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**Institute of Literature and Languages**  
**Department of Foreign Languages**  
**Branch: English**

EFL Students' Perceptions towards the  
Use of Facebook in Enhancing the  
Speaking Skill

Case of 2<sup>nd</sup> year EFL Students at the University of Mila

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in  
**Didactics of Foreign Languages**

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AbdeRahmane ZIANE

## **Dedication**

I would like to express my sincerest gratitude to my loving family for their unwavering support and encouragement throughout my academic pursuit. Their constant love, guidance, and understanding have fueled my drive to pursue this research and complete this dissertation. I would also like to extend my appreciation to my academic advisor, who has provided me with invaluable feedback and guidance that has helped shape my research, helping me find my academic footing and encouraging me to push beyond my limits.

Finally, I would like to acknowledge the colleagues who have supported me throughout my academic journey. I am forever grateful for their unwavering presence in my life, providing me with the strength and motivation to overcome the challenges that I faced during this learning journey.

Houari KASMIA

## **Dedication**

First of all I would like to thank Allah for giving us strength and capacity to complete this work. I dedicate my dissertation work to my family. A special feeling of gratitude to my loving parents, whose words of encouragement and push for tenacity ring in my ears. My sister Yasmine and my brother Yasser have never left my side and are very special.

Finally I would like to dedicate this humble work to my dear deceased grandfather Mohamed and my beloved deceased sister Meriem. May Allah bless their souls.

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## Abstract

Due to the development of technology, new inventions have been introduced in education. Today, there are many technological devices that can be used to facilitate learning and meet the language learners' needs. This study aims to investigate and shed light on university students' perceptions and attitudes towards the use of Facebook as an English language learning tool. To construct this study, a case study was conducted at Mila University, particularly the English department where the second year students were selected as the sample population. The sample size was 70 students of different ages and genders. Data were collected using "questionnaire". The data collected were analyzed qualitatively and quantitatively. The results indicate that the majority of Mila university students are using Facebook as a tool in their language learning and have the desire to integrate it as a tool in the learning process at university. This paper also reports that the majority of the students take advantages of Facebook in learning the English language. In addition to that, the findings affirmed that students hold positive attitudes towards the use of Facebook in improving English language learning, more specifically the speaking skill.

**Keywords:** Facebook, Social media, Speaking skill, English language learning, EFL learners.

## List of Abbreviations

**SNS:** Social Networking Service

**IOS:** iPhone Operating System

**EFL:** English as a Foreign Language

**L2:** Second Language

**Q:** Question

**N:** Number

**%:** Percentage

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## GENERAL INTRODUCTION

In recent years, social media tools such as Facebook, has become increasingly popular, particularly with college students. Students use social media tools for many purposes such as access to information, group discussion, resource sharing and entertainment. The emergence of social media changed the communication landscape and the way people interact. Additionally, instead of being only a digital content consumer, one can also be a digital content producer. The interactivity of social media also provides potential for enhancing the student experience within the higher education. Various types of social media platforms, more particularly Facebook, could be used as instructional and communication tools. Since student adoption rate of social media is very high. Nowadays, Facebook' use in higher education have received some attention among academic researchers. As some studies suggest, Facebook facilitates dynamic interactivity, accessibility, and a new level of semi-formal relations between students and instructors. Facebook will continue to play an important role within the constantly changing learning environment. However, the perceived semi-formal character of Facebook can limit its use.

### **1.Statement of the Problem**

Most students are spending quality time on Facebook even though social media is regarded by critics as posing challenges to the learners such as safety and security concerns, antisocial behavior, unproductive behavior, misuse of tools during instructional and so on. In addition, Facebook have gained a huge popularity and its use has become a widespread practice among students. Despite, Facebook use in language learning is very important, many students are using it as an entertainment and only few of them are aware of its importance. Therefore, the problem that is raised in this research is to examine the role of Facebook in helping students enhance their English, more specifically the speaking skill. Thus, our aim, in the present piece

of research, is to propose Facebook as an effective way to meet English language learning objectives.

## **2. Aims of the Study**

The growth of Facebook has facilitated the way of communication and interaction between people. Hencefore, many students use it in their daily life as it helps them to modernize their way of thinking, communicating as well as learning. Therefore, the aim of this study is to shed the light on students' perceptions and attitudes towards the use of Facebook as a tool in enhancing their speaking skill. In addition, the study also aims to know whether the students are aware of the importance of Facebook and how they deal with it especially in improving their speaking skill.

## **3. Research Questions**

The following study will seek answers to the following questions:

1. Do students know/aware of social media and Facebook?
2. Do they really use it to enhance their English language and how?
3. What do they think of it?

## **4. Methods of Research**

This study is descriptive in order to obtain a lot of information on the subject. It is based on mixed method of quantitative and qualitative approaches because we are dealing with quantitative and qualitative data, to collect data we intended to use the survey method (questionnaire). The survey method employed in this research because it is an efficient way for collecting information from a large number of respondents. A structured questionnaire

was distributed to the second year students of English at Mila University. Finally, the results will be stated after analyzing the collected data.

#### **4.1 Sampling**

Second year students of English, at the University of Mila, represent the entire population of the present study. Particularly our sample comprises 70 students, total population of about 203 students. The participants in this study were randomly selected from different groups. The reason behind choosing to work with second year students is that to see how can Facebook enhance their speaking skill.

#### **4.2 Research Instruments**

In this study, we have used a structured questionnaire. The questionnaire would be considered of a mixture of close and open ended questions that measured respondents' attitudes and frequency of using Facebook.

### **5. Structure of the Study**

The present research is divided into two main chapters. The first chapter is devoted to literature review and the second chapter is concerned with the field work. This dissertation starts with a general introduction that deals with the statement of the problem and the research objectives and questions. It includes also the significance of the study. The general introduction ends with the research methods, sampling, research instrument, and the structure of the study. The first chapter is divided into two sections, first one is titled « The status of English Language Learning and Social Media », it provides general overview about the English language as well as social media and their relation, while the second one is titled « The Role of Facebook in Enhancing the Speaking Skill », which deals with the concept of Facebook language learning, and how it can enhance the students' speaking skill. Then ends with

the implementations of Facebook in academic setting. The second chapter is devoted to the analysis of data gathered from the research tools. It contains a detailed description and analysis of the students' questionnaire. In this chapter, we answered the research questions.

## **Chapter One: Theoretical Part**

### **Section One: The status of English Language Learning and Social Media**

#### **Introduction**

Language students today have grown up with a plethora of technology tools at their fingertips, which has in some cases earned them the title of "digital native". Students' high use of social media sites inside as well outside the classroom has led teachers and researchers to believe that social media could be highly effective for English language learning when used appropriately. Nowadays, the focus of language learning shifted from the traditional use of grammar and vocabulary to a more functional interest in the language use in different social situations. Hence, improving students English language proficiency has become the major concern in the teaching /learning of second or foreign languages. This chapter focuses on English and English language learning. Then, it focuses on the concept of social media and its Importance in language learning. It also highlights the relationship between social media and English language learning.

#### **1. English and English Language Learning**

The primary means of communication for people is language. It is a means by which they communicate with others their ideas and thoughts. The planet is home to thousands of different languages. Every nation has a national language in addition to a number of regional tongues that its citizens may understand and speak. Several thousand people speak only a small number of some languages, whereas millions speak others. English is the most widely used language in the world, so its significance cannot be downplayed or overlooked. Numerous people are able to speak and understand English even outside of nations like the USA and the UK. One billion individuals worldwide are thought to speak English, including those who do so as a second language.



English is the official language of 53 nations and is spoken by around 400 million people worldwide, despite not being the most spoken language. Being able to connect with native and non-native English speakers is not the only benefit of knowing English.

Currently, English is the predominant language of many nations, as well as many commercial and cultural arenas dominated by those countries. As such, knowing it is a helpful and even vital skill. All people across the world choose to study English as a second language because it is vital. Many countries include English as a second language in their school curricula, and children begin studying English at an early age (Ilyosovna, 2020).

### **1.1 The Place of English in Today's World**

Realizing and identifying the status of the English language in today's world is very important, which leads to the question: which position does English take in the world?

English is one of the most powerful languages in all over world. Though it was the native language of Britain, it has become the Universal language nowadays. In different aspects of life like cultural, social, political, ethical parts have a deep influence of English language in it. Apart from this, English has become the key of education, offices, laws, business... etc. For authors also, it has a great value as a nonnative language. It was declared that English is now the global language of business and commerce, media and entertainment, and travel and tourism. It is the most widely spoken second language in the world, and it has become a necessity for people who want to participate in the global economy and society. With the popularity that made English a universal language, learning it is no longer seen as optional, but rather essential, considering the fact that it is the most taught language in the world.

