

The Role of Social Media in Improving EFL Learners' Speaking Skill: A Teachers' Perspective

By

Dr. Hala Mohamed Osman Salih

Department of English Language, Faculty of Languages and Translation, King Khalid University, Abha, Saudi Arabia
Email: hsaleh@kku.edu.sa

Dr. Elgaili Mhagoub Ahmed Fadl Elmula

Department of English Language, Sudan and Department of English Gezira University
Email: elgaili14@gmail.com

Ms. Rawan Mushaba Hussien

Language, Faculty of Languages and Translation, King Khalid University, Abha, Saudi Arabia
Email: rmuhy@kku.edu.sa

Dr. Wijdan Sidig EL-Khalifa Mohammed

Department of English Language, Faculty of Languages and Translation, King Khalid University, Abha, Saudi Arabia
Email: Drwejdan2030@gmail.com

Dr. Dina Ali Abdalla Ali

Department of English Language, Faculty of Languages and Translation, King Khalid University, Abha, Saudi Arabia
Email: drdinaaliadel25may@gmail.com

Abstract

Social media have gained much respect and popularity among EFL teachers who are in need to go beyond the traditional methods of teaching that teachers use to accomplish most parts of the job. Traditional classrooms still emphasize writing and reading at the expense of speaking. This study aimed to find out if there is a positive influence of social media on EFL learners' speaking skills, explore the learners' attitudes that develop EFL speaking skills towards using social media, and demonstrate the impact of social media on EFL learners who may quietly absorb information and knowledge without typically engaging with the information received or the learning experience. The study adopted the descriptive-analytical method. A questionnaire was used for data collection. The sample consists of a randomly chosen sample subjects of (30) EFL teachers at the secondary level from Wad Medani Locality in Sudan. The data were analyzed with the Statistical Package of Social Sciences (SPSS) Program. The findings provided that learners do not communicate with native speakers to develop their speaking skills. Also, social media have not implemented as a strategy in teaching oral courses. Furthermore, teachers do not use social media in preparing classroom speaking activities. Based on the findings of the study, it is recommended that learners should communicate with native speakers to develop their speaking skills. In addition, social media should be implemented as a strategy in teaching oral courses. Also, teachers should be trained and encouraged to use social media in preparing classroom speaking activities.

Keywords: Social Media; Improving; Speaking Skill; TEFL; Perspective

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1. Introduction

Background

Technology has taken an important role in the 21st century in all disciplines and aspects of life. The results of this development made communication a necessity for every person during his/her lifetime. This necessity compelled the media to keep up with the times and create what we now refer to as social media, which have grown in popularity and use in recent years. People tend to prefer social media sites to communicate with each other. There are some reasons for these preferences of people; one of these reasons is to communicate via foreign/second languages such as English to practice it with native or non-native speakers to improve their language skills. This method is a significant way to learn the English language. So, social media may play an important role in EFL learners' exposure to the language. Therefore, this study intends to determine the significance of social media in improving EFL learners' speaking skills.

1.1 Statement of the Problem

The speaking skill of any language is crucially important because it serves the purpose of communication. The English language is the lingua franca of the world. It is used by people to communicate and share their ideas through spoken language. EFL learners in Sudan are those users of English as a foreign language. They are looking all the time to improve their speaking skill because English as a foreign language in Sudan is mainly taught in terms of grammar and structure. Therefore, less attention is paid to the speaking skill. So, this need to improve the speaking skill of EFL learners has led to the use of new ways of technology to keep up with the new developments.

1.2 Objectives of the Study

The study aims:

1. To find out if there is a positive role of social media on EFL learners' speaking skills.
2. To explore the learners' attitudes towards using social media to develop EFL speaking skills.
3. To investigate the impact of social media on EFL passive learners.

1.3 Questions of the Study

1. What is the role of social media in improving EFL learners' speaking ability?
2. What is the EFL learners' attitude towards using social media for improving their speaking skill?
3. How do social media help EFL learners develop their speaking ability?

1.4 Hypotheses of the Study

Based on the concept of the importance of social media in improving the speaking skill of EFL, the researchers' teaching experiences, as well as the related literature, the researchers propose to test the following hypothesis:

1. There is a positive role of social media in improving EFL learners' speaking skills.

2. There are different learners' attitudes towards using social media for improving EFL learners' speaking skill.
3. Social media motivate passive learners and help them to gain the confidence needed for the oral production of the language.

