

An-Najah National University
Faculty of Graduate Studies

**The impact of using social media on the English
Language speaking competence of the Palestinian university
students**

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**This Thesis is Submitted in Partial Fulfillment of the Requirements of the
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Dedication

This thesis is dedicated with appreciation to:

Allah Almighty for giving me the ability and courage to complete this thesis.

My dear father and my lovely mother for their endless and unconditional love, care and support to make the dreams a reality.

My dearest husband for his unconditional support and patience and believing in me.

My wonderful brothers and sisters for their unique friendship and support.

My lovely son for spoiling me with his innocent looks, the main reason of hope.

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(editable)

الاقرار

أنا الموقع أدناه، مقدم الرسالة التي تحمل العنوان:

The impact of using social media on the English Language speaking competence of the Palestinian university students

أقر بأن ما اشتملت عليه هذه الرسالة هي نتاج جهدي الخاص، بإستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من أجل نيل أي درجة أو لقب علمي أو بحثي لدي أي مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name:

إسم الطالب:

Signature:

التوقيع:

Date:

التاريخ:

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**The impact of using social media on the English Language speaking
competence of the Palestinian university students**

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Abstract

This research aims mainly at examining the impact of using social media on the English Language speaking competence of the Palestinian university students along with some other sub questions.

To achieve this aim, the researcher used open-ended questionnaire as a tool for collecting necessary information to complete the researcher's study. The questionnaire was divided into two parts. The first part was based on personal information of the students. The second part of the questionnaire was divided into four subsections addressing the questions of the Study

This sample of the study included three different universities of Palestine. The sample size included a total of 450 students from the department of English as Foreign Language. The sample included 134 males and 316 females which are taken from the three specified universities and the age group analyzed is from 21 to 36 years old.

The researcher used the Statistical Package for Social Science to evaluate the data. The research had two variables; the usage of the social media related audiovisual aids as an independent variable and improving students' speaking skill as a dependent variable.

The outcomes of the study suggested that there is a positive impact of social media on the English language speaking competency of the Palestinian university students. Palestinian EFL university students showed positive attitudes towards utilizing social media as an instrument of gaining proficiency in the English language.

The researcher suggested that the instructor to employ the social media technology in teaching English language to EFL students to develop and enhance their ability and proficiency in speaking English. In addition, it is also proposed that further researches should be undertaken on assessing the impact of social media towards different English language skills. Moreover, the students should be eager to exploit social media technology by participating in different courses, videos, and activities on social media platforms. Finally, the universities should also play their role and take actions to ensure the incorporation of social media and audio visual aids is maximized to enhance the English language speaking competence of the Palestinian university students.

Chapter One

Introduction and Theoretical Background

1.1. Preview

This chapter presents theoretical background on the impact of using social media on the English Language speaking competence of the Palestinian university students. This chapter also presents the research questions of the study, the statement of the study, the purpose, the significance, the hypotheses, the operational definition of terms, and the limitations of the study.

1.2. Introduction and Theoretical Background

Proficiency in any foreign language requires mastering the four rudimentary language skills, which are receptive skills (listening and reading) and productive skills (speaking and writing). They play a significant part in both the teaching and learning of foreign language. Speaking is amongst the four vital and rudimentary language skills and the success of an English learner is assessed from their ability to effectively communicate in English. Speaking is verbal communication in a reciprocal process amongst the one who speaks the language and the one listening to it and it consists of both the receptive and productive abilities. The ability of speaking is an indispensable verbal communication skill as it makes people capable of expressing their ideas, enables them to interact with others, and is also well-thought-out as the basis for other skills. Speaking is a collaborative practice of creating meaning that includes generating,

receiving, and processing the info. So, it can be said that speaking is an important language skill which involves both productive and receptive skills that enables people (the students) to communicate with others effectively (Kurniawan, 2016).

However, speaking is a challenging skill and is hard to become proficient at as it involves a lot more other than the ability to formulate grammatically accurate sentences. According to Kurniawan (2016), this phenomenon is caused by several factors such as problems in grammar and vocabulary. According to him, the students faced problems in mastering the skill of speaking due to low learning motivation, low interest, shyness, nervousness, and lack of confidence. Besides, they cannot express their thoughts fluently by using appropriate vocabulary and correct grammatical forms in which the students are only able to speak the first two or three sentences, and then totally get stuck and speak their mother language.

The famous saying of Confucius states that values the need of students' involvement on audiovisual materials to practice speaking skill, that is, "I listen to, I forget", "I see, I remember" and "I do, I understand". Thus, "I hear, I forget" has a close relationship with one's imagination. Traditionally, teachers depend too much on verbal exposition, which makes students hear and forget what have been said by teachers. Only if a learner has a practical imagination, otherwise, it will be challenging and problematic for the learner to envision different events and objects verbally explained by the instructor. On the other hand, "I see, I remember" carries the meaning of more remembrance when we see something. The human

eye used as a sensory organ is highly developed in comparison to other sensory organs of the human body and thus, the knowledge acquired by means of the sense of sight is more precise and everlasting. Hence, what one sees is better remembered (Rezaie & Barani, 2011).

English teaching and learning in Palestine can be considered in the setting of a foreign language learning as compared to learning English as a second language. This implies that English is rarely used even outside the schoolroom and the classroom teaching is the major source of learning the language. Thus, the learners are given a restricted timeframe and restricted language participation which ultimately hinders their speaking competence. This study takes account of the influence of social media platforms and AV aids of the students speaking capability. For that reason, teachers should utilize diverse resources and teaching aids in the classrooms and offer more chances to the students to enhance their speaking competence (Barani, Mazandarani & Rezaie, 2010). The integration of the social media platforms and related audio-visual aids such as videos and films provides exposure to the spoken language by means of dialogues on different Facebook groups, YouTube videos, plays, stories, interviews, as well as, they are very important since they give students the opportunity to see and to hear the foreign language in its real use. So to develop students' speaking proficiency, teachers should employ the right choices of such materials.

Technology in language teaching has been around for decades, but recently it has emerged as an increasingly indispensable aspect on our private and professional live. According to Jeremy Harmer (2001),

Technology provides innovative methods for practicing language skills and evaluating performance. According to him, the social media platforms, the AV aids or the language-learning material refer to material used by the educators and the learners in a language classroom. These aiding materials can be in the form of a video, a webinar held through Facebook, readers, live debates or dialogues by invited native speakers, etc. These aiding materials are used to enhance the learners' understanding of the language.

Technology has also influenced the ways and means of EFL teaching and learning and made the process both interesting and productive. With the process of globalization, the usage of English language has also increased quickly and at present, English is considered to be the language of social, commercial and political context. In addition, English language is also considered to be the mean of communication across the borders, thus, English language occupies much significance in a country's education structure as well. The latest educational technological tools including social media, computers, language labs, and AV aids also supports EFL teaching and learning by offering real contexts. Educational technology can be utilized as a tool to motivate the students learning process (Shyamlee, Phil, & Patel 2012).

The social media platforms and the related audio-visual materials can provide systematic, controlled sensory-motor experiences from which concepts can be formed and manipulated. It is no longer necessary for educators to rely on the haphazard experiences of happen-stance environment. Teachers can now bring into the lives of their pupils the

sensory-motor experiences they consider essential for the development of certain concepts. One of the significant means through which teaching can be enhanced is the usage of social media platform like Facebook and YouTube along with the correlated AV techniques. It is generally agreed that social media platforms and AV materials have implications for more effective achievement of the goals of modern schools (Harmer, 2001).

Similarly, the global development of Information Technology (IT) surely can also be used for educational purpose. It offers learners online materials from social media websites for learning which can be integrated and utilized by the teachers in their teaching process in the classroom. Facebook and YouTube has emerged as one of the most famous websites globally. It provides quick and amusing access to instruction, cultural videos, and language from all over the world. In addition, using both Facebook and YouTube both in and out of the schoolroom can improve pronunciation and conversational skills of the learners. Besides, YouTube also promotes authentic vocabulary development. Further, they stated that using YouTube in the classroom lets the students having exposure toward authentic English and autonomy in learning (student-centered). Moreover, the results of some researches show that using YouTube Video can improve students' speaking skill in term of pronunciation, grammar, vocabulary, and fluency (Watkins and Wilkins, 2011). So, it can be said that YouTube video as IT-based media is recommended to be used for improving students' speaking skill. Similarly, as per Phillips (2010), Facebook offers the learners an opportunity to efficiently present their

thoughts, lead online debates, and work together. Their study proves that Facebook groups and activities positively impact the communication and speaking abilities of the learners.

1.3. Statement of the Problem

In the Palestinian universities, majority of the students learning EFL have a problem with the speaking performance. They cannot express their thoughts clearly in a comprehensible manner. That is due to many reasons. The main ones are the methodology used by the majority of the teachers, and the availability of the equipment along with the learners limited exposure of English language. The world witnesses a shift in all domains (economic – social- cultural- political), even the educational system witnesses a great development as well. In other words, the ordinary traditional methods seem to be remarkably changed into the usage of the audiovisual aids such as DVD's, Videos, broadcasts and PowerPoint presentations used in classroom specially during the oral expression sessions. For the purpose of enhancing the learners' level particularly in the students' speaking performance to enable them to speak fluently and freely.

