replace the traditional ways of teaching English but also to provide students with new and engaging ways to learn English.

Arno (2012) indicated that most of the digital tools can be effective and appealing ways for teaching and learning English as a second or foreign language in all educational stages including primary, elementary, secondary and, higher education. Language teachers should benefit from and use these teaching and learning programs and find ways to integrate them in their teaching practices (Erben et al., 2008) This will result in more engaging and appealing language classes. Hence, the question is: what kinds of programs can be used in teaching and learning of English?

Accordingly, the following are lists of some of computer/mobile assisted programs that can be effectively used to teach and learn English

Apart from instructors' effort, learners can learn English through the use of social networking sites, such as Facebook, WhatsApp, Twitter, IMO, Instagram etc. Among all the social sites, in the context of Bangladesh learners are very prone to use Facebook messenger, Instagram and IMO. So, they use these to develop their oral proficiency. Such sites allow learners to drop separations, abbreviate time and create the whole world visualized like a mini electronic screen (Al Musa, 2002). Learners who are using modern technology for their learning process are seen as superior to those who reluctant to technology and are using traditional method of learning (Akinola, 2015; Pichette, 2009). Studies show that learners who use technology for developing their English proficiency are advancing rapidly compared to those who do not like to use technology in this regard (Haigh, 2010; Levy, 2009).

2.8 The Use of social media for Educational Purposes

Hagler (2013) indicated that social media are digital applications that can be used for different purposes such as communicating, discussing, private chatting, and selling products.

These networking tools are web-based services in which people can create, share, and exchange information with a particular list of users to which they consent. Therefore, if people are members of the social media, they can post their information including words, images, voice, and videos to the web pages, and then people on the permitted list can read this information and give responses (McBride, 2009). Recently, online social media has become the most popular contacting tool in the world (Hagler, 2013). Social media applications and sites, such as Facebook, Twitter, Instagram, and YouTube, have changed the way people communicate, share information in their personal and professional lives, and perceive things around them. Social media have become a part of people's lives, and the use of these applications has expanded to reach all life's aspects.

One aspect influenced by the new role of technology and social media is education. Many educators are interested in understanding the effects of integrating and using diverse kinds of social networking in classrooms (Abe & Jordan, 2013; Blaschke, 2014; Chartrand, 2012; Seaman & Tinti-Kane, 2013; Tiryakioglu & Erzurum, 2011). Much research has been conducted to explore the effectiveness of today's technology in the learning classroom. Social media can be an effective tool for English teaching and learning in all educational stages including elementary, secondary and even higher education (Seaman & TintiKane, 2013). Tiryakioglu and Erzurum, (2011) also stated that the use of social media in classrooms has become a necessity due to students of all ages being exposed to these kinds of interactive applications. It is time for teachers and school principals to be aware of the potential use of social media to enhance the

teaching strategies and improving the learning environment (Abe and Jordan, 2013).

2.9 Studies on the Benefits of Using social media

According to Kessler (2013), incorporating social media in teaching English has received much attention as researchers have looked at the benefits and drawbacks of implementing these tools for pedagogical intentions. Also, many educators believe that the use of social media in

ESL/EFL classes has many advantages for students' learning process (Bani, AlSobh & AbuMelhim, 2014; Kabilan, Ahmad, & Abidin, 2010; Kessler, 2013; McBride, 2009; Tiryakioglu & Erzurum, 2011; Yunus et al., 2012). For instance, Kessler (2013) mentioned that the use of social media in ESL/EFL classrooms can increase students' engagement, encourage self-learning, and provide easier access to information. Similarly, Yunus et al. (2012) stated that many ESL classes take advantage of this tool to help students improve fluency and comprehension. Hence, the review of the literature revealed some benefits of using social media applications and websites for educational purpose.

Social networking sites in the field of English education is a blessing of latest technology where learners need to have electronic devices with active internet connection. The extensive use of such networking sites might cause problems too to the learners' way of life. But their good sides win on their bad sides considering their necessity in learning English. Because of their importance, many studies have been carried out to see the influence of Facebook and Twitter on language learning and they coined a word like 'twitteracy' that is meant for twitter and literacy (Aydin, 2014; Buga, Căpeneată, Chirasnel, & Popa, 2014; Greenhow & Gleason, 2012) since twitter can be used as to accelerate learners' literacy.

Facebook develops EFL learners' content and language knowledge ability (Eren, 2012; Shih, 2011, 2013), makes a good rapport between students and teachers (Aydin, 2014; Ekoc, 2014) and provides opportunities for language teachers selfdevelopment (Mahadi & Ubaidullah, 2010). In their study, Hasan et al. (2019) assert that among all the networking sites, Facebook plays the most vital role through which learners are able to learn English informally. However, through such social sites learners sometimes learn inappropriate language structures which is marked as bad side of learning through web-based applications (Kabilan, Ahmad, & Abidin, 2010). In this case, teachers' guidance is useful for learners proper learning. While teachers intend to use social sites as a means of teaching, they should consider learners need and learning ability matched with curriculum (Kent & McNergney, 1999). Instagram is also a good source of language learning. Al-Ali (2014) finds that Instagram motivates students to be very creative in terms of improving their writing skill. Because of the wider use of such social networking sites, Bangladeshi university EFL students and teachers are advancing rapidly towards using these for improving their oral English proficiency.

2.10 Using social media to Develop Self-Learning and Autonomy

Another benefit of using social media in the teaching and learning of English is to improve self-learning skills. These interactive applications provide language learners with vast resources of authentic materials that encourages independent learning (Blaschke, 2014). Almost all the social media applications can be used by students to practice different language skills such as reading, writing, and listening. As a way of illustration, Chartrand (2012) indicated that students can use YouTube to learn from ESL-related videos posted by their teachers or any ESL/EFL educators. Chartrand (2012) stated further that a wide variety of topics can be covered and learned depending on the needs of the learner.

Furthermore, Kabilan et al. (2010) reported that Facebook is one of the most beneficial applications that can be used by ELLs to improve their language skills. This website has hundreds of English teaching pages which provide students with various lessons including grammar, vocabulary, reading, and writing lessons (Kabilan et al., 2010). Blaschke studied a group of students who used social media as a way to increase their English proficiency (2014).

The researcher found that the use of social media empowered students' freedom in choosing and exploring topics and activities that could enhance their language skills. This self-learning approach supported and extended students' learning by giving them independence in deciding how and what they will learn. Bani et al. (2014) believed that the use of social media enables ELLs to find new ways to acquire the knowledge and that will help them reach their language learning objectives.

2.11 Social Media and Individual Differences

Many educators believe that the use of social media in ESL/EFL classes helps in increasing the attention to the individual differences between students (Chartrand, 2012; Erben et al., 2008; Kessler, 2013; McBride, 2009). McBride (2009) stated that one of the most obvious issues that many ELLs in ESL/EFL classes encounter is the fear of expressing their ideas and opinions. Each ESL/EFL class contains students who have difficulties in participating and expressing their opinions and thoughts in the classrooms. These learners tend to be silent during the class time and that might affect their learning development (McBride, 2009). Hence, social media is the ideal way to encourage these students to participate and be effective learners (Erben et al., 2008). According to

Chartrand (2012), when social media is used in pedagogy, students who have difficulty in expressing their thoughts in their classrooms can get involved in the learning process. It will help shy and silent students increase their confidence by

giving them the opportunity to express their ideas and thoughts in more comfortable settings (Chartrand, 2012).

Kessler (2013) mentioned that students who do not participate regularly in class may feel they can express their thoughts through social media. Kessler added that although participating in social media should not completely replace in-class participation, it can help build the students' confidence and encourage them to find their voice and enables them to participate in class. In other words, social media can be the bridge that assists silent and shy students to increase their confidence and start expressing their ideas and thoughts (Chartrand, 2012).

2.12 Social Media and the Learning Environment

Seaman and Tinti-Kane (2013) indicated that social media applications and websites such as Facebook, Twitter, Wiki, YouTube, and blogs have great benefits for expanding education environments. Seaman and Tinti-Kane maintained that these materials also help in enhancing not only English skills but also other fundamental skills including the ability to search, evaluate, and interact meaningfully with learning tools. In other words, social media helps ELLs by expanding the educational environment beyond classroom settings. Moreover, Tiryakioglu and Erzurum (2011) noted that education activities usually take place in the classroom where teachers and students are interacting face to face. But with social media expanding, ELLs can learn and enhance other out-of-class skills including discussion, presenting their thoughts, and commenting on one another's work. Kabilan et al. (2010) stated that Facebook gives teachers the opportunity to connect with their students outside of the classroom and discuss the assignments, classroom events, and other information related to the lessons.

2.13 Social Media as Authentic Learning Sources

Chartrand (2012) pointed out that ESL/EFL teachers need to teach ELLs a real language, a language which is presented in everyday life, and social media is a great source for this language. Almost all students play computer games, write blogs, surf the internet, watch TV, and use mobile phones, iPods and iPhones. In other words, they have access to all kinds of social interactions. Hence, it is important to find a beneficial use for these applications to improve their English proficiency level (Chartrand, 2012; Erben et al., 2008). These authentic experiences will motivate students to learn, and that makes the learning process more interesting and appealing. According to Clavel-Arroitia and FusterMárquez (2014), authentic materials in English teaching and learning refer to English texts that are not designed for learning purposes. The language of these texts is not simplified, artificial, or concentrated on developing learners' language skills. Clavel-Arroitia and Fuster-Márquez (2014) added the difference between authentic and nonauthentic materials are the audiences. Some examples of authentic materials that can be used in ESL/EFL classes include recent newspaper articles, daily magazines, advertisements, movie reviews, train schedules, and nutrition labels.

2.14 The Challenges of Using Social Media in Teaching English

Abe and Jordan (2013) noted that even though social media have provided a wide range of beneficial sources that can be used in ESL/EFL classes, the greatest challenge for many English teachers today is identifying those that are most useful for their own teaching contexts. Abe and Jordan stated further that identifying the beneficial materials for students to use can be difficult for ESL/EFL teachers. They might encounter many issues finding or assigning the materials that are suitable for students' English abilities. Additionally, Yunus et al. (2012) mentioned that unless ESL/EFL teachers find effective ways to incorporate social sites such as Facebook and Twitter into their lesson plans, these learning tools

could become nothing more than a waste of time. That is because teachers have to use the materials that are appropriate to students' proficiency level and the course objectives (Yunus et al., 2012).

In addition, Erben et al. (2008) indicated that one of the most obvious downfalls of social media being incorporated into ESL/EFL classes is the lack of pedagogical intentions. That is, although social media sites expose ELLs to the real language, many of materials in the social media are not designed for leaning purposes. To illustrate, Seaman and Tinti-Kane (2013) mentioned that many materials that appeared in social websites such as Facebook, Twitter, and YouTube contain errors, are poorly constructed, lack clarity and comprehensibility, and do not match with ELLs' language level. Thus, reading these materials might not benefit ELLs in terms of their language improvement.

Furthermore, some researchers have some concerns that using social media as teaching tools might discourage face-to-face communication (Chartrand, 2012; Kessler, 2013; Lederer, 2012). Lederer (2012) believed that even though the use of social media may create a safe environment for students who are uncomfortable expressing themselves, students are missing valuable lessons in real-life social skills. ELLs need to learn and improve their social skills to be able to effectively express themselves and connect with others. Moreover, Erben et al (2008) stated that the extensive use of social networking in ESL/EFL courses can weaken students' social skills. The authors added that if students are encouraged to participate in class discussions through social media websites, this could impact their abilities to interact in face-to-face situations. Yunus et al (2012) also commented that ELLs need to learn how to have conversations with people even in this modern technology-based world.

2.15 Social Media Platforms in Classrooms

The use of technology and digital websites and applications has increased among young people around the world. As a result, educators are in need to understand the importance of using these digital programs as teaching and learning tools

(Nomass, 2013). Recent emphasis on using social media in today's classes has resulted in a large body of research that perceives these digital applications as panacea to traditional ways of teaching and learning (Bani et al. 2014; Berk, 2009; Kasuma, 2017; Lord & Lomicka, 2014; Mitchell; 2012; Mompean & FouzGonzalez, 2016; Morgan, 2014; Terantino, 2011). Research shows that when used appropriately, social media websites and applications facilitate teaching practices and allow for effective and engaging ways of teaching. The use of social media for educational purposes has opened the door to for teachers and language learners to experience new ways of teaching and learning English as they facilitate and allow for more authentic and engaging ways of learning (Erben, et al., 2008).

Ultimately, the review of literature revealed many social media applications and websites that can be used in language classes. Some of these programs and applications focus on teaching

English as an international language, whereas others are used to develop learners' language skills such as speaking, listening, and pronunciation. In other words, these programs have been used by both language teachers and learners to facilitate learning and teaching of English. Accordingly, the following are some of these programs that teachers can utilize in most educational settings.

2.16 YouTube as an Educational Tool

YouTube is an online video-streaming website and application that hosts more than 2 billion videos and clips from millions of users. It is a tremendous resource

that includes such a wealth of educational and non-educational content (Berk, 2009). The use of YouTube as an educational tool has grown rapidly in this digital era, and for many educators, YouTube can be used effectively as a teaching and learning tool (Berk, 2009; Boster, Meyer, Roberto, Inge & Strom 2006; Terantino 2011; Watkins & Wilkins, 2011). Watkins and Wilkins (2011) noted that the wide range of diverse content and its interactive community make YouTube “a tremendous resource for a multitude of educational endeavors” (p. 113). Moreover, Terantino (2011) indicated that YouTube is one of the easiest programs to implement in classrooms due to the fact that it is available in different forms and platforms such as mobile devices, laptops, computers, and iPads. Terantino (2011) added that YouTube is popular among young people and is considered the third most visited websites behind Google and Facebook. Thus, teachers can benefit from the popularity of YouTube among learners and try to find ways to integrate it into their teaching practices.

Berk (2009) also listed several potential learning outcomes that occur when using YouTube in learning. These learning outcomes include but are not limited to increasing students’ participation, grabbing students’ attention, promoting more creative learning and thinking, enhancing their motivation and concentration, decreasing anxiety and tension when discussing some controversial topics, fostering deeper understanding and learning, creating more interests in class among students, and developing their attitudes toward the taught content and learning. Similarly, Boster et al (2006) examined the impact of video streaming applications such as

YouTube and Daily Motion on students’ educational achievement. They found that these applications have a positive impact on students’ performance not only scientific courses but also on other fields of study such as social studies, English language, and communication and conversational skills. The researchers also mentioned that using and integrating these streaming video applications promote more authentic and innovative types of teaching.

Even though YouTube can be used to teach any subject or area of interest, it has many useful and helpful facets with regards to the teaching and learning of English as a foreign language. First, Terantino (2011) indicated that YouTube can be used effectively to give explicit language classes. This website has hundreds of English teaching pages which provide students with various lessons including grammar, vocabulary, reading, and writing lessons. For instance, YouTube includes numerous language lessons and presentations that explain different grammatical rules. In essence, FL teachers can ask students who do not understand the concepts during the class time to access YouTube and watch some clips that are related to these concepts. This allows students to perceive the lesson differently, which helps them increase their understanding and self-learning. Boster et al. (2006) indicated that students can use YouTube to learn from ESL-related videos posted by their teachers or any ESL/EFL educators. A wide variety of topics can be covered and learned depending on the needs of the learners. Moreover,

Similarly, Watkins and Wilkins (2011) noted that YouTube can be used effectively to develop students' speaking and listening skills. They proposed several teaching strategies in which YouTube is used in listening and pronunciation lessons. For instance, Watkins and Wilkins mentioned that teachers can use a conversation analysis strategy, which is suited for intermediate to advanced language learners who have to listen to a conversation and analyze it and elicit information to complete a given task. Another strategy in which YouTube can be used in English listening lessons is movie trailer voiceovers. In this teaching activity, students have to choose a two minutes movie trailer and try to transcribe the audio in the clip. Then, students can record their own voices while playing the movie.

Furthermore, Terantino (2011) believes that the use of YouTube in English teaching and learning expands and widens the learning environment beyond

classroom settings. Terantino (2011) pointed out that social media applications and websites such as Facebook, Twitter, Wiki, and YouTube have great benefits for expanding education environments. Using these materials beyond the method in traditional language classes also helps in enhancing not only English skills but also other fundamental skills including the ability to search, evaluate, and interact meaningfully with the language. Berk (2009) indicated that YouTube can be used by teachers to increase students' learning time due to the fact that they can access this website anytime and anywhere on mobile devices, tablets, laptops, or their computers. This availability in multiple platforms helps in expanding the learning and teaching opportunities beyond regular language classes.

Watkins and Wilkins (2011) mentioned that using YouTube to teach and learn English is a way to teach students real and authentic language. That is, language learners, especially in nonEnglish speaking countries, are in dire need to be exposed to language spoken by native speakers. This kind of exposure will provide opportunities for students to experience and learn the language from its native sources. Also, YouTube helps in exposing language learners with different dialects in English, and that will help them overcome any challenges they might encounter in the real world. Watkins and Wilkins (2011) stated that "YouTube is an ideal vehicle to teach World Englishes and expose students to a variety of English dialects" (p. 117).

Moreover, YouTube can be used expand the cultural and social awareness among students who are learning English as a second or foreign language (Terantino, 2011). YouTube includes content that can be used effectively to expose students to different cultures around the world. Terantino (2011) mentions that learning a language involves more than learning how to pronounce or write certain words. Instead, it involves learning the culture of the people who speak the language. In essence, YouTube is one of the most essential sources that can provide students with content to help them understand not only the target language but also the target culture.

Nonetheless, using YouTube to teach and learn English has some disadvantages. To begin, Boster et al (2006) mentioned that many materials that appeared in online programs such as YouTube contain errors, are poorly constructed, lack clarity and comprehensibility, and do not match English learners' language level. Thus, dealing with these materials might not benefit FL learners in terms of their language improvement. Similarly, Berk (2009) stated that when choosing appropriate video clips for learning purposes, teachers must consider three essential criteria: criteria for selection, types of clips, and sources for choosing the videos. Berk continued to say that there are three crucial sets of criteria that should also be considered: students' characteristics, which includes their age, grade level, educational level; ethnicity; and learning styles. The other important criteria are the offensiveness and the structure of the selected video. That is, these videos have to be relevant and lack offensive language to be used for instructional purposes. Regarding the types of clips, Berk mentions that YouTube includes a wide range of video categories that teachers can use in classrooms, but the actual choice depends on "the instructional purpose or outcome and the characteristics of the students and their interests" (p. 7).

In terms of the sources of the selected video, Berk noted that TV programs, movies, and music channels from different learning institutions are some of the useful and helpful sources from which teachers can select videos for class. Finally, YouTube includes content that can harm students more than benefit them. In other words, some materials that appear throughout the program are inappropriate and conflict with students social and cultural beliefs. Berk (2009) also indicated that YouTube users have to understand the content rating for each clip due to the fact that some of the materials include graphic violence, obscene language, and inappropriate scenes, all of which conflict with educational and learning values. Therefore, teachers have to be aware of these concerns and design a guideline for students to follow when using YouTube to learn and develop their language skills (Terantino, 2011) This guideline should help learners avoid

inappropriate videos in order to get the full benefit of YouTube as a teaching and learning instrument. Also, students have to be selective in terms of choosing the materials that match their proficiency levels and social and cultural beliefs.

2.17 Facebook as an Educational Tool

Another social media website and application that can be effectively integrated into English classes is Facebook. According to Leaver and Kent (2014), with more than 1.28 billion active users, Facebook is one of the most online-based websites and application used nowadays.

800 million of these members are using Facebook on a daily basis for different purposes.

Increasingly, Facebook has been integrated into the educational design at all educational levels. This includes using it for instructional practices, teacherstudent interactions, student-student communication, and assessment (Kent, 2014). Leaver and Kent (2014) added that Facebook can provide teacher and students with essential learning space where both individual and cooperative learning are emphasized. In other words, using Facebook allows students to experience online learning as they might be asked to share resources, create or follow new groups, annotate materials, critique or review texts, or comments on each other's work (Kent, 2014).

Significantly, many researchers (Bani et al. 2014; Kasuma, 2017; Mitchell; 2012; Vikneswaran & Krish, 2016) indicated that Facebook can be effectively used in language classrooms to expand terminology, vocabulary, and cultural and social awareness among students who are learning English. These researchers have studied the use, benefits, and challenges of integrating Facebook in the teaching and learning of English.

A qualitative study conducted by Mitchell (2012) explored English learners' perceptions regarding their use of Facebook to develop English oral and written skills. The study took place in an intensive English program in the United States over a four-week period. Nine adult ELLs from the intensive English program were selected based on their responses to a preliminary survey of Facebook use. These subjects were observed and interviewed twice to understand and describe how they use Facebook to learn English. Analysis of the data revealed some academic and social benefits of using Facebook to develop their language skills. One of these benefits is communicating with new and existing friends using the target language. This, according to the participants, enhanced their writing abilities and allowed them to use the target language frequently. For instance, as reported by the researcher, one participant stated "Use English when you leave messages or chat with others. And yeah, put some interesting things on Facebook... If we use our own language, it is just like other softwares we use in China" (p. 484).

Another significant benefit of using Facebook reported in this study is learning about the American culture. The participants reported that Facebook helped them be exposed to the American culture. Significantly, for many language educators, culture is an essential component of the effective language teaching and learning (Brown, 2007; Horwitz, 2008; Sharifian, 2013). Brown (2007) mentioned that effective English classrooms should prepare students to not only learn the language but also the culture of the target language. Language and culture are parallel, and students have to be exposed to both in order to acquire the language. Brown (2007) highlights the interrelatedness of language and culture as:

Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language,

except for specialized, instrumental acquisition (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture. (pp. 189-190).

However, according to the researcher, some of the students reported that using informal language to talk to each other and exposure to inappropriate pages are some of the disadvantages of using Facebook to teach English writing.

Furthermore, Bani et al. (2014) conducted a study at Irbid University in Jordan to examine how effective Facebook can be in teaching English writing. The researchers aimed to understand how Facebook groups can increase students' writing performance during brainstorming and pre-writing stages. 24 FL learners from the department of English language and literature participated in a survey to answer the research questions. The researchers designed a Facebook group,

“Write Out Clear and asked all students to participate and contribute to the group. The study's findings revealed that Facebook groups are an effective and beneficial approach when teaching EFL writing. Moreover, the researchers reported that Facebook can be used to develop not only students' writing but also their vocabulary knowledge. Significantly, Bani et al. (2014) concluded by stating that EFL educators are encouraged to incorporate Facebook into their teaching because it will help develop various language skills in language learners.

