The Effect of Social Media on EFL Learners' Productive Skills

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Dedication

*I dedicate this work to my beloved mother who has always been beside me whenever I needed. To my beloved sister: «**Malika**» thank you for always being mindful and caring*

*To my best friends :«**Wissam**» and« **Bouchra**» , I do not know how to thank you but I'm lucky to have you in my life. We have grown so close throughout life and I know we will grow even closer the years* pass.

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Dedication

To my beloved family ,

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Abstract

Nowadays, learners are so obsessed with social media platforms. Regardless of their gender, age, social background and many other variables, one cannot think of any learner without a social Network account. Consistent with this, this study aims at investigating the impact of social media, be it positive or negative, on EFL learners' productive skills. To this end, a method that mixes both quantitative and qualitative approaches is opted for the collection of the data. For the quantitative data, a questionnaire is directed to sixty second year Master students at Ibn Khaldoun University of Tiaret ; whereas for the qualitative data, an indirect interview is administered to six higher education teachers of English at the same university. The findings reveal that social media definitely affects student's productive skills, and the effect is both positive and negative. On the one hand, social media is considered as a motivational platform that helps learners to enhance their productive skills in terms of vocabulary, grammar, pronunciation and fluency. On the other hand, social media has a negative impact on both the way students speak English in academic settings and the way they write academic papers.

Key terms : Social media , Social Networking sites, Productive skills, writing skill, speaking skill, EFL learners.

List of Abbreviations and Acronyms

EFL…... ……... ……………. English as Foreign Language

SM………………………….. Social Media

SNS……………………….. Social Networking Sites

LMS………………………….. Language Management System

FB………………………………. Facebook

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General Introduction

It goes unquestioned that today's learners are increasingly products of a digital world; their extensive use of social media sites is so remarkable in educational context. The use of social media can be an effective tool for learning in higher education, its various motivating environments can provide learners with the ability to get more useful knowledge, connect with learning groups and also practice language. It must be said then that as they spend large amounts of time using social media sites, mainly chat rooms, it is critical that they are developing new skills including speaking and writing skills. Both speaking and writing are complex cognitive activities, they are not easy tasks to achieve especially for foreign language learners, in other words, learning these two important skills represent great challenge for EFL learners. Hence, the current study attempts to investigate the effect social media can have on EFL students' speaking and writing skills. More importantly, what makes us conduct this kind of research is the considerable attention social network sites have attracted among scholars and educators. This study can be a good academic source for students who display low achievements in their oral and written classroom productions.

1. Research Aims

Given the extensive use of social media, this study seeks to examine the impact, be it positive or negative, social media can have on EFL learners' productive skills. It also aims to find the right environment for EFL students to improve their speaking skills.

1. Research Question
1. Do EFL students use social media for educational purposes?
2. To what extent can social media be helpful to enhance students' productive skills?
3. Can social media affect negatively EFL students 'productive skills?

2. Hypothesis

From these research questions, the following hypotheses have been formulated
1. The majority of EFL Students use social media but only few of them use it for educational purposes

2. Social media can be helpful to enhance EFL student academic performance, increase their knowledge and provide them with the opportunity to practice English language by going through various online platforms.

3. The use of social media has a negative impact on EFL learners' speaking and writing skill.

4. Research Methodology

Because this study is concerned with EFL students' speaking and writing skills, the process of collecting data is based on the use of a method that combines quantitative and qualitative approaches. In other words, the present study opts for two main techniques: structured questionnaires and an indirect interview. Questionnaires are distributed to sixty second year Master students of English language at Ibn Khaldoun University of Tiaret, while the interviews are directed to six teachers of English language in the same academic setting.

5. Research Process

To discuss the problem of this research, we have systematically divided this work into three chapters. The first chapter provides a whole overview about social media and the role it plays in the educational context. The second chapter is devoted to recent and previous research about the productive skills, writing and speaking skills. The third chapter presents the characteristics of the target population, setting, methodological instruments employed and an analysis of the data collected as well as the discussion of the obtained findings.

6. Research Limitations

As many other studies, this study has some limitations. The quarantine for example prevented us to have face to face discussions with our supervisor. It also prevents use to have a large amounts of data, the questionnaire and the interview are conducted online, mainly via social media platforms

Chapter One

I 1. Introduction

Social media is the future communication tool for all areas of human lives. Social networking sites have attracted millions of users around the world . It might be used for different fields education as well through various sites. Therefore ,students using online social networking can develop their knowledge based on extensive communication and knowledge sharing on such sites.

Since the widespread of social media ruling the world on all Disciplines and activities. Students have great opportunity to create group projects inside and outside classroom .

This chapter is likely dedicated to review the literature based on the findings from other studies, data from books, articles and dissertations, start with the definition of social media, social networking sites with its main types and categories I'm general and "Facebook "in specific besides its features. Next, we will highlight the significance of social media in education including different learning tools. And finally, it draws the attention towards the advantages and sides effect of social media on EFL learners.

The development of Internet technologies brought new forms of services and channels focusing mainly on social media it became people's interest worldwide ,it integrate into their daily life such the social Networking site "Facebook ".Social media have dramatically changed the way of communication thus, it's not only restricted to entertainment and business, it outstretched to the educational field.

As a result of globalization the vital influence of social media reached the Algerian country and specifically the Algerian student.

I 2.Social Media

The term of social media has been suggested by Barners in1954, ,it refers to network of relationships between different information processing entities such as people, groups, and organizations.(as cited in Mannar & Shameem,2012,p.78). Manning(2014)stated that social media is the term often used to refer to new forms of media involve interaction participation. according to him social media had passed from the broadcast stage to the interactive stage ;the broadcast ,in which media were entirely focused on one entity such as radio, television...that is to say feedback was indirect and communication was limited generally via personal letters ;telephone calls...however; the interaction stage arise with the innovation of communication

technologies, Interaction has been facilitated and expended ;users of social media were able to speak in group and give feedbacks; due to the low cast and accessibility to the technologies , it provide to media consumers the opportunity to seek information and to have conversations.

In general, the global usage of Internet beside social media and its services became a phenomenon that is put under the spotlight. Many scholars explain the relevance of people on the web ,in which the new forms of social media interactivity that is to say users are able to socialize, communicate, seek and exchange information and collaborate in the web-based environment.

I.3. Types of Social Media

According to Kakkar(2018) there are 8 diffrent types of social media, they are classified as following:

Social networks	**Facebook, Twitter, LinkedIn**
Media Sharing Networks	Instagram, Snapchat, YouTube
Discussion Forums	Reddit, Quora, Dig.
Bookmarking and Content Curation Networks	Pinterest, Flipboard.
Consumer Review Networks	Zomato, TripAdvisor
Blogging and Publishing Networks	Wordpress, Tumblr, Medium
Social Shopping Networks	Polypore, Etsy, Fancy
Interest-Based Networks	Goodreads, Houzz,last.fm
Table1 :Types of Social Media	

I 4.Categories of Social Media

Social media is decided into three categories, some are sites in the following table:

Communica ions	Collaborations	Multimedia
Blogs, ial **soc nets**	Wikis, Social news	Streaming, Videos, Virtual Worlds
Table 2 : Categories of Social Media		

In the booklet of :social media :a Guide for research Cann,Dimitriou and Holey (2011,p.07)defines the categories of social media .The use its categories depend on the requirements of users.

Since the innovation of social media, it obtained many different types and categories aech one differ from the other ;in order to meet user's needs and seeks, .In this work, we are concerned with the Social networks site ,specially the social network site "Facebook".

I.5. Social Networking Sites

Boyd and Ellison(2008,p.211)defines Social Media as:

"Web-based services that allow individuals to construct a public or semi- public profile within a bounded system ,articulate a list of other users with whom thy share a connection ,and view and traverse their list of connections and those made by other within the system"

To put more simply, Social networking sites means the Internet -based channels that enable users to create profiles, communicate and interact, construct words pictures videos and audios, it allows online conversation and discussion, seek information and share experiences .Individuals use Social Networks in order to be connected to other whom they share common interests.

I.5.1. WWW.Facebook.Com

It's known that, social Networks started with six.Degrees.com in 1997 followed by other social networks such as live journal, Friendster ,LinkedIn, Myspace, last .fm, Flicker, YouTube, and finally Facebook launched attracting great number of registered users in a short spam of time.(Boyd &Ellison,2008,p.214). It started initially for students, the establishment of it was to backup distinct colleges, and then it was extended to business field joining it has increased by non-university users .

The social network site "Facebook" is an internet-based service, it's the most used platform all around the world. Statistics revealed that there are 1.73billion people on average log onto Facebook daily considered daily active users (Facebook DAU)for March(.2020). Facebook as an online environment had gained popularity and respect among people over the passed years mostly due to the rapid use on the Internet. Medaglia , Rose and Nyvang (2009)

determines the features and effects of SNS in there work " Characteristics of Social Networking Services".

This table classify some of the features of Facebook that we are concerned with in our work

Control a of profile, of what kind of information to add, who is able to see what kind of information, how other people are a le to connect to one's profile	Digital Personal /Virtual Identity
Profile building where the user is encouraged to make close relation between online and offline reality	
Connection to networks and groups, these represent a visible part of each user's profile, thus membership in these groups create each user's profile	
Membership of groups (open or on invitation only)	Network building
Send messages to friends or members of a group	Network maintenance
Building new applications	User generation of virtual content and objects
Develop new groups	
Facebook if Mainly used to connect to people users have some kind of relationship with also outside the online sphere. Self-governance is mainly maintained by the fact that some friends will know you ,thus decreasing the opportunity to split between the online and "real" life	Network self-governance

Table 3: Features and Effects of Facebook

Facebook engagement provide to users many different features that are in a constant development and aptitudes ownership of a Facebook account give the opportunity to establish a visible profile in order to navigate and search for other profiles, connect with people that is to say communication via sending messages ,moreover users are able to create pages and groups. For example students are able to create and be members in Facebook groups that belong to their institutions.

I.5.1.1 Facebook Group

By owning a Facebook account , users can engage to different activities in order to fulfill their need sand seeks, this platform is an important environment to support university student's knowledge.

Crook (2008).(as cited in Ahren, Faller &Nagle ,2016,pp.35-49)argue that a dynamic sense of community is formed from the solidarity of belonging to the same educational group because each member shares one common learning goal or purpose.

I.6. Media and Language

Crystal (2004,p.25) explains the internet as :"...an electronic ;global and interactive ;medium each of these properties has consequences for the kind of language found there " and he added:
"If the Internet is a revolution ,therefore it likely to be a linguistic revolution"

The Internet revolution had brought several changes and unprecedent development of information and communication along with the innovation of digital technologies, beside the renovation of communication media ;many linguistic transformation were witnessed in the new way of communication ,unvitable outcomes were deepened into the language,   David crystal in his book entitled with Language and The Interne ; examined the effect of the internet on the language . Some proclaims claimed that the impact of Internet on language is negative ;in which the domination of Tecknospeak cause the disappearance of language rules and the decrease of creativity and all that as a result of globalization .these faise pretenses were disproves by evidences , he argued that Internet allows the spread of language variety ,range and provide the ability to be creative .

I.6.1 Netspeak

According to Crystal (2004,p.17) Netlish ;weblish ,Internet Language, cyberspeak, electronic language, interactive written discourse, computer-mediated communication(CMC),terms that are substituted by the new linguistic term "Newspeak". Baron (2001).Mann and Stewart(2000)dealt with the concept of Newspeak and their common believe is Newspeak consistency of abbreviations, acronyms and emoticons beside other innovated words and sentences. (as cited in Tthangarj,S Sh & Maniam M,2015,p.47)David inserts that Newspeak is characterized by the words shortening and spelling modifications; that is to say messages typing procedure(write)became similar to chat and

conversation (speak)with regardless of grammar and punctuation ."Several writers have called Internet language .

"written speech"and Wired style advises: "Write the way people talk""(Crystal,2004,p.25)

The purpose behind creating acronyms and abbreviations is for typing process acceleration and time reserving.

I.6.1.1 Acronyms

An acronym is a word formed from the first letter(on first few letters)of combined letters create a new word that becomes a part of everyday language".

ASAP	*As soon as possible*
AKA	*As known as*
ALOL	*Actually laughing out loud*
AFAP	*As far as possible*
4 u ?	*I have a question for you*
DIY	*Do it yourself*
Dnt	*Don't*
DL	*Download*
Abt	*About*

Table4 : Common Acronyms

I.6.1.2 Abbreviations

Abbreviation is a shortened form of words used to represent the whole such as (Dr.or prof)".

Some common abbreviations, they are sited as following:

Bef,b4	*Before*
Def	*Definition*
Dep	*Department*
Edu	*Education*
Gov	*Government*
Tech	*Technology*
Prv	*Private*
Ling	*Linguistic*
Gd	*Good*

Table5 :common Abbreviations

I.7.Education

Conventional education system in universities has been taking as heritage over time to encourage educationists learning (as cited in Aghaee , 2010,para .1) .Education is the most significant aspect in the evolution of students competencies .Unceasingly, the extensive use of technology also helping students in their classroom performance ,since today's digitalized world is concerned with globalization world :it became a part of an individual's life .Students are mainly focusing on such sites :Facebook , YouTube………. These types of social of networking sites have attracted many educators , teachers ,students in many different domains education as well.

I .7.1 Social Media in Educational Context

The widespread of social media occupied every angle of life specially EFL students .According to Johnson (2013), "students today grow up in an environment of swiftly change technology where most of student's time is spent on social networking forums and online interaction". The acceptance of social by students is detectable , but the potential of implementing social media for educational purposes is still debatable .(Pollara ,2011 , as cited in Ahmed ;p:75).Online interaction among teachers ,students , and educators have raised many scholars attention to investigate how can these new technologies extend beyond educational institutions and learning process .Social media including :Facebook , LinkedIn

,my space, and other platforms used to facilitate quick access of information ,share academics things ,looking for professional chances ,and may be find new friends with the same tendency .Facebook is currently considered as being a technology-enhanced learning environment and an integral part of student's e- routine .Students can create Facebook group depending on their interest to share common things entirely teachers can make group activities associated to keep in touch with their students outside classroom .Pervasive use of such sites among teachers and students view as positive and beneficial concerning student's ability and teacher's practices .

I.8. Technology and Learning Tools in EFL classroom
I.8.1 Learning Management System .

