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كلية الدراسات العليا

A Critical Analysis of Social Media Oral Messaging as a Pedagogical Tool to Enhance the Communication Skills in Al-Fajr University College for Science and Technology - Khartoum State - Sudan

تحليل نقدي لرسائل وسائل التواصل الاجتماعي اللفظية لاستخدامها وسيلة تعليمية لتعزيز مهارات التواصل بكلية الفجر الجامعية للعلوم والتكنولوجيا- ولاية الخرطوم – السودان

A Thesis Submitted in Fulfillment of the Requirements for Ph.D. in Applied Linguistics

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Dedication

I dedicate this thesis to my parents, brothers, sisters, my teachers and for all my friends.

Acknowledgements

Abstract

Despite availability of the resources and channels, EFL teachers still struggle of providing enough opportunities for their students to interact verbally. This study aims at enhancing EFL students' verbal language practices outside classroom through utilizing the communicative platforms of the social media (WhatsApp sample). The study employed the descriptive analytical method and used questionnaire and pre-and-posttests as tools for data collections. The Participants are divided into two groups; experimental group represents group 'B' and control group represents the group 'A'. The participants of Group B intend to be communicated via voice messages on WhatsApp, while Group A's participants used to communicate via text messages. The data analyzed by the statistical program (SPSS) and revealed that the participants who underwent the voice messages on WhattsApp treatment significantly outperformed those who underwent in text messages on WhatsApp. Hence, utilizing voice messages on WhatsApp chat group can be recommended as an efficient technique in enhancing EFL learners' verbal interactions outside classroom. Moreover, EFL students have many challenges impact on their communication via WhatsApp audio messaging such as expensiveness of a good package of internet service, instability of electricity power supply, high price of the smart phones. Based on the these results, it recommends utilizing WhatsApp chat group particularly via voice messages as an effective means of enhancing verbal interaction among EFL students outside classroom. Because EFL traditional classroom is no longer more appropriate in offering sufficient opportunities for EFL learners' verbal interaction.

مستخلص البحث

بالرغم من توفر القنوات والمصادر التعليمية لا يزال معلمي اللغة الإنجليزية كلغة أجنبية يواجهون تحدٍ في ايجاد فرص كافية تمكن الطلاب من التفاعل اللفظي. تهدف هذه الدراسة الى تعزيز ممارسة الطلاب اللفظية للغة الإنجليزية خارج الصف من خلال استخدام منصات التواص الاجتماعي (تطبيق الواتساب نموذجا). استخدمت الدراسة المنهج الوصفي التحليلي، واستخدمت الاستبيان والاختبار القلبي والبعدي كأدوات لجمع البيانات. تم تقسيم عينة المشاركين في الدراسة إلى مجموعتين: المجموعة التجريبية تمثلها المجموعة **"ب"** والمجموعة الضابطة تمثلها المجموعة **"أ".**. من على منصة الواتساب يتواصل اعضاء المجموعة **"أ"** فقط باستخدام الرسائل الصوتية، بينما أعضاء المجموعة "ب" يستخدمون فقط الرسائل النصية في التواصل. أظهرت البيانات بعد تحليلها إحصائيا بواسطة SPSS أن المشاركين بالمجموعة "ب" تفوقوا بشكل كبير على أولئك المشاركين في المجموعة "أ". عليه، ان استخدام الرسائل الصوتية على مجموعة دردشة الواتساب أسلوب فعال في تعزيز التفاعلات اللفظية اللاصفية لمتعلمي اللغة الإنجليزية كلغة أجنبية. كما اظهرت النتائج عدد من الصعوبات التي تؤثر في التواصل عبر الواتساب باستخدام الرسائل الصوتية وذلك مثل ارتفاع سعر خدمة الانترنت، عدم استقرار التيار الكهربائي، ارتفاع اسعار أجهزة الموبايلات الذكية. بناءً على هذه النتائج توصي الدراسة باستخدام مجموعة دردشة الواتساب باستخدام الرسائل الصوتية كوسيلة فعالة لتعزيز التفاعل اللفظي بين دارسي اللغة الإنجليزية كلغة أجنبية للتفاعل اللفظي اللاصفي. لأنه لم تعد الفصول الدراسية التقليدية ملاءمة في تقديم فرص كافية للتفاعل اللفظي لمتعلمي اللغة الإنجليزية كلغة أجنبية.

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Chapter One

Introduction

1.1 Background

In the center of a monumental technological paradigm shift, one which will eventually change the way that all instructors teach and the way students learn (Jensen, 1993, cited in Khalili and Baradaran (2009). In recent years, communication via mobile messaging applications (such as LINE, INSTAGRAM, in particular WhatsApp…) has gained increasing popularity among young users in Arab countries. This social network has opened up new opportunities of interaction and collaboration between teachers and learners especially in language learning. So, with the growth of WhattsApp popularity, WhatsApp groups may contribute in expanding opportunities of verbal interaction through voice message. It notice that, these groups are widely used in social communications and many others but as I am an English language teacher I noticed that few people use them for education purpose such as learning English language. These groups attain wide interactive collaborative learning outside classroom contexts. On the contrary, traditional learning and communication are interrupted by many barriers such as time constraint, psychological factors, large number of students (Kitano, 2001). A research into the role of such instant and text messaging technologies in education has revealed their positive effects on providing platforms for socializing, sharing information, and communicating (Sweeny, 2010). Therefore, creating a new mobile platform for verbal communication present much help for Arab EFL learners for practicing English orally particularly smart phones are becoming increasingly popular and WhatsApp is available for almost all Smartphone. Moreover, WhatsApp application offers features, which can be used for learning speaking. Students can hold discussion on chatroom on the WhatsApp group by recording their

voices and send to the group. The students can find the topic of discussion themselves or the teacher can also give a suitable topic for learning activities. Therefore, expanding verbal communication opportunities increase EFL learners' engagement in practicing English so that promote their oral production. This study attempts to examine the effect of utilization of these WhatsApp groups in promoting EFL learners' verbal interaction. These groups and many others are means to enhance learning language generally and the verbal interactions in particular.

1.2 Statement of the Problem

As researcher, I had well teaching experience as EFL teacher in both Sudanese secondary school and university contexts. It was noticed that the quality of verbal production of Sudanese EFL learners is not satisfactory in spite of their good result they obtained in their achievement test. There are many apparent reasons that interrupt practicing English verbally in the traditional classroom such as time constraint, the large number of students in a language classroom (preparatory year's class) as well as students are influenced by uncontrolled anxiety when they speak in front of their classmates. Thus, this study is an attempt to find out the effect of WhatsApp group chat room in enhancing verbal interactions outside classroom context.

1.3 Objectives of the Study

This study is intended to find out:

- Verbal communicative platform outside classroom contexts that to enhance EFL learners' verbal interaction.

- Ways that could be integrated with traditional instruction for supporting EFL learners' verbal interactions outside classroom contexts that is time- and place-independent.

- EFL learner's difficulties in applying social media to play role in learning foreign languages.

1.4 Questions of the Study

The study tries to answer the following questions:

1. What is the significant role of the social media in enhancing students' communication skill?

2. What are the challenges that face students in using social media in English language learning?

1.5 Hypotheses

The hypotheses that intend to be tested are:

1. Social media has significant role in enhancing students' communication skill

2. Students are expected to face challenges in using social media in English language learning

1.6 Significance of the Study

There is a need for establishing an effective verbal interaction inside and outside classroom contexts. Thus, this study is important and beneficial for syllabus designers, students, EFL teachers whose major objective is developing speaking skills of learning English as a foreign language. In addition, it is helpful for the teachers who are interested in keeping an effective verbal interaction for their students for long time as possible.

1.7 Methodology

Enhancing EFL learners' oral communication outside classroom contexts via using voice message chat on WhatsApp group can be best realized through a descriptive analytical method. In this respect, a diagnostic test and an interview will be adopted as tools for data collection.

1.8 Limits of the Study

The study is limited to the first year Sudanese EFL learners those who study English language as requirement course in the university level. Thus, the study will be limited to the Batch (4) of Al-Fager University College`, Khartoum State, Sudan (2020 -2021).

Chapter Two

Literature Review

2.0 Introduction

Technology has impacted almost every aspects of life nowadays and education system is also developing rapidly. Technology such as computer, mobile phone (smart phone), and the internet are considered as effective tools to support teaching and learning process (Ta'amneh, 2017). Bensalem (2018) claims that many foreign language teachers have been interested in using WhatsApp to teach certain aspects of foreign language learning. Using WhatsApp to facilitate and create an avenue for learning and communication as well as it is the most common application to the students, and they always have their mobile phones and smart phones in their hands, beside it is cheap to activate the application. This chapter will review and discuss the areas that concerns utilizing social media particularly WhatsApp for EFL learners' interaction. In addition, more recent previous national and international studies will be covered and their results will be analyzed and compared.

2.2 WhatsApp as social media application

Comparing WhatsApp to other social media platforms like Facebook, Skype, Snapchat, Line, Instagram, and We Chat, it is clear that WhatsApp is the most popular.. Speroff (2016) states that, WhatsApp is a multi-platform mobile messaging program that uses the internet to send messages. It will help users easily communicate with each other by saving other users' phone numbers that have been verified as their account in their internal telephone memory. Users of this application can share text messages, photographs, videos, music, documents, and even locations to one another, among other helpful features that can help with teaching and studying English. It gives

instructors and students the option to form groups that facilitate member interactions.. Then, an Alshammariet et al (2017) state, WhatsApp allows teachers to take on a greater facilitation role in their teaching. The features of WhatsApp are follows:

a. Message: The message feature in WhatsApp is reliable and simple message. Users can send messages to their friends and their family for free. WhatsApp uses the phone's internet phone connection to send messages so users can avoid the cost of short message service (SMS).

b. Photos and Videos: Through photos and videos features, the users can share their important moments by sending photos and videos on WhatsApp immediately. They can even capture moments that are important to you with a built-in camera. With WhatsApp, photos and videos will be delivered quickly even if the users are in a slow connection.

c. Document: The users can share the documents easily. The can send PDFs, documents, spreadsheet, slideshows and more, without the hassle of using email or file sharing apps. In addition, they can send documents up to 100 MB in size that will make it easier for them to share what they need to share with the people they want.

d. Chat group: Users can connect with Group via group chat. They can connect with people are important to themselves, like family or co-workers. With group chat, users can share messages, photos, and videos of up to 256 people at once. Users can also name group, mute, or customize notification, and more.

e. WhatsApp on web and Desktop: WhatsApp can make conversation Run with WhatsApp on the web and on desktops. Users can smoothly sync all chat to their computers so they can chat on whatever device is most convenient for them. They can download the desktop app or visit web.WhatsApp.com to get started.

f. End- to –end encryption: End- to end encryption is security by default. Users can share their personal moments in Whatsapp. When encrypted end-to –end, users 'messages and users' calls are secured. Only users and people who communicate with users can read messages or hear the call, and no one is in between, even WhatsApp.

g. Voice Message: WhatsApp users can use this feature to say what's in their mind by tapping a tap on a voicemail item in a chat room. They can greet his friend or his family and telling long stories.

2.3 Integrating technology in English language teaching

Technology's incorporation or grounding in ELT in the post-method era "led a change from the cognitive view of communicative instruction to a more social and sociocognitive one," inmaddition to reducing the digital gap (AlKadi 2018, 7). Due to the multiple benefits that various technologies have for both teaching and learning, more and more English language teachers are attempting to incorporate them into their pedagogical methods. Trinder (2017) looked into how students in Austria used technology for both unintentional and intentional learning. She discovered that students chose social networking and TV/radio/video clips/series as the most likely to be helpful for enhancing their communicative proficiency in the English language. The author came to the conclusion that the widespread accessibility of digital resources in the globalization era has given students the ability to become more self-directed. This transformation and evolution in students' engagement with technology has important implications for teachers' instructional plans about encouraging the best use of technology for English language learning inside and outside the classroom. Additionally, Emara (2020) found that teachers employed videos, graphics, and short movies primarily acquired from YouTube to boost students' engagement, motivation, autonomy, agency, and confidence. She also examined the discourse of four

experienced Egyptian English teachers and three students. Additionally, they improved the kids' lexical knowledge and fluency. Teachers also used PowerPoint, audio files, and WhatsApp to help students with their four skills, pronunciation, and vocabulary. The author also discovered that using web-based tools helped students improve their writing, boost motivation and self-assurance, accelerate language learning, and give them opportunity to practice the language casually and incidentally.The author made the case that modern students are capable of personalizing and modifying technology for their learning experience and goals in addition to being motivated to utilize it, which makes it essential for teachers to make an effort to encourage these skills. Importantly, Ulla et al. (2020) discovered that teachers felt more at ease, enthusiastic, and fluid when mobile and Internet-based technologies were incorporated into Thai ELT classrooms. Integrating technology in ELT further affected curriculum reorienting, recreating, and reappropriating to meet students' needs and interests (Al-Kadi 2018; Gönen 2019), provided flexibility in delivering course content to meet teaching objectives (Siefert et al. 2019), and gave students voice (Alqahtani 2019).It also had an impact on how different ELT education stakeholders shared knowledge and information (Amin 2019). More precisely, by drawing on the "funds of knowledge" of English learners, it can be utilized to "bridge home and school for culturally and linguistically diverse kids" (Siefert et al. 2019, 13), thereby fostering bonds between learning, teaching, and parents. Technology integration in ELT has also had an effect on the development of opportunities for language teaching, assessment, and research (Al-Kadi 2018), the construction of student and teacher identities (Emara 2020), and teachers' self-efficacy (Bozdoan and Zen 2014; Gönen 2019; Lailiyah and Cahyano 2017). Bozdoan and Zen (2014) advise that preservice teachers' preparation for technology use should be in line with technology integration in ELT theory and practice, provide access to resources, offer collaboration and feedback on integrating

technology in ELT, and provide genuine reflection opportunities to directly affect teachers' in-class behaviors and practices. However, in order for the successful use of technology in ELT to take place, teachers must be cognizant of their roles as mentors and facilitators as well as having a favorable opinion of students' digital ability to use technology for independent learning (Mollaei and Riasati 2013). (Emara 2020). Amin (2019) asserts that in order to ensure proper implementation of technology integration into ELT classrooms, there must be predetermined objectives. Second, educators need to understand how technology is used in society and its benefits. This is crucial for teachers who are "digital immigrants," or who entered the realm of technology later (Abunowara 2014). Last but not least, teachers must examine, comprehend, and diligently work to meet students' expectations. Technology, according to Al-Kadi (2018), is complex and varied, and its integration into ELT necessitates theories and views that go beyond what is conventionally thought of and used. Today, teachers in different contexts perceive themselves as technologically competent and project positive attitudes about the integration of technology into their ELT practices due to their technological pedagogical content knowledge (Emara 2020). However, studies from around the world revealed that, while teachers possessed technological and pedagogical knowledge, they struggled to strike a balance between the two and to know how to connect technology, pedagogy, and content, which is essential for successful and effective technology integration in ELT and achieving student centeredness (Emara 2020; Mollaei and Riasati 2013; Siefert et al. The authors held the different SLTE programs around the world responsible for providing sufficient opportunities for teachers to discuss and reflect on how technology can be integrated into ELT to enhance their confidence.