In addition, in a recent study, Kasuma (2017) examined the use of Facebook in English education among Malaysian university students. The study aimed to understand the types of interactions provided by Facebook as well as the needs and preferences for English language activities on Facebook to develop language competency. In this study, the researcher employed two methods of data collection: content analysis related to Facebook interactions and semi structured interviews with the students. Regarding the contents analysis, the researcher identified several types of interactions that occurred while using Facebook as a

learning platform. These instructions included teacher-centered, students-student, group work, and individual learning. In other words, Facebook provides many types of individual and cooperative interactions that help in developing the students' language skills. Moreover, the analysis of the students' responses during the interview revealed several benefits of using Facebook as an English learning tool. To illustrate, the researcher reported that the Malaysian students found the activity beneficial in improving their online communication ability as well as their language development.

Another significant benefit of using public space like Facebook is increasing students' confidence to use English. Most of the students mentioned that Facebook allowed them to start conversations with other people and express their opinions on different topics. However, the researcher noted that even though the students reported that Facebook is beneficial in terms of developing their language and social skills, they still depended on their teachers' instructions to initiate the learning process.

In a similar study, Vikneswaran and Krish (2016) investigated how Facebook can be utilized to improve the writing skills of English language learners. The research had two objectives: understanding the effects of using group discussion on Facebook to enhance the writing skills of language learners and exploring whether these students were motivated to do so. The study sample involved ten Chinese-speaking students who were learning English as a foreign language in a secondary school in Malaysia. The study took place over seven months. These students were required to participate in an ongoing conversation and discussion on the class page on Facebook. The study was carried out using a qualitative research method consisting of semi-structured interviews with the students as well as the written tasks generated through students' discussion on the class page on Facebook. The analysis of these data revealed that using Facebook in writing tasks made students write better due to many factors including but not limited to the exchanges of feedback, peer influence, cooperative learning styles, and

students' motivation to participate in the writing activities. Also, Vikneswaran and Krish (2016) concluded by saying that "students felt more comfortable in writing and participating in online discussions as it eased their burden in terms of grammar, spelling, and vocabulary, which is where they usually had problems" (p. 298).

In summary, teaching English using some of Facebook features creates more opportunities for teachers to conduct more creative, effective, and engaging language classes

(Mitchell, 2012). Similarly, Kasuma (2017) recommended that teachers find ways to integrate Facebook into their instructional practices, which will lead to developing students' digital literacy. Students also can benefit from the social aspects of Facebook to enhance not only their oral and written language skills but also their cultural competency (Vikneswaran & Krish, 2016).

2.18 Twitter as an Educational Tool

Another social networking website and application that is used for educational purposes is Twitter. According to Morgan (2014), the use of Twitter has grown rapidly to include many educational and non-educational institutions. Morgan added that "many teachers and school districts have started using Twitter for motivating practices, to help students learn and become more media savvy" (p. 75). In terms of using this application for teaching and learning English, unfortunately, only a few sources in the literature of teaching English as second/foreign language were found that completely describe how this online platform can be used in the teaching and learning of English. A few researchers (Lord & Lomicka, 2014; Mompean & Fouz-Gonzalez, 2016; Morgan, 2014) have studied the possibilities of integrating this online-based program into teaching and learning of English.

In a mixed research method study, Mompean and Fouz-Gonzalez (2016) looked at the use of Twitter as a language teaching and learning tool. Specifically, the goal of the study was to examine the effectiveness of using Twitter in developing the pronunciation skills of sixteen native Spanish EFL students. These EFL students were required to listen and read the transcription of words commonly mispronounced through a number of tweets every day for about 27 days. The researchers provided students with a pronunciation exam to pretest their pronunciation skills. After using Twitter to learn and develop their pronunciation, the researcher post tested the participants on these words. The results of the study showed that the activity had a beneficial effect not only on the students' pronunciation but also their motivation to learn and develop their oral skills. The researcher also mentioned that the students were actively engaged in the learning process by looking for more problematic words to practice their correct pronunciation. The researchers concluded by saying that EFL students benefit from the wide range of teaching possibilities provided by Twitter to develop students' oral and written skills. They added that "Twitter can be beneficial for both pronunciation teaching and learning, encouraging teachers to implement this SNS alongside other educational resources, be it as part of an online or on-campus learning program" (p.181).

In another study, Lord and Lomicka (2014) studied the use of Twitter through a different lens: the lens of teachers. The goal of the research was to explore the role of Twitter in a graduate course on language teaching methodology. The study was designed to evaluate the effectiveness of Twitter in building a sense of community and collaboration among all language teachers. The population sample included 80 language teachers from USA and Canada who participated in a training program held in a university in a southeastern part of the United States.

Two research methods were implemented: teachers' survey and discourse analysis. The survey included parts about the familiarity of Twitter among the

participants as well as the usefulness of the program on building a teaching and learning community. the survey included open-ended questions to explore the teachers' perspectives of the projects and the use of Twitter for educational purposes in general. The discourse analysis was performed on the content of the teachers' tweets.

The analysis of the quantitative and qualitative data revealed that Twitter can be used to build a strong sense of community among the language teachers. Specifically, the results of the study indicated that the teachers used Twitter to interact with each others, share ideas and information, engage in effective communication, discuss lesson objectives and goals, reflect on individual and cooperative work, comment on each other's work, and also share jokes and humor. According to the researchers, these are some indicators that the teachers built a strong educational community among them. Lord and Lomicka have reached the conclusion that the teachers showed "high appreciation" for using Twitter to communicate outside the class time to and that contributed to building a strong community among themselves. (p.208).

Even though many researchers have expressed their opinions about the use of Twitter as an English teaching and learning tool, perhaps Morgan statement summarized why and how English teachers should consider integrating this tool into their instructional practices:

Teaching with Twitter may motivate students, create more opportunities for students to express thoughts, help develop digital literacy, encourage collaboration, and improve reading and writing skills. School districts also can communicate important events more quickly to parents with Twitter. Nevertheless, teachers need to be aware that careful planning is necessary for success with this technology (p.76).

2.19 Gaps in the Literature

The review of literature revealed a lack of the current use of technology, specifically social media, among English teachers in Saudi Arabia. In other words, there is also a lack of how English teachers integrate technology in their teaching practices. Khan (2011) indicated that the use of technology among Saudi teachers is limited. Most teachers in Saudi Arabia lack the skills and knowledge to integrate technology and digital programs and websites into their teaching practices (Seghayer, 2014). Rahman and Alhaisoni (2013) also claimed that foreign language teachers in Saudi Arabia lack adequate training that enables them to interact and deal with the current digital revolution.

Al-hazmi (2003) pointed out that almost all English-teacher preparation programs implemented by the Ministry of Education in Saudi Arabia are unsystematic and inadequate. These programs do not prepare teachers to use technology in classrooms. Al-hazmi said that most EFL teachers graduate from colleges of education, colleges of art, or teachers' colleges with degrees that emphasize English literature, applied linguistics, and translation. Although these are English programs, pre-service teachers are required to take only one English methodology course, which cannot prepare pre-service teachers to use technology effectively in their teaching practices.

Therefore, there is a gap in the literature regarding how technology and social media applications are used in English teaching and learning. Unfortunately, no single source in the literature of teaching English as a second/foreign language discusses how social media platforms (Twitter, Facebook, or Instagram) can be used to teach and learn English in Saudi Arabia. Few studies were found in the literature that showed how Saudi teachers use YouTube in their teaching practices.

To illustrate, in their study, Khalid and Muhammad (2012) examined the effects, benefits, and challenges of using YouTube to teach English novels at Al-

Majma'ah University (the community college department) in Saudi Arabia. The study also aimed to explore whether YouTube can be used to improve student achievement. The research was conducted over a period of four months on 10 students majoring in English language and literature at Al-Majma'ah University. The researchers developed pre- and post- tests to measure the effects of YouTube. Students were pre-tested and post-tested on their literature study achievements. At the beginning of the course, students were given the pre-test before YouTube was used in the study. Then, during the semester, the researcher used YouTube as a primary source of input in the literature course. Students were required to watch clips about the selected novels, listen to analysis, and interact with movies based on popular English novels. At the end of the semester, these students were given 10 questions, all of which measured the students' knowledge of the novels they had studied.

The researchers found that YouTube improved students' literature knowledge, because they did better in the post-test. Students also showed increased interest in the course and provided positive feedback regarding the method used to teach the courses. The researchers also used the course evaluation questionnaire to gauge the students' feelings and attitudes about the use of YouTube during their English literature class. According to Khalid and Muhammad (2012), students provided positive feedback about the use of YouTube as a teaching and learning tool. The researchers concluded by saying that the use of YouTube in the class helped them in many ways: it enhanced their understanding of the selected novels, enriched their knowledge of English literature, increased their motivation to read and interact more with the text, allowed for more innovative and flexible ways of teaching and learning, and encouraged more independence and self-learning. Finally, the researcher recommended that YouTube be integrated as an essential source for teaching English literature in all higher education institutions.

Knight (2009) defines e-assessment as the latest form of assessment that relies on technology for the sake of elaborating, storing, recording and grading learners' assignments and answers by means of digital devices which can be computers, mobile phones or tablets. Crisp (2011) mentions the several means employed to assess students including: wikis, blogs, self or peer review and social media. The latter refer to those 2.0 websites and applications that result in what is called a webbased technology i.e., a communication through the use of the internet. They enable the internet user to create his own content and share it with his friends or followers (Kaplan & Haenlein, 2010). Trottier & Fuchs (2014) consider social media as being the unification of several types of media and ICT's in what is referred to as a platform of communication. Wigmore (2015) describes them as being a group of connected media of communication utilized by the population for various reasons such as discussions, exchanges and cooperation.

In fact, a change in the learners' writing has been witnessed by lecturers who assume that social media are responsible for their writing difficulties, and confirm the drop of the students' writing abilities. There are different types of errors; some of them are due to social media and have led to the elaboration of a variety of models of error analysis like the one put forward by Crystal (2001). He claims that there is a variety of new non-standard English spellings which are witnessed in chat groups or virtual world games. They are mainly influenced by speech and represent the youth's language in virtual words.

Based on Crystal's (2001) model, other researchers like Varnhagen et al. (2010) advocate the creation of a new type of the English language on instant messaging, and have developed a model of error analysis. Their model includes: shortcuts which, on their own, imply insider words that are highly informal and inappropriate, phonetic transcriptions that resemble speech, contractions that combine nouns with other nouns or with verbs, lower case that comprises writing proper nouns in small letters, abbreviations, word combinations, acronyms, alphabet or letters in writing, pragmatic devices which embrace emotion words,

contractions, acronyms, upper case i.e., writing all the word items into capital letters, misspelling of some words and typographical errors that occur when typing on the keyboard.

Social media can be traced back to the late 2000's and since then their popularity has kept growing. They are a popular means of interaction employed by a number of companies and various institutions as well as millions of people all over the world who consider them as an essential part of their everyday life. They allow individuals, who share the same interests, to discuss online with each other; to comment, and exchange data, thoughts, news, pictures and videos, to find friends and relatives, or to take part in online communities. These operations occur by creating a profile, either private or public, and a personal account with one's information (Ellison, 2007; Brown & Vaughn, 2011).

Crystal (2004) mentions the variety of names that are found in the literature to refer to the new type of language that emerged from the internet such as digitalk, textism, netspeak, textspeak or techspeak. According to Riley (2013), the rapid growth of ICT's has led to a new way of interaction on the internet: a digital communication which is represented in the reliance on emoticon, informal writing as well as nonstandard punctuation and capitalization when updating a status on Facebook, for instance.

2.20 Elements of speaking

The ability to speak fluently without any obstacles means to be competent. In order to improve the learners 'speaking, there should be some important speaking elements. These elements which are mentioned by Harmer (2001) refer to the language features in which the learners should have knowledge and mental processing of the language and the information.

2.20.1. Language features

The following features for the spoken production are necessary for speaking skill:

2.20.1.1 Connected speech

It is the ability needed from the speaker of English language to produce more connected sounds, not only individual phonemes, for Example of “I would have gone”, but also using fluent connected speech; “I’ve gone”. In these elements, the sounds may be modified (assimilation), omitted (elision), added (linking r) or weakened in the connected speech (ibid).

2.20.1.2 Expressive devices

EFL learners need to have the ability to use the phonological rules which is using by English native speakers in an effective way, these phonological rules which refer to the field, stress, volume, speed with the use of other physical non verbal. These aspects help and contribute EFL learners to convey their planned meaning so they have to be able to use it if they want to be effective in communication.

2.20.1.3 Lexis and grammar

Producing some language functions by learners, when they often use the same lexical structures. Then, here they have to be provided by the role of teachers; who provide them with different phrases which take different functions such as; agreeing or disagreeing, expressing surprise, shock, or agreement. So, they can use them in the different stages of communication with others (Harmer, 2001).

2.20.1.4 Negotiation language

It happens when Learners are talking to each other, and they often ask for clarification. So, the teachers have to offer them with the necessary expressions they need when they ask clarification from other speakers. Thus, learners can benefit a lot from the use of negotiation language in this case. Learners also need to well perform their utterances if they look to be understood, especially when they notice that the other interlocutors did not understand them (Harmer, 2001).

2.21 Mental/social processing

The basic processing skills of speaking are as follow:

2.21.1 Language processing

It is the ability of the speakers or learners' minds to process the language by putting it in a logical order so that the listeners can understand it and get the intended meanings. Speakers also should have the ability to recover words and phrases from their memories to use them when they are communicating with others. Including speaking activities in language lessons should happens in order to help students develop habits of quick language processing in English. (Harmer, 2001).

2.21.2 Interacting with others

The effective speaker must have the ability to be a listener in order to understand the speech of the other because most of the speaking places involve interaction between two or more interlocutors. So, he/she must listen and then react by taking turns or keeping the others to do so.

2.20.3 Information processing

It is the ability of the mind to analyze the information in rapidly because of the time speakers get information from the other' talk. They should be ready to response.

2.21 Functions of speaking

In order to classify the functions of speaking in human interaction, many attempts have been made. Brown and Yule (1983, cited by Richards, 2008) made a useful distinction between the interactional function of speaking, in which it serves to establish and keep social relations, and the transactional functions, which focus on the exchange of information. They also designed three speech activities that are quite and distinct in terms of forms and functions, and that require different teaching approaches, which are talk as interaction, talk as transaction and talk as performance.

2.21.1 Talk as interaction

When people meet each other, they create a conversation and share their experiences and information and so on because they wish to be friendly and in order to create a comfortable zone of interaction with others. This is what we refer to by “conversation”; it describes interaction which serves a primarily social function. Here, the focus will be more on the speakers and how they wish to present themselves to each other than on the message. (Brown and Yule, 1983, cited in Richards, 2008).

2.21.2 Talk as transaction

This is when the message is the central focus of the conversation and making oneself understood clearly and accurately, rather than focus on the participants and how they present themselves and interact socially with each other. This type of talk refers to situations where the focus is on what is said or done. In

transactions, talk can be related with other activities. For example, students in science lesson may be focusing on activities to explore concepts associated with a scientific study. So, students and teachers in this type of spoken language usually focus on meaning, or on talking their way to understanding (Jones, 1996, cited in Richards,2008).

According to Richards (2008), talk as transaction has two types: the first type is a situation where the participants focus primarily on what is said or achieved and where the focus is on giving and receiving information for example, asking for time. The second type is transaction, which focuses on obtaining goods or services. We can understand this kind of talk by relying on many examples: asking for directions on the street and buying something in a shop and so on (Richards, 2008).

2.21.3 Talk as performance

The third type of talk refers to the public talk or what is called talk as performance in which information is exchanged before an audience such as morning talks, public announcements, and speeches. Talk as performance is in the form of monologue more than dialogue for example, a political speech or report. Will be focus on giving information. It is closer to written language than conversational language.

The effectiveness of talk as performance can be evaluated according to its impact on the listener, unlikely talk as interaction or transaction. Skills should be included in the focus on how this talk is performed by such features as these skills: using an appropriate format, and presenting information in an appropriate sequence, selecting and using the right pronunciation and rules of grammar. The second point, are the features which aim to focus on both message and audience. Then, this reflects organisation and sequencing.

Finally, the language talk as performance is more like written language (ibid).

2.22 The importance of teaching Speaking Skill

For foreign language learning and teaching, the speaking skill is a decisive part of it. Despite its importance, for many years, teaching speaking has not got its real importance. English language teachers have continued to teach speaking in a traditional way just as a memorisation of dialogues or repetition of exercises.

However, today's world requires that improving students' communicative skills should be the goal of teaching speaking because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. So, speaking English language has become the main goal of many adult learners because their personalities play the main role in determining how quickly and correctly they will accomplish this goal.

2.22.1 How to Teach Speaking

Linguistics and EFL teachers agree on that learners learn to speak in a foreign language by "interacting" .Thus; communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on situations from real-life that require communication. By using this method in EFL classes, learners will have the occasion to communicate in the target language with each other. EFL teachers should create a classroom environment where learners have communication from the real life, these activities, are meaningful tasks that improve the learners' speaking skill. This can happen when learners work in collaboration in groups to get a goal or to finish a task. (Shrouf (n.d))

2.22.2 Communicative Competence

Learners of foreign language's communicative needs are different from native speakers' communicative competence. This term is one of the most controversial terms in the field of general and applied linguistics competence. Also, communicative competence is a synthesis of an underlying system of skill and knowledge needed for communication. (Canale & Swain, 1980, cited in Bagarić & Djigunović, 2007:96).

The knowledge of communicative competence refers to the conscious or unconscious knowledge about language and about other language's features utilise and known by a person. The types of knowledge are three: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfill communicative functions, and knowledge of how to combine utterances and communicative functions with respect to discourse principles. How a person can use the information in actual communication. This is referring to the concept of skill (ibid). In order to understand the concept of communicative competence Canale & Swain (1980) proposed the following models:

2.22.3 Grammatical Competence

Grammatical competence refers to the ability to organize the rules of the target language. Grammatical competence is concerned with the mastery of the linguistic code (verbal or non-verbal) which includes vocabulary knowledge, as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence makes the speaker able to use data and abilities required for comprehending and expressing the factual meaning of utterances (Canale & Swain, 1980, cited in Bagarić & Djigunović , 2007).

2.22.4 Sociolinguistics competence

It is the understanding of socio- cultural rules, setting, and discourse rules that emphasize the ability to establish the social meaning of an utterance. It is the appropriateness of a given social cultural (ibid).

2.22.5 Strategic competence

Facts of verbal and non-verbal communication strategies are collecting strategic competence; these strategies are reminded to compensate for crashes in communication due to deficient competence in one or more components of communicative competence. Also, these strategies include paraphrasing, repetition, circumlocution, reluctance, avoidance of words, structures, guessing, changes of style and register, modifications of messages, and so on.(CelceMurcia, 2007).

2.22.6 Discourse competence

The use of the rules of discourse, such as cohesive and coherence in this knowledge can help to produce and present unified written or spoken language. Discourse competence refers to the selection, sequencing, and arrangement of words, structures, and statements to produce a unified spoken message (ibid). In this competence, there is an intersection between the communicative intent and socio- cultural knowledge, and with the lexical and grammatical resources in order to express messages and to create coherent speech.

2.23 Typical EFL learners speaking problems

EFL learners often face some speaking problems in their conversations here is a set of the main speaking problems of EFL learners:

- Learners Speak slowly and takes a long time compose utterances;
- They find difficulties to participate actively in conversations;
- Their spoken English does not sound natural like the native speakers;
- They have a poor level in grammar;
- They have poor and bad pronunciation influenced by their mother tongue;
- Using short segments cannot sustain spoken interaction;
- Frequent communication breakdowns and misunderstandings;
- They have a lack of vocabulary needed to talk about common utterances; and
- Lack of using communication strategies (Richards, (n.d))

2.24 Reasons for Poor Speaking Skills

In non-native English language speakers' societies, EFL learners have many reasons for their poor speaking performance and here are some of the main reasons:

- The curriculum does not focus on speaking skills;
- English proficiency by Teachers is also poor and limited;
- The conditions in Classroom do not support to use speaking or oral expression activities;
- Lack of practicing English outside the classroom because of the limited opportunities; and

- The system of examination does not emphasize learners speaking skills (Richards (n.d))

2.25 Developing Speaking Activities

By considering what good speakers do, EFL speaking activities can be used in class, and what specific needs learners report, teachers can help learners improve their speaking skill and overall oral competency.

Traditional classroom speaking practice often takes the form of drills in which one person asks a question, and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely (Richards (n.d))

2.25.1 Activities to promote the speaking Skill

In the foreign language context of learning, there is a problem which teachers have been aware of for a long time. It is the problem of the learners who cannot communicate appropriately, but they are structurally competent.

In order to overcome this problem the processes involved in fluent conversational interaction need to be dealt with:

- **Discussion:** Teachers can suggest interesting, and important topics that students can discuss or talk about especially in the target language. The related topics should be easy and understandable. As a start, EFL teachers can relate the topics with learners' interests before moving to serious topics like social issues or the world politics. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.
- **Role Play:** another way of getting students to speak is role playing. Role Play gives a chance to learners to pretend that they are in different social contexts and have a set of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel (Shrouf (n.d))
- **Simulation:** Simulations are very similar to role-plays, but what makes it different from role-plays is that they are more elaborate. In simulations, learners can bring items to the class to create a realistic environment. For instance, if a learner is acting as a singer, she or he brings a microphone to sing, and so on. Simulation has many advantages because it is entertaining. It makes the students motivated and increases the self confidence of hesitant learners because of its activities which help them to be different people not themselves and feel freer.
- **Brainstorming:** This activity helps learners to produce ideas in a limited time; on a given topic. Learners generate ideas quickly and freely depending on the

context, either individual or group. Brainstorming is effective for both. The good characteristics of brainstorming are that the learners are free to express themselves because they are not criticized for their ideas so learners will be open to sharing new ideas.

- **Storytelling:** This activity gives the chance to learners to summarize briefly a tale or story which they read or heard from somebody beforehand; or they even create their own stories to tell their classmates which make them more creative in their way of thinking and the way how they express their ideas.
- **Interviews:** Learners can select topics and manage interviews with various people about it. With interview, the teacher can show the learners what type of questions they can ask or what way to follow. After that learners should prepare their own interview questions. For learners, conducting interviews with people can give them a chance to practise their speaking ability inside and outside the classroom and help them to be closer from the society.
- **Story Completion:** Teacher can ask his/her learners to read a short story, newspaper or magazine before coming to classroom in order to report what they find it interesting to their classmates.
- **Picture Describing:** An activity makes learners using pictures in a speaking activity by giving the learners just one picture and giving them the freedom to describe what it is in the picture. In this activity learners discuss the picture in different groups, and then just a spokesperson for each group describes the picture to his/her classmates. This activity can enhance the creativity and imagination of the learners as well as their public speaking skills (Shrouf (n.d))

2.25.2 Characteristics of a good EFL Learner

EFL learners capacities are different in learning English language; there is good and bad learners, but what we are looking for are the characteristics of good language learners. Therefore, we have found that some researchers have listed a list of the characteristics of good language learners. Here are some of these characteristics produced by Wenden (1990):

- Good language learners explore or invent their own style of learning that suits them.
- Good language learners involved in the language learning process in an active way.
- Good language learners try to figure out how the language works.
- Good language learners realize that language is used to communicate.
- Good language learners play the role of good detectives.
- Good language learners aware that language learning is difficult.