At first ,language management system were more traditional over decades but ;actually , it is considered as the most significant system for both learning and teaching ,for changing the structure of web technologies .An language management system is a software applications or web- based technology used to design ,implement , and assess specific learning process .(Alian and Zainuddine ,2005,p:28 as cited in Pilli ,2014 ,p.92).Commonly , language management system as an effective tool that has to reach student's needs individually in particular learning contexts .Szabo and Flesher (2002) defines language management system is the infrastructure that deliver , and manage instructional content ,identifies and assess individual and organizational learning goals ,tracks the progress towards meeting those goals and collects and presents data for monitoring the learning process of the establishment as a whole(as cited in Pilli , 2014 ,p.90).Besides ;teachers and administrators focus on treating online course for students as ;learning materials ,quizzes , forums assignments , chat and so on .Bailey (1993)demonstrates the following characteristics for an language management system in education (as cited in Pilli ,2014 ,p.92) :

- ➢ instructional objectives are tied to individual lesson
- ➢ Lessons are in corporate into the standardized curriculum
- ➢ Courseware extends several grade levels in a consistent manner
- ➢ A management system collects the results of students performance ;and
- ➢ Lessons are provided based on the individual student's learning process Learning management system accomplishes all its kinds of learning environment content valid to individuals at anytime and place and the most important accessibility.

I.8 .2 Collaborative and Cooperative Learning .

Collaborative and cooperative learning are widely the most essential elements in online interaction which motivate learners to collaborate and cooperate depending on appropriate online resources include ;Email , instant messaging (text or audio /video based communication)either synchronously or asynchronously(as cited in Aghaee , 2010,p.15) .''Collaborative learning is a situation in which two or more people learn or attempt to learn something together''.(Dillenbourg , 1999: , as cited in Aghaee , 2010,p.13) .In this context ,learners create group activities and working on their assignments with classmate who share the same knowledge and common objectives through different online technologies such as :face to face as well as web -based , synchronous or asynchronous as dillenbourg observed (1999 a, p:2 as cited in Aghaee ,2010, p.14) .On other hand ,cooperative learning dillenbourg (1999 ;8) « Partner split the work , solve sub-tasks individually and then assemble the partial results into the final output .(as cited in Aghaee , 2010, p.14).Primarily , by dividing the work between group members to work individually , afterward collect data to get the final result .Moreover , Curtis and Lawssin (2001 :22) point out , in cooperative process , participant could agree and distribute the elements of the task across group -members to work and complete the components independently.(as cited in Aghaee , 2010, p.14) . They can afterward send the completed sub-tasks to other member via synchronous or asynchronous communication tools .Basically , social media embrace its users with two important collective tools concerning instantaneity and control over the environment .These factors provide new ways of learning ,motivation , satisfaction in online courses for both teacher and student .On other hand , synchronous method take place in real time constant conversation used for students -teacher or student -student interaction generally via live document sharing ,text and voice , google group and so on .According to Hrastinki et al (2010 :659) '' synchronous media were argued to be more useful to support tasks and exchange such as planning work ''(as cited in Aghaee , 2010, p.9).Students get rapid and reasonable answers to their questions and problem miscommunication .On another hand ,asynchronous communication , Christa Ehmann (2004)observed that "asynchronous writing instruction looks very familiar to instructor".(as cited in "synchronous and asynchronous ,n.d.p.132) it is extremely huge range of course-critical tasks which give learners higher authority to choose whatever they want to do and visit website at anytime , taking into consideration that they seem to be controlled , at actual fact what has been published . Mick and Middlebrook point out examples of asynchronous and synchronous tools (2015 :p, 132)

ASYNCHRONOUS TOOLS	SYNCHRONOUS TOOLS
• EMAIL	• Text-based chat
• DISCUSSION /MESSAGE BOARDS	• Voice -based chat , to include the phone
• BLOGS	• Audio and /or video conferencing
• SOCIAL MEDIA SITES	• Web conferencing
• LISTSERVS	• Whiteboards
• STREAMING AUDIO OR VIDEO	• Virtual worlds
• WIKIS	• Real -time document sharing (e.g Google documents)

Table06: asynchronous and synchronous tools

I.9.Benefit and Advantages of social Media on EFL Learners

Social media has enormously influenced all people's social lives ,notably EFL learners positively and negatively (as cited in Ezeabii ,Chibuike , &Udeh ,2019 , p.83).Here are they:

- Student's interest /attention toward the continual use of social media helping them to swimmingly interact with their classmate and even teachers concerning homework , assignment , schools related activities.
- With social media ,students can develop their skills with different online resources and materials and study at their weaknesses
- It makes students up to date to what is happening in academics and about what is going on at schools.
- Through social media , students can express their ideas , especially those who seldom participate in class (or those with less participation) because of anxiety ,shyness ……) it allows them feel comfortable and confident to be able to participate freely in class.

- If students face difficulties regarding to understand teacher's lessons ,they can seamlessly post questions in such sites asking for help .In this respect ,teachers also have to help their students in doing homework by allowing all class increase access services and feedback.

I.10.Sides Effect of Social Media on EFL Learners

Social media does not always have positive impact ; here are some negatives one

- Students spend 24/hours online post ,share ,comment among themselves through different sites rather than focusing on their exams

- Today's students use social media for their vested-interest instead of for educational purposes

- Social media conquers student's focus and deflect them toward using inconvenient actions such as fool language ,slang expression ,colloquium ….).This could effect their formal writing assignment and exams

- Ibrahim (2012)posited that most student prefer being on the site rather than reading books" .So that , social media reduces productivity and kill their interior (as cited in Ezeabii ,Chibuike, &Udeh ,p.84).

I.11.Conclusion

This chapter has attempted to define some key concepts such as :social media, social networking sites, in general and "Facebook "in specific which gained popularity and respect among people. It became the potential to extend from one aspect people 's lives to another. Social media is not trivial and not only suitable for business or entertainment, it's also interfering to the educational system, the fact that students are the largest category that use social media which makes researchers, educated and expert able to take it as privilege to establish some tools in order to enhance and encourage student's academic career.

Chapter Two

Productive Skills

II.1 Introduction

At first, writing was neglected by people, the focus was on the spoken form of the language. As a result, many languages did not have their own written form, which may threaten these languages to disappear. Over the years, more attention was given to writing by scholars, and time was devoted to understand the essence of writing and to develop it as well.

Writing is considered as a process, rules and instructions were established to govern and orient the procedure .Writing becomes one of the essential skill among the other three skills (speaking, reading, listening).In contrast, the spoken form is very highly valued in linguistic and applied linguistics when it is regarded as the primary form of a language ,the source of innovation and language change. When speech is considered in opposition to writing, several distinctive features become evident, particularly if the way it is produced is taken as the starting point.

In this chapter, the two most important productive skills are discussed. The first section is devoted to writing in general and its nature, then the difference between writing and speaking. Next, writing components, writing system and EFL Student's writing problems are dealt with. In the second section, an overview about speaking skill, speaking strategies, aspects of speaking is presented. After this, an important light is shed on speaking sub skills, speaking activities and EFL learner's problems in speaking.

II.2 Writing

Brookes & Grundy (2001:01) argued that:

"The study of language in the twentieth Century has tended to concentrate on spoken language , many linguists from de Saussure through to Chomsky, for what seemed like good reasons at the time , neglected the written mode in favor of the spoken . This, however contributed to the fact writing was for a long time a neglected area in language teaching."(as cited in khaldoun,2008,p.12).

It is troublesome to produce a transparent definition of what writing is .part thanks to the diverse meanings of English words and part thanks to the long history of writing and its magnificent importance. The later multiplied by years from written paper to computers screens, is facing a dramatic advances .The dependence of humans on writing is unprecedentedly higher to associate new extent.

The ability of computers to work within the written state, recover and arrange written communication in many ways surpasses the unsupported human faculties. Mastering the word into electronic version has become crucial.

In general, writing is a complex cognitive feature in order to precise what's on the mind (ideas thoughts opinions...).According to Nunan (2003),writing is both physical act and mental act. On one hand the essential nature of the mental act is about creating ideas, thoughts...the other hand, the physical act is the executive part in which words thoughts...are committed to some milieu so that they are expressed and arranged in order to be a clear product for readers. (as cited in Diana EKA,2016,p.07)Elbow (1973,pp.14-16) declared that writing is two - step process. First you figure out your meaning ,then you put it into language ,to avoid confusion the process started with a plan .It's commonly believed that the receptive words come into the productive use Coulmas(2003,p.01) distinguished leastwise six meanings of writing

"System of recording language by means of visible or tactile Marks. The activity of putting such a system to use. The result of such activity a text. The particular form of such a result , a script style such as block letter writing Artistic composition. Professional occupation.".

Aristotle pointed out that:

"Words spoken are symbols of affections or impressions of the soul written words are symbols of words spoken And just as letters are not the same sounds are not the same either, although the affections directly expressed by these indications are the same for everyone, as are things of which these indications are the same for everyone, as the things of which these impressions are images ".(1938:115).(as cited in Coulmas 2003,p.02).

Explanations and clarifications were given by scholars who undertake writing as an important and worthy field to be studied investigated and explored. Aristotle was one of the scholars who believed in the relationship between linguistic entities and the things in real world. The philosopher Hsies also added in his essay "Curving of literary Dragon "that when the mind is at work ,speech is uttered when speech is uttered writing is produced(1983:13-17).(as cited in Coulmas ,2003,p.04). The definition given by Hsich shared a common believes with Aristotle's one concerning the relationship of speech production and writing production for Egyptians as well "And the whole multitude of hieroglyphs were created by what was thought in the heart and dictated by the tongue. (as cited in Coulmas ,2003,p.08)

II.3 The Difference between Writing and Speaking

Writing is not an easy task ,the complexities of it revolves activities and stages in order to convey something understandable to the reader Harmer (2001:06)stated: "When considering how people write we need to consider the similar and different between writing and speaking both in terms of their form and in process that writes and speakers go through to produce language despite the fact that the difference between the two forms are often very marked there are also occasions when speaking and writing look very much the same and are done in much the same way " .(as cited in khaldoun,2008,p.32).According to Nunan (2015:78)listening and reading were often grouped together because they are receptive skills , and that speaking and writing were placed together because they are productive skills. The four characterized skills are classified into a table:

	Productive	Receptive
Visual	Writing	Reading
Aural	Speaking	Listening

Table07: Grouping of the four skills

In addition to that he pointed out to another method to categorize the four skills by means of communication .the characterization is about Visual and Aural Speaking and writing share a common elements which are productivity and visualization in contrast they differ from each others concerning other elements.

Soprano (2006:14)argued that writing is a series of activities going on and involve several phases ,the preparatory phase ,the content development and review as well as revisions or improvements posts ,furthermore ,he added that writing can be use as an indirect means of communication to other to convey information(2006) (as cited in Diana EKA,2016,p.07) Olson & Judith.F in their work untitled with "Writing Skills Success 2 Minutes a Day" they distinguishes the three advantages of writing over speaking .

1. In writing, you can take it back. The spoken word, however, can cannot be revised . Once you make a statement verbally, it affects your listeners in a particular way, and you can't "take it back "or rephrase it to the point that the first statement is forgotten. However, if you write a statement and, after looking at it realize that it sounds offensive or incorrect, you

can revise it before giving it to the intended audience. Writing is careful, thoughtful way of communicating.

2. Writing forces you to clarify your thoughts. If you're having trouble writing, it's often because you're not yet finished with the thinking part. Sometimes, just sitting down and writing whatever is on your mind helps you discover and organize what you think.

3. Another advantage is permanence. Ideas presented in writing carry far more weight than spoken ideas. Additionally, they can be reviewed and referred to in their exact, original form. Spoken ideas rely upon the sometimes inaccurate memories of other people.

Il.4 The Evolution of The Writing Process

The process of writing is a complex procedure ,that is to say a writer has to go through an important stages and activities in order to present a good written paper to the reader . Flower &Hayes Model (1981) suggested some feature of writing process they are as following :

> ➢ Writers have goals
> ➢ They plan extensively
> ➢ Planning involves defining a rhetorical problem placing it in a context ,and then making it operational by exploring its parts ,arriving at solutions and finally translating ideas on page. (aa cited in khaldoun,2008,OP.29-30).

All works can be reviewed, evaluation and revised , even before any text has been produced. Planning, drafting revising and editing are recursive, interactive and potentially simultaneous .Plans and text are constantly evaluated in a feedback loop. The whole process is overseen by an executive control called or monitor.

Peter T, Daniel(1996) pointed out that:

" Language is a natural product of the human mind ...while writing is a deliberate product of human intellect...language continually develops and changes without the conscious interference of its speakers ,but writing can be petrified or reformed or adapted or adopted well.(as cited in karan,2006,p.01). Brown(2000,p.335)said that the process of writing requires an entirely different set of competencies and is fundamentally different from speaking.

The permanence and distance of writing , coupled with its unique rhetorical conventions, indeed make writing as different from speaking as swimming is from walking." The psychologist Eric Lunenburg (1967)in a discussion of "species specific "human behavior

spotlights the idea of that writing is like swimming.in which he pointed out to the ability of humans to learn walking and talking universally . However, writing and swimming are culturally learned only if there is an instructor. (as cited in Brown,2000,p.334). The process of writing can be instructional which involvesprewriting, drafting, revising ,editing. Brown also see that by following the procedure of writing ,that means thinking ,drafting and revising that requires a specific skills . The outcome or the fruit of this procedure is a written products . Speaking about skills , they are not developed naturally because of the compositional nature of writing .For him this procedure focuses on the way writer or specially student generate ideas , the way he /she organize the written product coherently , the way to use and put discourse markers and rhetorical conventions cohesively. The way of revising the written text and the way editing it with the interference of grammar in order to produce a clear meaningful pieceof writing .(Brown,2000,p.334) According to Oshima and Hogue (2006) writing is not action ,it is a process which has different steps, which are prewriting, drafting , revising, and editing .(as cited in Benkazdali,2017,p.13). Another model of process of writing by Ron White and

Valerie(1991,p.05) which is interrelated set of recursive stages that include:

II.4.1 Drafting (ordering information, experimenting with arrangements, etc.)

II.4.2 Reviewing (checking context,connections,assessing impact, editing)

II.4.3 Focusing (that is sure you are getting the message across you want to get across).

