



ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE
STUDIES, JOURNALISM AND COMMUNICATION

Department: Foreign Languages and Literature

**Research Title: The Effect of Using Social Networking Sites on Students’
Speaking Skills: Hagera Selam Comprehensive Secondary School Grade 12 in
Focus.**

By
Tesfamariam Alemu Nigusse

Addis Ababa
August, 2024

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Submitted to: Department of Foreign Languages and Literature

**A Thesis Submitted to the Department of Foreign Languages and Literature
in Partial Fulfillment of Master's Degree in English Language Teaching**

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Definition of key terms and abbreviations

Definition of Key terms

Attitude= this word is used in this research at its so light meaning to mean feeling towards something.

Experience= this word was defined as knowledge and ability of SNS tools

Experimental group = the group of participants who learned via social networking.

Controlled group = the group of participants who learned via the normal class

Social Networking = way of online interaction by creating one's own account with another people who share similar interest.

List of abbreviations

EFL =English as a Foreign Language

ELT =English Language Teaching

ESL =English as a Second Language

SN = Social networking

SNS = Social networking sites

EG = Experimental Group

CG = Controlled Group

CALL = Computer assisted language learning

SPSS = Statistical Package for Social Sciences

MALL = Mobile-Assisted Language Learning

Statement of the author (declaration)

I, the undersigned, declare that this is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged. Brief quotation from this thesis is allowable without special permission provided that accurate acknowledgement of source is made.

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Abstract

In the context of today's electronic media, social networking sites have come to mean individuals using the internet and web application to communicate in previously impossible ways in the study area. This study examined the effect of using Social Networking Sites on Students' Speaking Skills by focusing on Grade 12 students at Hagere Selam Comprehensive Secondary School. Social Networking Sites effectiveness in reading skill was measured by participants' practice and attitudes. The design of the study was quasi-experimental. For this study, the participants were assigned to an experimental and control groups using purposive sampling method. At the beginning of the research, both of these groups were given a pre-speaking test. Then, the experimental group was given practice in speaking via mobogram and messenger for eight consecutive weeks. On the other hand, the control group was made to practice speaking in a normal class for the same amount of time. After the lessons were given, a post-test was administered to both groups. Finally, a questionnaire was given to the experimental group after they accomplished the intervention. The data obtained from the tests and the questionnaire were analyzed using SPSS version 21. Moreover, the data from open ended questions of the questionnaire were analyzed qualitatively. The study revealed that the use of SNS to practice speaking as compared to the normal way had significantly improved students' speaking ability. Finally, on the basis of the findings, it was recommended that the use of social networking sites in comprehensive secondary schools should be considered as one alternative and should be implemented in an advanced way as much as possible.

Key words: effects, social networking sites, speaking skills, attitude

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

The impact of technology-mediated interaction on the acquisition of the four skills in foreign language learning (speaking, listening, reading, and writing) has been widely stressed and the new generation of language learners would prefer technology-mediated interaction modes of communication for both learning and social purposes (Pauwels,2011). Tudini(2015) also emphasized that communication technologies could provide foreign language students with virtual immersion and learning opportunities as well as higher levels of real-time interaction and appropriately timed individualized environments. Manuel and Schunke (2016) stated that teachers need to teach students about social media and not just teach with social media. Accordingly, ESLs need to use the target language in their real lives to facilitate acquisition because language acquisition takes place by conversational interactions or participating in conversations to possess communication competency. Previous studies have investigated EFL teachers' (Author, 2016) and students' experience, attitudes, perceptions, and expectations concerning the effectiveness of social network sites (SNS) into English language teaching and learning.

On the other hand, the importance of speaking skills, Baker and Westrup (2003) stated that, more and more educators, government, ministry of education and employers need people who can speak English well. Companies and organizations need staff who can speak English in order to communicate within the international affair. It is obvious that Students who can speak English well may have a greater chance of further education, of finding employment and gaining promotion. This means, speaking skills play a dominant role in the community in general, and in the educational institution in particular.

Educators have persistently been engaged in formulating different ways of assuring educational quality. In line with this, a number of teaching and learning methods have been experienced in different times. Teachers also practice the suggested methods that were/are the best at the time of their acceptance. For this case, teaching a language in the most effective way has always been an important issue for language educators. Moreover, the continuation of providing the way of learning a language, the modern world creates new teaching and learning opportunities in using

computerized devices. The use of computers in language teaching dates back to 1960s and since that time, it is obviously seen the shift of the role of computer from a mechanical tutor used primarily for drills into a real usage of language in an authentic context by students' self-discoveries and developments (Lee 2000). Lee (2000) states that when computers entered in the daily life in 1970s, the era of computer assisted language learning has begun at schools and computers were used primarily for drilling activities in language classes. In addition to this, the use of internet in 2000s enabled educators to create web-based language programs which allowed students to use language in real context.

Nowadays, the people of the planet live in an age cluster of continual digital revolution. They use information and communication technologies (ICTs) and the Internet virtually every day. Technology plays an important role in people's lives mainly today's youngsters at school or universities. Technology has become routine among college students, permeating many aspects of their lives, including learning. As Ralston (2012) expressively pointed out, technology is a fact of life as a medium of daily communication affecting language learning.

Adequate resource supply motivates learner; so to have a better learning environment motivation is needed. To motivate students, it is necessary to provide educational resources that are relevant to the students' levels and needs in authentic way. It is clear that Internet can help to alleviate this restriction of motivational resources, and due to the incredible processing power of modern computers combined with the fast transfer speeds provided through broad band Internet connections, sharing audio and video files has become inevitability. Just a few years ago, Internet users were limited to reading and writing messages in text. The World Wide Web (www) has come of age, it is now possible to send and receive data required for audio and video files. This fact, as well as massive improvement in software development, has made it possible for English or speakers of other language educators and language learners to make full use of the Internet to assist students with language skills. (Mazer, Murphy, & Simonds, 2007).

According to Reeves, (2007), Web-based learning environment can promote constructivist learning through authentic activities related to the vast amount of information available on the Internet. This means that teachers can provide students with access to a substantial variety of tasks available in a combination of formats, such as text, graphics, audio, and video. And the learners also construct their own knowledge on the access of on line society. Moreover, these

multimedia resources such as social networking can contribute to an increase in students' enthusiasm.