Algeria is one of those countries which instituted English as a required subject Without a shadow of a doubt, English has become the language of the world, it is the key to communication as it is the most used language between people from different countries, in

different fields, whether politics, economy...etc. Meaning that it is the dominant language and sits on top of other languages which are mostly used by their native speakers (Gutierrez, 2016)

## **1.2 Status of English in Algeria**

In the past English was taught at Algerian middle and high schools, as well as universities (as well as various military/security, commercial, and cultural institutions). Its position was that it was regarded as the second foreign language, after French, despite the fact that it did not play a particularly major role in Algerian national and social life. Because it (English) was not a historical component of Algerian cultural identity, individuals did not appear to require it to live their social, intellectual, and economic everyday lives (Slimani, 2016).

On the contrary Today, Algeria, as a non-Anglophone country, has seen great socio-cultural transformation as a result of the widespread adoption of English at all levels of society, particularly with the rapid expansion of social media. The English teaching method must be examined in order to comprehend the current situation in Algeria. In addition to Arabic and French, English is taught in middle and secondary schools, as well as in universities and more recently elementary schools. English is heavily emphasized in the Algerian curriculum, reflecting the importance of English in several fields such as trade, journalism, and media. Algerian society is only now becoming conscious of the substantial presence of English. This may be found on the labels of most television shows and merchandise. Since its introduction into schools in the early 1990s, English has become a significant element of the curriculum, with a high demand at all levels of education.

Algeria has undergone a series of educational reforms, transitioning from a purely French colonial regime during the colonial period to a monolingual country following the adoption of the Arabization policy, to an open country in the twenty-first century, where English language

becomes a vital part of the Algerian education system, and becomes a necessity in order to keep up with ongoing changes in the technological and scientific fields.

“in Algeria’s latest step toward English as the preferred second language in Algerian education, President Abdelmadjid Tebboune has announced that the country’s schoolchildren will start learning English in primary school, beginning this fall” (Mazzouzi, 2022).

“French is a spoil of war ... while English is the language of research and science, and it must be taught and given more attention,” Tebboune (2022, as cited in Mazzouzi, 2022).

According to Mazzouzi (2022), “Some Algerian universities and higher institutes already use English instead of French or Arabic as the language of instruction.”

## **2. Social Media**

Social media is growing fleetly and turning into a vital part of everyday life, because of the rearmost technological revolution. The former gives people new means of receiving and providing information. Moreover, the emergence of social media sites make communication an easy task, that is to say it is not limited by time or location. Hence, social media sites played a great role in changing the world.

### **2.1 Social Media Rephrasing of Today’s Education System**

There is no denying that everything has changed since social networks and social media entered our lives. Starting from socializing, planning parties, and even how often you go out. Besides discussing the ethical aspects of how social media affects our lives. Instead, the following paragraphs focus on the many ways social media is changing the way the education system works:

From elementary school through college, social media plays a role in empowering parents, students, and teachers to share information and explore new ways to build a community.

Statistics show that most students with internet access use at least one of her social networks. Even more surprisingly, while some students use social media for entertainment and other purposes, many students actually use social media to encourage positive and beneficial activities.

Schools tend to take different positions when it comes to social media. When it comes to sharing information and organizing schoolwork, there is general consensus that they are helpful. At the same time, social networks have been blamed for students' lack of attention in class.

However, there is a growing tendency to use social media in schools. And, given how much time students spend on social media interacting with with others outside of the classroom, why not at classrooms as well?

Because in most cases, students are already there, so it makes perfect sense to use the online world to communicate with them. You don't need another case study of social media use in schools. You can see children of all ages completely addicted to smartphones just by walking down the hallway of your school or coworkers.

Moodle and E-learning are just two examples of learning management systems that have embraced online learning over the years. Such methods gradually but slowly lead to the practical use of social media in the classroom. The most efficient device to be had to instructors is social media itself. Only when teachers open up and use technology themselves can they truly reach their students.

Students also respond very positively when teachers are willing to use their methods and apply them as part of the educational process. With a degree of rigor in term papers, it makes perfect sense, but chatting online about a particular book allows students to open up and share their opinions.

The benefits of social media in the educational process go beyond teacher-student relationships. There are many other benefits that come from using social media at a higher level. For example, school leaders and administrators can find new ways to integrate social media. You can also share school news through social media, hold online meetings and raise funds for various projects.

## **2.2 Definition of Social Media**

Social media is a broad term that encompasses a range of online platforms and tools that enable users to interact, share, and create content. These platforms have changed the way people communicate, connect, and engage with each other on a global scale. Social media platforms provide a space where individuals can express themselves, share their thoughts, and connect with like-minded people from all over the world. Social media can take many forms, from text-based platforms like Twitter and Facebook to image-sharing apps like Instagram and Snapchat. Video-sharing platforms like YouTube and TikTok have also become popular, allowing users to create and share short-form videos.

Social media has become a vital part of our daily lives, with billions of people around the world using it regularly. It has transformed the way we consume news, shop, and market products and services. Social media has also given rise to new forms of communication and expression, including memes, viral challenges, and online activism. Social media has also become a tool for businesses and organizations to connect with their audiences, engage with customers, and promote their products and services.

## **2.3 Evolution of Social Media**

People believe that social media sites began with the appearance of Facebook, Twitter, MySpace, but indeed they started long before. In 1997 the first social media site that was created called "SixDegrees.com" this site which does not work anymore. Whereas in 2000,

SixDegrees failed and was definitively stopped(Boyd&Ellsion, 2008). Then, social media sites started prospering with the introduction of Friendster in 2002, MySpace in 2003. The year of 2004 marked the birth of Facebook, two years later, in 2006, Twitter was created. Since then a new age of social media sites came to take place at the present time.

## 2.4 Characteristics of Social Media

According to Tesorero (2013, np.) social media is about and characterized by:

- **Participation:** Interested people are encouraged to provide their contributions and feedback.
- **Openness:** Voting, making comments and sharing information are to be encouraged. Thus, most of social media are open to participation for everyone.
- **Conversation:** Social media shifted from the traditional media about transmitting or distributing information to an audience "broadcast" to "two-way conversation".
- **Community:** Communities are now able to form rapidly and communicate effectively thanks to social media.
- **Connectedness:** This characteristic is one among many reasons that made social media flourish.

## 2.5 Forms of Social Media

Mayfield (2008, np.) classified seven types of social media claiming that innovation and change are common:

- **Social Networks:** People use these sites to create personal web pages and share content and communicate with friends, such as Facebook, MySpace, and Twitter.
- **Blogs:** Mayfield said that " Blogs are online journals, with entries appearing with the most recent first " (p.6). He believes that blogs are the best known types of social media.

- **Wikis:** By wikis, people are able to add or edit data. The best known wiki is the online encyclopedia, labeled as Wikipedia.
- **Podcasts:** Through subscription, people can find audio and video files by services like Apple iTunes.
- **Forums:** These websites are areas for online conversation and discussion around particular subjects. They have gained a great popularity among web users because they are powerful elements of online communities.
- **Content communities:** " Communities which organize and share particular kinds of content " (ibid), such content communities tend to form photos (Flickr), videos (YouTube) or bookmarked links (del.icio.us).
- **Micro blogging:** Like Twitter, they are " social networking combined with bite sized blogging, where small amounts of content are distributed online and through the mobile phone network "(ibid).

## **Conclusion**

Social media has changed the way we communicate with one another, as well as the way we speak and write English. Language is essentially social, therefore learning it socially is more natural. Language learning social networks have you casually conversing with native speakers, which gives you valuable communication practice, exposes you to new vocabulary, slang, and cultural teachings, and creates a whole community of individuals who are involved in your language progress. Social media has the power to connect students with their peers and teachers in the classroom and help students connect who they are in and out of school.



## **Section Two: The Role of Facebook in Enhancing the Speaking Skill**

### **Introduction**

Facebook has become a popular platform for communication and has the potential to enhance language skills, specifically speaking skills, due to its interactive nature. Speaking is one of the four basic language skills, along with listening, reading, and writing. Language skill refers to the ability to use a language properly, and a person's ability to communicate depends on the proficiency of language skills. In language learning, the four skills are important to be mastered by language learners, but if a priority is given to each skill, speaking might be the most important skill. Speaking is also considered the most effective thing one can do to improve their language skills. There are many ways to enhance one's speaking skills on Facebook, such as: joining language exchange groups where users can practice speaking with native speakers of their target language, participating in online language courses or webinars that focus on speaking skills. In addition, creating or joining speaking clubs or communities where users can engage in conversations on specific topics using Facebook's voice and video call features to practice speaking with friends or language partners as well as sharing audio or video recordings of oneself speaking in the target language and receiving feedback from the community.