The review of the literature reflects that various researchers dealt with social media platforms like YouTube and Facebook while discussing the numerous educational difficulties experienced by the EFL learners who communicate and are fluent in other languages. According to (Aliusta, Akmanlar & Gökkaya, 2019), the verbal communication skills of the students cannot be judged on any basis and thus, the assessment relies only

on the judgement of the teachers practicing these skills and the tools they use for enhancing the communication skills of the students. Thus, taking into account the outcomes of previous researches, the present research also attempts to examine the impact of utilizing social media platforms like YouTube and Facebook activities in improving verbal communication skills of EFL learners who communicate and are fluent in other languages.

The problem of this study springs from students' high hesitation and apprehension in speaking skills as part of English language. Also, youngsters lack the strategies/skills to cope with speaking skills. They perform poorly and are unable to speak free. So the researcher applies social media platforms like Facebook and YouTube and AV aids as tools to help students interact comfortably and improve their speaking skills and reduce speaking anxiety.

It has been observed that many EFL students have difficulties to communicate appropriately using English. The limited opportunities to speak English in and out the teaching space, in addition to the limited exposure to English native speakers, may be the reasons behind the students' inability to speak. Therefore; teachers should provide more activities and use different teaching aids to strengthen their students' speaking competence. Using materials such as social media platforms and the interconnected audio, audio-visual aids in the classroom will facilitate the process of teaching and learning and allow the students to get more information about grammar, vocabulary, pronunciation and intonation. The speaking performance is one of the problems that teachers cannot deal with

easily in the classroom. This study tries to address the problems that students face when they communicate in English and the use of social media platforms and related audio visual aids to resolve the issue.

1.4 Aim and Objectives of the study

1.4.1 The study aims at

1. Investigating the effectiveness of social media related audio-visual aids on the English speaking competency of the university students in Palestine.
2. Exploring the factors that affect students' speaking performance.
3. Identifying the fact that the spoken communication expertise is crucial and indispensable for EFL scholars.
4. Assess the efficacy of utilizing YouTube and Facebook platforms in improving spoken communication expertise of the EFL students.
5. Examine the role of multimedia and social media related AV aids in helping students to overcome the difficulties to enhance their speaking proficiency.
6. The foremost intention of this research is to shed the light on: -The usage of social media related AVA in EFL teaching/learning process in general, and to investigate the extent of influence of the social media related AVA in improving students' speaking skill, in particular.

1.5 Questions of the study

The study aims to answer the following questions:

1.5.1 Main question of the study

What is the Impact of Social Media on the English Language Speaking Proficiency at University Student in Palestine?

1.5.2 The sub-questions of the study

The study is guided by a number of questions seeking answers related to the main question:

- What is the attitude of students towards using social media on the English language speaking competency at university level in Palestine?
- What is the usefulness of using multimedia and social media related audio-visual aids on the English speaking competency at university students in Palestine?
- How different language styles and teaching strategies do enhance the English speaking competency of EFL university students in Palestine?

1.6 Hypotheses of the study

The hypotheses of the study are to be created and tested in this study:

1.6.1 There are no statistical significant differences at ($\alpha \leq 0.05$) on the English Language speaking competence of the Palestinian university students who learn through supplementary social media (related audio-

visual aids).

1.6.2 There are no significant differences at ($\alpha \leq 0.05$) on the English Language speaking competence and communication abilities of the Palestinian university students learning through social media exposure to social media platforms like Facebook and YouTube.

1.6.3 There are no significant differences at ($\alpha \leq 0.05$) on the English Language speaking competence of the Palestinian university students due to the language style used in social media platforms like Facebook and YouTube.

1.6.4 There are no significant differences at ($\alpha \leq 0.05$) on the English Language speaking competence of the Palestinian university students and is not linked to the teaching strategies due to the educational performance of EFL scholars in English language examinations.

1.7 The Significance of the Study

1.7.1 It assumes its importance due to the limited previous research attending the exploitation of social media platforms and its related AV aids on improving speaking skills of the Palestinian students.

1.7.2 The research is amongst the limited studies in the region that investigates the utilization of social media and the related AV aids and its effect the aspects disturbing the learners speaking skills. Furthermore, from the research conducted, it is observed that there very few Arabic studies conducted on this topic.

1.7.3 To develop the students' speaking abilities, teachers should use different techniques and materials. This study aims to make the students know that the development of the speaking skill needs more intention and practice. In this research, we are going to explore the role of the social media platforms and its related audio-visual materials in providing exposure and knowledge about the foreign language to help students in developing speaking and mastering the language. However, the teacher should select the appropriate teaching material according to his objectives and his students' interest to motivate them and to facilitate the learning process.

1.7.4 This research focused on an important teaching method, which is the use of social media platforms, its related audio visual aids and its relation with the students' improvement in English as a foreign language, moreover in enhancing their speaking skill. It is beneficial to study this for the students to see how essential is the usage of such platforms and the related audiovisual aids, as well as for the teachers for the purpose to report to them about its importance and usefulness on enhancing and facilitating their work in the classroom specifically on the oral expression sessions. Additionally, this research can be used as a reference for further investigation in this field.

1.8 Limitations of the study

This study has the following limitations:

1.8.1 The study was planned to be conducted within the time period of less than three months. Thus, time constraint was the main limitation.

1.8.2 In addition, the socio-political circumstances may also unfavorably affect the data collection procedure.

1.8.3 Moreover, the sample of the research is selected from only three universities which possibly will not signify the whole situation of the usage of social media and AV aids in enhancing the English speaking competency.

1.9 Operational definitions

This study has the following operational definitions:

1.9.1 Social media. This medium refers to different applications and websites which allows the users to generate and share content and videos or to partake in social networking.

1.9.2 Speaking Skill. It is the primary tool for communication, a crucial part in foreign/second language teaching-learning in which the students learn about concepts, improve their vocabulary, and recognize the assembly of the English language as vital aspect of learning. Speaking is amongst the four basic skills used in everyday life practices and settings based on exchange of messages. Different scholars have different perspectives about defining the speaking skill. According to Chaney & Burk (1998), speaking

is a course of structuring and distributing connotation by means of oral and nonverbal symbols, in a variety of contexts.

1.10 Conclusion

This chapter introduces the potential need for conducting this current study and shed light on the long-run aims beyond integrating social media based technology for ELT in general and English speaking in particular. This chapter also presents the questions of the study, the statement of the study, the purpose, the significance, the hypotheses, operational definition of terms, and the limitations of the study. The next section discusses the review of related literature and related researches.

Chapter Two

Review of Related Literature

2.1 Preview

This chapter offers theoretical context and relevant studies which is divided into two different parts. This chapter studied the accessible literature which is pertinent to the study's nature. The chapter is alienated into segments conferring to their significance to simplify the evidence that is discussed.

2.1.1 Theoretical Background

This part is divided in to two parts: the theoretical background and the associated studies. The initial section falls into two important areas. The first part is concerned with the influence of social media on teaching and learning English language, characters of the instructors and the learners, social media and its communal uses in education and social media education. Whereas, the second section discusses the speaking skill related studies at local and international level.

2.1.2 Related Studies

The second section discusses the related studies that are separated into: local, Arab and foreign researches related to the utilization of social media in teaching and learning English as a foreign language and its impact on developing the speaking skill.

2.2 Part One: Related Literature

According to MacCarthy (2010), while the person is involved in seeking to be fluent in a language, he is mostly concerned about knowing what words to say in a given situation and then being able to say them easily. Thus, they are more concerned about being able to execute their speaking skills.

As per Chaney (1998), speaking is a course of structuring and distributing connotation by means of oral and nonverbal symbols, in a variety of contexts. Therefore, speaking skill does not include only the verbal language to share and express feelings and thoughts, but also takes account of the nonverbal language including the eye contacts or gestures. In addition, it is also about being aware of the grammar, vocabulary, pronunciation, and other aspects, also to recognize the subject matter of speaking and the appropriate time to talk.

Moreover, El-Koumy (2002) explains the skill of speaking from two poles apart viewpoints. Initially by the skill-building viewpoint where speaking skill is well-defined as an assortment of micro expertise containing pronunciation, grammar, and vocabulary. The other viewpoints he adds is the whole language perspective, where speaking is explained as an oral course of constructing meaning.

Klimczak, Majer and Pawlack (2001) state that speaking is well thought out as a hard to acquire skill as it involves concurrent listening and understanding as it happens in real time. In addition, speaking includes

various aspect of communicative competency; thus, the learners should be alert to the social rules of the alien language community to be interconnected well in each context.

Thus, speaking skill always refers to communication of ideas and feelings and it is the most crucial skill that foreign language students want and need to develop. In addition to that, speaking skill is difficult to master because students need more than acquiring the grammar rules of the foreign language.