According to Kemp (2015) the world population stands at 7.3 billion and out of which, 3.1 billion are internet users, from which over 2.02 billion are active social media users. This is a significant figure considering that it has been ten years since the development of social media, just following the accessibility of internet. Surely this channel must have in some way or the other impacted teaching and learning as it is a means through which information is carried and accessed. The immersion of youth on social media has led to many scholars to focus on the impact of social media on different aspects of life, including social relationships (Ahn, et al. 2011). So today, billions of people are using social networking sites (SNSs) and online learning has arisen as one of the most important and fastest moving trends in education (Bosch, 2009). Especially in recent years, SNSs have become noticeable genres, having hundreds millions of users worldwide (Selwyn, 2009). Formally or informally, teachers from primary schools to universities have been using web assisted learning as a supplement to classroom and for delivering learning experiences (Kessler, 2010). The rise of Web 2.0 tools (the technologies developed after web 1.0 that provide only written resources) which are described as the web-based services providing users visual, textual and interactive information has made social networking very popular all over the world (Goble, 2012). There has been a great increase in the use of social networking sites like wikis, blogs, messenger and Facebook (Bosch, 2009). The use of Web 2.0 technologies supply users with written, image and video sources in every aspect of our lives has led researchers to consider the potential of social network use in education (Tilfarlioglu, 2011). According to the Internet World Stats (2017), there are over 16 million internet users in Ethiopia alone and of the internet users Facebook users take the lead that reaches over 4 million. The recent reports of Ethiopian telecommunication in (2010, the number of internet data users reached to 20 million. Facebook messenger, telegram, Instagram and mobogram are also the newly emerged attractive trends of this time.

SNSs for language learning allow learners to share knowledge on online personal interaction and enable them to network internationally through language exchange. Furthermore, SNSs allow learners to personalize their learning and increase their autonomy by being able to access the sites at any time of the day or night. Moreover, the ever increasing growth and speed of the internet has particularly increased on-line language learning and the recent emergence of SNSs

designed specifically for language learning has transformed this environment by providing enriched opportunities for synchronous and asynchronous interaction (Brick, 2011).

The society in the online community this time is getting increased alarmingly. Though the area of SNS, especially in Ethiopia, has not been studied...the current research in this study tried to investigate the effect of SNS on student's speaking ability. And, the opportunity has to be extracted to the use of SNS for our purpose, especially for education, for the reason that nowadays or in the near future as Marcus (2018) described 'you, me, and everyone else in the world have or will have relatively cheap, extremely powerful, mobile phones, laptop or desktop in our pockets, home or institution. Wi-Fi is now or will be everywhere and 4G networks can be found in all corners of the globe.' This has made accessing the internet and consuming content on mobile much easier. And it turns out that as long as the experience is good, people prefer using their devices for everything. Education is not out of it. In support of the above, the Ethiopian policy on ICT (2016) proposed that all Ethiopian citizens must be able to get advantages from ICTs. ICT services must be comprehensively worldwide available, throughout the country and to all parts of the society. Universal access policy objectives include: Ensuring universal, affordable, open and safe coverage of broadband internet to all, Ensuring that ICT services are of the highest quality and Ensuring that relevant education and training programs allow everyone to maximize the opportunities afforded by ICT to improve the quality of their lives and to encourage life-long learning. The Ethiopian ICT policy (2016) outlined goal of education that ensures ICT is equally available across all levels of the school system and across all levels of the country, is an integral part of the educational system, and is used to extensively deliver quality online education including via SNS Regarding the emergence of the access of ICT, the researcher believes that sectors like education in general and specific fields of studies; language learning in this case, should study the implementation guideline based on scientific research.

Therefore, the current study attempted to answer:

- I. To what extent does using social networking sites have an effect on students' speaking skills?
- II. What is students' attitude towards teaching speaking skills through social networking sites?

1.2. Statement of the Problem

The use of social media has become eminent especially among the youth in schools. Most students spend too much time on face book and other social networking sites, mainly pursuing school unrelated activities. The phenomenon is an international concern as literature reveals that about 99% of students in America are on social media and the time that they spend is alarming (Johnson, 2013). The problem also exists in South Africa and Ghana where some scholars have focused on how social media affects student performance and engagement (Eke et al, 2014). On the other extreme, the possible impacts of the use of social media on student learning needs to be studied as it may help understand how to best use the technology for academic purposes.

In the teaching and learning process, students face a number of problems especially while practicing speaking activities, as the researcher informally observed. Students tend to be weak in speaking and there may be factors for their weaknesses. For example, speaking skill is an anxiety-provoking skill. When individuals speak in English, they often experience a high level of anxiety and thus become more unwilling to take part in everyday communicative activities (Horwitz, et al, 1986). Most of the time, in language classrooms, students do not want to speak for a number of reasons, including the fear of making a mistake, the fear of their teachers, feeling embarrassed if their peers laugh at their mistakes, low self-esteem and confidence, lack of vocabulary and fluency, setting unrealistic goals, such as being as good as a native speaker, negative self-perceptions of language competence, and teachers' negative behavior and attitude (Nation & Newton, 2009).

Despite the fact that speaking is a vital skill, it is being ignored intensely in the school where the researcher was working. Thus, there is a need to encourage students to speak and study with the language. Nonetheless, there is scarcely enough time for students to significantly improve their speaking ability, and it can be challenging to encourage students to practice their English language skills outside their classroom. In this regard, Johnson and Morrow (1981) state that a foreign language is acquired best through practice. What one can understand here is, because it is a skill, it is through practice that it can be best learnt. Repeated practice is, therefore, worthwhile to develop speaking and use it in proper situations. In this regard, SNSs can realize students' need for practice in an authentic way. In line with this, Kassahun, (2014), in his recommendation suggests that students in preparatory schools need to be encouraged to use SNSs for educational purpose. Mobogram, Face book-messenger, imo and telegram are one of the popular SNSs.

There are many ways to use those SNSs in education. Online College.org (2011) has described that Face book messenger can be used for collaborative learning, and has become a passion activity for students. In addition, students like to share, collaborate or work as a team. Furthermore, Kessler (2010) has explained students can critique on each other's work and assignments with fairly easy access on SNS. According to Mashable Social Media report (2010) ,students can also ask their teacher questions or chat and use Face book messenger or other applications on their desk top, laptop, or iPhone to share text, audio and video messages. Online College.org (2009) has also proposed using Face book for academic purposes; these can be groups for an entire class or smaller study groups. There would be communication and sharing of information. Taking these aspects in to consideration, this research attempted to assess if SNS are useful alternative approaches for language learning, especially to develop speaking skills.

Thus, bearing in mind the difficulties students face while learning speaking in classroom and noting the opportunities of learning through social networking sites, the researcher was inspired to focus on incorporating social networking supported learning. . Hence, this study intends to assess if the use of SNSs has an effect on students 'language learning, particularly on their speaking skill. .

1.3. Objectives of the study

1.3.1. General Objective

The general objective of this study was investigating the effects of using social networking sites on students' speaking ability and assessing students' attitude towards learning speaking through Social Networking Sites.

1.3.2. Specific Objective

The research specifically focused on:

- Examining the effect of using social networking sites on the speaking skills of Grade 12 students.
- Assess Grade 12 students' attitude towards using social networking sites for learning speaking skills.

1.4. Research Questions

The research tried to answer the following questions.

1. To what extent does using social networking site have an effect on the speaking skills of Grade 12 students?
2. What is the attitude of grade 12 students towards learning speaking skills through social networking?

1.5. Significance of the study

The significance of the study is stated below.