II.4.4 Generating ideas and evaluation(assessing the draft and/or a subsequent draft)
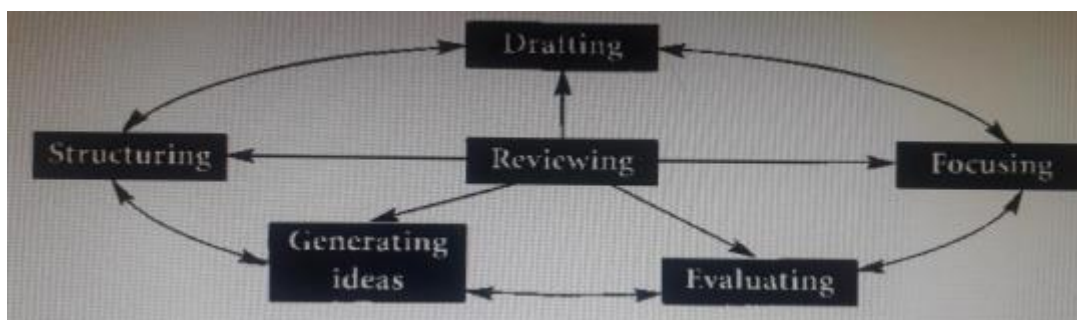
Figure01: A diagram representing the model of white and Ardnt.

It's commonly believed and approved that Writers in general and students specifically need to follow a set of activities in order to get an appropriate piece of writing at the end beginning with the first step.

II.5.Writing Components

A study was conducted in 1961,the reason behind conducting this study was to identify the important features of writing and to classify them.11.000 reader participated in this study , they commented on 3,557 essays . Their comments were put under analysis and five features were distinguished (Diederich, 1974).(as cited in kantor P,2012,p.02).

Firstly, the most important feature was the expression of ideas ,concentrating on clarity , development and the relevance of the topic and purpose. Secondly the feature was mechanics focusing mainly on errors the structure of the sentence , punctuation and spelling . Thirdly this feature is about how writing is organized and analyzed. The fourth feature was wording and phrasing consisted on words choice and arrangement. Finally ,the fifth feature was about the personal qualities that consisted by style or what is called "flavor", its appearance as individuality; originality and interest.

A Good piece of writing requires a rich vocabulary ,correct grammar and comprehension. According to Nurgiantore (2001:306-308) here are some of the components of writing (as cited in Hudriatul,2015,pp.12-13).

II.5.1.Content

Content is refers to a set of information that support the specific topic talked about. In the content aspects, the writer can develop the details idea to describe the main topic.

II.5.2. Organization

Organization means how the students arrange their ideas. The organization of the text is clear ideas, good organization, logic sequence and cohesive.

II.5.3. Vocabulary

Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing.

II..5.4. Grammar

Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure so that it make writing more meaningful.

II 5.5. Mechanic

Mechanic means how the students write. Paragraph is a combination of some sentences which need good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.

The different distinguished components of writing are tackles from common points starting with thinking that is to say ideas must be central ,subordinate and clear . Checkpoints were presented by DR.Stephen Wilbers in his article" Excellent Writing ". (as cited in Diaf,2017,pp.27-28). The work deals with the important components of writing. well organized piece of writing using some elements gives the opportunity to the reader to understand and grasp the meanings of this writing , learner have to prepare to keep the reader's central idea orientation by using logical conjunctions...furthermore, the use of examples , expectations and details gives the writing clarification and strength. Writing as a complex activity requires set of skills and activities to reach a good written product. The process involves some aspects such as word choice, coherence, cohesion and the most important grammar , spelling and punctuation.

❖ **Central idea**

- Purpose or central idea is sufficiently limited for meaningful discussion.
- Central idea is clearly stated, normally in the opening.
- All subordinate ideas relate clearly to the central ideas.

❖ **Organization**

- Introduction orients the reader to the central ideas and the line of reasoning.
- Material is arrange in a logical and coherent sequence; subordinate ideas are effectively identified.
- Transitions are clear and helpful.
- Conclusion are closing summarize the argument , emphasize the central idea, and leaves the reader with a sense of completion.

❖ **Supporting Materials**

- Examples are relevant, specific, detailed , sufficient and persuasive.
- Quotations support the argument.

❖ **Expression, word Choice , and Point of View**

- Word choice is clear, specific, accurate, unassuming, and free of clichés and misused jargon Sentences are free of wordiness and ambiguity.

❖ **Spelling, Grammar, and Punctuation**

- Spelling , including technical terms and proper names, is correct.
- Correct words are used to convey the unintended meaning.
- Generally accepted rules of grammar syntax are followed including pronoun/ noun agreement, subject /verb agreement, appropriate verb tense , pronounce case, possessive forms.
- Punctuation, particularly comma placement, reflects standard usage.
  Copy is free mechanical errors and mistakes is proofreading.

II.6 .Writing System

II..6.1 Writing System

Writing system is defined by WordNet as a method of representing the sounds of a language by written or printed symbols .(as cited in karan, 2006,p.30) Karan see that the definition deals with important points. The first point is the language specification of the system of writing

The second point is it deals with the sounds symbolization either by hand or machine .however the definition had to include other conventions example of punctuation capitalization and hyphenation etc. systems, or variant forms thereof. Coulmas (2003:35) set the distinction between two uses of the term writing system :

To begin with terminology, the term writing system as used in this book has two distinct meanings. It refers to the writing system of an individual language and to an abstract type of writing . In the first sense, there are as many writing systems as there are writing languages, but in the second sense the number is limited to a few types such as logographic or word writing systems , syllabic writing systems , phonetic writing systems, or variant forms thereof.

II 6.2.   Orthography

The term orthography can be used as synonym of writing system. The two terms could be used interchangeably, however orthography and writing system are not equivalent. Coulmas (1996- 379- 80) in his work The Blackwell Encyclopedia of writing system mentioned that :

"Correct spelling and that part of grammar deals with the rules of correct spelling. An orthography is a normative selection of the possibilities of a script for writing a particular

language in a uniform and standardized way. All orthographies are language specific. As the most visible and most consistently learned linguistic subsystems, orthographies are often codified by official decree. In alphabetically written languages , the aspects of writing most commonly codified by means of orthographic rules are grapheme-phoneme correspondence, word division , hyphenation, capitalization, and the spelling of loan words. Punctuation is sometimes also subsumed under orthography".

II 6.3.   Script

Coulmas (2003,p.35) points out that:

"The term script is reserved for the graphic form of the units of a writing system. Thus for example ,'the Croatian Serbian writing systems are very similar, but they employ different scripts, Romans and Cyrillic, respectively ". Some scripts are thought by their speakers to be intrinsically related to their language, while others are perceived as serving a variety of languages . The Korean, Yi, and Cambodian scripts are examples of the former, and Roman , Arabic and Devanagari exemplify the letter. The term writing system and script are distinguished from orthography, which refers to the standardized variety of a given languagespecific writing system.

Generally, script is related to cursive handwriting including Fonts and print types. It is also associated with the graphic representation. Orthography is associated with spelling. For some authors Script and writing system are considered as equivalent terms ".

II.7. EFL Students Writing Problems

Because of the complexity of writing , and the process that should be followed in order to end up with a week written piece. Writers may face some problems , obstacles that prevent them from writing well , many reasons are defined by scholars and researchers in order to know writers failure. Coe &Rycroft (2000)(as cited in khaldoun AK,2008,p.34)defined some reasons, they are:

A. The sentence may not have clear punctuation there may be commas and full stops without any good reason, there may be no punctuation where it should.
B. The idea may not have been presented in an order that easily makes sense to the reader.

C. The relation between the ideas may not be clear because of the absence , or inappropriate use of thinking words and phrases, such as although, for example , lastly On the other hand, and so on.

D. The writer's attitude to what he o she is writing may not be clear :is he or she describing, suggesting or criticizing something?

E. The ideas may not be grouped together into distinct paragraphs. or the learner may begin practically every sentence on a new line. Again, a paragraph or a longer text may not begin with introduction that leads the reader in the right direction.

F. A text may contain ideas that are not really relevant to what the writer wants to Express, or the writer may find it difficult to think of enough ideas.

II..8. Speaking Skill

"Speaking has always been regarded as a difficult language skill to teach and learn " (Nakatani, 2006,p.92). Speaking in a foreign language requires mastering aspects of that language.Speaking as an active and critical oral /aural productive skills can be considered as more complicated one for EFL learners alongside reading, writing and listening, because students need it for online interaction and communication with each other inside and outside classroom. Nunan (2003:48) defined it as the productive oral skills and it consists of processing systematic verbal utterances to convey meaning and it the way in which express and exchange thoughts and feelings through using language ".(as cited in, zidouni ,2015,p .05).

English helps EFL learners to communicate a message through processing linguistic competences :vocabulary, grammar and pronunciation. Thus, learners should carry out appropriately different aspects of speaking including :rhythm intonation, words formation, sounds).In this spectrum, speaking is among the most difficult language skill that learners aim to acquire and develop in learning foreign language in order to interact with native speaker and even with non native speakers.

It is not only concerned with pronunciation, but practice for implementing new vocabulary, grammar. Learners who speak English as foreign language have to be fluent and competent in it, where they truly have to produce language themselves. Hence, EFL teachers get students to learn productive activities skills in terms of grammar, vocabulary depending on their ability to speak frequently. However, requiring speaking abilities for some students can

be seen as an obstacles than other skills. As rivers claimed that "speaking used twice as much as reading and writing in our communication ".(as cited inAbdel Fattah torky ,2006 p:14) .

This activity presupposes both teachers and learners 's attempt to fulfill their communication objectives, so as students need to find required surrounding to improve their speaking language proficiency and communicative competences .

II..9.Speaking Strategies

Speaking activities are those tools used by students to enhance their language development while encountering any communication problems (as cited in strategies p:3).Hence, students probably tend to pick out specific strategies on the basis of their target language deficiency. Bygate (1987) classifies speaking strategies into two types : achievement strategies and reduction or avoidance strategies .So that, learners can overcome their weaknesses in communication(p.42-47)

II.9.1.Achievement Strategy : Bygate points out that students attempt to remedy their language vacuum by Suggesting alternatives. Achievement strategies includes : guessing strategies , paraphrase strategies and co-operative strategies ,which will be discussed below :

II..9.1.1.Guessing Strategies :it includes many different sub strategies that the students may utilize. Firstly, foreignizing ,it happens when the speaker choose a word from native language then "foreingize " it hoping that it will be reached to the listener in the same meaning .secondly, paraphrasing, the learners look for his knowledge of the vocabulary of a foreign language in order to find an alternative to the expression he wants (as cited in Zidouni, 2015,p.16) .Thirdly, coinage words, here the learner creates new word for a language based on his knowledge of the target language. In addition, the speaker may also borrow words as it is from his mother tongue with no changes. So, the listener can understand the meaning easily.

II.9.1.2.Paraphrasing Strategies : it depends on the speaker's need for substitute synonym for words or expressions in the target language to convey his message correctly

II..9.1.3 Co-operative Strategies : In fact, this strategy requires assistance from interlocutor ,so that speaker may use word in his mother tongue or by describing the thing he means through using eye contact, pauses, intonation, and the listener search for it in the target language.

II.9.2Reduction Strategies : The learner make his message shorter in length or leaves what he wants to say and replace his chosen message with another one where he can succeed without any difficulty.

II..9.3.Avoidance Strategies : often the learner uses such strategies to avoid various kinds of trouble they may encounter. Or may be to avoid complicated topics because of the lack of vocabulary or grammatical errors .

In addition to what has been mentioned earlier, Nakatani (2006,p:154) examines seven different factors concerning oral communication strategies that are used by EFL leaners ,which are described as follows :

❖ *Fluency -oriented strategy* : this strategy make students pay more attention to different aspects of language like :rhythm ,intonation, pronunciation… ..So that. They avoid using unsuitable words.

❖ *Negotiation for Meaning While Speaking* :the speaker 's attempt to negotiate with the listener to keep the conversation going on and avoid breakdowns .

❖ *Accuracy -oriented Strategy* : The learner carefully formulate his speech and search for some accuracy to fulfill the grammatical correctness .

❖ *Message Reduction and Alternative Strategies :* concern with students who can not express things can change it to a simpler expressions through reducing the original message to make continuous interaction.

❖ *The Non -verbal Strategy While Speaking* : includes facial expressions and gestures used by students to accomplish communication.

❖ *The Message Abandon* :Learners prefer to abandon his attempt to complete communication when he faces difficulty carry on his message.

❖ *Attempt to think in English* : it is considered as the most valuable strategy for student who thinks about second language while speaking without referring to his mother tongue.

Harmer (2001) suggested set of rules for students to avoid using their mother tongue here are they (as cited in Kadri, Sahraoui, 2015,p.19):

➢ The teacher should explain the mechanisms that allow the use of the mother tongue and when not .

➢ Teacher is supposed to choose the appropriate tasks for the student's capacities to enhance the use of the foreign language by using for example ; different challenging activities .

➢ It is better to create an English atmosphere for learners for instance; provide them with advices to support the use of Second language acquisition.

II..10. Aspects of Speaking

Indeed, aspects of speaking must be taken into consideration as the most significant tools that deserve speaker's attention in order to achieve real life situation in an effective way (as cited in Abdel Fatah Torky, 2006,p.34). Hence, there are three aspects speaking skills to be mentioned below :

✦ *Speaking is face to face* : generally this aspect happens through face to face interaction, in which gives the speaker a direct response to his message (do listener understand?, do they in agreement?, do they symphysis ?) .Since we are living in the era of technology and smart phone, the speaker can use his smart phone to facilitate the distance, since the phone is able to send and receive pictures, videos in one way (as cited in Mahmoud Ashour,2014,p.52)

✦ *Speaking is Interaction* :participant who provide and allow a balanced contribution with their peers, thereby making the conversation go smoothly. Nevertheless, one of turn taking features while interacting is normal conversation. However, difficulties may arise in communication between people due to the diversity In language and culture (in some cultures, it is normal to interrupt the speaker and comment, but in other cultures is not) (as cited in Mahmoud Ashour 2014,p.52)

✦ *Speaking Happens in Real Time* :during interaction, the speaker made his speech instantly and the answer receive at the same time. Time restriction or pauses are the solely instruction for the speaker to plan, arrange and manage the language. Reversely ,the speaker may modify his speech In the middle of the conversation or he would possibly overlook items they want to say (as cited In Mahmoud Ashour,2014,p.52). This leads to pressure on the speaker. However, at the same time allows him to freely compensate for these difficulties through using the formulaic expressions such : hesitation Devices, rephrasing and repetition, which make the speaker able to use language accurately in real time interaction .

II .11.Speaking Sub Skills

II.11.1 Fluency .depends particularly on learner's capacity to use uncomplicated skills like : fillers, lexical phrases, ellipsis and formulaic expression such :self correction ,repetition, hesitation devices, In order to make communication going quick .(widdowson ,1998,&segaowitz, 2000, as cited in Abdel Fatah Torky, 2006,p.50)

Hughes (2002) defines fluency as. "The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will breakdown because listeners will lose their interest "(p. 14). In narrower Sense, this apparently reveals that fluency and accuracy are nearly related, being fluent requires not only to speak fast and fluently as well . On the other hand, in teaching process, the main goal to be achieved by the teachers is oral fluency, it is considered as the main representative skill of speaker's performance in which teacher should allow the students to express their ideas freely without interruption (as cited in Kouicem ,2010,p.31).

