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Investigating the Role of Vlogs in Enhancing EFL Learners' speaking Skill

The Case of Third Year LMD Students at Ibn Khaldoun University of Tiaret

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Dedications

Mohamed Semmar:

I would love to dedicate this work to my small family which consists of 6 members, Father; Mother, three brothers and only one precious sister.

NadjiBenchohra:

I want to dedicate this work to my Mother, a pure soul that always encouraged me and gave me her blessings. Thank you so much for your support. To my father who was the one who inspired me and taught me to be patient and strong. Thank you for your tips and my brother who helped me with final edits of the work.

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I want to thank all my friends whom I shared the university years with.

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Much love, I really appreciate it.

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For Mom, dad, and all the persons who once taught me how to be strong, who were my source of inspiration; life is turtles all the way down. I appreciate all your support and your love. Finally, I would offer billions of appreciations which are, still, not enough to Mohamed Semmar who helped me carry on and not give up.

Abstract

The dissertation at hand aims at investigating students and teachers' attitudes towards the use of Vlogs in improving EFL learners' speaking skill. To this end, it opts for mixed method that combines both qualitative and quantitative approaches using a structured questionnaire and a semi-structured interview respectively. The questionnaire is administered to one hundred sixty (160) third year LMD students at Ibn Khaldoun University of Tiaret (Algeria), and the interview is directed to ten (10) teachers of English language at the same research setting. The findings of this research reveal that both students and teachers show positive attitudes towards the use vlogs. An important light is shed on its positive effects on EFL learners' speaking skill enhancement; it is found that vlogs provide students with the opportunity to become more fluent and capable of expressing their thoughts and ideas, particularly in oral expression module. This research ends up with recommendations and implications for further research.

Keywords: Social media, vlogs, speaking skill, English language, EFL learners

List of abbreviations

AMs: Authentic Materials **C**: Communicative Competence

CLT: Communicative Language Teaching

EFL: English a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

OE: Oral Expression

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General Introduction

Perhaps, in human history, we have never existed in the multiple spheres of life as we do now. Modern telecommunication technology, for instance, the Internet, has provided us with facilities that were beyond imaginable just a generation ago. This technological advance in human social activity affects many fields, including education. It is bringing significant changes, especially in learning English as a Foreign Language. Countless number of videos on the Internet can be used by EFL learners to improve their English language skills, more importantly, the speaking skill. Two of the most visited video and photo sharing platforms in the world are YouTube and Instagram. Students can watch many sorts of videos on both platforms, most common ones are vlogs. Vlog or video blog is a record of your thoughts, opinions, or experiences that you film and publish on the internet.

There are two types of vlogs on the Internet; the YouTube vlogs and the Instagram vlogs. The YouTube vlogs are videos which are no shorter than 15 minutes in which the vlogger record every detail of his daily activities. However, although the concepts of both YouTube and Instagram vlogs are sharing the daily activities of vloggers, the Instagram ones are a series of no longer than 30 seconds videos posted under the name "story" and they last only for 24 hours before they disappear. Watching this kind of videos can help EFL learners enhance their speaking skill in which vloggers speak spontaneously and bring viewers closer to the native context of English language. In other words, it can expose them directly to the speaking aspects; grammar, vocabulary, pronunciation, speech acts, and fluency.

1. Research Motivations

The motive behind conducting this research is the great effect the Internet has on the human social activity, especially, teaching and learning. We have been noticed that a great deal of students use the internet as the main source of knowledge and an essential tool for both achieving their academic goals and enhancing their personal skills. More precisely, in the learning context, YouTube has potentially been being used as a learning tool.

2. Research Aims

This study aims to prove to what extent both YouTube and Instagram vlogs contribute to the improvement of EFL learners' oral communication. Moreover, it is also interested in examining both EFL learners' and teachers' attitudes towards the use of vlogs as a tool for improving English language competencies and skills.

3. Significance of the Study

Taking into account the importance of the use of modern technologies in enhancing the progress of achieving academic goals, the results of this research can be significant for this area of investigation. This study provides additional evidence for the influence of vlogs on enhancing EFL learners' speaking skill.

4. Research Questions

On the basis of what is already stated, the present research attempts to answer the following questions:

a. Do EFL learners watch vlogs for the sake of improving their English language speaking skill?

b. Do both EFL learners and teachers have positive attitudes towards the use of vlogs as a tool of enhancing English language speaking skill?

c. To what extent do vlogs contribute to enhancing EFL learners' speaking skill?

5. Research Hypotheses

Three hypotheses have been put forth as anticipated answers to the research questions above:

a. EFL learners watch both YouTube and Instagram vlogs to enhance their oral communication.

b. Since YouTube is the most visited video sharing platform on the Internet, both students and teachers can have positive attitudes towards the use of vlogs as a tool of enhancing English language speaking skill.

c. Vlogs contribute in a large extent in enhancing EFL learners' speaking skill because they expose them directly to the native speaking aspects.

6. Research Methodology

In order to test the research hypotheses, this study opts for a mixed method: quantitative and qualitative approaches. In this research, two tools of data collection are used; a questionnaire distributed to students and an interview designed for teachers. The students' sample group for this study is chosen randomly and consists of one hundred sixty third year LMD students at English Language Department ofIbn Khaldoun University. The third year LMD students are selected because they are thought to be advanced learners and more familiar with the concept of vlog. The teachers' sample group is also chosen randomly and it consists of 10 teachers of English language and literature at Ibn Khaldoun University. Most of the selected teachers have already taught oral expression and therefore, they may have considerable expertise in this module.

7. Research Process

The present dissertation is divided into two parts; the theoretical part and the practical part. The theoretical part consists of two chapters. The first chapter starts with a review of literature in which the main theories related to the topic are critically cited. It is devoted to reviewing literature about the concept of video blogging, its types, and importance in learning English as a foreign language. The second chapter is about speaking skill, its components and importance as compared to the other main skills. The third chapter presents the design of the research at hand, including the characteristics of the target population and the data collection instruments deployed. It is also devoted to the analysis of the data collected through the instruments mentioned in chapter two and the discussion of the research findings. Through this chapter, we recommend somepedagogical implications; stress the limitations of the study, and further researchsuggestions.

This dissertation ends with a general conclusion which synthesises the variousprocedures being opted for during the conduction of this research. In addition, a list of references and appendices are provided. At last, it is worth noting that the whole work is written following the APA style 6th edition.

Chapter One: Social Media and English language Learning

1.1. Introduction

Almost all teachers in foreign language classrooms face various instructional challenges, particularly in English language schools where the majority of pupils are not proficient speakers. Actually, this is owing to the fact that English is not their native tongue; also, there is no innovation in the FL teaching process; hence, teachers continue to use the same conventional teaching tactics. Today, the incorporation of technology in FL classrooms is recognized as the best method for attracting learners' attention, increasing their interest in improving their language abilities, and refreshing the classroom environment.

This chapter aims to shed light on the significance of using Technology to improve one's speaking skills. To grasp this concept, the chapter first investigates the usage of technology and authentic resources in learning in general. Then it went over the use of social media in learning FL skills. It also discusses the usage of YouTube videos in foreign language learning and the benefits of using YouTube videos in foreign language education.

Furthermore, it clarifies the relationship between YouTube videos and speaking skill, then it highlights the techniques for incorporating YouTube videos in teaching speaking, and it addresses the main types of videos that can be used in teaching speaking as well as the main speaking activities based on YouTube videos. Various approaches are offered to make the most of these activities. Furthermore, it gives tactics for filming YouTube videos in order to teach students how to record these videos successfully. Finally, it discusses the benefits of using YouTube videos in the English language school; nonetheless, the benefits of using YouTube videos are highlighted.

1.2. The use of Technology inside the Classroom

It is supposed that teaching with traditional approaches has not resulted in many positive consequences in the learning process. Furthermore, it has had a negative impact on the classroom environment, as students feel unmotivated and uninterested in learning. As a result, the usage of technology in FL classrooms has become a more vital feature due to its significant responsibilities in

educational settings. It has a good impact on English language teaching and learning in particular. Furthermore, technology can connect learners directly to the target language, creating a more natural learning environment.

With the proliferation of technology in numerous sectors, it is critical for students to employ technological tools in their studies. According to Dudeney and Hockly (2007), technology is a crucial factor in all aspects of our lives, whether personal or professional. Furthermore, learners are now required to use technology more than ever before in order to refresh knowledge and have access to more material.

According to Altun (2015:22), "technology-based instruction can significantly improve the quality of teaching and learning experiences, it is a helpful educational tool that both teachers and pupils benefit from" .That is to say, technology has a wide-ranging impact on the teaching and learning processes; it may be used as a valuable resource for gathering information and expanding learners' understanding.

Regarding the variety of teaching approaches, FL teachers could use technological tools as primary teaching resources inside the classroom to enhance learning progress. Budhwar (2017) claimed that "the integration of technology into the classroom is a great way to reach the diversity in learning styles" (p. 55).

To summarize, incorporating technology into foreign language teaching and learning benefits both students and teachers by providing them with valuable resources and 30 efficient results. Furthermore, the most crucial component of utilizing technology is to introduce new teaching methodologies and provide incentive to assist students in achieving success.

1.3. Authentic Materials in teaching

The authentic materials are completely different instructional instruments that might influence learning processes positively. The use of these instruments was regarded to be of great benefit to language learning in the EFL classroom. In addition, authentic content, such movies, gives EL students advantages in language production and exposes them to a real target culture significantly.

Authentic materials are materials that make great foreign language learning available in the classroom. "Authentic materials are items which we may use in classrooms with students, and which have not been modified in any manner for ESL students." Sanderson (1999:31) defined. In addition,

it is extremely useful for enhancing learning motivation to include actual resources into English language school. Widowson (1990:67) states that "there is now a recommendation that the submitted language be authentic" .Of course authentic implementing tools offer authentic language in the classroom. However, authentic materials offer foreign language students additional opportunity to interact in real life. By employing these tools, students focus mostly on significant content and knowledge and thereby achieve what they study both inside and outside the classroom (widyastuti, 2017:5-6).

Furthermore, Nuttall (1996) states that "authentic texts can be motivating because they demonstrate that the language is being used for real-life purposes by actual people" (p.172). Furthermore, authentic materials play an important role in providing opportunities for students to practice languages in real-life situations; here, students will be more natural in their language performance, as well as more confident and self-satisfied, and they will feel free in interaction (Adam et al., 2010).

Automaticity is critical for EFL students in order to become more efficient learners. Using genuine resources in the classroom is required for success and to deliver additional benefits in language creation and enhancing language skills in real-world scenarios. Furthermore, by exposing students to real-world speech, they strengthen their communication skills

1.4. Social Media

Two words "social" and "network" can derive their meaning from the term "social media." The first term is "social," meaning the way it is organized, associated with society and is spent time with other people. The second is "Network" meaning: two or more interlinked computer systems (Eren, 2012; Beal, 2015; Namaziandost, Sabzevari and Hashemifardnia, 2018).

Social media is a current phenomenon, which encompasses web-based Internet user contact through websites and mobile connection with others. It is very clearly that worldwide the education business is at the forefront of a revolution induced by growing technologies such as Web 2.0 and the advent of Web 3.0. There has been a lot of controversy and intense discussion in journal articles and conferences in the previous few years, and social media has been explored. Many discussions focused on building greater knowledge of the capacity of technology as a new platform to enhance independent student learning, the achievements of social media and whether it may be employed in or outside the schoolroom as new educational instruments. At the same time, the widespread pres-

ence of social media has drawn scholars, in numerous sets presenting new and different methods to use computers or mobile devices, in both positive features and concerns of utilizing such gadgets. (Hashemifardnia&Suhonen 2014).Nameziandost.Namaziandost&RahimiEsfahani, 2018.).

As educational institutions use social media, the positive effects of this technology must be optimized to make teaching and learning active and appropriate to the new millennium's cyber environment. More and more schools in social media like Blogs, Twitter, YouTube and Facebook have recently taken an active part in creating effective strategies to construct an on-line learning system that works collaboratively and interactively. Therefore, in all pedagogical activities, a technologically oriented culture is dominant. Therefore, the focus of learning and education must be looked at "without bringing students and teachers into the same physical location" (Aloraini, 2012; Maney, 2009). This means that learning should no longer be connected to a specific location and time period. Basically, social media sites extend well beyond their traditional goal of communication and pleasure, in order to develop students' independence from their learning by enquiry and sharing. With this in mind, it was stated that the situation of language education in terms of the students' language skills in EFL situations, which might lead to linguistic hurdles to communication in their daily lives and in the marine world, was not to some extent successful. A remedy is therefore urgently necessary.

Social media of its several sorts might be seen as a cure since these materials are capable of attracting pupils by their flexibility, entertainment and interaction and offer them a fantastic opportunity to express themselves confidently. The utilization of social media as a technique to develop students' ability to listen and to speak/to talk would find a learners side by side passionate welcome (Gibbins& Greenhow, 2016; Hashemi fardnia, Namaziandost, &Sepehri, 2018). Since social media has so thoroughly invaded our lives, analyzing the nature and forms of each method is really significant.

In brief, speaking is not an easy subject to teach, and teachers should be aware of the demands and requirements of their pupils to be able to communicate competently. EFL professors are likewise willing to provide ICTs their fair contribution in the classroom. Indeed, the contemporary teaching/learning process was shaped by ICTs in general immensely. Teachers and instructor should make the most correct use of technology. In fact, this is the ideal technique to update the techniques. ICTs in the EFL classroom are now becoming a need. It is therefore no longer a privilege, but rather an imperative tool for improving the communication and speech skills of students.

1.5. Uses of Social Media for Improving English Learning Skills

The ways in which various people all around the world meet have become social media. There are a variety of reasons for social media now used. Ahmed (Facebook efficiency in 2016) has been researching how to enhance grammar for students learning English as a foreign language (EFL). He used a quasi-experimental quantitative methodology for randomly selected classrooms that used Facebook to investigate both grammar and essay writing. Facebook helps students enhance their skills and grammar. The researcher found that In order to better their English they might ask questions Facebook made it possible to integrate more with other students and professors. An additional Alqasham study (2018) examined the use of virtual social networks for mediating English leaning. The researcher has also studied the viewpoint and experience of students in WhatsApp and Twitter leaning groups. Findings indicated that, despite the perspective of their implementation in classrooms may be negative, students have good views of social networks in their regular lives.

Alsubaie and Madini (2018) have investigated whether blogs have helped enhance English learners' lives. Researchers used an experimental design quantitative technique. The students' blogs have been used by both researchers to collect the data they need, mainly to evaluate the improvement level following an intervention. They found blogs useful and helped students enhance their writing skills. In addition, students enhanced their vocabulary in English. The same study was done on blogs by Awada and Ghaith (2014) where they studied their efficiency in enhancing writing skills as educational instruments. Researchers have employed an experimental pre-testing procedure and gathered information via leaner tests. After an intervention using blog postings, they discovered an increase in the skills of writing English. Awada and Ghaith stated that using blogs as educational instruments can efficiently and efficiently make the work of teachers and students.