- ✓ The results of this study are expected to provide valuable insights into how social networking technologies function as effective teaching and learning tools for EFL language learners when developing their language skills, particularly speaking skill.
- ✓ It provides deeper understanding of the importance of teachers' and students' experiences, attitudes, and practice toward the effectiveness, adoption, integration, and implementation of SNS into the teaching and learning contexts.
- ✓ This study may offer insight for language educators who need to know how to utilize social networking as an effective and efficient way to enhance students' speaking ability.
- ✓ Furthermore, it is hoped that it helps and benefits EFL methodology experts to develop teaching materials in line with teaching speaking skill using SNSs.

1.6. Scope of the Study

This research is delimited to investigating the effects of using only two social networking sites (mobogram and messenger) on only the speaking skills of grade 12 students in Hagere Selam comprehensive secondary school in the 2012 E.C/2020 G.C academic year.

1.7. Limitation of the study

This study focused on assessing the effect of using SNS only on students' speaking skills and its effect on the other skills like reading, writing, and listening has not been addressed. In addition to that, to be able to participate in the English online class or Mobogram groups, participants needed to have internet access and they needed to log in to Mobogram account or to Face book messenger. However, due to Covid-19 and the conflict in the northern part of Ethiopia, the teaching learning process has been interrupted and internet service has been shut down. As a result of this the pilot study plan was cancelled. Thus, the reliability of the instruments was not computed and the researcher was forced to do the actual study in an inconvenient time as the students were preparing for entrance examination. The researcher believes that piloting the study

could have helped in familiarizing the students to the technology and that in turn may also influence their score in the speaking activity.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

For many of people this time, the web is a social platform that connects them with their friends, colleagues, family members and even other unfamiliar persons. The new age group of Web 2.0 allows social interaction and makes it easy for individuals to exchange information and to share their life and interests in one form or another. SNSs, remarkably, attracts the new generation and use for their own purpose. Students, in our case, can use these sites to get help of the lessons they learn; language acquisition, too.

Acquisition process of a language is an important portion in language learning. Shaping student-centered resources such as podcasts or videos is interesting to students and helps them to learn and acquire the language. According to Swain (2007), the output hypothesis claims that the act of producing language (speaking or writing) constitutes, under certain circumstances, part of the process of second language learning. Thus, encouraging students to speak and tryout with the language is an integral part of learning.

Another way to the above, a Web-based learning environment can promote constructivist learning through authentic activities related to the vast amount of information available on the Internet. In this regard, teachers can provide students with access to a substantial variety of tasks available in a combination of formats, such as text, visuals, audio, and video. Moreover, Herrington, et al, (2007) added that these audio-visual aid resources can contribute to an increase in students' motivation.

Krashen, (1981) also indicates that teachers often feel embarrassed by the lack of reading and listening materials that students have access to and the acute lack of opportunities in English as a foreign language settings for students to practice their English speaking skills in a meaningful way. This time, World Wide Web (www) has come of phase; so Internet users get out of relying on only reading and writing messages in text and it is now regularly possible to send and receive data required for audio and video files. This fact, as well as vast improvement in software development, has made it possible for English speakers of other languages (ESOL) educators and language learners to make full use of the Internet to assist students with improving language skills. SNS works as a motivational platform (Greenhow, Robelia, & Hughes, 2009) which

encourages liberates from fear and introversion and engages students into the practice of cooperative learning and therefore increase of skills in the language.

2.2. Language Learning and Technology

Some educational theories advance that learning involves a dialogic process between the learners, the teacher and the environment. Unfortunately, such a facilitating environment is lacking in many traditional classrooms because the traditional methods emphasis content transmission over student engagement (Rudder, 1999). In a lecture-oriented classroom, students learn little or nothing because the method does not significantly improve their understanding (Crouch & Mazur, 2001). Providing learners with interaction opportunities often leads to successful instruction. Such interactivity between the teacher and students, as well as among the learners is lacking in traditional classrooms (ibid).

Technology plays an important role in the learning process and outcomes in educational settings. Social networking or social media are specifically the testimonies of technology. Gumpert & Chun, (1999) describe technology does not only provide access to information we use, but it influences the product and process of learning. It is obvious that many forms of technology have been used in the field of education. According to Shih (2011), one of the forms is Web 2.0 which was developed from Web 1.0. Web 1.0 generally includes authentic materials, texts, pictures, audios, videos, web pages, discussion forum, email, chat, photos, music and video. Web 2.0 refers to live materials, RSS (Really Simple Syndication), Flickr, podcast, video cast, blogs, wikis blogs, online discussion boards, social networking, and so forth. A web 2.0 technologies offer structures that can be used in learning environments. Its applications offer new channels for learners to receive informative and constructive feedback.

Several empirical studies have examined the effectiveness of technology in college classrooms. The positive effects that have been found are enhancing the relationships and interaction between students and faculty, and students with peers, which in turn results in positive students' outcomes; boosting student motivation (Mazer, Murphy & Simonds, 2007). O'Sullivan et al. (2004) also found that a web site with multiple immediacy indications shaped perceptions of the communicator. A form of self-disclosure, willingness to be exposed, of teachers leads to higher level of anticipated motivation and affective learning of students, and gives positive attitudes about course content and instructor (Mazer et al., 2007; O'Sullivan et al., 2004).

With the emergence of the World Wide Web, teachers and students have at their throwing away large amounts of texts. Instead, they favor visual stimuli, newspapers, live radio and TV, video clips and much more materials on internet (Martinez 2002). Furthermore, Wilson (2008) point toward that student who log on to a number of English language learning websites can discover much that is of use. He clarifies that these sites comprise lot of language contents with their explanations. There are a number of advantages that students can practice speaking with their friends, native and ESL learners of English in their own convenient time. Therefore, teachers can inform their students to some important SNS on the internet so that they can practice speaking formally or informally. These points are to mean that the SNS sources can provide teachers and learners with materials which have connection to the real world.

On the other hand some negative effects of technology on college students learning also occurred. Technology can make students isolated from peers and society; affects students' well-being, and affects students' academic outcomes. Excessive use of Information and Communication Technologies (ICTs) and the Internet may withdraw students from other social involvement activities and create difficulty in maintaining real-life interpersonal relationships (Anderson, 2001). It can also affect student well-being, as found in increases in reference to sleeping problems, depression, stress, health conditions, and illnesses, and decreases in self-esteem, (Anderson, 2001). Although sometimes it may not impact college students' well-being directly, it can impact student self-concept, self-efficacy, and perceptions of their abilities in relation to technologies and college life (Cotten, 2008). In terms of academic outcome, technology could affect students' grades (Scanlon &Neumann, 2002) and class completion (Anderson, 2001). There is evidence of the misuse (cheating and plagiarism) of ICTs and the Internet by college students. Such misuse includes: cutting and pasting material into papers from websites without giving a credit to authors and purchasing term papers from online sources (Jones et al., 2008; Scanlon &Neumann, 2002). As stated, technology has effects on college students' learning. (Anderson, 2001) advises that while using technologies such as social networking for educational purpose, appropriate use and formal teacher-students relation should be given emphasis so that the teaching learning could go smooth.

social networking Web sites, such as YouTube, Twitter, and Face book, have become extremely popular among Internet users who wish to share their ideas, videos, and other activities online (Dieu & Stevens, 2007). This contemporary phenomenon has led the World Wide Web in

innovation, and the term Web 2.0 specifically applies to these types of services. These Web sites can be accessed easily; they are interesting to users, and are the new tools for learners of English to express themselves in authentic ways. Teachers can support students with this type of social networking activity by having them practice a speech that they want to record before sharing it with the rest of the online community.