2.4 An Integrated Approach to Teach Communication Skills

Traditional and online education at colleges and universities are changing due to technology (Lowerison et al., 2006). Technology can play a crucial role in assisting students in meeting greater standards and performing at increasing levels by encouraging alternative, innovative approaches to teaching and learning, according to George (2000). A growing body of research on the prospects for using technology to enhance education was reported by the U.S. Department of Education in 2009. This meta-analysis study discovered that blended learning, which combines face-to-face and online components, has a greater impact on student accomplishment. According to the report, teachers must find creative ways to incorporate digital content into their courses in order to improve teaching efficacy (U.S. Department of Education, 2009). According to Allen and Seaman (2008), 67% of colleges and universities currently provide online courses and programs to meet the demands of their students. Due to these adjustments, more instructors are utilizing cutting-edge methods and possibilities to introduce technology into all of their classes and provide knowledge in novel ways (Ertmer, 2005). The Journal of Applied Communications, were challenged by The Chronicle of Higher Education in 2007. An Integrated Approach to Teaching Communication Skills Using Education, Arnold and Taylor 2017 release from New Prairie Press to reach a new generation of "millennial" students, researchers advise educators to use a variety of teaching and learning resources, including technology. Teachers must actively involve pupils in learning so that they are adequately prepared for future careers that almost certainly involve dealing with the internet and emerging technology. High-quality learning environments can be created using multimedia for improved instruction. According to research, teaching science utilizing technology and multimedia resources can improve student learning outcomes (Roschelle et al., 2000). The integrated learning environment can be made better by utilizing the essential

components of "various media, user control over the delivery of knowledge, and interactivity" (Cairncross & Mannion, 2001). The conceptual foundation for the study was the Kotrlik-Redmann Technology Integration Model (Kotrlik & Redmann, 2002). The four separate and independent phases of technology integration in this model, which was created based on ideas and research regarding the integration of technologies into teaching and learning, are "Exploration, Experimentation, enhanced integration, and adoption. The phases of integrating technology into teaching and learning are exploration, experimentation, adoption, adoption, and advanced integration. Exploration involves teachers learning about technologies and how to use them; experimentation centers on teachers beginning to use technologies in classroom instruction; adoption reveals obvious physical changes in the classroom with technology as a focal point of teaching and learning; and advanced integration involves teachers looking for novel and unusual ways to integrate technology into teaching and learning. To investigate innovative strategies for instructors to incorporate technology into the classroom and go through each of these phases, more study is required. According to study (Kotrlik et al., 2002), technology will be incorporated into new methods of teaching and learning to a greater extent the more comfortable and experienced teachers are with utilizing them.

2.5 Benefits of Using WhatsApp on Teaching English

The following benefits of using mobile devices in education are listed by Klopfer, Squire, and Jenkins (2002): 1-portability: due to their small size and light weight, such devices can be carried anywhere; 2-social interactivity: data sharing with others is made possible through mobile devices; 3-connectivity: mobile devices can be connected to other devices or a common network; and 4-individuality: activities can be tailored to fit individual learners. On the other hand, many researchers, like Kukulska – Hulme and Traxler (2005) talk about the disadvantages of the mobile services such as

small screen and limited data storage; and that these devices are not designed originally for educational purposes. Despite these drawbacks, the researcher is of the opinion that occasionally using a mobile phone to study English will be fruitful and beneficial for the students, particularly if the device is utilized as a supplemental teaching tool rather than a primary one. Kajder and bull (2004) researched an undergraduate class with a sheet of paper and a pencil diary to investigate. According to this study, students wrote more when they kept an electronic notebook on a computer rather than a paper journal with pencil and paper. The sample group used WhatsApp electronic journaling to write responses in this study showed a significant improvement in their writing skills. Alsaleem (2013) carried out an experimental study to ascertain whether the brand-new smart phone software, WhatsApp electronic journaling, has any appreciable impact on undergraduate students' writing vocabulary, word choice, and voice. The findings showed a substantial difference between the students who kept journals' overall writing scores on the pretest and posttest. Additionally, a closer look at each item's score revealed statistically significant gains in vocabulary word choice and voice, two writing characteristics that are extremely crucial. By educating instructors about the potential advantages of WhatsApp electronic dialogue journaling to enhance their students' vocabulary word choice and voice writing skills, the study can contribute to a good societal change.

.2.6 Teaching Using WhatsApp

From being a personal messaging app to a trend for building community and connection with students, the usage of WhatsApp as a tool for professors and students to communicate has evolved. All participants in WhatsApp and other external programs must utilize their own data. According to Kheryadi (2017) in teaching using WhatsApp, this can also be done in two ways, namely dependent and independent conversation. In respect of dependent conversation that occurs under the guidance of

the teacher, the teacher actively participates in online dialogue, and the teacher guides and participates in the conversation. Concerning independent conversation in which the teacher makes a WhatsApp conversation that allows students to communicate between them to discuss any ideas they want to talk about without the involvement of the teacher in the online dialogue and accordance with the material provided by the teacher.

2.7 WhatsApp as a platform for learning English

Gon & Rawekar, (2017) state that WhatsApp has become a new and convenient platform for teaching and teaching with which teachers can be present anywhere and at any time. Rambe & Chipunza, (2013) and Riyanto (2013) emphasize that WhatsApp could be utilized as a means to enhance students' language skills, as it provides students the chance to present their opinions in an open platform. WhatsApp encourages the creation of an online group to learn and teach within students who work together while taking part in course exercises. WhatsApp as a medium advances the growth and spread of information among participating and communicating students by collaborative learning exercises (Bielaczyc & Collins, 1999).

2.8 Mobile Phone Technology in Teaching and Learning English Language

Mobile-Assisted Language Learning (MALL) is a subcategory of mobile technology that can be used by teachers and students to teach and learn the English language. A potential technique for teaching English as a foreign language is mobile aided language learning (MALL) (Taj et. al 2016, P.76) Mobile Assisted Language Learning (MALL) is a method of instruction that can enhance learning experiences on mobile devices like smartphones and tablets (Lindaman & Nolan, 2015). High-quality entertainment that is

kept on internal drives, removable memory cards, or may be accessed over wireless and telecommunication networks could be delivered using mobile phone technology (Pim, 2013). Students and teachers can study and teach languages more easily with the use of mobile phone technology. Mobile learning makes incredibly efficient use of the time that is available because it is not dependent on location or time (Fattah, 2015). Smart phones are the types of mobile phones that can be used to teach English. The smartphone will enable communication via voice, textual texts, and the exchange of still and moving photos (Aamri & Suleiman, 2011). Through WiFi and the networks of communication providers, a smart phone can access the internet. Mobile devices with internet access may browse countless web pages (Nalliveettil & Alenazi, 2016). Along with the websites, students and teachers have access to WhatsApp, a social media platform. It falls within the social media messaging app category.

2.9 The Impact of Online Chat on EFL Learners' Oral Fluency

The renowned linguist Halliday (1989), who predicted that the line between speech and writing was blurring as a result of modern technology, predicted it all too well when the internet had not even been invented to the general public and computer technology was still in its infancy. Internet-based teaching strategies have been considerably increased by the creation of new technologies, the widespread use of the global information network, and an increase in its user base (Sopromadze, 2008). Although conventional teaching methods cannot be replaced by technology, access to computers and the internet is essential for the success of today's educational system (Kuo, 2008). Online learning is defined by Ally (2008) as the use of a computer or other device to access educational resources, communicate with instructors and other students, learn about subject matter, construct personal meaning, and benefit from the learning process.Chatting, or conversing in real time by typing or speaking into a computer so that it can immediately be seen on another user's computer screen or heard

by users, even in another part of the world, is one potential internet activity for language learners. There are websites online that are designed specifically for non-native English speakers and give them the chance to converse in English.Chatting allows language learners to rapidly and cheaply communicate with other language learners or speakers all around the world.This communication can either be synchronous, with everyone online or chatting at once, or asynchronous, using a mechanism for delayed messages like electronic mail (Warschauer & Healey, 1998). In their research, Hudson and Bruckman (2002) found some benefits of conversing. Despite the best efforts of the teachers involved, they indicated that throughout the regular semester, classroom interaction was primarily teacher-oriented. Even while teachers started the conversations online in the same way they did in the classroom, the subsequent dialogue was student-driven and substantially more involved. According to chosen indices of spoken discourse, the chat discourse of learners shows characteristics that make it more similar to oral than written media, according to Tudini's 2003 research. These indications consist of target form adjustments and inclusion, a range of speech acts, discourse markers, and symbols of feedback. To encourage students to use the target language actively and frequently, online chat rooms can be added to the homework assignments of foreign language courses. The foreign language teacher can significantly improve the amount of time pupils spend conversing in the target language by scheduling frequent trips to a chat room designed specifically for that language (Rankin, 1997). Before applying their writing and speaking abilities in other higher-risk settings like tests or discussion, active participants in English learning chat rooms can develop their vocabulary and syntactic understanding as well as their self-efficacy (Martin, 2008). Numerous other research support the benefits of chat rooms in ELT in addition to those already mentioned. Following are a few instances of these:

- Giving the learner the opportunity to generate language that is between typical spoken English and written language (Simpson 2008).

- Enabling students to communicate with native speakers in a real-world setting without geographical restrictions (Skinner & Austin, 1999) (Wilson & Whitelock, 1998).

- Making real-time communication possible (Mynard, 2002).

- Encouraging active participation and encouraging social interaction while allowing students to retreat if needed (Sullivan & Pratt, 1996).

- Supporting language learners in their development of group abilities by promoting collaborative learning and teamwork among them (Su, 2007).

- Creating possibilities for meaning negotiation to aid in language learning (Heglheimer & Chapelle, 2000).

A teacher must possess more than just technical expertise in order for an online course to be effective. They also need to have a creative mindset that prioritizes the student-centered learning process (Queiroz & Mustaro, 2003). Heidelberg (2007) asserts that in order for network-based language learning to be successfully implemented in the classroom and utilized by as many EFL teachers as feasible, teacher education and training at universities are crucial.

2.10 Advantages of Online Communication

Online communication is time-and place-independent. Learners communicate with each other anywhere and anytime as long as there is access to the Internet. Real-time contact and prompt feedback are made possible by communication. Students can strengthen their sense of belonging to a learning community, which will increase their engagement and motivation, online communication is independent of place and time. As long as there is Internet access, students can speak with one another whenever and

wherever they want Warschauer (1997). Online communication enables the publication and distribution of multimedia content via links among smart phones, which can give users access to current, reliable information. For instance, students might collaborate to develop and execute assignments or role-plays based on their own particular interests and acquired from a range of websites throughout the globe, and learners engage in real-time conversations through online communication. That makes it an effective teaching tool for developing learning environments where students can learn languages, learn about languages, and learn via languages Zayed (2015). Lee (2002) explained that when contrasting face-to-face communication with online communication, "learners are exposed to input, feedback, and output in a way similar to what they would experience through face-to-face engagement. These experiences with input, output, feedback, and linguistic form are crucial. Communicators have the opportunity to express and share their ideas in a variety of contexts while also getting rapid feedback in face-to-face conversations. Another potential benefit of computer-mediated communication is that Warschauer (2004) discovered that students used language that was "lexically and syntactically more formal and complicated in electronic conversation than they did in face-to-face discussion." The use of Facebook, according to Kabilan, Ahmad, and Zainol Abidin (2010), will improve the students' communication abilities, help them practice writing in English, make learning English more enjoyable, and increase their confidence in writing in English. Online communication was discovered to have played a motivational role in boosting the students' English learning outside of the classroom setting and in producing a safe environment.