2.2.1 Components of Speaking Skill

As per Burns and Joyce (1997), the capability of speaking is the learner's capability to communicate either verbally, clearly, smoothly and applicably in a specified evocative background to serve the interactional and transactional purposes. According to them, in order to reflect the mastery of a language the learner should reflect expertise in using accurate pronunciation, vocabulary, grammar and should adopt the practical and speech rules of the specified language. In brief, the four aspects of speaking skill are very important in the students' performance using second or foreign language a learner needs to be accurate, especially to be aware of the grammatical, vocabulary and having good pronunciation. In addition to fluency, which is the base of the speaking skill it hides the imperfections of the performance.

2.2.2 The Importance of Speaking Skill

In daily routine people need to express their ideas, share their thoughts, and communicate with each other for different purposes all of that using one vital skill, which is the speaking skill. Yet, the most challenging skill to master in any foreign language is the speaking proficiency. As specified by Ur (2000), amongst all the abilities (reading, speaking, listening, and writing), speaking is apparently the most important and many of the EFL students are concerned in learning to be fluent in and communicate well in the language.

Yet, speaking proficiency was neglected in the past decades and the focus was on the writing and reading expertise. But with the advent of the communicative approach, the learners need to communicate with each other using the global languages. The skill of speaking is crucial for the learners of foreign language, because it proves their real level; some of them evaluate their success according to their spoken language proficiency. Celce-Murcia (2011) argued that for majority of the people the skill to be fluent in a foreign language is equivalent to be acquainted with that language. It means that if someone speaks a language fluently this can cover any grammatical or lexical mistakes he makes when he speaks.

Speaking skill is important since it enables nonnative speakers to practice a foreign language. Besides, students need to concentrate more on the speaking and listening skills as compared to reading and writing skills. That's only for the reason that we live in a world where communication

between people is vital, also, learners possess various terms and vocabulary in their brain, but if it is not used daily or occasionally they forget them. Stein (2007) asserts that to learn a language and to know the grammar and vocabulary is not just everything. It is a need to speak it correctly and fluently otherwise people will lose 'fun' using it.

2.2.3 Factors Affecting Students Speaking Skill in Foreign Language

In foreign language classes some students exhibit the ability to speak, discuss and explain using an accurate grammar and pronunciation, and a great display of confidence, while, some students from the same class may rarely participate or exchange thoughts with their classmates. This may be due to many factors interrupting them from performing and preventing them from being more active vocally. These factors are:

- **Socio-Cultural Factors**

Students have to take into consideration the cultural differences from one place to another. Each language has its own parameters, customs, and social cultural habits which speakers of foreign language need to know to avoid any kind of breakdowns to occur, especially when talking with native speakers, where the individual should avoid interfering with the norms of the mother tongue. Baker and Westrup (2003) assert that the social roles and guidelines for speaking can vary in different cultures and they have a strong impact on a learner's attentiveness and skill to acquire fluency in English as foreign or second language.

- **Lack of Self Confidence**

Sometimes students may face situations where they lose confidence, they hesitate to participate and are even nervous of speaking with the teacher in front of the whole class. All these situations are due to the lack of self-confidence in the learners' personality. Also, it can be due to different reasons whether internal or external, and it conducts to poor communication, or feedback. As it is argued by Gupit (1986), absence or deficiency of confidence in beginners causes them much tension. Too much tension makes them less self-confident. Confidence and tension are, therefore, intimately interrelated.

- **Foreign Language Anxiety**

Most foreign language learners experience anxiety in the language learning process with different degrees of anxiety, even when they want to participate or to talk but the feeling of anxiety is more powerful than their desire to acquire a new language. According to Eysenck & Calvo (1992), anxiety is a normal response that arises when an individual feels anxious, apprehensive or concerned about some experience may it be real or imaginary. In addition, speech anxiety, public speaking anxiety or the fear of speaking in public are all synonyms, which refer to when a person is nervous, hesitant or has a phobia from speaking in front of people this is the case of foreign language learners. Therefore, the educators should be alert to the situation, and attempt to create comfortable relaxed classroom for departing knowledge in a better manner.

- **Lack of Vocabulary**

Lack of vocabulary, grammar knowledge for instance the arrangement of the words, and wrong pronunciation prevent students from speaking and communicating in foreign language such as English, as they are scared of making blunders inside and outside the classroom. Gabrys and Bielska (2013) claimed that the students often complained about insufficient vocabulary to deal with speaking or writing tasks, at the same time they reported having difficulties with remembering words or recalling them when needed. At the same time, the lack of vocabulary does not influence learners in their speaking abilities only, but also it affects their understanding, their listening comprehension in this way they may face difficulties in responding and continuing the communication process if there is a word or an expression that is unfamiliar to the respondent.

- **Shyness**

One of the most famous reasons why students do not participate in the classrooms is because they feel shy, which may cause many problems in their learning process; they feel sensitive about their classmates' comments and the teachers' criticism. Some learners may be intelligent and have a great level in English but they are quiet silent in the class. Moreover, Stein (2007) stated that sometimes the students are too shy to speak in front of others because they think they have a defective pronunciation or lack the appropriate vocabulary to be able to keep up a conversation.

- **The Use of Mother Tongue**

Learners of foreign language prefer to use their first language in communication, whether while talking with a classmate explaining a lesson or discussing with the teacher, because this way they guarantee avoiding making mistakes. According to Littlejohn and Hicks (1999), students may speak more frequently in their mother language due to the anxiety of speaking wrong English in front of their classmates who may later make fun of them. Consequently, there are different reasons why students use their mother tongue; to avoid embarrassment, to avoid making mistakes, then to feel comfortable because sometimes learners forget or don't have the correct and necessary expression to express a thought, so they borrow from the first language. It is like a refuge for their needs they are influenced by the first language because they use it frequently in the everyday life. Whereas, the practice of speaking the foreign language is limited to the classroom it is the fact that "time limitation" may also be a reliable reason.

- **Lack of Motivation**

Motivation is a powerful word and every human being in the world needs it during the whole life. Learners of second or foreign languages also need motivation from parents, family, and classmates, but the best motivation may come from the teacher. It is the responsibility of the educators to motivate the students for better achievement. Moreover, motivation plays a central role in human learning, though when a student lack motivation it is a big problem. According to Driscoll (2006), teachers

consider that the deficiency or absence of motivation to learn is the foremost reason for pupils to evade class work, reject to be engaged in a learning assignment, fail to finish a task they easily prepare, or are looking for some tangible rewards in return of their attentiveness.

- **Lack of Listening comprehension**

When two persons talk, the first rule for communication is that they understand each other; they use the same language, talk in the same subject for a successful conversation. In the case where the listener does not understand what the speaker says, here an awkward situation may occur, because of the lack of listening comprehension skill. Some students do not possess good listening comprehension skill, due to the lack of contact with native speakers. According to Westwood (2004), a major issue for students from non-native English is the listening comprehension complications owing to their limited vocabulary, poor understanding of syntax, and the speed at which others speak.

- **Nothing to say**

The expression nothing to say is the favorite answer of the learners, when the teacher asks them about their opinion or to discuss something. Rivers (1968) pointed out that if a teacher selects a topic, which is incompatible to the learner, or it is something about which he/she has limited knowledge, the student would have nothing to express nor would he be willing.

To conclude, there are different factors affecting the students' ability from speaking fluently in foreign language; internal reasons, such as lack of confidence, shyness or external reasons like the teacher's lack of motivation or the socio-cultural differences between learners. To sum up, all these factors may be reduced if the person has enough determination and desire to improve his achievement in addition to his speaking skill along with the appropriate help as well as motivation from the outside world, starting from the teacher who has a great deal of responsibility in the learners' achievement.

2.3 Audiovisual Aids

The process of learning can be reinforced with diverse teaching/learning means as they motivate and grasp the attention of the learners during the educational process. The visual aids provoke the curiosity of the learners and facilitate the instructors teaching process. According to Neerja (2003), audio visual tools refer to instructional devices as the sensory images, objects, or videos which motivate the learners and stimulate the learning process. The audio visual tools are categorized on the basis of hearing and the vision of an individual learner. A Chinese proverb stating, "If I hear, I fail to recall, If I see, I recall easily, and If I do, I know". This saying reflects the significance of the sensual perception in the aspects of EFL teaching and learning. Thus, the audiovisual aids improve clarity in communication process and offer diversity in teaching methods. Thus, audiovisual aids are a helping tool for the instructors to establish, simplify, and co-ordinate precise concepts, explanations and

appreciations as well as it supports the teacher to create a more real, effective, and stimulating learning process. On the other hand, when used appropriately as teaching aids, they help the learners to enjoy, understand and communicate for better results especially with foreign languages, which aims to involve the communication of thoughts either vocally or visually by using some written material.

2.3.1 Types of Audiovisual Aids

As per Neeraja (2011), teaching supports may be categorized as audio aids, visual aids, activity aids, and audiovisual aids.