Dhanya (2016) aimed to investigate how social media influenced English language learning and teaching. The article used a literature review on topics linked to various social media, their use and their influence on learning. Findings reveal that social media promote English language education and learning, whereas social sites boost student/learner interactions, leading to enhanced English capabilities. The benefits of using the social media as a learning aid for learners were also explored by Faizi and his colleagues (2013). They conducted a literature evaluation of different papers, including an analysis of different sorts of social media and media opportunities for both teachers and students. They discussed several themes. Results show that social media offers instructors and stu-

dents many advantages. They include, inter alia, enhanced communication between students and their teachers, better involvement in sharing ideas, and increased cooperation. Haque's research (2017) studied the effects on English, spelling, grammar, and academic achievement of the social media language. The research involved the development of the mixed technique with surveys for HSC students. He observed that both the bad and positive effects on academic writing as well as the language of English, which students utilize in social media.

John's (2017) study investigated how social media perceives both instructors and students. The research students studied views regarding the use of social media in classroom learning and the influence of their behaviour on how teachers use the media perceive them. John has employed a blended approach with a focus group and survey designs to respond to questions by university students. The results show that students appreciated the use in studying and learning of volunteer social media. In evaluating the effects of technology in education, Lekawael (2017) incorporated cell phones. In a quantitative technique, students completed surveys about how they use their smartphone and Internet. The students conducted the survey design. The data reveal that most internet and smartphone activities comprised the networking of social networks, games and dictionaries and those educators should teach English with the internet and cell phones.

Li (2017) investigated the social media use of students and influenced their learning of English. He used a quantitative technique and an investigation design. Research showed that pupils had a strong preference for learning English on Facebook and WhatsApp. In addition, Li observed that the contact between students was higher than the sharing between students and teachers. Mabuan (2018) has explored the link between blogs as a learning tool and English in a different investigation. He studied the perception of students and the benefits of using blogs to study English writing as an online writing platform. The researcher adopted a mixed strategy for study, including survey surveys, focus groups and analysis of blogs of high-school students. Mabuan (2018) discovered that blogging is a vital platform for students to improve English writing abilities since it gives them flexibility of thinking, allows peer contact, and so increases their ability to write in English.

Mingle & Adams (2015) investigated the participation of students in social media, how this affects the overall academic performance of their English language. Mingle and Adams employed a hybrid technique with a survey design to give high school surveys as well as head teacher interviews. Findings showed that most students had made friends on Facebook and engage with one other. The social media had a bad influence on grammar, orthodoxy and academic performance.

Parusheva and his colleagues (2018) studied the extent and impact of students' use of social media. The study examined the extent and effect of social media on students at universities and the depth of their use. In a quantitative methodology with survey design, Parusheva and his colleagues picked 378 students randomly to answer questionnaires. The findings show that all participants, particularly Facebook, are very interested in social networks. Furthermore, 23 of the 24 research universities used learning management systems that included social media capabilities. In addition to the good impact of social networks on education, Raut and Patil (2016) also included studies into the negative consequences. They examined the literature on social media themes and their impact on learning. Themes linked to education use and applications in non-educational domains of social media were included in the literature. Researchers concluded that social media had a good and bad impact on academic performance. Although the social network is intriguing to employ in leaning, pupils spend a lot of time talking. Raut and Patil (2016) nevertheless say that negative measures can be minimized and good benefits are maximized, if parents and instructors manage the use of social media.

In a novel study, Rienties and his fellow students (2018) examined the effect of the commitment of learners to language acquisition in the online environment. In addition to analyzing students' behaviours in the same context, researchers used a model of fixed-effect recording time in virtual learning settings. Findings show that the design of the teachers' module impacts the perspective of learners of online learning. The Seechaliao (2015) study went a new direction by looking at educating and learning tools as the interaction between educators and social sites. The study sorted out the teaching experience of lecturers in social media. The quantitative methodology with survey design was used by Seechaliao (2015). Randomly chosen teachers filled questionnaires which sort from the education technology and communication department to get information on their experience of utilizing the social media. The scientist observed that instructors have more teaching experience than leaning on social media.

In a different study, Talaue and his fellow students (2018) examined the impact of social media on the university performance of university students. The survey design and questionnaires are descriptive methods as data gathering instruments. Results show that both good and negative effects of social media have had on academic performance. Researchers believe that schools may and should use the favorable effects on the learning of social media. On the other hand, Taskiran and his colleagues (2018) studied Twitter as a tool to learn languages and how it is used in extracurricu-

lar activities. Researchers used a mix methodology including Twitter surveys and tests. Findings show that Twitter is being used constructively by students, and that their language learning experience has been improved.

In 2012, Thurairaj merged two objectives by investigating the profound usage of social media in adolescents and their effects on the competency of the English language. Researchers used a methodology using quantitative survey design, whereby questionnaires were randomly dispersed among the young people. Results reveal that short messages (SMS) were used excessively among young people in talks. The investigation also indicated that the English skills of the SMS did not impact. Yunus and his colleagues (2012) on the other hand focused more on the proposal that social media should be included as an educational tool. Researchers explore the benefits and limitations of learners and social networks as instruments for ESL learning. Yunus and his fellow members (2012) used a qualitative technique for online discussions to clarify their thoughts on social network tools integrated with ESL writing through the use of open-ended questions. Research shows that social media has helped to improve the language of learners. These include the ability of ESL pupils to interact and motivate creative thought abilities with other students.

1.6. Relationship between Learning Theories and Social Media Platforms in the Field of English Learning Skills

Theory of learning explains how the learning process takes place and how learners learn. Education learning and social theories are the two primary categories of learning theories. Both categories describe the learning framework. The social learning hypothesis explains that learning occurs through the observation and following guidelines through a cognitive process (Lin et al., 2016). On the other hand, the theories for education education, particularly the cognitive, are based on understanding and the answers to experiences when it comes to learning (Slim &Hafedh, 2019). Learning theories generally suggest that learning occurs in a setting in which skills and information is exposed.

In addition, users can learn specific skills by posting from users in the same group, such as WhatsApp, Facebook, and blogs (Lin et al., 2016). In terms of English learning skills, social media groups have many people with varying experiences of English and learning needs. Some instructors or teachers speak the same language in the same groups. By teacher instructions, English writings, e.g. essays and comments from other students or users, people are exposed to topic and English abilities which they are familiar with. Social media groups act like reinforces by other users who

encourage and reprimand people to continue improving their work via negative and positive remarks (Slim &Hafedh, 2019). Social media is, thus, like a collaborative class in which students and professors talk and practice English, and learn through cognition and strengthening.

1.6.1. Online Collaborative Learning Theory

The online collective theory of learning explains the significance of social media in English and enhances writing skills (OCL). The OCL model gives a framework for how online platforms learn. Online study aims to improve conceptual understanding according to the theory (Hammond, 2017). Leaners learn and how to develop concepts in a given notion to solve challenges. Concept learning takes place through the formation of ideas, where individuals create and organize ideas, compare and categorize individual ideas via conversation (Kumi-Yeboah et al., 2017). The final stage is intellectual convergence, with a consensus amongst participants. The teacher acts as a link with subject-matter through the strategy.

Social media is one of the online venues and so offers students the opportunity to build new approaches to thinking based on OCL theory. Social media participants realize how the group has come to a joint conclusion and adapt its approach to share it. In an English debate, social media students gain from improving English language and language rules. Following the social constructivist paradigm OCL, leaners are developing cognitive skills in social media to discover regulations that apply to languages concepts in particular (Stoytcheva, 2018). In this example, the rules are a concept pupils employ to build language or written sentences. Therefore, social media have the capacity to increase the skills of speaking English and writing by developing rules that regulate speech or writing languages.

1.6.2. Connectivism Model

Connectivism is another concept that might help to comprehend the link between learning social media and English and improving writing. Leaners connect different knowledge to better what you know (saqr et al., 2018, according to the theory). Leaning is done through the synthesis of several points of view. The theory claims that learning entails the recognition through examining the numerous networks that circle the leaner of specific patterns of thought. The role of connectivism in the information evaluation helps to be up-to-date with the current concepts (Goldie, 2016). Learners can profit from groups by leveraging information to discover their inadequacies, for example, in English and by updating.

Under the connectivity paradigm, social media provides the necessary network to obtain information for assessment and speech. Social media creates an atmosphere in which leaners can obtain multiple points of view from different group members (Foroughi, 2015). In addition, the social media not only supply English speaking and writing information, but also help pupils categorize the content by the critical analysis supplied. Every suggestion offered by social media members is scrutinized by the members before they are accepted or rejected. Thus, the media not only provides information about English as a language but also a language assessment idea. Social media therefore enhances the ability to speak English and write by providing information to help students sharpen their regulations in the relevant fields.

1.6.3. Functionalist Theory

The functionalistic approach emphasizes on common public values and social stability as aspects that bring about social development. There is disorder in the system when technical changes happen. Societal components therefore need to be re-aligned to produce stability. The society acts as an entity with distinct interrelated elements from the functionalist perspective. When there are changes, society needs to establish new institutions in order to meet them. In the notion of functionality, the social transformation can be explained. Social media, for example, bring about major changes in how people engage with their friends and relatives. Despite the gaps in time and geography, technology enables people to converse every day. The notion of functionality affirms that a change in one society reciprocates the other. In order for individuals to match their life with new standards and ideals, the transition process should also be controlled slowly.When personal ideals and institutional standards conflict, society becomes instable.

Social media can help people improve their English skills. Social networking services allow people to link and interact with English-speaking languages. Individuals provide information that enables interpersonal trust to develop through online encounters (Miller, 2015). They can learn new terminology from these encounters, therefore enhancing their English skills. Platforms like Facebook also allow people to organize and join groups. They can share information in those groups that can help others to improve their language abilities.

1.7. Social Media and Social Change

Social change involves changes that occur because of human relations and interactions in cultural and social organizations. As the changes take place over time, they have long-term consequences for the community. Social transformation is influenced by institutions in society. In addition, social change is the result, via many phases, of emerging and dynamic interactions. Although

some of the members of society may not be pleased with the changes, their conduct is changed in the institutions. All individual organisms, living systems and communities, according to Thomas (1986), require considerable stability for their survival. As society consists of multiple interdependent pieces, equilibrium during change is crucial. Social media are being used in modern culture in their everyday lives at work and in the home. In order to promote political, economic and social progress, communication is a crucial factor. Social change has been facilitated by the emergence of mass media and social media around the world. Technological advancements such as the emergence of social media also have a bearing on how people interact and communicate. With the growing rate of globalization, people from all over the world can connect to one other if they have a smartphone or a laptop. Individuals learn excellent interpersonal abilities from these experiences to help transform socially.

Population, environment, institutions and technology are sources of societal change. Over the years, developments in the mainstream media have changed substantially. With the rise of social media, the over dependence of radio, TV and print media has changed. The advances in technology facilitate people's life since they can instantly convey and receive information. Social institutions thereafter have a major impact on social change. Informal and formal institutions both cultivate and change their behavior in the community through cultivating new standards and values. Social changes are also caused by the interaction between persons and the environment.

1.8. Comparison

SNS such as Telegram and Facebook may facilitate information exchange to learn about people/friends, communicate with professors and classmates, and discuss and post pertinent material (Munoz & Tower, 2009; Grosseck&Holotescu, 2008).

Thurairaj and his colleagues (2012) also mention the favourite effects of language learning on social sites such as Twitter and Facebook. Those SNS should therefore be used as tools for language learning. Based on experiments, students have been engaged in social media activities because they believe they facilitate their learning and improve their communication abilities (Thurairaj, 2012). The pupils like a wide array of activities and, most importantly, each action contributes to excellent language development. The kids thereby increase their speech and writing skills dramatically. Students also acknowledge that when they check their friends' updates or activities, they receive new vocabulary sets. Thurairaj and Roy (2012) say that, in addition to the fact that teaching materials should help students to master the language, instructors should ensure that the

teaching materials are useful. Sns materials may be generalized in such a way that a positive learning process is more fascinating. Kabilan and his colleagues (2010) have also concluded that students think that SNS can be used as a source of knowledge to facilitate English learning because it has resulted in improved learning skills, motivation in communication, a confidence in English communication and a constructive stance towards second-language English. Only 8.1% of students in their research did not agree that Facebook is a good medium for favourite language writing. Similarly, 7.5% disagreed with the applicability of the platform for better reading (Kabilan et al., 2010). Kabilan et al., 2010 concluded that SNS should be incorporated as an education project with specified outputs and learning aims to give a meaningful meaning to the learning process.

1.9. YouTube

1.9.1. Definition

YouTube today is considered to be an innovative media that may be altered and modified for instructional purposes into diverse views. Furthermore, YouTube is a good material for pupils, since it is a genuine source, to build a great learning.

In particular, EFL lessons have changed the atmosphere in technology significantly, changing the teaching and learning processes in terms of techniques, procedures, and materials. Bastos and Ramos (2009) say, "This is how YouTube is used rather than itself as a technological instrument, as an effective 24avourite24n resource" (para, 3). Snelson (2011) furthermore characterizes YouTube as an organized channel collection produced by university partners and colleges (p.159). In short, YouTube is the most useful internet resource that provides further knowledge and various learning possibilities. In addition, "YouTube shares video with you. The user can utilize the video as the instructional media to choose the best video" (Arianti, Nunaningsih, &Pratiwi, 2018). Importantly, YouTube contains different videos that can be utilized to provide knowledge; therefore teachers are required to select videos for presentations effectively.

Brook (2011) said that the Youtube technology medium does not just serve as a facilitating instrument, but has multiple responsibilities in language learning. YouTube also offers realistic classroom tasks. It can also enhance the interaction and discussion among students, help them be trustworthy and promote self-esteem in English. Moreover, this scientist acknowledged that 'YouTube has many other uses, without revealing their pupils the clips outside of classroom activity, as additional tools in its own teaching practice. It is crucial to note that teachers can use YouTube as

well" (pp. 40, 41). That is, YouTube has as a pedagogic source enormous advantages in the classroom.

Almurashi (2016) claimed the necessity of YouTube integration in education and learning is necessary as it is considered to be mainly famous online material amongst adults. This technology tool can also offer students a terrific opportunity to practice English in genuine scenarios. It can also make more real videos that improve understanding and understanding of students.