2.11 Enhance Speaking Skills on Online Chatting

 The renowned linguist Halliday (1989), who prophesied that the line between speech and writing was blurring as a result of modern technology, foresaw it all too well when he noted that the Internet was not even born to the lay world and computer technology was only in its infancy. The growth of the global information network, the adoption of new technologies, and the rise in the number of its users have all significantly boosted the usage of Internet-based teaching techniques (Sopromadze, 2008). Although it is true that technology cannot completely replace traditional teaching methods, access to computers and the Internet is essential for the success of today's educational system (Kuo, 2008). Online learning is defined by Ally (2008) as the process of accessing learning resources, engaging with them, the instructor, and other students, all while using the Internet to gain knowledge, create personal meaning, and develop as a result of the learning process. Chatting, or conversing in real time by typing or speaking a message into a computer so that it may immediately be viewed on other computer screens or heard by users, even in another part of the world, is one potentially helpful Internet activity for language learners. Some websites on the Internet cater to non-native English speakers and offer them the chance to converse in English (Kitao & Kitao, 2000; Basabe, Correa, & Castillo, 2004). Chatting allows language learners to rapidly and cheaply communicate with other language learners or speakers all around the world. This communication can either be synchronous, with everyone online and conversing at once, or asynchronous, using a mechanism for delayed messages like email (Warschauer & Healey, 1998). In their research, Hudson and Bruckman (2002) found some benefits of conversing. Despite the best efforts of the teachers involved, they indicated that throughout the regular semester, classroom interaction was primarily teacher-oriented. Even while teachers started the conversations online in the

same way they did in the classroom, the subsequent dialogue was student-driven and substantially more involved

2.12 Teaching Speaking Skills by Using WhatsApp

The most promising technology for using in English language instruction is found in mobile phones. Mobile and smart phone messaging applications are available to EFL teachers. The most well-known messaging service is WhatsApp. According to Bensalem (2018), many foreign language teachers are interested in using WhatsApp to teach specific elements of learning a foreign language. According to Hamad (2017), using WhatsApp to facilitate and create an avenue for learning and communication as well, as it is the most popular App among students, and they always have their mobile phones and smart phones in their hands, in addition to it being cheap to activate the App. Susanti and Tarmuji (2016) claim that WhatsApp has useful functionality and versatility for texting, calling, and sending video, audio, links, locations, documents, and photographs. This indicates that WhatsApp is currently the mobile-accessible tool with the greatest potential for supporting the teaching and learning of the English language.

Additionally, utilizing WhatsApp to teach and study English is thought to be the most recent advancement in English language teaching methodology. Through WhatsApp's features, educators and students can communicate online. WhatsApp's tools for English language learning can display multimodal media. Then, WhatsApp offers audiovisual support for pupils. People can only remember 10% of what they read, 20% of what they hear, 30% of what they see, and 50% of what they hear and see, according to Marshal (2002), referenced in Gon and Rawekar (2017). The technology that integrates text, audio, and visual elements into one can help people retain information more than 50% better. Thus, WhatsApp will make English language instruction and learning interactive and can foster a fresh environment for both students and teachers.

2.13 Review of some related previous studies

Numerous studies have been conducted to examine the use of WhatsApp as a medium for English teaching and learning. All of them have just been completed, especially the ones that took place between 2014 and 2020. In order to examine the use of WhatsApp as a tool in various facets and areas of teaching and learning English as a second language, this part comprises 13 studies.

- Research by Erbay (2020) titled "Bringing Classroom and Outside World Together: Mobile Instant Messaging via WhatsApp for Extracurricular Writing" examines WhatsApp's position as one of the most widely used mobile instant messaging applications for language education. According to the study, WhatsApp has the ability to: improve language abilities and provide opportunities for practice, provide amusement and spark interest; reduce anxiety and boost motivation; promote engagement, improve teacher-student communication, and aid in self-improvement.

- According to the study "WhatsApp with English language teaching? Some practical ideas and tactics" by Alberth, Wiramihardja, and Uden (2020), WhatsApp can be used to teach both English as a foreign language and other languages. It was discovered that the WhatsApp app can be a very useful and diverse tool for teaching and learning English as a foreign language.

- The purpose of Justina's (2016) study, "Use of WhatsApp to Enhance Reading and Writing Skills at Undergraduate College Level," is to determine whether social media platforms like WhatsApp can encourage undergraduate college-level L2 English learners to use their reading and writing skills, improving their skills and lowering anxiety. Numerous mobile applications, including WhatsApp, mobile dictionaries, Google Translate, Google Scholar, emails, bookzza.org, Facebook, and others, have been found to be useful for language acquisition.

- The purpose of the study by Ghallab (2020), Using Mobile Technology in the Classroom for Teaching Speaking Skills in Yemeni Universities, is to determine whether mobile phones can support teacher-speaking students, how Yemeni EFL teachers use this device in their classrooms, and, in the end, to identify any difficulties or problems that may prevent their use in the classroom. Findings demonstrate that students can improve both their general and specific language skills through mobile learning. Second, using mobile devices in the classroom can encourage personalized and interactive learning possibilities. It also motivates children to work hard in class and improve underprivileged areas.

- The purpose of the study by Namaziandost, Nasri, and Keshmirshekan, entitled Teachers' and Learners' Perceptions toward Using Social Media for Developing Oral Proficiency, is to compare teachers' and students' perspectives on the use of different social media sources in the learning of English at the university level. The findings of this study indicated that social media usage for oral proficiency at the university level was viewed favorably by both teachers and students.

- Shahid and Shaikh's (2019) study, titled "Impact of "WhatsApp Chaupal" on the Academic Performance of Graduate Students of Karachi -A Case Study," looked into the effects of using WhatsApp as a teaching method to advance the writing, speaking, listening, reading, and critical thinking abilities of postgraduate students in Karachi, Pakistan. The study found that using WhatsApp as a teaching tool improved student performance.

- The goal of Alhawiti's (2015) study, "The Effect of Mobile Language Learning on ESP Students' Achievement," is to examine how the WhatsApp method of teaching English for Specific Purposes (ESP) affected students' achievement during the academic year 2013–2014 at the community college of Tabuk. The findings showed

that students in the experimental group made noticeably more progress in posttest terminology for English for specific purposes.

- In the first semester of the academic year 2013–2014, Bataineh (2014) published a study titled "The Effect of Using Audiovisual Chat on Developing English as a Foreign Language Learners' Fluency and Productivity of Authentic Oral Texts" with the goal of examining the impact of using audiovisual chat on tenth grade students' fluency and productivity of authentic oral texts in English. It has been discovered that audiovisual chat presents a fantastic opportunity for teaching fluency-related skills.

- The purpose of the study "The Effect of Using WhatsApp Messenger in Learning English Language Among University Students" is to determine how using "WhatsApp Messenger" has affected university students' ability to learn English throughout the academic year 2015–2016. Ta'amneh was the one who led it (2017). The results of the study demonstrated that the academic performance of the students in the experimental group and the control group varied. This disparity worked in the experimental group's benefit. The differences between the two groups showed that the experimental group's students' skills had improved as a result of incorporating WhatsApp into their English language instruction.

- The paper "Towards a Digital World: Using Social Networks to Promote Learner's Language" by Alfaki and Alharthy (2014). It was looked at to see if social media could be used to help English language learners. Its findings revealed that the experimental group, which used social networks, made notable progress in comparison to the control group, which did not use these social networks. The major conclusions are that cooperation is an effective learning approach for developing one's second or foreign language, and that learning through social networks is more effective than traditional learning without access to social networks.

- Ramakrisnan (2017) conducted a study named "Use of WhatsApp for English Language Proficiency among B.Ed. Trains." In the Madurai district, 200 B.Ed. trainers participated in the study. The findings showed that, as anticipated by the researcher, English language proficiency was growing among B.Ed. students.

-According to a study that Justina conducted (2016). At the undergraduate college level at Osmania University in India, she used WhatsApp to improve her reading and writing abilities. Her study's findings indicate that using WhatsApp to engage students in language development, especially reading and writing, which slow learners find challenging when done in a traditional manner, is highly important for language teachers.

- A study titled "Affecting Higher Students Learning Activity by Using WhatsApp" was undertaken by Sayan (2016). The results demonstrate that teacher candidates significantly supported the use of WhatsApp to increase course goal attainment.

2.14. Feedback on the previous studies

There is unanimity among the prior studies we discussed above that WhatsApp is a useful tool for teaching English. This program is intriguing since it offers a number of features that make it simple for users to share various items in chat rooms and send, chat, speak, and write. The kids can easily access WhatsApp from any location, at any time. The majority of the findings from the recently completed study, which are gathered in chapter five, accord with those of the previously examined study. The following are the most frequent findings from earlier research that support the use of WhatsApp as a medium for teaching and studying the English language:

A. improves language proficiency

B. allow practice chance

C.to sparks interest, offer entertainment.

D. decreases fear and increases motivation

E. Encourage involvement

F. gives the teacher and pupils a better means of communication.

G. helps self-improvement.

H. encourage individualized and collaborative learning in the classroom

I. demonstrates oral competency at the university level..

K. provides a fantastic opportunity to teach fluency-related topics..

L. increases students' aptitude for learning English.

2.15 Summary of the Chapter

This chapter examines several social media-related subjects (using an example from WhatsApp) and how they might help EFL students increase their verbal interaction. As a result, this chapter begins by going over WhatsApp as a social media platform and how technology may be used to improve English language instruction. Additionally, it promotes the advantages of utilizing WhatsApp to teach English and an integrated strategy for teaching communication skills. WhatsApp teaching and the effect of internet talking on the oral fluency of EFL students are both hotly debated topics. The advantages of internet communication are also covered in this chapter, including how WhatsApp may be used to educate speaking skills and how online chatting can improve speaking abilities. Finally, a summary of a few related earlier investigations is provided, and their findings are contrasted with those of this study.

CHAPTER THREE

Research Methodology

3.0 Introduction:

This chapter is about the methodology of the study which includes the population of the study, sample, description of the sample and tools. In addition, reliability and validity of both test and questionnaire are statistically calculated as well.

3.1 Methodology:

The researcher adopted the experimental approach due to the nature of the study,(which aimed at finding the impact of utilizing social media (voice messages chat on WhatsApp group) in Enhancing EFL learners' oral communication outside classroom contexts on achievements and attitudes of students compared with face- to-face learning activities when students are in the classroom.

The researcher used descriptive analysis for the questionnaire and tests as data tools to verify the hypotheses of the study to find out answers to the questions of the study which are stated earlier in chapter one.

There are two groups **,** traditional which is taught lesson without using social network sites mobile learning activities (voice messages chat on whatsApp group) and an experimental group which is taught lesson by using social network sites mobile learning activities (voice messages chat on whatsApp group) ,so as to make a comparison between two methods to see which one is effective.

3.2 population and sample of the study:

Study participants are from students of Al-Fajr College of Science and Technology studied English as university requirement course.first year university students who almost at the same age as well as having the same background knowledge of English. The purposively selected sample was students of Al-Fajr College of Science and Technology in the first semester of the academic year 2020/2021. The total number was fourty, divided into two groups, group'A' and group'B'. Group 'A' consisted of twenty and represented the control group, while Group 'B' consisted of twenty also, represented the experimental group. Participants of both groups were almost in the same age as well as having the same background knowledge of English. In this respects, verbal interaction level of both groups was estimated as beginners. The participants of both groups had been studying general English (Headway beginner) as university requirement course so they were taught the same content. They were taught in traditional way integrated with WhatsApp chat group only using text messages which was designed for practicing to what they have been taught in traditional class. But, for the purpose of treatment, each group of both groups has its own WhatsApp chat group, as the experimental group's participants were restrictively tended to be interacted via voice messages. While control group's participants were to be interacted via text messages only.

Few numbers of participants in each group (20) can be justified by enabling the participants in each group of having well chance in interaction and moreover well managing and supervision. In this respect, it is worth mentioning that the instructor of the course was the researcher himself and who was the supervisor of both WhatsApp groups.

During the 2020 Academic year, Students ages range from 18 to 20 years and most of students are from different fields, Medicine, Pharmacy, Accountancy, and medical Laboratories and so on. The subjects for the tests were two groups targeted in this study, the first year students at Al-Fajr College of Science and Technology with the total of (20) in each group.

3.4 Instruments of data collection

The study adopted two tools for data collection that are Pretest-posttest and questionnaire as follows:

3.4.1 Description of the test:

The instruments consisted of oral achievement tests (pre and post) and. Pre-test was to determine whether participants are homogeneous in verbal ability of English language speaking. This verbal test consists of 30 questions, as 20 open ended questions and 10 close ended questions. The questions were picked out from the units that students have taught. To be statistically acceptable, test and retest technique was used to measure a reliability of the test. In this respect, a pilot sample of (17) students from the population of the study. It was found that correlation coefficient of the two test was 0.82 which was acceptable for the purposes of the research. Finally, another verbal test as the posttest was administered. This test also consisted of 30 questions, as 20 open ended questions and 10 closed ended questions. The only difference between the post and pretests was that the sequence of the questions had been changed in order to avoid practice effect on the part of the participants.

3.4.2 Procedure of the test

All participants of experimental and control groups were administered to the pre-test after a month prior to the beginning of the instruction. The participants had an hour per

day and they were taught via traditional methods integrated with WhatsApp chat group, which only used text message. In this test, individually, each participant was interviewed to provide oral answers for the interviewees' questions which were developed from the content that was taught in traditional class and practiced via text message on the WhatsApp chat group. After administration and for the purpose of treatment, participants of both groups were taught same content via traditional methods with an integration of WhatsApp chat group. They had a lecture per day for a month taught by the same instructor (researcher). However, for the purpose of interaction outside classroom contexts, two separated WhatsApp chat groups were made for the two groups (control and experimental). Thus, participants of experimental group were restrictively assigned to be interacted via voice messages. While participants of control group were tended to be interacted via text messages only. At the end of the treatment period (two months), all the participants were subjected to the post oral test. Afterwards, the questionnaire written in participants' mother tongue language (Arabic) was distributed only to the participants of experimental group.

3.4.2 The validity and reliability of the test:

The study used the statistical package for social sciences (SPSS) to analysis the data collected. The researcher used Pearson's correlation and the results obtained as follows:

$$r_{XY} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{\left[N(\Sigma X^2) - (\Sigma X)^2\right]\left[N(\Sigma Y^2) - (\Sigma Y)^2\right]}}$$

Where

r = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

∑: Sum

R = 2*r/1+r

$$\text{Val} = \sqrt{\text{reliability}}$$

Correlation = 0.69

$$R = \frac{2 \times r}{1+r} = \frac{2(0.69)}{1+0.69} = 69$$

Reliability = 0.82

In this study the researcher used Pearson correlation through half-methods. According to the equation below it is found that the validity is:

$\text{Val} = \sqrt{0.82}$ Validity = 0.90

3.5 Questionnaire Design

Questionnaire is designed to draw attention on utilizing Social Media in Enhancing EFL Learners' Oral Communication outside Classroom Contexts through using Voice messages chat on WhatsApp group.