Visual Aids: signifies that support material which facilitates the learner's learning process by means of his visual senses.

a- Projected aids, e.g. films, filmstrips, opaque projector, overhead projector, and slide projector.

b- Non-projected aids like

i-Graphic aids, e.g. cartoons, charts, comics, diagrams, flashcards, graphs, maps, photographs, pictures, posters, printed materials, globe, flip books, illustrated books, models, specimens, text books, silent motion pictures.

ii- Display boards, e.g. blackboard, flannel and bulletin board, magnetic and peg board.

iii- 3-D aids, e.g. diagrams, models, mock-ups, objects, puppets, specimen and exhibit.

c- Audio aids: signifies the supporting material which facilitates the learner's learning process by means of his auditory senses. For example, radio, recordings (tape disco) and television, video tapes, language laboratories, sound distribution systems, Public Addressing System.

d-Audiovisual aids: signifies the tools and supporting material which allows the learner to use both his visual and auditory sense to gain knowledge. For example, television, video-films, video compact disks, cartoon films, motion pictures, computers.

e-Activity aids: signifies those tools that allows the learners to learn by engaging themselves in some practical and beneficial activities. These tools simplify the learning process as the learner is involved and uses his sight, auditory senses and also participates in the learning activities. For example, computer assisted instructions, demonstrations, dramatics, experimentations, field trips, programmed instruction Teaching Machines.

Consequently, there are various types of the audiovisual aids that serve the learners' needs to acquire knowledge differently, specifically the students of foreign languages, whether inside the classroom with the teachers' help, or at home using audiovisual devices to acquire the target language to be close with the foreign language and its native speakers.

2.4 Social Media

Social media refers to computer mediated means that facilitate the society to craft, share or interchange info, concepts, and videos/pictures with

others. Different platforms offered by social media occupy a significant part in the existing technological and competitive age. Some of the most used social media tools include Facebook, Twitter, YouTube, and WhatsApp. These tools are also the mostly used by the university level learners for social interaction, for gaining fame, for expressing their talents, and also for learning purposes. Several researches confirm the significance and positive effect of these tools on proficiency of English language at different level of education. Social Media's significant role is not specific to only one particular skill or skill of being proficient in English language rather it refines all four elementary expertise of a language including listening, reading, Speaking, and Writing and in addition, it also helps in developing the lexis and syntax skill (Mohamad & Mohamad, 2011).

2.5 Part two” Related studies on audio visual aids in improving speaking skill

2.5.1 Arabic studies

Mathew & Alidmat (2013), piloted a research on the efficacy of AVA in ELT in the context of Saudi Arabia. Their research explored that by what means the usage of these aids facilitated the language instructors while teaching the EFL undergraduate students. The results of the study indicated that usage of multimedia aids in teaching language is useful for both the students and the teachers as both the groups asserted that these aids transform the monotonous traditional method into an effective and interesting one. EFL course book accompanied with technical supports are

considered as a stimulus and it brings enthusiasm in classroom teaching. On the other hand, a close analysis of such teaching aids and means reveal various concerns in EFL learning and teaching contexts. Issues, insights, and suggestions offered in this study are beneficial for English language administrators, educators, curriculum creators, and English instructors of EFL setting.

2.5.2 Foreign studies

Urrutia, & Vega (2010) piloted an investigative study on activities undertaken to develop speaking expertise by utilizing games in a Colombian community school. The study's sample included twenty students from both genders ranging 14 to 18 years of age. The study used questionnaires, video recordings, and teacher's journals as tools for collecting data. The research was applied to tenth grade students and the major objective of the research included the identification of the difficulties the students experienced while speaking English. The study shows that the students felt self-conscious with oral interaction activities as they were anxious of criticism they would face in return. The outcomes of the research showed that students were more assertive and relaxed while participating in oral activities, specifically during games. Moreover, the oral activities during games showed increased collaboration, unity and communication among the students. The outcomes of the research also demonstrated that the students felt contented plus relaxed while performing in small groups.

Thaseem & Kareema (2017), conducted a research to demonstrate the significance of exploiting multimedia audiovisual aids in the English language learning classrooms in a Sri Lankan University. The study used a purposive sample technique on a sample of 80 students. The primary statistics required for the research was gathered by means of observations and interviews and the secondary statistics through journals, records, articles, websites, and annual reports. The research used both the qualitative and quantitative data to examine the gathered data. The study discovered that the traditional techniques of teaching are still being practiced by instructors. The outcomes of the research showed that almost all the scholars stated that the usage of audiovisual aids serves as a motivational instrument and motivates their language learning process. The students also asserted that these aids help in maintaining their interest, encourages their participation, and improves enrollment in language learning courses. The research indicates that the factors like the deficiency or absence of technical amenities, adequate training, awareness and capability amongst the instructors serve as hurdles on the insufficient usage of AV aids in the English language learning courses. Thus, the usage of audiovisual aids increases the knowledge, interest, proficiency, and confidence to speak English language amongst the students.

2.6 Related studies on social media in improving speaking skill.

2.6.1 Local studies

Numerous studies explore the potential advantages of using Facebook for educational purpose.

As per Phillips (2010), Facebook offers the learners an opportunity to efficiently present their thoughts, lead online debates, and work together. The study shows that Facebook can ease students' collaboration and offers inventive teaching methods to keep the learners involved in their learning process. This paper investigates the impact of exploiting Facebook platform on refining the student's English communication abilities by means of a blended teaching method. The study takes a sample of 50 second-year scholars of a Palestinian university majoring in Methods of Teaching English. The selected students were separated randomly into an experimental and a controlled group. The students in the controlled group were taught the course by utilizing the customary method whereas, the students in the experimental group were taught by means of both the traditional method and also by using a Facebook. The methodology of the research suggests a pre and post examination of both the groups. The outcomes of the research indicate a statistically substantial difference in the accomplishment of the investigational cluster in comparison to the controlled cluster. The experimental group showed better performance owing to the use of Facebook. Thus, the study proved that Facebook groups

and activities are effective in enhancing communication and speaking skills of the learners.

To a comparable conclusion, Shraim (2014) investigated the possible usage of social media platform like Facebook to facilitate the teachers in executing a societal constructivist method to ease student-centered learning process. To attain this aim, 240 pupils from a Palestinian university registered in four different units of an educational technical course at undergraduate level. These 240 students were asked to partake in a variety of influential events conducted on the platform of Facebook. The research followed a mixed-method study tactic. The quantitative information was acquired through a questionnaire and was examined together with the qualitative investigation of the material and activities posted on the Facebook group and the schoolroom observations. The outcomes of the study indicated that the technical affordability of Facebook had a significant role in expediting a constructive technique by faculty associates. Moreover, the study showed that the mainstream of the pupils displayed an affirmative approach to learn through Facebook. The study shows that Facebook offers more prospects to involve individually, to connect and work in collaboration, and helps in constructing and developing latest expertise for learning via social interaction.

2.6.2 Arabic studies

AlSaleem (2018), in his research examined the impact of using the Facebook activities on improving the spoken communication abilities for

EFL learners of the English Section of a Jordan University. The partakers selected for the research included the first year students of the English Language Bachelor degree and these learners were speaking English as foreign language. This research was undertaken with a hypothesis that being involved in practicing Facebook activities the students would be able to enhance their spoken communication skills. The study's methodology includes a designed pre-post verbal communication abilities assessment to assess the partakers' expertise in verbal communication. In addition, the researcher also uploaded some activities on a Facebook account to which access was given to all the participants of the research. The outcomes reflected that the proposed Facebook activities effectively improved the participants' verbal communication skills. The research also suggested that Facebook activities can also be used in improving and refining other skills like listening and speaking or even being proficient in pronunciation of English language.

Al- Eiadeh, A. Al.Sobh, M. Al-Zoubi & Al-Khasawneh, (2016), aims to improve the spoken communication abilities of the Jordanian Ajloun National University students. The research takes a sample of total 20 students among which 8 were male students and 12 female students. All of the students taken as a sample were learning EFL and the sample was established on a major collection of senior and juniors' students whereas the freshman were a minor part of the sample. The study employed a random sampling method. To acquire the intentions of the enquiry, the investigators utilized a semi-structured query form as the main tool for data

gathering. The outcomes of the research indicated that the scholars of ANU experience several issues in learning the speaking skill. These factors included embarrassment and confusion and as a result the scholars did not become proficient in speaking and faced struggle in uttering words. The outcomes of the research also exhibited that the utmost recurrent difficulties included the restricted quantity of lexis amongst the scholars, whereas, the least recurrent glitches included the trouble in comprehending the questions. The research also put forth a few suitable techniques to reduce the flaws in one's speaking proficiency, like practicing of making English dialogues in and out of the schoolroom, usage of the contemporary social media platforms to interconnect in English and to express the scholars' viewpoint and requirements.

2.6.3 International studies

According to Dowerah Baruah (2012), shared media platforms like Skype, Facebook, twitter, etc., are widely exploited for interacting. According to him, the most significant advantage of exploiting social media platform includes the online distribution of facts amongst a variety of people. The research reflects that the online distribution of information promotes and enhances the communication skills of the learners EFL in educational institutes. The research indicates that the social media is capable of transforming the patterns of our societal life, together on a personal and a communal level. The research adopts both the descriptive and quantifiable examination of the character and significance of the social media platforms as an instrument of a practical communication. Thus, the

study assesses the efficiency of the social media platforms and employs a survey technique for examination. The survey technique is considered to be the most suitable method in order to discover the rising significance and the usage of social media as a technique to communicate. Observation technique was employed in this study and the selected area is Guwahati city, a developing industrial region in India. The study conducted a sample survey on the 200 selected people amongst the Guwahati city. The research took the data from both the primary and secondary sources like the survey, and internet, books, magazines, and journals to investigate the influence of social media platforms in social framework and their prospects for forthcoming development. The results of the study show that collaboration is easy if its aided by social media skills. The students can cooperate on group ventures and can easily co-draft documents. Thus, social media offers simple and an affordable method to organize members, set up conferences, spread info, and measure opinions.