Nakano et al (2001) suggested some factors for helping the students to improve their language fluency (as cited in Mahmoud Ashour, 2014,p.65).here are they :

➢ The total number of words spoken In a fixed time
➢ The number of silent pauses for thinking
➢ The number of repetition of words, phrases, or clauses
➢ The number of repair or reformulation for correction Mean length of utterances

II.11.2 Pronunciation. Learning a language requires mastering aspects of that language. So, pronunciation is the most significant part of language feature that learners have to pay attention to in order not to make mistakes.

Thornburg (2005) defined pronunciation as the student's ability to produce comprehensible utterances to fulfill the task requirement .(as cited in Mahmoud Ashour, 2014,p.66). It means that learners are obliged to use clear and correct pronunciation to make communication easily understood. As Redmond and Vrchota (2007)claim that "it is imperative that you use correct word in the correct instance and with the correct pronunciation .Pronunciation means to say words in ways that are accepted and understood (p.104).Thus, learners should pay more attention to the sounds of language, when to use intonation up and down where the words should be stressed because it mainly differs verbs from adjectives to adverbs. Besides, the spelling of the sounds may vary. Be careful of this when you transcribe words phonetically, the sounds of a word ,not spelling. (harmer, 2001).

II .11.3 Grammar . It is commonly known that language needs as a set of rules to combine and organize the form of words, sentences, phrases and clauses (parsons 2008,p.08).

As for grammar, that play an effective role in improving learner's knowledge about the structure of language during speaking. Moreover, It helps learners use correct sentences construction in terms of clauses, direct speech, tag question, interjection, hesitation, ellipsis ..). In the light of this, Crystal (1999) listed six reasons why grammar should be studied, and they can be summarized as follows (p. 191):

- ➢ *Accepting the challenge*. People are always looking forward to discover things in the world they live in, it is therefore possible for them to understand that. Grammar is very difficult element to be achieved. So, learners should challenge themselves for doing this .

- ➢ *Being Humans* . We as human beings probably concern language as substantial part in our lives. Thus, grammar based entirely on words formation of language that must be organized ,otherwise the use of language will completely breakdown.

- ➢ *Exploring Creative Ability*. Grammatical ability is exceptional, and this is likely the most creative ability learners possess. They are free to say or write whatever they want. However, this power is governed by set of rules, in which learners should follow these rules in order to form clear and correct sentences construction. Otherwise their ability to speak and write will be affected .

- ➢ *Solving problems*. Grammar is basically the means of words formation, coherence and cohesion form of sentences, which help students to solve their problems when facing vagueness in speaking and writing .

- ➢ *Learning Other Languages*. Through learning different part of English grammar, Students look forward to know more about other languages. Moreover ,it is known that other languages have also parts of speech :clauses Tenses, adjectives, adverbs. The slightest difference may be is to understand particularly your mother tongue.

- ➢ *Increasing awareness*. Learning grammar to speak a second language involved take the risks of being wrong. So, students should be aware of aspects. Yet, learner's awareness of grammar language must enhance through further practice. (as cited in Mahmoud Ashour, 2014,.p. 67).

II .11.4 Vocabulary.

Basically, learners should focus mainly on a number of items in their production of the spoken language, namely grammar, pronunciation, and vocabulary. This latter adequately implies the ability to recognize and use words in the way that speakers of the language use them. It implies using common collocations of words and fixed phrases. This includes also the use of the vague language. (Luoma,, 2004,p.24).Therefore , students should obtain sufficient number of words as well know how to use them accurately .This means that Thank you so much more words can be easily understood and expressed in a given situation, both writing and speaking (Rianingsih, 2015,p.23). Furthermore, Thornburg (2005) proposed three common elements used by learner concerning what they are saying (as cited in Mahmoud Ashour, 2014,p.68):

- Learners Involve high proportion of words and expression to express their attitudes (stance) to what is being said.
- Learners employ words and expression to express their position and negative appraisal because a lot of speech has an interpersonal functions.
- Learners employ deictic language it means, words and expression that point to the place, time, participants In the intermediate or more distant.

II.12.Speaking Activities :

It is important that students become more conscious about their aims, how to communicate and explain their ideas. Activities are suitable for students of different proficiency Levels .For that reason, the teacher is the only one empowered to motivate the student to assess his style and ability to speak accurately .So that, speaking activities are among the attractive and communicative activities to reinforce the student's speaking ability skills. Baker and westrup (2003)suggest the following steps of speaking practice (p. 05) .

- Speaking activities can reinforce the learning of new vocabulary ,grammar, or functional language
- . Speaking activities give students the chance to use the new language they are learning.
- Speaking activities give more advanced to experiment with the language they already know in different situations and different topics.

In this matter ,Hamer (2001) suggests different speaking activities which can be discussed (p. 271-274) as follows :

II.12 .1 .Role play : Role play can be seen as valuable activity for both teacher and student. Ur (1984,p,131) defined role play as "role play […]is used to refer to all of activities where learners imagine themselves in situation outside the classroom […],sometimes playing the role of someone themselves, and using the language appropriate to this new context (as cited in Kaddour, 2016,p.18)).It is a dynamic interactive process, in which give the learners the ability to use imagination and initiative to show their creativity. Partin (2009) defined role play as "the role play can arouse interest in a topic, as well as encourage students to emphasize with different points of view. Because students become totally involved in their roles.»(as cited in kadri &Sahraoui, 2015,p.14). Thus, students are encouraged to focus on different perspectives and become more aware how to use English language.

In this vein, Ladousse (1987) suggests   certain number of causes concerning the use of role play(p.6-7):.

- Role play helps students use a range of functions and structure and the area of vocabulary that have been already introduced, which means students are now ready to speak in any situation after they have been trained to Students are required to use and develop for social relationships neglected by syllabuses.
- Students are prepared for specific roles in their lives, work or travel in an international context. Role play enables them not just to acquire set phrases, but to learn how interaction might take place in different situations.
- Role play helps shy students by supporting them with the necessary mask. These students don't like participate in private conversation about themselves, so they will no longer feel that their own personality is implicated
- Role play is also fun as students enjoy letting their imagination rip, enjoyment automatically leads to better learning.
- Role -play is one of a whole gamut of communication techniques which develops fluency In language students, promotes interaction in the classroom, and increases motivation. It encourages peer learning and responsibility for the learning process.

From Another angle, role play has become increasingly common in management courses (Revercs , 2007,p.199, as cited in kaddour, 2016,p.18).This activity is a good opportunity for students with less competence to improve their language classroom interaction.

II.12.2 Stimulation. According to some scholars stimulation is often described role play. However, there is slight difference between the two, role play is more detailed .Harmer(p.274). defines " students stimulate real life encounter […]as if they were doing, so in real world […] as themselves". In here ,students are supposed to practice real life situation the sale as they do in their personal life. Furthermore, stimulation has great impact on students, as it supports and influence them in positive way, where they feel confident, because it is considered as a type of entertainment. (as cited in kaddour, 2016,p.18).

In addition to what has been mentioned earlier, In stimulation, there are some characteristics students should follow here are they: (as cited in kaddour, 2016,p.22)

- ➢ *Reality of Function* :concerned with learner's acting in real situation .
- ➢ *A stimulation Environment* **:**stimulation environment, then is classroom atmosphere
- ➢ *Structure* :in fact, this activity needs the teacher 's help, so students can do their performance competently.

II.12.3 Telling Stories : In our daily lives, many things happen to us. So that, we can share these things to other people. Besides, learners have great chance to estimate these experience in the second language which help students enhance their speaking skills.(harmer, 2001,p.129)

Indeed, a great number of scholars confirmed that telling stories is the origin of teaching (paderson,1995),also Valenzuela (1999,p.05)added that stories are important to people and education. Stories are how people make sense of themselves and their worlds(as cited in kaddour, 2016,p.21).Telling stories is depend mainly on student's creativity of what they have obtain from stories. This can be done through shortening the story length in their own creative words so, they can develop their way of thinking (as cited in Mahmoud Ashour, 2006,p.60).

II.12.4 Information Gap Activity : According to studies done by Oxford University Press, this activity can take place in a pair or group processing information, in which learners

are required to use their knowledge for communication and exchanging ideas with other students who do not have. (as cited in Mahmoud Ashour, 2006,p.59).

2.12.5 Discussion : Discussion and debate are the most significant activities for student which reinforce their speaking skills development. The teaching center of Washington University in St Louis, 2013 website, argued that discussion is usually the most difficult teaching method where students tend to use proper language to express their opinions .(as cited in Mahmoud Ashour, 2006,p.57). Harmer (2001)claims that " discussion range from highly formal, whole group staged events to informal small -group interaction. (p. 350). He discussed three basic stages of discussion :buzz group, instant comment, and formal debate Firstly ,buzz group, in fact can be devoted to the whole range discussion. For instance, students are asked to predict the contents of reading text or may ask about their opinion after reading it .Secondly , teaching students how to answer directly and smoothly this is called

"instant comment ".It includes showing them photographs or introducing topics at any stages of a lesson and nominating students to say first thing comes in their head .Finally formal debate, especially where students are asked to prepare an argument in a favor or against multiple preposition .In this matter, to make earlier points clear the following characteristics are suggested (as cited In Rianingsih, 2015,p.09)

> ➢ *General Participation* :It focuses mainly on make students participate freely
> ➢ *Informality* : the discussion aims at organizing informality
> ➢ *Purpose* :discussion is purposeful conversation. The group member with common information or ideas get in touch to communicate on certain issues .
> ➢ *Planning* :expect for the occasional spontaneous discussion that happen when a and interested minds meet, discussion requires a leader and a plain. The leader should guide the progress not focusing on its outcomes.

II.12.6 Prepared Talk : It is probably the most well-known activity used by EFL learners to improve their speaking skills. Students require to prepare presentation on a topic of their own choice. Moreover, it is used in informal way. However, students should not read from paper or Learn by heart while doing oral presentation .In this matter, they can take some notes then express spontaneously (harmer, 2001,p.351).

II.13. Teacher's Role of Speaking Activities

There are several roles teacher need to perform during different speaking task activities .Yet , teacher are supposed to explore specific variety of role to help learners understand and be aware of their language proficiency. Three main points to be mentioned (Harmer, 2001,347):

➢ **Prompter** : Students sometimes get lost, they can not think of what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situation on their own, and indeed this may be the best solution. Teacher may be able to help them and the activity to progress by offering discrete suggestion.

➢ **Participant** :it is important that when students ask to produce language, teacher may engage directly with their students. This can be done by preparing an activity clearly and with enthusiasm. On the other face, however teacher may want to participate in discussion and role play themselves. In this vein, they can prompt secretly, introduce new information to help the activity going on, and generally support a creative atmosphere.

➢ **Feedback Provider** :over correction may hold in them and remove the communicativeness of the appropriacy of the feedback teachers give in particular situations. Thereby, when students have completed an activity, it is important that we allow them to evaluate what they have done and that we tell them, in our opinion ,went well

II.14.Learner's Problems in Speaking :

Many learners try to develop their abilities of speaking skills by doing some speaking activities in order to produce the elements of language feature correctly, also for better communication between learners. However, learners usually find difficulties to overcome their weaknesses in practicing these activities , in addition to communication obstacles facing when speaking in English. To investigate these problems, Ur (1996) put forward the following suggestion regarding student's difficulties (p. 121):

➢ **Inhibition**. Learning English as foreign language is the priority of EFL learners. It needs learner 's development of language skills namely, reading, writing, speaking and listening. Speaking as far as is interested one. Speaking skills requires listener's attention in real life situation. However, learners are always afraid of making

mistakes, listener judgement ,or simply for the reason that they feel ashamed when they want to produce correct English sentence orally. That's why they are inhibited to speak in second language.

➢ **Nothing to Say**. When learners are supposed to participate in classroom activities on a topic they do not even have information about it or do not fit their intellectual tendencies ,in here they have nothing to say. They feel guilty because of the absence of stimulation in expressing themselves.

➢ **Low Uneven Participation**. This directs to the time given for each student to talk whereas , in group there is limited time to talk. Some students tend to dominate, while other have very little time or no speech ,which makes the problem more complicated.

➢ **Mother Tongue -use**. In classes all or some students use the same mother tongue, they may tend to use it, because it is very simple, it is unusual to talk to each other in a foreign language, because if they speak their mother tongue, their sense of touch reduce .If they are group discussions, it is difficult to take certain classes, especially poor discipline or lack of motivation to maintain the target language. According to Baker and westrup (2003)" barriers can occur if students knowingly and unknowingly transfer the cultural rules from their mother tongue to a foreign language. "(p. 12). Accordingly ,if learner continue to be affected by the use of their mother tongue, they will not be able to use the foreign language .

II.15.Conclusion

The importance of writing was proved by scholars and educators over years after being ignored by people, in which the focus was mainly on the spoken form of the language. Linguists work hard to establish rules and instructions in order to lead the process. On another hand, speaking skills has always been regarded as a difficult language skill to be mastered in terms of grammar, vocabulary, pronunciation. This will ultimately help students producing the language themselves through bring all these elements together into a new, unified and appropriate means of communication.

Chapter Three

Research Methodology, Data Analysis and Interpretation

3   Introduction

This chapter introduces a full description of the methodology of the study in terms of the Research design, description of the sample, data collection methods ;questionnaire as quantitative method for learners and interview as qualitative method for teachers. Then, the analysis of both mixed method, after that, the interpretation as well recommendations and implications for further research and finally conclusion.

3.9 Research Design

In regards to what has been mentioned In previous chapters, the main objective of this dissertation is to analyze and examine the various impact of social media particularly it's effectiveness on EFL student's productive skills (writing and speaking) .In this section, we will focus on the data collection and interpretation which based mainly on the distribution of structured questionnaire for Master Two English students both specialty Linguistic /Didactics and online interview for EFL teachers at Ibn Khaldoun University of Tiaret. Then, the results and analysis will accordingly be reported in this chapter where we tries to analyze and interpret the results obtained from learner's questionnaire and teacher's interview.

3.10 Description of The Sample

The target population of this study are 60Master two English students both didactics and linguistics at Ibn khaldoun University of Tiaret. Coinciding with the current circumstances ,the questionnaire was distributed for learners in two stages, group of them are answered via email, while the rest are given their answers in private Facebook accounts. On another hand, the interview was administrated to (…)EFL teachers from the department of English at the University of Tiaret in order to elicit some required data in this study.