3.5.1 The Content of the Questionnaire

The questionnaire includes twenty seven statements. The scales used are: strongly agree, agree, neutral, disagree and strongly disagree. This questionnaire is divided into

three main parts. Each part contains a set of statements which can be illustrated as follow:

The first set of the statements is from 1 up to 6 that intends to investigate language skills.

The second set made up of 10 statements, from 7 up to 16 intends to gather information about learners` Attitude.

The third set contains 9 statements, from 17 up to 25 were prepared to investigate the EFL Learners' difficulties in utilizing Social Media.

3.5.2 Procedures of Questionnaire

The questionnaire was distributed to (40) of the first year students at Al-Fajr College of Science and Technology. The questionnaire composed of twenty five statements to check participants 'attitudes of experimental group toward utilizing voice message on WhatsApp chat group as platform to practice English language verbally outside classroom contexts.

3.5.3 The validity and reliability of the Questionnaire:

The study used the statistical package for social sciences (SPSS) to analysis the data collected. The researcher used Pearson's correlation and the results obtained as follows:

Reliability of the Questionnaire

$$r_{XY} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}$$

Where

r = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

∑: Sum

R = 2*r/1+r

$$Val = \sqrt{reliability}$$

Correlation = 0.91

$$R = \frac{2 \times r}{1+r} = \frac{2(0.91)}{1+0.91} = \frac{1.82}{1.91}$$

Reliability = 0.95

3.6.3.1 Validity of the Questionnaire

Before putting the questionnaire in its final draft, it was distributed to three associate professors specialized in applied linguistics to be judged. On the light of their comments, the questionnaire was put in its final draft.

3.6 Summary of the Chapter

This chapter provides a description of population, sample of the study and tools of data collection. It also shows the techniques and procedures that are used in collecting data. Validity and reliability of two tools of data collection are calculated by SPSS program.

Chapter Four

Data Analysis, Results and Discussion

4.1 Introduction

This chapter is concerned with analyzing data collected and discussing results of analyzed data which has been collected by means of pretest-posttest and questionnaire the findings of this analysis and discussion of the data serve to test the hypotheses and answer the questions and achieve the objectives of the study.

4. Tests' Analysis

The study adopts of oral achievement tests (pre and post) Test. At first, the pre-test was employed to determine whether participants are homogeneous in verbal ability of English language speaking. This verbal test consists of 30 questions, as 20 were open ended questions and 10 close ended questions. To be statistically acceptable, test and retest technique was used to measure a reliability of the test. Another verbal test as the posttest was administered. This test also consisted of 30 open ended questions, as 20 open ended questions and 10 closed ended questions. The only difference between the post and pretests was that the sequence of the questions had been changed in order to avoid practice effect on the part of the participants.

Table: (1) - **Pre- test analysis**

In order to determine the equivalence of the two groups on pre-test, the means and the standard deviation were computed, as it shown in the table (1) below:

Group	N	Mean	Std Deviation	t	Sig(2-tailed)
Experimental Group	20	2.13	.516	.000	1.000
Control Group	20	2.13	.640	.000	1.000

Table 1, it was found that there was no significance difference in the mean of scores between control and experimental groups in the pre-tests that because the significance (P) was greater than 0.05

Table (2) **-Post- test analysis**

Group	N	Mean	Std Deviation	t	Sig(2-tailed)
Experimental Group	20	2.20	.561	.000	-23.684-
Control Group	20	9.53	1.060	.000	-23.684-

Statistical result shown in table (2) that there was a significance difference in the mean of scores between control and experimental groups in the post tests because the significance (P) was less that (0.05) which means there was significance differences in favor of experimental group which due to utilizing voice message chat on WhatsApp group for practicing English outside classroom context verbally.

Post- test Discussion

It is observed that experimental group's students skills of verbal interaction are improved due to utilizing voice message via WhatsApp. Students gained confidence as they become think aloud when they express what have already learned in the context of the classroom. They become active participant in taking part of classroom activities. Students' confidence in verbal interaction and discussion is increased after the posttest the learners developed in speaking skills as they find convenient atmosphere for expressing themselves without psychological barriers such the pressure that they feel where at the class in front of their classmates.

In addition, students improved in listening skill that because of repetitive hearing to voice messages from each other's as well as developing in learning vocabulary and these because the students exchange different new words through exchanging speech. Students became more active inside classroom contexts, don't feel fears or shy inside the classroom contexts. Students improved in English language pronunciation because of repetitive hearing to sentences and phrases in the voice messages as well as recording a longer speaking task from a course book and exchanging that in whatsApp chat group and also after the posttest observed that utilizing social media voice messages on whatsApp chat group, it improved students` level in English language grammar.

4.3 Analysis of the Questionnaire

4.3.1 Language skills

The following six statements which are presented in tables and figures (from 1 up to 6) are aimed to investigate language skills. The following six tables show the statistical results of these skills.

Table (4.1) **it enhances learning new vocabulary**

Valid	Frequency	Percent %
strongly agree	11	27.5
Agree	18	45
Neutral	6	15
Disagree	3	7.5
strongly disagree	2	5
Total	**40**	**100**
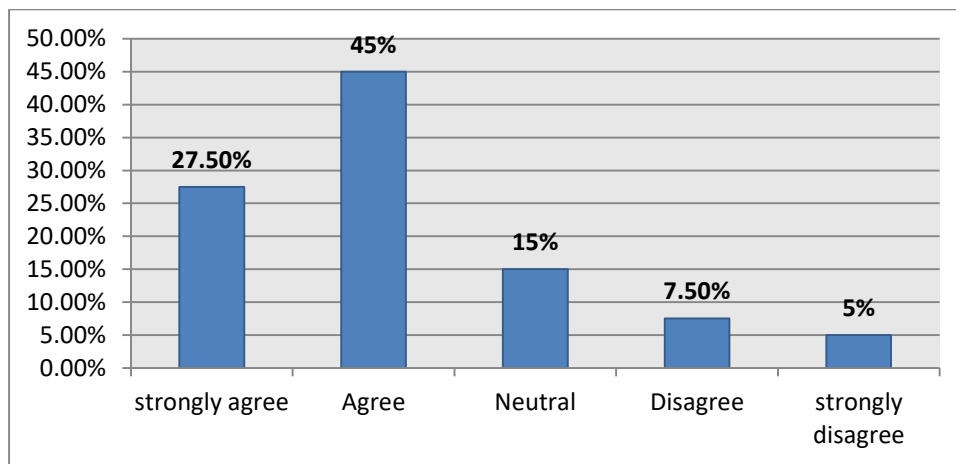
Figure (4. 1)

According to the above table (1) and figure (1) the statistical treatment shows that (27.5%) strongly agree, (45%) agree, (15%) neutral, (7.5%) disagree and (5%) strongly disagree. The result proves that (72.5%) of the respondents support what is claimed in the statement that utilizing voice messages on WhatsApp chat group enhances learning new vocabulary. This is because learners use new words among themselves and this expands the process of learning new vocabulary among students.

Table (4.2) **it improves verbal communicative skills.**

Valid	Frequency	Percent %
strongly agree	12	30
Agree	16	40
Neutral	5	12.5
Disagree	4	10
strongly disagree	3	7.5
Total	**40**	**100**
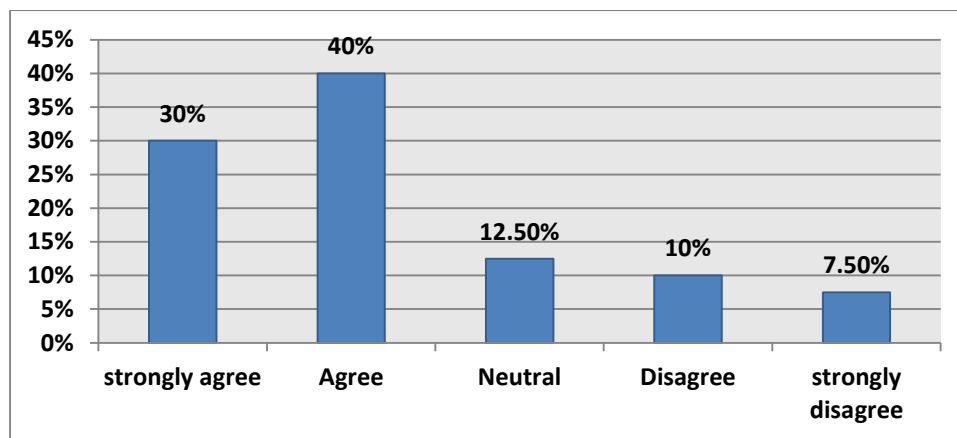
Figure (4.2)

With reference to table and figure (2), the statistical result shows that (30%) responses of the participants strongly agree, (40%) agree, (12.5%) neutral, (10%) disagree and (7.5%) strongly disagree. So the majority of the respondents that represented (70%) support the claim that voice messages on WhatsApp chat group improve EFL learners' verbal communicative skills. This because the learners find freedom of expression and sufficient time and not feel fear or ashamed.

Table (4.3) **it offers opportunity for practicing speaking skills in a convenient atmosphere**.

Valid	Frequency	Percent %
strongly agree	13	32.5
Agree	17	42.5
Neutral	4	10
Disagree	3	7.5
strongly disagree	3	7.5
Total	**40**	**100**

Figure (4.3)
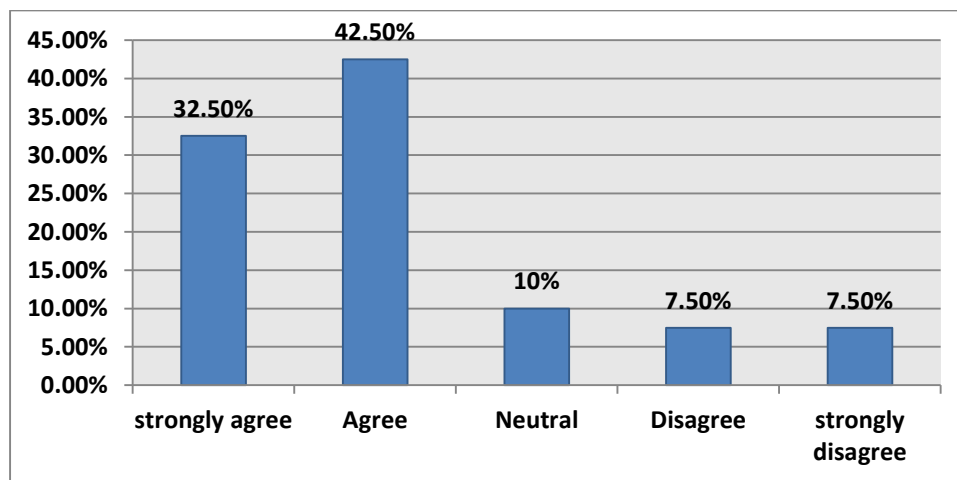
As illustrated in table (3) and figure (3), the participants' responses shows that (32.5%) strongly agree, (42.5%) agree, (10%) not sure, (7.5%) disagree, and (7.5%) strongly disagree. So, it means that the majority (75%) of the respondents support the statement that says utilizing social media voice messages on WhatsApp chat group outside Classroom Contexts is very important for learners in offering opportunity for practicing their speaking skills in a convenient atmosphere. Students can hold discussion on chatroom on the WhatsApp group by recording their voices and send to the group. Learners do not feel pressured, so it is an opportunity to practice what they have already learned in the classroom through voice messages via whatsApp chat group.

Table (4.4) **it improves listening skills.**

Valid	Frequency	Percent %
strongly agree	11	27.5
Agree	15	37.5
Neutral	6	15
Disagree	4	10
strongly disagree	4	10
Total	**40**	**100**

Figure (4.4)
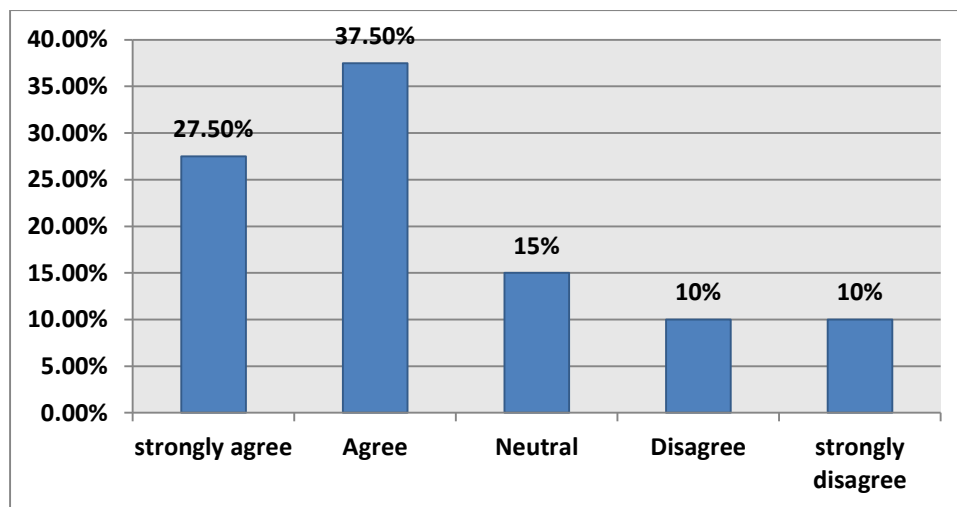
According to the statistical treatment in the above table (4) and figure (4) demonstrates that (27.5%) of the participants' responses were strongly agree, (37.5%) agree, (15%) not sure. However, (10%) of the participants' responses were disagree, and (10%) strongly disagree. The results show that (65%) of the respondents supported the statement that utilizing social media voice messages on WhatsApp chat group improving EFL learners` listening skills. that because of frequency of listening to voice messages many times.