2.26 Previous Studies

- **A study by (Qarajeh and Abdolmanafi-Rokni, 2022) titled: The Impact of Social Networking on the Oral Performance of EFL Learners**

The study found that Social networking in Iran is regarded as an entertaining device for the non-educational purposes. With the great influence that the Internet and social networking had on people's life, no one can ignore the role of the new technology in education. The attitude toward practical usage of social should be one of the priorities of the policy makers.

This paper wanted to establish a movement to enhance the role of the social networking in educational settings. The social networking websites are gaining wider acceptability and usability among university students and trainers. It is also becoming perhaps the most popular connective tool among students not only at the higher levels of education but also in high school settings. Social media have the capacities of influencing the world in a very short time regardless of the distance. Based on its abilities, benefits and disadvantages this study was set out in order to show the potentials of social networking websites in the academic setting.

Social networking provides a comfortable interface for speakers as students, colleagues and teachers. As they connect, they are able to share the Internet links and multimedia such as photos or videos with each other. This could allow the teacher to facilitate discussion among students of the target language and culturally relevant material. While students connect to the social networking sites, it is important to explore how these can be applied specially in the foreign language classroom settings.

The social networking websites may be adopted into special curriculum. Further research can focus on the way to adopt the social networking into a useful curriculum. The ways to benefit the social networking websites should be explored.

Additionally, it is recommended that the social and its consequences can be discussed in different educational settings. As few studies focused on the teachers' perspectives toward the application of the social as educational tools, it may be a subject for research.

The present decade is engaged widely with the usage of social . According to the results of the present study, most of the students know how to use social in order

to communicate. University faculty members and instructors are using the social as to save time and energy. The world is becoming a rural area in which one can find whomever he wants on the net.

Language teaching and learning is one of the main fields that can benefit from the social networking sites. The main goal of this study was to find the effect the social networking sites have on one language skill, speaking. As a result, it is hoped that a proper method is established to direct the new technology toward a model in which both of the students and teachers may improve their performance. The following pedagogical implications can be made based on the findings of this study:

1. Teachers and trainers of foreign languages should make use of social networking as a part of their teaching syllabuses to improve their language skills. The students can also benefit from the knowledge sharing on the net rapidly.
2. Language learners can use social networking for their self-assessment outside the classrooms to enhance their skills. Using social networking sites not only helps students practice individually but also for their friends and classmates, it provides a partner.
3. The Ministry of Science, Research and Technology in Iran can provide such opportunity to engage at least students' free time so that they can enjoy being in touch with each other. This way they can make use of most of their time spending on their improving language skills.
4. The use of social networking sites can also help teachers easily evaluate students' progress during the instruction process.
5. Using social can decrease the anxiety of the learners in an EFL classroom because it was concluded that the communication through social is more

comfortable according to the questionnaire survey that was performed by the author of the present study and findings of others.

- **Study by (Namaziandost and Nasri, 2022) titled: The Impact of Social Media on EFL Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students.**

The study found 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 media by teachers who tend to publish educational links and share knowledge with their students. Moreover, the benefit gained from Social media is dependent, and differs from one teacher to another, in the same vain only few teachers use Social media for online lecturing. In addition, WhatsApp and Telegram have got quite large popularity among teachers in comparison with other Social media. Thus, their use involves mostly colleagues and not students. Furthermore, teachers believe in the influence of Social media supporting their stand point with the fact that Social media give the students the opportunity to practice the language due to the motivating and helpful environment it provides. Another key thing to remember is that teachers regard Virtual Classroom 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 Social media 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 Social media and how they can best be employed, not to mention the availability of necessary equipment.

The intensive use of Social media by students should not be looked at only as a negative process. To put it another way, Social media 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 media. 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. WhatsApp and Telegram 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 media all over the world that is Facebook. The research has revealed that English is the most used language among students when using Social media with a challenging degree of use of mother tongue as well and maybe that is exactly the reason why the improvement is seen with Virtual Classroom students and not with other students. In the Virtual Classroom, the use of Social media is guided and conducted to speak only English and not other languages. In a question designed for students about the use of Social media 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 Social media in addition to implementing them in research and communication.

Improving the speaking skill is a hard task for foreign language learners. It requires some strategy and experience to produce the language strictly and understand the intended meanings of other speakers. According to many teachers the best way to do that is; to encourage some new strategies inside or outside the classroom, since learners do not use foreign language frequently in their daily life outside the classroom). Our study has been focused on the effectiveness of the use of Social media to improve EFL learners speaking skill. So, this study was composed of two parts (Theoretical, Practical part). The theoretical part was an overview on Social media, and the Speaking skill, including the main titles and types of each variable in order to give a clear idea about each one and the relation between them. The practical part of this study was an analysis in order to confirm the results that have been obtained from both students and teachers' questionnaire.

The findings went hand in hand with our hypothesis which emphasize that learners will enhance their speaking skill if they use Social media in an appropriate way. The aim of this study was to investigate if there are any positive effects or influence of Social media on EFL learners speaking skill and determine to what extent Social media can be an assistant for the teachers to improve their courses of speaking activities in order to encourage their learners to participate and improve their speaking skill, because the majority of students want to use these aids in the classroom continuously in order to avoid the bored study and make them motivated to participate in speaking activities.

Above all, it is worth explaining that Social media 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 media 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. The present section is entirely devoted to state some possible recommendations and suggestions regarding the employment of Social media 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. The general findings of the current study revealed that the use of Social media 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 Social media 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.

Above all, technology and Social media 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 media in education. Overall, it seems reasonable to assume that what brings Social media 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. To sum up, this extended essay has led to conclude that EFL teachers should consider the usefulness of Social media in higher education without ignoring the contribution of the traditional methods and techniques. The integration of Social media 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 Social media 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.

The latest technological innovation has made the life as easy as people can access and acquire so many things within a click that was totally impossible hundred years back. The use of social networking sites and web-based application in the field of education has made our learning very comfortable where learners become self-directive and independent. English learning throughout the world has been blessed with this touch of innovative technology. Such networking sites make us

connected with others in a harmonious manner and similar perspectives. Because of their extensive use in English learning, social networking sites have gained the close attention of both teachers and learners as a means of improving speaking skill of the learners. Most of scholars see the main objective of learning English is to gain the capacity of solving the purpose of communication with others, because gaining the oral capacity of an unknown language is not as easy as general people might think. Speaking ability is seen as a way to introduce a person with other people living in the society.

- **A study by Chaney (1998) titled: Teaching Oral Communication in Grades K-8. Boston**

According to Chaney (1998), speaking is "the way toward structure and sharing importance using verbal and non-verbal images, in an assortment of settings" (p. 13). Speaking is such a means of communication that incorporates accepting, sharing and creating data. This oral skill of human being makes people capable to be connected socially with others. Oral proficiency is a social and circumstance-based action that is the best way of communication. Although all the four skills of English language are highly valued, yet speaking is considered as the most vital one since a fluent speaker gets easy access to everywhere of the world. For instance, while an individual is going for traveling the world, he must need good fluency in English if he thinks a trouble-free travel. Because of its global acceptance, oral proficiency of English measures a person's social status. Speaking does not necessarily mean to utter words, rather it refers to the meaningful organization of words following the basic rule of sentence that expresses a certain meaning. In spite of having a great importance of English fluency, it has been neglected in most of the non-native countries where other skills are given more importance rather than oral skill. However, in the recent two decades, scholars are in the way of giving a great concern how to develop

learners' oral skill. Good command over oral skill of English determines one's position in the society, in the job field and in other spheres of life.

- **The study of Baker and Westrup (2003, p.5) titled: Essential Speaking**

Skills: A Handbook for English Language Teachers

express that "a learner who can communicate in English well may have more prominent possibility for further instruction, discovering work and picking up advancement". Speaking capacity triggers a learner to achieve his desired goal in the way of his life cycle. According to Gutierrez (2005), for exchanging views among themselves, learners speak with others regularly and this oral skill is a vital way through which learners can make new friends or they can lose friends. To develop such skill, instructors help is very essential as they are guiding the learners to the right track while they face any troublesome situations. Language instructors can help students to improve their English abilities in so many ways, such as by motivating, engaging, information sharing and so on (Alam et al.,

2018). Apart from instructors' effort, learners can learn English through the use of social networking sites, such as Facebook, WhatsApp, Twitter, IMO, Instagram etc. Among all the social sites, in the context of Bangladesh learners are very prone to use Facebook messenger, Instagram and IMO. So, they use these to develop their oral proficiency. Such sites allow learners to drop separations, abbreviate time and create the whole world visualized like a mini electronic screen (Al Musa, 2002).

Learners who are using modern technology for their learning process are seen as superior to those who reluctant to technology and are using traditional method of learning (Akinola, 2015; Pichette, 2009). Studies show that learners who use technology for developing their English proficiency are advancing rapidly compared to those who do not like to use technology in this regard (Haigh, 2010; Levy, 2009). Social networking sites in the field of English education is a blessing

of latest technology where learners need to have electronic devices with active internet connection. The extensive use of such networking sites might cause problems too to the learners' way of life. But their good sides win on their bad sides considering their necessity in learning English. Because of their importance, many studies have been carried out to see the influence of Facebook and Twitter on language learning and they coined a word like 'twitteracy' that is meant for twitter and literacy since twitter can be used as to accelerate learners' literacy.

Facebook develops EFL learners' content and language knowledge ability, makes a good rapport between students and teachers and provides opportunities for language teachers self-development (Mahadi & Ubaidullah, 2010).

- **Hasan et al. (2019) study titled: Learning English Informally Through Educational Facebook Pages. International Journal of Innovation, Creativity and Change**

In their study, they assert that among all the networking sites, Facebook plays the most vital role through which learners are able to learn English informally. However, through such social sites learners sometimes learn inappropriate language structures which is marked as bad side of learning through web-based applications (Kabilan, Ahmad, & Abidin, 2010). In this case, teachers' guidance is useful for learners proper learning. While teachers intend to use social sites as a means of teaching, they should consider learners need and learning ability matched with curriculum (Kent & McNergney, 1999). Instagram is also a good source of language learning.

- **Al-Ali (2014) Study titled: Possible use of Instagram as a language Learning tool. Issues and Trends in Educational Technology**

The study finds that Instagram motivates students to be very creative in terms of improving their writing skill. Because of the wider use of such social networking

sites, Bangladeshi university EFL students and teachers are advancing rapidly towards using these for improving their oral English proficiency. The use of social media in the education sector all through the world has made a revolution in this 21st century teaching learning strategy. Coping up with the demand of time, Bangladesh is no lagging behind in this connection. Most importantly, both Bangladeshi EFL teachers and learners are rapidly advancing towards the use of social media like Facebook, Instagram and Imo for developing their Englishspeaking skill. Using the survey-based data of 100 EFL teachers and 100 EFL undergraduate students, the study finds that most of the teachers and students highly prefer the implementation of social media in their education field, in particular, to promote their level English language skill. The use of such networking sites makes the students independent learners that make them selfreliant to correct their own mistakes by discussing with their friends through group chatting where learners do not feel any hesitation without feeling ashamed. The result of this study draws the attention of the policy makers and the curriculum setters to take the use of social media for teaching and learning English into account with great concern. Campaign should be arranged to encourage those teachers and students who are still following the traditional chalk and talk method towards the use of technology in their educational life so that they can meet up the demand of time and age. The policymakers should make learners and teachers more aware about this and provide them with necessary technological support.

- **Achraf, N.K., 2016 study titled: Investigating the Effects of Social on EFL Learners' Speaking Skill: The Case of first year students at the section of English in the university of Biskra.**

This study found that improving the speaking skill is a hard task for foreign language learners. It requires some strategy and experience to produce the language strictly and understand the intended meanings of other speakers.

According to many teachers the best way to do that is; to encourage some new strategies inside or outside the classroom, since learners do not use foreign language frequently in their daily life outside the classroom. Our study has been focused on the effectiveness of the use of Social to improve EFL learners speaking skill. So, this study was composed of two parts (Theoretical, Practical part). The theoretical part was an overview on Social , and the Speaking skill, including the main titles and types of each variable in order to give a clear idea about each one and the relation between them. The practical part of this study was an analysis in order to confirm the results that have been obtained from both first year LMD students and teachers' questionnaire. The findings went hand in hand with our hypothesis which emphasize that learners will enhance their speaking skill if they use Social in an appropriate way. The aim of this study is to investigate if there are any positive effects or influence of Social on EFL learners speaking skill and determine to what extent Social can be an assistant for the teachers to improve their courses of speaking activities in order to encourage their learners to participate and improve their speaking skill, because the majority of students want to use these aids in the classroom continuously in order to avoid the bored study and make them motivated to participate in speaking activities.

- **The study by John, E. and Yunus, M.M., titled: A Systematic Review of Social Media Integration to Teach Speaking (2021)**

This study has looked at 36 articles related to social media integration to teach speaking via a host of different social media applications. From the findings of the review, researchers view social media as a viable and versatile tool to teach speaking skills. The articles reviewed were between 2016 and 2021 and, thus, are recent studies that were carried out in investigating social media integration. The response to the first research question looked at many social media applications that are readily available now for learners to utilize for acquiring speaking skills. One important point to consider is that learners are already familiar with social

media use for communication and entertainment; this made it easier for the researchers to apply social media applications like Tik Tok, YouTube, Instagram, Skype, Facebook, Whatsapp, WeChat, and Telegram in teaching speaking skills. YouTube was the most frequently used social media platform, used with seven studies. This is followed by WhatsApp, and Instagram. TED Talks comes next, and Telegram also. Facebook was next. This may be due to the versatile nature of Facebook, where students are able to view visuals as well as hear the spoken language. WhatsApp and Instagram also seem to be popular among researchers, as seen in the articles reviewed. From the studies done, it has been shown that researchers were able to use WhatsApp effectively to increase oral communication outside the limits of the classroom. This was equally effective in the use of Instagram, which is a very popular social media platform among young people. In a study that made use of Instagram, the response from the learners were positive, and they perceived this application as a tool which is comfortable to apply in learning to speak, even for weak and passive learners. There were also studies which looked in detail at the respondents' experience and reactions towards social media integration by using the case study research design. In the studies, the researchers employed various innovative ways to engage their learners in speaking practice. One study used an international language exchange program to assist their students in exchanging conversations with native speakers from the United States of America. In this study, which used WhatsApp, Skype, and Facebook platforms, the respondents were able to engage in authentic communication, as the students from Ecuador were able to speak with fluent speakers of English from another country. Other researchers also used videos through YouTube, BBC, VOA, and TED Talks to get the students to practice speaking skills after watching videos where they could contextualize the language that they had acquired.

- **Study by Su et al. titled: Fostering students' self-esteem in speaking by extending speaking activities in social media**

The study found that practicing the speaking activities via social media like Facebook helped improve the students' self-esteem in speaking and their overall speaking ability. The second research question looked at the impact of social media integration in the acquisition of speaking skills. Overall, the response in all of the studies reviewed were positive and showed indication of improvements in speaking skills as well as motivation and confidence to speak.

- **The study by Nilayon and Brahmakasikara titled The application of Instagram activity to improve students' motivation in English speaking**

This study suggested using social media platforms like Edmodo and ooVoo to help provide learners with lower English-speaking proficiency with appropriate remedial activities. Ghoneim and Abdelsalam also highlighted the fact that the aspect of social interaction is the key to the improvement of speaking skills. This is also stressed in another study by Sevy-Biloon and Chroman, who emphasized that using video chat functions enables learners to practice speaking in authentic and meaningful communicative activities which are purposeful. This would enable educators and teachers to encourage practicing speaking in a more natural and relaxed environment that would also reduce students' anxiety level and help increase their confidence.

- **Study by Zaitun (2021) et al titled: Tik Tok as a media to enhancing the speaking skills of EFL students.**

The researcher used Tik Tok as a medium for speaking activities, showed that the students were able to use the application interactively and improve their speaking skills, as well as having the opportunity to express their ideas freely on Tik Tok.

- **Study by Rahmah (2018) titled: Sharing photographs on Instagram boosts students' self-confidence in speaking English**

This study was unique, where the researcher used photographs shared on Instagram as a method of increasing the students' confidence in using the language. The results from the study showed that Instagram helped in improving the students' confidence. In addition, the use of visual images is a useful method which can aid in understanding. At the same time, it would cater to learners who are more visually inclined. Another study reviewed showed the effect of social media integration, and focused on the fact that social media integration was an advantage for teachers to compensate for the lack of time in class, and to carry out of class practice to teach pronunciation. Social media integration like the use of YouTube, WhatsApp, Telegram, or Skype in teaching speaking is also perceived as being able to improve teachers' creativity and enhance their teaching procedures while utilizing online applications. The results of one study done with Skype instructions revealed gender-specific positive results in their speaking skills, where the female respondents scored higher in their pretest and posttest as compared to the male respondents.

- **Study by Albahlal (2019) titled: The impact of YouTube on improving secondary school students' speaking skills: English language teachers' perspectives**

This researcher used YouTube to look at how a group of forty male EFL English teachers were able use this social media application in many ways, such as getting the students to point out details in videos or asking them to share information as

well as opinions regarding the materials in the videos. The outcome of the study revealed that the teachers had positive perceptions about utilizing YouTube in helping students improve their speaking skills. Consequently, knowing how a specific gender reacts or responds to a certain social media application may help teachers and educators to plan their activities to suit their students' needs. Another aspect of speaking skills is public speaking skills or oral presentation skills where the researchers used TED Talks as the social media application to improve learning to speak confidently in English. As such, students would acquire the practice of speaking in front of an audience in a more conducive environment which would help to reduce the feeling of inhibition. From the discussion, it can be seen that social media has grown and expanded with pedagogical affordances that help teachers and educators to use this platform for teaching and learning and is not seen as only being beneficial for entertainment and socializing. It is evident that social media is perceived as a viable tool to include in the teaching and learning activities to improve speaking skills, as seen in the articles reviewed.

- **Study of Poramathikul et al. Titled: The influence of using social media as a learning platform by bilingual and multilingual learners on English speaking skills (2011),**

In this study, the bilingual and multilingual students found that using a variety of social media , such as Facebook, WhatsApp, YouTube, Line, Skype, and Wechat, helped them to improve their speaking skills, where they were able to speak English fluently.

- **Baron's study titled Students' perception on online application in speaking skill e-learning (2020),**

This study looked at students' perceptions, found that students were interested in learning English using social media applications. Among the social media

applications that were used were YouTube, WhatsApp, Zoom, and Google Hangouts. In another study carried out with engineering students. All these studies clearly indicate that it is vital and timely for educators and learners to incorporate social media usage into their language practices in order to move beyond the classroom and to provide learners with an authentic and engaging new environment. Learners are also given opportunities to speak in a conducive and relaxing atmosphere which greatly reduces their inhibition as well as their speaking anxiety. Another important thing to note is the digital divide which exists when a person has access to various resources and communications technology and another person does not have the same privilege of access to the same information. As such, there is an inequality in terms of knowledge distribution and access, which is very much vital where social media is concerned.

- **Study by Izquierdo and Lozano (2019) titled: The use of technology in second language education: Some considerations to overcome the digital divide,**

They stated that digital divide can be categorized according to a lack of access to a number of factors such as mental knowledge, material and network possessions, digital skills, and usage opportunities as related to information and communications technology. In other words, some students may have better access to computers or mobile phones, and may have better knowledge as well as the opportunity to go online and share content or access information. In the studies reviewed for this paper, the majority of the students or learners were from higher of 18 institutions of education such as universities, or students enrolled in secondary schools or a language institute. These students most likely already had access to technology, either personally or at the institutional level. Therefore, the issue of digital divide was not highlighted in any of the studies, and all of the studies did show improvements in the mastery of speaking skills, as indicated in Table 4 above. The tasks assigned to the learners, or the activities carried out

during the research process, were also conducted successfully. These learners were able to use the technology appropriately, and were able to access the information required to complete their tasks. For instance, in the study that Xodabande carried out with 30 EFL learners, the learners were able to practice speaking using a variety of materials shared with them via Telegram such as pictures, text messages, and audio, and also video clips. From the various social media platforms available, providing learners with the opportunities to use the language meaningfully and effectively has become more feasible, as students can connect with their teachers and peers as well as explore new resource landscapes and use them to improve their learning through collaboration and communication. Much of the research done on social media has pointed out that the benefits far outweigh any negative effects. However, as stated by Ougou et al., learners must be guided in the use of social media applications so that they do not acquire the negative effects while utilizing social media. This was reaffirmed by Gedik and Cosar, who said that students can be taught to use social media correctly and efficiently by exposing students to social media use via seminars and conferences.

- **The study by (John, E. and Yunus, M.M., 2021) titled: A Systematic Review of Social Media Integration to Teach Speaking. Sustainability**

Social media has always been embraced by people for its unique features of connecting people as well as providing platforms for communication and entertainment. In this review, the researchers looked at social media in the world of education. For this systematic literature review, the studies that were analyzed were 36 articles on social media integration to teach speaking. These studies highlighted the various social media applications that are found and known to learners, and manipulated those applications to help learners to acquire speaking skills. The studies reviewed also revealed the impact or benefits of social media applications that helped students to reduce their speaking anxiety, gain confidence in speaking and, at the same time, become more motivated to use the language.

This shows that social media affordances make it a versatile, flexible, and useful tool in helping educators to become innovators and mediators of knowledge, rather than just information or knowledge givers. It cannot be denied that social media use has received some negative feedback in terms of addiction or time spent using social media applications, as well as the effect of the digital divide which still exists in many countries. Nevertheless, the need to connect to learners and to engage them in conducive learning environments far outweighs the negative effects of social media integration to teach speaking. As such, this review provides ideas and content knowledge of how educators can employ social media integration in their own teaching methods. As it is imperative for teachers to move forward with the changes that are happening around them, teachers must be open to the idea of using social media as a medium to conduct their activities for teaching the English language. This is especially vital as teaching and learning have moved online during the COVID-19 pandemic. Teachers must be open to new ideas and accept that social media integration is something that they cannot avoid and something that they must embrace.