Cunha et al., (2016), explores the usage of Facebook for teaching purposes, as a shared online platform for allowing communication amongst the educators of different schools. In his investigative research to understand the effective role of digital gears in education, the author stated the processes through which teachers from all over Brazil utilized Facebook groups and the manner in which communication among the instructors and the learners was affected by use of these social media platforms. This research is structured under the Traditional and Chronological Activity Philosophy viewpoint, and is perceived after a

procedural context that requests partakers' collaboration throughout the study. The study investigated posts of Facebook groups for over a year by using the qualitative method in combination with decoding of the open-ended interviews. This study also examined replies to a survey designed for instructors. The outcomes of the research advocates that the instructors utilized the Facebook for improving the students-teachers' communiqué, students' involvement level both online and in classroom and enhancing the students speaking skills.

According to Inayati (2015), the introduction and application of social media expertise has put forth a tremendous impact on different aspects of life together with English education. This research investigates the developing inclination towards using social media technology in English language teaching in Indonesian advanced education context. The findings of this investigative research shows that YouTube and Facebook were the most recurrently used categories of social media technology by the university faculty members. Furthermore, the inquiry indicated that despite being conscious of the welfares of using social media technology majority of the faculty were unwilling and unenthusiastic to use it in their classrooms.

This occurrence was clarified by means of the basis of Planned Behavior theory. The study used the software SPSS 20 and indicated that the behavioral control of utilizing social media technology was mainly because of the inadequate institutional support and infrastructure. This research offers an insight into the views of the Indonesian faculty members

regarding the social media technology usage in English language teaching, which could, to some level, be generalized to other developing states.

2.7 Conclusion

By reviewing the local, Arabic and international researches related to the utilization of audio visual aids and social media platforms interaction this study attempted to assure the significance of these tools as an instructional instrument in teaching and learning to master English speaking skill in general.

Chapter Three

Methodology and Procedures

3.1 Preview

This chapter discusses the processes and approaches used by the investigator to establish the population and the sample of the research, as well as the practical processes utilized to shape and define the study's tools. This chapter will also discuss the different kinds of statistical tests used in this research. Additionally, it incorporates a description of the reliability and validity of the research's tools.

3.2 Methodology

A Descriptive- Survey technique of investigation and the open-ended questionnaire is used to gather the data for the research. The research has two variables; the usage of the social media related audiovisual aids as an independent variable and improving students' speaking skill as a dependent variable. The research is expected to be dependent on both the quantitative and qualitative data gathering approaches. The targeted population includes the randomly selected EFL students and teachers from three different Palestinian Universities at the section of English and teaching English as foreign language.

3.3 Population and Sample of the Study

This research is piloted at three different universities of Palestine. The sample size is expected to be 450 students from the department of English major. The number of participants planned to be taken as sample include 134 females and 316 males from the three specified universities and the age group to be analyzed is from 21 to 36 years old.

Table (1): Distribution of Sample According to Gender

Gender	Frequency	Percentage
Male	316	70.2%
Female	134	29.8%
Total	450	100%

Table (2): Distribution of Sample According to Academic Qualifications

Academic Qualification	Frequency	Percentage
Freshman	62	13.8%
Junior	130	28.9%
Senior	135	30%
Sophomore	123	27.3%
Total	450	100%

Table (3): Distribution of Sample According to University

University	Frequency	Percentage
AlNajah National University	150	33.3%
Birzeit University	150	33.3%
Hebron University	150	33.3%
Total	450	100%

3.4 Tools of the study

To assess the identified English speaking difficulties amongst scholars in the department of EFL the main tool of the study is the questionnaire. Thus, this research will provide an opening for the scholars to exchange their understanding and skills in their own simple wordings. The questionnaires were distributed in the form of paper to all the selected students from the specified three universities. In addition, the students' questionnaires are planned to include some open-ended and a few close-ended queries. The questionnaire is divided into two parts. The first part of the questionnaire is related to the personal information of the candidate whereas, the second part of this questionnaire is divided into four subsections addressing the question of the Study. The questionnaire uses a 5point Likert scale which allows the candidates to express their agreement or disagreement with a specific statement. These inquiry forms are planned to offer the scholars a chance to express their feelings regarding the usage of social media platforms and related audio visual aids and their impact on their speaking skill.

3.5 Validity of the Tools

The questionnaire is developed as per the requirement of the study and approved by a committee of the university including Dr. Nidal Jayyousi, Dr. Soheil Salha, Dr. Mohammed Hamdan, Dr.Ahmad Qabha and Dr. Kefah Barham.

3.6 Reliability of the Tools

The Cronbach Alpha coefficient is used to find out the reliability for both the three domains of the questionnaire and total score.

Table (4) shows reliability coefficients of each domain and the total score "degree" of the study.

Table (4): Reliability coefficients of each domain and the total score of the study

Domains	Number of items	Reliability coefficient
Social Media Aid	6	0.714
Social Media Exposure	6	0.855
Language Styles	2	0.839
Teaching strategies	3	0.817
Total score	17	0.806

Table (4) shows that all the reliability coefficients are high, and suitable for scientific purposes.

3.7 Procedures of the study

3.7.1 Data Collection

The data of the study is collected as per the aims of the study. Moreover, the data for the research is gathered through the questionnaire interpretations. All interview questions and the corresponding scholars' responses are transcribed for further record and statistical examination.

3.7.2 Data Examination

The selected sample of the students will be assessed on the basis of the questionnaire and the questions of this survey are expected to be written in Arabic and later translated in English, reliant on the students' inclination. The number of questions and the length of questionnaire is expected to range from roughly 15-17 questions. Through the questionnaire, the students would be required to define their experience of English speaking as EFL learners in the course of their study. With the help of the questions in the survey, the sample of the students would be asked to identify the problems and flaws faced in mastering English speaking skill in the course of the educational program. Some widely used statistical applications will be utilized to examine the data. All the questionnaires filled in Arabic would be later accurately translated in English. Later, following the practice of qualitative study, the transcriptions of the questionnaires would be carefully read and annotations and definite descriptive phrases would be added.

3.8 Variables of the Study:

The study contained the following variables:

3.8.1 Independent Variable

- Social media, AV aids, and social media related platforms like Facebook and YouTube.

- Social media exposure
- Language styles
- Teaching strategies

3.8.2 Dependent Variables

The English Language speaking competence/proficiency of the Palestinian university students

3.9 Statistical Analysis

The following statistics are used:

3.9.1. Means, frequencies, percentages, and standard deviations to estimate the teachers' responses on each item and total score.

3.9.2. The researcher used Pearson Correlational analysis to test the formulated hypotheses.

3.10 Conclusion

In this section, the researcher presents mechanism and processes for the population of the research and its sample in harmony with the research's variables. This chapter also discusses the research design and the processes used in endorsing or declining the hypotheses of the study. Moreover, validity and reliability of the research instrument along with the statistical analysis utilized in this study are also defined.

Chapter Four Results

4.1 Preview

Chapter four presents the results and the hypotheses of the study to achieve the purpose of the study by using the Statistical Package for Social Sciences (SPSS).

The data were collected from the tools of the study. Additionally, findings and conclusions addressed the outcomes of data analysis. The statistical analysis revealed the following results:

4.2 Results related to the study questions

4.2.1 Results Related to the Main Question:

What is the students' attitude towards using social media on the English language speaking competency at university level in Palestine?

In order to answer this question, the researcher calculated the means, standard deviations, percentages, levels, and ranks for students' attitudes towards using social media as a tool on the English language speaking competency. Table (4) shows the results.

Table (5): Means, standard deviations, percentages and range of students' attitudes towards using social media as a tool of English language speaking competency

No.	Item	M	SD	Percent age	Level
1	The current EFL learning includes enough practices for speaking English language. media.	3.24	0.808	96.4	Moderate
2	The English speaking practices for students under EFL are integrated with other skills.	3.26	0.809	96.0	Moderate
3	Incorporating social media content in the EFL learning improves the productivity of students in speaking English language.	3.48	0.722	94.9	High
4	Including social media content in EFL learning encourages creative thinking which is important in English speaking proficiency.	3.45	0.738	91.8	High
5	Including audio-visual tools in teaching EFL will lead to achievement of intended English speaking outcomes. media.	3.51	0.744	90.7	High
6	Inclusion of social media tools increases the exposure of learning to speaking English.	3.45	0.771	90.8	High
Total Scores of Student s attitude towards using social media		3.45	0.750	93.0	High

Table (5) shows that the students attitudes towards using social media on the English language speaking competency achieved a mean of (3.45) and a good standard deviation of (.750), which means that there is positive

impact of using social media in enhancing the English language competency of students.