2.3. Social Media and social networking

2.3.1. Social media

This section provides the typology of social media, clarifies the differences between social media and social networking sites. The term social media was first known in 1994-1995, when the first web based social networking site, Geocities, was founded (Goble, 2012).

Later, in 1997, AOL (America online) instant messenger and sixdegrees.com were launched; however, social networking sites really hit when Friendster launched in 2002, and a year later LinkedIn and MySpace were launched. Then, the most popular site, Face book, was launched in 2004, followed by another well-known social media technology, Twitter, in 2006 (Goble, 2012). Face book has become the most successful social media because of its features platform that set itself apart from other social media (ibid), and that made the word, social media, become well known.

The terms social media and social networking are mostly used interchangeably. But technically, Social media refers to social software in the form of web sites and other online communities, such as social networking and micro blogging created by a large group of people (known as users) to share information, ideas, personal messages, conversations, or to develop social and professional contacts (Deil-Amen, et al 2012). They define social media technology (SMT) as web-based and mobile applications that allow individuals and organizations to create, engage, and share ideas or existing content in various forms of communications in digital environments. In short, social media is the online communities in which people interact with each other.

Social media users can create and organize a profile for themselves, edit and comment on each other's posts and share information with others. The difference between social media and social networking sites (SNSs) is that social media is a broader term, whereas social networking sites are one category of social media (Davis III et al., 2012).

2.3.2. Social networking Sites

Social networking sites are applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending e-mails and instant messages between each other.

These personal profiles can include any type of information, including photos, video, audio files, and blogs, (Kaplan & Haenlein, 2010). Social networks include Face book, Bebo, MySpace, Orkut, Hi5, Google+, Tagged and so on forth (Solis, 2012). They are unique web-based services that allow people to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and navigate their list of connections and those made by others within the system (Boyd & Ellison, 2008). This enables users to be visible and to communicate with people who already are part of their extended social network and maintain or strengthen their current offline social networks (ibid).

More specifically, Social networking sites, especially, Face book via the internet have become an increasingly important part of young adult life. Most of the high schools, colleges and universities get connected by internet encompass individuals who are looking forward to mingle other individuals with same point of interest, to gather and share knowledge and first-hand information. Social networking websites act like an online society of users who is familiar with internet.

The advancement in technology and communication leads to a considerable improvement in social networking such as Face book and MySpace, used to keep in touch or share information with other individuals. By giving people the control over whole site, we're making the world more transparent (Grandoni, 2012). Making the world get connected is the ultimate goal behind Face book. Face book is an online directory that connects people through social networks in universities (Check Face book, 2013).

According to overview statistics Face book was launched in 2004 by Mark Zuckerberg, Dustin Moskovitz and Chris Hughes to help university students in purpose of identifying students who are residing in other residences. One month later, it was expanded by Mark and friends to any Harvard university students. Later, Face book extended to all high schools local area networks, and then eventually expanded to internet users all around the world. In 2008 face book reached 1 billion active users, half of them are spending more than 20 minutes in Face book site per day (Internet world stats, 2017).

2.3.2.1 Mobogram

Mobogram is a special and unofficial version of the telegram that uses telegram's application and it is a secure, fast and easy way to chat with friends (Softonic Editorial Team, 2016).

According to Softonic Editorial Team, (2016) Mobogram offers the following useful features:

1. **Edit your messages:** Mobogram allows editing messages, even after they have been sent. To do this, users simply press and hold the message they wish to change and select "Edit" from the options that appears. They can then rewrite or change as much as they want. Unlike Face book, there will be no indication that you have in fact edited the message, unless of course the recipient has already read it.

2. **Send and receive large files:** How many times have you wanted to send a video on SNSs, only to be told it was "too big" to send? This is because the app has a maximum file size of 24 MB. Mobogram on the other hand allows users to send files that are up to 4 GB in size, so they shouldn't have any problems. This could however prove problematic as far as users data consumption is concerned, but the editorial group advises that there is a way to fix it. Users can go to Options > Automatic media download and adjust the settings to best suit their needs.

3. **Send secret, self-destructing messages:** While there is a way to send self- destructing messages, users must create a secret chat. Once inside this chat you can choose the time you want the message to self-destruct once the recipient has read it.

4. **"Last seen" notification could be adjusted:** you can easily choose who sees the last time the users were connected. To do this, users can go to Options > Privacy and Security > Last Seen and adjust the "Add exceptions" option accordingly.

5. **Hiding embarrassing photos or videos:** Mobogram can help users avoid this embarrassment. Users can simply go to Options > Automatic Media Download > and deactivate the "Save to Gallery" option. This means that the photos or video you have shared on Telegram will only be visible within the app itself.

6. **Locking one's chats:** there is a way a user can create a password for individual chats that they wish to remain private. To do this, they could go to Options > Privacy and Security > Password Lock. Using the padlock icon in the top-right of the screen, you can block certain chats permanently or for a certain amount of time.

2.3.2.2. Messenger

In this research Face book Messenger or sometimes abbreviated as Messenger was used as an alternative online class. In case the mobogram browsing becomes stagnant, the shift would go to Face book Messenger. It is an instant messaging service and software application which provides text and voice communication. Integrated with Face book's web-based Chat feature and built on the open MQTT (Message Queuing Telemetry Transport) protocol, Messenger let Face book users chat with friends both on mobile and on the main website. Face book has reported that Face book Messenger has reached 1 billion monthly active users. The CEO of Face book Messenger, David A. Marcus, heads and had joined Face book on invitation of Mark Zuckerberg, (a Chief Executive Officer), of Face book. Mohammed (2017). Hence, the researcher found Face book messenger applicable site for learning and teaching speaking skills.

2.4. Teaching speaking

Teaching of a foreign language aims at developing the communicative ability of students so that they will be able to use the language for a variety of interactive purposes. However, as stated in Brown (1984), language learning for much of its history has been concerned with the relative skills especially with in the written language.

Current thinking, however, stresses the fact that second language ability can be developed through using the target language for communication. This communicative use is not only the goal but also a means of learning a foreign language (Littlewood, 1981). Language teaching, therefore, should focus on raising the communicative ability of the students since the primary purpose of language is to enable people to exchange ideas as well as to communicate each other. It is, therefore, important to develop oral fluency which is the goal of teaching the productive skill of speaking in a language class. According to Byrne (1986), oral fluency is “the ability to express oneself intelligibly”. He also states that if students achieve this ability, they can express themselves in utterances that are relevant, easily understandable and with an acceptable level of accuracy. However, developing oral skills in learners is not an easy task for many English teachers, particularly for those teaching English as a foreign language. Some of the problems in developing oral skill are lack of environmental support for foreign language learners, insufficient time for learning and difficulties in finding life like situations to motivate the students to communicate in the foreign language (Deporto, 1997).