2. Literature Review

1. Technology and Learning Tools in the EFL Classroom

The last two decades have witnessed rapid explosions of information which led to an urgent need to cope with the ongoing scientific acceleration in all fields. The information which yielded the internet is the most important technological accomplishment to date. The internet enables people to cancel distances, shorten the time, and make the world more like a small electronic screen (Al Musa, 2002; Namaziandost, Abedi & Nasri, 2019). Similarly, education is required to meet the needs of this growing scientific acceleration.

2. Definition of Social Media

According to Manning (2014, p. 271), "social media is the term often used to refer to new forms of media that involve interactive participation". Often the development of media is divided into two different ages, the broadcast age, and the interactive age. In the broadcast age, media were almost exclusively centralized where one entity—such as a radio or television station, news-paper company or a movie production studio—distributed messages to many people. Feedback to media outlets was often indirect, delayed, and impersonal. Mediated communication between individuals typically happened on a much smaller level, usually via personal letters, telephone calls, or sometimes on a slightly larger scale through means such as photocopied family newsletters. The meaning of the term 'social media' can be derived from two words that are 'social' and 'networks'. The first term is 'Social' which means "connected with society and the way it is organized, in which they meet and spend time with other people". The second one is 'Networks' which means "a group of two or more computer systems linked together", (Eren, 2012; Beal, 2015; Namaziandost, Sabzevari, & Hashemifardnia, 2018). (Cited in Namaziandost & Nasri, 2019, p.204). 'Social media' are defined as "any technology that enables the distribution and sharing of knowledge over the Internet" (Cited in Namaziandost & Nasri, 2019, p.204). There are so many social media applications or websites that allow users to text, blog, or use images or videos in the course of their work. Some examples include Facebook, Twitter, Snapchat, Pinterest, Instagram, and YouTube.

3. Social Media and English as Foreign Language

Social media play an important role in the academic field, and also give a positive impact on foreign language learners. At first, as stated by most researchers in Aforo's study (2014), Facebook was the most favorable social media which provides the language learners to learn English as a second or a foreign language. Facebook is used as a useful tool to share, post, and download various learning topics which can be discussed in the classrooms. In addition to Facebook, another researcher, Omar, (2015) informed that Instagram is also able to improve students' skills, especially writing and learning skills. The videos which are provided by Instagram for the users are usually using English. Therefore, students can directly learn new vocabulary and improve their listening skills. However, the students are more like to use videos on YouTube to learn English audio-visually than videos on Instagram because YouTube videos' duration is longer than Instagram videos. Hence, the students prefer to use YouTube to improve their skills whether it is speaking, listening, or pronunciation.

4. Definition of Speaking Skill

Speaking is a key used by people to communicate in the social context. According to Chaney (1998, p. 13), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Brown (1994); Burns and Joyce, (1997) (cited in Namaziandost & Nasri, 2019, p.20) define speaking as "a reactive process of a structured meaning that includes receiving and producing and sharing information". In applied linguistics, speaking has a set of descriptions; speaking as a social and situation-based activity, and speaking as an interaction (Thornberry, 2005). All these perspectives see speaking as a whole side of learners' daily lives in receiving and producing speech. Speaking is an important language skill for learners and teachers.

4.1. Social Media Integration to Teach Speaking Skills

Learners are already familiar with social media use for communication and entertainment. This made it easier for the researchers to apply social media applications like Tik Tok, YouTube, Instagram, Skype, Facebook, WhatsApp, WeChat, and Telegram in teaching speaking skills. Some were new or not so commonly used, such as ooVoo, Ted Talks, Imo, and Voice Thread. YouTube was the most frequently used social media platform used in many studies. From the conducted studies, it has been shown that researchers were able to use WhatsApp effectively to increase oral communication outside the limits of the classroom. This was equally effective in the use of Instagram, which is a very popular social media platform among young people. In a study that made use of Instagram, the response from the learners was positive, and they perceived this application as a tool that is comfortable to apply in learning to speak, even for weak and passive learners. (Text is available under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>) Scholarly community encyclopedia.