The study found some limitations in the process of conducting this review, there were limitations that were encountered by the researcher. One of the main limitations was that the study used 36 articles that were sourced only from ERIC and Google Scholar due to time constraints, which is the second limitation. Using other databases like SCOPUS and WoS may help expand the field of research and provide other relevant articles that could be studied¹⁵ of 18 for future research. More time could also help future researchers to expand the research databases and the number of articles to be included.

8. Implications and Recommendations

From the evidence showed in this systematic literature review, it is very clear that the application of social media offers a lot of benefits to the teaching and learning of a language, especially for speaking skills. There are still some areas in which future researchers could consider regarding social media integration to teach speaking. One important area to look at would be the fact that most of the studies

in this review focused on adult learners in universities and secondary schools. There were none which focused on using social media integration to teach speaking for young learners or primary school learners, and very few on learners from secondary schools. Besides this, researchers could look at learners' acquisition of speaking skills via social media usage based on their gender. As it is imperative for teachers to understand their students better, knowing how boys and girls use social media for learning could help teachers to prepare lessons better. Furthermore, studies could also be done on how certain activities like task-based learning or collaborative learning could be carried out through social media applications. In addition to that, the issue of social media is an issue that cannot be denied and, in many countries, the digital divide is something that still affects many learners. Therefore, future research could also look into how the digital divide could influence the acquisition of language skills using social media applications. At the same time, researchers should also investigate how social media integration is conducted in the acquisition of other language skills such as reading, listening, and writing, as well as vocabulary and grammar

Chapter Three

Research methodology

3.0 Introduction

To ensure satisfactory results and effective evaluation, the researcher used the Descriptive Analytical Method of research. This chapter presents the methodology used in this study to achieve the objectives. A detailed description of subjects and setting will be provided and data collection instruments are explained. Also, the chapter describes the validity and reliability of the instruments used to obtain the required information

The main purpose of this chapter is to determine the research methodology and methods used to achieve the research objectives.

Furthermore, Harvey Maylor & Kate Blackmon (2005) argued that the research methodology was intended to describe how to translate the research perspectives into a way of researching the world. Meaning that, research methodology may be implemented through several different research designs, the plan for conducting the research, i.e. translating the research methodology into specific research methods, and statistical techniques that the researcher uses to collect and analyzes data.

3.1 Research Approach

This research follows the descriptive analytical method where a sample of 30 English language teachers were chosen at random and a close-ended questionnaire was distributed and an interview was conducted. The research used a questionnaire and a designed interview to collect data for the study. The sample of the study was teachers and doctors from different universities.

The quantitative approach as an approach for testing objective theories, by examining the relationship among variables, which can be measured on the instrument, and the data can be analyzed using statistical procedures.

This current research adopts the quantitative research design that is to analyze the data collected in order to explore the significance of interaction on the teaching of English to Sudanese government secondary schools' students in large classes.

3.2 Population & sampling

Population was defined by Mcmillan and Schumacher as "a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria upon which researchers intend to generalize the results of the research" In this current study, the population of the study was determined as all university English language teachers and professors in Khartoum state in the republic of Sudan. However, due to time and budget constraints, the researcher chose 30 EFL teachers from different universities

In this study, the population of the study include teachers and of English language. The researchers chose different universities to sample from and the total number of teachers is (30)

3.3 Research method for data collection

To collect the needed data for this current study, the researcher, designed a questionnaire and an interview, which aims to investigate the teacher's perspective towards using social strategy to enhance EFL students' orals skills. The questionnaire contains (20) statements. The interview was divided into different axis. To make sure that, the questionnaire was shown to several Professors of the English language and their views was taken into consideration for the final version of the questionnaire.

3.4 Testing reliability and validity

Testing for reliability is important as it refers to the consistency across the parts of a measuring instrument. Among the most important measures of internal

consistency is Cronbach's Alpha coefficient, which was developed by Lee Alpha in 1951, to provide a measure of internal consistency of a test or scale. The most commonly used internal consistency measure is the Cronbach's Alpha coefficient. It is viewed that the value of Cronbch's Alpha coefficient extended between (0.0 to 1.0). If the value is close to 1, that means the survey instrument achieve a high level of internal consistency among the items.

The current research measures the questionnaire method reliability and validity to confirm the integrity and quality of a measurement, a pilot study was conducted by selecting (34) sample from the population of the study, who were teachers of government secondary schools. The researcher uses Cronbach Alpha Coefficient as a measure for internal consistency for all items (the overall reliability estimate).

The results presented as in table (3.1) :

Table 3.1: Questionnaire reliability (internal consistency)

	Number of items	Cronbach's Alpha Coefficient
Questionnaire Method	20	0.857

As it is evident from table 3.1, the questionnaire method achieved a very high reliability, as Cronbach's Alpha coefficient is (0.857).

3.5 Statistical techniques for data analysis

To analyze the data collected by a survey method, the researcher uses the Statistical Package for Social Science (SPSS) version 24, to enter the data collected manually by distribution of the questionnaire methods to target participants who were university English teachers from different universities. Various statistical techniques used to interpret the data, including both descriptive

and inferential statistical method. The descriptive statistical methods (tools) include, frequency, percentages, to describe the sample of the study according to demographic characteristics. While, the means and standard deviations were used to assess the participants of the study perceptions towards subscales items, in order to find answer the research questions. In addition to that, T-test was used to find significant difference between teachers or students related to gender in regards the main variables of the study. Furthermore, to test the survey instrument reliability, Cronbach's Alpha coefficient was used.

Measurement: to assess the participants responses toward the items included in the questionnaire methods, 5-Points Likert Scale, based on the mean values, was used.

Table 3.2 mean values assessment according to Likert scale

Mean values range	Measurement
1-To less than 1.80	Strongly disagree
1.8 – to less than 2.60	Disagree
2.60 –to less than 3.40	Neutral
3.40- to less than 4.20	Agree
4.20 – to 5	Strongly agree

3.6 Thesis and hypotheses:

All hypotheses in the questionnaire have been confirmed and received high scores.

- The first hypothesis (using different media (YouTube, Skype, Facebook, WhatsApp, Twitter, etc.) helps students to practice their oral skills) is confirmed

All sentences relating to the hypotheses were (1, 5, 9, 12, 14, 15, 16, 18, 19, and 20)

- The second hypotheses which stated that: Having internet access inside the classroom helps a teacher take advantage of using different techniques in improving EFL learners' oral skills, is also confirmed in all sentences relating to the second hypotheses (3, 4, 6, 10)
- The third hypotheses which states that: Watching and listening to YouTube through smart boards helps students improve their English skills has been achieved and the sentences relating to the third hypotheses were (2, 6, 7, 8)
- The fourth hypotheses which states that Listening to the video and recorded audio conversations of native speakers helps to improve EFL students' English-speaking skills is also confirmed with the statements relating to the fourth hypotheses were 12 and 13

Chapter Four

Data Analysis and Discussion

4.0 Introduction

This chapter includes the statistical analysis and results, which are discussed in the light of the hypotheses. The data for this study was collected through a semistructured questionnaire and an interview. Both were administered to university English teachers.

4.1 Results

Table 4.1 Demographic Data

Demographic Item		Total	
		Frequency	Percentage
Gender	Male	26	86.67
	Female	4	13.33
Educational Qualification	B.A in English language	0	0
	M.A in English language	7	23.33
	PHD in English Language	23	76.67
Years of Experience	Less than 1-5 years	0	0.00
	6-10 years	12	40.00
	11-15	7	23.33
	16-20	10	33.33
	21-25	1	3.33
	26-30	0	0.00
	Over 30 years	0	0.00
Have you received any training courses in English language teaching	Yes	26	86.67
	No	4	13.33

Figure 4.1 Gender

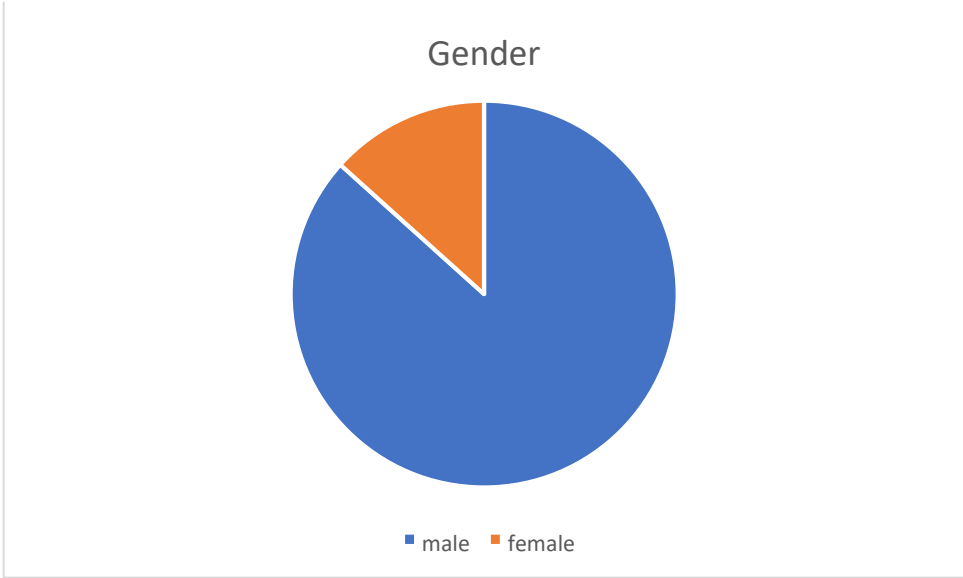


Figure 4.2 Educational Qualification

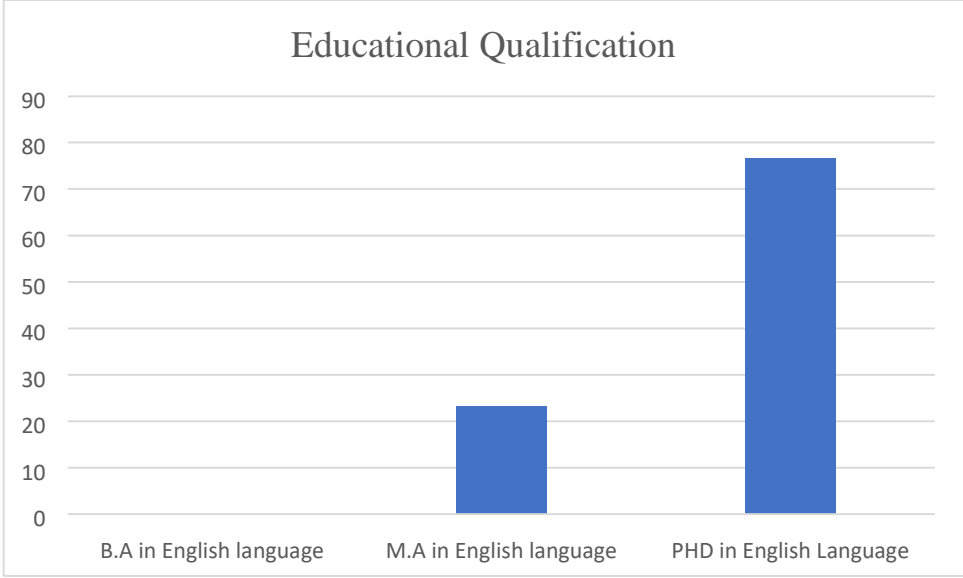


Figure 4.3 Years of Experience

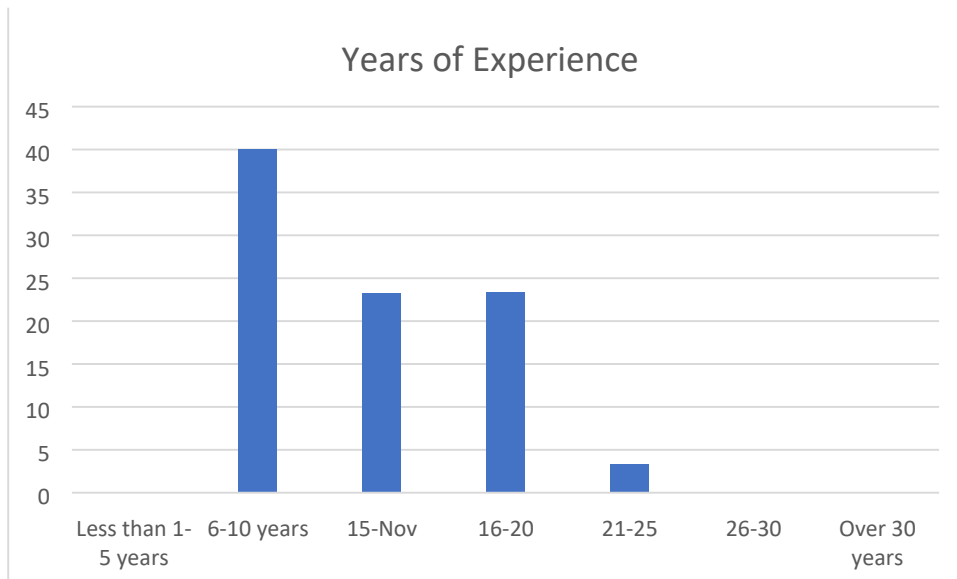


Figure 4.4 Have you received any training courses in English language teaching



From table 4.1, 86.67% of the sample were male and 13.33% were female showing a significant dominance of males in the field of EFL teaching. The majority of the sample were holders of a PHD in English Language with 76.67%, 16.67% were holders of a master's degree in English language and 0% were holders of a bachelor's degree in English Language.

40% of the sample had an experience of 6-10 years in the field of teaching, 33.33% had an experience of 16-20 years, 23.33% had an experience of 11-15 years and 3.33% of the sample stated they had an experience of 21-25 years.

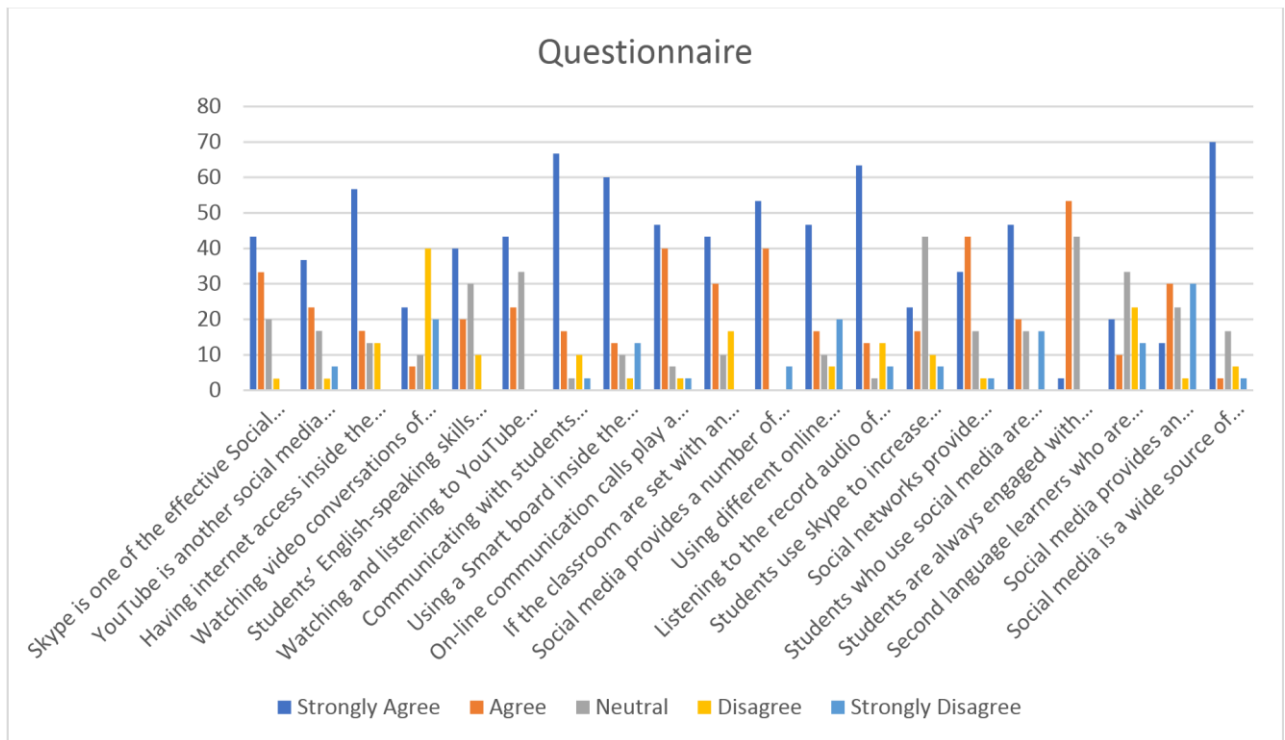
86.67% of the sample stated that they have received training courses in English language teaching and 13.33% stated they did not; showing a highly qualified sample for this research resulting in accurate results showing the perspective of teachers towards using social network strategy to enhance EFL student's oral skills resulting in a low standard deviation of results.

Table 4.2 Distribution of questionnaire data

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
1) Skype is one of the effective Social media tools that can improve our students' English-oral skills if positively adopted	13	43.3	10	33.3	6	20.0	1	3.3	0	0
2) YouTube is another social media network that can improve students' English-speaking skills	11	36.7	7	23.3	5	16.7	1	3.3	2	6.7
3) Having internet access inside the classroom helps teachers take advantages of using different techniques through social media .	17	56.7	5	16.7	4	13.3	4	13.3	0	0
4) Watching video conversations of native speakers helps students improve their English oral skills.	7	23.3	2	6.7	3	10	12	40	6	20
5) Students' English-speaking skills will improve when using online communication platforms	12	40	6	20	9	30	3	10	0	0
6) Watching and listening to YouTube inside classrooms helps build our students' English oral skills.	13	43.3	7	23.3	10	33.3	0	0	0	0
7) Communicating with students through WhatsApp groups and sending conversation videos helps students to improve inside the classroom	20	66.6	5	16.6	1	3.33	3	10	1	3.33
8) Using a Smart board inside the classrooms encourages students to improve their English oral skills through watching and listening.	18	60	4	13.3	3	10	1	3.33	4	13.3
9) On-line communication calls play a great role in improving our students' English-speaking skills.	14	46.6	12	40	2	6.67	1	3.33	1	3.33
10) If the classroom are set with an internet connection, that will help improve our students' English oral skills.	13	43.3	9	30	3	10	5	16.6	0	0

11) Social media provides a number of platforms that helps students to create and grasp ideas and interact with large audiences	16	53.3 3	12	40	0	0	0	0	2	6.67
12) Using different online communication platforms helps students practice their English speaking skills easily.	14	46.6 7	5	16.6 7	3	10	2	6.67	6	20
13) Listening to the record audio of native speaker helps students to practice oral skills.	19	63.3 3	4	13.3 3	1	3.33	4	13.3 3	2	6.67
14) Students use skype to increase their confidence in speech and prepare for their career	7	23.3	5	16.6 7	13	43.3 3	3	10	2	6.67
15) Social provide opportunities for students who want to share and discuss about several things that can help them practice their speaking knowledge in small group discussions	10	33.3 3	13	43.3 3	5	16.6 7	1	3.33	1	3.33
16) Students who use social media are shown to attend school more and perform better than students who don't	14	46.6 7	6	20	5	16.6 7	0	0	5	16.6 7
17) Students are always engaged with the language, using social media they are able to communicate with their friends	1	3.33	16	53.3 3	13	43.3 3	0	0	0	0
18) Second language learners who are shy, lack confidence in speaking within the classroom can know themselves and assess their level by using YouTube	6	20	3	10	10	33.3 3	7	23.3 3	4	13.3 3
19) Social media provides an opportunity for language learners and gives students the chance to gain a lot of information through its use	4	13.3 3	9	30	7	23.3 3	1	3.33	9	30
20) Social media is a wide source of information and it can be used by teachers as a teaching technique.	21	70	1	3.33	5	16.6 7	2	6.67	1	3.33

Figure 4.5 Distribution of questionnaire data



43.3% of the sample strongly agreed that Skype is one of the effective social media tools that can improve our students' English-oral skills if positively adopted, 33.3% of the sample agreed that Skype is one of the effective social media tools that can improve our students' English-oral skills if positively adopted, 20% of the sample were neutral, 3.3% of the sample disagreed that

Skype is one of the effective social media tools that can improve our students' English-oral skills if positively adopted, and 0% strongly disagreed.

36.7% of the sample strongly agreed that YouTube is another social media network that can improve students' English-speaking skills, 23.3% of the sample agreed that YouTube is another social media network that can improve students' English-speaking skills, 16.7% were neutral, 3.3% of the sample disagreed that

YouTube is another social media network that can improve students' Englishspeaking skills, and 6.7% strongly disagreed.

56.7% of the sample strongly agreed that Having internet access inside the classroom helps teachers take advantages of using different techniques through social media, 16.7% agreed that Having internet access inside the classroom helps teachers take advantages of using different techniques through social media, 13.3% were neutral, 13.3% of the sample disagreed that Having internet access inside the classroom helps teachers take advantages of using different techniques through social media , and 0% strongly disagreed.

23.3% of the sample strongly agreed that Watching video conversations of native speakers helps students improve their English oral skills, 6.7% of the sample agreed that Watching video conversations of native speakers helps students improve their English oral skills, 10% of the sample were neutral, 40% of the sample disagreed that Watching video conversations of native speakers helps students improve their English oral skills, and 20% of the sample strongly disagreed that Watching video conversations of native speakers helps students improve their English oral skills.

40% of the sample strongly agreed that Students' English-speaking skills will improve when using on-line communication platforms, 20% of the sample agreed that Students' English-speaking skills will improve when using on-line communication platforms, 30% of the sample were neutral, 10% of the sample disagreed that Students' English-speaking skills will improve when using on-line communication platforms, 0% of the sample strongly disagreed.

43.33% of the sample strongly agreed that watching and listening to YouTube inside classrooms helps build our students' English oral skills, 23.3% of the sample agreed that watching and listening to YouTube inside classrooms helps build our students' English oral skills, 33.33% of the sample were neutral. 0% disagreed and 0% strongly disagreed.

66.67% of the sample strongly agreed that communicating with students through WhatsApp groups and sending conversation videos helps students to improve inside the classroom, 16.67% of the sample agreed that communicating with students through WhatsApp groups and sending conversation videos helps students to improve inside the classroom, 3.33% of the sample were neutral, 10% of the sample disagreed that communicating with students through WhatsApp groups and sending conversation videos helps students to improve inside the classroom, 3.33% of the sample strongly disagreed.

60% of the sample strongly agreed that using a Smart board inside the classrooms encourages students to improve their English oral skills through watching and listening, 13.33% agreed that using a Smart board inside the classrooms encourages students to improve their English oral skills through watching and listening, 10% of the sample were neutral, 3.33% of the sample disagreed, and 13.33% of the sample strongly disagreed that using a Smart board inside the classrooms encourages students to improve their English oral skills through watching and listening.