Table (4.5) **it improves accent and speed.**

Valid	Frequency	Percent %
strongly agree	10	25
Agree	14	35
Neutral	9	22.5
Disagree	4	10
strongly disagree	3	7.5
Total	**40**	**100**

Figure (4.5)
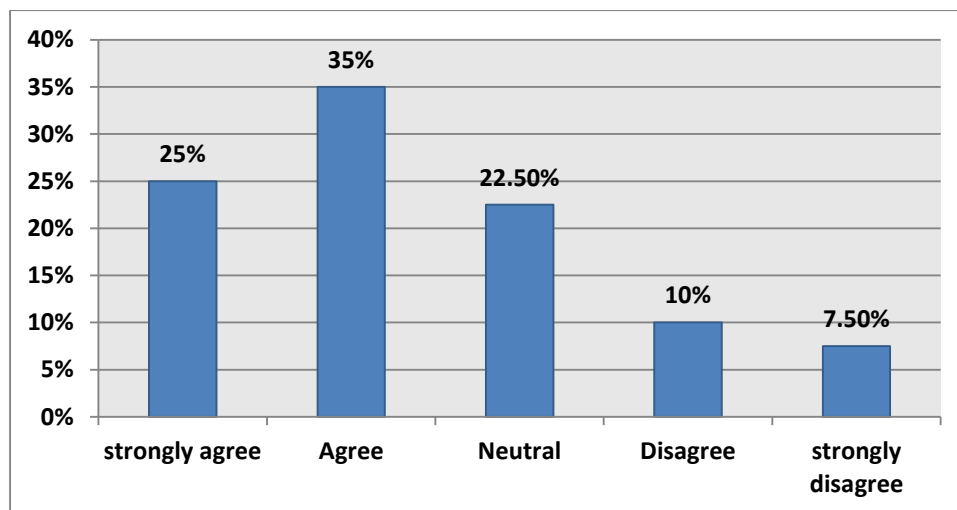
With reference to table (5) and figure (5), it is clear that participants' response to the statement as follows: strongly agree (25. %), agree (35%), neutral (22.5%), disagree (10%) and strongly disagree (7.5%). That it means (60%) of the respondents support the statement which claims that utilizing social media voice messages on WhatsApp chat group improves learners` accent and speed. So in which learners practice pronunciation with friends in the whatsApp chat group.

Table (4.6) **it helps in solving tongue twister**

Valid	Frequency	Percent %
strongly agree	12	30
Agree	16	40
Neutral	8	15
Disagree	6	7-5
strongly disagree	6	7.5
Total	**40**	**100**

Figure (4.6)
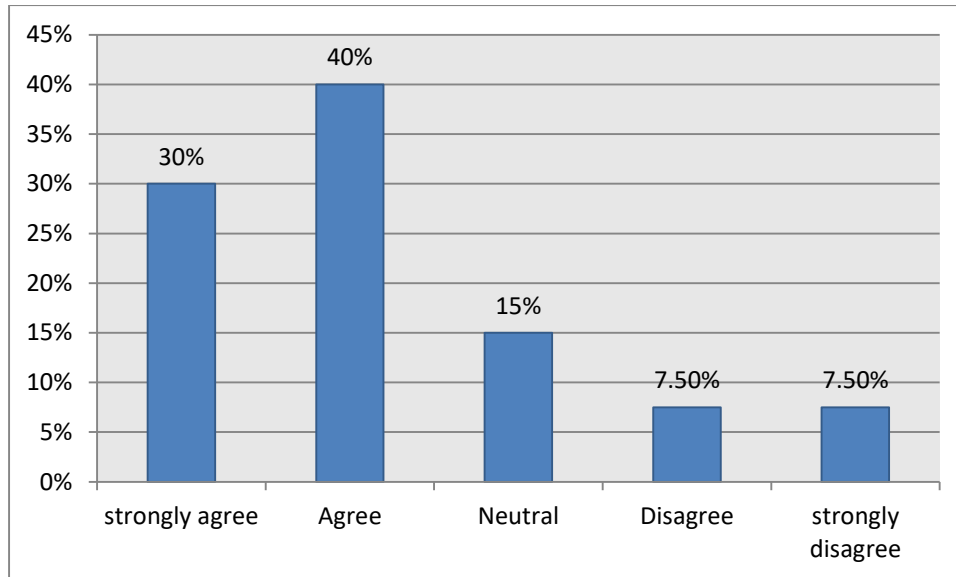
According to the responses provided by the participants to the above table (6) and figure (6), it is clear that from the study's sample with percentage (30%) strongly agree, (40%) agree with the same point of view, and (15%) not sure. However, (7.5%) disagree, and (7.5%) strongly disagree. The results prove that (70%) of the respondents support the statement that utilizing social media voice messages on WhatsApp chat group helps in solving their tongue twister. It is an opportunity for learners in which practice speaking skill without restrictions or feeling fear or shame and in which the learner is motivated to be an active participant.

4.3.1 Learners' Attitude

Table (4.7) **it helps me in overcoming my fears of thinking aloud.**

| Valid	Frequency	Percent %
strongly agree	11	27.5
Agree	13	32.5
Neutral	6	15
Disagree	5	12.5
strongly disagree	5	12.5
Total	**40**	**100**

Figure (4.7)
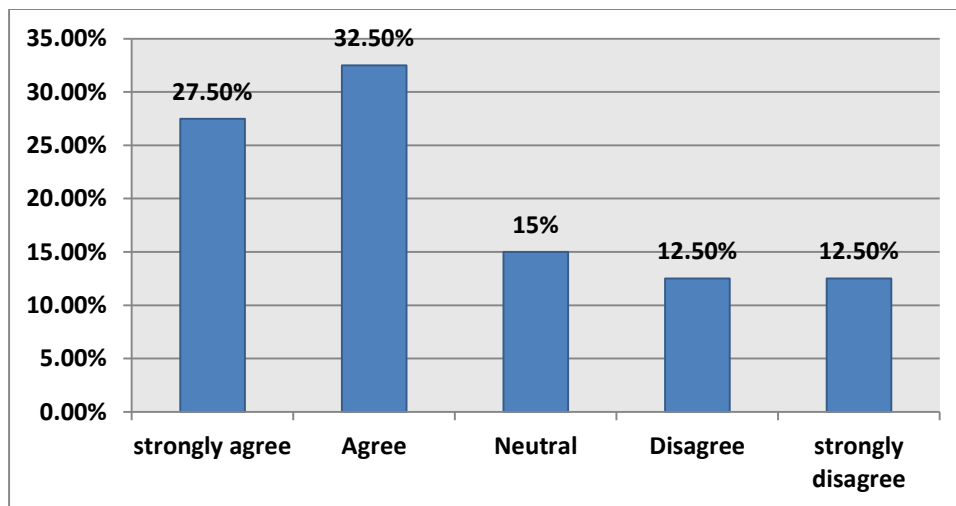
According to the statistical treatment in the above table (4.7) and figure (4.7) demonstrates that (27.5%) of the participants' responses were strongly agree, (32.5%) agree, (15%) not sure. However, (12.5%) of the participants' responses were disagree, and (12.5%) strongly disagree. The results show that (60%) of the respondents supported the statement that utilizing social media voice messages on WhatsApp chat group helps EFL learners` in overcoming their fears of thinking aloud. The learner be alone in the chat room and that helping in encouraging learner to be excited for overcoming fears and be active participant because do not feel pressured.

Table (4.8) **I feel free when I am taking part in the discussion**

| Valid	Frequency	Percent %
strongly agree	10	25
Agree	12	30
Neutral	7	17.5
Disagree	5	12.5
strongly disagree	6	15
Total	**40**	**100**

Figure (4.8)
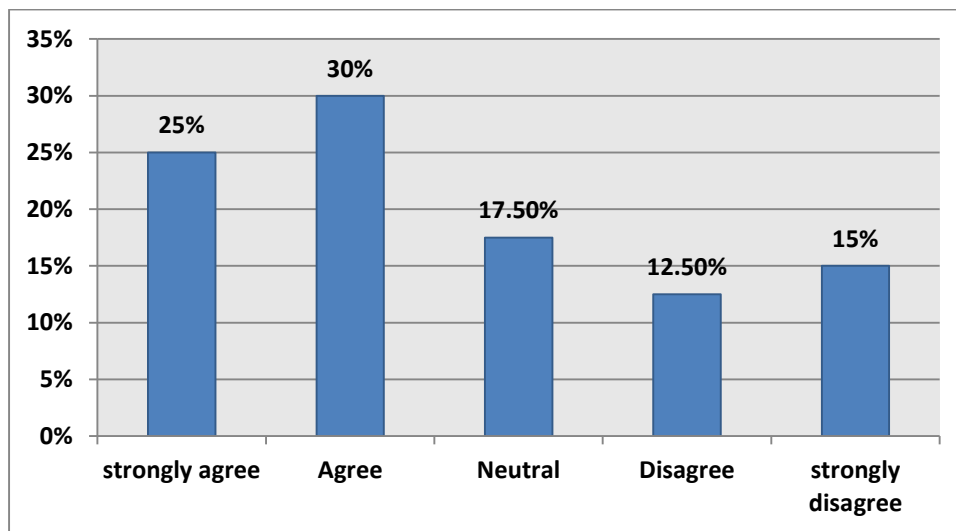
According to the responses provided by the participants to the above table (4.8) and figure (4.8), it is clear that from the study's sample with percentage (25%) strongly agree, (30%) agree with the same point of view and (17.5%) not sure. However, (12.5%) disagree, and (15%) strongly disagree. The results prove that (55%) of the participants confirmed that EFL learners feel free when they are taking part in the discussion outside classroom contexts. the learners do not feel pressured in the whatsApp chat group as they were in the classroom and that let the learners feel free and they are in convenient atmosphere for taking part in discussion.

Table (4.9) **Enhance my confidence to initiate speaking in English.**

Valid	Frequency	Percent %
strongly agree	11	27.5
Agree	14	35
Neutral	6	15
Disagree	5	12.5
strongly disagree	4	10
Total	**40**	**100**

Figure (4.9)
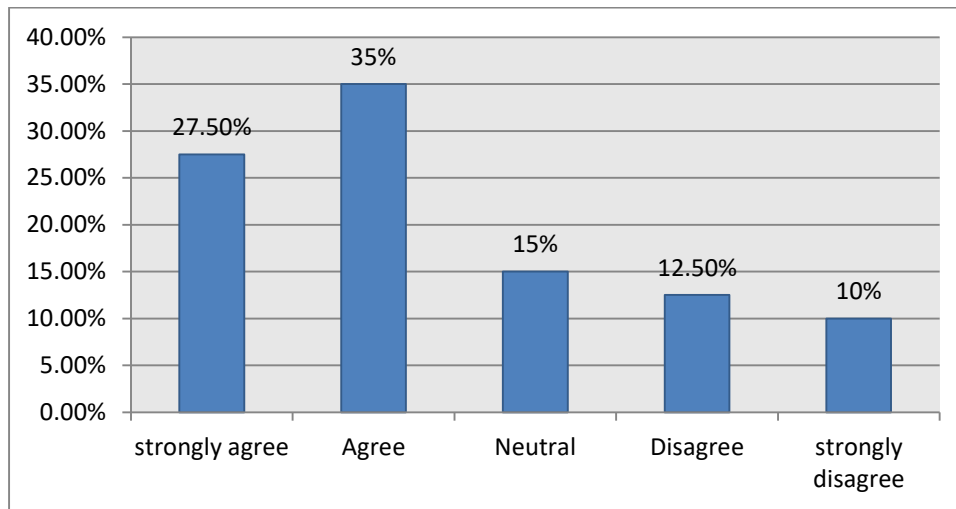
The frequencies and the percentages presented in table (4.9) and figure (4.9) illustrate that (11) of the participants in the study's sample (27.5%) strongly agree, (14) participants (35%) agree, (6) participants (15%) not sure, (5) participants (12.5%) against the point, and only (4) participants (10%) strongly disagree. These results ensure that (62.50%) of the participants supported it. So this means that utilizing social media voice messages on WhatsApp chat group enhance EFL learners` confidence to initiate speaking in English outside classroom contexts. Feeling with freedom in the whatsApp chat group make that learners excited and enhancing EFL learners` confidence to initiate speaking in English without fear and anxious.

Table (4.10) **the allotted time for the practice is sufficient.**

Valid	Frequency	Percent %
strongly agree	13	32.5
Agree	15	37.5
Neutral	5	12.5
Disagree	4	10
strongly disagree	3	7.5
Total	**40**	**100**

figure (4.10)
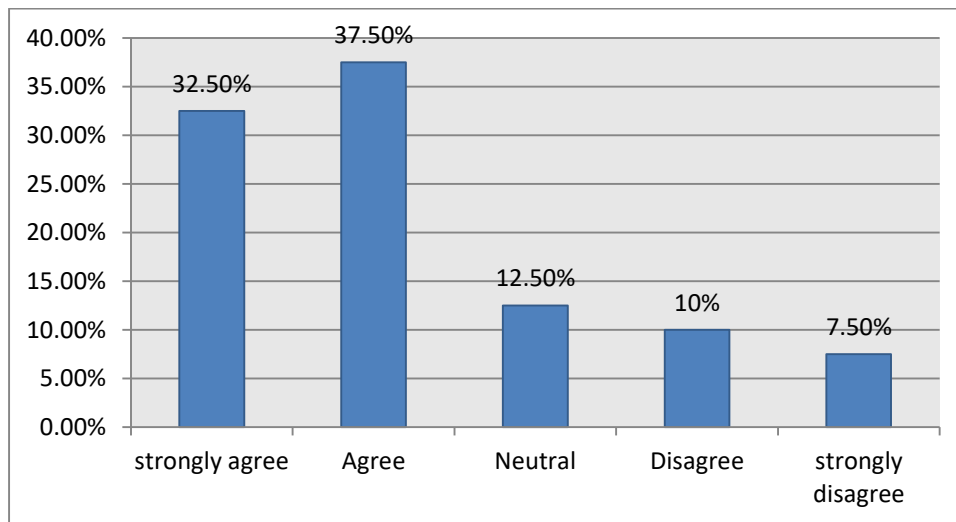
From the above table (4.10) and figure (4.10), show that the distribution of the sample to the statement as follows: strongly agree (32.5%), agree (37.5%), neutral (12.5%), disagree (10%) and strongly disagree (7.5%).This indicates that (70 %) of the participants supported what is claimed in the statement. This means that the majority of EFL learners confirmed that the allotted time for practice is sufficient. The learners have a long time outside classroom contexts in which utilize social media voice messages on WhatsApp chat group for practicing what they have already learned in the classroom.