4.2.2 Results Related to the Second Question

What is the usefulness of using multimedia and social media (YouTube and Facebook) related audio-visual aids in enhancing the English speaking competency at university students in Palestine?

In order to answer this question, the researcher calculated the means, standard deviations and range for the usefulness of using multimedia and social media related audio-visual aids on the English speaking along with Facebook and YouTube. Table (6) shows the results.

Table (6): Means, standard deviations and range of using multimedia and social media related audio-visual aids on the English speaking along with Facebook and YouTube.

No.	Item	M	SD	Percentage	Level
1	Inclusion of social media tools like Facebook and YouTube in teaching EFL fits learner's English speaking needs.	3.69	0.787	84.1	High
2	Inclusion of audio visual learning tools in teaching EFL improves the student's English speaking proficiency.	3.63	0.802	85.2	High
3	Inclusion of social media tools in teaching of EFL ignites the interest of the learning in speaking English language.	3.56	0.838	86.4	High
4	Inclusion of social media component into reaching of EFL can improve student's English vocabulary.	3.65	0.824	83.6	High
5	Inclusion of social media component in EFL teaching increases the exposure of students to the use of English language which has a positive impact on their English speaking proficiency.	3.64	0.776	86.7	High
6	Inclusion of social media component in the teaching of EFL	3.64	0.833	84.7	High

	increases interactivity of students to each other and with those from English speaking country and this increases the opportunity to speak English.				
Total scores of using multimedia and social media related audio-visual aids		3.65	.800	85.0	High

Table (6) shows that the usefulness of using multimedia and social media related audio-visual aids on the English speaking competency achieved a mean of (3.65) and a percentage Standard Deviation of (.800), which means that the use of multimedia and social media related audio-visual aids on the English speaking competency in a positive way as well as Facebook and YouTube is influential in enhancing English speaking competency of students.

4.2.3. Results Related to the Third Question:

How different language teaching styles and teaching strategies do enhance the English speaking competency of EFL university students in Palestine?

In order to answer these questions, the researcher calculated the means, standard deviations and range for the language styles and teaching strategies for enhancing students speaking performance. Table (7) shows the results.

Table (7): Means, standard deviation and range of the language teaching styles and teaching strategies for enhancing students speaking performance

No.	Item	M	SD	Percentage	Level
Design					
1	Adding social media component to EFL learning program makes it more attractive to the learners..	3.74	0.791	85.8	High
2	Incorporating written and audio-visual cues in teaching EFL makes English speaking interesting to learners.	3.73	0.870	79.8	High
Pedagogies					
3	Applying new technology to the teaching of EFL is an effective strategy in enhancing speaking of English language.	3.76	0.766	82.4	High
4	Traditional methods of teaching are not effective in achieving high level of English speaking.	3.53	0.860	88.0	High
5	Adding the social media component to the traditional teaching methods makes learning and speaking of English language more interesting..	3.73	0.808	82.4	High
Total scores for language styles and teaching strategies		3.70	0.80	84.0	High

Table (7) shows the language styles and teaching strategies for enhancing students speaking performance achieved a mean of (3.70) and a Standard Deviation of (.800), which means that there is high significant role of language styles and teaching strategies are required to improve

English speaking proficiency of students.

4.3. Results Related to the Study Hypotheses

The researcher used Correlational analysis to test the formulated hypotheses. Table (8) shows the results of mean and Standard deviation to test the English Language speaking competence of the Palestinian university students.

Table (8): Frequencies, means, and standard deviations of the impact of social media on related audio visual aids on improving the English language speaking competence of the Palestinian university students

No.	Domains	N	Missing	Mean	SD
1	Social Media Aid	446	4	20.28	2.88
2	Social Media Exposure (YouTube, Facebook)	446	4	21.80	3.63
3	Language Style	450	0	7.47	1.49
4	Teaching Strategies	450	0	11.02	1.86
5	English Language Proficiencies	446	4	60.58	7.91

4.3.1 Results Related to the First Hypotheses

There are no statistical significant differences at ($\alpha \leq 0.05$) on the English Language speaking competence of the Palestinian university students who learn through supplementary social media (related audio-visual aids).

The researcher used Pearson Correlation Coefficient to test the hypotheses. Table (9) show the correlational analysis of the English Language speaking competence of the Palestinian university students is positively ($\alpha \leq 0.05$) related to learning through the use of supplementary social media.

Table (9) Pearson Correlation Coefficient to determine the relationship between English Language speaking competence and the use of supplementary social media

Variables	Social Media Aid	English Language Competency
Social Media Aid		.777**
		.0001
English Language Competency	.777**	
	.0001	

** . Correlation is significant at the 0.01 level (2-tailed).

Table (8) indicates that there is a positively significant relationship between English Language speaking competence of the Palestinian university students and learning through the use of supplementary social media. It means if we enhance student's learning through supplementary social media, it will definitely enhance the English Language speaking competence of the Palestinian university students.

4.3.2. Results Related to the Second Hypotheses

There are no significant differences at ($\alpha \leq 0.05$) on the English Language speaking competence of the Palestinian university students

learning through social media exposure to social media platforms like Facebook and YouTube on the learners English language communication abilities.

The researcher used correlational analysis to test the hypotheses. Table (9) show the correlational analysis of the English Language speaking competence of the Palestinian university students is positively ($\alpha \leq 0.05$) related to learning through social media exposure to social media platforms like Facebook and YouTube on the learners English language communication abilities.

Table (10), to determine the relationship between English Language speaking competence and learning through social media exposure (Facebook and YouTube)

Variables	Social Media Exposure (Facebook and YouTube)	English Language Competency
Social Media Exposure (Facebook and YouTube)		.889**
		.000
English Language Competency	.889**	
	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Table (9) indicates that there is a positively significant relationship between English Language speaking competence of the Palestinian university students and learning through social media exposure to social media platforms like Facebook and YouTube on the learners English language communication abilities. It means if we enhance student's learning through social media exposure (Facebook and YouTube), it will

definitely enhance the English Language speaking competence of the Palestinian university students.

4.3.3. Results Related to the Third Hypotheses

There are no significant differences at ($\alpha \leq 0.05$) on the English Language speaking competence of the Palestinian university students due to the language style used in social media platforms like Facebook and YouTube”.

The researcher used correlational analysis to test the hypotheses. Table (10) show the correlational analysis of the English Language speaking competence of the Palestinian university students is positively ($\alpha \leq 0.05$) related to the language style used in social media platforms like Facebook and YouTube.

Table (11), to determine the relationship between English Language speaking competence and language style used in social media platforms like Facebook and YouTube.

Variables	Language Styles	English Language Competency
Language Styles		.732**
		.000
English Language Competency	.732**	
	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Table (11) indicates that there is a positively significant relationship between English Language speaking competence of the Palestinian university students and the language style used in social media platforms like Facebook and YouTube. It means if we enhance student’s learning

through different language styles on social media platforms like Facebook and YouTube, it will definitely enhance the English Language speaking competence of the Palestinian university students.

4.3.4. Results Related to the Fourth Hypotheses

There are no significant differences at ($\alpha \leq 0.05$) on the English Language speaking competence of the Palestinian university and is not linked to the teaching strategies due to the educational performance of EFL scholars in English language examinations.

The researcher used correlational analysis to test the hypotheses. Table (11) show the correlational analysis of the English Language speaking competence of the EFL Palestinian university students is positively ($\alpha \leq 0.05$) related to the teaching strategies due to the educational performance of EFL scholars in English language examinations.

Table (12), to determine the relationship between English Language speaking competence and teaching strategies

Variables	Teaching Strategies	English Language Competency
Teaching Strategies		.718**
		.000
English Language Competency	.718**	
	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

Table (12) indicates that there is a positively significant relationship between English Language speaking competence of the EFL Palestinian university students and the teaching strategies due to the educational

performance of EFL scholars in English language examinations. It means if we enhance student's learning through different teaching strategies due to the educational performance of EFL scholars in English language examinations, it will definitely enhance the English Language speaking competence of the Palestinian university students.

4.4. Conclusion

This chapter presents the questions and the hypotheses of the statistical analysis study results. The results tables indicated that there is a great and obvious impact of using social media related audio visual aids on improving the English language speaking competence of the Palestinian university students.

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

5.1 Preview

This chapter is divided into three different sections: The initial section is about the results of the research's questions and hypotheses, exclusively correlated to the research's variables. Similarly, the second section converses the deductions. Finally, the third section puts forth some recommendations in accordance with the research's results.

5.2 Discussion of the Study Results

5.3 Discussion of the Results of the Main Question

What is the effectiveness of using social media on the English language speaking competency at university students in Palestine?

After examining the data and calculating the Means, standard deviation, percentages for every item and their individual domain and the total score of the effect of students' attitudes towards using social media as a tool of English language speaking competency in Palestinian university students, the results in table (5) of chapter four indicate the following:

5.3.1 First Domain: the students' attitudes towards using social media as a tool of English language speaking competency

The findings of items (1- 6) in table (5) show that using social media on Palestinian university students English speaking proficiency has positive

attitudes. The total average for the first domain which examined the students' English speaking proficiency, is "93%" with high effect.