46.67% of the sample strongly agreed that On-line communication calls play a great role in improving our students' English-speaking skills, 40% of the sample agreed that On-line communication calls play a great role in improving our students' English-speaking skills, 6.67% of the sample were neutral, 3.33% of the sample disagreed, and 3.33% strongly disagreed that On-line communication calls play a great role in improving our students' English-speaking skills.

43.33% of the sample strongly agreed that if the classroom is set with an internet connection, that will help improve our students' English oral skills, 30% of the sample agreed that if the classroom is set with an internet connection, that will help improve our students' English oral skills, 10% of the sample were neutral, 16.67% of the sample disagreed that if the classroom is set with an internet

connection, that will help improve our students' English oral skills, and 0% strongly disagreed.

53.33% of the sample strongly agreed that social media provides a number of platforms that helps students to create and grasp ideas and interact with large audiences, 40% of the sample agreed that social media provides a number of platforms that helps students to create and grasp ideas and interact with large audiences, 0% were neutral, 0% of the sample disagreed, and 6.67% of the sample strongly disagreed that social media provides a number of platforms that helps students to create and grasp ideas and interact with large audiences.

46.67% of the sample strongly agreed that using different online communication platforms helps students practice their English-speaking skills easily, 16.67% of the sample agreed that using different online communication platforms helps students practice their English-speaking skills easily, 10% of the sample were neutral, 6.67% of the sample disagreed that using different online communication platforms helps students practice their English-speaking skills easily, 20% of the sample strongly disagreed that using different online communication platforms helps students practice their English-speaking skills easily.

63.33% of the sample strongly agreed that listening to the record audio of native speaker helps students to practice oral skills, 13.33% of the sample agreed that listening to the record audio of native speaker helps students to practice oral skills, 3.33% of the sample were neutral, 13.33% of the sample disagreed that listening to the record audio of native speaker helps students to practice oral skills, 6.67% of the sample strongly disagreed that listening to the record audio of native speaker helps students to practice oral skills.

23.3% of the sample strongly agreed that students use skype to increase their confidence in speech and prepare for their career, 16.67% of the sample agreed that students use skype to increase their confidence in speech and prepare for their career, 43.33 of the sample were neutral, 10% of the sample disagreed that

students use skype to increase their confidence in speech and prepare for their career, 6.67% of the sample strongly disagreed.

33.3% of the sample strongly agreed that social provide opportunities for students who want to share and discuss about several things that can help them practice their speaking knowledge in small group discussions, 43.33% of the sample agreed that social provide opportunities for students who want to share and discuss about several things that can help them practice their speaking knowledge in small group discussions, 16.67% of the sample were neutral, 3.33% of the sample disagreed, and 3.33% of the sample strongly disagreed that social provide opportunities for students who want to share and discuss about several things that can help them practice their speaking knowledge in small group discussions.

46.67% of the sample strongly agreed that students who use social media are shown to attend school more and perform better than students who don't, 20% of the sample agreed that students who use social media are shown to attend school more and perform better than students who don't, 16.67% were neutral, 0% of the sample disagreed, and 16.67% of the sample strongly disagreed that students who use social media are shown to attend school more and perform better than students who don't.

3.33% of the sample strongly agreed that students are always engaged with the language, using social media they are able to communicate with their friends, 53.33% of the sample agreed that students are always engaged with the language, using social media they are able to communicate with their friends, 43.33% of the sample were neutral, 0% of the sample disagreed, and 0% of the sample strongly disagreed.

20% of the sample strongly agreed that second language learners who are shy, lack confidence in speaking within the classroom can know themselves and assess their level by using YouTube, 10% of the sample agreed that second language

learners who are shy, lack confidence in speaking within the classroom can know themselves and assess their level by using YouTube, 33.33% of the sample were neutral, 23.33% of the sample disagreed that second language learners who are shy, lack confidence in speaking within the classroom can know themselves and assess their level by using YouTube, 13.33% of the sample strongly disagreed that second language learners who are shy, lack confidence in speaking within the classroom can know themselves and assess their level by using YouTube.

13.33% of the sample strongly agreed that social media provides an opportunity for language learners and gives students the chance to gain a lot of information through its use, 30% of the sample agreed that social media provides an opportunity for language learners and gives students the chance to gain a lot of information through its use, 23.33% were neutral, 3.33% of the sample disagreed, and 30% of the sample strongly disagreed.

70% of the sample strongly agreed that social media is a wide source of information and it can be used by teachers as a teaching technique, 3.33% of the sample agreed that social media is a wide source of information and it can be used by teachers as a teaching technique, 16.67% of the sample were neutral, 6.67% of the sample disagreed, 3.33% of the sample strongly disagreed that social media is a wide source of information and it can be used by teachers as a teaching technique.

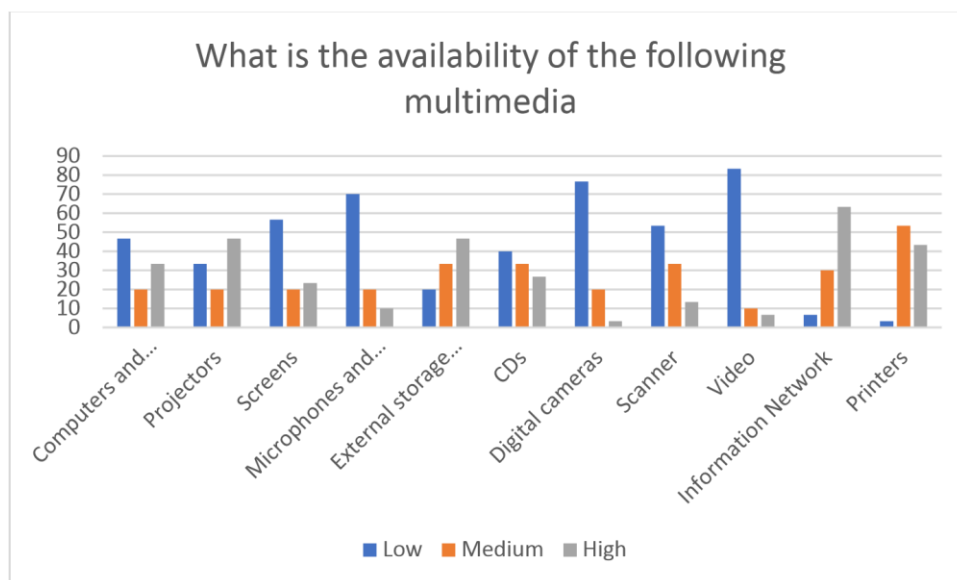
4.2 Interview Results

Table 4.3 First Axis: What is the availability of the following multimedia

No	Question	Media Availability					
		Low		Medium		High	
		No.	%	No.	%	No.	%

1	Computers and accessories	14	46.67	6	20	10	33.33
2	Projectors	10	33.33	6	20	14	46.67
3	Screens	17	56.67	6	20	7	23.33
4	Microphones and headphones	21	70	6	20	3	10
5	External storage (Hard disks, flash drives)	6	20	10	33.33	14	46.67
6	CDs	12	40	10	33.33	8	26.67
7	Digital cameras	23	76.67	6	20	1	3.33
8	Scanner	16	53.33	10	33.33	4	13.33
9	Video	25	83.33	3	10	2	6.67
10	Information Network	2	6.67	9	30	19	63.33
11	Printers	1	3.33	16	53.33	13	43.33

Figure 4.6 What is the availability of the following multimedia



With regards to the interview, the first axis focused on the availability of several multimedia devices. 46.67% of the sample stated the low availability of

computers and accessories, 20% stated the medium availability of computers and accessories and 33.33% stated the high availability of computers and accessories.

33.33% of the sample stated the low availability of projectors, 20% stated the medium availability of projectors and 46.67% of the sample stated the high availability of projectors.

56.67% of the sample stated the low availability of screens, 20% stated the medium availability of screens and 23.33% of the sample stated the high availability of screens.

70% of the sample stated the low availability of microphones and headphones, 20% stated the medium availability of microphones and headphones and 10% stated the high availability of microphones and headphones.

20% of the sample stated the low availability of external storage devices such as hard disks and flash drives, 33.33% of the sample stated the medium availability of storage devices, 46.67% of the sample stated the high availability of storage devices.

40% of the sample stated the low availability of CDs, 33.33% stated the medium availability of CDs and 26.67% of the sample stated the high availability of CDs.

76.67% of the sample stated the low availability of digital cameras, 20% of the sample stated the medium availability of digital cameras and 3.33% of the sample stated the high availability of digital cameras.

53.33% of the sample stated the low availability of scanners, 33.33% of the sample stated the medium availability of scanners and 13.33% of the sample stated the high availability of scanners

83.33% of the sample stated the low availability of video in the use in the educational process, 10% stated the medium use of video in the educational process and 6.67% of the sample stated the high availability of video in the educational process.

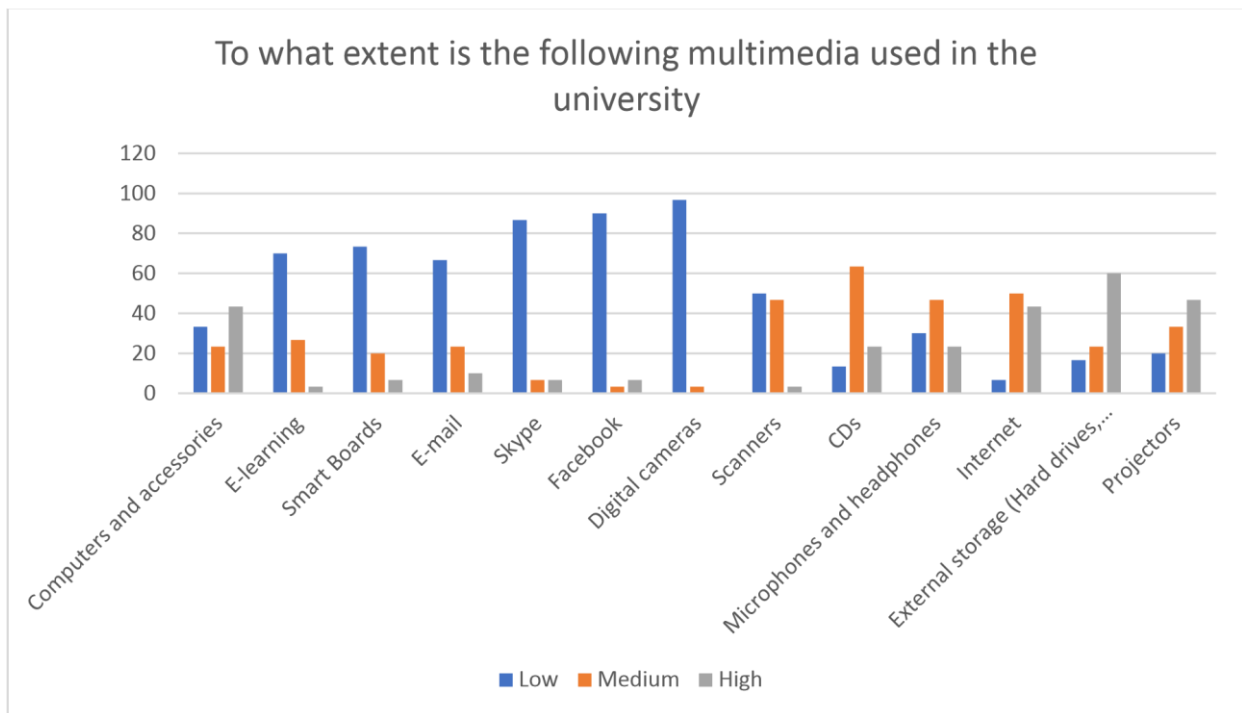
6.67% of the sample stated the low availability of information in the educational process, 30% stated the medium use of information in the educational process and 63.33% stated the high use of video in the educational process.

3.33% of the sample stated the low availability of pointers, 53.33% stated the medium availability of printer sand 43.33% stated the high availability of printers.

Table 4.4 Second Axis: To what extent is the following multimedia used in the university

No	Question	Media Use					
		Low		Medium		High	
		No.	%	No.	%	No.	%
1	Computers and accessories	10	33.33	7	23.33	13	43.33
2	E-learning	21	70	8	26.67	1	3.33
3	Smart Boards	22	73.33	6	20	2	6.67
4	E-mail	20	66.67	7	23.33	3	10
5	Skype	26	86.67	2	6.67	2	6.67
6	Facebook	27	90	1	3.33	2	6.67
7	Digital cameras	29	96.67	1	3.33	0	0
8	Scanners	15	50	14	46.67	1	3.33
9	CDs	4	13.33	19	63.33	7	23.33
10	Microphones and headphones	9	30	14	46.67	7	23.33
11	Internet	2	6.67	15	50	13	43.33
12	External storage (Hard drives, USB sticks)	5	16.67	7	23.33	18	60
13	Projectors	6	20	10	33.33	14	46.67

Figure 4.7 To what extent is the following multimedia used in the university The



second axis focused on the use of multimedia in the university.

33.33% of the sample stated that computers and accessories were of low use within the university, 23.33% stated medium use of computers and accessories, 43.33% of the sample stated the high use of computer and accessories.

70% of the sampler stated that E-learning was of low use within the university, 26.67% of the sample stated the medium use of E-learning within the university and 3.33% of the sample stated the high use of E-learning within the university.

73.33% of the sample stated the low use of smart boards within the university, 20% of the sample stated the use of smart boards was medium within the university and 6.67% of the sample stated the use was high.

66.67% of the sample stated the low use of e-mail within the university, 23.33% of the sample stated the use of e-mail was medium within the university and 10% of the sample stated the use was high.

86.67% of the sample stated the low use of skype within the university, 6.67% of the sample stated the use of skype was medium within the university and 6.67% of the sample stated the use was high.

90% of the sample stated the low use of Facebook within the university, 3.33% of the sample stated the use of Facebook was medium within the university and 6.67% of the sample stated the use was high.

96.67% of the sample stated the low use of digital camera within the university, 3.33% of the sample stated the use of digital cameras was medium within the university and 0% of the sample stated the use was high.

50% of the sample stated the low use of scanners within the university, 46.67% of the sample stated the use of scanners was medium within the university and

3.33% of the sample stated the use was high.

13.33% of the sample stated the low use of CDs within the university, 63.33% of the sample stated the use of CDs was medium within the university and 23.33% of the sample stated the use was high.

30% of the sample stated the low use of microphones and headphones within the university, 46.67% of the sample stated the use of microphones and headphones was medium within the university and 23.33% of the sample stated the use was high.

6.67% of the sample stated the low use of internet within the university, 50% of the sample stated the use of internet was medium within the university and

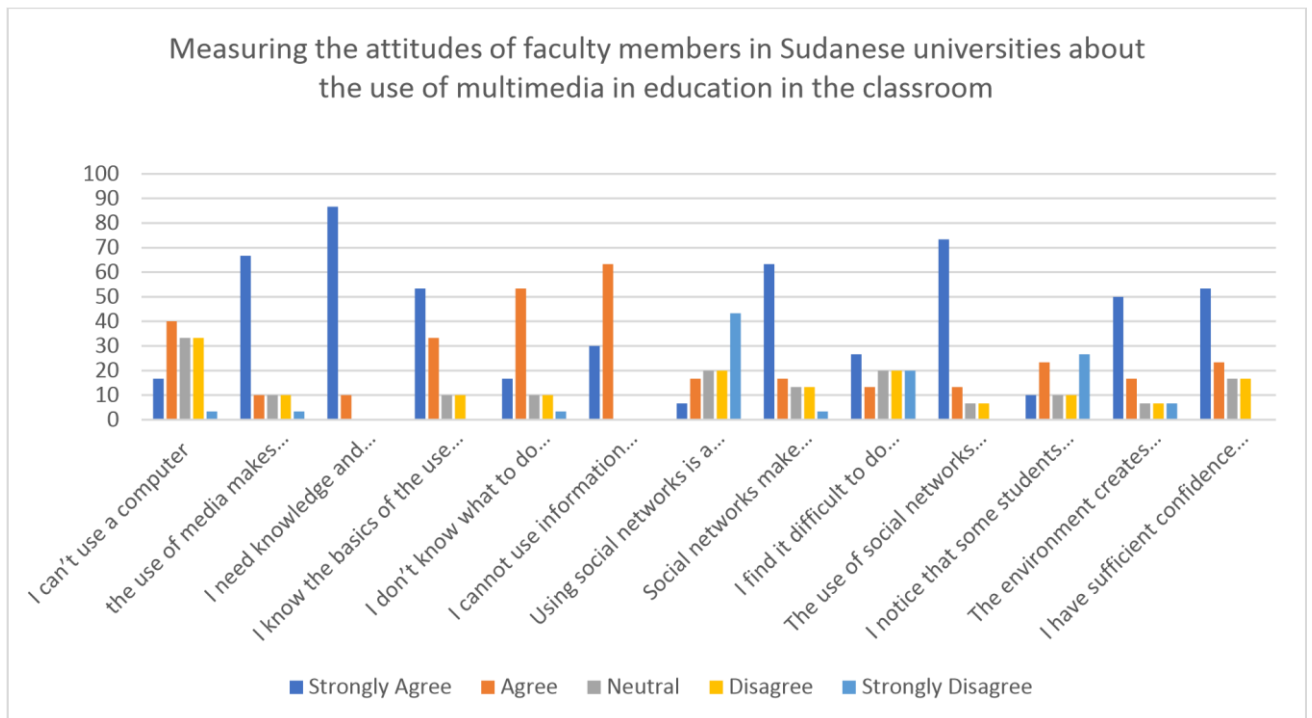
43.33% of the sample stated the use was high.

16.67% of the sample stated the low use of external storage within the university, 23.33% of the sample stated the use of external storage was medium within the university and 60% of the sample stated the use was high.

20% of the sample stated the low use of projectors within the university, 33.33% of the sample stated the use of projectors was medium within the university and 46.67% of the sample stated the use was high.

Table 4.5 Third Axis: Measuring the attitudes of faculty members in Sudanese universities about the use of multimedia in education in the classroom

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. I can't use a computer	5	16.67	12	40	10	33.33	2	33.33	1	3.33
2. the use of media makes teaching interesting and engaging	20	66.67	3	10	3	10	3	10	1	3.33
3. I need knowledge and training in the use of social	26	86.67	3	10	0	0	1	0	0	0
4. I know the basics of the use of social and that is enough	16	53.33	10	33.33	3	10	1	10	0	0
5. I don't know what to do without social	5	16.67	16	53.33	3	10	5	10	1	3.33
6. I cannot use information effectively through social	9	30	19	63.33	0	0	1	0	0	0
7. Using social is a waste of time and effort	2	6.67	5	16.67	6	20	4	20	13	43.33
8. Social make education easier and better	19	63.33	5	16.67	4	13.33	1	13.33	1	3.33
9. I find it difficult to do everything that is presented via social	8	26.67	4	13.33	6	20	6	20	6	20
10. The use of social encourages students to collaborative learning	22	73.33	4	13.33	2	6.67	2	6.67	0	0
11. I notice that some students do not accept this technology for learning	3	10	7	23.33	3	10	9	10	8	26.67
12. The environment creates negative attitudes towards the use of social media for teaching	15	50	5	16.67	2	6.67	6	6.67	2	6.67



13. I have sufficient confidence in the skills of using social media in teaching	16	53.33	7	23.33	5	16.67	2	16.67	0	0
14. The available devices and computers are sufficient for the use of social media and educational purposes	20	66.67	5	16.67	2	6.67	1	6.67	2	6.67

Figure 4.8 Measuring the attitude of faculty members in Sudanese universities about the use of multimedia in education in the classroom

Third Axis measures the attitudes of faculty members in Sudanese universities about the use of multimedia in education in the classroom.

16.67% of the sample strongly agreed that they cannot use a computer, 40% of the sample agreed that they can't use a computer, 33.33% of the sample were neutral that they were neutral towards not using a computer, 6.67% of the sample disagreed that they can't use a computer and 3.33% of the sample strongly disagreed that they can't use a computer.

66.67% of the sample strongly agreed that the use of social media makes teaching interesting and engaging, 10% of the sample stated they agreed that the use of social media makes teaching interesting and engaging, 10% were neutral, 1-% disagreed and 3.33% strongly disagreed

86.67% of the sample strongly agreed that they need knowledge and training in the use of social network, 10% of the sample agreed that they need knowledge and training in the use of social network, 0% of the sample were neutral, 3.33% of the sample disagreed that they need knowledge and training in the use of social network, 0% of the sample strongly disagreed that they need knowledge and training in the use of social network.

53.33% of the sample strongly agreed that they know the basics of the use of social and that is enough, 33.33% of the sample agreed that they know the basics of the use of social and that is enough, 10% of the sample were neutral, 33.33% of the sample disagreed that they know the basics of the use of social and that is enough, 0% of the sample strongly disagreed.

16.67% of the sample strongly agreed that they don't know what to do without social , 53.33% of the sample agreed that they don't know what to do without social network. 10% of the sample were neutral, 16.67% of the sample disagreed, while 3.33% strongly disagreed.

30% of the sample strongly agreed that they can't use information effectively through social , 63.33% agreed that they can't use information effectively through social . 0% were neutral, while 3.33% disagreed and 0% strongly disagreed.

6.67% of the sample strongly agreed that using social is a waste of time and effort, 16.67 agreed that using of social is a waste of time and effort. 20% were

neutral, 13.33% disagreed and 43.33% strongly disagreed that the use of social is a waste of time and effort.

63.33% of the sample strongly agreed that social make education easier and better, 16.67% of the sample agreed that social make education easier and better.

13.33% were neutral, 3.33% disagreed and 3.33 strongly disagreed that social make education easier and better.

26.67% of the sample strongly agreed that they find it difficult to do everything that is presented via social , 13.33% of the sample agreed that they find it difficult to do everything that is presented via social . 6.67% were neutral, 20% of the sample strongly disagreed that they find it difficult to do everything that is presented via social , and 20% of the sample strongly disagreed that they find it difficult to do everything that is presented via social .

73.33% of the sample strongly agreed that the use of social encourages students to collaborative learning, 13.33% of the sample agreed that the use of social encourages students to collaborative learning. 6.67% of the sample were neutral, 6.67% of the sample disagreed that the use of social encourages students to collaborative learning, 0% strongly disagreed.

10% of the sample strongly agreed that they notice that some students do not accept this technology for learning, 23.33% of the sample agreed that they notice that some students do not accept this technology for learning. 10% of the sample were neutral, 30% of the sample disagreed that they notice that some students do not accept this technology for learning, 26.67% of the sample strongly disagreed that they notice that some students do not accept this technology for learning.