### **1. Facebook**

According to Kerner (2021) Facebook's concept is to give a virtual book of faces for college students to interact and exchange information. It began as a social network for Harvard University and then expanded to any university. It subsequently evolved into a global social network for anybody, anywhere in the globe.

## **1.1 Definition of Facebook**

Meta Platforms, an American technology company, owns Facebook, an online social media and social networking site. Mark Zuckerberg founded Facebook in 2004 with fellow Harvard College students and roommates Eduardo Saverin, Andrew McCollum, Dustin Moskovitz, and Chris Hughes. The name comes from the face book directories that are commonly provided to American university students. Membership was previously restricted to Harvard students before progressively spreading to other North American colleges and, as of 2006, anybody over the age of 13. As of December 2022, Facebook had 2.96 billion monthly active users and was rated third among the most frequented websites worldwide. It was the most downloaded mobile app in the decade of 2010 (Wikipedia contributors, 2023).

## **1.2 Facebook the Evolution**

Facebook is a social networking site that was created by Mark Zuckerberg in 2004 while he was a student at Harvard University. Initially, Facebook was designed to be used only by students at Harvard, but it quickly expanded to other universities and then to the general public. In the early days, Facebook was primarily used to connect with friends, share photos and post updates about one's life. However, as it grew in popularity, it became a platform for businesses and organizations to connect with customers and supporters. Facebook's evolution has been shaped by a number of factors, including changes in technology, user behavior, and the company's own strategic decisions.

One of the key factors driving Facebook's evolution has been the rise of mobile technology. As smartphones and tablets became more popular, Facebook had to adapt to the new ways in which people were accessing the internet. The company responded by launching a mobile app, which quickly became one of the most popular apps on both iOS and Android. In addition, Facebook has invested heavily in developing new technologies, such as

artificial intelligence and virtual reality, which it hopes will drive the next phase of its evolution.

Another key factor in Facebook's evolution has been the changing behavior of its users. As people have become more comfortable sharing personal information online, Facebook has had to find new ways to protect their privacy while still offering a compelling user experience. The company has faced numerous controversies over the years, such as the Cambridge Analytica scandal, which exposed how user data had been misused for political purposes. In response, Facebook has made changes to its privacy policies and introduced new tools to help users control their data.

Finally, in "Facebook: The Inside Story" by Steven Levy, the author chronicles the history of the company from its earliest days to the present. He offers insights into Facebook's unique culture, its innovative technologies, and its impact on society. The book also explores the challenges Facebook has faced, such as the proliferation of fake news and the rise of political polarization on the platform. Overall, these resources offer a comprehensive look at Facebook's evolution and the impact it has had on the world.

In conclusion, Facebook's evolution has been driven by a complex mix of factors, including changes in technology, user behavior, and the company's own strategic decisions. While the company has faced numerous challenges over the years, it has remained one of the most popular social networking sites in the world, with billions of active users. As Facebook continues to evolve, it will be interesting to see how it adapts to new technologies and user behavior, and what impact it will have on the future of social media.

### 1.3 Facebook Characteristics

According to Kerner (2021) Facebook began as a community in which people contributed information about themselves and other subjects. Different features expanded the scope of its capabilities over time:

**Timeline:** User profiles and updates are displayed on the Timeline. Timeline is the replacement for the Facebook wall, which was the initial location for user profiles and updates. The user timeline contains posts, status updates, friend lists, images, videos, and information about user activities.

**Friends:** The capacity to look for and connect with friends and family is a key feature of Facebook. The search interface assists people in finding acquaintances fast and also offers prospective connections.

**The News Feed:** Users may view news from the relationships and groups they follow in News Feed. Users can either like or comment on a certain post.

**Pages:** Pages on Facebook are the profile and content pages for companies. Pages enable companies to exchange information and engage with customers.

**Games:** Facebook has an integrated feature that allows users to play games alone or with friends. Zynga's FarmVille was one of the first Facebook gaming successes.

**Groups:** The Facebook group function allows communities of interest to organize themselves. This allows for the exchange of information, photographs, and active debates.

**Events:** Users and groups may use this feature to plan events that their followers can attend. It allows users to issue invitations and maintain an attendance list.

**Marketplace:** This is a virtual yard sale where people may purchase and sell products and services to other Facebook users.

**Messenger:** This is a webchat or mobile app-based instant messenger that allows peers to connect in real time.

**Video:** Facebook Live is a service that allows people and companies to broadcast live video to their friends, family, and followers.

## **2. Facebook and English Language Learning**

Facebook can be an incredibly valuable tool for English language learners. By connecting with other learners and native speakers, joining language learning groups, and immersing themselves in English language content, learners can improve their language skills in a fun and engaging way. Students' high use of Facebook inside as well outside the classroom has led teachers and researchers to believe that Facebook could be highly effective for language learning when used appropriately. Nowadays, the focus of language learning shifted from the traditional use of grammar and vocabulary to a more functional interest in the language use in different social situations. Hence, improving student's language proficiency has become the major concern in the teaching /learning of second or foreign languages. This chapter highlights the importance of Facebook in language learning, its significance in enhancing the speaking skill as well as its implementation in higher education.

### **2.1 Importance of Facebook as an English Language Learning Environment**

One academic area of interest to scholars is teaching and learning the languages of the world. They sought to explore Facebook's role in language learning. Studies conducted in Australia and Asian countries have concluded that using Facebook for language learning is an important source of improving English learning. Manan, Alias, and Pandian (2012, as cited in Kumar & Syed, 2021) conducted a study in Malaysia and found that her teens in Malaysia spent more time using Facebook and other social sites outside of the classroom. Additionally,

they say there are great advantages to using Facebook as a language learning tool, as English is the medium of communication on these websites. Scholars and educators believe Facebook has many features, including: Clark and Gruba (2010, as cited in Kumar & Syed, 2021) conducted a study in Australia and found that it is very important for teachers to integrate social networks such as Facebook into language lessons in order to make the learning environment interesting for students pointed out. Additionally, Yunus, Salehi, and Chenzi (2012, as cited in Kumar & Syed, 2021) conducted action research integrating Facebook into his ESL writing course and found many advantages of Facebook as a tool for language learning. Some of the advantages are:

Students can use Facebook to communicate with teachers and classmates after class. Facebook also influences their motivation and enhances their social networking practices. Students can use Facebook to communicate with teachers and classmates after class. Facebook also influences their motivation and enhances their social networking practices. Research shows that studies examining Facebook use in the context of language learning show positive results. For example, Birky and Collins (2011, as cited in Kumar & Syed, 2021) conducted a correlation study and found a positive relationship between Facebook and foreign language learning and cultural awareness. Additionally, Aydin (2012, as cited in Kumar & Syed, 2021) found that Facebook has a strong impact on language teaching and learning. According to relevant literature, teachers who used Facebook in language classes actually engaged students in e-tasks (Kitsis, 2008, as cited in Kumar & Syed, 2021) and developed literacy skills by sharing posts on Facebook (Kabilan et al., 2010, as cited in Kumar & Syed, 2021), which has also been used as a portfolio tool in English classrooms to improve process-based writing (Waters, 2009, as cited in Kumar & Syed, 2021). By adopting a centered approach, it is recognized as a positive communication and dialogue tool that helps students improve their English skills, including reading, writing, vocabulary and grammar.

Facebook also provides a supportive and encouraging environment to practice and learn language skills among her ESL learners in Sindh, Pakistan (Kumar & Syed, 2021).