Table 5 indicates that the effectiveness of utilizing social media on the English language speaking competency achieved a mean of (3.45) and a good standard deviation of (.750), which means that there is a positive impact of using social media in enhancing the English language competency of students. The researchers defend this high impact by giving the reasons that there is an increasing trend in the university students to utilize social media which targets in creating energetic and self-dependent students in the speaking skill by means of different tasks.

In response to items, item (1) received a high effect degree, the majority of students "96.4%" agreed that the current EFL learning includes enough practices for enhancing speaking English language. This result is in conformity with (Derakhshan, Khalili and Beheshti, 2016), who found the existing learning techniques offers the students with enough interesting materials to enhance their speaking skills. The techniques include the activities like imitation, transactional and interpersonal dialogue to enhance their speaking skills. Moreover, the EFL students can improve their speaking proficiency by making use of different instruments like role play, graphs, videos, and flash cards. According to them, the teachers have a significant role in establishing an environment in the classrooms which encourages active participation of all and also expedite opportunities to encourage the practice of such activities outside the classroom.

Item (2) also received a high effect degree, the majority of students that is " 96%" agree that the English speaking practices for students under EFL are integrated with other skills. This finding agrees with Akram and Malik (2010), who states that the integrated-skills method integrates listening, reading, speaking and writing and is effective in developing students' communicative proficiency and the capability to utilize English language to have access to educational, social, professional, and vocational opportunities. They suggest that language skill in an integrated skill approach is integrated with other skills so that the students are not only asked to learn the language but they should be able to make use of it in their communication which can be oral, written, or have to be read or heard.

The results of items (3and 4) received a high effect degree, the majority of students "94.9%and 91.8%" reported that the incorporation of social media content in the EFL learning enhances the productivity of students in speaking English language and also encourages creative thinking which is important in English speaking proficiency. These results are backed by the findings of (Naz, Khan, Hussain & Daraz, 2011), as they state that in the present technological age social media is amongst the most essential sources of communication which allows sharing of with relatives, friends, class fellows, and instructors and the distance is not considered a problem. The results of this research indicate that different sources of social media positively influence English learners at university level as it motivates the EFL learners and stimulates their interest in learning to be

proficient in speaking English language.

The items (5 and 6) which indicates that the inclusion of AV aids in teaching EFL will increase the exposure of the learners and lead to achievement of intended English speaking outcomes. These findings are in conformity with Rasul, Bukhsh & Batool (2011), who argues that the AV aids serve as tools of the trade and are as important as the learning objectives, and that these tools are essential to promote social presence, and develop an interactive learning environment. The majority of students "90.7% and 90.8 %" received a high effect degree. Similarly, as per Kochhar (1985), audiovisual aids serve the purpose of an effective starter and instigator. It offers diversity in classroom practices. Moreover, majority of the AV aids offer the learner with chances to handle and manipulate situations. AV aids also offer the context for skillful generalizing. AV aids helps in educating the learners the complexity of the modern world and plays a significant character in encouraging international understanding.

5.3.2. Second Domain: The usefulness of using multimedia and social media related audio-visual aids on the English speaking competency at university students in Palestine, and in what manner does social media platforms like YouTube and Facebook enhance the speaking competence of the EFL students?

The findings of items ranging from 1- 6 listed in table (6) indicate that the usage of social media has constructive influence on the Palestinian

university students' English speaking competency. The total average for the second domain which examined the influence on the students' English speaking competence, is "85%" with high effect which showed that students consider that speaking skill is fundamental skill to succeed and perform well through which can be mastered by using multimedia and social media related AV aids.

Furthermore, the results specify that the majority of the instructors agree on the practicality of engaging social media related AV aids and social media platforms like Facebook and YouTube as a tool during lessons to master the speaking skill. Students also establish the fact that the social media related AV aids and platforms like Facebook and YouTube helps in interacting with their classmates. As per Harmer (2005), the incorporation of the AV tools like films and videos expose the learners to spoken language activities like dialogues, story-telling, plays, interviews. In addition, AV aids are also significant as they offer the students an opportunity to hear and see the foreign language in its real use. In order to develop the students' English speaking proficiency, the instructors should exploit the right varieties and combination of such materials.

The results to items (1 and 2) are in conformity with (Jemima, 2013)) research which states that the addition of AV aids and social media platforms like Facebook and YouTube in learning and teaching EFL is appropriate, effective and fits student's English language speaking requirements and boosts their English speaking proficiency. The AV tools and channels like YouTube and Facebook enhances, effects, and polishes

the learners' accomplished speaking skill and proficiency. The results received a high effect degree, the majority of students that is "84.1% and 85.2% agreed.

The results of items (3 and 4) received a high effect degree, the majority of students "86.4% and 83.6%" reported that inclusion of social media tools in teaching of EFL triggers the students interest of learning to speak English language and also helps in increasing their vocabulary. These findings are in conformity with Linse (2006), who states that Language ability of the students will reflect overall improvement by improvement in vocabulary. His research states that social media tools trigger the learners' interest and is the best way to improve their vocabulary of English language. The learners can access different content on Facebook and YouTube and other platforms and learn new vocabulary and phrases without visiting a library and going through a bundle of textbooks which the students may find boring. In addition, vocabulary games also give a real world setting into the classroom and facilitate learners' usage of English language in a flexible and communicative manner (Huyen and Nga, 2003). The results received a high effect degree, the majority of students that is "86.4% and 83.6% agreed.

Similarly, the findings of items (5 and 6) strongly confirm that the inclusion of social media component in EFL teaching increases the exposure and interaction of the students and allows them more opportunities to speak English and gain proficiency in the language. According to Williams (1992), the active students want to boost evocative

learning by utilizing innovative strategies and relating it to their real life experiences. Different social media bases like YouTube, Facebook, WhatsApp, Twitter, LinkedIn, skype and etc. increases the students' exposure and facilitate collaboration, peer valuation and offers practical setting for sharing info with the class-fellows in the simplest possible manner. The effect degree on these items is high and the percentage of response on them correspondingly is "86.7% and 84.7%."

To conclude, almost 85% students agree on the usefulness of utilizing multimedia and social media (YouTube and Facebook) related audio-visual aids in enhancing the English speaking competency at university students in Palestine.

5.3.3 Third Domain: The effect of social media has on the students' writing proficiency; with respect to gender and location

The findings of items (1 and 2) in table (7) are listed under the heading of design of EFL program and these items indicate that incorporation of social media component to EFL learning program makes speaking more attractive and interesting for the learners. The results of these items received a high effect degree, the majority of students that is "85.8% and 79.8% agreed.

The next three items are placed under the Pedagogies of EFL program. These items indicate that application of innovative technology in comparison to the traditional teaching of EFL is an effective strategy and it makes learning of speaking skill more interesting. The results of these

items received a high effect degree, the majority of students that is "82.4%, 88%, and 82.4% agreed.

The total average for the third domain which investigates the high effect on the students' English speaking proficiency, is "84.0%" with high effect which indicates that the language styles and teaching strategies have a high impact on the students speaking proficiency.

5.4 Discussion of the Results of the Sub-Questions

The main question of this research triggers three separate sub-questions. For every question a hypothesis has been articulated:

5.4.1. The first hypotheses states that: " There are no statistical significant differences at ($\alpha \leq 0.05$) on the English Language speaking competence of the Palestinian university students who learn through supplementary social media (related audio-visual aids)."

The researcher uses correlational analysis to test the hypotheses. After data analysis, it is proved that English Language speaking competence of the Palestinian university students is positively ($\alpha \leq 0.05$) related to learning through the use of supplementary social media. This implies that students' learning and their competency of acquiring the language can be improved by utilizing supplementary social media. The Correlation is assumed to be significant at the 0.01 level and is two-tailed.

5.4.2. The second hypotheses states," There are no significant differences at ($\alpha \leq 0.05$) on the English Language speaking competence of the

Palestinian university students learning through social media exposure to social media platforms like Facebook and YouTube on the learners English language communication abilities”

The researcher utilizes correlational analysis to examine the hypotheses. The data analysis indicates that the English Language speaking competence of the Palestinian university students is positively ($\alpha \leq 0.05$) related to learning through social media and exposure to social media platforms like Facebook and YouTube and can help in improving the learners English language communication abilities. Positive relationship implies that the variable will move in one direction that is if the if students are exposed to social media platform more than it will enhance their English language communication abilities. The correlation analysis is significant at the 0.01 level and is two-tailed.

5.4.3. The data analysis of the third hypotheses," There are no significant differences at ($\alpha \leq 0.05$) on the English Language speaking competence of the Palestinian university students due to the language style used in social media platforms like Facebook and YouTube”.

The researcher utilizes correlational analysis to check the hypotheses. The analysis suggests a positive link amongst English Language speaking competence of the Palestinian university students and the language style used in social media platforms like Facebook and YouTube. This implies that usage of different language styles on Facebook and YouTube will help in improving the English speaking competency of the Palestinian university

students.

5.4.4. The data analysis of the fourth hypotheses," There are no significant differences at ($\alpha \leq 0.05$) on the English Language speaking competence of the Palestinian university and is not linked to the teaching strategies due to the educational performance of EFL scholars in English language examinations.