50% of the sample strongly agreed that the environment creates negative attitudes towards the use of social media for teaching, 16.67% of the sample agreed that the environment creates negative attitudes towards the use of social media for

teaching. 6.67% of the sample were neutral, 20% of the sample disagreed that the environment creates negative attitudes towards the use of social media for teaching, 6.67% strongly disagreed.

53.33% of the sample strongly agreed that they have sufficient confidence in the skills of using social media in teaching, 23.33% of the sample agreed that they have sufficient confidence in the skills of using social media in teaching. 16.67% of the sample were neutral, 6.67% disagreed and 0% strongly disagreed.

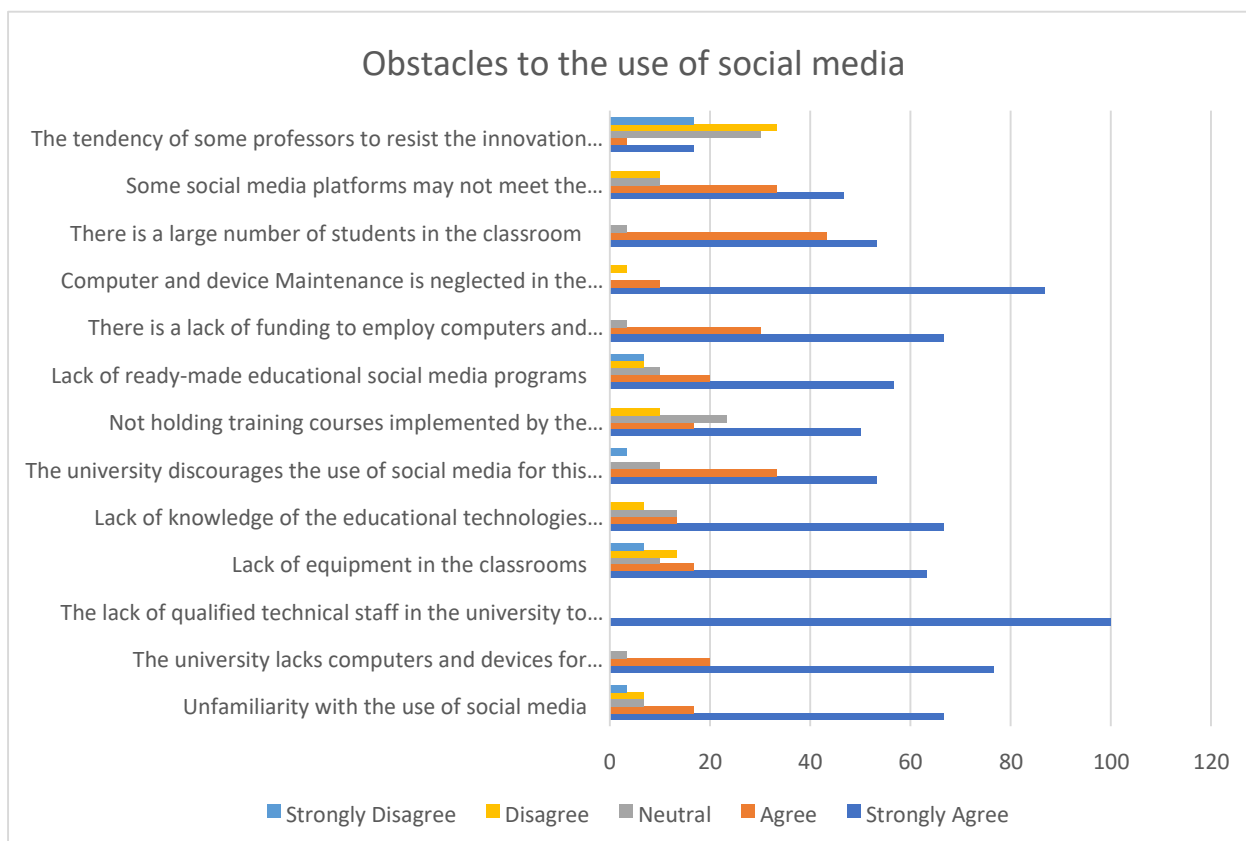
66.67% of the sample strongly agreed that the available devices and computers are sufficient for the use of social media and educational purposes, 16.67% of the sample agreed that the available devices and computers are sufficient for the use of social media and educational purposes, 6.67% of the sample were neutral, 3.33% of the sample disagreed that the available devices and computers are sufficient for the use of social media and educational purposes, and 6.67% of the sample strongly disagreed.

Table 4.6 Fourth Axis: Obstacles to the use of social media in the educational process

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Unfamiliarity with the use of social media	20	66.67	5	16.67	2	6.67	2	6.67	1	3.33
2. The university lacks computers and devices for educational purposes	23	76.67	6	20	1	3.33	0	0.00	0	0
3. The lack of qualified technical staff in the university to help when needed	30	100	0	0	0	0	0	0	0	0
4. Lack of equipment in the classrooms	19	63.33	5	16.67	3	10	4	13.33	2	6.67

5. Lack of knowledge of the educational technologies available in the university	20	66.67	4	13.33	4	13.33	2	6.67	0	0
6. The university discourages the use of social media for this purpose	16	53.33	10	33.33	3	10	0	0	1	3.33
7. Not holding training courses implemented by the university for the purpose of using social media for educational purposes	15	50.00	5	16.67	7	23.33	3	10	0	0
8. Lack of ready-made educational social media programs	17	56.67	6	20.00	3	10.00	2	6.67	2	6.67
9. There is a lack of funding to employ computers and devices in the classrooms	20	66.67	9	30	1	3.33	0	0	0	0
10. Computer and device Maintenance is neglected in the university	26	86.67	3	10	0	0.00	1	3.33	0	0
11. There is a large number of students in the classroom	16	53.33	13	43.33	1	3.33	0	0	0	0
12. Some social media platforms may not meet the requirements	14	46.67	10	33.33	3	10	3	10	0	0
13. The tendency of some professors to resist the innovation to educational programs through the use of social media	5	16.67	1	3.33	9	30	10	33.33	5	16.67

Figure 4.9 Obstacles to the use of social media



Fourth Axis describes the Obstacles to the use of social media in the educational process

From table 4.6: 66.67% of the sample strongly agreed that there is unfamiliarity with the use of social media, 16.67% of the sample agreed that there is unfamiliarity with the use of social media, 6.67% of the sample were neutral, 6.67% of the sample disagreed. And 3.33% of the sample strongly disagreed that is unfamiliarity with the use of social media.

76.67% of the sample strongly agreed that the university lacks computers and devices for educational purposes, 20% of the sample agreed that the university lacks computers and devices for educational purposes, 3.33% of the sample were neutral, 0% disagreed, and 0% strongly disagreed.

100% of the sample strongly agreed that the lack of qualified technical staff in the university to help when needed, 0% agreed, 0% were neutral, 0% disagreed, and 0% strongly disagreed.

63.33% of the sample strongly agreed that there is a Lack of equipment in the classrooms, 16.67% of the sample agreed that there is a Lack of equipment in the classrooms, 10% of the sample were neutral, 13.33% of the sample disagreed, and 6.67% of the sample strongly disagreed that there is a Lack of equipment in the classrooms.

66.67% of the sample strongly agreed that there is a lack of knowledge of the educational technologies available in the university, 13.33% of the sample agreed that there is a lack of knowledge of the educational technologies available in the university, 13.33% of the sample were neutral, 6.67% of the sample disagreed that there is a lack of knowledge of the educational technologies available in the university, 0% of the sample strongly disagreed.

53.33% of the sample strongly agreed that the university discourages the use of social media for this purpose, 33.33% of the sample agreed that the university discourages the use of social media for this purpose, 10% of the sample were neutral, 0% of the sample disagreed that the university discourages the use of social media for this purpose, 3.33% of the sample strongly disagreed that the university discourages the use of social media for this purpose.

50% of the sample strongly agreed that not holding training courses implemented by the university for the purpose of using social media for educational purposes, 16.67% of the sample agreed that not holding training courses implemented by the university for the purpose of using social media for educational purposes, 23.33% of the sample were neutral, 10% of the sample disagreed, 0% of the sample strongly disagreed.

56.67% of the sample strongly agreed that there is a lack of ready-made educational social media programs, 20% of the sample agreed that there is a lack of ready-made educational social media programs, 10% were neutral, 6.67% of the sample disagreed that there is a lack of ready-made educational social media programs, and 6.67% strongly disagreed.

66.67% of the sample strongly agreed that there is a lack of funding to employ computers and devices in the classrooms, 30% of the sample agreed that there is a lack of funding to employ computers and devices in the classrooms, 3.33% of the sample were neutral, 0% disagreed, 0% strongly disagreed that there is a lack of funding to employ computers and devices in the classrooms.

86.67% of the sample strongly agreed that Computer and device Maintenance is neglected in the university, 10% of the sample agreed that Computer and device Maintenance is neglected in the university, 0% were neutral, 3.33% of the sample disagreed that Computer and device Maintenance is neglected in the university, 0% strongly disagreed.

53.33% of the sample strongly agreed that there is a large number of students in the classroom, 43.33% agreed that there is a large number of students in the classroom, 3.33% of the sample were neutral, 0% disagreed, and 0% strongly disagreed.

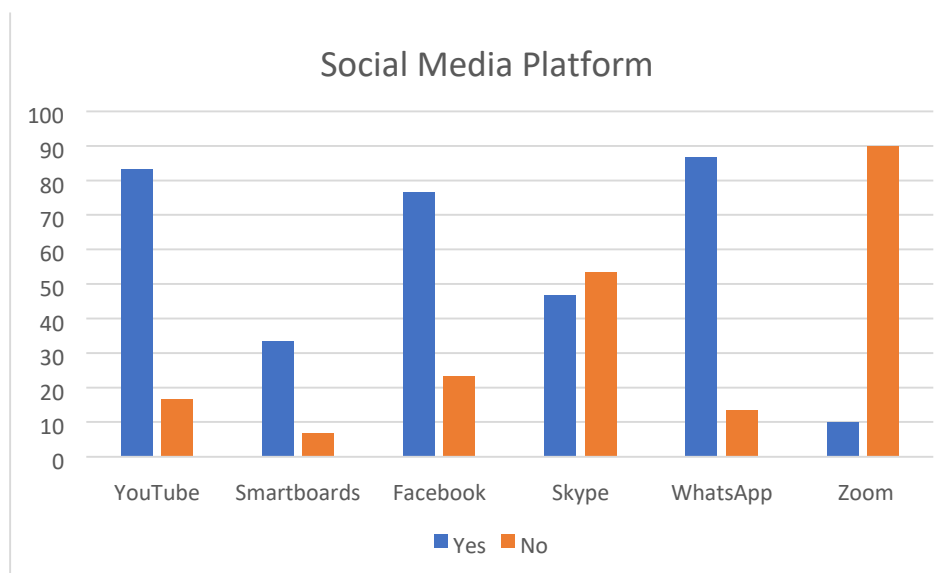
46.67% of the sample strongly agreed that some social media platforms may not meet the requirements, 33.33% of the sample agreed that some social media platforms may not meet the requirements, 10% of the sample were neutral, 10% of the sample disagreed that some social media platforms may not meet the requirements, 0% strongly disagreed.

16.67% of the sample strongly agreed that the tendency of some professors to resist the innovation to educational programs through the use of social media, 3.33% of the sample agreed that the tendency of some professors to resist the innovation to educational programs through the use of social media, 30% of the sample were neutral, 33.33% of the sample disagreed that the tendency of some professors to resist the innovation to educational programs through the use of social media, 16.67% of the sample strongly disagreed that the tendency of some professors to resist the innovation to educational programs through the use of social media.

Table 4.7 Fifth Axis: What type of social media do you prefer to use

Social Media Platform	Use			
	Yes		No	
	No	%	No	%
1. YouTube	25	83.33	5	16.67
2. Smartboards	10	33.33	20	66.67
3. Facebook	23	76.67	7	23.33
4. Skype	14	46.67	16	53.33
5. WhatsApp	26	86.67	4	13.33
6. Zoom	3	10.00	27	90.00

Figure 4.10 Social media platform distribution



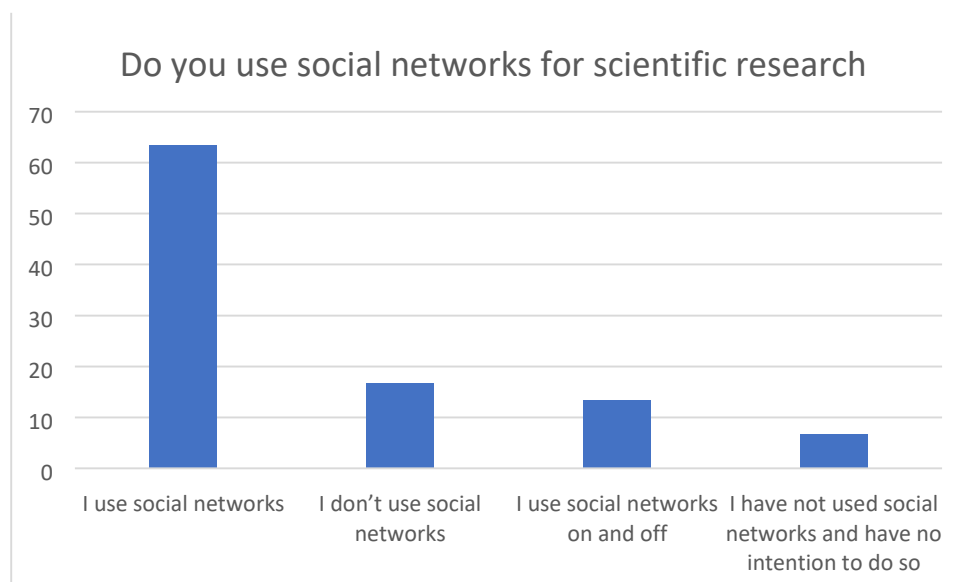
The fifth axis concentrated on the type of social media the teachers prefer to use.

From the table 4.7, 83.33% of the sample preferred to use YouTube while 16.67% did not. 33.33% of the sample preferred to use smartboards while 66.67% did not. 76.67% of the sample preferred to use Facebook while 23.33% did not. 46.67% of the sample preferred to use Skype, while 53.33% did not. 86.67% of the sample preferred to use WhatsApp, while 13.33 did not. 10% of the sample preferred to use Zoom, while 90% did not.

Table 4.8 Sixth Axis: Using Social in Scientific Research

Statement	I use social		I don't use social		I use social on and off		I have not used social and have no intention to do so	
	No	%	No	%	No	%	No	%
Do you use social for scientific research	19	63.33	5	16.67	4	13.33	2	6.67

Figure 4.11 Do you use for scientific research



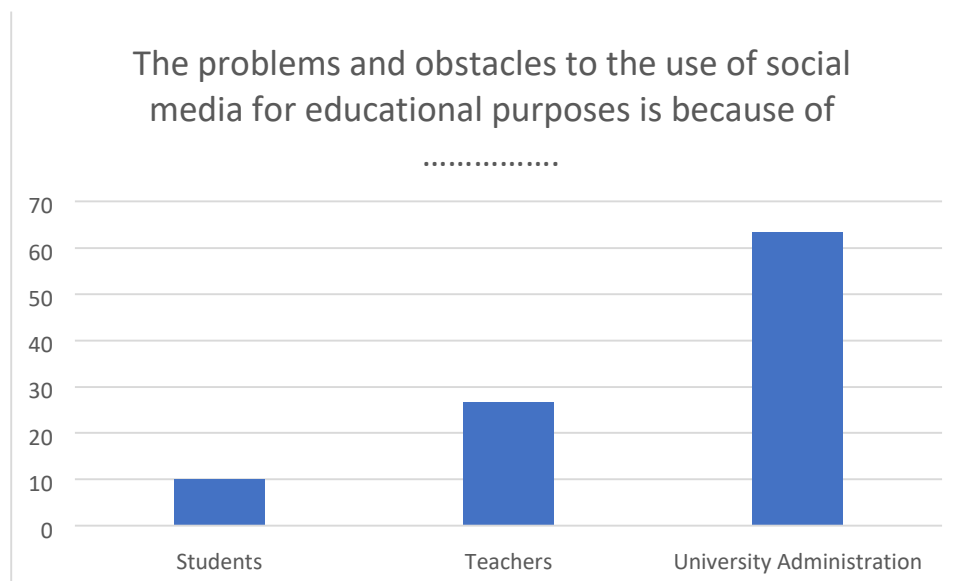
Sixth Axis focused on using Social in Scientific Research

From table 4.8: 63.33% of the sample use social for scientific research, 16.67% of the sample don't use social for scientific research, 13.33% of the sample use social on and off, and 6.67% of the sample said that they don't use social for scientific research and they have no intention to do so.

Table 4.9 Seventh Axis: Perspective of faculty members on the obstacles of using social media for educational purposes

Statement	Students		Teachers		University Administration	
	No	%	No	%	No	%
The problems and obstacles to the use of social media for educational purposes is because of	3	10	8	26.67	19	63.33

Figure 4.12 The problems and obstacles to the use of social media for educational purposes is because of



Seventh Axis focused on the Perspective of faculty members on the obstacles of using social media for educational purposes.

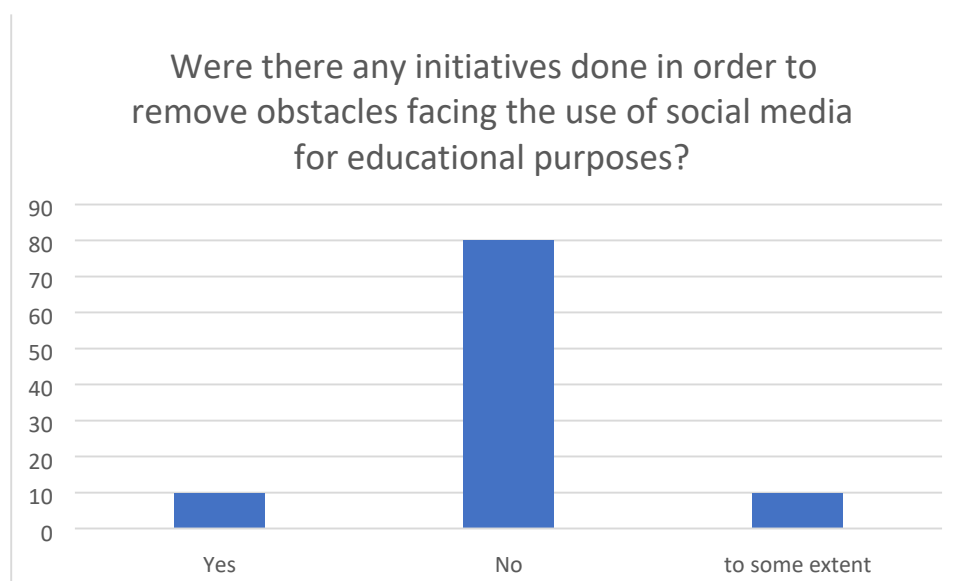
From table 4.9: 10% of the sample said that the problems and obstacles to the use of social media for educational purposes is because of students, 26.67% of the sample said that the problems and obstacles to the use of social media for educational purposes is because of teachers, and 63.33% of the sample said that

the problems and obstacles to the use of social media for educational purposes is because of university administration.

Table 4.10 Eighth Axis: Initiatives to removing the obstacles to the use of social media for educational purposes

Statement	Yes		No		To some extent	
	No	%	No	%	No	%
Were there any initiatives done in order to remove obstacles facing the use of social media for educational purposes?	3	10	24	80	3	10

Figure 4.13 Were there any initiatives done in order to remove obstacles facing the use of social media for educational purposes?



Eighth Axis focused on the initiatives to removing the obstacles to the use of social media for educational purposes

From table 4.10: 10% of the sample size said that there were initiatives done in order to remove obstacles facing the use of social media for educational purposes, 80% of the sample size said that there were no initiatives done in order to remove obstacles facing the use of social media for educational purposes, 10% of the

sample size said that – to some extent - there were initiatives done in order to remove obstacles facing the use of social media for educational purposes.

Verification of the study’s hypothesis

The Likert- Scale was used in the questionnaire and interview to investigate the teacher’s perspective towards using social strategy to enhance EFL students’ oral skills.

The scale is divided into 5 different answers that were as follows: Strongly agree, Agree, neutral, disagree and strongly disagree with values of 5, 4, 3, 2, and 1 respectively for each of the answers.

The median was calculated through the frequency of each answer of the questionnaire and interview and the results were as follows:

Table 4.11 Median of the questionnaire

Statement	Median	Result
1) Skype is one of the effective social media tools that can improve our students’ English-oral skills if positively adopted	4	Agree
2) YouTube is another social media network that can improve students’ English-speaking skills	4	Agree
3) Having internet access inside the classroom helps teachers take advantages of using different techniques through social media .	5	Strongly Agree
4) Watching video conversations of native speakers helps students improve their English oral skills.	2	Disagree
5) Students’ English-speaking skills will improve when using online communication platforms	4	Agree
6) Watching and listening to YouTube inside classrooms helps build our students’ English oral skills.	5	Strongly Agree
7) Communicating with students through WhatsApp groups and sending conversation videos helps students to improve inside the classroom	5	Strongly Agree
8) Using a Smart board inside the classrooms encourages students to improve their English oral skills through watching and listening.	5	Strongly Agree

9) On-line communication calls play a great role in improving our students' English-speaking skills.	5	Strongly Agree
10) If the classroom are set with an internet connection, that will help improve our students' English oral skills.	4	Agree
11) Social media provides a number of platforms that helps students to create and grasp ideas and interact with large audiences	4	Agree
12) Using different online communication platforms helps students practice their English-speaking skills easily.	5	Strongly Agree
13) Listening to the record audio of native speaker helps students to practice oral skills.	5	Strongly Agree
14) Students use skype to increase their confidence in speech and prepare for their career	4	Agree
15) Social provide opportunities for students who want to share and discuss about several things that can help them practice their speaking knowledge in small group discussions	4	Agree
16) Students who use social media are shown to attend school more and perform better than students who don't	5	Strongly Agree
17) Students are always engaged with the language, using social media they are able to communicate with their friends	4	Agree
18) Second language learners who are shy, lack confidence in speaking within the classroom can know themselves and assess their level by using YouTube	3	Neutral
19) Social media provides an opportunity for language learners and gives students the chance to gain a lot of information through its use	4	Agree
20) Social media is a wide source of information and it can be used by teachers as a teaching technique.	5	Strongly Agree
Overall	4	Agree

Chapter Five

Summary, Findings and Recommendations

5.0 Introduction

The aim of this chapter is to present the summary, findings and recommendations drawn from the results of the analysis of the questionnaire and interviews and then make recommendations for further research.