3.11 Data Collection

The study in this section are concerned with the data collection from teacher's interview and learner's questionnaire

3.11.1 Description of Student's Questionnaire

The questionnaire is the basis method to gather data In quantative research. It was addressed to EFL learners to recognize their responses towards the impact of using social media on their English language productive skills. Student 'squestionnaire consisted of 18(…) questions which divided into three main sections The first section directs to learner's background information and it contains three questions. The second section is about social media use in educational context by EFL learners and it involves 8 questions. Then, the last section orients to student's productive skills and it comprises seven questions.

These questions are either closed questions in which students are obliged to select between "yes "or "no" ,answers or provide learners with multiple choices and they choose at least one or two answers. Anther type of questions is mixed questions where the participants are given the opportunity to express their own answers.

3.11.2 Description of Teacher's Interview

The next technique used to collect data is online interview. Facebook messenger is yet another option for recording audio. Recording is simple, from the Messenger app, simply press and hold the voice record button while speaking. Therefore, we choose 5 higher education teachers from Ibn khaldoun University of Tiaret who have experience in teaching writing and speaking to provide us with valuable opinions towards the use of social media among their students and how it influence their English language productive skills. Teacher's interview divided into three sections; each section contains two questions. The first section two questions deals with social media in educational context The followed sections are about the impact of social media on EFL productive skills.

3.12 Data Analysis

In this section, the results of the data analysis are presented. The data has collected from teacher's interview and learner's questionnaire. These data will be analyzed and interpreted apart in form of tables and graphs.

3.12.1 Questionnaire Analysis

Question One : Gender

The findings in table (1) shows that the total number of students is sixty. We can notice that there are thirty four females, and they represent 56.7% whereas male number is twenty six, they represent 43.3% from the whole sample.

Sex	Number	Percentage
Male	26	43.3%
Female	34	54.7%
Total	60	100%

Table 08: Student's sex
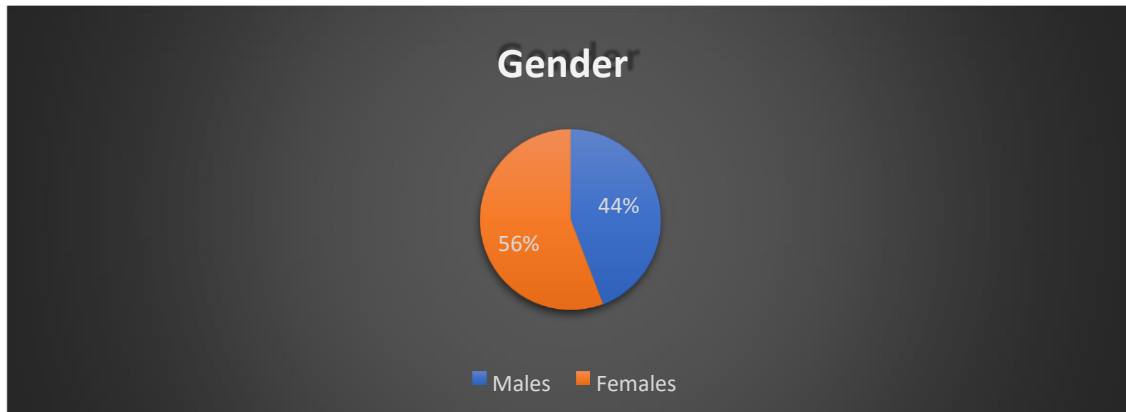
Figure 02: Student's sex

Question Two: Age

The results in table (2) indicates that the average age of the sample is in between (21-24) with 78.3% .On another hand, (15%)of student's age is between (24-27) and only 4 students who represent the least percentage (6.7%).

Age	Number	Percentage
21-24	47	78.3%
24-27	9	15%
More than 27	4	6.7%

Table 09: Student's age

Hi
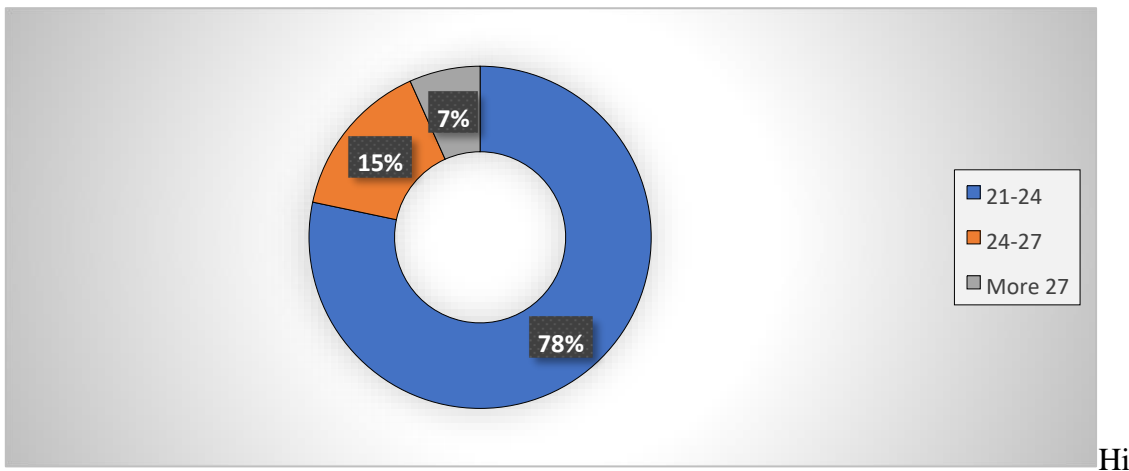
Figure 03 : Student's Age

Question Three : Specialty

There are only two specialties for master degree in the department of English at Ibn khaldoun University of Tiaret (didactics and Linguistics). The reason behind selecting both specialties is to get more reasonable answers about student's attitude towards using various social media sites. The highest percentage is for students majoring in linguistics (55 %), while about (45%) are students majoring in didactics.

Specialty	Number	Percentage
Linguistics	33	55%
Didactics	27	45%
Total	60	100%

Table 10 :Student 's specialty

Figure 04: Student's speciality

Section Two: The use of Social Media

Question Four : Are you an active user on Social Media?

According to the results obtained, it is remarkable that all the students (100%) answer with "yes" as an active user of social media.

	Number	Percentage
Yes	60	100%
No	0	0%
Total	60	100%

Table 11: Student's active status on social media
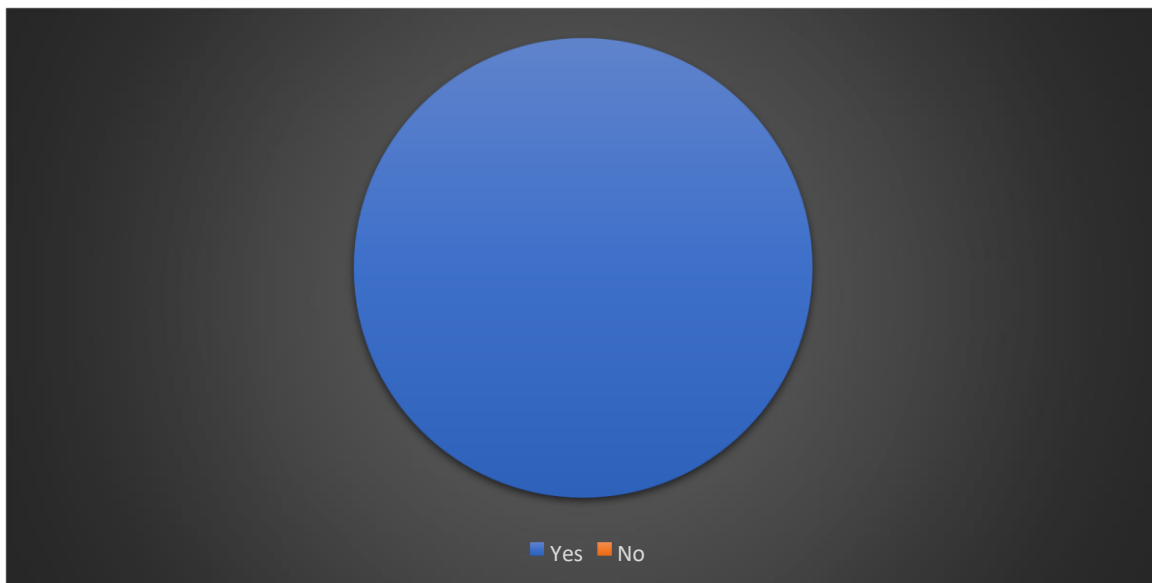
Figure 05: Student's Active Status on Social Media

Question Five : which type of social media do you prefer mostly?

For this question, students are provided with multiple choice questions in order to give them the opportunity to choose more than one answer to investigate which type of social media they prefer mostly. It can be seen that most of students (68.3%) prefer to use Facebook. (18.32) the selection is on YouTube followed by Instagram (13,3%). For the last option twitter none of them choose it.

We can observe also that Facebook is the most preferable platform for students. The reason behind using Facebook is that students have the ability to access easily; besides the low costs and availability, in which every single smart phone contains the application.

Type	Number	Percentage
Facebook	41	68.3%
Twitter	0	0%
Instagram	8	13.3%
YouTube	11	18.3%
Total	60	100%

Table 12: Student's favourite platforms
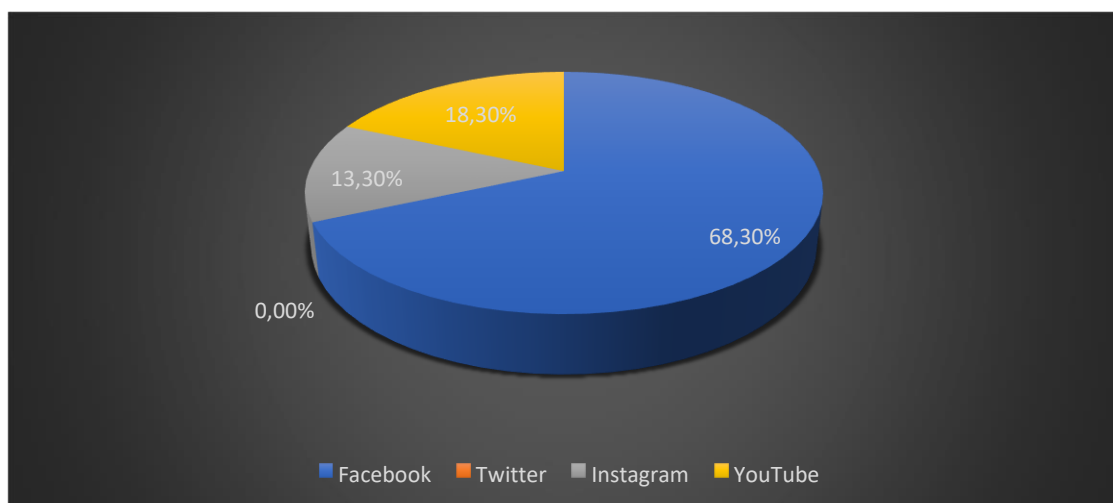
Figure 06: Student's favourite platform

Question Sex : are you a member of the English department of Ibn khaldoun University group on Facebook ?

Table 13:Student's membership in the English department group on Facebook

	Number	**Percentage**
Yes	58	96.6%
No	02	3.4%
Total	60	100%

Table 13: Student's membership in the English department group on Facebook
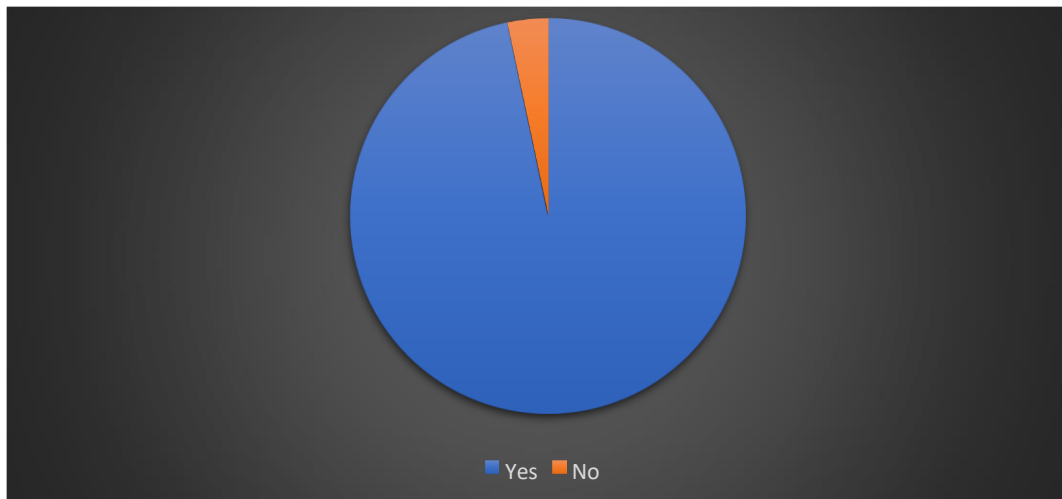
Figure 07: Student's membership in the English department group on Facebook

From the table, it has been observed that great majority of students (96,6%) are members of the English department group on Facebook and as minority only (3,3%) are not members in the mentioned group.

Question Seven: In your opinion, Joining the English Department group of Facebook is :

The statistical data reveal that the major aims of students to join The English department group of Facebook are as follows:The majority (58,03%) join the group of Facebook in order to share assignments , online courses, files and lectures , a noticeable number compared with the other options.

Other students (20%) choose to join the group of Facebook because it is a perfect media for studying. And about (15%) think that joining the group of Facebook is an easy way to communicate with teachers and classmates. The rest (6,6%) believe that the group of Facebook is a facilitation and quick access to information.