Therefore, YouTube is more important than an innovative instrument, it is vital to teach foreign languages in a pedagogical manner. In other words, the function of YouTube in opening the doors to both EFL professors and students is important. The integration of YouTube videos into a classroom should thus be considered for teachers in order to require new educational methodologies, achieve high-quality access, help students to acquire in-depth understanding of the subjects, and expose them to genuine language.

1.9.2. Historical Background of YouTube

The world has inundated nowadays with many technical gadgets, most of them applied in various industries. YouTube is therefore considered the newest audio-visual support that has made great progress in people's lives. On February 2005, YouTube began three employers naming "www.Youtube.com" Chad Hurley, Steve Chen and Jawed Karim. Then they began creating a website for video sharing where users may post different videos and share views and comments. The first video on the YouTube is titled "Me at the zoo." After that, in April 23, 2005, YouTube was free to upload. Next, it was important to employ YouTube videos in the field of teaching since they were seen as appropriate materials that could offer true knowledge in real circumstances. Most of the videos were downloaded by YouTube in the 2012 classroom.

1.9.3. YouTube Video in Teaching Foreign Language

Media has a major influence in the process of education and learning. Audio-visual aids are widely used in classrooms with the development of technology-based learning. Especially because of the tremendous demands that are integrated as new teaching techniques YouTube videos have been fast growing in foreign language. YouTube videos are also incredibly efficient instruments for genuine language exposure and flexible learning. Grey (2013) says "YouTube is incredibly helpful for learning because many researches show that most individuals learn by listening and watching." In this instance, YouTube videos often demand students to listen to discussions, examine diverse images in real-life scenarios and help them practice English.

By employing YouTube videos in the classroom as audiovisual media, students can view word meaning through different pictures and elements of their environment. Moreover, students can understand the language through the non-verbal interpretation. They can also hear the dialogue from native speakers, which makes them speak and interact automatically. Balbay and Kilis (2017) stress that "visual and oratory skills are directly connected to videos and can be improved through YouTube" (p.239). YouTube is seen as an excellent technique that all teaching styles can directly involve. This means that all students are more pleased in their foreign language acquisition employing flexible teaching and teaching instruments in the classroom.

Terntino (d) feels that YouTube is a useful way of showing every country's culture. It also allows all students and teachers to open channels so that they are integrated into the target language immediately. Indeed, YouTube-based language learning videos are definitely excellent techniques that improve the classroom. Integration of YouTube videos in English language training, in particular, produces an environment that is more natural to learners, identifies discussion subjects and adds authenticity to activities. In addition, students examined many cultural aspects.

1.9.4. Purpose of Using YouTube Videos in Foreign Language Teaching

The inclusion in the classroom of Youtube videos is crucial to language learning and education, which mainly assists pupils to learn language successfully. In addition, they can be employed as a rich material supply. Much study has indicated that the use of these teaching aids in the language classroom can offer many benefits. Terntino (n. d) states that there are certain major aims of YouTube teaching in foreign languages.

1.9.4.1. Providing information and more content

Several institutions have made many educational videos for the learning of foreign languages to provide additional linguistic knowledge and to clarify their cultural dimensions for others.

1.9.4.2. Videos for Less commonly Taught Languages

Applying YouTube in the target language of instruction can be helpful and useful in providing proper access to the languages not sufficiently accessible. Most of these videos can provide students with an easy opportunity to study lesser-taught languages and have appropriate access to their language contents.

1.9.4.3. Representing cultural information

YouTube is a good technique of identifying foreign-language culture, because it provides certain reputable videos that provide valuable information on target-language culture and civilisation.

1.9.4.4. Creating Videos Presentation

Students may create their own videos to present their target language, then post them on YouTube, which involves them in a real environment and context. Moreover, students will be more relaxed to speak and freely express their views and opinions and will have greater opportunity to practice this language classroom.

1.9.4.5. Encourage Collaboration

Students can utilize YouTube as a medium for sharing works and ideas and working as a Group to support other vocabulary channels for teachers and students.

1.10 Conclusion

Using technology in learning and teaching has spread at a large extent, specifically, with the immerge of corona virus which obliged all educational institutions around the world to use video conferences in teaching and online exams and tests. Although social media was first invented for connection and entertainment, it helped students in learning to a large extent. The use of YouTube as a tool for improving students' FL skills became widely recognized, more importantly, in improving the speaking skill.

Chapter Two: Speaking Skill

2.1. Introduction

This chapter is devoted to discussing the speaking skill among EFL learners in general. First, it provides the definition of speaking skill and the difference between knowledge and skill as well as referring to the importance of such a skill. Secondly, it demonstrates the relevance of speech abilities and identifies speaking ability components. After that, after their problems, the purposes of teaching speech are discussed. Most common speaking activities are provided and detailed in teaching the language and the roles of students in learning. Finally, the second chapter introduces the contemporary instructional technologies in teaching speaking skill.

Speaking is a major tool used by humans to communicate in a social setting. Also Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Brown (1994) and Burns & Joyce (1997) define Speaking as a reactive process of a structured meaning that includes receiving and producing and sharing information. In Applied linguistic speaking has a set of descriptions; speaking as a social and situation-based activity and speaking as an interaction, (Azadi, Biria, &Nasri, 2018; Thornbory, 2005).All of these viewpoints consider speaking as an integral part of the learner's daily existence, both in receiving and generating speech.

Speaking is essential language ability for both students and teachers. Bygate (2002) See it as a complex, and multilevel skill; the complexity part is explained by the fact that the use of speakers' knowledge of the language and activate their ability is necessary to do this under real situations. It is an essential component of foreign/second language instruction and learning. It has held a crucial and delicate position throughout the history of language training. Despite its importance, teaching speaking has been undervalued and it is just in the last two decades that has gained its right to be an independent branch of teaching (Hosseini, Nasri, &Afghari, 2017).Speaking is no longer solely based on pronouncing words. As a result, English teachers prioritized speaking as a means of supporting the improvement of English learners' skills.

It is worth noting that in language teaching, the four skills are described in terms of their orientation, that is, language generated by the learner (in speech or writing) is referred to as "productive," while language directed at the learner (in reading or listening) is referred to as "receptive."

Another significant concept is "the channel," which refers to the message's medium (aural/oral or written). As a result, speaking is the most productive aural/oral talent. It entails producing a series of verbal "utterances" to express meaning.

Speaking, on the other hand, is a talent that requires attention; learners frequently need to be able to speak confidently in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged and through which they may take or lose opportunities in life (Namaziandost, AbdiSaray, &RahimiEsfahani, 2018).It serves as a vehicle for social unity, social status, professional growth, and business. Perhaps greater thought should be given to the education of public speaking.

2.2.1. Knowledge and Skill

One of the fundamental issues in foreign language 29avourite is preparing students to use the language. How this preparation is carried out, and how successful it is, is heavily dependent on how teachers understand their objectives. For example, it is self-evident that knowing a certain amount of grammar and vocabulary is required in order to speak a foreign language. As a result, a part of the language course is generally devoted to this goal. However, there are other factors involved in speaking, and it is important understand what these are so they can be included in the process of teaching speaking skill. For instance, in order to determine whether learners can speak, they must actually say something. They may rely on their knowledge of grammar and vocabulary to do so. It is recognised that there is a difference between knowledge of a language and skill in using it by giving learners speaking practice and oral exams. This distinction between knowledge and skill is critical in speaking instruction.

Martin Bygate (1987) provided the example of the analogy with the driver of a car. What knowledge does a car driver need? Clearly she or he needs to know the names of the controls, where they are, what they do, and how they are operated (you move the pedals with your feet, not with your hands). However, the driver also needs the skill to be able to use the controls to guide the car along the road without hitting the various objects that tend to get in the way, you have to be able to do this at a normal speed (you can fail your driving test in Britain for driving too slowly or hesitantly), you have to drive smoothly and without getting too close to any dangerous obstacles. And it is not enough to drive in a straight line, the driver also has to be able to manage the variation in road conditions safely.

In a way, the job which is done when speaking is similar. It is not enough to know how to put sentences together in the abstract; they must also be created and adapted to the situation. This entails making quick decisions, carrying them out smoothly, and adjusting conversations as unexpected problems arise.

2.3. The Importance of Speaking Skill

Language is a communication tool. People communicate with one another to express and learn about one another's ideas. Where there is speech, there is communication. It is impossible to communicate with one another without the use of speech. As a result, the importance of speaking skills is enormous for language learners of any language.

A language is reduced to a script when it lacks speech. Language use is an activity that takes place within the boundaries of our community. Language is used in a variety of contexts. People at work, such as researchers working in a medical laboratory or a language laboratory, are expected to speak correctly and effectively in order to communicate effectively with one another. Any commutation gap leads to misunderstandings and problems. To become a well-rounded communicator, one must be proficient in all four language skills: listening, speaking, reading, and writing. However, the ability to speak 30avourite provides the speaker with several distinct advantages. The ability to express one's thoughts, opinions, and feelings in the form of meaningful words provides the speaker with these benefits. The satisfaction that comes from sharing one's ideas with others is immense. When one converses with others, he gains a better understanding of himself as (Robert Frost) once said "I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn." Without a doubt, clarity in speech reflects clarity in thought.

An effective speaker can capture the audience's attention and keep it until the end of his message. Speaking abilities are important for career success, but they are not limited to one's professional goals. Speaking abilities can also benefit one's personal life. Speaking in itself appears to be the most important of the other language skills. Because the process of learning and applying oral English skills is so closely related, the classroom should be a place where the use of spoken language is sensitively supported because it enables students to make connections between what they know and what they are learning, and it is the one through which they will be judged while first impressions are formed. (Ur, 1984) argued that many, if not most, foreign language learners are interested in learning to speak.

2.4. The Components of Speaking Skill

Speaking skill is the first skill to shed the light on when learning a foreign language because it is the key to a successful communication. To learn the speaking skill, shedding the light ofn its components is a must. Being a good speaker depends on what extent these components; fluency, accuracy, grammar, pronunciation, and vocabulary are achieved. The communicative approach somehow excuses teachers and learners from a consideration of how to develop a high level of accuracy in use of grammar pronunciation and vocabulary (Hedge 2000).

2.4.1. Fluency

The major aim of learning speaking skill is to achieve a fluent conversation without breaks and interruption. According to Hughes (2002), fluency is learner's ability to express self –freely, directly and in a rational way with avoiding break or hesitation. On other hand, if fluency is absent, pronunciation will not be corrected as well as speech will not be clear or understood. Hedge (2000) claimed that fluency refers to how words, sounds are pronounced through linking speaking performance units without slowness or breaking. Particularly, it is accomplished with delivering good sounds.

The ability to successfully deliver sounds and pronounce words smoothly, and of course, to avoid pauses, breaks, as well as to employ proper lexical usage is referred to as fluency.

2.4.2. Accuracy

Accuracy refers to how well the target language is produced in relation to the rule system of the language''. In other words, accuracy refers to the way of producing spoken language which concentrates on some speaking aspects like pronunciation and grammar. The grammatical forms are the rules of the language for structuring sentences or phrases to convey meaning (Ellis and Barkhuizen, 2005).

Accuracy refers to how well learners use the language system, including grammar, pronunciation, and vocabulary. When discussing a learner's level of speaking, accuracy is frequently compared to fluency.

2.4.3. Grammar

From a linguistic point of view, grammar of a natural language is its set of structural constraints on the composition of clauses, phrases, and words by speakers or writers. According to (Online Dictionary of Cambridge), It is the study of the rules about how words change their form and combine with other words to express meaning.

Thornbury (1999) pointed out that grammar refers to the knowledge of language, not just to form sentences. In addition, the most people agree on this idea that grammar is not formed in structures.The use of appropriate grammar gives more opportunities to practice language syntax successfully and to develop speaking proficiency.

2.4.4. Pronunciation

Tuan (2001) said that teaching pronunciation in the classroom makes learning more interesting. In addition, it may produce a lot of positive outcomes in learning language. Furthermore, a good pronunciation helps students to understand the meaning clearly and to achieve a successful communication.

Pronunciation refers to the articulation and the production of sounds in a language. In English speaking skill, good pronunciation is highly required and very important so a sound can lead to misunderstanding of the word, and consequently, the whole sentence.

2.4.5. Vocabulary

Vocabulary is the use of appropriate words in a specific language to convey meaningful messages. Each language, in particular, is based on distinct vocabularies. As a result, poor word choice primarily leads to misunderstanding in communication. Numan and Dwyer (2009) argued that vocabulary is words we must know to communicate effectively.

2.5. Teaching Speaking Skill

In today's world, teaching English has become a critical process. The primary goal is to be able to communicate effectively. Because English is the 32avourite32nal language of communication, many people from various cultures use it as a lingua franca to communicate with one another. Teaching English speaking skill inside the classroom is required in order to effectively master English language and improve communication achievement.

A student who can speak English well may have greater chance for further education, of finding employment and gaining promotion (Baker and Westrup, 2003). The teacher should focus on teaching English speaking skill in the classroom with the goal of providing opportunities for students to practice language in real world contexts and making students more confident when communicating and discussing.

Speaking English is regarded as the main aim for many students who wish to study English language. Personalities and interests of students play a significant role in mastering this skill. Students who overcome their fear of speaking by making mistakes will be more confident, have a high self-esteem, and be proud of themselves and their language proficiency.Sadiku (2015) said, as student, "the skills of language will make you academically sound and the miracle, it will have when you enter the world as an adult is magical in academic adventure".

According to Luoma (2004), speaking in a foreign language is a complex and a hard proficiency, not all learners can be skilled or competent in pronouncing words and sounds. That is why most of foreign language learner takes a long period of time to boost their communicative competence.

Ergo, as many learners' goal in language learning is to be able to communicate fluently in both formal and informal settings, classroom activities should be designed to encourage oral fluency.

2.5.1. Difficulties in Teaching Speaking Skill

The majority of foreign language teachers and students struggle with language acquisition and instruction. Teaching speaking in the classroom is a complex process in which teachers are still unable to easily increase their pupils' oral ability. Furthermore, the difficulty of teaching speaking in the classroom is mostly due to the nature of language and a lack of speaking opportunities. In addition to other issues that may cause difficulties in improving one's speaking ability.

2.5.1.1. Inhibition

Inhibition is a combination of feelings that cause pupils to be unsure and afraid to speak in front of an audience. It is regarded as one of the most common difficulties encountered by learners when learning a language. As a result, speaking inhibition is mostly caused by a fear of making mistakes and being criticized; it is also caused by a lack of motivation, a lack of self-confidence, and

shyness. Students have difficulties as a result of these causes. Ur (2000) points out those students who are inhibited to interact in class, cannot do anything, only being anxious, stressed, frightened of making errors. Thus, they cannot build their personalities or develop themselves.