Communication is usually one of the barriers that prevent EFL students from developing their English skills. The grammatical structure of English is easy to understand, but it does not work well in English communication (both oral and written). In contrast, some students do well in English. Although they have no theoretical background in English grammar (Al-Sofi, 2016, as cited in Jassim&Dzakiria, 2019). This emphasizes that the process of learning English should move away from grammar and rules. Communication is therefore considered a major component of the language learning process. You can review English rules and grammar step by step as learners start communicating. For this reason, grammar should be excluded from the primary level of English learning and the student's English communication skills should be focused on. To break down all barriers for EFL students, Facebook can be leveraged to provide technology in many forms including audio, images, video and writing. These forms enable students to overcome difficulties that prevent them from improving their ability to communicate in English (Al-Sofi, 2016, as cited in Jassim&Dzakiria, 2019). In this way, Facebook provides an opportunity for students to communicate, so they become the center of class activities. As Bdaiwi (2017, as cited in Jassim&Dzakiria, 2019) points out, in traditional classrooms, students are shy and unable to participate in front of their classmates. However, Facebook helps students learn the language because they are mostly alone and confident in their English performance. It is a useful tool for a learner's social life and academic goals as it enables flexible activities (Gafni and Deri, 2012, as cited in Jassim&Dzakiria, 2019). According to Junco (2015, as cited in Jassim&Dzakiria, 2019), Facebook can be a great tool for fostering teacher-student relationships, which in turn can lead to better learning environments in the classroom. Facebook group walls allow students to post questions and group members to conduct "quick Q and A sessions". At the same time,

the teacher gives several possible answers. Facebook has important tools for improving student achievement in educational institutions. According to Tuân and Tu (2014, as cited in Jassim&Dzakiria, 2019), Facebook usage by Vietnamese university learners has increased significantly in relation to grades. Furthermore, Tuan and Tu concluded that Facebook's improvement and value are related not only to students' academic performance, but also to modulating the social atmosphere of educational institutions. Similarly, Gafni and Deri (2012, as cited in Jassim&Dzakiria, 2019) emphasize the importance (Jassim&Dzakiria, 2019).

## **2.2 The Speaking Skill**

Speaking skill is an important tool for success in various aspects of life, whether it is in personal relationships or professional settings. As Stephen Covey wrote in his book "The 7 Habits of Highly Effective People, "Effective communication is not only what you say, but how you say it, when you say it, and to whom you say it" (Covey, 1989). In other words, communication is not only about the context and the idea that you want to be understood, but it is also about the way you say it and the persons who are concerned in this communication by knowing the best way for them to make it clear, also knowing their way of thinking...

Developing good speaking skills involves various elements, such as clarity, confidence, and the ability to persuade. As John C. Maxwell wrote in his book "Becoming a Person of Influence" "Communication is not just talking, it's listening. And it's not just hearing, it's understanding" (Maxwell ,1997, p.38). This quote highlights the importance of active listening, which is crucial for effective communication. It is essential to be able to understand and empathize with the other person's perspective to establish a connection.

In addition to understanding the audience, good speaking skills also require preparation and practice. As Simon Sinek wrote in his book "Start with Why," "If you don't know why you do what you do, how can you expect anybody else to know?" (Sinek, 2009). This quote



highlights the importance of knowing your purpose and message before communicating. It is crucial to be clear on what you want to convey and how you want to convey it.

Developing good speaking skills is essential for effective communication and interpersonal interaction. It involves understanding the audience, active listening, preparation, and practice. As expressed by numerous authors, speaking skill is not a natural gift but a learned skill that requires continuous improvement and development. With practice, anyone can improve their speaking skills and become an effective communicator.

Speaking is a crucial skill that allows us to communicate effectively with others. It involves more than just pronouncing words, as there are different kinds of speaking situations in which we find ourselves. Interactive speaking situations include face-to-face conversations and phone calls, while semi-interactive speaking situations involve giving a speech to a live audience. Non-interactive speaking situations may be when recording a speech for a radio broadcast. It is important to note that there are certain barriers to speaking, such as unclear messages, lack of consistency in the communication process, and incomplete sentences.

To improve speaking skills, it is essential to practice speaking with others. It is also important to build confidence and use simple English sentence structures that you know are correct, so that you can concentrate on getting your message across.

It is also important to remember that speaking involves listening skills. Without listening, speaking is not possible, and the relationship between these two skills is corresponding. Therefore, it is important to actively listen to others when they speak and respond appropriately.

There are various factors that are related to the speaking skill. It includes what you say, how you say it, the speaker, the audience, the message, the purpose, the occasion, the content,

the structure, confidence, eye contact, body language, voice modulation, connecting with the audience, preparation, grammar, vocabulary, and fluency. To be an effective speaker, one must understand these elements and work on improving them.

In conclusion, speaking is a complex cognitive and linguistic skill that involves more than just pronouncing words. To improve speaking skills, it is important to practice speaking with others, build confidence, use simple English sentence structures, and actively listen to others when they speak.

### **2.3 The Elements of the Speaking Skill**

The ability to speak effectively involves several key elements that are essential to develop:

#### **-Vocabulary**

Vocabulary development begins in infancy, as we learn to describe the world around us and communicate our needs. As we progress from single words to sentences, our vocabulary grows, and we learn the meanings and pronunciations of words necessary for communication. Understanding what a word means is crucial to keeping up a conversation, and growing our vocabulary is essential for becoming a good speaker. Reading in English and keeping a vocabulary notebook is an effective way to expand our vocabulary.

#### **-Grammar**

While we may think of grammar as something only necessary for written language, it is also important for spoken language. Understanding tenses and the correct way to structure sentences helps us convey information in a way that the listener will understand. While it is not necessary to use perfect grammar, mastering the major tenses can improve speaking skills.

#### **-Pronunciation**

Pronunciation is another important element of speaking skills. Learning how to correctly pronounce words involves listening to those around us and understanding the small units that make up spoken language. Developing phonemic awareness and practicing sub-skills such as word and sentence stress, intonation, rhythm, and the use of individual sounds can improve pronunciation. Copying those with good pronunciation is an effective way to practice.

### **-Fluency**

Fluency in spoken language is essential for effective communication. Fluency naturally develops as we use and practice speaking skills every day. Reading out loud and speaking in front of others can improve fluency and confidence. The more fluent we are in English, the more interesting and insightful our conversations can become. Fluency is about how comfortable and confident we are in speaking, and how well we can connect our points to avoid confusion in the message. The goal of teaching speaking is to facilitate interactive communication, allowing learners to make themselves understood accurately while observing social and cultural rules that apply in each communication situation.

In addition to these elements, it is essential to continuously learn and improve your English skills to speak fluently without grammar mistakes. Making mistakes is normal, and learning from them is necessary to improve. Learning whole phrases, not words, is also a helpful technique to speak fluently without hesitation. By learning new words as part of a common phrase, mental strain is reduced when speaking. Sentence mining, which is learning lists of phrases in a new language, can help learners use new vocabulary faster and memorize grammar naturally.

## **2.4 The Significance of Facebook in Enhancing the Speaking Skill**

Carmine Gallo believes: "The same skills that make for a strong social media presence—engaging, creating content, developing a unique voice, and responding quickly and effectively

to feedback can also help you become a better speaker. “While Facebook is primarily a written communication platform, it can indirectly enhance speaking skills by providing opportunities for practicing language skills through various features such as:

**-Messenger voice and video calls:**

Facebook's messaging app allows users to make voice and video calls, which can be used to practice speaking and listening skills in real-time with friends or family members who speak different languages.

**-Facebook groups:** Facebook groups provide a platform for individuals with similar interests to come together and communicate in a group setting. Joining a group that speaks a different language than your native one can be an excellent way to practice speaking skills

**-Facebook Live:**

Facebook Live allows users to broadcast live videos to their followers or the public. This feature can be used to practice speaking skills by presenting a topic, giving a speech, or even hosting a Q and A session.

**-Facebook Marketplace:**

Facebook Marketplace provides a platform for buying and selling goods locally. This feature is used to practice negotiating skills, which can be helpful in improving speaking skills. In summary, while Facebook is not designed specifically to enhance speaking skills, its various features can provide opportunities for individuals to practice and improve their speaking skills indirectly.

## **2.5 The Implementations of Facebook in Higher Education**

Over the past decades, technology has provided unprecedented opportunities and possibilities for learning foreign languages language by providing a theoretical and practical

framework online. Social media has played an important role Embedded in education and increasingly in everyday life. Learners live in a digital world Where their lifestyle and learning methods change. Teaching technology tools to help you in your English classroom teachers achieve better and more effective learning (Gomleksiz, 2004, as cited in Waragh, 2021).

Facebook is one of the social networks. The application is one of the most common applications used in everyday life related to learning. Kolpashnikova and Bartolic (2019, as cited in Waragh, 2021) argue that technology will give learners access to applications that help them learn. I'll learn English. Facebook is used to connect, learn about the world, and share information with friends and family world (Bosch, 2009, as cited in Waragh, 2021).