Thus, to overcome the above problems in teaching English as a foreign language, teachers should employ effective techniques to involve their students in the target language. In addition, they have to be careful while selecting/preparing speaking activities. In this regard, Ur (1996) suggests that the speaking activities to be designed should be capable of arousing the interest of the learners to talk a lot, motivating them to participate evenly and helping them to produce language of an acceptable level. In this way, language teachers can maximize the participation of their learners in using the target language for communication.

The idea put forward by these scholars is really a problem a teacher of foreign language faces in teaching of the spoken language. This entails conducive environment for the effective practice of the speaking skill. The ultimate goal of students learning a foreign language is to use it in the process of exchanging ideas, transmit messages as well as receiving them.

Nevertheless, in spite of formal English instruction, students in countries like ours are not capable of using the language to express ideas or to communicate with others. Concerning this, Widdowson (1978), comments that the problem still lies on the part of students because in developing countries students have got formal English teaching for several years but remain deficient in their ability to actually use the language and to understand its use in normal communications.

Students' continuous practice of speaking is essential to improve their ability of expressing ideas in English. In this regard, Johnson and Morrow (1981) state that a foreign language is acquired best through practice. What one can understand here is, because it is a skill, it is through practice that it can be best learnt. Repeated practice is, therefore, advisable to develop speaking and use it in appropriate circumstances.

There is also another possible way of pushing EFL learners to talk. In relation to this, Rudder (1999) states, "Teachers can create activities that engage students in meaningful interaction, in which their attention is focused more on what they are saying than on how they are saying it. It is this free practice that enables learners to use the language outside the "artificial" context of the classroom." According to Rudder's idea, to make students use English purposefully, focus should be not on accuracy but on whether they communicate their message properly. As speaking is a skill, it is better practiced when the learner makes use of it now and again. Here as an alternative teaching approach, SNS can help learner in meeting the speaking practices.

2.5. Speaking Activities promoting the Skill

Activities in line to promoting speaking as it is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney and Burk, 1998). Speaking is a crucial part of second language learning and teaching. These scholars claim that today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language. The activities can be taught on social networking to meet the goal of speaking skill.

Problem solving activities: Techniques of attaching problem situation to arrive at solutions, is problem solving methods of teaching. It used to enhance the understanding level and critical thinking skill of students. The technique has its own stages of problem solving. First, it can be identified, stated and dissected into smaller problems or sub problems. Second must know the problem that they are going to tackle, specify goals or missions that expected to be attained at the end of the process; distinguish key/essential points/ considerations that shall be entertained in the process; search for general and implicit information that may be represented in the form of graphs, figures, charts and the like (Biadgelign, 2010).

Role play: In this techniques the teacher explains the situation to be played where the behavior of different roles are described. Then, students should take time to prepare and play their roles. At the end, the players may have the possibility to explain their intention followed by the discussion about the play (Biadgelign, 2010)

Pair works: According to Jones, (2007) in a pair, the atmosphere tends to more protective and private than in groups. Students often feel less introverted in pairs, and they can talk about more personal feeling or experiences than they would even in small group.

Discussion: instructors or teachers can suggest interesting, and essential topics that students can discuss or talk about especially in the target language. The interrelated topics should be easy and clear. As a start, EFL teachers can relate the topics with learners' interests before moving to serious topics like social issues or the world politics. Lastly, in class or group discussions,

whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Role Play: alternative way of getting students to speak is role playing. Role Play stretches a chance to learners to pretend that they are in different social contexts and have a set of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel (Shrouf , 2009)

Simulation: These kind of speaking activities are very similar to role-plays, but what makes it different than role plays is that they encompass more elaborate. In simulations, learners can bring items to the class to create a realistic environment. For instance, if a learner is acting as a singer, s/he brings a microphone to sing, and so on. Simulation has many advantages because it is entertaining. It makes the students motivated and increases the self-confidence of hesitant learners because of its activities which help them to be different people not themselves and feel freer.

Brainstorming: This activity helps students produce ideas in a limited time; on a given topic. Students generate ideas quickly and freely depending on the context, either individual or group. Brainstorming is effective for both. The good characteristics of brainstorming are that the learners are free to express themselves because they are not criticized for their ideas so learners will be open to sharing new ideas.

Storytelling: aiming at integrating reading or listening with speaking, the activity gives the chance to learners to summarize briefly a tale, fable, story which they read or heard from somebody beforehand; or they even create their own stories to tell their classmates which make them more creative in their way of thinking and the way how they express their ideas.

Interviews: Students can select topics and manage interviews with several people about it. With interview, the teacher can show the learners what type of questions they can ask or what way to follow. After that students should prepare their own interview questions. For learners, conducting interviews with people can give them a chance to exercise their speaking ability inside and outside the classroom and help them to be closer from the society.

Story Completion: Teacher can ask his/her students to read a short story, may be from newspaper or magazine before coming to classroom to report what they find it interesting to their classmates.

Picture Describing: An activity makes students using pictures in a speaking activity by giving the students just one picture and giving them the freedom to express what it is in the picture. In this activity learners deliberate the picture in different groups, and then just a spokesperson for each group describes the picture to his/her classmates. This activity can enhance the inspiration and imagination of the learners as well as their public speaking skills (Shrouf, 2009).

2.6. Previous related studies

In this part of the study, previous international and local studies relating to this study were reviewed. These studies were carried out to identify the effect of social networking on students' language learning.

Kabo, D. (2018) studied the effects of social media on collaboration and engagement among students in the University of Botswana by particularly focusing on the use of Facebook. The result of the study revealed that all the participants were using social networking sites in interacting with friends, connecting to their classmates for online study and for discussions on issues of national interest.

Shams, (2014) examine the Efficacy of Online Social Networks on Language Teaching: A Bangladeshi Perspective. Participants of this study were first year first semester university students doing a foundation course in English focusing to improve their listening, speaking and writing skills. The results of the study indicated that social networking website does not work as a technical platform for students to learn new theories or hone their skills in English as a second language; rather, it works as a motivational platform.

Belal, A. (2014) investigated the influence of digital social media in writing and speaking of tertiary level student in BRAC University, Dahka. With the aim of exploring the influence of digital social media in writing and speaking of tertiary level student, this research was conducted at 8 private and public universities in Bangladesh. The results indicated that digital social media has several influence in the writing and speaking of tertiary level student with the positive effects out weighing the negative effects. The findings confirmed that students as well as the teachers can formulate group discussions where they can exchange their ideas, can share course related materials, appeal to their student about assignments which helped the students to enhance their writing as well as their speaking skills.

Lin, et al. (2016) conducted a study with a title of "Language learning through social networks: Perceptions and reality". This study investigated learners' attitudes, usage, and progress in a

major LLSNS through a survey of 4,174 as well as 20 individual case studies in Michigan University. The study hinted the potential of LLSNSs, given the generally positive regard participants have for the site, but it also shows its limitations, since most learners drop out or show only limited gains. The study suggests that if online education is to play a positive role in the teaching and learning of English and other languages, learners will need support, guidance, and well-structured activities to ensure the kinds of participation and linguistic interaction that can lead to success.