5.1 Summary

The focus of this study was on the effectiveness of using Social related to the improvement of oral skill. The sample was English language professors in Khartoum, Sudan. During the analysis of the questionnaires, the researcher has deduced the following: the teachers' questionnaires confirmed that that the use of Social can help students improve their oral skill, and overcome the difficulties that they may encounter in speaking. Furthermore, the findings revealed that the majority of teachers do not apply Social as a practice to enhance learners' speaking proficiency.

The obtained results also showed that there is a positive influence of Social on EFL students speaking skill. In addition, teachers stress on the importance of integrating Social in teaching speaking because it provide more opportunities to practice the spoken language in order to develop learners' speaking performance.

Accordingly, teachers suggest that students and teachers should more often use Social .

After having interpreted the data collected from the questionnaire, it can be concluded that the majority of teachers tend to rely on video courses provided on YouTube and Facebook more than any other social network.

5.2 Findings

Improving the speaking skill is a hard task for foreign language learners. It requires some strategy and experience to produce the language strictly and understand the intended meanings of other speakers. According to many teachers the best way to do that is; to encourage some new strategies inside or outside the classroom, since learners do not use foreign language frequently in their daily life outside the classroom. This study has focused on the effectiveness of the use of Social to improve EFL learners' speaking skill. Therefore, this study was composed of two parts (Theoretical, Practical part). The theoretical part was an overview on Social , and the Speaking skill, including the main titles and types of each variable in order to give a clear idea about each one and the relation between them. The use of computer accessories and internet access has a clear.

Accessibility to computer accessories and internet within the classroom has a clear significance in the improvement of EFL students' oral skills.

University administration was a clear obstacle to the use of social media for educational purposes, according to faculty members.

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

The aim of this study is to investigate if there are any positive effects or influence of Social on EFL learners speaking skill and determine to what extent Social can be an assistant for the teachers to improve their courses of speaking activities in order to encourage their learners to participate and improve their speaking skill, because the majority of students want to use these aids in the classroom

continuously in order to avoid the bored study and make them motivated to participate in speaking activities

5.3 Recommendations

After the analysis of the findings obtained, the researcher suggests the following recommendations:

- Teachers are advised to use Social in preparing classroom-speaking activities.
- Teachers should encourage their students to be exposed to authentic language through Social .
- Teachers should exploit YouTube videos in their courses in order to enhance learners' motivation to speak
- The administration should provide the necessary materials that are required to promote the speaking ability.
- Social should be adopted as a strategy in teaching the oral courses - Teachers should be trained in the use of social in teaching EFL students.
- Classrooms should be set with an internet connection.
- Encouraging autonomous learning by helping learners to realize they need to continue learning the language once they leave the classroom by using their smartphones/laptops/tablets/ etc.

5.4 Suggestion for further studies

Many issues seem to emerge from the response and view of the study.

There are many other apps other than Skype, YouTube, WhatsApp and TikTok, which still needs to be investigated within the area of learning spoken English.

More research in this area should be undertaken. In-depth and detailed studies should be done in order to fill the gaps that this study points out

Bibliography

Abram, C., & Pearlman, L. (2010). *Facebook for Dummies* (2nd ed.). Indiana: Wiley Publishing, Inc.

Abrams, Zsuzsanna I. (2013). Computer-Mediated Communication and Second Language Use. In Chapelle, Carol A. (ed.). *The Encyclopedia of Applied Linguistics*, 1-6. Blackwell Publishing Ltd.

AbuSa'aleek, A. O. (2015). Students' perceptions of English language learning in the Facebook context. *Teaching English with Technology*, 15(4), 60-75. Retrieved August 30th, 2019 from <https://eric.ed.gov/?id=EJ1138432>.

Achraf, N.K., 2016. Investigating the Effects of Social on EFL Learners' Speaking Skill: The Case of first year students at the section of English in the university of Biskra.

Akinola, O. T. (2015). Social media as a weapon mass instruction in training library and information science. In A. Tella, *Social Media Strategies for Dynamic Library Service Development* (pp. 175-202). IGI Global.

Al Musa, A. b. (2002). *Using Computers in Education*. Riyadh. Ima Mohamed BinSaud Islamic University.

Al Musa, A. b. (2002). *Using Computers in Education*. Riyadh. Ima Mohamed BinSaud Islamic University

Al Musa, A. B., & Al Mubarak, A. B. (2005). *Electronic Education: Basics Applications*. Riyadh: Data Net.

Al-ali, S. (2014). Possible use of Instagram as a language mLearning tool. *Issues and Trends in Educational Technology*, 2(2), 1–16.

Alam, M., Alam, M. Z., & Farzana, S. (2018). Taking Lead in L2 Speaking Skill through Teachers' Motivation: A Retrospection of Private Universities in Bangladesh. *Australasian Journal of Business, Social Science and Information Technology*, 4 (3), 94-102.

Albahlal, F.S. The impact of YouTube on improving secondary school students' speaking skills: English language teachers' perspectives. *J. Appl. Ling. Lang. Res.* 2019, 6, 1–17

Alemi, M., Sarab, M. R. A., & Lari, Z. (2012). Successful learning of academic word list via MALL: Mobile Assisted Language Learning. *International Education Studies*, 5(6), 99-109.

- Alexiou, A., & Fotini, P. (2010). Enhancing self-regulated learning skills through the implementation of an e-portfolio tool. *Procedia Social and Behavioral Sciences*, 2(2), 3048-3054.
- Alm, A. (2015). Facebook for informal language learning: Perspectives from tertiary language students. *The EUROCALL Review*. 23(2), 3-18. Aloraini, S. (2012). The impact of using multimedia on students' academic achievement in the College of Education at King Saud University. *Journal of King Saud University –Languages and Translation*, 75–82.
- Ary, D., Jacobs, C.J., Razavieh, A. & Sorenson C.K. (2009). *Introduction to research in education*. 8th Ed. United Kingdom: Wadsworth Publishing.
- Authors (2017). The Effect of Mall-Based Tasks on EFL Learners' grammar Learning. *Teaching English with Technology*, 17(2), 29-41.
- Aydin, S. (2012). A review of research on Facebook as an educational environment. *Education Technology Research and Development*. 60(6), 10931106.
- Aydin, S. (2014). EFL Writers' Attitudes and Perceptions toward F-Portfolio Use. *TechTrends*, 58,(2), 59-77.
- Aydin, S. (2014). Foreign language learners' interactions with their teachers on Facebook. *System*, 42(1), 155–163. <https://doi.org/10.1016/j.system.2013.12.001>
- Azadi, G., Biria, R., & Nasri, M. (2018). Operationalising the Concept of Mediation in L2 Teacher Education. *Journal of Language Teaching and Research*, 9(1), 132-140.
- Aziz, S., Shamim, M., Aziz, M. F., & Avais, P. (2013). The Impact of Texting/SMS Language on Academic Writing of Students- What do we need to panic about? *Elixir International Journal*, 12884-12890
- Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum.
- Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum.
- Balakrishnan, V., Teoh, K. K., Pourshafie, T. & Liew, T. K. (2017). Social media and their use in learning: A comparative analysis between Australia and Malaysia from the learners' perspectives. *Australasian Journal of Educational Technology*. 33(1), 81-97.

- Baron, R. Students' perception on online application in speaking skill elearning. *VELES Voices Engl. Lang. Educ. Soc.* 2020, 4, 213–221
- Begum, R. (2011). Prospect for cell phones as instructional tools in the EFL classroom: A case study of Jahangirnagar University, Bangladesh, Canadian Center of Science and Education. *English language Teaching*, 4(1), 105-116.
- Belanger, Y. (2005). Duke University iPod first year experience final evaluation report. Retrieved from https://cit.duke.edu/pdf/reports/ipod_initiative_04_05.pdf.
- Benson, P., & Voller, P. (1997). *Autonomy and independence in language learning*. London, England: Longman.
- Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*. 5(1), 1-21.
- Blattner, G. & Fiori, M. (2009). Facebook in the language classroom: Promises and possibilities. *International Journal of Instructional Technology & Distance Learning*. 6(1), 17-28.
- Borg, S. (2003). Teacher cognition in language teaching: a review of research on what language teachers think, know, believe, and do. *Language Teaching*. 36, 81-109.
- Bosch, T. (2009). Using online social networking for teaching and learning: Facebook use at the University of Cape Town. *COMMUNICATIO*. 35(2), 185200.
- Brown, D. H. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice Hall Regent.
- Brown, D. H. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice Hall Regent
- Brown, V. R., & Vaughn, E. D. (2011). The Writing on the (Facebook) Wall: The Use of Social Networking Sites in Hiring Decisions. *Journal of Business and Psychology*, 26, (2), 219-225.
- Burns, A. & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research. Retrieved July 27, 2022 from http://www.cal.org/caela/esl_resources/digests/Speak.html
- Bygate, M. (2002). Speaking. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 14–20). Cambridge: Cambridge University Press.

- Callan, S. (1994). Can the use of hand-held personal computers assist transition students to produce written work of excellent quality? Paper presented at the 36th Annual Conference of the Ontario Educational Research Council, Toronto, Ontario.
- Cameron, J. (Director). (1997). Titanic [Motion picture]. US: Lightstorm Entertainment.
- Channey, A. L. (1998). Teaching Oral Communication in Grades K-8. Boston: Allyn & Bacon.
- Channey, A. L. (1998). Teaching Oral Communication in Grades K-8. Boston: Allyn & Bacon
- Chen, B. & Bryer, T. (2012). Investigating Instructional Strategies for Using Social Media in Formal and Informal Learning. *The International Review of Research for Open and Distance Learning*, 13(1), 87-104.
- Computer-Assisted Language Learning and Teaching, 8(4), 76-88. <https://doi.org/10.4018/IJCALLT.2018100106>
- Cooney, G., & Keogh, K. A. (2007). Use of mobile phones for language learning and assessment for learning: A Pilot Project. The 6th International Conference on Mobile Learning. Melbourne, Australia
- Crisp, G. (2011). Teacher's Handbook on e-Assessment. Transforming Assessment-An Australian Learning and Teaching Council Fellowship Activity 18 [online]. Available at: http://transformingassessment.com/sites/default/files/files/Handbook_for_teachers.pdf
- Crystal, D. (2001). Language and the Internet. Cambridge: Cambridge University Press. Crystal, D. (2004). A Glossary of Netspeak and Textspeak. Edinburgh: Edinburgh University Press.
- Dabbagh, N. & Kitsantas, A. (2012). Personal Learning Environments, Social Media, and Self-Regulated Learning: A Natural Formula for Connecting Formal and Informal Learning. *Internet and Higher Education*, 15(1), 3-8.
- Dalsgaard, C. (2006). Social Software: E-learning beyond learning management systems. *European Journal of Open, Distance and E-Learning*, 2006/II.
- Day, R. R. (2008). The Benefits of Extensive Reading. *Reading in a Foreign Language*, 27, (2), 294-301.
- Derakhshan, A., & Hasanabbasi, S. (2015). Social for language learning. *Theory and Practice in Language Studies*, 5(5), 1090-1098

Dogoriti, E. & Pange, J. (2013). Considerations for online English Language Learning. The use of Facebook in Formal and Informal Settings in Higher Education. In Görg Mallia (ed.). *The Social Classroom: Integrating Social Network Use in Education*. (pp.147-171) IGI Global.

Dörnyei, Z. (2003). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nded.). Harlow: Longman.

Duggan, H. (2009). Singaporean and Taiwanese pre-service teachers 'beliefs and their attitude towards ICT use: a comparative study. *The Asia-Pacific Education Researcher*, 18(1), 117-128.

educational teaching-learning process of English language of the students of Séptimo Semester Class" A" at Carrera de Idiomas at Universidad Nacional de Chimborazo, city of Riobamba in the academic term March-July 2015. (Bachelor's Thesis). Riobamba, UNACH.

Ekoc, A. (2014). Facebook Groups as a Supporting Tool for Language Classrooms. *Turkish Online Journal of Distance Education*. 15(3), 18-26.

Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. *Computer Mediated Communication*, 13, (1), 210-230.

Ellison, N. (2008). Introduction to social network sites. In Salaway, G. and Caruso, J. B. (with M. R. Nelson) *The ECAR Study of Undergraduate Students and Information Technology, 2008*. ECAR Research 17 Study 8. Boulder, CO: EDUCAUSE Center for Applied Research, 2008.

Ellison, N.B., Steinfeld, C., and Lampe, C. (2007). The benefits of Facebook "Friends": Social capital and college students' use of online social network sites. *Journal of Computer Mediated Communication*. 12(4), 11431168.

Eren, Ö. (2012). Students' Attitudes towards Using Social Networking in Foreign Language Classes: A Facebook Example. *International Journal of Business and Social Science*, 288-294.

Espinosa, L.F. (2015). The Use of Facebook for Educational Purposes in EFL Classrooms. *Theory and Practice in Language Studies*. 5(11), 2206-2211.

Espinosa, L.F. (2015). The Use of Facebook for Educational Purposes in EFL Classrooms. *Theory and Practice in Language Studies*. 5(11), 2206-2211.

Fewkes, A., & McCabe, M. (2012). Facebook: Learning tool or distraction? *Journal of Digital Learning in Teacher Education*, 28(3), 92-98.

Flowerdew, J. (1994). *Academic listening: Research perspectives*. Cambridge, England: Cambridge University Press.

Gamble, C. & Wilkins, M. (2014). *Student Attitudes and Perceptions of Using Facebook for Language Learning*. The 2013 WEI International Academic Conference Proceedings. Orlando, USA. Retrieved September 1st, 2019 from <https://files.eric.ed.gov/fulltext/EJ1080264.pdf>.

Gao, F., Luo, T. & Zhang, K. (2012), Tweeting for learning. *British Journal of Educational Technology*. 43, 783801. doi:10.1111/j.1467-8535.2012.01357.x

Gedik, H.; Cosar, H.A. Perception of social media in secondary students. *Int. Educ. Stud.* 2020, 13, 6–17.

Ghaemi, F., & Golshan, N. S. (2017). The Impact of Telegram as a Social Network on Teaching English Vocabulary among Iranian Intermediate EFL Learners. *International Journal of Information and Communication Sciences*, 2(5), 86.

Gharehbagh, M. J., Stapa, S. H. & Darus, S. (2019). The effects of written corrective feedback using wikis among ESL learners. *3L: Language, Linguistics, Literature*. 25(1), 1-10. <https://doi.org/10.17576/3L-2019-250104>

Ghoneim, N.M.M.; Abdelsalam, H.E. Using Voice Thread to develop EFL preservice teachers' speaking skills. *Int. J. Engl. Lang. Teach.* 2016, 4, 13–31.

Gibbins, T., & Greenhow, C. (2016). students' out of school writing practices in an educational Facebook application. In I. R. Association (Ed.), *Social Media and Networking: Concepts, Methodologies, Tools and applications* (pp. 10111027). Hershey, Pennsylvania, USA: IGI Global.

Godwin-Jones, R. (2006). Tag clouds in the blogosphere: Electronic literacy and social networking. *Language Learning & Technology*. 10(2), 8–15.

Graham, J. (2005, October 23). *Webisodes return, now as advertising*. USA Today. Retrieved from http://www.usatoday.com/tech/news/techpolicy/business/2005-10-23webisodes_x.htm

Green, A. (2007). Washback to learning outcomes: A comparative study of IELTS preparation and university pre-sessional language courses. *Assessment in Education*, 14(1), 75-97.

Greenhow, C. & Robelia, B. (2009). Old Communication, New Literacies: Social Network Sites as Social Learning Resources. *Journal of Computer Mediated Communication*. 14(4),1130-1161.

- Gunawardena, C.N., Hermans, M.B., Sanchez, D., Richmond, C., Bohley, M. & Tuttle, R. A. (2009). Theoretical framework for building online communities of practice with social networking tools. *Educational Media International*, 46(1), 3–16A.
- Gutiérrez, D. (2005). Developing oral skills through communicative and interactive tasks. *Profile Issues in Teachers` Professional Development*, 2 – 10
- Gutiérrez, D. (2005). Developing oral skills through communicative and interactive tasks. *Profile Issues in Teachers` Professional Development*, 6(1), 2 – 10.
- Haigh, p. (2010). *Social Network Websites: Their Benefits and Risks*. London: Optimus education e-books.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Hasan, M. R., Ab Rashid, R., Hasan, M., Nuby, M., & Alam, M. R. (2019). Learning English Informally Through Educational Facebook Pages. *International Journal of Innovation, Creativity and Change*, 7(7), 277-290
- Hashemifardnia, A., Namaziandost, E., & Rahimi Esfahani, F. (2018). The Effect of Using WhatsApp on Iranian EFL Learners' Vocabulary Learning. *Journal of Applied Linguistics and Language Research*, 5(3), 256-267.
- Hashemifardnia, A., Namaziandost, E., & Sepehri, M. (2018). The effectiveness of giving grade, corrective feedback, and corrective feedback-plus-giving grade on grammatical accuracy. *International Journal of Research Studies in Language Learning*, 8 (1), 15-27.
- Hew, K. F. (2011). Students' and teachers' use of Facebook. *Computers in Human Behavior*, 27(2), 662- 678.
- Hewitt, A. & Forte, A. (2006). Crossing boundaries: Identity management and student/faculty relationships on the Facebook. Presented at the Computer Supported Cooperative Work Conference, Banff, Alberta, Canada. Retrieved March 2nd, 2022 from https://www.researchgate.net/publication/238079412_Crossing_Boundaries_Identity_Management_and_StudentFaculty_Relationships_on_the_Facebook.
- Hosseini, E. Z., Nasri, M., & Afghari, A. (2017). Looking beyond teachers' classroom behavior: novice and experienced EFL teachers' practice of pedagogical Knowledge to Improve Learners' Motivational Strategies. *Journal of Applied Linguistics and Language Research*, 4(8), 183-200
- Hosseini, E. Z., Nasri, M., & Afghari, A. (2017). Looking beyond teachers' classroom behavior: novice and experienced EFL teachers' practice of

pedagogical Knowledge to Improve Learners' Motivational Strategies. *Journal of Applied Linguistics and Language Research*, 4(8), 183-200

Houser, C., Thornton, P., & Kluge, D. (2002). Mobile learning: Cell phones and PDAs for education. *Proceedings of the International Conference on Computers in Education, Australia, ICCE 2002*, 1148-1149

Hsu, L. (2013). English as a foreign language learners' perception of mobile assisted language learning: A cross-national study. *Computer Assisted Language Learning*, 26(3), 197-213.

Implications for practice and future research. *Jurnal Pendidikan* 31(1),189–201.

Isisag, K. U. (2012). The Positive Effects of Integration ICT in Foreign Language Teaching. Paper presented at the International Conference ICT for Language Learning, Florance (Italy).

Izquierdo, J.; Lozano, A.A. The use of technology in second language education: Some considerations to overcome the digital divide. *Emergent Trend Educ.* 2019, 2, 52–70

Jacqueline, M. (2016). The Facebook social network as a teaching resource in the extracurricular

John, E. and Yunus, M.M., 2021. A Systematic Review of Social Media Integration to Teach Speaking. *Sustainability*, 13(16), p.9047.

John, E. and Yunus, M.M., 2021. A Systematic Review of Social Media Integration to Teach Speaking. *Sustainability*, 13(16), p.9047.

Johnson, R. K., & Swain, M. (1997). *Immersion education: International perspectives*. Cambridge, England: Cambridge University Press.

Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of English in institutions of higher education? *Internet and Higher Education*, 13(4), 179–187.

<https://doi.org/10.1016/j.iheduc.2010.07.003>

Kabilan, M.K., Ahmad, N. & Zainol Abidin, M.J. (2010). Facebook: An online environment for learning of English in institutions of higher education? *Internet and Higher Education*, 13, 179- 187

Kabilan, M.K., Ahmad, N., & Zainol Abidin, M.J. (2010). Facebook: An online environment for learning of English in institutions of higher education? *The Internet and Higher Education* 13 (4), 179-187.

Kachru, B. (1992). World Englishes: Approaches, issues and resources. *Language Teaching*, 25(1), 1-14. <http://dx.doi.org/10.1017/S0261444800006583>

- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The Challenges and Opportunities of Social Media. *Business Horizons*, 53, (1), 5968.
- Kasuma, S.A.A. (2017). Using Facebook For English Language Learning: The Differences Among Gender and Ethnicity. *Journal of Nusantara Studies* 2017, 2(1), 177-193.
- Kent, T., & McNergney, R. (1999). *Will technology really change education?* Thousand Oaks, CA: Corwin Press, Inc
- Khazaie, S., & Vahid Dastjerdi, H. (2016). Drawing Up a Medical Syllabus by Integrating the Gamified Blended Module of L2 English Learning.
- Kiser, A. & Porter, T. (2011). Social Networking: Integrating Student and University Professor Utilization. *Global Conference on Business and Finance Proceedings*, Vol. 6 (2), 191-196. The Institute of Business and Finance Research, San Jose, Costa Rica. May 24-27, 2011.
- Knight, J. & Rochon R. (2012). Starting Online: Exploring the use of a Social Networking Site to Facilitate Transition into Higher Education. *The Electronic Journal of e-Learning*, 10 (3), 259-261. Retrieved June 2nd, 2022 from www.ejel.org/issue/download.html?idArticle=225.
- Knight, S. (2009). *Effective Practice in a Digital: Age Guide to Technologyenhanced Learning and Teaching*. Higher Education Funding Council for England (HEFCE). Available at: <http://www.jisc.ac.uk/media/documents/publications/effectivepracticedigitalage.pdf>.
- Kromer, F. & Kuntner, A. (2010). Motivation and problem statement. Available from: www.tuwien.ac.ir.
- Kukulska-Hulme, A. & Shield, L. (2006). Researching new and emerging technologies in language education. Unpublished Presentation to Internal Open University, UK Intellect Research Group.
- Lampe, C., Ellison, N., & Steinfield, C. (2008). Changes in Use and Perception of Facebook. In *Proceedings of the 2008 Conference on Computer-Supported Cooperative Work (CSCW 2008)*, (pp. 721-730). San Diego, CA, USA
- Lamy, M.N. & Zourou, K. (2013). *Social networking for language education*. Basingstoke, UK: Palgrave Macmillan.
- Lay Shi, N., Thang, S. M., & Mohd Noor, N. (2018). The usage of social networking sites for informal learning: A comparative study between Malaysia students of different gender and age group. *International Journal of*

- Leung, A. (2004). Fostering learner autonomy among weak students via information technology. The HKU Scholars Hub. Retrieved from <http://hdl.handle.net/10722/30657>
- Levy, M. (2009). Technology in use for second language learning. *The Modern Language Journal*, 93(1), 769782.
- Levy, M., & Kennedy, C. (2005). Learning Italian via mobile SMS. *Mobile learning: A handbook for educators and trainers*, 76-83.
- Littlewood, W. (2007). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Lomicka, L., & Lord, G. (2016). Social networking and language learning. In F. Farr & L. Murray (Eds.), *The Routledge Handbook of Language Learning and Technology*. (pp. 255–268). New York: Routledge.
- Looi, C. Y. and Farrah Dina Yusop. (2011). Potential use of social networking tool to assist reading comprehension:
- Lu, M. (2008). Effectiveness of vocabulary learning via mobile phone. *Journal of Computer Assisted Learning*, 24(6), 515-525
- Madge, C., Meek, J., Wellens, J. & Hooley, T. (2009). Facebook, social integration and informal learning at university: It is more for socializing and talking to friends about work than for actually doing work. *Learning, Media and Technology*, 34(2), 141 – 155.
- Mahadi, N., & Ubaidullah, N. H. (2010). Social networking sites: Opportunities for language teachers. *International Journal of Learning*, 17(6), 313–324. Retrieved from <http://www.scopus.com/inward/record.url?eid=2-s2.0-79955896947&pa rtnerID=40&md5=9c5de320eea50ee59c249f62c89f3e75>
- Mahmud, M. M., & Ching, W. S. (2012). Facebook does it really work for L2 learners. *Academic Research* 3 (2), 357-370.
- Manca, S., & Ranieri, M. (2013). Is it a tool suitable for learning? A critical review of the literature on Facebook as a technology-enhanced learning environment. *Journal of Computer Assisted Learning* 29(6), 487–504.
- Manca, S., & Ranieri, M. (2016). Facebook and the others: Potentials and obstacles of social media for teaching in higher education. *Computers & Education* 95 (C), 216-230.
- Maney, K. (2009). Next: an internet revolution in higher education. Retrieved from

BloombergBusinessweek.http://www.businessweek.com/technology/content/sep2009/tc20090914_969227.htm. (July 20, 2022)

Mangubhai, F. (2005). What can EFL teachers learn from immersion language teaching? *Asian EFL Journal*, 7(4), 203-212.