Facebook is the most popular network tool used by university students for social life and educational purposes. The learners can create their personal profile page for interesting activities to share with others. Zou (2006, as cited in Waragh, 2021) confirms that a new technology can create a more flexible learning process. In this way, Facebook provides authentic environment to increase learners' learning performance such as messenger where learners interact and share ideas to learn. Blattner and Fiori (2009, as cited in Waragh, 2021) indicate that Facebook can be used for authentic language interaction and to increase motivation and improve the performance of English language learners. Educational technology can offer extensive variety of multimedia content and other channels of communication between learners and with native speakers which reflect on their learning. For example, Richard and Renandya (2002, as cited in Waragh, 2021) suggest that learners should engage in written communication through the internet to improve their writing skills, because it creates optimal conditions for learning to write.

The application of this technology has greatly changed the way English is learned by making it more interesting and productive. For teachers who see teaching as building relationships with learners, Facebook can be an effective way to connect (Roblyer et al., 2010, as cited in Waragh, 2021).

Facebook has several educational aspects, including Development of the learner's social knowledge of local and global societies. For example, learners can post information about their lives by sharing questions and insights and experience. McLoughlin and Lee (2008, as cited in Waragh, 2021) confirm that Facebook has multiple capabilities for communication, sharing, and collaboration. Facebook can be considered self-learning as it provides a great information platform for self-studying English. It provides strategies and knowledge for self-regulated learning and encourages learners to be more learner centered and work independently (Trasierra, 2018: Zou, 2006, as cited in Waragh, 2021).

Additionally, Facebook can motivate learners when they work on computers and more modern gadgets rather than Using textbooks. Using Facebook makes them more active and more autonomous in regards to setting their learning goals (Trasierra, 2018, as cited in Waragh, 2021). Hence the integration of Facebook as a learning tool can guide learners to improve their academic performance and be more successful in their future studies (Waragh, 2021).

## **Conclusion**

It is important to note that the effectiveness of Facebook as a tool for language learning may depend on individual learning styles and preferences. For some learners, the platform may serve as a useful supplement to classroom instruction and real-life interactions with native speakers. Others may find that traditional methods, such as language classes or immersion programs, are more effective for improving their speaking skills. Ultimately, while Facebook may have the potential to enhance speaking skills, it is not a substitute for regular practice and interaction with native speakers. Language learners should consider a variety of resources and methods to support their language acquisition goals, including online tools and traditional language learning techniques.

## **Chapter Two: Students' Perceptions and Attitudes towards Facebook as a learning tool to enhance their speaking skill**

### **Introduction**

After presenting the literature review in the first chapter about « The status of English Language Learning and Social Media » as well as « The Role of Facebook in Enhancing the Speaking Skill », it is high time to move to something more practical. Therefore, this chapter dealt with research methodology. It described the research instrument, participants and setting, data collection procedures, data analysis techniques, and data discussion and results.

### **1. Research Methodology**

The study is based on a mixed method. The quantitative approach was used as it presents the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomenon that those observations reflect. And the qualitative approach to provide more emphasis and interpretations and providing the researcher with complete views, looking at contexts in a deep way. The topic of the present research is considered to be a new subject matter. Therefore, the data in this work are intended to be collected from different sources. The use of a structured questionnaire helped seek students' responses.

#### **1.1. Research Instrument**

For this research, the researcher used structured questionnaire. The questionnaire consists of a mixture of close and open ended questions that measured respondents' perceptions and attitudes towards the use of Facebook to enhance their speaking skill. The questionnaire is given to second year students. The questionnaire is composed of 37 items classified under four sections each one focuses on particular aspect:



- Section one: Background information (Q1-Q9)
- Section two: Social media and English language learning (Q11-Q15)
- Section three: The use of Facebook (Q17-Q23)
- Section four: Students' perceptions and attitudes towards the use of Facebook in enhancing the speaking skill (Q25-Q32).

## **1.2. Participants and Setting**

The questionnaire was administered to second year students at Mila University, during March, 2023. The questionnaire was distributed to 70 students from different groups. The questionnaire administered in a friendly and relaxed environment. The questions were clear enough in order to help students understand and thus provide appropriate answers. The researchers were present and everything that seem confusing to the participants was illustrated.

## **1.3. Data Collection Procedure**

The data was collected through a questionnaire that was distributed on 70 students from different groups. The questionnaire was given in the morning and handed back in the afternoon.

## **1.4. Data Analysis Techniques**

The feedback collected from the respondents' questionnaires is presented in the form of tables including the percentages followed by an analysis of the results. Participants were asked to answer by "Yes" or "No" with brief justification whenever necessary. Sometimes

they choose the right answer from different options in addition to some open ended questions in which they are required to answer freely.

## 2. Results and Discussion

### -Section One: General information about the students

**Q1:** The gender

**Table 1:** *Students' Gender*

Options	N	%
Males	25	35.7%
Females	45	64.3%

According to the table, female students are more numerous than male students. Twenty five (25) males (35.7%) out of a total of 70 students were recorded. However, female students represent a number of 45 making (64.3%).

**Q2:** Students' occupation

**Table 2:** *Students' Occupation*

Options	N	%
Student	58	82.8%
Working	2	2.8%
Both	10	14.2%
Total	70	100%

The table above represents the participants' occupations. The majority of them 58 out of 70 members are students making (82.8%). 2 participants (2.8%) are working. Whereas, only 10 members (14.2%) that represent both participants (students-working).

**Q3:** Why did you choose to study English?

**Table 3:** *Students' Choice of English Language*

Options	N	%
To get a job	22	31.4%
Out of love	36	51.4%
Others	12	17.1%
Total	70	100%

According to this table, 22 students (31.4%) revealed that they chose to study English to get a job. Some of them 12 (17.1%) declared that choosing to study English was mostly forced upon them for several different personal reasons. While most of them 36 making (51.4%) claimed that they chose it because they are passionate about it and they consider it as an important and international language.

**Q4:** if others, specify:

The twelve students were forced to choose to study English for personal reasons, ranging from parents' choice, to their average not qualifying them to study their desired field.

**Q5:** have you ever been in an English country?

**Table 4:** *Number of Students Who Have Been in an English Country*

Options	N	%
Yes	11	15.7%
No	59	84.3%
Total	70	100%

Unsurprisingly, only eleven respondents (15.7%) who answered “yes”, and the majority (84.3%) said that they have never visited an English speaking country, and that is because it is not easy to travel to such countries (it is so far, very expensive, and culture barriers....) This question inquires whether these students have ever been put in an authentic context of using the English language.

**Q6:** How do consider your English level?

**Table 5:** *Students' Level in English*

Options	N	%
Very good	13	18.8%
Good	38	55.1%
Average	18	26.1%
Poor	1	1.4%
Total	70	100%

This question item is meant to notice the students' opinion towards their level in English language. The results show that most of the students 55.1% claimed that their level in English is good. Others, 26.1% stated that their level is in average. 18.8% students who declared that their level is very good. Whereas, the least percentage of students showed that their level is poor (1.4%). This rate indicates that students have diverse levels and that may refer back to the previous knowledge or the learning methods used by students.

**Q7:**How do you rate your speaking skill? (Out of 10)

**Table 6:***Students Speaking Skill Ratings (out of 10)*

Options	N	%
1-3	4	5.7%
3-5	16	22.8%
5-7	29	41.4%
7-10	21	30%
Total	70	100%

This question aims to notice the students' perception towards their speaking skill level in English language. The results show that most of the students 41.4% claimed that their speaking skill level is good. Others, 22.8% stated that their level is below average. 30% of the students declared that they are quite fluent with the English language and they rate their speaking skill as excellent. Whereas, the least percentage of students showed that their level is extremely poor (5.7%). This rate indicates that students have diverse levels and that may refer back to the previous knowledge or the learning methods used by students.

**Q8:** If below 5, which of the following is the reason:

**Table 7:** *Reasons for Poor Speaking Skills*

Options	N	%
Social anxiety	5	25%
Shyness	5	25%
Stress	5	25%
Others	5	25%
T	20	100%

This question aims to investigate the reasons behind the students' poor speaking skills. The table clearly shows that the 20 students speaking skills inadequacy is a result of several reasons mostly personality factors, social anxiety 25%, shyness 25%, stress 25%. In addition to various personal reasons, differing based on each individual experience, which amounts to (25%).

**Q9:** If others, specify:

This question aims to clarify and study any reason that was left out and not listed on the previous question, to investigate more deeply the reasons behind the speaking inadequacy of the 20 students. The result shows that it is mostly summed up in poor quality teaching, poor quality materials, and little opportunity provided to practice speaking whether that be in class or out of it (little to non-existent interactions with native speakers).

**- Section two: Social media and English language learning**

**Q10:** Do you have any social networking account?

**Table 8:** *Students' Use of Social Networks*

O	N	%
Yes	70	100%
No	0	0
Total	70	100%

By this question, we aimed to determine the extent of social network usage among University students. According to the results shown in the table above, 100% all of participants affirmed that they have at least one social networking account.