	Number	Percentage
To share assignments, online courses, files and lectures	35	58.03%
A perfect media for studying	12	20%
An easy way to communicate with teachers and classmates	09	15%
A facilitation and quick access to information	04	6.6%
Total	60	100%

Table 14: Student's objectives behind joining Facebook group
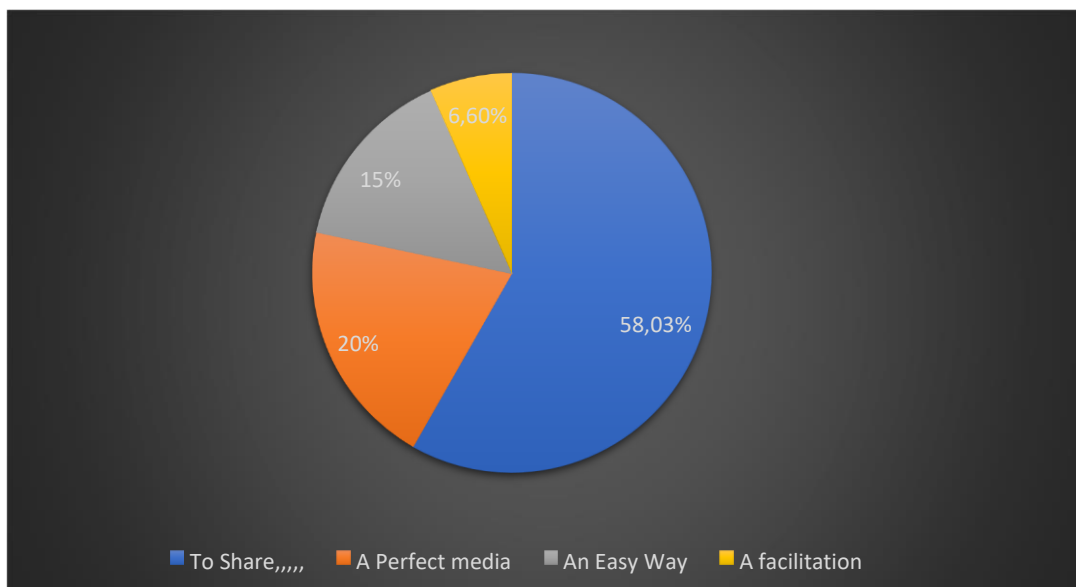
Figure 08:Student's objectives behind joining Facebook group

Question Eight : Do you use social media for educational purposes?

The point from this question is to know if students use social media for educational purposes .

The answer tabulated above states that the large number of students (88.3%) answer "yes". This means that students consider social media as a helpful platform for getting rapid and reasonable answers to their educational needs .For example: for sharing academic things, making group activities among teachers depending on their interest. However, about (11.6%) respond "no", this is perhaps because they use other tools to fulfill their needs like :reading books, magazines, articles.

Option	Number	Percentage
Yes	53	88.3%
No	7	11.6%
Total	60	100%

Table 15 : Social media use in educational context

Figure 09: Social media use in educational context

Question Nine : If yes, to what extent do you need social media for educational purposes?

The responses given to question nine: "To what extent do you need social media for educational purposes" are shown as follows: 35%of students say that they need social media very much for their educational purposes. Since the previous question is about their opinion " if they use social media in academic studies", the number is more than half . That is enough to confirm that social media has become an integral part of students' educational needs. While (28.3%) reveal that they somehow need it and about (10%) of students believe that they seldom do so, ,(3.3%) of them do not need social media at all .

Option	Number	Percentage
Somehow	**17**	28.3%
Very Much	35	58.3%
Seldom	6	10%
Not at all	2	3.3%
Total	60	100%

Table 16: Student's needs social media for educational purposes
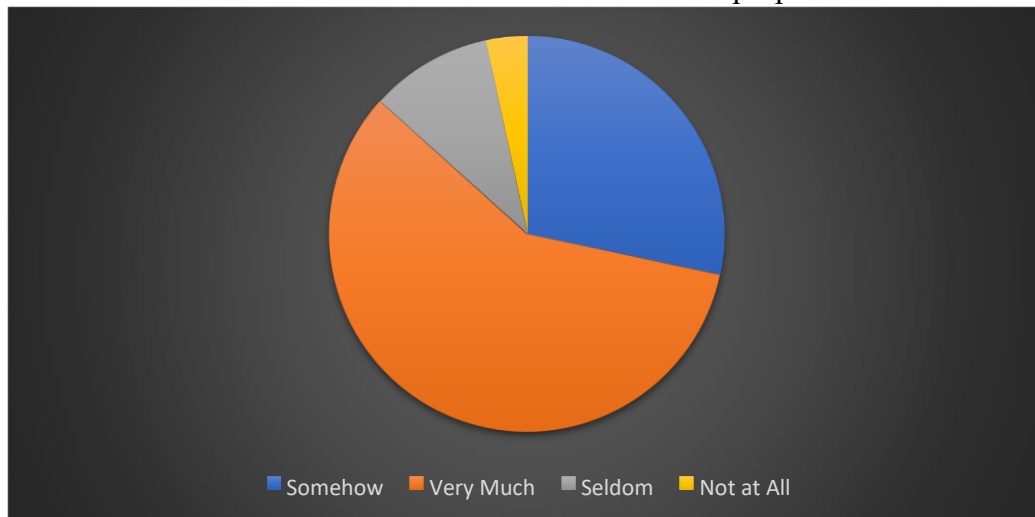
Figure 10: Student's needs social media for educational purposes

Question Ten : How does using social networking sites effecting your academic performance ?Positively or negatively explain?

The aim of this question is to gauge learners' opinions about the effects of SNs on their academic performance ,it seeks to figure out whether the effect is positive or negative. The

majority (78,3%) believe that the use of social media is effecting their academic performance in a positive way . However (21,6%) said that social media affects their academic performance in a negative way . Some important points are mentioned by respondents here:

The daily use of social Networking sites by learners has a great impact on the enhancement of student's productive skills (writing and speaking specifically) with gaining new words and enrich vocabulary. In addition to the communicative skills; students think that SNs is developing their communicative skills and help them to perform well .Others declare that SNs make them update about their weekly schedule that they have and the helpful platform such as the group of Facebook beside the useful files and articles that serve the academic purposes. SNs help them to discover, acquire new things and get more knowledge about language . On this basis, some students declare that they learnt the difference between the academic English and slang through the use of SNs . Moreover, SNs provide an easy , quick access to information, which help a lot in gathering information I formation (different types of articles , researches ...) that are needed through different sites and sources from all over the world. For them, using SNs in a good way and with good intention for learning, learner will get more advantages.

On the other hand , some respondents declare that the effects of SNs their academic performance is negative and they give the following explanations:

The informants believe that SNs are a source of wasting time, means that it takes them a lot of time than it should be. Others believe that they can be a source of distraction, that is to say, students use these platforms to study but they end up getting distracted by messages of friends or videos, and they get side tracked by watching shows and movies and forget the main goal which is studying. For other respondents, students may not be aware of the code they are using , to put it more simply, they use the language of SNs in their academic writing in which the later is standard and formal , however, the language of SNs lack of formality.

Option	Number	Percentage
Positive	47	78.3%
Negative	13	21.7%
Total	60	100%

Table 17 : Student's opinions about the effect of social media on theiracademic performance.
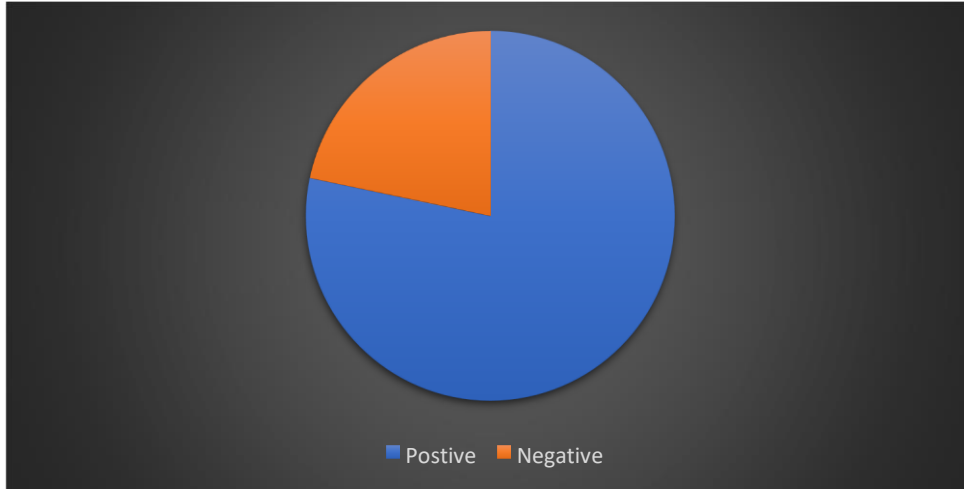
Figure 11: Student's opinions about the effect of social media on their English academic

performance **.**

Section Three : Speaking and Writing Skills

Question eleven : Do you feel comfortable when you speak English?

As it is shown below , a great majority of students (41) select the option "yes" ,they feel comfortable when they speak English. Whereas about nineteen say "no" they do not feel comfortable when they speak English. This confirms that the highest percentage of students (68.3%) are fluent in speaking the English language and the least percentage of students (31.6%) find difficulties to express themselves in English.

Option	**Number**	**Percentage**
Yes	41	68.4%
No	19	31.6%
Total	60	100%

Table 18: Student's proficiency in speaking English
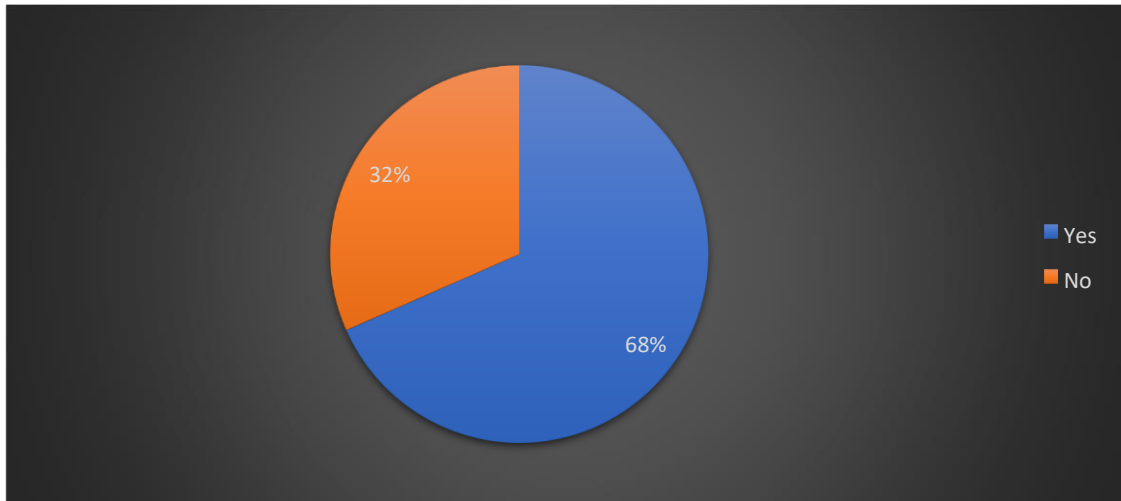
Figure12: Student's Proficiency in speaking English

Question Twelve : What do you think is the most difficult part when you speak English

The following question attempts to investigate quantitatively the most difficult part for learners when they speak English. Twenty-two students who represent (36.6%) choose fluency as the most difficult skill to be mastered when they speak English. Accordingly, sixteen students who represent (26.6%) demonstrate that grammar is among the complicated skill they have to pay attention to when they speak English followed by vocabulary (21.6%).And finally, it is obvious that (15%) of students consider pronunciation as the least difficult one.

	Number	**Percentage**
Vocabulary	13	21.6%
Grammar	16	26.6%
Pronunciation	9	15%
Fluency	22	36.6%
Total	60	100%

Table 19: Student's difficulties in speaking English

Vocabulary ■ Grammar ■ Pronunciation ■ Fluency
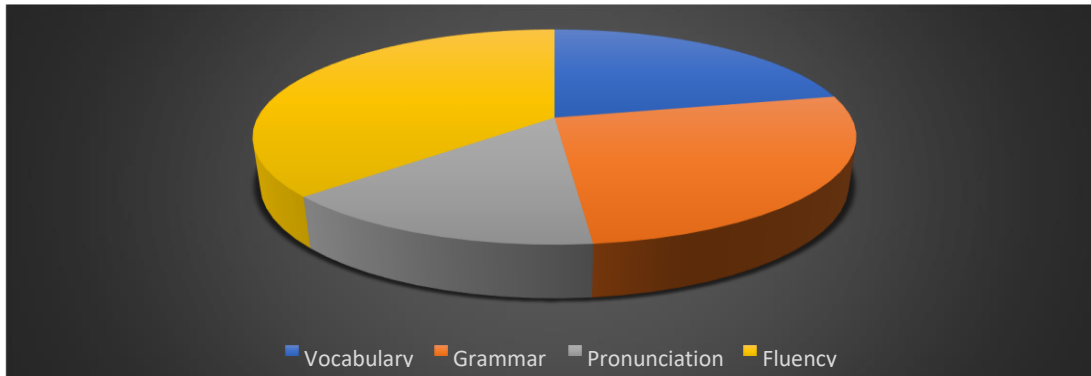
Figure 13: Student's difficulties in speaking English

Question Thirteen: What are the speaking activities you mostly focus on to create a successful interaction?

The purpose behind this question is to know the preferred speaking activities that students focus on to create a successful interaction.

The common shared answer in the table below shows that thirty eight (38)of students choose discussion as the most focused speaking activity use to create a successful interaction (63.3%).followed by telling stories (13.3%).Then, we can notice the balanced answer between the two speaking activities role play and information gap in which five students select role play and the other five students determine information gap as the accomplished activity use to create a successful interaction (8.3%).For the last two activities, it is found that stimulation and prepared talk take the least percentage (3.3%) for each activity.

	Number	Percentage
Role play	5	8.3%
Discussion	38	63.3%
Information gap	5	8.3%
Telling stories	8	13.3%
Stimulation	2	3.3%
Prepared talk	2	3.3%
Total	60	100%

Table 20: The most speaking activities used by EFL Learners
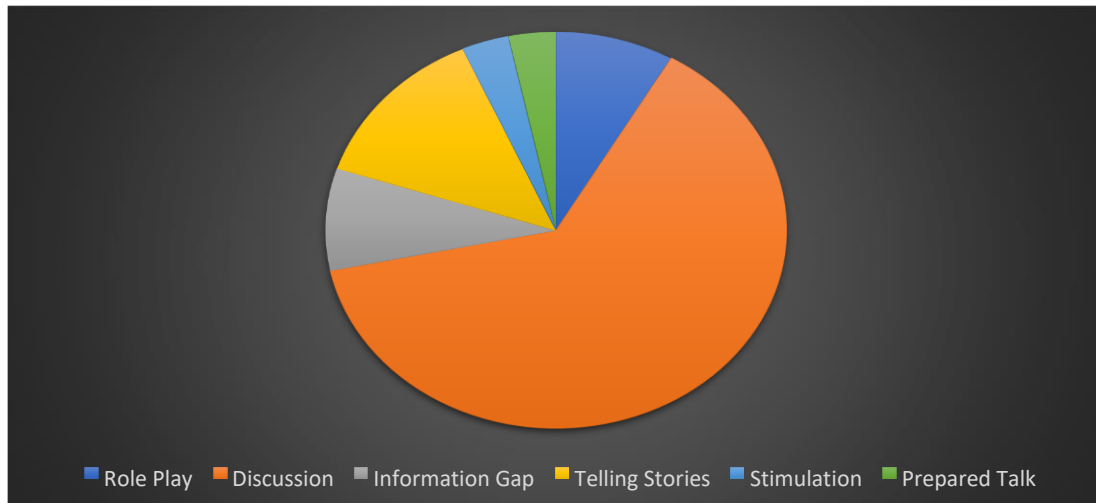
Figure 14: The most speaking activities used by EFL learners

Question Fourteen : Do you use abbreviations, acronyms and emoticons in your writing ? Give examples?