Overall, the response was positive and showed indications of improvements in speaking skills as well as motivation and confidence to speak. The study by Nilayon and Brahmakasikara (2018) suggested using social media platforms like Edmodo and ooVoo to help provide learners with lower English-speaking proficiency with appropriate remedial activities. Ghoneim and Abdelsalam (2016) also highlighted the fact that the aspect of social interaction is the key to the improvement of speaking skills. This is also stressed in another study by Sevy-Biloon and Chroman (2019) who emphasized that using video chat functions enables learners to practice speaking in authentic and meaningful communicative activities which are purposeful. This would enable educators and teachers to encourage practicing speaking in a more natural and relaxed environment that would also reduce students' anxiety levels and help increase their confidence. Zaitun et al. (2021), who used Tik Tok as a medium for speaking activities, showed that the students were able to use the application interactively and improve their speaking skills, as well as having the opportunity to express their ideas freely on TikTok. The study conducted by Rahmah (2018) was unique, in that the researcher used photographs shared on Instagram as a method of increasing the students' confidence in using the language.

Additionally, Ilyas and Putri (2020) conducted experimental study at English language study program of Universitas Islam Riau. 48 students of the first semester were selected as the sample of the study. The design of this research was quasi experimental research. It was intended to know whether or not there was a significant effect of using YouTube media on students' speaking skill. In this research there was one class as experimental class. Pre-test was administered before the treatment, and post-test was administered after the treatment. There were two variables in this research, namely independent variable which was YouTube media in teaching and learning process and dependent variable which was speaking skill. According to the findings of the study, the students in the class who were treated utilizing the YouTube

channel were more motivated. They took greater care to participate in class and communicate with their classmates. They were confident enough to communicate without being concerned about their limitations. Furthermore, during class, students actively communicated with the lecturer and researcher. Moreover, they were brave enough to speak up in response to the questions during the post-test. Although they made some mistakes, they were far fewer than in the pre-test. It means the use of YouTube channel was effective to motivate students to be more active in the speaking class.

To identify suitable online applications for learning to speak English that suits student needs, Baron (2020) investigated 20 postgraduate students in English Language Program Universitas Indraprasta Jakarta, who received the speaking course. The research method uses descriptive qualitative. The data collection process is interview, observation, and questionnaire. Data analysis used three steps, namely data reduction, data display, and conclusion drawing. The results revealed that the zoom and google hangouts meet is a popular video application. While website YouTube is a web application chosen interestingly for English speaking learning and social media WhatsApp is easy to use in English speaking learning. It is able to make a group. The implication of study is to increase teacher's creativity to use the online application.

Moreover, Lingga, Yuliyanti, and Ningsih (2021) used video blogs on social media to study how first-year students could enhance their English speaking skills. This study took place at Politeknik Negeri Tanah Laut in the District of Pelaihari, Tanah Laut Regency, South Borneo, from April to July 2020. The first-year students in the Information Technology department's classes 1C and 1D are the focus of this study. There are 65 students in the class. Planning, action, and observation, as well as reflection, are used to collect data using CAR methodologies. The data collection method is qualitative. The students were required to create a video blog in order to assess their capacity to communicate in English. It is clear from the results that the students' skills in the areas of vocabulary, grammar, pronunciation, fluency, and content have improved. Video blogging is a fun way to learn and can help students become more interested in their studies. Aside from that, vlogs can help pupils improve their public speaking skills. They can communicate with others in their environment to improve their speaking abilities. In addition, students have the option of studying independently. Some of these items can help pupils enhance their speaking skills. This strategy can be used by students of all levels, not only first-year students.

To see if WhatsApp affects students' speaking abilities, Marleni and Asilestari (2018) conducted a study. The experimental class in this study is second semester class A, while the control class is second semester class B. Purposive sampling was utilized in conjunction with a quasi-experimental research methodology. Pre-posttest and questionnaires, as well as photo documentation, were employed to collect data. Based on the results of the data analysis and discussion, it can be inferred that the experimental class students' speaking ability was higher than the control class. In the data analysis, it can be seen that more students in the class with WhatsApp obtain a good grade than the students in the control class.

Wahyuningsih and Putra (2020) looked at the efficacy of using technology-based teaching medium to improve the speaking skills of STP Mataram Hospitality Study Program students. Several media, including computers and the internet, are utilized in this study to learn how to speak English. The apps Rosetta stone, Duolingo, and YouTube videos coupled with Google Classroom are used as learning resources for the hospitality studies program students' speaking learning. The experimental group consists of 30 pupils, while the control group consists of 30 students. The findings suggest that using technology-based learning media has a considerable impact on the capacity to speak English. Furthermore, the experimental group's

pre- and post-test findings show a considerable improvement in their speaking score test. This indicates that using technology-based educational medium effectively enhances students' speaking abilities.