**Q11:** Which any of the following social media platforms have you ever used?( You can choose more than 1 answer )

**Table 9:** *Types of Social Media Sites Used By Students*

Options	N	%
Facebook	70 (out of 70)	100%
Instagram	65 (out of 70)	92.8%
Twitter	29 (out of 70)	41.4%
Snapchat	36 (out of 70)	51.4%
Reddit	14 (out of 70)	20%
Discord	21 (out of 70)	30%
Blogs	9 (out of 70 )	12.8%
Others	9 (out of 70)	12.8%
Total	70	100%

The table above includes the most common types of social media platforms “Facebook, Instagram, Twitter, Snapchat, Reddit, Discord, and Blogs” which are used by students. The total number of students using social media sites is 70. Therefore, we notice that Twitter, Snapchat, and Discord are one of the commonly used social media platforms by the students with a percentage ranging from 30% to 50%, but Facebook, and Instagram are the most used social media sites by a leading margin with a percentage ranging from 92% to 100%, that certainly because of their long wide range of features, their easy access and considering the longevity they have been around for, in addition to their constant updates. Whereas Blogs and



Reddit are the least used by students with a measly percentage only ranging from 12% to 20%, and a meager number of students (9) use other social media platforms.

**Q12:** If others, specify:

This question aims to investigate and study any social media sites that were left out and not listed on the previous question, to investigate more deeply the other social platforms that students use. The result clearly shows that most of the social media sites or apps suggested by students are other SNS which are a type of online social media platforms which people use to build social networks or social relationships with other people who share similar personal or career content, interests, activities, backgrounds or real-life connections such as: Telegram, Whatsapp, Viber, and Tiktok. With rare exceptions such as Wattpad which is an online platform that allows people to read and publish original stories.

**Q13:** Do you think that the use of social media affects English language proficiency?

**Table 10:** *Students' Opinions about the Effect of Social Media on English Language Proficiency*

Options	N	%
Positive effect	68	97.14%
Negative effect	1	1.42%
No relation	1	1.42%
Total	70	100%

Concerning the opinion of the students about the effect of social media on English language proficiency, the supermajority of the respondents (68) representing (97.14%) affirmed that the use of social media have positive effect on English proficiency. Whereas, only (1) student representing (1.42%) said that the use of social media have negative effect and the only left out (1) informant representing (1.42%) said that it has no effect. Therefore, one can notice that the use of social media undeniably has positive effects.

**Q14:**To which extent social media sites are important for English language learning?

**TABLE 11:** *The Importance of Social Media as an English Language Learning Platform*

Options	N	%
Very important	45	64.28%
Important	23	32.85%
Not at all	2	2.85%
Total	70	100%

The majority of the interviewed students (45) which represent (64.28%) agreed that Social Media plays a very important role as an English language learning platform and 23 other students which represent (32.85%) deemed it as an important tool for learning the English language. There are many educational applications that help learn better and are more suitable for learning (rather than printed materials). Also, they added that social networks can help in enhancing their competences as they believe that when this technology is used it will lead to better participation and acquisition of concepts and skills, however, the ones who were

againststare measly only 2 students, they said that they are not sure of the importance of Social Media in English language learning.

**Q15:**Would you add your teachers to your social accounts?

**Table 12:***Students' Interaction with their Teachers*

Options	N	%
Yes	50	71.42%
No	20	28.57%
Total	70	100%

This question is asked to see whether there is an interaction between students and teachers on these social media. Findings show that 50 students about (71.42%) who include teachers into their social media accounts, but (28.57%) do not. The participants who include teachers into their social media accounts affirmed that they talk about educative subjects or for more explanations of the lessons, clear instructions and pieces of advice, checking homework, talking about the marks and sharing knowledge. This means that there is a continuous interaction between teachers and students.

### **- Section three: The use of Facebook**

**Q16:**Are you a regular user of Facebook?

**Table 13:** *The Frequency of Facebook Usage*

Options	N	%
Yes	69	98.57%
No	1	1.42%
Total	70	100%

This question aims to determine the students' frequency of Facebook usage. Findings show that almost all students (69) are regular Facebook users which amounts to (98.57%), except for one student who is not a regular user of Facebook which represents (1.42%).

**Q17:** Why do you use Facebook?

**Table 14:** *The Reasons of Facebook Use*

Options	N	%
To meet new people	15	21.42%
To learn new things	25	35.71%
To practice the language	20	28.57%
Procuring information from everywhere	5	7.14%
Others	5	7.14%
Total	70	100%

The reasons for Facebook usage differ from one student to another. 21.42% of students tend to use it in order to meet new people and create friendly relationship. 28.57% want to practice the language by talking and interacting with people they may know or not. As well as we have we have 7.14% of students who wants to procure information from everywhere. Besides, we have 7.14% who useFacebook for different personal reasons. Moreover, the majority of participants (35.71%) attempt to learn new things by using Facebook.

**Q18:**If others, specify:

This question aims to investigate furthermorethe reasons behind students' Facebook usage. Some students (5) which represent (7.14%) mentioned other reasons such as: the use for time passing and entertainment, to communicate with friends as well as to maintain relationships with members of family, and to check daily news, thus, we notice that students' use of Facebook depends upon their own purposes.

**Q19:** How often do you check your Facebook account?

**Table 15:** *Facebook Usage Frequency*

Options	Number	%
Twice or more a day	44	63.8%
Once a day	17	24.6%
Weekly	9	11.6%
Monthly	0	0%
Total	70	100%

The findings were analyzed as indicated on the table above, and we found that the majority of students 63.8% connect on Facebook several times a day, in addition, 24.6% of students said that they check their Facebook account at least once a day, therefore they can be considered as active users. This can be due to the intention of finding latest updates and the availability of internet connection, then, we have 11.6% indicating that these students are not so actively involved in Facebook activities.

**Q20:** How much time do you spend on your Facebook account per day?

**Table 16:** *Time Spent on Facebook per Day*

Options	Number	%
Less than 30 minutes	13	18.33%
From 1 to 3 hours	28	40%
More than 3 hours	29	41.67%
Total	70	100%

Respondents were asked to report on time spent each day in different social media sites. We notice that the amount of time spent daily on Facebook varies greatly, in fact, (18.33%) of students spend less than 1 hour a day socializing. While, many of them (40%) take from 1 to 3 hours. Furthermore, most of the students (41.67%) spend more than 3 hours per day in social media. We can say that the majority of students' users spend reasonable time Facebook.

**Q21:** Do you use Facebook to chat with your teachers?

**Table 17:** *Students' Interaction with Their Teachers*

Options	Number	%
Yes	42	60%
No	28	40%
Total	70	100%

This question is asked to see whether there is an interaction between students and teachers on Facebook. Findings show that 60% of students chat with their teachers. They about educative subjects, for instance; they connect with each other for more explanation of the lessons and clear instructions and pieces of advice, checking homework, talking about the marks and sharing knowledge. While 40% of them do not, they prefer face-to-face interaction better.

**Q22:** If yes, has Facebook made it easier to reach them?

**Table 18:** *Facebook Facilitating of Communication with Teachers*

Options	Number	%
Yes	63	90%
No	7	10%
Total	70	100%

This question was directed for those who declared that they chat with their teachers on Facebook, in order to find out if Facebook has actually made it easier for students to reach their teachers. Almost all of them 90% chose yes, while only a minority of 10% disagreed. This proves the fact that Facebook facilitates the communication between students and their teachers.



**Q23:** To what extent do you think that using Facebook in education motivates you to study more and work on your assignments?

**Table 19:** *Facebook Motivation of Students to Study More*

Options	Number	%
Stronglyagree	18	25.7%
Agree	27	38.6%
Neutral	17	24.3%
Disagree	8	11.4%
Stronglydisagree	0	0%
Total	70	100%

The results of the table above show that 25.7% of the students strongly agree on the motivation of the students to study more and work on their assignments through the use of Facebook in education. Then, 38.6% of them agree that using Facebook in education motivates them to study more and work on their assignments. After that, (24.3%) of the participants shows a neutral position towards the use of Facebook in education. However, 11.4% of the participants disagree with the fact that Facebook motivates EFL students to study more and work on their assignments. In the light of the results, most of the participants show an agreement on the fact that using Facebook in education motivates EFL students to study more and work on their assignments. Hence, this finding also answers positively the second question of our study.