Additionally, in the language classroom, inhibition is sometimes caused by the domination of some students who have more opportunities to speak, on the other hand the reset members never get chance to discuss their ideas, particularly these will affect negatively on their language use (Leong and Ahmadi, 2017).

2.5.1.2. No preparation / No Thing to say

If you ask a foreign learner to talk, the majority of them will remark, "I don't have anything to say." This is because they are not prepared or excited to share conversation or themes. River (1968) explained that the teacher should select an interested topic in which the learner has a huge knowledge or larger ideas about in order to keep him more motivated and interactive.

2.5.1.3. The Use of Native Language

Most learners are influenced by their mother tongue in foreign language interaction; this is why students are not advanced in their oral fluency; they borrow words from their native language, absolutely if they do not have enough target language vocabularies, they frequently borrow other words of their native language. Backer and Westrup (2003) claimed that unsuccessful transferring of cultural rules from mother language to another one refers to the ignorance of target language . This is why learners will be always influenced by using their mother language.

Teaching speaking can be a straightforward undertaking in the FL classroom if teachers examine these issues and try to find acceptable answers. As a result, teachers should always be motivated to encourage their pupils to speak, to be comfortable and less worried, and to build their linguistic competence by giving comprehensive topic knowledge and requiring them to exercise language in a real-life context.

2.5.2. Goals of Teaching Speaking

People cannot communicate if they do not speak; verbal language cannot be achieved. Thus, teaching speaking becomes an essential process in foreign language classrooms in order to develop effective communicators and to make each learner the primary partner in conversation.

Brown and Yule (1991) stated that "the overriding function of spoken language: the maintenance of social relationships. Most people spend a great deal of their everyday lives in 'chat' where the primary purpose is to be nice to the person they are talking to" (p.11).They emphasized that speaking serves both interactional and transactional purposes. However, Richard (2008) determines the functions of speaking are: talk as interaction, to talk as transaction, talk as performance; people are talking to achieve certain objectives in 24 different situations. Here, some people are just talking to build relations, some other are talking to give arguments and other are talking to give information.

2.5.2.1. Talk as interaction

Talk as interaction implies that people are conversing in order to form social ties. This function emphasizes more on the speakers and the manner in which messages are transmitted, such as exchanging greetings and discussing regular life events. It is in the form of a conversation.

2.5.2.2. Talks as transaction

The emphasis here is on the message rather than the individuals. What speakers say, what is shared, and what are the key communicative tactics utilized in message transmission. People talk to persuade, to express an opinion or to justify an idea, to ask questions, to gather information, or to agree or disagree on something.

2.5.2.3. Talk as performance

Talk as performance refers to public speeches in which speakers communicate in order to impart information to the audience. The emphasis is on the audience and the message, as well as the audience's intention and whether the message is understood. Speaking is an important ability that makes language practice much easier. People speak to perform specific duties, hence the aims of speaking vary depending on the topic addressed in different circumstances.

2.5.3. Speaking Activities

The goal of teaching speaking is to develop autonomous learners who can communicate fluently and smoothly. As a result, foreign language teachers must use appropriate and varied speaking activities to create a motivating classroom environment and encourage learners to participate. These activities, on the other hand, should be more convened, productive, and challenging in order to provide authentic language and create a fun learning environment. Harmer (2007) states that

learners may obtain great chance to speak in the classroom through applying different speaking activities in real contexts, mainly these activities enable students to provide feedbacks for each other in different languages, as well as to improve their mechanical language aspects.

2.5.3.1. Role plays

Role Playing is an effective method for teaching speaking skill. This activity is carried out in the classroom with the presence of the teacher, who is in charge of dividing roles, whereas the students are the main participants who play various roles of characters in a real context. After completing this activity, students receive feedback on their performance, including dialect, sounds, and presentation.

According to Tompkins (2001), "role play is one of the teaching techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language learner practices the target language in context similar to real-life situations where stress and shyness are removed" (p.1).It is intended that teachers can use role plays in the classroom to directly engage their students in the interaction.

Ladouse (1987) illustrated that role play is one of the most common methods which are used in classroom in the purpose of enhancing foreign language and engaging learners in interaction and participation for being as talkative members. Here, the teacher will be only as guide during students' performance, but as centered one in order to evaluate and to give feedback.

Role play can have a positive impact on students' psychology and help them speak more easily by allowing them to play the roles of other characters. Brown (2004) insisted that most teachers are using role play as a pedagogical way of teaching in the classroom where students gain much time to speak. Role play helps students overcome their fears and anxieties by allowing them to share roles with one another.

2.5.3.2. Storytelling

Storytelling is one of the most effective techniques used in classrooms by foreign language teachers to improve students' oral proficiency through listening to and narrating stories. It also improves students' lexical grammar and emotional intelligence by providing them with new vocabularies.

"Storytelling … costs nothing, is enjoyable, can be used anywhere and at any time" (Zabel, 1991). It is intended that storytelling is an entertaining and sample activity that requires time and effort, and that teachers can easily use it to improve their students' speaking skill.

2.5.3.3. Information Gap

The activity of filling in the gaps with information or using vocabularies is known as Information Gap. Swan (1985) describes information Gap as "a basic concept in contemporary methodology" (p. 94).It is used to exchange information between two students.

Sharouf (n.d) stated that Gap information takes group work where one student can have information and other one does not have; they discuss to agree on the same information. This technique can be used in the language classroom to help students solve problems and learn new things.

The information gap exposes students to real spoken English and allows them to explore their communicative abilities. It also provides learners with information that allows them to participate and engage in conversation by asking questions, adding comments, and solving problems.

In addition, teaching speaking through information gap gives chance for students to practice their language in the classroom in support of sharing meaningful ideas and thoughts, and being more aware to their grammar (Bajnami and Ismaili, 2016, p. 613).

2.5.3.4. Communicative Games

Communicative Games are enjoyable and enjoyable techniques for encouraging passive students to become more active and interested. They create an entertaining environment in the classroom, as well as friendly relationships and an exciting learning environment, which encourages students to practice language in real-life situations. Rixon (1981) declared that "Game is an activity carried out by co-operating or competing decision, makers, seeking to achieve, within a set of rules, their objectives".

The use of games in the English language classroom is regarded as an effective method for reducing students' stress and anxiety; it encourages them to be more relaxed. Certainly, students

want to use this method in the language classroom to develop their communication (Zhu, 2012). The researcher added that "using game is a good way to improve students' various skills" (p. 208).

2.5.3.5. Conversation

Bannink (2002) stressed that "genuine conversational interactions cannot be the outcome of preplanned lesson agendas, they have to emerge and so, by definition, cannot be planned" (p. 271).In other words, during conversation activity, students are truly spontaneous speakers. In order to interact, they simply express their ideas and thoughts that are stored in their minds.

2.5.3.6. Dialogue

Because speaking in front of a class can make students nervous, dialogue may be an appropriate way to encourage students to interact. Learners will improve their pronunciation by emphasizing correct intonation and stress rather than structures. Furthermore, students have the opportunity to improve their oral production skills by sharing interaction and speech from various subjects in a real-life situation.

2.5.3.7. Interview

Students will be more interested in asking and answering questions during an interview, which is a motivating activity. This enables them to anticipate their speech weaknesses, correct their errors, and encourage them to explain their thoughts spontaneously.

Kaddour (2015) mentioned that "conducting interviews can be very beneficial for students in terms of practicing their speaking ability and helps them becoming socialized" 18 (P.22).Thus, conducting interviews inside or outside of the classroom allows students to practice their oral communication skills in a social setting.

2.5.3.8. Stimulation

Stimulation is a type of public speaking instruction. It is similar to role play in that it encourages students to be animated in their communication. This activity is typically used by teachers and students to perform certain roles in an unscripted manner. Learners' self-reliance and problem-solving abilities will improve as a result of performing stimulation.

Sharouf (n. d) supports that "Stimulations are very similar to role – plays but what makes simulation different that role plays that they are more elaborate"(p.14). Additionally, this researcher

claims that "In stimulation, students can bring items to the class to create a realistic environment" (p.14).In this type of activity, learners are asked to participate in a social environment in order to play certain roles in order to achieve certain goals.

2.6. RolesofStudentsin Learning Speaking

There are some categories that can be used as the role of learners in developing speaking skills in the classroom (Brown, 2001).

2.6.1. Imitative

A very small part of classroom speaking time may legitimately be speech generating "human tape recorder speech," in which learners, for example, practice an intonation contour or attempt to pinpoint a certain vowel sound. Imitation of this type is done not for the sake of meaningful contact, but to focus on a specific element of language form.

2.6.2. Intensive

It goes beyond imitative to cover any speaking acts intended to train phonological or grammatical parts of language.

2.6.3. Responsive

It consists of brief responses to questions or comments posed by the teacher or students.

2.6.4. Transactional

Transactional language is an expanded form of responsive language that is used to express or exchange specific information.

2.6.5. Interpersonal

Its primary function was to preserve social relationships rather than to transmit facts and information. These talks are a little more difficult for students to understand because they can include any or all of the following elements: a casual register, colloquial language, emotionally charged language, slang, and sarcasm.

2.6.6. Extensive

The register is more formal and deliberate in this case. It can be planned or unplanned. Students at the intermediate to advanced levels are required to deliver prolonged monologues in the form of oral reports summarizing possibly brief talks.

2.7. Communicative Language Teaching

With the advancement of technology, teaching English as a foreign language has become a critical process that is required all over the world in order to achieve good communicative skills. As a result, EFL learners discovered that they needed to master English at a high level of fluency and accuracy in order to set their goals. As teachers used communicative language as an effective teaching method that directly engaged learners in target language, the demand for implementing this methodology in foreign language teaching around the world has increased. A research conducted by Sharouf (n. d, p.11) states: Communicative language teaching is based on real life situation that requires communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language."

2.7.1. Origins

The practice of teaching communicative language dates back to the late 1960s. It has grown since the mid-1970s as a result of changes in British language teaching. Initially, the structural approach was used as a teaching method for teaching English as a foreign language, but it was later transformed into communicative competence.

However, communicative language teaching (CLT) was based firstly on the grammatical competence approach which dealt with how to structure sentences and how to combine words correctly. After that, this approach was replaced into communicative competence because considered as unsuccessful method in learning foreign language, not achieving a high development (Richard, 2006). Additionally, Richards and Rodgers (1986) declared that the need to focus on oral proficiency is more important than structures because the aim of learning a language is to speak, to inform, to convince and to understand.

2.7.2. Definition

Communicative language is a concept with multiple meanings. CLT is a method of teaching foreign languages that focuses on promoting interaction between learners; it primarily focuses on improving learners' communicative ability. Richard and Rodgers (1986, P.38) claimed that

"Communicative language teaching is best considered as an approach rather than a method."In other words, communicative language teaching is a strategy rather than a method because learning a language is a process that relies on utilizing language to achieve communication both within and outside of the classroom. Furthermore, communicative language teaching is a method that seeks to clarify the fundamental principles of language learning and instruction. It determines what to teach and how to teach, what the main language objectives (Richard, 2006, p. 2).

Teachers in EL classrooms can utilize communicative language teaching as a helpful way to overcome speaking issues and, more importantly, to encourage learners to interact by producing actual and meaningful dialogue.

2.7.3. Communicative Competence

Communicative competence is a term that refers to a learner's ability to apply language knowledge effectively to communicate in social circumstances and successfully understand communications. Canal and Swain (1980, p. 07) mentioned that communicative competence refers to "the interaction between grammatical competence, or knowledge of the rules of grammar, and socio-linguistic competence, or knowledge of the rules of language use."People, on the other hand, develop grammatical language expertise in order to communicate with one another and express messages effectively.

Bachlund (1977) states that communicative competence is the person' ability interacts with other people in the aim of achieving personal aim, conditionally of taking attention to listener in specific context principles. Communicative competence emphasizes on the interaction between people, it is based on achieving different goals, but sometimes people interact to get more personal information. This mainly depends on different contexts.

Hymes (1972) asserts that communicative competence stands on the use of both the knowledge (cultural and social knowledge) and the ability to use language effectively not just mastering grammatical structures in order to accomplish a successful communication and conveying meaningful messages. Thus, communicative language teaching is an effective strategy that teachers can use in English classrooms to improve students' communicative competence, achieve meaningful communication, and use contextually appropriate language.

2.8. Modern Technologies in Teaching Speaking Skill

Various novel technologies are being developed to teach English in classrooms in the rapidly evolving twenty-first century. In such a short period of time, the knowledge base is rapidly doubling and tripling. To keep up with this trend, we must use cutting-edge technology to teach English to technical students. Learners' playfulness can be stimulated by technology, which can immerse them in a number of circumstances.

Technology allows learners to engage in self-directed actions, self-paced interactions, privacy, and a safe environment in which errors are addressed and detailed feedback is provided. Several studies are developing that demonstrate the significance of qualitative feedback in software. When links to explanations, further support, and references are offered, the value of technology is increased. Modern technologies allow students to relax their minds and fully engage in the subject rather than making it a difficult effort to complete.

2.8.1. Communication lab

There are software programs available to help improving speaking abilities. By adding appropriate software through computers, students will be able to play it again and again with their own interest, attempting to develop their speaking skills, which are critical in today's modernized IT environment. The use of headphones in the lab increases students' interest in the subject and encourages them to repeat the process instead of becoming bored.

2.8.2. Video Conferencing

Video conferencing is a means by which one person can listen to the talks of others in different regions of the world. It is a live broadcast of a program that is primarily utilized to see a lecture given by a lecturer who lives in another nation. In conclusion, it is highly beneficial for students to comprehend what is going on in the world and to hear the speeches of the world's most prominent persons in a vibrant manner. The most striking aspect of video conferencing is that students can post questions quickly and receive rapid responses**.**

2.8.3. Video Library

Video libraries are extremely important in today's fast-paced, technologically advanced world. This is beneficial to students who may have missed an intriguing session. The faculty's instruction will be recorded and made available to the students as part of this procedure. The tapes can

be seen by the students during their free time. The benefit of this strategy is that pupils can use it again if necessary.

2.8.4. CALL (Computer Assisted Language Learning)

The educational significance of computers in second language acquisition, as well as the role of CALL, is crucial. The teacher can use cutting-edge technologies to change pupils from passive recipients of information to active participants. CALL is described as the search for and study of computer applications in language teaching and learning.

2.8.5. TELL (Technology Enhanced Language Learning)

It is the use of computer technology, including as hardware, software, and the internet, to improve language teaching and learning. It provides students with access to all of the technology available for improving English study. Students are permitted to utilize online dictionaries, communicate, and view current events from across the world.