This question is asked in order to know if students use abbreviations, acronyms and emoticons in their writing, and they are asked to give examples. Most of all the respondents said that they use abbreviations and acronyms in their academic writing, however they use abbreviations, acronyms and emoticons in their writing on SNs (while texting , commenting and interacting with others).

ASAP	As soon as possible	DEP	Department
AFAP	As far as possible	DC	Doctor
BRB	Be right back	Mr	Mister
BTW	By the way	Ms	Miss
CY	See you	Lge	Language
L8R /L8T	Later /late	Admin	Administration
IDK	don't know	&	And
CUZ-BCUZ	Because	AKA	As known as

Table 21 : Different abbreviations and acronyms commonly used

Question fifteen: Are students aware about using the language of social media in their academic writing?

Data gathered for this question show that (XMR60%) admit that students are not aware about that in their academic writing and the previous table empathize that students use the language of social media (such as abbreviations and acronyms...) in their writing.

Option	Number	Percentage
Yes	36	60%
No	24	40%
Total	60	100%

Table 22 : Student's awareness about using the language of social media in their academic writing.
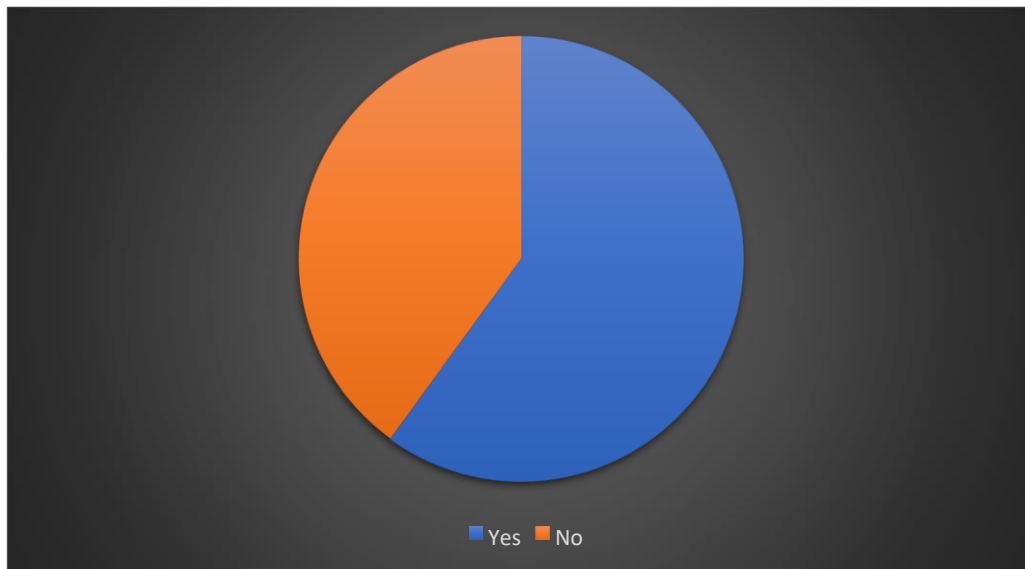
Figure 15 : Student's awareness about using the language of social media in their academic writing.

Question Sixteen: Do social media help/ enhance the English language productive skills? If yes , how? If no , say why, please?

Since the questionnaire is structured and designed to figure out the effect of SNs on student's language and productive skills , students are asked this question to see whether SNs enhance their English language productive skills or not. Each answer needs to be justified.

Option	Number	Percentage
Yes	54	90%
No	6	10%
Total	60	100%

Table 23: Student's attitude toward the of SNs in enhancing their productive skills**.**
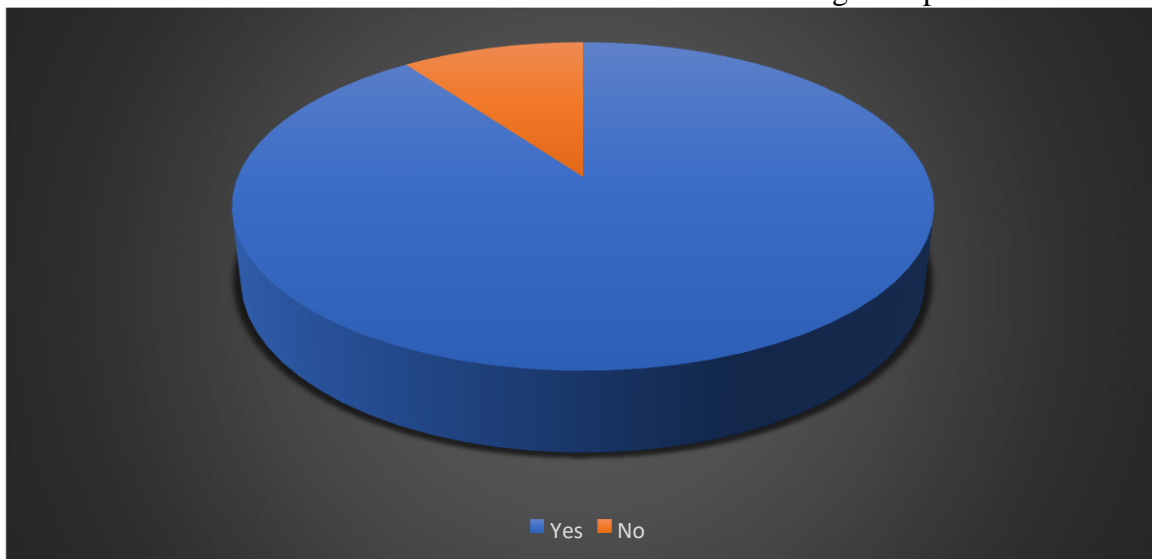
Figure 16:student's attitude towards the use of social networking sites in enhancing their productive skills

It worthy of notice that nearly all students agree that SNs improve their English language productive skills, the great majority response with "Yes" and their answers are justified. Thus the obtained data can be grouped in the following points:

1. Productive skills improvement: the respondents mention that SNs could be a good platform for improving and enhancing their productive skills .
2. Communicative skills improvement: the use of SNs is going to enhance individual's communication skills . The informants declare that they can speak English easily

because of the daily use of SNs . It also gave the opportunity to talk to others using the English language , furthermore many of them tend to practise their languages on SNs because they are more comfortable behind screen.

3. Practising the language: through these platforms students will find plenty of ways to do so including applications , sites even groups. Practicing the English language through SNs is an effective tool for language fluency and pronunciation. Interacting with others : learner have the opportunity to interacts and discusses with friends, mates and even native speakers and native-like speakers ; they believe that the more learner interact and discuss using the English language the more he/she will gain new words and by talking to an American or a British friend , student can acquire and enhance his/her English vocabulary: new words , new ideas. The use of SNs develop knowledge about words and expressions to enrich good linguistic balance, it gives the ability to find out more about the language that is in use.

For the justifications of students whose answer is negative, these points are listed:

1. The use of abbreviations: the respondents declare that using SNs results in the use of abbreviated form of language that exceeds to the academic writing.
2. Learner's dependence on SNs : others believe that using SNs leads to the ignorance of others things such as reading and making research .
3. The informality of the language: some students think that the language used in SNs is not formal and it does not help in academic writing .

Question seventeen : Do you think that the use of social media is changing the language?

This question is purposefully asked for getting reasonable answer whether the use of social media is influencing their language.

Option	Number	Percentage
Yes	56	96.3%
No	4	6.7%
Total	60	100%

Table 24: The use of social media in changing the language
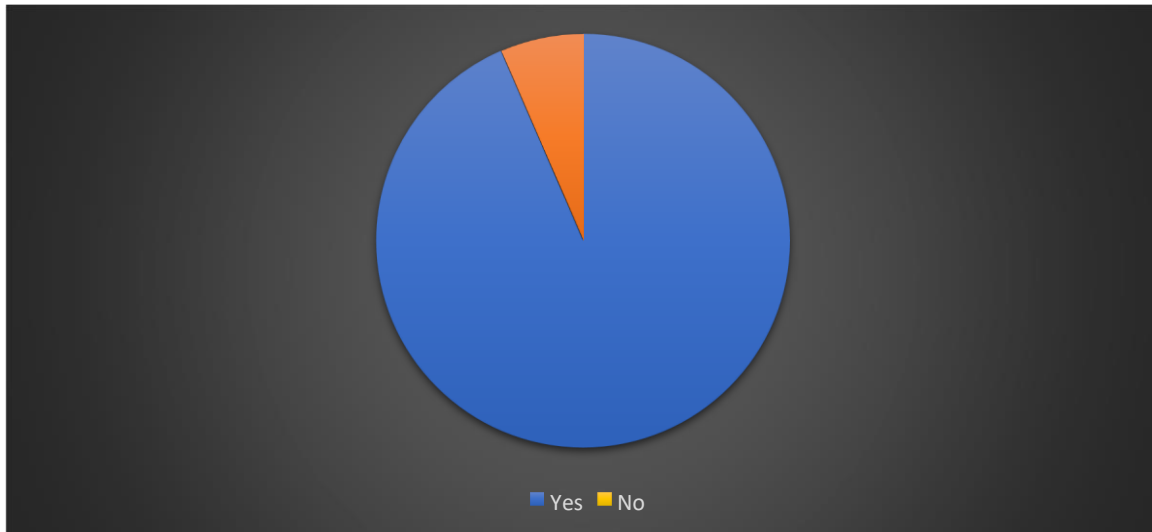
Figure 17: The use of social media in changing the language

The findings displayed in the graph above reveal that the major number of students (93.3%) agree that the use of social media is changing their language. But, only (6.7%) of them respond with "no", the use of social media do not change the language.

3.4.2 . Analysis of Teachers' Interview

This interview is prepared to determine teacher's opinions about the use of social and the way it influence learner's English language productive skills . Six teachers at Ibn Khaldoun university of Tiaret are asked six (06) questions in order to be provided with answers depending on their Experience. Questions are as follows:

1. Question One: Do you use social media for educational purposes?

✓ **Teacher one :** yes, I do ✓ **Teacher two :**yes ✓ **Teacher three :** yes, I do ✓ **Teacher four :** sometimes yes

✓ **Teacher five :** yes I do, I rely on YouTube channels like TED and Lang focus ✓ **Teacher six:** yes

The findings reveal that nearly most of teachers opts for the positive answer "yes" ,they use social media for educational purposes for example YouTube channels like :TED and Lang focus. However, only one teacher says that he sometimes relies on social media for educational purposes

2. **Question Two:** Do you think that student's use of social media influence their productive skills?

> ➢ **Teacher one** Yes , both positively and negatively.

> ➢ **Teacher two** Yes, Apparently especially the speaking skill .

> ➢ **Teacher three** To some extent, it depends from one student to another. Whether they use it for educational purposes or others.

> ➢ **Teacher four** Surely it can improve and influence their productive skills.

> ➢ **Teacher five** Yes , of course social media could help learners to be innovative to a far reaching extent.

> ➢ **Teacher six**Yes , I do.

Almost all teachers agree that social media influence student's productive skills. The slight difference between their opinions is that the influence varied.

3. **Question Three :**The third question is about whether social media platforms are helpful to enhance Student' speaking skill.

The majority of teachers agree that social media platforms are very helpful. These platforms can enhance and have positive effect on student's oral skills. It provides EFL learners with good content especially content dealt with by native speakers. Whereas two teachers disagree with the idea that social media platforms can help learners enhancing their speaking skills. Because speaking skill is not an easy task to achieve . Teachers state that teaching online courses for learners is not easy . One teacher reports that it differs from one student to another since each individual prefers such platform like Facebook, Instagram, and other sites. They seldom use video chat or audios with native speakers.

4. **Question Four :** How do you think students can benefit from social media platforms to improve their speaking skills ?

> ➢ **Teacher one:** they can improve their vocabulary, grammar and pronunciation. For example, they can watch videos of native speakers on YouTube or chat with natives on Facebook. This helped them acquire new words and grammar rules naturally. They can also develop their pronunciation through imitation.

> ➢ **Teacher two:** If I would say they benefit, well...they can enrich their vocabulary of the target language and they can learn a lot about its culture.

➢ **Teacher three:** these platforms introduce free courses accompanied with activities that test student's speaking performance.

➢ **Teacher four**: They simply can be exposed to a variety of content and accents especially from native speakers. It may be less formal for a classroom context but it surely gives authenticity to the language and its context, it adds up to their vocabulary and it improve their fluency and accent.

➢ **Teacher five:** When they start using audio chat with foreigners.

➢ **Teacher six:** Students can meet in these platforms and increase their interaction with one another. They do not only develop their speaking skill but they can also develop their social skills.

Informants confirm that social media provide some platforms that can benefit student's speaking skills . These platforms improve learner's vocabulary, grammar and punctuation through interaction with native speakers.

5. **Question Five :** Can use of social media be beneficial for student's academic writing? Would you mind explaining how please?

➢ **Teacher one :**it can improve their writing skills as far as vocabulary is concerned I mean, they can learn new words, expressions within different contexts and use them in their writing outputs. However, it has negative effects on their production as well, since the language used in social media is most of time informal

➢ **Teacher two:** I think it is beneficial as it helps students to enhance their writing skills through comparing their own production with that of native speakers

➢ **Teacher three :** I believe that these platforms may improve writing skills in terms of vocabulary but less it would help them with their speaking for sure

➢ **Teacher four :**Academic writing requires practice. And just writing for the sake of writing is pointless ,students need supervision and evaluation from their teachers. And it kinds of difficult to do it via social media. It much better with physical attendance

➢ **Teacher five:** No. I do not think so the language used in social media is full of errors, ion, and abbreviations. This misuse of language will influence learner's

academic production. However, in order to improve your writing ,reading books, articles is the best way to increase your capabilities in writing.

➢ **Teacher six:** yes it can, students use social media to write messages and emails to their keypads.