Mazer, J., Murphy, R. & Simonds, C. (2007). I'll see you on 'Facebook': The effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate. *Communication Education* 56(1), 117.

Mazman, S.G. & Usluel, Y.K. (2010). Modelling educational usage of Facebook. *Computers & Education* 55 (2), 444-453.

McBride, K. (2009). Social networking sites in foreign language classes: Opportunities for re-creation. In Lomicka, L. & Lord, G. (eds.). *The next generation: Social networking and online collaboration in foreign language learning* (pp. 35-58). San Marcos, TX: CALICO Press.

McCarty, S. (2005). Spoken internet to go: Popularization through podcasting. *JALT CALL Journal*, 1(2), 67-74

McLoughlin, C. & Lee, M. (2008). Future Learning Landscapes: Transforming Pedagogy through Social Software. *Innovate* 4(5). Retrieved August 30th, 2019 from <http://fr.slideshare.net/umiami/innovate-future-learninglandscapestransforming-pedagogy-through-social-software>.

Mitu, R.K., 2020. Using social media to promote EFL learners' speaking skill: Perceptions from both teachers and learners. *International Journal of Advanced Research in Education and Society*, 2(1), pp.74-84.

Morgan, B., & Ramanathan, V. (2005). Critical literacies and language education: Global and local perspectives. *Annual Review of Applied Linguistics*, 25, 151-169. Cambridge University Press

Namaziandost E., & Nasri, M. (2019). A meticulous look at Long's (1981) interaction hypothesis: does it have any effect on speaking skill? *Journal of Applied Linguistics and Language Research*, 6(2), 218-230.

Namaziandost E., & Shafiee, S. (2018). Gender Differences in the Use of Lexical Hedges in Academic Spoken Language among Iranian EFL Learners: A Comparative Study. *International Journal of Research in English Education*, 3(4), 64-80.

Namaziandost, E. and Nasri, M., 2022. The Impact of Social Media on EFL

Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students. [online] Jallr.com. Available at:
<http://jallr.com/index.php/JALLR/article/view/1031>

Namaziandost, E., & Ahmadi, S. (2019). The Assessment of Oral Proficiency through Holistic and Analytic Techniques of Scoring: A Comparative Study. *Applied Linguistics Research Journal*, 3(2), 70–82.

Namaziandost, E., Abdi Saray, A., & Rahimi Esfahani, F. (2018). The effect of writing practice on improving speaking skill among pre-intermediate EFL learners. *Theory and Practice in Language Studies*, 8(1), 1690-1697.

Namaziandost, E., Abedi, P., & Nasri, M. (2019). The Role of Gender in the Accuracy and Fluency of Iranian Upper-intermediate EFL Learners' L2 Oral Productions. *Journal of Applied Linguistics and Language Research*, 6(3), 110123.

Namaziandost, E., Nasri, M., & Rahimi Esfahani, F. (2019). Pedagogical Efficacy of Experience-Based Learning (EBL) Strategies for Improving the Speaking Fluency of Upper-intermediate Male and Female Iranian EFL Students. *International Journal of Research in English Education*, 4(2), 29-41.

Namaziandost, E., Rahimi Esfahani, F., & Ahmadi, S. (2019). Varying levels of difficulty in L2 reading materials in the EFL classroom: Impact on comprehension and motivation. *Cogent Education*, 6, 1-9.

Namaziandost, E., Rahimi Esfahani, F., Nasri, M., & Mirshekaran, R. (2018). The Effect of Gallery Walk Technique on Pre-intermediate EFL Learners' Speaking Skill. *Language Teaching Research Quarterly*, 8, 1–15.

Namaziandost, E., Saberi Dehkordi, E., & Shafiee, S. (2019). Comparing the effectiveness of input-based and output-based activities on productive knowledge of vocabulary among pre-intermediate EFL learners. *Asian-Pacific Journal of Second and Foreign Language Education*, 4(2), 1-14

Namaziandost, E., Sabzevari, A., & Hashemifardnia, A. (2018). The effect of cultural materials on listening comprehension among Iranian upper-intermediate EFL learners: In reference to gender. *Cogent Education*, 5(1), 1-27.

Nasri, M. & Biria, R. (2017). Integrating multiple and focused strategies for improving reading comprehension and l2 lexical development of Iranian intermediate EFL learners. *International Journal of Applied Linguistics & English Literature*, 6(1), 311- 321.

Nasri, M. & Biria, R. (2017). Integrating multiple and focused strategies for improving reading comprehension and l2 lexical development of Iranian

intermediate EFL learners. *International Journal of Applied Linguistics & English Literature*, 6(1), 311- 321.

Nasri, M., Biria, R., & Karimi, M. (2018). Projecting Gender Identity in Argumentative Written Discourse. *International Journal of Applied Linguistics & English Literature*, 7(3), 201-205

Oguguo, B.C.; Ajuonuma, J.O.; Azubuike, R.; Ene, C.U.; Atta, F.O.; Oko, C.J. Influence of social media on students' academic achievement. *Int. J. Eval. Res. Educ.* 2020, 9, 1000–1009.

Omar, A., Amir, Z., & Mohamad, M. (2018). Facilitating online learning: Students' online discussion strategies for a project work at a technical university in Malaysia. *3L: Language, Linguistics, Literature*, 24(4), 102-114.
<https://doi.org/10.17576/3L-2018-2404-08>

Ophus, J. D. & Abbitt, J. T. (2009). Exploring the potential perceptions of social networking systems in university courses. *MERLOT Journal of Online Learning and Teaching* 5(4), 639-648.

Paliktzoglou, V., & Suhonen, J. (2014) Facebook as an assisted learning tool in problem based learning: The Bahrain case *International Journal of Social Media and Interactive Learning Environments*, 2(1), 85-100
Picciano, A. (2009). Blending with purpose: The multimodal model. *Journal of Asynchronous Learning* , 13(1), 7-18.

Pichette, F. (2009). Second Language Anxiety and Distance Language Learning. *Foreign Language Annals*, 42(1), 77-93.

Poramathikul, P.; Arwedo, N.; Abdulhakim, I.; Wattanaruwangkowit, P. The influence of using social media as a learning platform by bilingual and multilingual learners on English speaking skills. *Engl. Lang. Focus (ELIF)* 2020, 2, 111

Prichard, C. (2013). Using social networking sites as a platform for second language instruction. *TESOL Journal* 4 (4), 752- 758.

Rahmah, R.E. Sharing photographs on Instagram boosts students' selfconfidence in speaking English. *Pedag. J. Engl. Lang. Teach.* 2018, 6, 148–158.

Rakhmanina, L.; Yuneva, Y. The application of Instagram activity to improve students' motivation in English speaking. *Edu-Ling J. Engl. Educ. Ling.* 2018, 2, 49–59.

Reinders, H. (2009). Using Computer Games to Teach Writing. *English Teaching Professional*, 63, 6-58.

- Riley, J. (2013). Bilinguals' Use of English and Spanish Digitalk on Facebook Status Updates. *International Journal of English Linguistics*, 3, (1), 1.
- Roblyer, M.D., McDaniel, M., Webb, M., Herman, J., & Witty, J.C. (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *The Internet and Higher Education* 13 (3), 134-140.
- Rodríguez-Hoyos, C., Haya, I., & Fernández-Díaz, E. (2015). Research on SNS and education: the state of the art and its challenges. *Australasian Journal of Educational Technology*, 31(1), 100-111.
- Romero-Frías, E., & Arquero, J. L. (2013) A view on personal learning environments through approaches to learning. *Journal for Innovation and Quality in Learning (INNOQUAL)* 1(1), 29–36.
- Salaway, G., Caruso, J.B. & Nelson M. R. (2008). The ECAR study of undergraduate students and information technology, 2008. ECAR Research 17 Study 8. Boulder, CO: EDUCAUSE Center for Applied Research.
- Saykili, A., & Kumtepe E.G. (2014). Facebook's hidden potential: Facebook as an educational support tool in Foreign Language Learning. In Mallia, G. (Ed.), *The social classroom: Integrating social network use in education* (pp. 120-207). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-4904-0
- Seidlhofer, B. (2005). English as lingua franca. *ELT Journal*, 59(4), 339-341. <http://dx.doi.org/10.1093/elt/cci064>
- Selwyn, N. (2009). Faceworking: exploring students' education-related use of Facebook. *Learning, Media and Technology*, 34(2), 157-174.
- Selwyn, Neil. (2007). Screw Blackboard ... do it on Facebook!': An investigation of students' educational use of Facebook. *Poke 1.0: Facebook social research symposium*. London, 15 November 2007.
- Sevy-Biloon, J.; Chroman, T. Authentic use of technology to improve EFL communication and motivation through international language exchange video chat. *Teach. Engl. Tech.* 2019, 19, 44–58
- Shaul D.L. (2014) Language Acquisition vs. Language Learning. In: *Linguistic Ideologies of Native American Language Revitalization*. Springer. Briefs in Anthropology. Springer, Cham. https://doi.org/10.1007/978-3319-05293-9_3
- Shaw, Carolyn M. (2015). Using Facebook as an Educational Resource in the Classroom. *Oxford Research Encyclopedia of International Studies*. USA: Oxford Univeristy Press.

Shea, D. P. (1995). Whole movies and engaged response in the Japanese university ESL classroom. In C. P. Casanave & D. J. Simons (Eds.), *Pedagogical perspectives on using films in foreign language classes*. Retrieved from ERIC database. (ED423689)

Smith, S.D., Salaway, G., & Caruso, J.B. (2010). *The ECAR study of undergraduate students and information technology*. ECAR Research Volume 6. Boulder, CO: EDUCAUSE Center for Applied Research.

Stanley, G. (2006). Podcasting: Audio on the internet comes of age. *TESL-EJ*, 9. Retrieved from <http://www.tesl-ej.org/ej36/int.pdf>

Stockwell, G. (2010). Using mobile phones for vocabulary activities: Examining the effect of the platform. *Language Learning & Technology*, 14(2), 95-110.

Su, Y.R.; Fatmawati, F.; Selamat, E.H. Fostering students' self-esteem in speaking by extending speaking activities in social media. *Pedag. J. Engl. Lang. Teach.* 2019, 7, 65–74

Subrahmanyam, K. Reich, S.M., Waechter, N. & Espinoza, G. (2008). Online and offline social : Use of social networking sites by emerging adults. *Journal of Applied Developmental Psychology* (29), 420–433.

Suthiwartnarueput, T. & Wasanasomsithi, P. (2012). Effects of Using Facebook as a Medium for Discussions of English Grammar and Writing of LowIntermediate EFL Students. *Electronic Journal of Foreign Language Teaching*. 9(2), 194–214. Retrieved April 1st, 2022 from <http://eflt.nus.edu.sg/v9n22012/suthiwartnarueput.pdf>.

Tan, E.X. & Low, Y.C. (2010). The Perception and Acceptance of Students towards using Social Networking Sites in Teaching and Learning. In Z. Abas, I. Jung & J. Luca (Eds.), *Proceedings of Global Learn Asia Pacific 2010--Global Conference on Learning and Technology* (pp. 247-252). Penang, Malaysia: Association for the Advancement of Computing in Education (AACE).

Tess, P. A. (2013). The role of social media in higher education classes (real and virtual)—A literature review. *Computers in Human Behavior*. 29(5), A60– A68.

Thornbury, S. (2005). *How to teach speaking*. U.K.: Pearson.

Thornbury, S. (2005). *How to teach speaking*. U.K.: Pearson.

Timeline. (2011). *YouTube.com*. Retrieved from http://www.youtube.com/t/press_timeline.

- Toksabay, E. (2010, November 3). Turkey reinstates YouTube ban. Reuters.
- Towner, T.L. & Munoz, C.L. (2011). Facebook and Education: A Classroom Connection. *Educating Educators with Social Media. Cutting Edge Technologies in Higher Education*. 1, 33 – 57.
- Trinder, R. (2017). Informal and deliberate learning with technologies. *ELT Journal*. 71(4), 401–412.
- Trottier, D., & Fuchs, C. (Eds.). (2014). *Social Media, Politics and the State: Protests, Revolutions, Riots, Crime and Policing in the Age of Facebook, Twitter and YouTube*. Routledge
- Varnhagen, C. K et al., (2010). Lol: New Language and Spelling in Instant Messaging. *Reading and Writing*, 23,(6), 719-733.
- Vivian, R. (2011). University Students' Informal Learning Practices Using Facebook: Help or Hindrance? *Enhancing Learning Through Technology. Education Unplugged: Mobile Technologies and Web 2.0 Communications. Computer and Information Science*. 177, 254-267.
- Vivian, R., Barnes, A., Geer, R. & Wood, D. (2014). The academic journey of university students on Facebook: an analysis of informal academic-related activity over a semester. *Research in Learning Technology*. 22(1), 116.
- Wang, L. (2005). The advantages of using technology in second language education: Technology integration in foreign language teaching demonstrates the shift from a behavioral to a constructivist learning approach. *THE Journal*, 32(10), 39-42.
- Warschauer, M. (2009). 'Foreword'. In Thomas, M. (ed.). *Handbook of research on Web 2.0 and second language learning* (pp. xix-xx). IGI Global.
- Wasoh, F. E. (2014). EFL Facebook: Integrating social networking tool as a medium in writing classroom. In *Proceedings of International Academic Conferences* (No. 0100140). International Institute of Social and Economic Sciences
- Wenger, E. (1998). *Communities of practice: learning, meaning, and identity*. Cambridge University Press, 1998.
- Wigmore, I. (2015). Social Media. Available at: <http://whatis.techtarget.com/definition/social-media>.

- Woo, Y., Herrington, J., Agostinho, S. & Reeves, T. C. (2007). Implementing authentic tasks in web-based learning environments. *Educause Quarterly*. 30(3), 36–43.
- Xodabande, I. The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners. *Cogent Educ.* 2017, 7, 1347081
- Yang, Y., Wang, Q., Woo ,H. L. & Quek, C. L. (2011). Using Facebook for teaching and learning: A review of the literature. *International Journal of Continuing Engineering Education and Life-Long Learning*. 21(1), 7286.
- Yunus, M.M. & Salehi, H. (2012). The effectiveness of Facebook groups on Teaching and Improving Writing: Students' perceptions. *Journal of Education and Information Technologies*. 1(6), 87-96.
- Yunus, M.M., Salehi, H. & Chen, C. (2012). Integrating social networking tools into ESL writing classroom: Strengths and weaknesses. *English Language Teaching*. 5(8), 42-48.
- Zaitun, Z.; Hadi, M.S.; Indriani, E.D. Tik Tok as a media to enhancing the speaking skills of EFL students. *J. Studi Guru Dan Pembelajaran* 2021, 4, 89–94
- Zarei, R., Heidari Darani, L., & Ameri-Golestan, A. (2017). Effect of Telegram Application on Iranian Advanced EFL Learners' Vocabulary Knowledge and Attitude. *International Journal of Foreign Language Teaching and Research*, 5(20), 96-109.
- Zhang, H., Song, W., & Burstson, J. (2011). Reexamining the effectiveness of vocabulary learning via mobile phones. *The Turkish Online Journal of Educational Technology*, 10, 203- 214
- Zourou, K. (2012). On the attractiveness of social media for language learning: A look at the state of the art. *Alsic*. 15(1).

Appendices

- Questionnaire used in the study

Sudan University of Science and Technology

College of Graduate Studies

English Department

A questionnaire to Investigate Teacher's Perspective towards Using Social
Network Strategy to Enhance EFL Students' Oral Skills

Dear Tutors,

Thank you for accepting to take part in the study titled "Investigating Teacher's Perspective towards Using Social Strategy to Enhance EFL Students' Oral Skills" to obtain the degree of PHD in Linguistics.

I hope that you will answer all questions honestly. Mark the column that better suits you when reading the statements.

Yours sincerely,

Sadia Al Sadig Ahmed

Demographic Data

Name.....

Place of Work:

1. Gender

Male Female

2. Age

3. Educational Qualifications

B,A in English Language

M.A in English Language

P.H.D in English Language

Other

4. Years of Experience

Less than 1-5 years

6-10 years of experience

11-15 years of experience

16-20 years of experience

21-25 years of experience

26-30 years of experience

Over 30 years of experience

5. Have you received any training courses in English language teaching?

Yes no

Questionnaire

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1) Skype is one of the effective Social media tools that can improve our students' English-oral skills if positively adopted					
2) YouTube is another social media network that can improve students' English speaking skills					
3) Having internet access inside the classroom helps teachers take advantages of using different techniques through social media .					
4) Watching video conversations of native speakers helps students improve their English oral skills.					
5) Students' English speaking skills will improve when using on-line communication platforms					
6) Watching and listening to YouTube inside classrooms helps build our students' English oral skills.					
7) Communicating with students through WhatsApp groups and sending conversation videos helps students to improve inside the classroom					
8) Using a Smart board inside the classrooms encourages students to improve their English oral skills through watching and listening.					
9) On-line communication calls play a great role in improving our students' English speaking skills.					
10) If the classroom are set with an internet connection, that will help improve our students' English oral skills.					

11) Social media provides a number of platforms that helps students to create and grasp ideas and interact with large audiences					
Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12) Using different online communication platforms helps students practice their English-speaking skills easily.					
13) Listening to the record audio of native speaker helps students to practice oral skills.					
14) Students use skype to increase their confidence in speech and prepare for their career					
15) Social provide opportunities for students who want to share and discuss about several things that can help them practice their speaking knowledge in small group discussions					
16) Students who use social media are shown to attend school more and perform better than students who don't					
17) Students are always engaged with the language, using social media they are able to communicate with their friends					
18) Second language learners who are shy, lack confidence in speaking within the classroom can know themselves and assess their level by using YouTube					
19) Social media provides an opportunity for language learners and gives students the chance to gain a lot of information through its use					
20) Social media is a wide source of information and it can be used by teachers as a teaching technique.					

Interview:

The First Axis: What is the availability of the following multimedia:

No	Question	Media Availability		
		Low	Medium	High
1	Computers and accessories			
2	Projectors			
3	Screens			
4	Microphones and headphones			
5	External storage (Hard disks, flash drives)			
6	CDs			
7	Digital cameras			
8	Scanner			
9	Video			
10	Information Network			
11	Printers			

The Second Axis: To what extent is the following multimedia used in the university?

No	Question	Media Availability		
		Low	Medium	High
1	Computers and accessories			
2	E-learning			
3	Smart Boards			
4	E-mail			
5	Skype			
6	Facebook			
7	Digital cameras			
8	Scanners			
9	CDs			
10	Microphones and headphones			
11	Internet			
12	External storage (Hard drives, USB sticks)			
13	Projectors			

The Third Axis: measuring the attitudes of faculty members in Sudanese universities about the use of multimedia in education in the classroom

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I can't use a computer					
2. the use of media makes teaching interesting and engaging					
3. I need knowledge and training in the use of social					
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. I know the basics of the use of social and that is enough					
5. I don't know what to do without social					
6. I cannot use information effectively through social					
7. Using social is a waste of time and effort					
8. Social make education easier and better					
9. I find it difficult to do everything that is presented via social					
10. The use of social encourages students to collaborative learning					
11. In notice that some students do not accept this technology for learning					
12. The environment creates negative attitudes towards the use of social media for teaching					
13. I have sufficient confidence in the skills of using social media in teaching					
14. The available devices and computers are sufficient for the use of social media and educational purposes					

Fourth Axis: Obstacles to the use of social media in the educational Process

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Unfamiliarity with the use of social media					
2. The university lacks computers and devices for educational purposes					
3. The lack of qualified technical staff in the university to help when needed					
4. Lack of equipment in the classrooms					
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. Lack of knowledge of the educational technologies available in the university					
6. The university discourages the use of social media for this purpose					
7. Not holding training courses implemented by the university for the purpose of using social media for educational purposes					
8. Lack of ready-made educational social media programs					
9. There is a lack of funding to employ computers and devices in the classrooms					
10. Computer and device Maintenance is neglected in the university					
11. There is a large number of students in the classroom					
12. Some social media platforms may not meet the requirements					
13. The tendency of some professors to resist the innovation to educational programs through the use of social media					

Fifth Axis: What type of social media do you prefer to use?

Social Media Platform	U se	
	Yes	No
1. YouTube		
2. Smartboards		
3. Facebook		
4. Skype		
5. WhatsApp		
6. Zoom		

Sixth Axis: Using social in scientific research

Statement		I use social	I don't use social	I use social on and off	I have not used social and have no intention to do so
Do you use social for scientific research					

Seventh Axis: Perspective of faculty members on the obstacles of using social media for educational purposes

Statement	Students	Teachers	University Administration
The problems and obstacles to the use of social media for educational purposes is because of			

Eighth Axis: Initiatives to removing the obstacles to the use of social media for educational purposes:

Statement	Yes	No	To some extent
Were there any initiatives done in order to remove obstacles facing the use of social media for educational purposes?			