Table (4.11) **Availability of discussion time is appropriate.**

Valid	Frequency	Percent %
strongly agree	12	30
Agree	14	35
Neutral	6	15
Disagree	4	10
strongly disagree	4	10
Total	**40**	**100**

Figure (4.11)
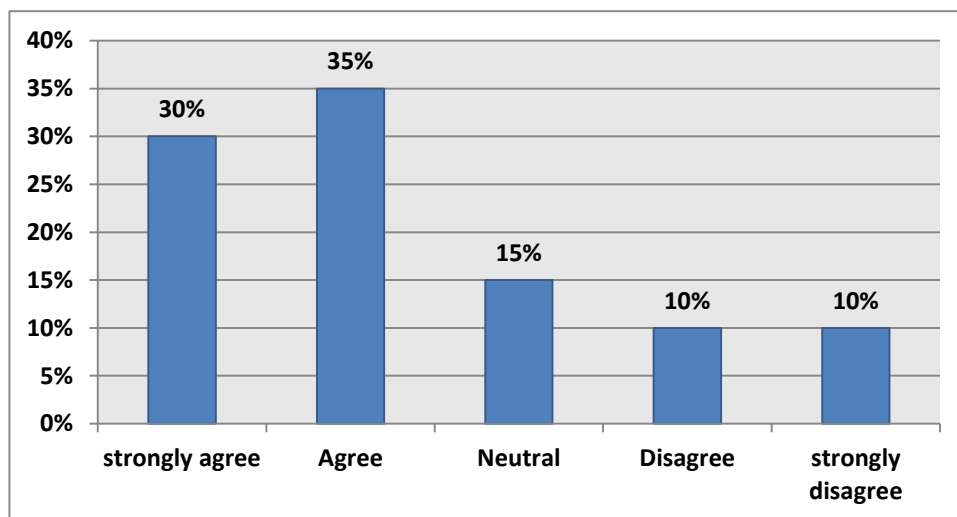
It is found that from the above table (4.11) and figure (4.11), (30%) strongly agree, (35%) agree to the same idea, (15 %) not sure, (10%) disagree, and (10%) strongly disagree. The results show that the majority of EFL learners confirmed that availability of discussion time is appropriate. Learners have a lot of time outside the context of the classroom and especially in the evening to discuss what has been learned in the classroom.

Table (4.12) **it facilitates sharing language knowledge collaboratively**

Valid	Frequency	Percent %
strongly agree	11	27.5
Agree	13	32.5
Neutral	6	15
Disagree	5	12.5
strongly disagree	5	12.5
Total	**40**	**100**

Figure (4.12)
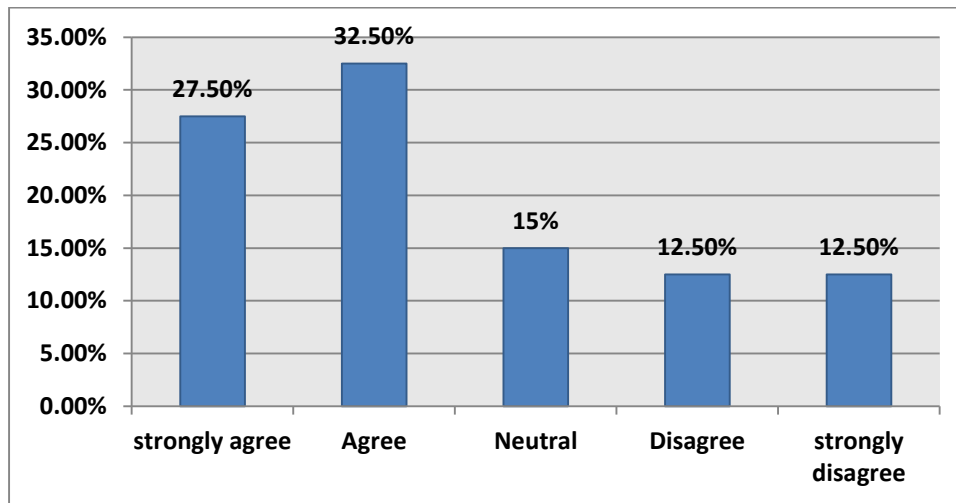
According to the responses provided by the participants to the above table (4.12) and figure (4.12), it is clear that from the study's sample with percentage (27%) strongly agree, (32.5%) agree with the same point of view and (15%) not sure. However, (12.5%) disagree, and (12.5%) strongly disagree. The result proves that (60%) of the respondents support what is claimed in the statement that utilizing voice messages on WhatsApp chat group facilitates sharing language knowledge collaboratively. this because there are different learners with different thoughts and knowledge.

Table (4.13) **Expand my practicing English outside classroom contexts.**

Valid	Frequency	Percent %
strongly agree	13	32.5
Agree	14	35
Neutral	5	12.5
Disagree	4	10
strongly disagree	4	10
Total	**40**	**100**
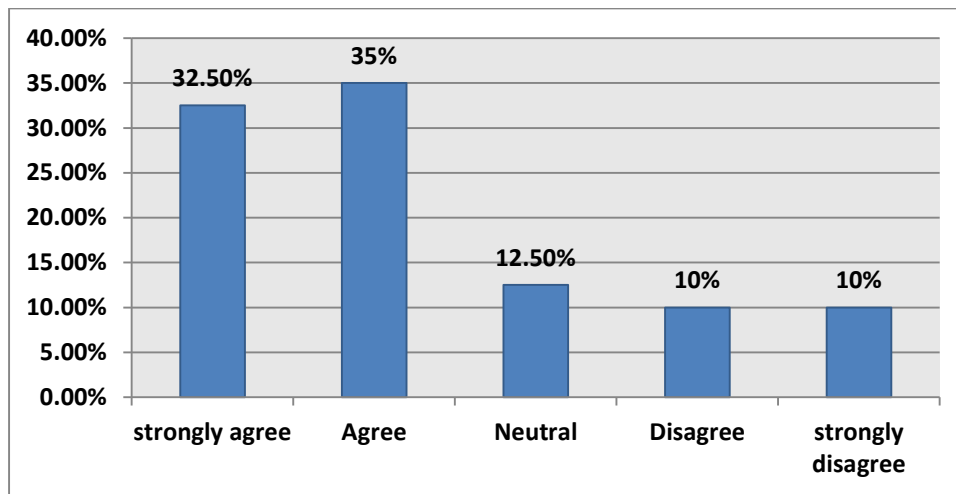
From the above table (4.13) and figure (4.13) It is clear that there are (13) participants in the study's sample with percentage (32.5%) strongly agree, (14) participants (35%) agree, (5) participants (12.5%) not sure, (4) participants (10%) disagree, and (4) participants (10%) strongly disagree with what is claimed in the statement. So, it means that the majority of the respondents support the statement that says utilizing voice messages on WhatsApp chat group expand EFL learners practicing English outside classroom contexts. It is known that EFL contexts lack ready-made English situations for practices; therefore whatsapp chat group represents a good opportunity and an appropriate platform for involving EFL learners in language practice.

Table (4.14) **bridges the gaps between learners` communication inside   classroom context and outside classroom context (real world).**

| Valid	Frequency	Percent %
strongly agree	11	27.5
Agree	13	32.5
Neutral	6	15
Disagree	5	12.5
strongly disagree	5	12.5
Total	**40**	**100**

Figure (4. 14)
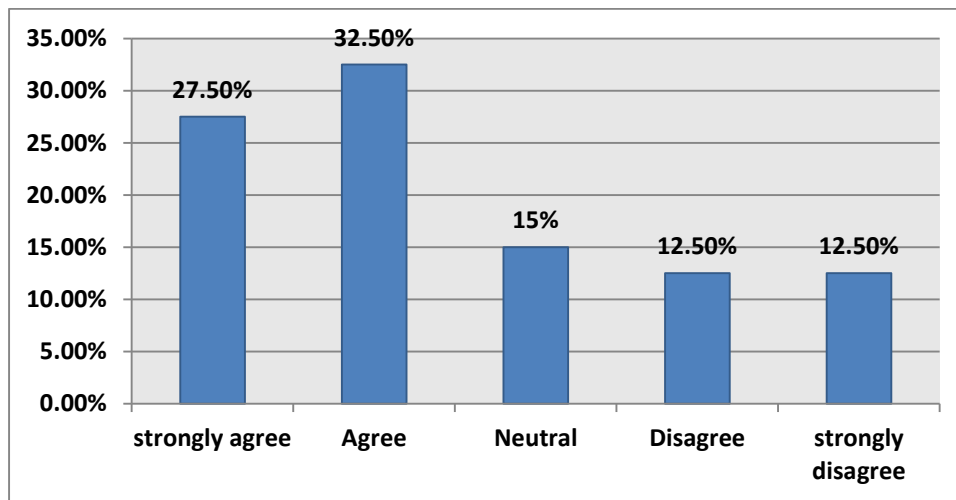
According to the responses provided by the participants to the above table (4. 14) and figure (4. 14), it is clear that from the study's sample with percentage (27.5%) strongly agree, (32.5%) agree with the same point of view and (15%) not sure. However, (5%) disagree, and (12.5%) strongly disagree. The result proves that (60%) of the respondents support what is claimed in the statement that utilizing voice messages on WhatsApp chat group bridges the gaps between learners` communication inside classroom context and outside classroom context. this because the learners have a lot of time outside the context of the classroom in which fill the gaps to communicate by

what they have been learned in the classroom and that it reflects positively on learners' classroom interaction.

Table (4.15) **it enhances learners' attitudes towards English as a foreign language.**

Valid	Frequency	Percent %
strongly agree	12	30
Agree	13	32.5
Neutral	6	15
Disagree	4	10
strongly disagree	5	12.5
Total	**40**	**100**

Figure (4. 15)
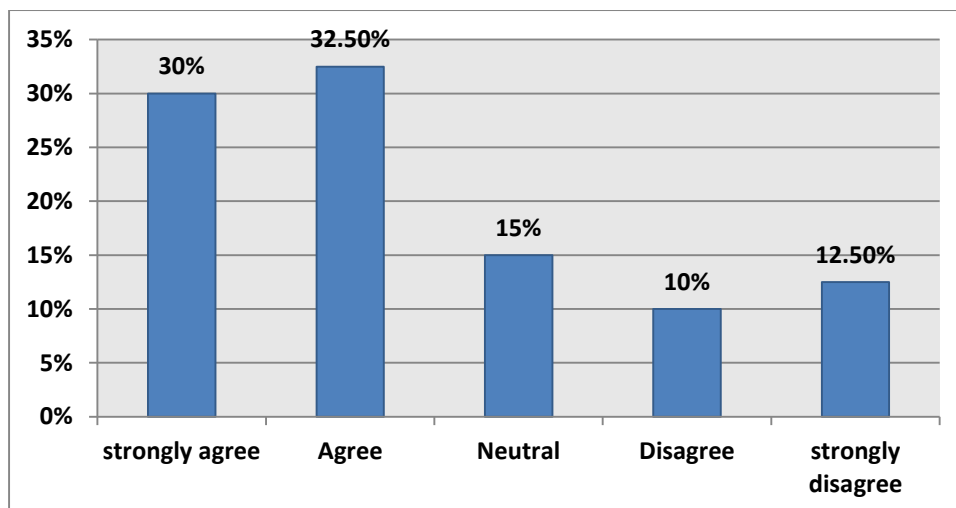
With reference to table and figure (4.15) the statistical result shows that (30%) responses of the participants strongly agree, (35.5%) agree, (15%) neutral, (10%) disagree and (12.5%) strongly disagree. So the majority of the respondents that represented (65.5%) support the claim that voice messages on WhatsApp chat group enhance learners' attitudes towards English as a foreign language. this because learners feel free and in convenient atmosphere ,so that motivates learners and provides them with opportunity for learning foreign language.

Table (4.16) **it reflects positively on students' classroom interaction**

Valid	Frequency	Percent %
strongly agree	13	32.5
Agree	12	30
Neutral	5	12.5
Disagree	6	15
strongly disagree	4	10
Total	**40**	**100**

Figure (4.16)
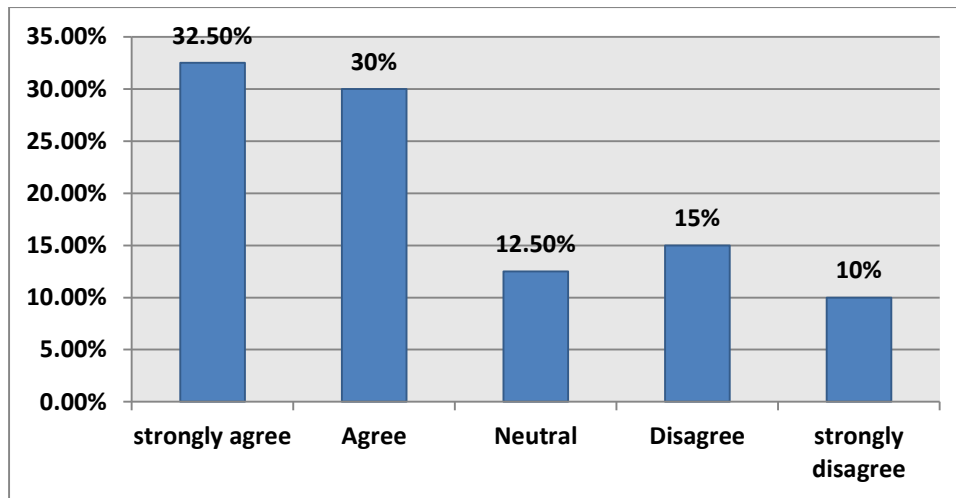
According to the above table (4.16) and figure (4.16) the statistical treatment shows that (32.4%) strongly agree, (30%) agree, (12.5%) neutral, (15%) disagree and (10%) strongly disagree. The result proves that (62.4%) of the respondents support what is claimed in the statement that utilizing social voice messages on WhatsApp chat group outside classroom reflects positively on students' classroom interaction. This because practicing for what students have been learned previously through WhatsApp chat group outside classroom motivates them interacts inside classroom.