Technology and social media are an excellent mix for the English learning process since they allow students to develop their English skills. Vlogging is one of the many media that may be utilized to help with this. It is a method for improving students' speaking abilities. In this regard, Maulidah (2017) conducted a research paper that looked into the following three terms: a) Vlog and its instruments, b) Vlogging stages, and c) Vlogging's significance in enhancing students' speaking abilities. It is believed that by supporting Vlog with advanced Vlogging phases and a suitable scoring reflection as a feedback, students' English speaking ability will develop. Vlog greatly increases students' speaking ability, according to the findings. It can enhance students' motivation by making learning enjoyable and accessible. It also encourages students' speaking performances to be well-presented. They will be able to interact in a natural setting and gain a lot of speaking experience. Additionally, students have the opportunity to develop their ability to learn independently. These factors combine to help students improve their speaking abilities.

Social media with its various kinds could be considered a remedy as these materials have the potential to attract the students by being flexible, entertaining, interactive, and providing an excellent chance for learners to express themselves in a self-confident way. Indeed, the use of social media as a tool to improve students' listening and speaking communicative skills would find an enthusiastic welcome on the learners' part as it goes hand to hand with their interests (Gibbins and Greenhow 2016; Hashemifardnia, Namaziandost, and Sepehri; 2018).

To the researchers' knowledge, no one to date has investigated the effect of social media in improving EFL learners' speaking skill in Sudan. Thus, the present study is an attempt to contribute to the literature conducted in the field of the relationship between social media and improving EFL learners' speaking abilities and skills.

3. Methodology

Method

The descriptive-analytical method was used in this study. A questionnaire-developed by the researchers- is used for data collection. The questionnaire included twelve (12) questions. Each question has three options (agree, agree to some extent and disagree). The validity of the questionnaire was established by a panel of jury of three staff-members. The reliability was computed by using the method of test-retest and Pearson's formula. The correlation co-efficient was 0.85. A sample of thirty (30) EFL teachers who teach the English language at the secondary level in Wad Medani Locality in Sudan was randomly selected. The data were analysed by using Statistical Package for Social Sciences (SPSS) Program.

4. Data Analysis

4.1 Data, Presentation, Analysis, Discussion and Interpretation

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

Question 1: Learners should communicate with native speakers via social media to develop their speaking skills.

Table (4.1)

Option	Frequency	Percentage
Agree	24	80.0
To some extent	6	20.0
Total	30	100.0

Table (4.1) reveals that (80%) of the respondents agreed with the statement and (20%) to some extent. According to the statistical analysis of statement (4.1.1), (80%) of the teachers agreed that learners should communicate with native speakers to develop their speaking skills. Thus, this statement is supported by the statistical results.

Question 2: Learners are interested in using social media because they help them to produce the language using new technology.

Table: (4.2)

Option	Frequency	Percentage
Agree	25	83.3
To some extent	5	16.7
Total	30	100.0

The statistical results from table (4.2) show that (83.3%) agreed with the statement, and (16.7%) to some extent. According to the statistical analysis of statement (4.1.2), (83.3%) supported the statement that learners are interested in using social media because they help them to produce the language using new technology. So the statement is verified by the statistical results.

Question 3: The intensive use of social media should not be looked at only as a negative process.

Table: (4.3)

Option	Frequency	Percentage
Agree	23	76.7
To some extent	6	20.0
Disagree	1	3.3
Total	30	100.0

In table (4.3), (76.7%) agreed with the statement, (3.3%) disagreed, and (20%) to some extent. According to the statistical analysis of statement (4.1.3), the majority of the teachers (76.7%) agreed with the statement that the intensive use of social media should not be looked at only as a negative process. Accordingly, this statement is proved by the statistical results.

Question 4: Learners benefit from watching YouTube videos and Skype in improving their speaking skills.

Table: (4.4)

Option	Frequency	Percentage
Agree	27	90.0
To some extent	3	10.0
Total	30	100.0

Table (4.4) shows that (90%) agreed with the statement and (10%) to some extent. According to the statistical analysis of statement (4.1.4), most respondents (90%) agreed that learners benefit from watching YouTube videos and Skype in improving their speaking skills. Thus, this statement is supported by the statistical results.

Question (5): Social media motivate passive learners and stimulate their abilities to produce the language.