This question demonstrates that most teachers believe that social media platforms may improve student's writing in terms of vocabulary . For instance, students can learn new words and expressions within different contexts and use them in their writing outputs. In addition, it helps learners to enhance their writing through comparing their own production with that of native speakers. Nevertheless, Other teachers claim that academic writing requires practice and /or lot of practice. Students need instant feedbacks from their teachers. But social media is not the suitable one to do so, it is much better with physical attendance. Moreover, teachers add that the language used in social media is most of time informal, it is full of errors, contractions and abbreviations. This misuse of language will influence learner's academic writing. Teachers recommend some suggestions such as reading books, articles as the right solution to increase student's capacities in writing.

6. **Question Six** :Do you believe that students make spelling and grammatical mistakes in their papers ?

Responses as follows:

➢ **Teacher one** It could be with grammar maybe however, I doubt if they're exposed to natives .they use contractions (less formal language) in their written productions which is an effect of social media .

➢ **Teacher two** Yes for sure, Because they get used to the variety they use in social media, it becomes habitual to use it even in final exams.

➢ **Teacher three** Yes, they always make errors of various types.

➢ **Teacher four** Yes , of course. It is very common to make mistakes when you write. To relate your question to the topic you are investigating is, I believe the type of the mistakes they make is related to the language they use on social media. Students tend use abbreviations and sometimes parts of the word instead of writing the whole word on social media judt to write fast (comments, messages, etc.). Unfortunately, they come with the same behaviour in the classroom and write in the sand way.

➢ **Teacher five** No not really, but they acquire a bad habit in their academic writing and that is graphological mistakes . They get influenced with " chat language" instead to writ " you" they write " u" and they abbreviate words as on (language to lge).

➢ **Teacher six** Yes , l do.

Respondents commonly believe that students make spelling and grammatical mistakes in their papers , according to them the reason behind can be the effect of social media on student's writing . That is to say the use of social media language , abbreviations and graphological mistakes are noticed even in the final exams papers.

3.5 Data Interpretation

The current study aims at finding out learners and teacher's attitudes towards the use of social media and the way it influences student's productive skills. It also seeks to see if learners and educators use social media for educational purposes depends on their interests and needs.

To meet these aims, this study opts for a mixed method: a questionnaire and an interview. Students' questionnaire, which is divided into three sections, consists of seventeen questions. Starting with student's background information (**from Q1 to Q 3),** we have noticed that females number are more than males number. .Our targeted sample is mostly students aged between 21-27 and more, and all the participants are second year English Master students majoring in linguistics and didactics specialties.

The respondents are asked different questions that aim to answer the research questions of this study. On this basis, the suggested hypotheses of our work are validated. The data confirms that learners do use social media platforms; Facebook is the most preferable platform among students. It is evident that the majority of students joining Facebook group for educational purposes to fulfill their needs such as: sharing assignments, files lectures, making group activities among teachers and learners for instant feedback and reasonable answers to their questions. Consistent with this, , the majority of respondents report that the use of social media is effecting their academic performance positively, students demonstrated that they mostly use social media for study purposes ,since social media provide them with a huge access to all types of articles and information needed quickly It also helps them gain new rich of vocabularies and ideas. Through these sites, they can find anything they need related to studies.

The findings also reveal that social media can be seen as great opportunity to improve and develop their academic performance, but if they learn how to use it appropriately.

On another hand, other informants claim that the use of social media is effecting their academic performance negatively, it is believed that social media is a distraction, since learners spent lot of time chatting with friends, watching movies /videos on YouTube rather than focusing on their studies. In their opinions, the informants indicate that there is a difference between academic language and the language used in social media, the first is formal and has rules, but the second is informal and has no rules. Besides, the target sample acknowledge that the most difficult part when they speak English is fluency followed by grammar as more complicated skill to combine and organize it's rules well. Additionally, it is evident that the most widely activity students focus on is discussion . Discussion technique is useful and worthful speaking activity used by students to create a good English atmosphere for interaction.

According to teacher's experiences in teaching the English language as a foreign language , we have been provided by valuable answers in order to reach our goals. It is shown that almost all teachers use social media for educational matters , they believe that social media influence learner's productive skills , it can improve their skills and help them to be innovative, for them the influence (positive or negative) depends on the use from one student to another . Concerning speaking skill , the majority of informants admit that social media platforms can be helpful , they can provide a good contents especially the ones dealt with by native speakers . Furthermore, the informants declare that these platforms introduce free courses accompanied with language activities, in which the great majority of informants assert the idea of the beneficial role of social media platforms in the improvement of student's speaking skill . In other words , learners are able to improve their vocabulary , grammar and pronunciation through videos and audio chat with native speakers and through imitations.

On the contrary, other informants state that social media cannot serve students especially with the current circumstances (corona virus) in which teachers of particular modules (phonetics, phonology ...) could not upload lectures because it is hard to teach /learn these modules online. In the same line of thought, other informants assume that the language used in social media is informal, full of errors , contractions and abbreviations. This can influence students' academic productions negatively.

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3.6 Conclusion

This chapter has attempted to interpret and discuss the findings obtained from learner's questionnaire and teacher's interview. It reveals that social media can have both positive and negative impact on EFL learner's productive skills. It also shows that social media can be used as motivational tool to help learners enhance their language productive skills.

General Conclusion

The present study is an attempt to investigate a linguistic phenomenon named the effects of social media on student's productive skills, this phenomenon has gained interests and has become a good interesting field of research in linguistics. Since there many conflicting claims, the aim of this study is to determine whether the effect is positive or negative since. In fact, there is a great desire to know if social media can be beneficial for student's academic performance since students are a large category that use social media .

To be more clear about the problematic, we conduct a case study in which two methodologies are employed: a questionnaire for learners and interview for teachers. In general, this dissertation offers theoretical and practical parts , it comprises three chapters . The first chapter is about reviewing the literature, it is the theoretical representation of the main key concepts related to social media in general and Facebook in particular . It also sheds important t light on the language of social media and the way this later interferes to the educational field . The second chapter is devoted to an overview of learning language productive skills, to wit: writing and speaking skills. It is concerned with definitions. . The third chapter is the practical part of this work . It is concerned with the description of the research design , selected sample and the instruments used. It also presents the data obtained using questionnaire and interview analysis.

The data gathered emphasize the point that the use of social media by students has an effect on their productive skills, whether the effect is positive or negative . Speaking about the positive views of students and teachers toward the use of social media , results show that social media definitely provide online platforms that has the ability of use for educational purposes, by designing and establishing tools and methods that can supply learner's educational carriers. Social media platforms represent motivational environments for studying in which learners have the opportunity to share assignments experiences and educational matters and activities , interact and get feedbacks and mostly the access to information needed.

The findings also reveal that there is an agreement about the beneficial role of social media to help/ enhance learner's productive skills mainly by the interaction with mates or nativ/e speakers that is to say , leaner will be able to practice the English language, and most

importantly a gain new word that enriches vocabulary. Grammar is also involved with pronunciation and language fluency by exposing to a variety of content and accents. It gives authenticity to the language and its context.

On the other hand, negative views are also present in this study. The use of social media also take a part but a small one compared with the positive side . According to learners it may be a source of wasting time and a source of distraction. Moreover, the use of abbreviations in their academic writing is a good example for the negative effect. According to teachers, the use of social media may decrease the awareness of students about using the abbreviated , informal language in their academic writing, they use the language of social media even in their final exams that cause errors and graphological mistak

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Dear students

The questionnaire aims at investigating the impact of social media on EFL students productive skills for the purpose, this questionnaire have designed to examine how social media can be used as an effective tool for learning in higher education. We need you to respond sincerely to it items by ticking (√) to your option (s)

Thank you for valuable cooperation

Section one : personal information

1. **Gender:**

   Male ☐   ☐ Female

2. **Age:**

   21-24 ☐   ☐   25-27   27 & more

   ☐

3. **Specialty:**   ☐   Didactics ☐

   Linguistics

Section Two: The use of social media 1.

Are you an active user on social media?

   Yes ☐   No ☐

2. **Which type of social media do you prefer mostly?**

   O Facebook ☐

   O Twitter ☐

   O Instagram ☐

   O YouTube ☐

   O Other ☐

3. **Are you a member of The English Department of Ibn Khaldoun University?**

   Yes ☐   No ☐

4. In your opinion, joining Facebook group is

○ To share assignments, files, lectures ☐

○ A perfect media for studying ☐

○ An easy way to communicate with teachers and learners ☐

○ A facilitation and quick access to information ☐

4. Do you use social media for educational purposes?

Yes ☐   No ☐

If yes, to what extent do you need social media in your studies?

✦ Very much ☐

✦ Somehow ☐

✦ Seldom ☐

✦ Not at all ☐

5. How does using social networking sites affect your academic performance?

Positively ☐   Negatively ☐

Please, justify your

Answer …………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Section Three: Speaking and Writing 1.

Do you feel comfortable when you speak English?

Yes ☐   No ☐

2. What do you think is the most difficult part when you speak English?

- ○ Vocabulary ▢
- ○ Grammar ▢
- ○ Pronunciation ▢
- ○ Fluency ▢

3. What are the ▢ **speaking activities you mostly focus on to create a successful**

online interaction?

- ○ Role-play ▢
- ○ Discussion ▢
- ○ Information ▢
  gap ▢
- ○ Prepared talk ▢
- ○ Telling stories ▢
- ○ Stimulation ▢
- ○ Other

4. **Are students aware about using the language of social media in their academic writing?**

    Yes ▢   No ▢

5. **Do you use abbreviation, acronyms, and emoticons in your writing?**

    Yes ▢   No ▢

Please give example

………
………
……….

6. **Do social media help \enhance the English language productive skills?**

    Yes ▢   No ▢

Please ,justify your

answer   ……………………………………………………………………………………………

…………………………………………………………………………………………………….

……

7. Do you think that the use of social media is changing the language?

Yes ☐   No ☐

<u>Interview for Teachers</u>

Dear Teachers, This interview is devoted to collect information about the impact of social media on their students productive skills .

We would be thankful if you answer these questions according to your experience. Thank you for your Collaboration

1.   Do you use social media for educational purposes?

Yes ☐   No ☐

2.   Do you think that student's use of social media can influence their productive skills?

☐

Yes. ☐   No

Justify ....

....

....

.

....

3.   Can the use of social media platforms (those which can be for oral presentation) be helpful to enhance student's speaking skills? If no would you please say why .

Yes. ☐   No. ☐

Why?

........…………………………………………………………………………

…………………………………………………………………………………………

…………………………………………….……………………………………

4.   How do you think students can benefit from social media platforms to improve their speaking skills?

How?….. …………………………………………………… …………………

………… …………………………………………………… ....

....…………………

…..

5.   Can the use of social media be beneficial for student's academic writing skills?

Would you mind explaining how please?

Yes.   No

How?……………………………………..……………………………………

………………………………………………………………………………………

.... ……. ……………………………………….. ……………………………………

6.   Do you believe that students make spelling and grammatical mistakes in their papers (assignments/scripts)due to the use of social media?

Justify ……………………………………………………………………………

………………………………………………………………………………………

…………………………………………………………………………………..

Appendices

Summery

Nowadays, learners are so obsessed with social media platforms. Regardless of their gender, age, social background and many other variables, one cannot think of any learner without a social Network account. Consistent with this, this study aims at investigating the impact of social media, be it positive or negative, on EFL learners' productive skills. To this end, a method that mixes both quantitative and qualitative approaches is opted for the collection of the data. For the quantitative data, a questionnaire is directed to sixty second year Master students at Ibn Khaldoun university of Tiaret, whereas for the qualitative data, an indirect interview is administered to six higher education teachers of English at the same university. The findings reveal that social media definitely affects student's productive skills, and the effect is both positive and negative. On the one hand, social media is considered as a motivational platform that helps learners to enhance their productive skills in terms of vocabulary, grammar, pronunciation and fluency. On the other hand, social media has a negative impact on both the way students speak English in academic settings and the way they write academic papers.

ملخص

ف وقتنا الحاضر اصبح الطلاب مهووسين بوسائل التواصل الاجتماعي بغض النظر عن جنسهم ،اعمارهم ،خلفياتهم الاجتماعية والعديد من المتغيرات الاخرى .و على هذا الاساس ،تهدف هذه الدراسة الى التحقيق ف تاثير مواقع التواصلالاجتماعي على الكفاءات الانتاجية لطلاب سواء بلايجاب او السلب .المنهج المتبع مزج كل من الاسلوبين الكمي والنوعي لجمع البيانات .بالنسبة الى البيانات الكمية ،نموذج الاستطلاع موجه الى طلاب الانجلزية السنة الثانية ماستر بجامعة ابن خلدون ولاية تيارت .بينما البيانات النوعية ،مقابلة غير مباشرة موجهة الى ستة اساتذة التعليم العالي للغة الانجلزية فنفس الجامعة .النتائج كشفت ان مواقع التواصل الاجتماعي لديه تأثير كبير على الكفاءات الانتاجية لطلاب .وهذا التاثير على مستويين الايجابي و السلبي ،حيث ان مواقع التواصل الاجتماعي تعتبر اداة فعالة و تحفيزية تساعد الطلاب علنتحسين مهاراتهم الانتاجية فيما يتعلق بقواعد اللغة الانجلزية ،تعلم المفردات ،طريقة النطق ،كما انها تعبتر مصدر لإضاعة الوقت مصدر لتشتيت تركيز الطالب ،زيادة على الاسلوب اللغوي الاقل رسمية و اكاديمية المستعمل ف الكتابات و الاماكن الاكاديمية.

Resume

Actuellement les etudaints sont obsédés vers les reseaux sociaux quelque soit le leur sexe ,leur àge ,leur origine social et nombreuses autres varialbles ,en cette base ,l'objectif de cette étude et étudier l'impact des sites de réseaux sociaux sur les compétences productrices des ètudiants ,que ce soit positivement ou négativment .L'approche utilisée est un mélange de deux méthodes quantative et qualtative pour collecter des données .Par rapport a la methode quantative ,le questionnaire addressée aux etudiants en master anglais dans l'universite Ibn khaldoun Wilaya de tiaret .La methode qualtative : interview indirect addressee aus six professeures de l'enseinement superieure de langue anglaise .Les resultats ont rélévé que les medias sociaux ont un impact énorme sur les compétences Productives des etudiants Cet effet est aux deux niveaux positif et negatif .Car les medias socioux sont un outil efficace et motivante pour aide les etudiants à améliorer leur compétences productives ,en ce qui concerne la grammaire anglais ,l'apprentissage du vocabulaire ,la pronuncaition .Et est une source de peste de temps ,une source de distraction pour l'etudainte augmentent ,et le style de langage moins formul et academique utilisé dans les ecrits et les milieux universitiare.