Tesfamichael, (2016) explored EFL teachers' perceptions and utilization of the Internet in ELT at Bahir Dar University (BDU) in Ethiopia; it also identifies the challenges and barriers to effective use of the Internet as a mediational tool. Twenty-one instructors at BDU responded. The results show that teachers have favorable perceptions of the mediational role of the Internet; however, they show fairly limited utilization of the Internet for teaching purposes. Furthermore, inadequacy of Internet access, students' lack of Internet skills, lack of skills of using the Internet for ELT purpose, extra work-load, time constraints were the major barriers to effective use of the Internet as a mediational tool.

The above researches were conducted on the general or multi skills of English language as a foreign language in tertiary level. The current research, however, differs from the ones reviewed in that it intends to focus on comprehensive secondary school students, a particular language skill (speaking) and a particular school.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The purpose of a research design is as a framework to assist the researcher to provide answers to the already stated research questions or hypotheses in as valid, objective and accurate manner as possible (Kerlinger, 1986). The selection of a research design is dependent on the nature and the extent of the information the researcher intends to obtain. Though this study is experimental in nature, the adoption of true experimental design became impossible because the study was conducted in social settings and it was unsuitable for the researcher to control the experimental conditions (Campbell & Stanley, 1963). This study seeks to investigate the effect of using SNS on students speaking skills. So the study followed a quasi- experimental design to investigate the causal relationship of SNS and students' speaking skills. An experiment was done to examine the effects of SNS on students' speaking ability. The study subjects were divided into mobogram English online group and the controlled group in a normal classroom. Before and after the experiment, a speaking test with detailed rubric was administered to both groups to collect data. Additional data was gathered through questionnaire. Messenger and mobogram were the preferred sites in which the experimental group members had been learning for consecutive five weeks ten days. The instructional activities were series of familiar speaking tasks in which the activities requiring peer-to-peer and teacher-to-peer communications were done via mobogram and/or messenger. The data were analyzed quantitatively and qualitatively.

3.2. The Study Setting

The study was carried out in Hagere Selam comprehensive secondary school. Hagere Selam is located in South East of Tigray regional state. It is 47 km, car drive from Mekelle. At this school, students can get internet access that is computer lab and using their own smart phones.

3.3. Population of the Study

The populations of the study were grade 12 students in Hagere Selam comprehensive secondary school. In the study site (Hagere Selam comprehensive secondary school), in the 2012/2020 academic year, 230 students were enrolled and three students dropped out from the intact group. One hundred eighty of the students, who are assigned in 4 sections, are in the field of natural science and 50 of them (in two sections) are in the field of social science.

3.4. Sampling Techniques

3.4.1. Selection of the School

Of the five comprehensive secondary schools in the woreda, Hagere Selam comprehensive secondary school was selected using purposive sampling techniques as the school is well equipped in both computers and internet access when it is compared to other Hagere Selam comprehensive secondary school in woreda Degatembien. The main concern in purposive sampling is the researchers' judgment as to who and what can provide the best information to achieve the objectives of the study (Kumar, R. 2011).

3.4.2. Selection of the Grade Level

Grade12 students were selected for this study using purposive sampling technique. According to Ethiopian Health and Demographic Statistics (2012) report, students at this grade levels have a strong relationship with media rather than other secondary students (grades 9, 10 and 11). In addition to this, the age level is matured and the degree of their technological illiteracy at this grade level is much better.

3.4.3. Selection of Participants

3.4.3.1 Selection of Students

Since the purpose of this study is to explore the effect of using social networking on students speaking ability, the researcher created two classes from the four actual natural science classes , one that consists of thirty students and another with a similar number of students were selected and assigned to be the experimental and the control group. In the study site , (Hagere Selam comprehensive secondary school) as it was mentioned above there were four sections in the field of natural science and two sections in the social science field. Hence, two sections (both experimental and controlled groups) from the four sections of the natural science field were created purposefully because purposive sampling is a non-probable sampling method and it occurs when the selected participants were easily manageable and at the same time they had better understanding about the issue raised. Moreover, Participants for the sample are chosen consciously by researchers based on their knowledge and understanding of the research question at hand or their goals. From the very beginning of the study, students who have smart phone access were assigned for the purpose of the experimental group. No student knew the system of

assigning. Students could get computer and internet access in the school though it was hard to send their audio or video messages as easy as the smart phones do. So, the researcher determined to have a class with better technologically literate participant.

3.5. Data Collection Instruments

To meet the intended objectives of the research, the suitable data gathering tools for this research were test, questionnaire. The questionnaire included a number of vignettes accompanied by a series of closed ended questions.

3.5.1. Questionnaire

In order to assess the students' attitude towards using social networking to practice their English language speaking skill, questionnaire was used. Researchers adopt this instrument, questionnaire, when the intention is to determine the extent to which respondents hold a particular attitude, view or belief (Olayinka, et al, 2006). In line with this, a Questionnaire, comprising of twenty two close-ended questions with Likert's 5 point scales ranging from Strongly Agree 5- 4-3- 2- 1 to Strongly Disagree and two open ended questions was adapted from (Vandewaetere, 2009), and was distributed to the 30 students in the experimental group.

3.5.2. Test

To investigate the effect of the social networking assisted learning, both pre-test and post-test were administered. Appropriate speaking rubric (**appendix A**) on task completion, comprehensibility, fluency, accuracy and grammar were prepared adapting from Allen (2014). Before administering the tests, other teachers who are MA degree holders in TEFL and advisors assessed it for approval. After that, orientation was given to raters and they were given the speaking test rubric to study the criteria in depth. Then, before and after the experiment, the tests were administered to both groups. To minimize the scoring error, three teachers (raters) sat to mark the students speaking performance. Then, the result of each individual participant was specified by taking the average of the three raters. Furthermore, the same topic in both phases and the same duration of presentation for each participant was given to both groups. The raters were the same in both phases of tests.

3.6. Techniques of Data Collection and Analysis

3.6.1 Techniques of Data Collection

After the pre-speaking test was given for experimental and controlled groups the experimental group was given practice in speaking via mobogram and messenger for eight consecutive weeks. On the other hand, the control group was made to practice speaking in a normal class for the same amount of time. Most of the contents of the items for the practice were selected from the Grade 12 text-book and the practice was delivered by the researcher. After the lessons were given, a post-test was administered to both groups. Arrangements were made with teacher as we used their lecture time to request permission for the students to take part in the study. The main reason the researcher selected mobogram was that it offers useful features and users could possibly want from a messaging (Softonic Editorial Team, 2016).