Table (4.5)

Option	Frequency	Percentage
Agree	22	73.3
To some extent	5	16.7
Disagree	3	10.0
Total	30	100.0

Table (4.5) reveals that (73.3%) of the respondents agreed with the statement, (10%) disagreed, and (16.7%) to some extent. According to the statistical analysis of statement (4.1.5), most of the respondents (73.3%) agreed that social media motivate passive learners and stimulate their abilities to produce the language. Thus, this statement is supported by the statistical results.

Question (6): Social media promote the learners' creativity, interaction, and use of the language.

Table (4.6)

Option	Frequency	Percentage
Agree	24	80.0
To some extent	6	20.0
Total	30	100.0

Table (4.6) reveals that (80%) of the respondents agreed with the statement and (20%) to some extent. According to the statistical analysis of statement (4.1.6), most of the respondents (80%) agreed that social media promote the learners' creativity, interaction, and use of the language. This statement is verified by the statistical results.

Question (7): Teachers' use of social media in the classroom creates a natural and relaxed environment for practicing speaking skills.

Table: (4.7)

Option	Frequency	Percentage
Agree	22	73.3
To some extent	6	20.0
Disagree	2	6.7
Total	30	100.0

Table (4.7) reveals that (73.3%) agreed with the statement, (6.7%) disagreed, and (20%) to some extent. According to the statistical analysis of statement (4.1.7), most respondents (73.3%) agreed that teachers' use of social media in the classroom creates a natural and relaxed environment for practicing speaking skills. Accordingly, this statement is verified by the statistical results.

Question (8): Social media can be used as a pedagogical tool to practice speaking skills outside the classroom.

Table: (4.8)

Option	Frequency	Percentage
Agree	24	80.0
To some extent	6	20.0
Total	30	100.0

Table (4.8) reveals that (80%) of the respondents agreed with the statement and (20%) to some extent. According to the statistical analysis of statement (4.1.8), most of the teachers (80%) agreed that social media can be used as a pedagogical tool to practice speaking skills outside the classroom, and (20%) to some extent. The statistical analysis reveals that this statement is supported by the statistical results.

Question (4.9): Social media enable passive learners to see, hear, acquire knowledge and interact effectively with others.

Table: (4.9)

Option	Frequency	Percentage
Agree	22	73.3
To some extent	5	16.7
Disagree	3	10.0
Total	30	100.0

Table (4.9) shows that (73.3%) agreed with the statement, (10%) disagreed, and (16.7%) to some extent. Based on the statistical analysis of statement (4.1.9), most of the teachers, (73.3%) proved that social media enable passive learners to see, hear, acquire knowledge and interact effectively with others. The statistical analysis reveals that this statement is supported.

Question 10: Facebook can be an alternative mean for shy learners to be able to voice their thoughts in and outside the classroom.

Table: (4.10)

Option	Frequency	Percentage
Agree	20	66.7
To some extent	8	26.7
Disagree	2	6.6
Total	30	100.0

Table (4.10) shows that (66.7%) agreed with the statement, (6.6%) disagreed, and (26.7%) to some extent. Based on the statistical analysis of statement (4.1.10), the majority of the teachers agreed that Facebook can be an alternative mean for shy learners to be able to voice their thoughts in and outside the classroom. Thus, the statistical analysis supported this statement.

Question (11): Learners prefer the traditional methods of learning speaking skills rather than using social media.

Table: (4.11)

Option	Frequency	Percentage
Agree	7	23.3
To some extent	7	23.3
Disagree	16	53.4
Total	30	100.0

Table (4.11) reveals that (23.3%) of the respondents agreed with the statement, (53.4%) disagreed, and (23.3%) to some extent. According to the statistical analysis of statement (4.1.11), most of the respondents (53.4%) disagreed that learners prefer the traditional methods of learning a speaking skill rather than using social media. Therefore, the statistical analysis of this statement is supported.

Question 12: Social media- as a pedagogical tool- reduce the feeling of the learners' interest in using the language.

Table: (4.12)

Option	Frequency	Percentage
Agee	8	26.7
To some extent	6	20.0
Disagree	16	53.3
Total	30	100.0

Table (4.12) reveals that (26.7%) of the respondents agreed with the statement, (20%) to some extent, and (53.3%) disagreed with the statement. According to the statistical analysis of statement (4.1.12), most of the respondents (53.3%) disagreed that social media- as a pedagogical tool- reduce the feeling of the learners' interest in using the language. Therefore, the statistical analysis of this statement is supported.