**Q24:** To what extent do you agree that Facebook facilitates English language learning?

**Table 20:** *Students' Opinions on the role of Facebook in Facilitating English Language*

*Learning*

Options	Number	%
Stronglyagree	43	60.7%
Agree	14	20.3%
Neutral	7	10.3%
Disagree	6	8.7%
Stronglydisagree	0	0%
Total	70	100%

According to the results stated in the table above, we found that the majority of the respondents have a positive attitude towards Facebook. 60.7% of them “strongly agreed” that Social Media facilitates language learning. In the meantime, 20.3% “agreed”. Only(10.3%) were neutral. On the other hand, only 8.7% disagreed while paying attention that none of the students opted for “strongly disagree”.

**- Section four: Students' perceptions and attitudes towards the use of Facebook in enhancing the speaking skill**

**Q25:** Do you think that using Facebook strengthens EFL students’:

**Table 21:** *Students Attitudes on Facebook as a Medium for Strengthening Skills*

Options	Number	%
Writingability	13	18.8%
Learn new vocabulary	32	46.4%
Speakingfluency	25	36.2%
Motivation to read	16	23.2%
All of the above	15	21.7%
Total	70	100%

This question investigates learners' opinions about the use of Facebook and the results variesslightly. The table above indicated that the majority of students 46.4% affirm that Facebook enrich their vocabulary backgrounds. A strong 36% of the participants opted for speaking fluency. 23.2% of them chose the motivation to read, while 18.8% went for the writing ability. 21.7 chose all of the above, they consider that Facebook play a crucial role in strengthening their English writing ability, learning new English vocabularies, speaking fluency in English, and motivation to read in the target language.

**Q26:** Do you agree that EFL students' use of Facebook helps them improve their learning achievement?

**Table 22:** *Students Agreements on the Use of Facebook' Helping them Improve their Learning Achievement*

Options	Number	%
Yes	55	78.6%
No	15	21.4%
Total	70	100%

Almost all the students (78.6%) agreed that the use of Facebook enhances their learning achievement. This explains the reasons why they spend long periods of time surfing or paging on Facebook, and trying to communicate with different people. However, students who disagree, represent only 21.4%.

**Q27:** Where do you use your Facebook account the most?

**Table 23:** *Where Students Access their Facebook Account the Most*

Options	Number	%
Home	56	80%
University	14	20%
Total	70	100%

Participants were asked where they access Facebook the most, the majority (80%) of them use Facebook at home, while only 20% use it more at university, this shows that students do

not use it all the time at university while they are studying, instead they use it home to learn more about their lessons and assignments

**Q28:** Do you chat with native people?

**Table 24:** *Students' Interaction with Native People?*

Options	Number	%
Yes	46	65.7%
No	24	34.3%
Total	70	100%

The results of the survey questionnaire indicated that (66.7%) of the whole sample admitted that they chat with people from an English country. This category is more interested to be in direct contact with the authentic source of English. While (33.3%) of the students answered "No", this category showed lack of interest and motivation.

**Q29:** How do you communicate with them?

**Table 25:***Means of Communication with Native People?*

Options	Number	%
Text messages	48	68.5%
Video calls	7	11.1%
Audio calls	23	33.3%
All of the above	14	20.4%
Total	70	100%

This question was direct to students who communicate with foreign people. We noticed that “Texting” is the most used means of communication (68.5%). Then, “audio calls” takes the second place (33.3%), while only 11.1% chose video calls.

**Q30:** Are you enrolled with any English groups, pages or clubs on Facebook?

**Table 26:***Students' Participations in English Clubs/Pages*

Options	Number	%
Yes	41	58.6%
No	29	41.4%
Total	70	100%

Through the results displayed on the figure above, we noticed that the participants who are enrolled in English clubs/pages differ from one student to another depending on their own purposes. (58.6%) said “Yes” making it (41.67%) of those who said “No”. We can say that these students are introverted and are not interested in clubs/pages, or they do not have time to join such groups.

**Q31:** Do you agree that students’ use of Facebook helps them improve their speaking skill?

**Table 27:** *Students Agreement on the Use of Facebook Helping Them Improve their Speaking Skill?*

Options	Number	%
Agree	60	85.7%
Disagree	10	14.3%
Total	70	100%

On this question students were requested to say whether they “Agree” or “Disagree” with the role of social media in improving their speaking skill. A major 85.7% of respondents agreed with this idea. This explains the reasons why students devote much time on social media. In turn, only a small 14.3% of the participants were against the idea discussed above.

**Q32:** Do you recommend Facebook as a tool for language learning (more specifically enhancing the speaking skill)?

**Table 28:** *Students Recommendation of Facebook as a Tool for Language Learning (More Specifically Enhancing the Speaking Skill)?*

Options	Number	%
Yes	46	65.7%
No	24	34.3%
Total	70	100%

At the end we asked the students to express their opinion about whether they would recommend Facebook as a tool for learning, the majority (65.7%) of them opted for “yes”, while only 34.6% chose “no”.

### **3. Discussion of Findings of the Students Questionnaire**

The analysis of the students' questionnaire showed that the majority of students use Facebook. Some informants are perceived to be addicted to it, others use it occasionally, but very few do not use it. Moreover, the current study indicated that Facebook was the most predominant social media site that is used among students. Furthermore, several reasons were given as why students use it. The most significant one is that they aim at learning new things, Besides, meeting new people, practicing the language, entertaining and communicating with family and friends were prominent reasons for its use. Ultimately, it is also seen that Facebook made it much easier for students to interact with each other as well as with their teachers. The particular interesting findings were that the majority of students believe that the use of Facebook may facilitate their language learning process and that such website have beneficial and vital role on enhancing their English language, more specifically the speaking skill as requested.



#### **4. Limitations of the Study:**

The present sub-section aims at providing some limitations.

- Lack of sources (books) in our library at the University of Mila; thus, we encountered a lot of obstacles in finding enough literature related to our study.
- The study was conducted only with second year EFL students at the University of Mila. For this reason, the findings cannot be generalized.
- The participants consist of twenty five, whereas the rest were females. Hence, we did not take into consideration the Gender and Age. Besides, during the collection of the questionnaire not all the participants were present.

#### **5. Pedagogical Implications**

Students' use of social networking sites such as Facebook...etc has become a part of their everyday life. According to the results of our research, the majority of students use Facebook to varying degrees. Several students use Facebook to communicate with native English speakers as well as their teachers in order to improve their language skills and learning achievement.

#### **- Recommendations of the Study**

- Teachers should employ this SNS (Facebook) with appropriate way to enhance student's skills of English language.
- EFL teachers should think of inventive methods to employ technology (Facebook) to target student's interests and needs for utilizing the language effectively in a variety of contexts.
- Students should understand the distinctions between academic and informal contexts, as well as the serious consequences of mixing the two.

- Adapting to educational developments and incorporating Facebook activity into formal academic settings should be a priority for university officials.
  
- Teachers and students should both be informed on the benefits of using Facebook in their teaching/ learning process.

**- Suggestions for Further Research:**

The present suggestions are addressed to those who are interested to conduct research on the same topic for future studies. First, the present study needs to be conducted in other settings in Algeria to get more generalized findings on EFL students' perceptions and attitudes towards the use of Facebook in enhancing the speaking skill. Additionally, this study needs to be replicated by taking into consideration the age and the gender of the participants, since in our investigation we did not rely on these variables. Finally, the findings of the present investigation reveal that students affirmed that Facebook is very helpful for enhancing their speaking skill. Hence, a future study can be carried out on exploring how Facebook can be a helpful tool for the learning/teaching process.

## **Conclusion**

The work revealed that students are believed to be obviously affected by Facebook. The analysis of students' questionnaire showed that the majority of the informants share the same attitudes towards the use of Facebook. Several students interact with their friends and teachers as well as using it to learn and communicate using the target language. The obtained results showed that it makes the academic experience easier with the majority of students but they need to control and manage their time and activities. In general, the acquired results answered our research questions. On the other hand, this kind of website attracts students not only to construct relationships but also to develop their English language. According to the students' questionnaire, it was noticed that Facebook encourages the social and active learning process. The students' responses supported the fact that the online environment provides a fertile atmosphere to enhance and improve their speaking skill.