3.6.2 Techniques of Data Analysis

The research was more of quantitative in nature hence the statistical package for social sciences was used in data analysis. Statistical data in the form of tabulations were used due to the fact that the data entry was numeric. All responses to the questionnaire were analyzed through the use of descriptive statistics comprising frequencies, percentages, and charts. Moreover, for the two open ended items in the questionnaire, the researcher identified underlying meanings and summarized all data with the aim of identifying major themes. The raw data gathered through the speaking test were computed using SPSS Version 21 to see the result and to generate interpretable outputs. Subsequently, independent samples t-test was computed to compare the experimental group's (EG) and the control group's (CG) mean scores on the speaking test and paired samples t-test was conducted to compare the means within the group. The data collected from the questionnaire were also analyzed quantitatively. One sample t test was also calculated to decide the level of respondents' attitude in terms of frequency, percentage and mean. The five-point Likert scales in the questionnaires were analyzed by merging as strongly agree and agree together to show participants agreement; disagree and strongly disagree together to show participants disagreement and neutral solely to each items. The alternatives of the items in the questionnaire were coded (Strongly agree (SA) =5, Agree (A) =4, neutral (Neu) =3, disagree (D) =2 and Strongly Disagree (SD) =1. The mean score of each item was computed in line with the coding numbers. The mean and the overall mean were used to measure the central inclination of

responses. The overall mean was calculated by adding all the means of the items divided by the number of the items manually.

3.7. Ethical considerations

Participants of the study were assured that information obtained from them will be kept confidential. The names of the participants were not disclosed at any time to ensure that their anonymity is protected and to eliminate harm. Furthermore, no one was deliberately misled in order to get certain information. Orientation on how to use SNS, mobogram in focus, was given to the participants by the researcher. Students in the experimental group received instructions to create a new mobogram or face book messenger account. The students were given user name codes (PCS + serial number= Online Class Member + identification number) allotted by the researcher. Then, they sent a friend request on face telegram or book messenger to the researcher and accepted and then added the students to the (online English speaking tutorial class group). After everyone became friends in the group, everybody was interacting with each other by sending their own videos in English instructions based on the designed lessons. The researcher at this time supported the students in depth. The researcher also had the duty to protect the privacy of the group by making a secret group. In a secret group, people who could join would be the ones the researcher added to the group. This means members of the group can see the group name and who the group members are, only members can see posts in the group, only members can find the group through a search, and only members can see stories about the group on face book messenger or mobogram. The following general considerations were also taken. Error feedback had been given via secret chat individually. The online class period was specified (5:35 –6:15(6th period) in the morning shift, 9:30 –10:10(6th period) after noon shift) on Tuesday Friday and Normal class (8:45- 9:30(5th period) afternoon, 4:55 – 5:35(5th period) morning) Tuesday, Friday. So students would be able to directly communicate live. Students may be dependent on reading or may record a reading text in the online class if they are pre informed of what they are going to do. Except members of the experimental group other participants were never be allowed to participate in the English online class.

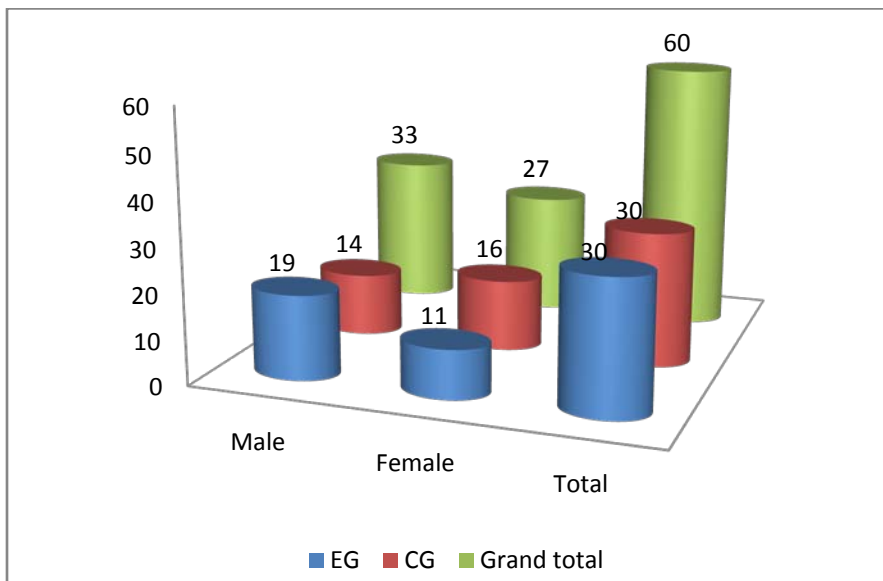
CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the collected data. The research generally aimed at exploring the effect of using social networking on the speaking ability of grade 12 students and assessing the students' attitude towards using social networking to improve their speaking ability. With this aim of the research, the data gathered through testing, and questionnaires were analyzed quantitatively and qualitatively.

Data were analyzed by giving meaning to the collected data from the close-ended questions numerically and by describing the data obtained from open-ended questions' responses. Data collection aims to draw out conclusions on the effect of the online practices and students perceptions in using SNS.

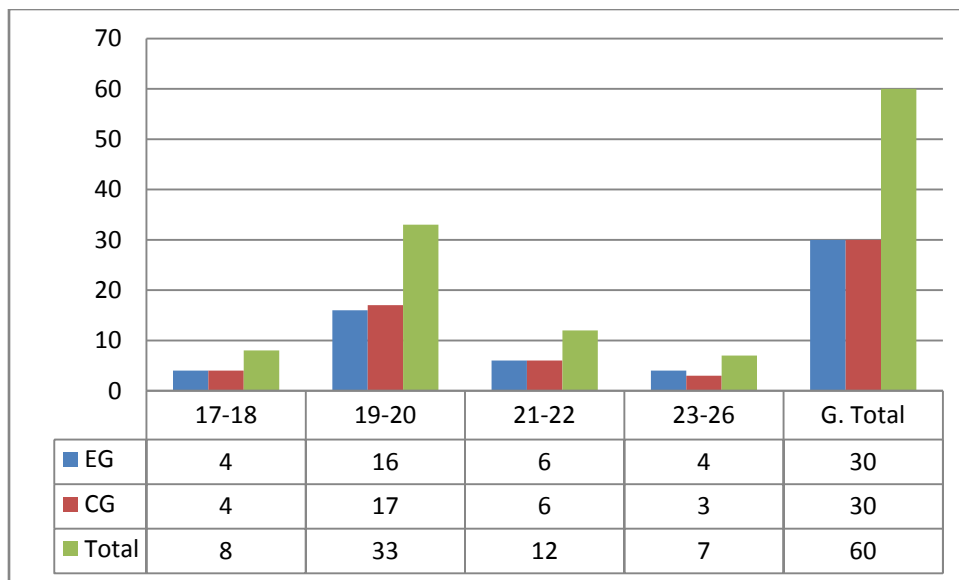
4.1 Demographic information of the participants

Figure 1: The participants Gender



The above figure (1) shows that in the experimental group male were greater in number 19 (63.33%) compared to females 11 (36.67%).. In the control group, however, female students were a little greater in number,16 (53. 33%) compared to males .

Figure 2: The participants' Age range



As it is shown in the above figure, seventeen up to twenty six was the age range of the participants. Most participants age ranged from 19 – 20 (33/55%) , 12 (20%) of the participants were aged from 21-22 and the least number of participants 8 (13.33) were from 17-18. So from this we can understand that most of the participants began their education at age of seven and eight.