The researcher again uses correlational analysis to check the hypotheses. The results show that there exists a positive relationship amongst English Language speaking proficiency of the EFL Palestinian university students and the teaching strategies adopted and this connection is revealed with the academic performance of EFL academics in English language examinations. This implies that if different strategies of teaching are introduced it will help the students to improve their educational performance in the language exam and gain proficiency in English language.

5.5 Conclusions

As per the findings of the research, the following conclusions were inferred:

- Social Media is capable of offering a better learning environment to the students and it is clearly revealed on their speaking skill of English language.
- Social media establishes collective speaking amongst the participants

which is evident as the students learn by exchanging their ideas and learning from their own and their partners' mistakes. In addition, social media allows everyone to be active and participate in the classroom. Social media also allows collaborative opportunities to both high achievers and slow learners to be a part of the same teaching methodology and learn from interacting with each other.

- Social Media is a helpful technological instrument for teaching English speaking skills.

5.6 Recommendations

The following recommendations can be made on the basis of the study's findings:

5.6.1. For the Teachers

- Teachers are advised to ensure the usage of social media in formulating classroom speaking activities.
- The teachers are advised to offer the students the approaches that make best use of social media technology in teaching EFL students and improving their speaking competency.
- Teachers should inspire the learners to be exposed to authentic language by means of social media.
- The teachers should be attentive to the individual differences amongst the students and thus, they should try to ensure the involvement of the slow

learners by teaching them by the methods that fits their competence level.

- Triggering the character of technology based on social media in altering the instructor role from a dominating one to being educators who help, guide and support the student to understand and master the language.
- Providing the students with computers and internet in their classrooms so they can access on their own different learning platforms.
- Enriching the syllabus with the applicable social media expertise that improves students' usage of English language both inside and outside the university.

5.6.2. For the Student

- Students should be encouraged to develop a habit of collaboration with different groups on social media as exchange of ideas and dialogues will help them to be more confident in speaking and learning from their mistakes.
- Students should make appropriate use of Social media to improve their speaking skill under the guidance of their teachers.
- Students should interconnect with native speakers to enhance their speaking skill.
- Students should be keen to learn with the help of social media technology and eager to benefit from by being a part of different courses, videos, and activities on social media platforms.

5.6.3. For the universities

- The universities must conduct training courses and workshops to ensure that the teachers are capable of executing social media based new technologies in the classroom.
- The administration of universities must provide the resources that are essential in promoting the students speaking ability.
- The universities should take measures to ensure that the incorporation of social media must be a significant aspect of the teaching strategy in the oral courses.

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Appendices

Appendix (A) Questionnaire

Questionnaire

The questionnaire is divided into two parts. The first part is based on personal information of the students and the second part covers the questions which are also divided into subsections. While responding to each question please TICK the option that best suits your case and give detailed response to the respective item/ questions.

Note: Your responses will be confidentially treated on and recorded only for research purpose.

Part One

Personal Information

Please tick the option that best suits your case.

1. Gender: Male () Female ()
2. Year of Study: Freshman () – Sophomore () – Junior [] - Senior ()
3. Name of University: AlNajah National University () - Birzeit University () - Hebron University ()

Part Two

The second part of this questionnaire is divided into four subsections addressing the question of the Study

Content						
	Items	Strongly Disagree[1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly Agree[5]
1	The current EFL learning includes enough practices for speaking English language.					
2	The English speaking practices for students under EFL are integrated with other skills.					
3	Incorporating social media content in the EFL learning improves the productivity of students in speaking English language.					
4	Including social media content in EFL learning encourages creative thinking which is important in English speaking proficiency.					
5	Including audio-visual tools in teaching EFL will lead to achievement of intended English speaking outcomes.					
6	Inclusion of social media					

	tools increase the exposure of learning to speaking English.					
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Learner's needs						
No	Items	Strongly Disagree[1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly Agree[5]
1	Inclusion of social media tools like Facebook and YouTube in teaching EFL fits learner's English speaking needs.					
2	Inclusion of audio visual learning tools in teaching EFL improves the student's English speaking proficiency.					
3	Inclusion of social media tools in teaching of EFL ignites the interest of the learning in speaking English language.					
4	Inclusion of social media component into reaching of EFL can improve student's English vocabulary.					
5	Inclusion of social media component in EFL teaching increases the exposure of students to the use of English language which has a positive impact on their English speaking proficiency.					
6	Inclusion of social media component in the teaching of EFL increases interactivity of students to each other and with those from English speaking country and this increases the opportunity to speak English.					

Design						
No	Items	Strongly Disagree[1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly Agree[5]
1	Adding social media component to EFL learning program makes it more attractive to the learners.					
2	Incorporating written and audio-visual cues in teaching EFL makes English speaking interesting to learners.					

Pedagogies						
No	Items	Strongly Disagree[1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly Agree[5]

1	Applying new technology to the teaching of EFL is an effective strategy in enhancing speaking of English language					
2	Traditional methods of teaching are not effective in achieving high level of English speaking.					
3	Adding the social media component to the traditional teaching methods makes learning and speaking of English language more interesting.					

Appendix (B): The Validation Committee for the Questionnaire

No.	The Validation Committee	University
1.	Dr. Nedal Jayousi	
2.	Dr. Mohammad Hamdan	An- Najah National University
3.	Dr. Ahmad Qabha	An- Najah National University
4.	Dr. Kefah Barham	An- Najah National University
5.	Dr. Sohail Salha	An-Najah National University

أثر استخدام وسائل التواصل الاجتماعي على مهارة التحدث باللغة الانجليزية لطلاب الجامعات الفلسطينية

إعداد

ياسمين أحمد لطفي جانم

إشراف

د. نضال جيو سي

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في برنامج أساليب
تدريس اللغة الانجليزية، بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس - فلسطين.

2020

ب

أثر استخدام وسائل التواصل الاجتماعي على مهارة التحدث باللغة الانجليزية لطلاب الجامعات الفلسطينية

إعداد

ياسمين أحمد لطفي جانم

إشراف

د. نضال جيوسي

الملخص

تهدف هذه الدراسة لمناقشة أثر استخدام وسائل التواصل الاجتماعي على مهارة التحدث باللغة الانجليزية لطلاب الجامعات الفلسطينية. ولتحقيق هذا الغرض قام الباحث باستخدام الاستبانة كأداة لجمع المعلومات اللازمة لاستكمال دراسة الباحث. ينقسم الاستبيان الى قسمين ويستند الجزء الأول على المعلومات الشخصية للطلاب (الجنس، سنة الدراسة ، اسم الجامعة). ينقسم الجزء الثاني من هذا الاستبيان إلى أربعة أقسام فرعية تتناول مسألة الدراسة.

هذه العينة من الدراسة تشمل ثلاث جامعات مختلفة من فلسطين من الشمال، الجنوب والوسط . حجم العينة 145 طالبًا من قسم اللغة الإنجليزية كلغة أجنبية، تشمل العينة تقريبا 100 إناث و 50 من الذكور مأخوذة من الجامعات الثلاث المحددة والفئة العمرية التي تم تحليلها تتراوح من 18 إلى 30 عامًا، يتضمن حجم العينة عددًا كبيرًا من الإناث لأن غالبية طلاب هذا التخصص من الإناث.

استخدم الباحث برنامج التحليل الاحصائي لتحليل و تقييم البيانات. البحث له متغيرين ؛ استخدام الوسائل السمعية البصرية المرتبطة بالوسائط الاجتماعية كمتغير مستقل وتحسين مهارات التحدث لدى الطلاب كمتغير تابع.

تشير نتائج الدراسة إلى وجود تأثير إيجابي لوسائل التواصل الاجتماعي على كفاءة التحدث باللغة الإنجليزية لدى طلاب الجامعات الفلسطينية. أظهر طلاب الجامعات الفلسطينية في اللغة الإنجليزية كلغة أجنبية اتجاهات إيجابية نحو استخدام وسائل التواصل الاجتماعي كأداة لاكتساب الكفاءة في اللغة الإنجليزية.

في ضوء نتائج الدراسة أوصى الباحث أن يقوم المعلم بتوظيف تكنولوجيا التواصل الاجتماعي في تدريس اللغة الإنجليزية لطلاب اللغة الإنجليزية كلغة أجنبية لتطوير وتعزيز قدرتهم وكفاءتهم في التحدث باللغة الإنجليزية. بالإضافة إلى ذلك، اقترح أيضًا إجراء مزيد من الأبحاث حول تقييم تأثير وسائل التواصل الاجتماعي على مهارات اللغة الإنجليزية المختلفة. علاوة على ذلك، يجب أن يكون الطلاب متحمسين لاستغلال تكنولوجيا وسائل التواصل الاجتماعي من خلال المشاركة في الدورات ومقاطع الفيديو والأنشطة المختلفة على منصات وسائل التواصل الاجتماعي. أخيرًا ، ينبغي للجامعات أيضًا أن تلعب دورها وتتخذ الإجراءات اللازمة لضمان إدراج وسائل التواصل الاجتماعي في استراتيجية التدريس في المواد الشفوية.