2.8.6. Pod Casting

Podcasts can be uploaded or downloaded; this audio helps learners become acquainted with the target language, and teachers can use them as useful audio material in class for activities such as discussions; additionally, on the web, there are specific podcasts for ESL learners, and these can include pronunciation for specific needs of students. Podcasts surely assist students in improving their public speaking skills. Pod casting is the incorporation of audio files into which we can feed our own materials and distribute them both inside and outside of the classroom. Students listen to their favourite music files on iPods. In the same way, they get their education through entertainment.

Students can use their tech-based entertainment systems for instructional purposes by podcasting. We can move away from traditional face-to-face training without sacrificing the student-to-trainer interaction, which is essential in any learning process. Students and teachers can use podcasts to communicate material with anybody, at any time. An absent student can obtain the missed lectures by downloading the podcast of the recorded lesson. They could also attend expert seminars that would otherwise be unavailable due to geographical distance or other factors.

2.8.7. Quick Link Pen

Quick Link Pen allows students to copy and save printed text as well as Internet links. It aids in the transfer of data to computers and allows the reader to look up the definition of a term in a built-in dictionary. Using this type of machine appears to be a more convenient option. Translation

engines such as GO Translator and Bablefish are examples of recent breakthroughs in machine translation.

2.8.8. Quicktionary

It looks like a pen. It enables the reader to quickly scan a word and receive its meaning and translation on its own LCD screen. Enounce and Sound-Editor, for example, allow learners to alter the speech rate of listening materials to aid comprehension, as well as display a spectrum of speech waves and graphic depictions of mouth and tongue movement to aid learning and refine pronunciation.

2.8.9. Educational Satellites

In the college, we can set up an Educational Satellite Lab, where satellite programs of educational value, such as UGC's countrywide classrooms, Anna University programs, and other global programs, can be recorded and accessed by students via a large screen or a small monitor.

2.8.10. Speech Recognition Software

Speech recognition software can also assist students improve their speaking skills by converting spoken words into machine-readable input. The technology recognizes the accuracy of what was read and then delivers positive reinforcement such as "You sound fantastic!" or allows the user to try again, allowing the learner to determine if he is reading correctly or not. The technology reads less information as the user's proficiency grows, allowing the learner to read more. This software also assesses and delivers scores for grammar, pronunciation, comprehension, and presented with the right forms; for example, if a pupil mispronounces a word, the learning tool may quickly notice it and assist in correcting it.This device can be very valuable for distance learners because they do not have an instructor who corrects their speech, and it can help them improve their speaking skills.

2.8.11. Internet

The term "internet" is well-known and widely used by people all over the world. Students are now using the Internet in class to learn English. Online teaching in the classroom appears to be entertaining and encourages students to seek out appropriate materials for them. Students are told to do the grammatical activities that are available online. We can obtain data from many sources for any instruction using the Internet. To improve their speaking skills, students can use Skype, MSM Messenger, Google Talk (used to hold online conferences), and other applications where they can connect with friends, other students, teachers, and even native speakers. These methods of learning

have been shown to improve students' oral proficiency and compensate for a lack of native speakers in the areas where students live. Students can access a variety of learning materials on the internet, such as audio, video, radio and TV shows, games, voice recordings, quizzes, podcasts, and so on. This exposes students to a large amount of target language and helps them strengthen their speaking abilities.

2.8.12. Blogging

When the teacher is away from campus, blogging can be used to instruct the candidates. The teacher can submit his article or lesson to the students, and the students can respond with comments and questions. The teacher can respond to the question on his blog. Blogging appears to be widely used.

2.9. Conclusion

To learn a language and have the ability to use it easily, there are some four skills that need to be mastered by learners. Speaking is one the four skills, learners must improve their speaking skills by enhancing their vocabulary, grammar and pronunciation. Moreover, Speaking is the key of communication that it is necessary in our daily life because humans deal with each other by communication.

Teaching speaking to pupils is obligatory when teachers are teaching a language. However, leaners of the language face some obstacles that slow them from mastering speaking such as inhibition, stress, unsureness and the fear of being judged or criticized about their accent, grammar mistakes or pronunciation. Here comes the role of teachers which they should prepare their pupils before practising speaking, giving them an idea about what they are going to talk about and give them topics that contain some vocabulary they know to facilitate and let them have a good impact.

Chapter Three: Data Collection, Data Analysis and Interpretation

3.1. Introduction

This chapter aims to link the theoretical framework of the study to the practical one. Its purpose is to introduce the methodology for this mixed method opted study regarding the attitudes of students and teachers towards the use of vlogs as a tool for improving the speaking skill of EFL leaners. The reseach plan, including the description of the setting, population, samples, tools; and the data analysis and interpretation as well are also primary components of this chapter.

3.2. Research Design

The design serves as the architectural blueprint of a research project, linking design, data collection, and analysis activities to the research questions and ensuring that the complete research agenda will be addressed. A research study's credibility, usefulness, and feasibility rest with the design that is implemented (Terry E. Hedrick, Leonard Bickman& Debra J. Rog, 1993).Hence, due to the nature of the analysis, the research design for the current study is both qualitative and quantitative. Since the aim of the study is to examine the effect of vlogs on enhancing EFL learners' speaking skill and to describe the teachers' attitudes towards the use of them as a tool of improving such a skill. Particularly, the details of the research design adopted in the present study are demonstrated in the figure 3.1. Below:
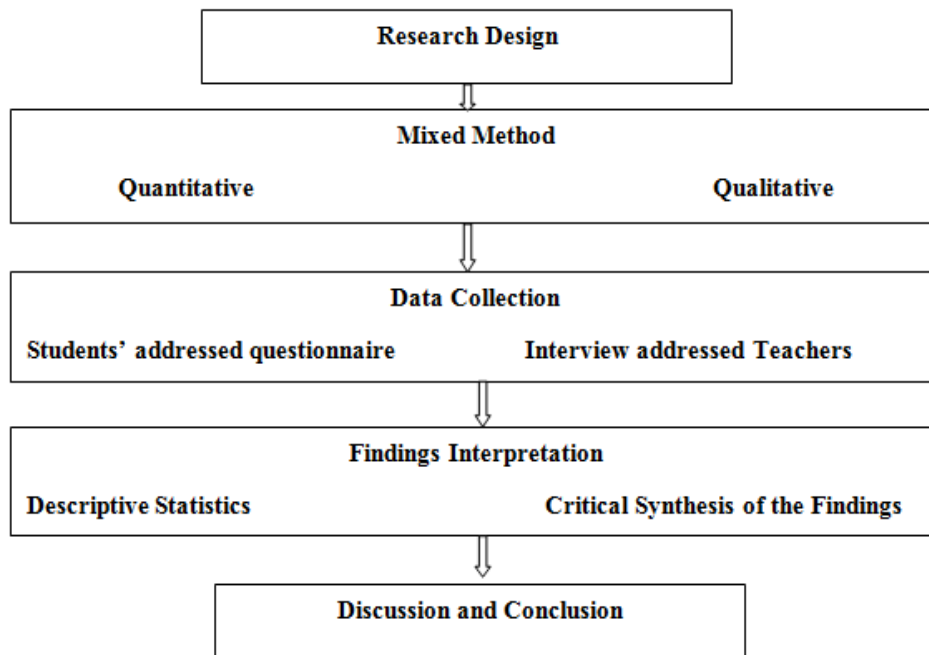
Figure 3.1.: The research Design of the Present Study

3.2.1. Triangulation

Triangulation is important, according to research, one source of information is insufficient to meet all of the aspects under investigation and provide adequate answers to the research problem. To get complete answers to the research questions and increase the validity of the study results, it is important to use multiple sources of information and different data collection methods. Yet triangulation does not usually only seek to verify the authenticity of observations, but also to examine the phenomenon from many perspectives. Triangulation is used in this research work by administering a questionnaire to students and conducting an interview with teachers.

3.2.2. Mixed method: Quantitative vs. Qualitative Approach

The technique that incorporates both qualitative and quantitative methods in a single analysis is referred to as mixed method testing. According to Hesse-Biber and leavy (2008) mixed method research represents a collection of approaches, or designs, for collecting, analyzing, interpreting, and reporting data in empirical research studies. Many research questions are unanswerable using only either a quantative or qualitative approaches. For this reason, The use of mixed method approach is

the most appropriate one for this study. It provides a better understanding of the research problem. Better understanding can be obtained by triangulating one set of results with another and thereby enhancing the validity of inference.

In contrast, for the present study, a questionnaire is used as a tool of collecting data for the quantitative approach. The questionnaire is distributed to 160 third year LMD students at English Language Department of Ibn Khaldoun University. The third year LMD students are selected because they are thought to be advanced learners and more familiar with the concept of vlog. For the qualitative approach, an interview is conducted with 05 Teachers at English Language Department of Ibn Khaldoun University. Most of the selected teachers have already taught oral expression and therefore, they may have considerable expertise in this module.

3.3. Setting, Population and Sampling of the Study

3.3.1 Setting

The higher education sector of Tiaret had its first launch during the academic year **1980-1981** with the creation of a university center, and the first inscriptions were of **190** students. During the academic year **1984-1985**, the university center was substituted by two national institutes of higher education; The National Institute of Agronomy, and The National Institute of Civil Engineering.

In **1992**, the university center was reopened and the two institutes were placed under the tutelage of an independent central administration pedagogically, administratively and financially. After the rise of the higher education sector in the city of Tiaret in **2001** with the publication of the Executive Decree **No. 01-271 of 18/09/2001**, which decreed the transformation of the university center into a university grouping three faculties (Faculty of Humanities and Social Sciences, Faculty

of Engineering Sciences and Faculty of Agronomy and Veterinary Sciences).In **2013**, the University was restructured in accordance with the Executive Decree **No.13-102 of 14/03/2013**, which included the creation of the University of Tiaret, with **(08)** faculties and 2 institutes; the faculty of letters and languages is among them.

According to statistics, Ibn Khaldoun University has enrolled more than **30,000** students, **054%**of them are foreigners. The university staff is composed of **1675** employees; **71** professors, **902** lecturers and other teaching and research staff, and **699** administrative members and support staff.

3.3.2. Population

Population can bedefined asa group of individual, items or objects from which samples are taken from measurement (Kombo, 2005)**.** This definition is directly related to the study's intent. Accordingly, the population of this study is the third LMD year students at English Language Department of Ibn Khaldoun University and the teachers of the same department.

3.3.3. Sampling

A sample is a group of people, objects, or items drawn from a larger population for measurement purposes. In order to generalize results from the study sample for the population as a whole, the sample should be representative of the population.Ranjan K. Som (1996) claims that the pupose of sampling is to provide various types of statistical information of a qualitative or quantitative nature about the whole by examining a few selected units; the sampling method is the scientific procedure of selecting those samling units which would provide the required estimates with associated margins of uncertainty, arising from examining only a part and not the whole. Random sampling is appropriate for the students' sample while the teachers' sample is chosen based on their experience in teaching oral expression.

3.3.3.1 Students' Sample

For the students' sample, random sampling technique is applied. The sample consists of 160 third LMD students at English Language Department of Ibn Khaldoun University and it is representative of about 300 students as a target population. They are divided unintentionally into 70 male respondents and 90 female respondents although the main variable of the study is not gender.

3.3.3.2. Teachers' Sample

The teachers' sample is formed of 05 teachers at English Language Department of ibn Khaldoun University. They were selected based on their experience in teaching oral expression. Although some of them were not familiar with the concept "vlog", they were able to answer the interview questions so clearly after being exposed to a set of vlogs by the interviewer.

3.4. Data Collection Instruments

Accurate and systematic data collection is critical to conducting scientific research. Since the study opts for a mixed method approach, from a variety of data collection instruments, a questionnaire and an interview are selected as the most serving tools of data collection for this research. The questionnaire is employed for collecting quantitative data whilst the interview is used to collect quantitative information.

3.4.1. Description of the Questionnaire

A questionnaire is a type of data collection instrument that consists of a series of questions and other prompts designed to elicit information from respondents. The questionnaire of this research is composed of four sections including 13 questions. Section one consists of one question concerning gender. Section two includes four close ended questions discussing the students' attitudes towards speaking skill. Three close ended questions are included in section three covering the relationship between social media platforms and learning speaking skill. The fourth and last section includes six questions examining the role of vlogs in enhancing speaking skill.

3.4.2. Description of the Interview

Interviews are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often audiotapes are utilized to allow for more consistent transcription (Creswell, 2012). In order to examine the teachers' attitudes towards the use of vlogs as a tool for enhancing EFL learners' speaking skill, an interview is conducted with five oral expression teachers at English Language Department of ibnkhaldoun University.

3.5. The pilot study

In order to insure the feasibility of the research tools, the questionnaire is distributed to thirty students. Collecting feedback from these students contributed to the development of the final structure of the questionnaire. The interview is conducted with three teachers that gave positive

feedback concerning the questions included. The main aim of the pilot study is to avoid any misunderstanding and to insure the clarity of the questions.

3.6. Data Analysis and Interpretation

3.6.1 The Analysis of the Questionnaire

1. Section One: Personal Information

Question one: Gender
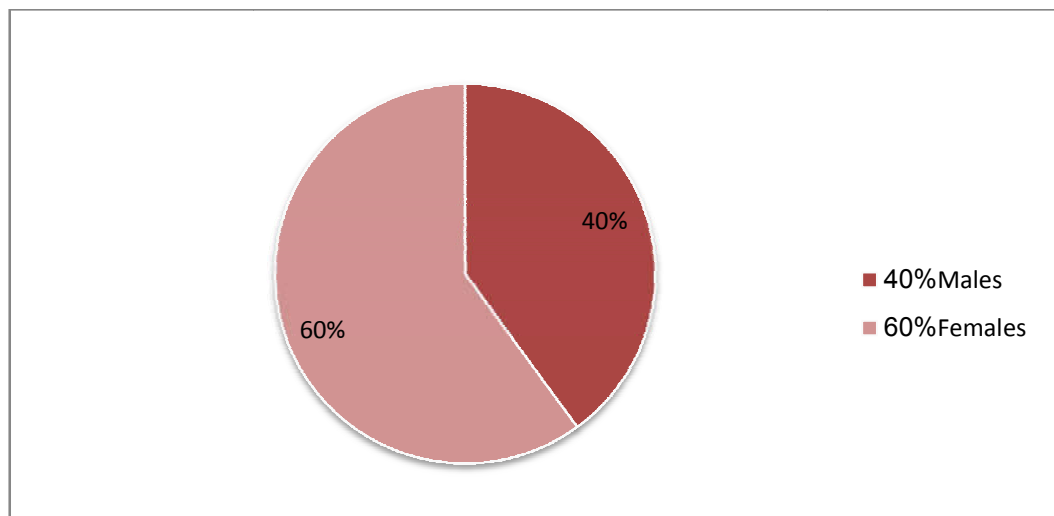
Figure1. Gender of the Respondents

Since the majority of third year LMD students are females, the questionnaire was randomly distributed to 90 females representing 60% of the whole sample. The male respondents make 40% of the sample with a number of 70 respondents.