Table (4.17) **Times of contact are inappropriate for some participants.**

Valid	Frequency	Percent %
strongly agree	13	32.5
Agree	17	42.5
Neutral	5	12.5
Disagree	4	10
strongly disagree	1	2.5
Total	**40**	**100**

Figure (4. 17)
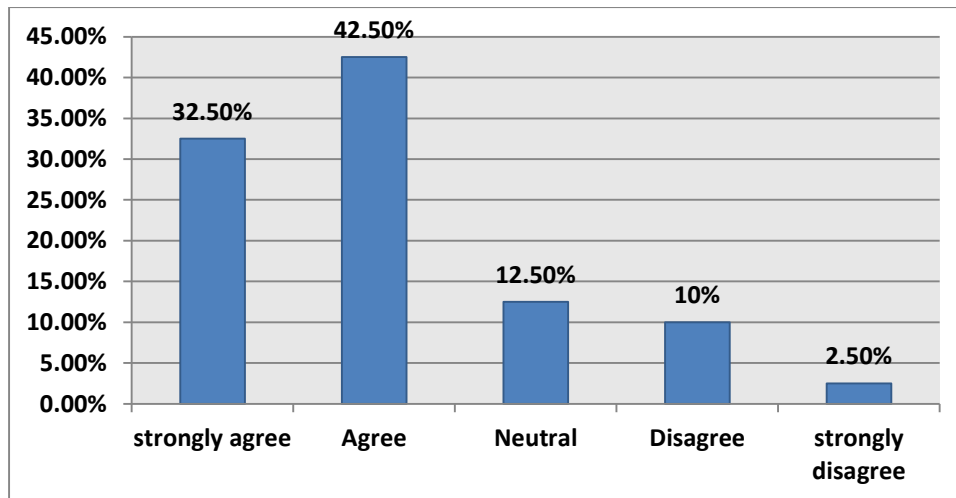
As illustrated in table (4.17) and figure (4.17), the participants' responses shows that (32.5%) strongly agree, (42.5%) agree, (12.5%) not sure, (10%) disagree, and (2.5%) strongly disagree. So, it means that the majority (75%) of the respondents support the statement that says. Because some students work after classroom to help their families with the living situation in which they are, for that reason they do not find time to participant.

Table (4.18) **Poor internet services in some parts of the city hinder the contact.**

Valid	Frequency	Percent %
strongly agree	15	37.5
Agree	17	42.5
Neutral	4	10
Disagree	2	5
strongly disagree	2	5
Total	**40**	**100**

Figure (4. 18)
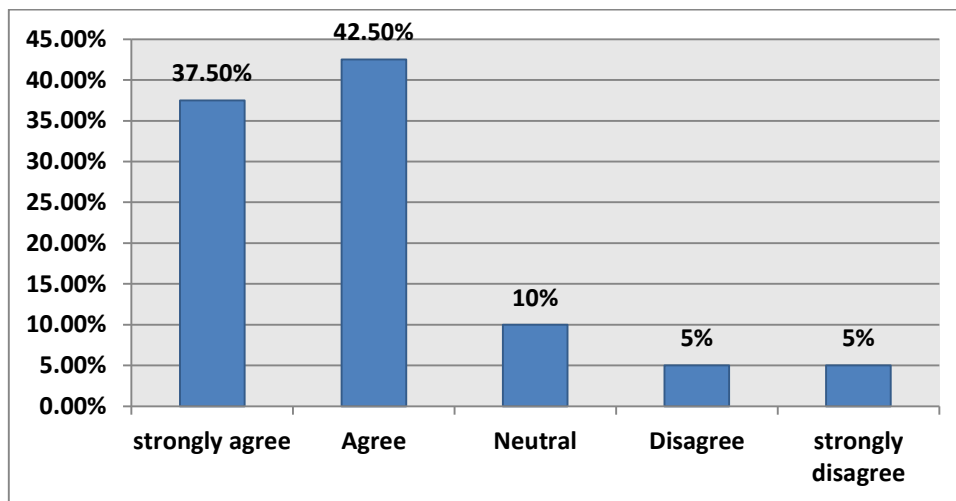

According to the above table and figure (4.18), the statistical treatment shows that (37.5%) strongly agree, (42.5%) agree, (10%) not sure, (5%) disagree, and (5%) strongly disagree. So, the claim of the statement is supported by the majority of the respondents. The Internet is poor in the extreme areas of the city and also outside the city, and this is one of the reasons that hinder using social media WhatsApp chat group outside   classroom.

Table (4.19) **a good package of internet service costs so much.**

Valid	Frequency	Percent %
strongly agree	10	25
Agree	20	50
Neutral	5	12.5
Disagree	2	5
strongly disagree	3	7.5
Total	**40**	**100**

Figure (4. 19)
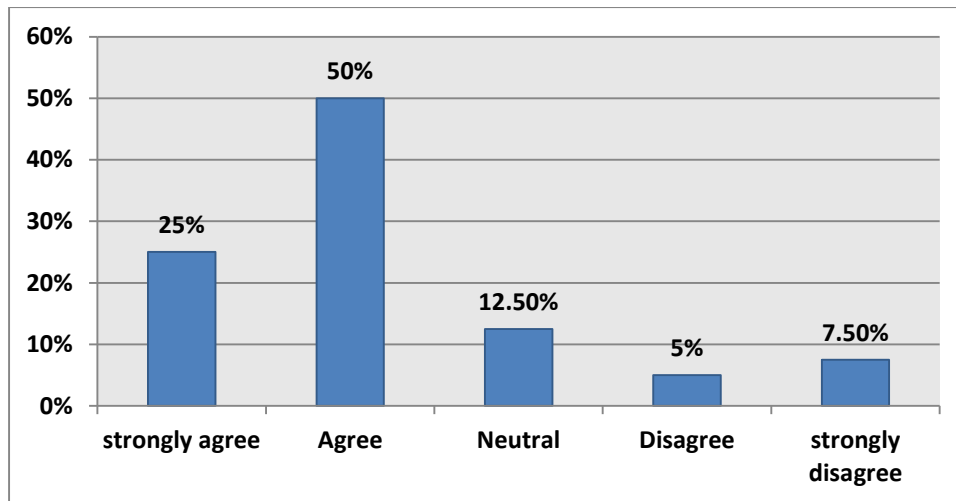
The above table and figure (4.20) shows that (25%) of the respondents strongly agree with the claim that a good package of internet service costs so much, (50%) agree, while (12.5%) not sure, (5%) disagree, and (7.5%) strongly disagree. So, the majority of the respondents support what is claimed in the statement. This is because the majority of students do not have the ability to purchase an excellent internet package that enables them to communicate, that because of difficult economic situation which they face.

Table (4.20) **an effective smart phone is too expensive for students to gain.**

Valid	Frequency	Percent %
strongly agree	14	35
Agree	16	40
Neutral	4	10
Disagree	4	10
strongly disagree	2	5
Total	**40**	**100**

Figure (4. 20)
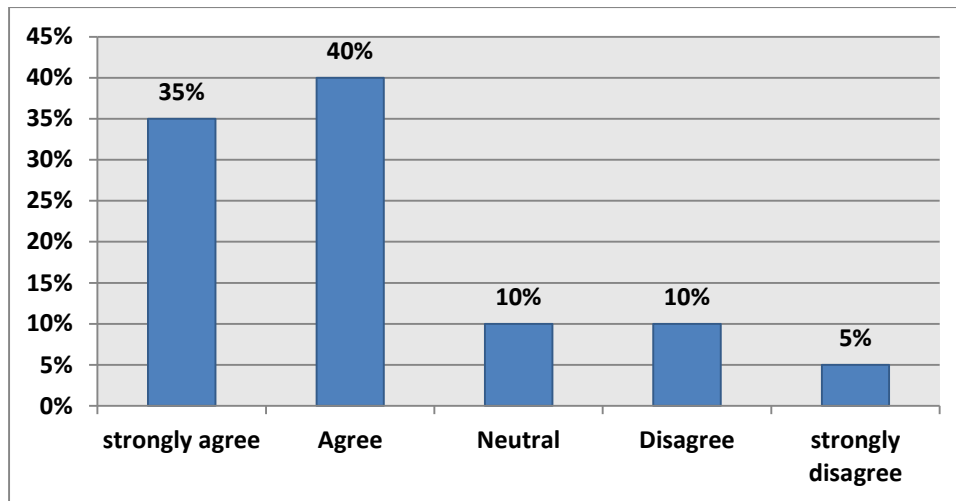
According to the above table (4.21) and figure (4.21) the statistical treatment shows that (35%) strongly agree, (40%) agree, (10%) neutral, (10%) disagree and (5%) strongly disagree. The result proves that (75%) of the respondents support what is claimed in the statement that an effective smart phone is too expensive for students to gain. smartphones are more available devices to access the internet today and the features they offer are more refined, and therefore more expensive so it is too expensive for students to gain.

Table (4.21) **Instability of electric power supply affects the contact.**

Valid	Frequency	Percent %
strongly agree	13	32.5
Agree	17	42.5
Neutral	5	12.5
Disagree	3	7.5
strongly disagree	2	5
Total	**40**	**100**

Figure (4. 21)

With reference to table and figure (22), the statistical result shows that (32.5%) responses of the participants strongly agree, (42.5%) agree, (12.5%) neutral, (7.5%) disagree and (5%) strongly disagree. So the majority of the respondents which represented (75%) support the claim that Instability of electric power supply affects the contact.

Table (4.22) **Weak English speaking skills of some participants hinder string of communication.**

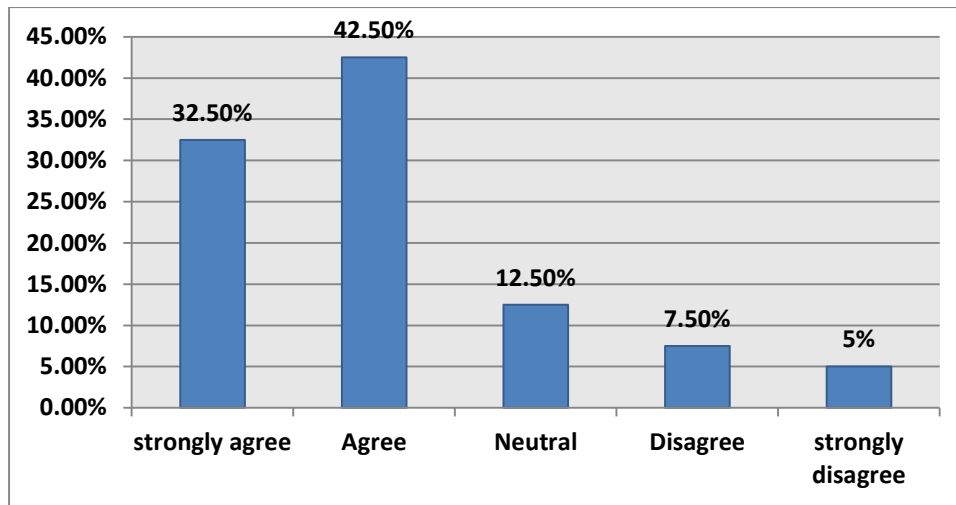| Valid	Frequency	Percent %
strongly agree	12	30
Agree	20	50
Neutral	3	7.5
Disagree	2	5
strongly disagree	3	7.5
Total	**40**	**100**

Figure (4. 22)

According to the above table (23) and figure (23) the statistical treatment shows that (30%) strongly agree, (40%) agree, (7.5%) neutral, (5%) disagree and (7.5%) strongly disagree. The result proves that (80%) of the respondents support what is claimed in the statement that Weak English speaking skills for some participants hinder string of communication.

Table (4.23) **the majority of participants are of weak in English speaking skills**

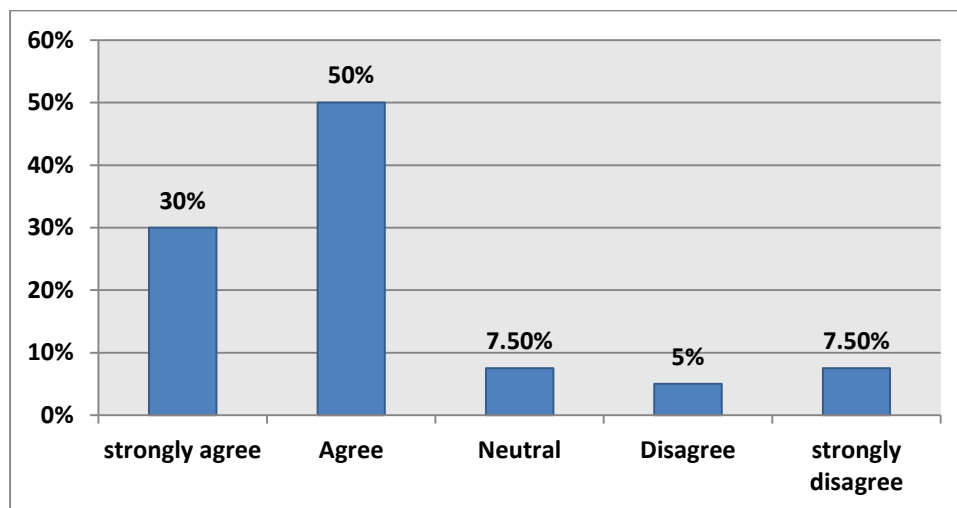| Valid	Frequency	Percent %
strongly agree	7	17.5
Agree	5	12.5
Neutral	7	17.5
Disagree	13	32.5
strongly disagree	8	20
Total	**40**	**100**

Figure (4. 23)
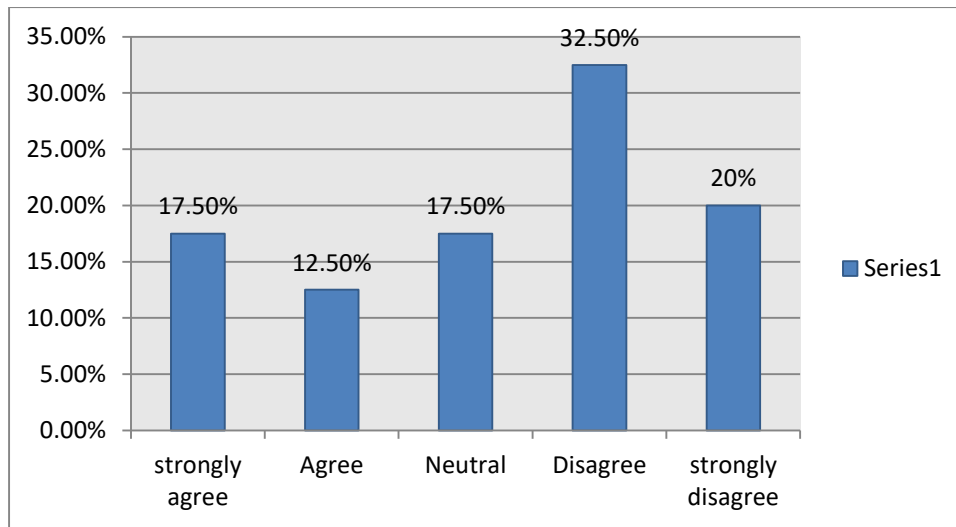
With reference to table and figure (4.24) the statistical result shows that (17.5%) responses of the participants strongly agree, (12.5%) agree, (10%) neutral, (17.5%) disagree and (32.5%) strongly disagree. So the majority of the respondents that represented (20%). That is may be because of limited time dedicated for speaking in the classroom tasks.