4.2 Testing Hypotheses

In this part, the study tests the hypotheses about the data analysis.

Hypothesis One: There is a positive influence of social media in improving EFL learners' speaking skills.

Tables (4.1), (4.3), (4.4), and (4.8) show that the selected sample agreed that there is a positive influence of social media in improving EFL learners' speaking skills. This indicates that the first hypothesis is strongly supported by the statistical results of the study.

Hypothesis Two: There are different learners' attitudes towards using social media for improving EFL learners' speaking skill.

According to the statistical analysis of tables (4.2), (4.7), (4.11), and (4.12), the respondents agreed that there are different learners' attitudes towards using social media for

improving EFL learners' speaking skill. The statistical results supported the hypothesis. Therefore this hypothesis is proved.

Hypothesis Three: Social Media motivate passive learners and help them to gain the confidence needed for the oral production of the language.

The statistical analysis of tables (4.5), (4.6), (4.9), and (4.10) showed that the majority of the respondents agreed that social media motivate passive learners and help them to gain the confidence needed for oral production of the language. Accordingly, this hypothesis is verified by the statistical results of the study.

5. Conclusion

5.1 Summary

This study is an attempt to investigate the role of social media in developing and improving EFL learners' speaking abilities and skills. The study uses the descriptive analytical research method. A questionnaire was used for data collection from randomly selected sample EFL teachers in Sudan, in the school year 2022. It has been found that: Social media can be an assistant for the teachers to improve their speaking courses activities to encourage their learners to participate and develop their speaking skills. Above all, it is worth explaining that social media cannot be regarded only as an entertaining tools, they rather play a principal role in the field of education and research. The presence of social media has changed some of the aspects of the roles of the teacher and the learner towards clarity and flexibility and therefore, instructors may be looking forward to implementing different pedagogies to keep up with the technological advancements. Social media have become a daily habit among students and the integration of online conversations in English class should provide an atmosphere of enjoyment as well as keep the student on the right path towards improving his/her skills.

5.2 Findings

The study came up with the following findings:

1. Schools administration does not provide the necessary materials that are required to promote speaking ability.
2. Social media are not implemented as a strategy in teaching oral courses in schools.
3. EFL teachers do not use social media in preparing classroom speaking activities.
4. Teachers do not encourage their learners to be exposed to authentic language through social media.
5. Teachers do not exploit YouTube videos in their courses to enhance learners' motivation to speak.

5.3 Recommendations

Based on these above findings, it is recommended that:

1. The schools' administration should provide the necessary materials that are required to promote speaking ability.
2. Social media should be implemented as a strategy in teaching oral courses.
3. Teachers are advised to use social media in preparing classroom speaking activities.
4. Teachers should encourage their learners to be exposed to authentic language through social media.

5. Teachers should exploit YouTube videos in their courses to enhance learners' motivation to speak.

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Appendix

A Questionnaire for English Language Teachers

Dear Teachers,

The researchers would be grateful if you could answer the following questions which help to collect reliable data for the scientific paper entitled: *The Role of Social Media in Improving EFL Learners' Speaking Skill: A Teachers' Perspective*

The researchers will appreciate your response to this questionnaire.

Please tick (✓) the option which you think is appropriate.

No	Statement	Agree	To some extent	Disagree
1	Learners should communicate with native speakers to develop their speaking skills.			
2	Learners are interested in using social media because they help them to produce the language using new technology.			
3	The intensive use of social media should not be looked at only as a negative process.			
4	Learners benefit from watching YouTube videos and Skype in improving their speaking skills.			
5	Social media motivates passive learners and stimulates their abilities to produce the language.			
6	Social media promotes the learners' creativity, interaction, and use of the language.			
7	Teachers' use of social media in the classroom creates a natural and relaxed environment for practicing speaking skills.			
8	Social media can be used as a pedagogical tool to practice speaking skills outside the classroom.			
9	Social media enables passive learners to see, hear, acquire knowledge and interact effectively with others			
10	Facebook can be an alternative means for shy students to be able to voice their thoughts inside and outside the classroom.			
11	Learners prefer the traditional methods of learning speaking skills rather than using social media.			
12	Social media-as a pedagogical tool- reduce the feeling of the students' interest in using the language.			

In your opinion, how social media can be useful in developing EFL learners' speaking skills?