Section Two: Attitudes towards speaking skill

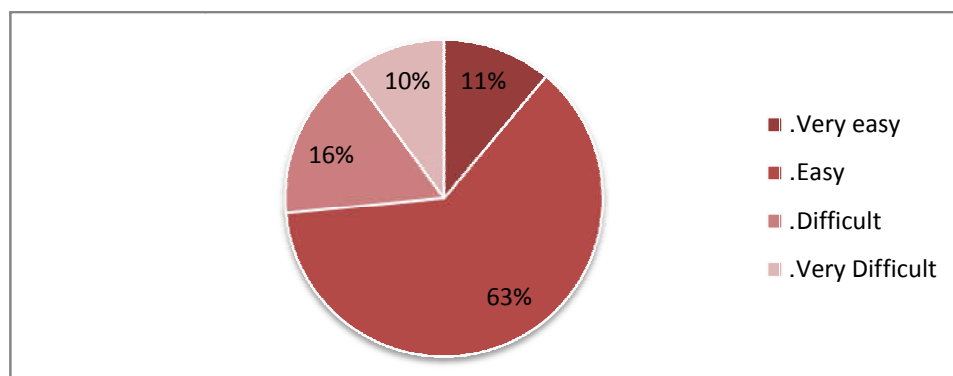**Question two:** How do you consider your speaking skill?

Figure two: Students Attitudes towards the Difficulties of Speaking Skill

After analyzing results, we can observe that a huge number of students answered with ''Easy'' (63%) it is kind of obvious because they are third-year students so they improved their speaking skills during the years of studying English in the university. Students who answered with ''Very Easy'' are few (11%) because they were interested in improving it by studying and practicing it and they also have a positive attitude which leads them to relaxation, remembering, focusing, and observing information. They are ready to welcome new experiences and recognize many different kinds of learning opportunities and when they can see opportunities, hop increases. And for those who answered with ''Very Difficult'' (10%) they didn't improve their speaking abilities because of their negative attitudes which limits their performance, saps motivation, and inhibits learning. It makes them think that there is no guarantee that they will instantly be able to improve it as well (Discourage, limit and even prevent their improvement positive change and growth).

Question Two: How do you rate your English language speaking skill level?
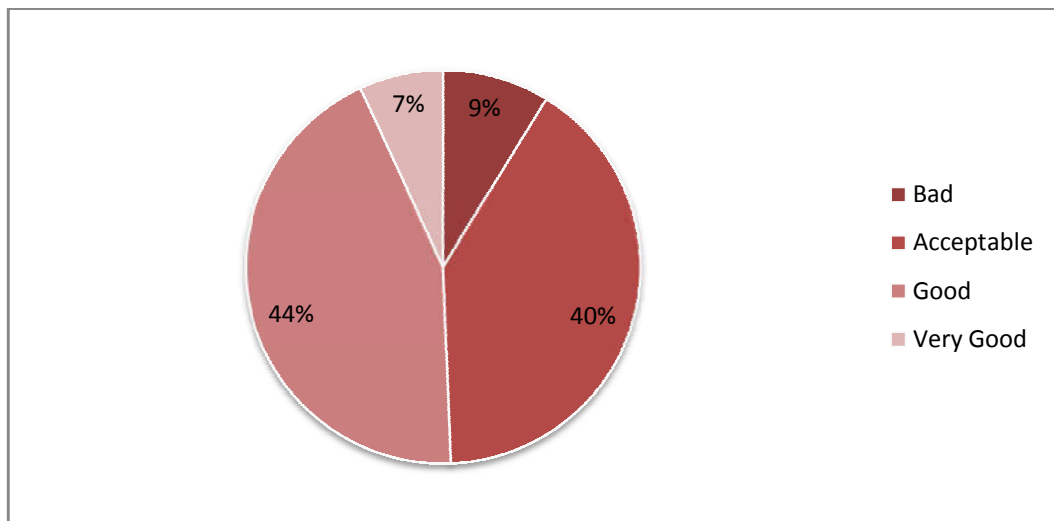
Figure 3: Students' Rating Levels of Their Speaking Skills

The results seem a bit similar to the previous question, a huge number of the correspondents (80%) find their speaking skills either ''Acceptable'' or ''Good'' and since the case study are students from master so improving speaking abilities is something necessary specially when it comes to presentations or presenting dissertations and the lack of speaking and expressing thoughts or ideas will build some spectacles for those who answered with ''Bad'' (9%) They may have some issues that slow them down from improving their articulations. Speaking skill is regarded one of the most difficult aspect of language learning, they are generally facing problems to use English to express their thoughts effectively. They stop talking because they face psychological obstacles or can-

not find the suitable word and expressions. It also can be affected by the factors that come from performance conditions such as time pressure planning standard of performance and amount of support.

Question 03: Are you interested in enhancing your speaking skill?
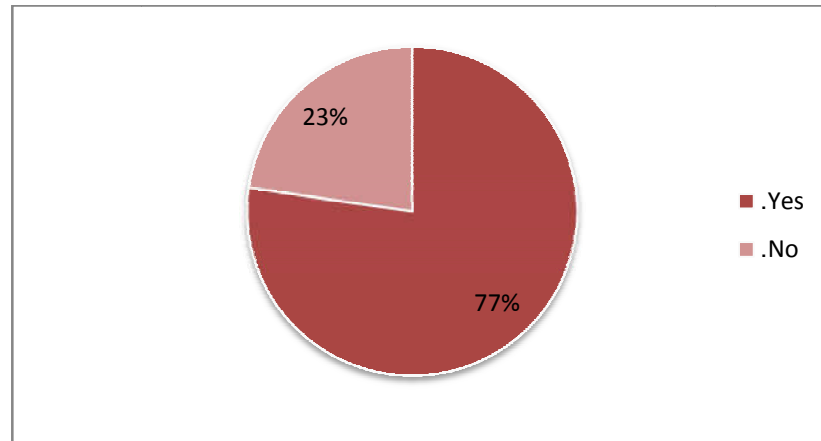
Figure 4: Students' Speaking Skills Enhancement

According to the statistics, we observe that (90%) of the correspondents voted with ''Yes'' for the enhancement of their speaking skills because speaking is one of the four language skills which needs to be mastered by students. It is an important skill because by speaking they can be able to say whatever they want to express, it allows them to convey their messages in a passionate, thoughtful and convincing manner. It helps them to assure that they will not be misunderstood by the listeners as well. The rest of the correspondents voted with ''No'' (10%) may be because they do not have a goal for learning English or they did not want to choose English as a branch when they obtained their baccalaureate degree or perhaps they do not find it helpful with their work life.

Section Two: Social media platforms and speaking skill

Question 04: How often do you use social media?

Figure 5: The Usage of Social Networks According to EFL Learners

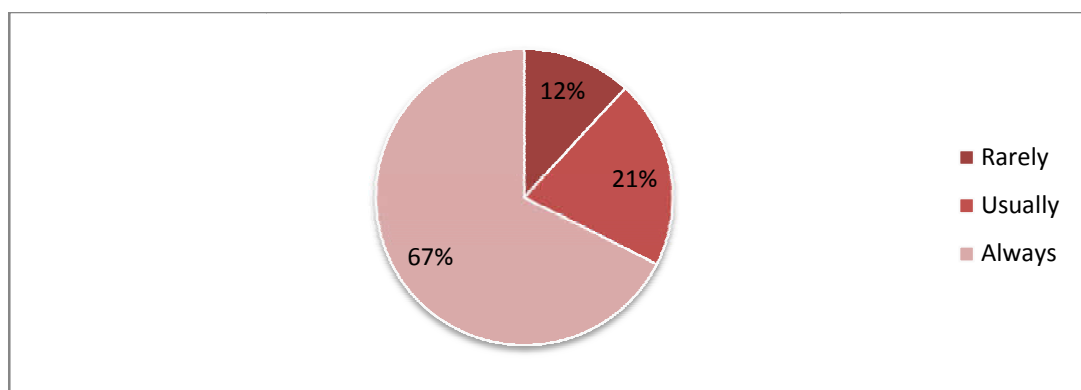Social media plays an important role in every student's life, it is often easier and more convenient to access and provide information, also they can be connected to their tutors and they can make a good use of these platforms for the benefits of their learning or teaching because various websites and social media networks are providing plenty of information that can be helpful to them. Via social media news feeds, students can find informational and relevant websites they want to follow so as to be kept in the loop, depending on their interests they can find answers to their questions. According to the results we observe that (67%) of the correspondents voted with ''Always'' because the impact of social media has gone from being an entertaining extra to a fully integrated part of nearly every aspect of daily life for the new generation because the use of social media has increased rapidly in the last decade and has grown from (12%) in 2005 to (90%) in 2015. Other than the category of people who use social networks in entertainment there are students who use it for educational purposes because it exposes them to a whole new way of learning. Some research projects have shown that students who are frequent users of social media are more innovative and exhibit better memory.

According to people who answered with ''Rarely and Usually'' (11%, 20%) social media has been shown to negatively effects things like their moods and stress levels, also addiction is caused by social media too. By accessing to it anytime of the day on our phones, it is easyto fall into the bad habits of check in it everywhere (during a meal, in class or even in bed when it's time to sleep).

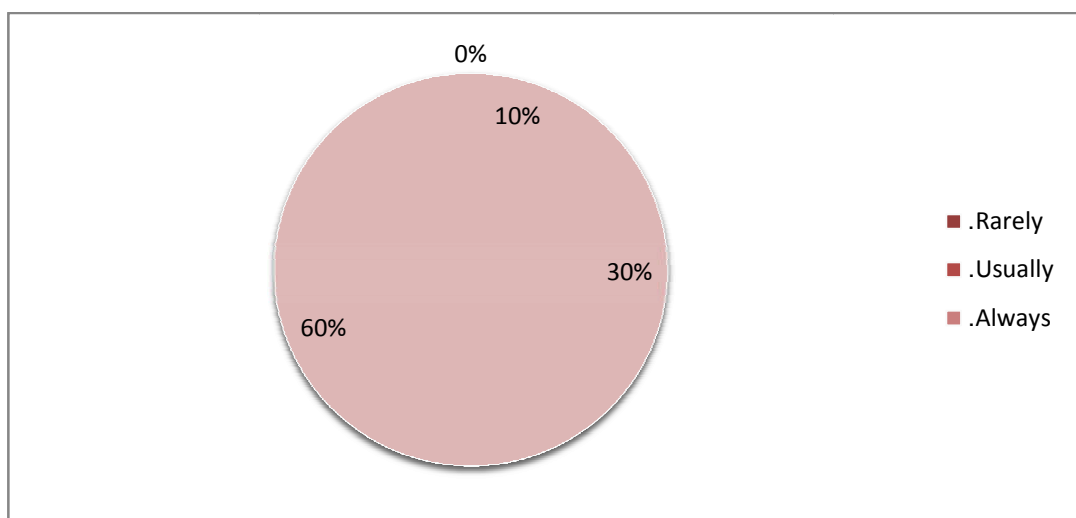**Question 05:** How often do you use YouTube and Instagram?

Figure 6: The Usage of YouTube and Instagram

YouTube is an online video platform and a sharing service that allows users to watch videos posted by other users all around the world, it provides a simple way for people to store videos online and share them with others. YouTube videos cover any topic (educational, political, sports, music, art…etc.). It doesn't contain any service of communication for users and this service we find in Instagram because it is a photo and video sharing social network platform. Its common factor with YouTube is just in sharing videos.

According to the results, we can observe that most of the correspondents voted with ''Always'' (60%) and this is obvious because most people are into social networking and especially students of this generation. Sharing and comment social posts and videos, they're known as sharers. Sharers are known to be thoughtful individuals who enjoy helping others through social media. You can see them share YouTube tutorials, informative articles, and product reviews. That was for those who use social media a lot, and also for the rest who spend time just in communication or entertainments or those who work online (online marketing) they sell any kind of products same as the real-life because life has changed since the most recent decade with regards to the web, everything became part of life is nearly identified with it and it turned into a piece of life yet not for every user, because some students voted with ''Rarely'', according to the diagram and the percentages we can recognize that they are (10%) of the whole voters, this category does not use YouTube and Instagram that much, maybe they do not like to live life virtually and they just use it when they are really in need to it to text someone or look for a piece of information real quick but rarely.

Question 06: Do you think that YouTube and Instagram are important means to improve speaking skill?
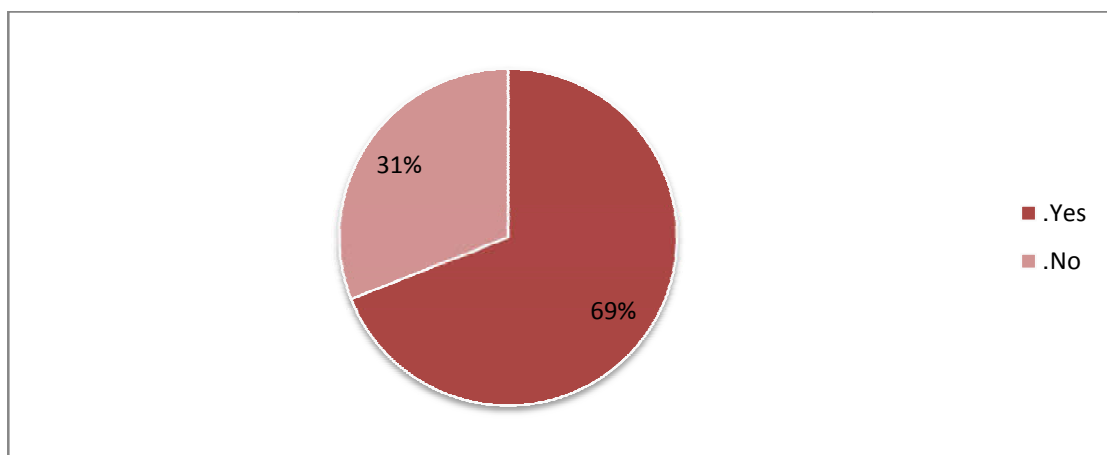

Figure 7: **The Importance of YouTube and Instagram in Improving Speaking Skill**

YouTube videos and Instagram's social networking are interesting platforms which give the students better exposure toward the aspects of speaking skill. Moreover, some previous studies have proved that using YouTube videos can enhance students' speaking skill in some aspects namely fluency, vocabulary, pronunciation, and grammar by watching other people talk and explain with different accents and different type of videos. However, Instagram is used to communicate and share posts and short videos, it gives the opportunity to apply and improve the speaking skill by communicating with other people and sharing different knowledge.