## General Conclusion

Enhancing EFL English language has always been the concern of the modern research. Hence, the present study dealt with the connection between Facebook and students of the English language and attempted to encourage students to use it for academic purposes. As a result, the majority of the students revealed that they spend a noticeable periods of time using Facebook and communicate with people from all around the world. The findings of the students questionnaire indicated that almost all the students agreed that Facebook may facilitate English language learning and help them to improve their speaking skill, especially with the availability of English language teaching and learning pages. The overall findings of this research show that second year students of Mila university are really using social media sites in their learning especially to improve their speaking and pronunciation. The use of social media in education in general and EFL classes in particular can enhance the student's learning ability, using such interactive tools pays the way for the students to practice the language freely and continuously with their teachers, classmates and even with foreign people. This work indicates that Facebook is a creative ways to develop language learners' skills, abilities, potentials...etc. This latter represents a collective and cooperative work environment where billions of internet users meet in such platform sharing ideas, information, knowledge...etc. It is a beneficial learning tool if students really know how to use it correctly. The main results of this study indicated that students perceive the use of Facebook in learning ina positive manner, students are familiar with it and use it frequently. Students positively agree on the advantages of Facebook as a learning tool, this reinforces the idea that students hold positive attitudes towards the use of Facebook in enhancing their speaking skill. This extended essay was only a small step in this investigation, to know if really university students are aware of the importance of Facebook, and if they are using it in their learning and

for academic and formal purposes. Finally, the researchers hope that the present work may help students to exploit Facebook in order to develop their speaking skill at all levels.

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## Appendices

### Appendix 1

#### STUDENT'S QUESTIONNAIRE

Dear students, you are requested to fill in this questionnaire to express your attitudes towards the use of Facebook sites to enhance English language learning.

Your answers are very important for the validity of the research we are undertaking. Please read the following questions and put tike (√) in the box of the corresponding answer choice.

#### SECTION ONE:

##### 01: Gender :

a\_ Male  male

##### 02 :Occupation :

a\_ Student  b\_ Working  c\_ Bd

##### 03:Why did you choose to study English?

a\_ To get a job  b\_ Out of love  c\_ Oth

##### 04:If others specify:

.....  
 .....

##### 05:Have you ever been to an English speaking country ?

a\_ Yes  b\_ No

**06:How do you consider your English level ?**

a\_ Very good  b\_ Good  c\_ Average  d\_ Poor

**07:How do you rate your speaking skill? (out of 10)**

a\_ 1-3  b\_ 3-5  c\_ 5-7  d\_ 7-10

**08:If below 5, which of the following is the reason:**

a\_ Social anxiety  b\_ Shyness  c\_ Stress   
d\_ Others

**9:If others, specify:**

.....  
.....

### **Section Two: Social media and English language learning**

**10:Do you have any social networking account?**

a\_ Yes  b\_ No

**11:Which any of the following social media platforms have you ever used ? ( You can choose more than 1 answer )**

a\_ Facebook  b\_ Instagram  c\_ Twitter  d\_ Snapchat   
e\_ Reddit  f\_ Discord  g\_ Blogs  h\_ Others

**12:If others, specify:**

.....

.....

**13:Do you think that the use of social media affects English language proficiency?**

a\_ Positive effect  b\_ Negative effect  c\_ No relation

**14:To which extent social media sites are important for English language learning?**

a\_ Very important  b\_ Important  c\_ Not at all

**15:Would you add your teachers to your social accounts?**

a\_ Yes  b\_ No

**Section Three: The use of Facebook**

**16:Are you a regular user of Facebook?**

a\_ Yes  b\_ No

**17:Why do you use Facebook ?**

a\_ To meet new people  b\_ To practice the language

c\_ To learn new things  d\_ Procuring information from everywhere

e\_ Others

**18:If others, specify:**

.....

.....

**19:How often do you check your Facebook account ?**

a\_ Twice or more a day  Once a day  Weekly

d\_ Monthly  e\_ Others

**If others, specify:**

.....

**20:How much time do you spend on your Facebook account per day?**

a\_ Less than 30 minutes  b\_ From 1 hour to 3 hours  c\_ More than 3 hours

**21:Do you use Facebook to chat with your teachers ?**

a\_ Yes  b\_ No

**22:If yes, has Facebook made it easier to reach them ?**

a\_ Yes  b\_ No

**23:To what extent do you think that using Facebook in education motivates you to study more and work on your assignments?**

a\_ Strongly agree  b\_ Agree  c\_ Neutral

d\_ Disagree  e\_ Strongly disagree  f\_ No opinion

**Section Four: Students' perceptions and attitudes towards the use of Facebook in enhancing the speaking skill**

**24:To what extent do you agree that Facebook facilitates English language learning?**

a\_ Strongly agree  b\_ Agree  c\_ Neutral

d\_ Disagree  e\_ Strongly disagree  f\_ No opinion

**25: Do you think that using Facebook strengthens EFL students' ?**

a\_ Writing ability  Learn new vocabulary    c\_ Speak  fluency

d\_ Motivation to read     e\_ All of the above     f\_ Others

**If others, specify:**

.....

**26: Do you agree that EFL students' use of Facebook helps them improve their learning achievement?**

a\_ Yes     b\_ No

**In both answers, justify your answer:**

.....  
 .....  
 .....

**27: Where do you use your Facebook account the most ?**

a\_ Home     b\_ University

**28: Do you chat with native people?**

a\_ Yes     b\_ No

**29: How do you communicate with them?**

a\_ Text messages     b\_ Video Calls

c\_ Audio Calls     d\_ All of the above

**30:Are you enrolled with any English groups, pages or clubs?**

a\_ Yes

b\_ No

**If yes, what is interesting about them?**

.....  
.....  
.....

**31:Do you agree that students' use of Facebook helps them improve their speaking skill ?**

a\_ Yes

b\_ No

**32:Do you recommend Facebook as a tool for language learning (more specifically enhancing the speaking skill) ?**

a\_ Yes

b\_ No

## الملخص

بسبب تطور التكنولوجيا ، تم إدخال اختراعات جديدة في التعليم. اليوم ، يمكن استخدام العديد من الأجهزة التكنولوجية لتسهيل التعلم وتلبية احتياجات متعلمي اللغة. تهدف هذه الدراسة إلى إلقاء الضوء على آراء ومواقف طلاب الجامعات تجاه استخدام الفيسبوك كأداة لتعلم اللغة الإنجليزية. لتلخيص هذه الدراسة ، أجريت دراسة حالة في جامعة ميله ، وتحديدًا في قسم اللغة الإنجليزية ، حيث تم اختيار طلاب السنة الثانية كعينة. بلغ حجم العينة 70 طالبًا من مختلف الأعمار والأفواج ، وتم جمع البيانات باستخدام "استبيان". تم تحليل البيانات التي تم جمعها نوعيًا وكميًا. تتكون هذه الأطروحة من فصلين اثنين ، يتناول الفصل الأول الإطار النظري والثاني مخصص للعمل الميداني. لذلك ، تشير النتائج إلى أن غالبية طلاب جامعة ميله يستخدمون أدوات التواصل الاجتماعي ولديهم الرغبة في دمج وسائل الإعلام ووسائل التواصل الاجتماعي كأداة للتعلم في الجامعة. تشير هذه المقالة أيضًا إلى أن غالبية الطلاب يستفيدون من الفيسبوك لتعلم اللغة الإنجليزية. لتعلم اللغة بالإضافة إلى أن الطلاب لديهم موقف إيجابي تجاه استخدام الفيسبوك في تحسين مهارة التحدث لديهم

## Resumé

En raison du développement de la technologie, de nouvelles inventions ont été introduites dans l'éducation. Aujourd'hui, de nombreux dispositifs technologiques peuvent être utilisés pour faciliter l'apprentissage et répondre aux besoins des apprenants en langues. Cette étude vise à étudier et faire la lumière sur les perceptions et les attitudes des étudiants universitaires à l'égard de l'utilisation du Facebook comme outil d'apprentissage de langue Anglaise. Pour résumer cette étude, une étude de cas a été menée à l'université de Mila, en particulier dans le département d'Anglais, où les étudiants de deuxième année ont été sélectionnés en tant que population de l'échantillon. La taille de l'échantillon était 70 étudiants d'âges et de groupes différents, les données ont été recueillies à l'aide de "questionnaire". Les données collectées ont été analysées qualitativement et quantitativement. La présente thèse est construite de deux 02 chapitres, le premier chapitre traite du cadre théorique et le second est consacré au travail de terrain. Par conséquent, les résultats indiquent que la majorité des étudiants de Mila université utilisent des outils de réseaux sociaux dans leur langue et ont le désir d'intégrer les médias et les réseaux sociaux comme un outil dans le processus d'apprentissage à l'université. Cet article rapporte également que la majorité des étudiants profitent du Facebook pour apprendre l'Anglais, en plus de cela les étudiants ont une attitude positive envers l'utilisation du Facebook dans l'amélioration de leur compétence orale.