Table (4.24) **the discussion is predominated by particular participants.**

Valid	Frequency	Percent %
strongly agree	14	35
Agree	19	47.5
Neutral	2	5
Disagree	3	7.5
strongly disagree	2	5
Total	**40**	**100**
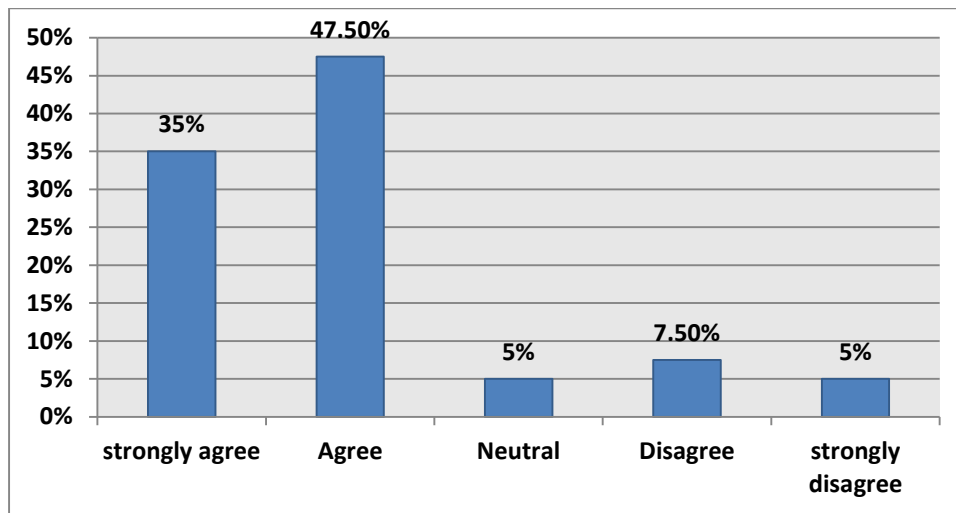
The above table and figure (25) shows that (35%) of the respondents strongly agree with the claim that domination of the discussion by particular students affects the other participation, (47.5%) agree, (5%) not sure, (7.5%) disagree, and (5%) strongly disagree. So, the majority of the respondents support what is claimed in the statement. Because the majority of the participants are not well-trained and rehearing for involving in verbal interaction.

Table (4.25) **the majority of participants avoid involving in the discussion.**

| Valid	Frequency	Percent %
strongly agree	7	17.5
Agree	5	12.5
Neutral	7	17.5
Disagree	13	32.5
strongly disagree	8	20
Total	**40**	**100**

Figure (4. 25)
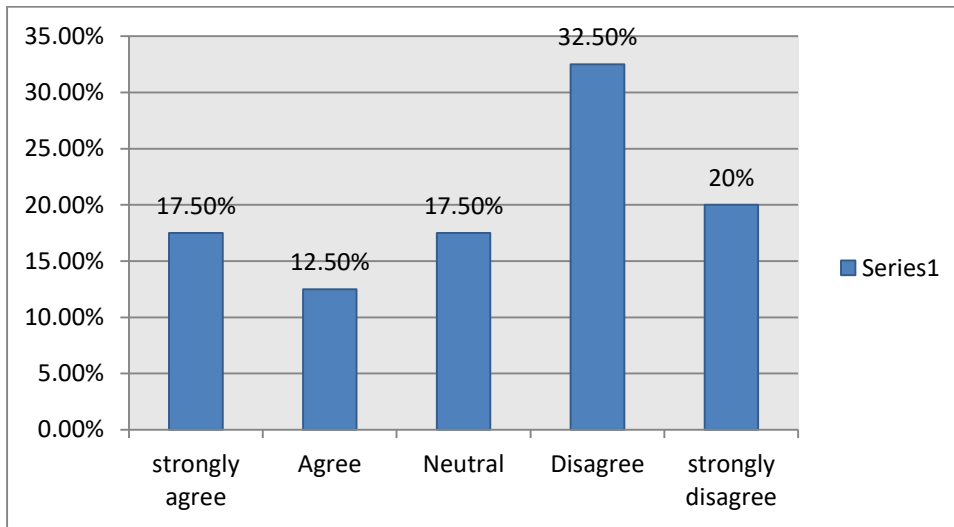
According to the above table (26) and figure (26) the statistical treatment shows that (17.5%) strongly agree, (12.5%) agree, (17.5%) neutral, (32.5%) disagree and (20%) strongly disagree. It means that the claims are rejected by the (52%) of the participants. Because the participants feel relax and unstressed while communicating virtually so that they are not afraid or shy of taking parts in conversation.

Testing the Hypotheses

The hypotheses of the study will present individually and related to the results obtained from the data analysis and discussion

Hypothesis One: Utilizing voice message chat on WhatsApp Group could enhance EFL learners' verbal interaction outside classroom contexts.

According to the statistical results, in the tables (4.1, 72.5%), (4.2, 75%), (4.3, 70%), (4.4, 65%), (4.5, 60%) (4.6, 70%), (4.7 60%) and (4.9 55%) all these support this hypothesis greatly and it is so accepted.

Hypothesis Two: - EFL Sudanese learners will positively interact of using WhatsApp for the purpose of learning.

According to the statistical results, in the tables (4.7, 60%), (4.8, 55%), (4.9, 62.50%), (4.10, 70%), (4.11, 65%), (4.12, 60%), (4.13, 67.50%), (4.14, 60%), (4.15, 65.50%), and (4.16, 62.4%), all these support this hypothesis greatly and prove it was true and logical.

Hypothesis Three: There are such difficulties impede using WhatsApp for the purpose of learning in Sudan.

According to the statistical results, in the tables (4.17, 75%), (4.18, 80%), (4.19, 75%), (4.20, 75%), (4.21, 75%), (4.22, 70%), (4.24, 82%) and all these support this all these support this hypothesis greatly and it is so accepted.

Summary of the Chapter Four

This chapter deals with the data collected by means of the questionnaire and pretest-posttest. The collected data of the questionnaire is presented in form of tables accompany with figures for the first year Sudanese EFL learners. After data of the questionnaire of the first year Sudanese EFL learners analyzed and

discussed, the results of the first year Sudanese EFL learners are compared by using pretest and posttest program. These data are analyzed and discussed. Finally, the findings that result from analyzed and discussed data are used to test the hypotheses of the study.

Chapter Five

Summary, Conclusion and Recommendations

5.0 Conclusion

This chapter summaries the study which is conducted to maximize utilizing social media (voice messages on WhatsApp chat group) in enhancing EFL learners' oral communication outside classroom contexts. It provides a summary of the findings which are reached from the pre-and-post tests and the questionnaire analysis and discussion of EFL learners. In view of these findings, the chapter provide conclusion and suggests necessary recommendations. The main findings of this study can be summarized as follows:

5.1. Main Findings

After analyzing the performance of the students in the pre- and-post tests and their responses' in the questionnaire, the findings that the study has come out with the following that can be divided into three as follows:

1. Voice messages on WhatsApp chat-group as an effective mean

a. It is an efficient strategy in supporting EFL learners learning outside classroom contexts.

b. It is an appropriate platform for expanding EFL learners' verbal interactions outside classroom contexts.

c. It encourages cooperative learning on different levels of language knowledge such as vocabulary, structure, pronunciation and meaning.

d. The practice on it directly reflected on classroom interaction.

e. It is already used by the majority of the participants

2. WhatsApp chat group as supportive means for enhancing verbal communication

a. It offers a good opportunity for practicing speaking skills in a convenient atmosphere.

c. It Maximizes language practices that help learners learn new vocabulary as well as improve their listening skills.

d. It helps learners overcome their fears and think loudly in discussing their ideas.

e. Unlimited availability of time gives learners a wide chance of discussion.

f. it improves students' attitudes towards verbal interaction outside classroom contexts.

2. EFL learners' challenges in utilizing WhatsApp as supportive learning mean

a. A good package of internet service costs so much what lessen and limited time of interaction.

b. Some areas in Khartoum suffer continuity of electricity power supply that disconnects learners' contact so affect in its effectiveness.

c. Low participants' ability in speaking skills hinders the communication.

d. Apparent disconnection of limited package during contact interrupts of participants' interaction.

e. It is difficult for participants of getting an effective smart phone again if for any reason lose it because they are too expensive for them to buy.

5.2 Recommendations

Depending on the obtained results, the study recommends as follows:

a. EFL teachers level should adopt voice message chat on WhatsApp group as basic platform for expanding practice English language verbally outside classroom contexts.

b. It should be Organized participation's turns in a way considering individual differences and keeping due portion of participation for each participant.

c. a. A good package of internet service costs so much what causes of limited time of interaction.

d. the intensive use of WhatsApp should focused to be in the campuses during the existence of the students

e. Social media (WhatsApp chat group) suit speaking classes that have a large number of students helping them extend language practices outside classroom contexts to avoid insufficient opportunities inside the speaking classes of covering the whole class.

5.4 Suggestions for Further Studies

Considering the findings of the study, the researcher suggests the following topics to be investigated by the next researchers since they represent the most problematic areas which can help EFL learners and teachers in improving their language:

a. The difficulties in utilizing Social media in learning English in different language learning stages (WhatsApp as sample)
b. EFL adult learners' attitude towards using social media in learning English.

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Appendices

Appendix (1)

A questionnaire:

Dear colleague, You are kindly requested to answer this questionnaire which is intended to investigate utilizing social media (voice messages chat on WhatsApp group) in enhancing EFL learners' oral communication outside classroom contexts. Your contribution of opinions and responses will be highly appreciated. Just draw a tick ( ) inside the box believe this represent your actual conviction.

Statements		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
A	**Language skills**					
1	It enhances learning new vocabulary					
2	It improves verbal communicative skills.					
3	It offers opportunity for practicing speaking skills in a convenient atmosphere.					
4	It improves listening skills.					
5	It improves accent and speed					

6	It helps in solving tongue twister					
B	**Learners' Attitude**	**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
7	It helps me in overcoming my fears of thinking aloud.					
8	I feel free when I am taking part in the discussion					
9	Enhance my confidence to initiate speaking in English.					
10	The allotted time for the practice is sufficient.					
11	Availability of discussion time is appropriate.					
12	It facilitates sharing language knowledge collaboratively.					
13	Expand my practicing English outside classroom contexts.					
14	Bridge the gaps between learners` communication inside classroom context and outside classroom context (real world).					

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
15	It enhances learners' attitudes towards English as a foreign language.					
16	It reflects positively on students' classroom interaction.					
C	**Difficulties**	**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
17	Times of contact are inappropriate for some participants					
18	Poor internet services in some parts of the city hinder the contact.					
19	A good package of internet service costs so much.					
20	An effective smart phone is too expensive for students to gain.					
21	Instability of electric power supply affects the contact.					
22	Weak English speaking skills of some participants hinder string of communication.					

	.					
23	the majority of participants are weak in English speaking skills					
24	The discussion is predominated by particular participants					
25	The majority of participants avoid involving in the discussion.					

Appendix (2) – Oral test

Questions of the Oral Test

A. Yes/no questions

1. Do you go to bed early on weekends?

2. Do you have a breakfast every morning?

3. Do you walk to school?

4. Do you like fast food?

5. Is there a computer in your room?

6. Do you play computer games?

7. Do you watch TV a lot?

8. Do you play sport?

9. Do you smoke cigarette?

10. Do you drink coffee?

11. Do you like listening to music?

12. Do you like your job?

13. Do you study English every evening?

14. Do you stay at home on Monday evenings?

B. Wh-questions

15. When do you get up in the morning?

16. What is the first thing you do after you wake up?

17. What do you usually eat and drink for breakfast?

18. What do you do on Fridays evenings?

19. Where do you go on holidays?

20. What do you do on Sundays?

21. Where do you go on Saturday mornings?

22. When do you go shopping?

23. When and with whom do you watch TV?

24. Why do you like your job? / Why don't you like your job?

25. What sports do you friends play?

26. Where does your friend live?

27. What do you do with your friend every day?

28. What are things do you like to do every day and what are the things that you don't like to do?

29. What is food type do like to eat and what is the food type that you don't like to eat?

30. What do you do in the evening?