According to the results, we observe that (69%) of the correspondents voted with ''Yes'' on the importance of YouTube and Instagram on their speaking skills. Most likely, those who said ''Yes'' are the ones who use social media allot and they noticed how much it improved their speaking skills by video calls, chatting with foreigners and more aspects. If we illustrate why (31%) of the students voted with ''No'', they may not into social networking or even they are but not using it as a way to improve their skills of speaking or learning, like we mentioned previously that some students use social media for entertainment purposes or not using at all, so they don't find it as important as it is.

Section Four: The role of vlogs in enhancing speaking skill

Question 07: Are you familiar with concept "vlog"?
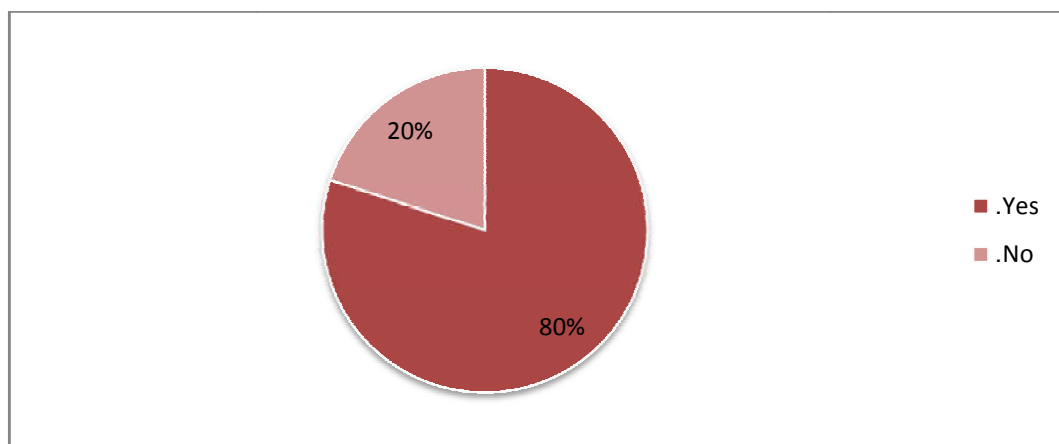
Figure 8: Students' Attitudes towards the use of Vlogs

Vlog is a short for video log and it is a short video made by an individual while being narrated and recorded by the same individual. Vlogs are usually posted on YouTube or Instagram Stories as short videos where sharers of those vlogs talk on a particular subject such as reporting or reviewing a product, an event or a tourist attraction. In fact, just like blogs you can vlog about anything because blogging is just a written content while vlogging can be watched and heard.

Most of the correspondents voted with ''yes'' (80%), they are familiar with concept vlog because the last few years show how vlogs' reputation have increased since the usage of social media and internet have been increased as well. Users of YouTube and Instagram, specifically, the correspondents we are dealing with are into vlogs because most of the influencers and content creators use vlogs when they are travelling or showing a specific event to their viewers…etc.

For those who do not know what does vlog mean and they are not familiar with it are the ones who do not use social media a lot (20%). Most likely, they see internet or social networking as a secondary thing while some of them use it as a communication tool and entertainments.

Question 08: Do you watch vlogs?
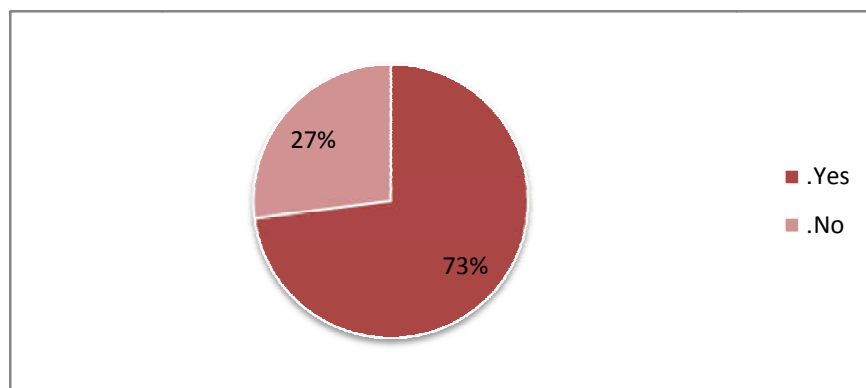
Figure9 : Having the passion to watch Vlogs

Most of the influencers in the world use vlogs to spread their knowledge, information, ideas and explain everything they want to present as a vlog for their viewers, because vlogs are videos without any edits, for example a vlogger runs his camera and start talking, presenting, informing without any previous preparation or arrangement (everything goes randomly). That makes viewers live the moment or give them a fresh information about how people's life are adventurous that's not out of our reach.

Viewers get affected positively by vlogs because vlogs are more motivating and give positive impacts of how to live a better life (tips), overcome obstacles and give the viewer a good mindset to be motivated and more positive. That is a result of the students who answered with ''yes'' if they watch vlogs or no, (73%) of the correspondents watch vlogs according to the diagram, that is a good sign for the impacts of vlogs and its effects on viewers (correspondents).

Question 09: If yes, which kind of vlogs do you watch the most?
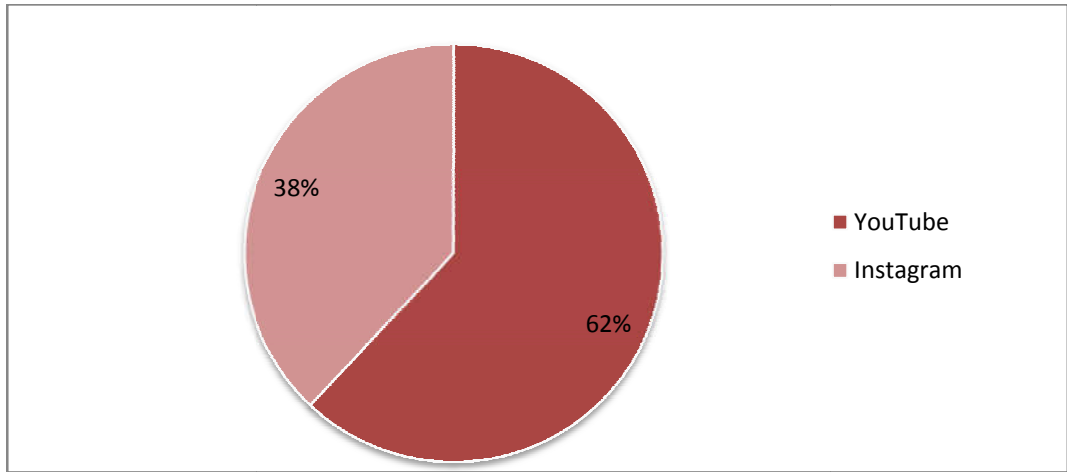
Figure 10: The Most Watched Vlogs on YouTube and Instagram

Vlogs are recorded videos, and YouTube is the only platform that deals with sharing videos only, so according to the results we observe that most selected answer is YouTube. (62%) of the correspondents watch YouTube videos and that is obvious because YouTube contains videos only and as long as it is the only platform that deals with videos, people are more into its vlogs. But we can't deny Instagram's vlogs because its vlogs are just 15 sec video and it is posted on a ''story'', it is a section on Instagram that allows Instagrammers to share their daily photo and short videos just for 24h. YouTube was discovered before Instagram and that is why we notice the majority of users choose YouTube as a basic platform to watch videos and share theirs.

Question 10: Do you vlog? On which platform do you vlog the most?
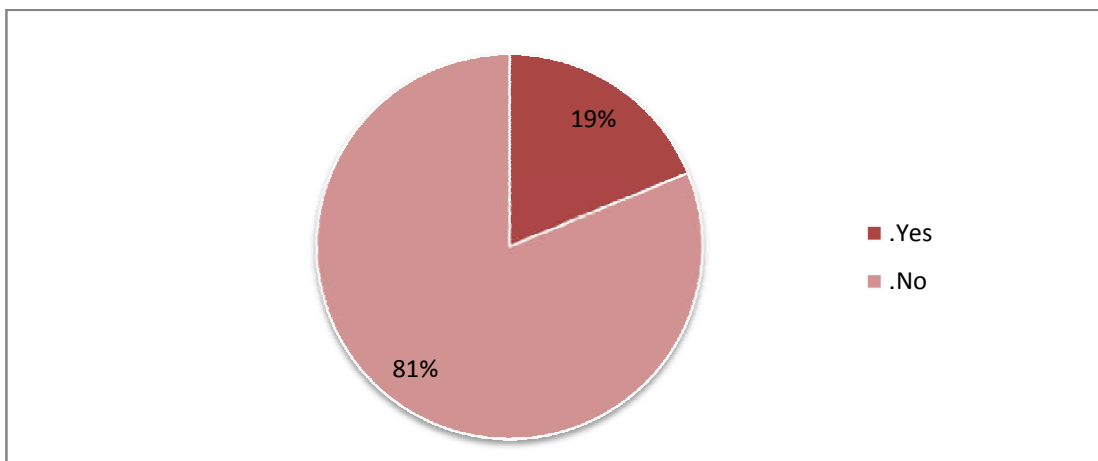
Figure 11: The Use of Different Platforms to Vlog

Few couple years, Vlogging became one of the most popular entertainment forms of the internet and its delivery made an impact because of its interesting contexts and it delivers a deep background through footages rather than written blogs.

Vlogging is not based on certain subjects or interests, vloggers can vlog about anything they are dealing with when they are making a digital content that is going to be posted on the internet. Few students of the whole correspondents usually vlog (19%) , they may vlog about their daily life or when they travelling or making an entertaining content and sharing it on Instagram stories that last for 24h and no longer than 15 seconds for each footage. Most of students vlog for fun or for entertainment purposes, they do not make living from vlogs that is why they use Instagram as a platform to share their videos. However, none of the correspondents use YouTube to share their vlogs.

Questions: 11, 12 and 13:
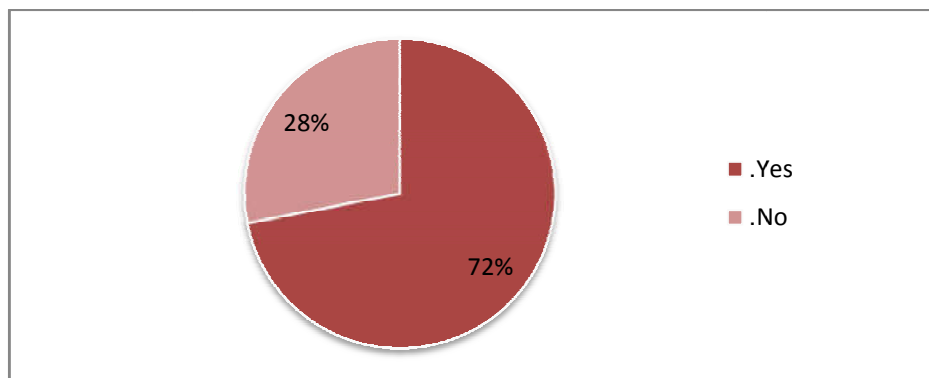
Figure 12: Students' Opinion about the Effects of Vlogs on Speaking Skill

As we mentioned, vlogs are just random videos where the vlogger start talking or explaining his content randomly without any video editing or cutting scenes, and watching how vloggers talk randomly makes viewers realize how easy to express thoughts and share them with friends or viewers on the internet. However, watching vlogs and vlogging can be considered as learning tools to promote speaking skills because these activities contain the aspects of language such as vocabulary, pronunciation and fluency which give good impacts to English learners that would really give some positive energy to them to express thoughts and be more open to learn or inform.

Correspondents see that watching or making vlogs can help them to express ideas and improve their speaking skill through those videos that have many interesting contents, however, vlogging is way better when you students make their own content like explaining a phenomenal stuff,

educational, travel, or gaming. That would allow them to improve their vocabulary and be more fluent

3.6.1.1. Discussion of the Questionnaire' Results

According to the analysis of the students' questionnaire answers, this study shows that the LMD third year students of Tiaret University are realistic because of their honesty in answering the questionnaire. Most of the correspondents (83%) their English level is good or acceptable. This illustrate that they are able to communicate, improve their speaking skill and express their thoughts easily while they are practicing the English language. Accordingly, majority of the students who answered the questionnaire consider speaking skill enhancement is necessary to be more fluent and increase the ability of communicating.

Hence, EFL learners of this generation, they find social media as a basic need in their daily life because most of them (90%) use social media every day or we can say most of the time. They may use social media for educational purposes, communicate with others or just stay updated for news and entertainment stuff.

Two of most used digital platforms by students are YouTube and Instagram, between ''always'' and ''usually'' it goes to 60% of correspondents who use YouTube and Instagram most of the time. YouTube is the only platform that deals with shared videos only, it has millions of shared videos by different users from all around the world and contains different contents (product reviews, vlogs, educational videos, guides and tutorials...etc.). However, Instagram is a social platform where users communicate and share posts, photos, videos with caption, people can comments and share those posts as well. The common denominator between YouTube and Instagram is the shared videos; students use both of them for specific purposes.

Correspondents find that YouTube and Instagram are able to improve their speaking skills abilities, 69% of them see those platforms as an important factor to improve speaking capabilities. Students observe how those platforms help them to level up when it comes to pronunciation, vocabulary, grammar and fluency by the shared videos, educational courses, and communicating with others. There is a specific type of videos that is called vlogs or video blogs, most of the students are familiar with vlogs (80%) students of this generation watch vlogs allot because users and content creators of YouTube and Instagram use vlogs to make their content so that makes EFL students are into vlogs because 73% of them watch vlogs. The most used platform by students to watch vlogs is YouTube by 63%, it is the only digital platform that contain only videos, no written posts no communicating section. We can say that third year students do not vlog, just 20% of them vlog using

Instagram only to post their video blogs in a section called story that lasts for 24H and the video is no longer than 15 seconds. Students mentioned that watching and making vlogs allow them to enhance their speaking abilities through the different types of vlogs they watch, that gives them ability to improve their vocabulary and grammar and most importantly fluency and speaking capability.

3.6.3. Interview analysis

Question one: do you evaluate your students speaking skill?

Teacher 01: I never thought speaking skills and literature module or any other I just try not to interrupt them or trying to correct their pronunciation mistakes.

Teacher 02: yes, evaluating speaking skills of our students as among the first step into getting abroad idea about the level of students we are dealing with.

Teacher 03: yes, always.

Teacher 04: yes surely I do simply the way I do differ from one another depending on the proficiency the way of extra externalizing the fault.

Teacher 05: yes, sure I do. The speaking skills is utterly crucial to the students communicative competence development, thus it should be assessed on regular basis.

2. Comment number 01: addressing this question to the teachers is a way better to knowing how evaluating the speaking skill is used by the teachers. Mostly, the teachers are to encourage the speaking skill as to know the students backgrounds.

Question two: How good are your students at speaking skill?

Teacher 01: I think that most of them are okay.

Teacher 02: It depends, we, as teachers, most of the time notice all different levels of speaking skills but generally speaking the level is average.

Teacher 03: average.

Teacher 04: I'm often indecisive about my student's merits as regards the speaking skills.

Teacher 05: average.

Comment 02: the interview reveals statically that the speaking skill seemingly with the students is average according to the most of the teachers.

Question three: are you familiar with the concept "Vlog"?

Teacher 01: Recording videos of your life, thought, experiences an opinions and chair them with the word.

Teacher 02: yes, sure. I watch them constantly on YouTube.

Teacher 03: yes, I'm familiar with the concept "Vlog".

Teacher 04: Yes, I'm.

Teacher 05: yes, I'm. It is the thing now (new trend in education.)

Comment 03: All of the interviewed teachers are familiar with the new concept "Volga" which is becoming a more interconnected world.

Question four: In your opinion, how can vlogs enhance your speaking skill?

Teacher 01: Simply, it is thing. The users of Vlog are easily absorbing the vlogs content.

Teacher 02: Vlogs, provide authentic sources to enhance students speaking skill, which most of them are introduced by native speaker's students would imitate those who produce Vlogs.

Teacher 03: Basically, in the age of internet and social media (vlogs) can help students with their listening skills and understanding skill (which will enhance speaking skills).

Teacher 04: Let's say listening and watching would be better; you listen so you memorise the way of speaking but with pictures it is something of a better interpretation.

Teacher05: Vlogs help set a realistic communicative context in which the target language is used and promoted.

Comment 04: the purpose behind the usefulness of Vlogs has come to an achievement of a well transmitter to provide a good tool of enhancing one's speaking skills

Question five: what is your attitude towards the use of vlogs as a tool for enhancing EFL learner's speaking skill?

Teacher 01: I think it is helpful to support all the activities in teaching and learning process.

Teacher 02: favorable.

Teacher 03: Vlogs could really be used as a teaching material to improve students' skills in a way it is more attractive to watch and to follow.

Teacher 04: I'm highly into vlogs which stimulate learners and interests and respond to their communicative needs(vocabulary, grammar ,communicative tasks..) however , they should be handled with extreme care and diligence as in appropriate content could deter students attention or steered up and desired thoughts and discussions racism buyers cursing as example to cite a few.

Teacher 05: in my opinion, vlogs are more helpful, I, myself, do encourage teaching and learning using Vlogs.

Comment 05: The attitude of the interviewed teachers is positive. Most of the teachers are seeking modernization in the framework of teaching experience.

Question six: Do you motivate your students to watch or to make vlogs

Teacher 01: Actually, never tried.

Teacher 02: yes, I always recommend them to watch or make their own vlogs.

Teacher 03: I do, as teachers; we always encourage students to self-improving and not to focus that much on the traditional learning materials.

Teacher 04: yes, I do.

Teacher 05: I surely do, but very frequently.

Comment 06: as it is seemed accordingly to the teachers, the motivation throughout Vlogs is an efficacious material to improve and also to explore the students' competences within such more enjoyable material.

Question seven: can you suggest some strategies to improve EFL students speaking level?

Teacher 01: first and above all, providing a good teaching and learning conditions is the first requirement; for instance, providing only small numbers of students in each group is the key. This will allow the teacher to easily evaluate his students speaking skills.

Teacher 02: EFL students can use multiple strategies to improve their speaking skill level:

- Self-talk is what I find easier.
- Think in the language you want to learn.
- Building a speaking confidence by involving the students in debate.

Teacher 03: The best way to improve speaking skill is to listen more to English speakers. Moreover, social media and YouTube channels are also useful platforms.

Teacher 04: the strategies I see the best to improve the EFL students speaking level, are, in my opinion as followed:

1. Being updated with the new tools of teaching and learning.
2. The usefulness of the social media as a primary contact to the real communication within the native speakers.
3. Perfection at one's speaking level throughout the four skills using, as said, the modern tools as like Television and YouTube to reach audiovisual equipment, radio channels to achieve listening skill, reading posts in Instagram Twitter and Facebook besides to the books and the romance of the New York best sellers.

Teacher 05: in my opinion the vlogs still a good strategy to learning and enhancing one's speaking level. There still exists strategies as like online courses, and social media is also a good strategy to reach the goal.

Comment 07: each of the teachers having his/her own methods as seen to improve the students speaking level but mostly agreed on the modernization in teaching as using the Vlogs, audiovisual equipment and accessories, social media besides to providing them with the exact atmosphere to performing their lessons inside the classrooms.

3.6.4. Discussion of the Interview' Results

In this area of study, all the given answers, ideas, and opinions about the usefulness of vlogs in enhancing the EFL students speaking level throughout the interviews addressed to the

teachers who agreed mostly to knowing about the modern tool of globalization "vlogs" which is to convey thoughts, ideas, tips, personal life and menu things to be shared with people around the world.

The fact about "vlogs" that it becomes available and more likely to teaching. Although, most of the teachers are to rather "vlogs" as it is modern and a way to better the product of teaching via the creativity comprised in it. In addition, the "vlogs" is not only a good material to teach but also a good material to learning and acquiring since it facilitates the contact between the broadcaster and the viewer. Moreover, "vlogs" keeps the learner in actualization and more in touch with any updates forms.

Throughout what the teachers answered, there were many common agreements about the use of "vlogs" which are best known for the facilitations, a better acquisition and a better development of competences, but comparing to the teachers point of view about teaching and learning via "vlogs" or advising the students to use "vlogs" was not highly recommended but kind of an ideal idea to the teachers who were not to include it as a primary module.

In general, the "vlogs" is being supported to satisfy the teaching and learning process needs in the future.

3.6.5. Synthesis of the Findings

Students and Teachers give a good impression on how vlogs can affect EFL students speaking skill positively. We can observe through the given questionnaire that a lot of students use social media and that gives them a chance to be familiar with a lot of digital platforms and websites that contain beneficial knowledge. Respondents see vlogs as learning tool to enhance speaking abilities especially YouTube vlogs.

Teachers agree about the idea of vlogs as a tool to develop speaking skill of the students and that is shown through the addressed interview. The usage of vlogs in teaching and learning English was not highly recommended by teachers by they gave a good impression about the idea especially if it facilitates the process of teaching speaking and making it easier than it sounds.

Finally, improving speaking skills or using them as an educational tool is a fantastic notion because students nowadays utilize social networking a lot and it has some beneficial impacts on their knowledge.

3.6.6. Recommendations

This study is devoted to examine the teachers and students attitudes towards the effects of Vlogs on enhancing speaking skill. This strategy was suggested especially to solve EFL learners' problems in speaking and provide students with the opportunity to become more fluent and capable of expressing their thoughts and ideas, particularly in communication or when giving a presentation. In general, vlogs can provide a lot of benefits in teaching and learning process. As a result, some recommendations for future research are made:

1- More research is needed to determine the value of vlogs in the development of language abilities such as speaking and listening.

2- The role of using vlogs as a learning process that allows learners to master the main four skills of the language.

3- Procedure a research about the usefulness of using video blog as a data collecting method.

4- Conduct a research project about another case study (master students).

5- Use another collection method (Interviews) to let the respondents be more honest

6- Students should be told why the information is being collected and how the results will be beneficial.

3.6.7. Limitations

Despite the careful attention paid to each phase of the research design, the following methodological limitations exist in this study. Some respondents may have difficulties comprehending the structure of the questionnaire; several questions were filled out incorrectly in the current research and some of them were returned empty due to lack of interest by the correspondents.

Another limitation respondents faced when we were collecting the questionnaire copies, a lot of students did not answer the questions properly; may be they are not familiar with concept of vlogs because many of the justification questions were empty and some respondents may answer superficially because they did not have time to do it properly or the questionnaire takes a long time to complete so the common mistake of asking too many questions should be avoided. For further studies we suggest to let respondents answer questions in an interview to make the results more

beneficial. However, they should be asked to reply honestly and told that if their response is negative this is just as useful as a more positive opinion. If possible the questionnaire or the interview should be anonymous.

3.6.8. Conclusion

This research aims to prove that using vlogs as a teaching and learning tool, both students and teachers give positive attitudes to vlogs through two of data collections; a designed questionnaire for students, as well as an interview for teachers.

The study shows the importance of speaking when learning English and how can vlogs affect or improve students speaking abilities through watching them or vlogging in general. Same thing for teachers, using vlogs as a teaching tool is beneficial and that is proved by teacher after the interview.

Finally, this chapter discusses the target population's characteristics as well as the data collection methods employed in this study. Furthermore, the analysis of the interview and questionnaire that demonstrates the results and what types of additional research are suggested, as well as stating certain constraints we encountered when analyzing the questionnaire and how to prevent them by providing some alternatives.

General Conclusion

The purpose of this project is to use vlogs to help EFL students improve their speaking skills. It looks into whether or not using vlogs in EFl courses may help third-year LMD students enhance their oral skills. Because speaking is a difficult talent to master, more practice in real-life situations is required to develop a genuine language, improve pronunciation, and expand vocabulary. We hypothesized in this study that if teachers of University of Ibn Kheldoun, Tiaret use vlogs in the classroom, a lot of students' speaking skills would be improved. As a result, including vlogs as a teaching approach might help pupils enhance their communication skills.

In general, the results and analyses obtained from the questionnaire revealed that EFL learners, particularly third-year students, have a deficiency in oral proficiency, which has a detrimental impact on language proficiency. As a result, teachers must be more aware of the importance of incorporating vlogs as a teaching approach in the foreign language classroom, and students must adapt these tools to improve their speaking skills.

Finally, social media plays a significant part in our lives nowadays. We use digital platforms practically all of the time to communicate, search, entertain, or for educational purposes. Because the internet has so many advantages, we may utilize it as an educational tool to ease teaching or learning and aid the real teaching technique. Furthermore, teachers will be kept up with their students' thought processes, allowing for greater communication and effective outcomes.

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APPENDICES

Appendix I

Students' Questionnaire

Dear participants,

This questionnaire is designed to collect data needed for a Master's degree research. The research attempts to answer a group of questions concerning **'the role of vlogs in enhancing EFL learners' speaking skill'.** We gently ask you to provide us with reliable answers taking in consideration that personal data are going to be anonymous and confidential.

Section One: Personal Information

1. **Gender**   Female ☐   Male ☐

Section Two: Attitudes towards speaking skill

2. Do you consider speaking skill to be:

a. Very easy   ☐

b. Easy   ☐

c. Difficult   ☐

d.Very difficult   ☐

3. How do you rate your English language speaking skill level?

a. Bad   ☐

b. Acceptable   ☐

c. Good   ☐

d. Very good   ☐

4. Are you interested in enhacing your speaking skill?

             Yes   ☐   No   ☐

-If yes, how please?...

Section Three: Social media platforms and speaking skill

5. How often do you use social media?   a. Rarely   ☐

b. usually ☐

c. always ☐

6. How often do you use YouTube and Instagram?

a. Rarely ☐   b.usually ☐   c. always ☐

7. Do you think Youtube and Instagram are important means to improve speaking skill?

Yes ☐   No ☐

-Say why, please?..

Section Four: The role vlogs in enhancing speaking skill

8. Are you familiar with the concept "vlog"?

Yes ☐   No ☐

9. Do you watch vlogs? ☐

Yes   No ☐

☐   ☐

-If yes, which kind of vlogs do you watch the most?

YouTube vlogs ☐   Instagram vlogs ☐

10. Do you vlog?

Yes ☐   No ☐

-If yes, on which platform do you vlog the most?

YouTube ☐ Instagram ☐

11. Do you think that watching vlogs motivates you to express your thoughts ?

Yes   No

12. Do you believe that watching vlogs enhances your speaking skill?

Yes ☐   No ☐

13. Do you think that both watching and making vlogs can be a successful tool for improving EFL learners' speaking skill?

Yes ☐   No ☐

-Say why, please?...

Appendix II

Teachers' Interview

Dear teachers,

We will be extremely grateful if you take a part to this interview that is served as datacollection tool pertaining to Master's dissertation on "the role of Vlogs in enhacing EFL students' speaking skill". This interview aims to reveal………….Your
collaboration and contribution can be reliable data for our research. Pleaseanswer these questions taking into consideration your teaching practice in order to ensure the credibility of this investigation.

1. Do you evaluate your student' speaking skill?

2. How good are your students at speaking skill?

3. Are you familiar with the concept "Vlog"?

4. In your opinion, how can vlogs enhance your speaking skill?

5. What is your attitude towards the use of vlogs as a tool for enhancing EFL learners' speaking skill?

6. Do you motivate your studentstowatch or make vlogs?

7. **Can you suggest some strategies to improve EFL students' speaking level?**

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الملخص

تناقش هذه الرسالة مواقف الطلاب والمعلمين تجاه استخدام مدونات الفيديو ومقاطع فيديو في تحسين مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. في الفصل الأول ، يبدأ بمراجعة الأدبيات حول استخدام التكنولوجيا في التعلم بشكل عام. ثم يلقي الضوء على استخدام وسائل التواصل الاجتماعي في تعلم مهارات اللغة ، بما في ذلك مهارة التحدث. بعد ذلك ، يقوم بمراجعة تاريخ اليوتيوب وتعريفه وأنواع مقاطع الفيديو المستخدمة في تعلم مهارة التحدث وعلاقتها بمهارة التحدث. استخدمت الدراسة الأسلوب المختلط ، الكمي والنوعي ، واستخدمت أداتين مختلفتين في جمع البيانات ، استبيان موجه للطلاب ومقابلة مصممة للمعلمين. يناقش الفصل الثالث نتائج البحث ويقترح توصيات لمزيد من الدراسات بالإضافة إلى ذكر حدود هذه الدراسة.

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Résumé

Cette thèse traite des attitudes des étudiants et des enseignants envers l'utilisation des vlogs et des vidéos pour améliorer les compétences orales des apprenants de l'anglais comme langue étrangère. Dans le premier chapitre, il commence par passer en revue la littérature sur l'utilisation de la technologie dans l'apprentissage en général. Ensuite, il met en lumière l'utilisation des médias sociaux dans l'apprentissage des compétences linguistiques, y compris l'expression orale. Ensuite, il passe en revue l'histoire et la définition de YouTube et les types de vidéos utilisées pour apprendre à parler et leur relation avec la parole. L'étude a utilisé la méthode mixte, quantitative et qualitative, et a utilisé deux outils de collecte de données différents, un questionnaire adressé aux étudiants et un entretien conçu pour les enseignants. Le troisième chapitre discute des résultats de la recherche et suggère des recommandations pour d'autres études en plus d'énoncer les limites de cette étude.