4.2. The Effect of Social Networking on students' Speaking Skills

In this research testing was employed as the most important data gathering tool. Speaking rubric revolving around six scoring criteria were included. Those were task completion, comprehension, fluency, pronunciation, vocabulary and grammar. For each thematic content, five scales (poor=1, fair=2, good=3, very good=4, excellent=5) for rating the students speaking performance were used.

Table 1 Group Statistics The experimental and controlled groups scores in pre-and post-test

	experimental and controlled groups	N	Mean	Std. Deviation	Std. Error mean
pretest	experimental	30	15.5666	3.635	0.6636
	controlled	30	15.3666	3.62	.6609
Posttest	Experimental	30	19.8	1.84577	.3370
	Controlled	30	15.933	3.703	.6761

M= mean, SD= standard deviation, N= number of participants

Table 1 above reveals that the CG outdone the EG in the pre- test at (M=15.3666 and SD=3.62). The EG, however, achieved (M=15.5666 and SD=3.635). In addition to this, after the intervention given speaking lessons to EG on mobogram and messenger for consecutive eight weeks and the CG through the normal classroom, the CG achieved a mean score of (M=15.933 and SD=3.703). At the same time the EG was seen to have fairly less with a mean score of (M=19.8 and SD=1.84577).

Table 2 Paired Samples Statistics of EG

	Mean	N	Std. deviation	Std. Error Mean
Experiment pre	15.5666	30	3.635	.6636
Experiment post	19.8	30	1.845778	.6761

M=mean, SD=standard deviation, N=number of participants

To show the difference of the score within the EG, Paired Samples Statistics as shown in table 3 illustrates the relationship of the experimental group in both the pre-test and post-test. As a

result, in the pre-test the group scored poor at (M=15.5666 and SD = 3.635). After the treatment their score elevated to (M=19.8 and SD= 1.845778).

Table 3 Paired Samples Test of the Experimental Group

	Paired Differences					T	Df	Sig. (2 tailed)
	Mean	Std. deviation	Std. Error mean	95% confidence interval of difference				
				Lower	Upper			
Experiment-pre Experiment-post	-4.2334	1.78923	.3266	-6.1934	-2.2734	17.334	29	.000

M=mean, SD=standard deviation, N=number of participants

The results demonstrated the paired difference of the experimental group in both phases of the speaking test. As indicated on the paired samples test table above, the difference was statistically significant at t (29= 17.334, P=.000) and (M=-4.2334, SD= 1.78923).

Table 4 Paired Samples Statistics of CG

	Mean	N	Std. deviation	Std. Error Mean
Control pre	15.366	30	3.62	.6609
control post	15.931	30	3.703	.6761

M=mean, SD=standard deviation, N=number of participants

As shown in the above table 5 the statistics depicted the relationship of the scores with in controlled group in both the pre-test and post-test. As a result, in the pre-test the group scored poor at (M=15.3666 and SD=3.62) which was more than half of the speaking test out of 20. After the normal class lesson given in classroom their score a little bit raised to (M=15.931 and SD=3.703).

Table 5 Paired Samples Test of the controlled group

	Paired Differences					T	Df	Sig. (2 tailed)
	Mean	Std. deviation	Std. Error mean	95% confidence interval of difference				
				Lower	Upper			
Control pre-control post	-.5664	-0.0195	.0035	-2.5264	1.3936	-.1.189	29	0.000

M= mean, SD= standard deviation, N= number of participants

The results show the paired difference of the controlled group in both phases of the speaking test. As indicators of the paired samples test, the difference is not statistically significant at t (29 =0.0244, P=.000) and (M=-0.5664, SD= -0.0195).

Table 6 Independent-samples t-test results of post-tests for experimental and control group

	Group category	N	Mean	SD	t-test for Equality of Means			
					Df	Mean difference	Sig. (2-tailed)	SD. Error Difference
Post-test	Experimental	30	19.8	1.84577	29	3.867	0.000	0.75536
	Control	30	15.933	3.703				

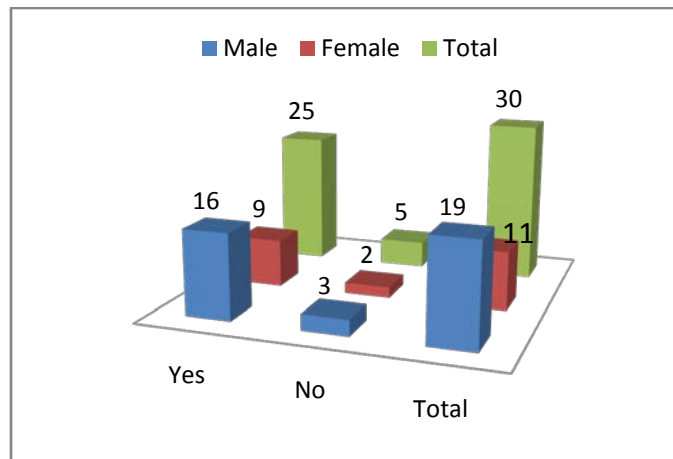
SD= standard deviation sig.(2-tailed)= p = probability value df= degree of freedom

Table 7 displays that independent-sample t-test was used to compare the effects of teaching speaking through mobogram and messenger instruction on improving students' speaking achievement for experimental group and the regular teaching of writing for the control group. Thus, there was statistically significant difference in scores of post-test of experimental group (Mean=19.8, SD =1.845); whereas there was not statistically significant difference in scores of post-test of the control group (Mean 15.933, SD=3.703) p=0.000]. This was the main result that the researcher wanted to find an evidence for at the end of the study.

In general, the study aims mainly to investigate the effect of social networking sites on students speaking skills. The study suggests that SNS brought statistically significant effect on students speaking skills. This implies that students who had been learning via SNS had better improvement than those of the students learned via the normal class. Similar studies also suggest SNS possibly be used to improve language skills. (Deil-Amen et al 2012; Solis, 2012; Belal, 2014 and Lin, et al. 2016) confirm that SNS have influence on language learning which allow learners participate on the online community to develop their language skills in general and most probably to develop speaking skills in particular. In line with this, SNS are motivating fashion that can enhance second language acquisition (Greenhow, Robelia& Hughes, 2009; Mazer, Murphy & Simonds, 2007). O’Sullivan et al. 2004). On the other hand, Shams, (2014) argues that social networking website does not work as a technical platform for students to learn new theories or hone their skills in English as a second language; rather, it works as a motivational platform. But, Mathupayas, (2015) a research conducted in Thailand disproved that Web 2.0, especially social networks, can be more beneficial for other areas such as education than entertainment only. It can be used to support both distance teaching and to fulfill physical classroom learning. Applications of social networks in education generate a wide range of benefits such as new collaboration styles, enhancing modern classroom experiences, resource sharing in various formats, etc. They can independently learn or they can freely produce or show their own language talent and uploading it on the basis of their teachers modeling (Bandura, 1986). Subsequently, such modeling practices may facilitate language learning virtually.

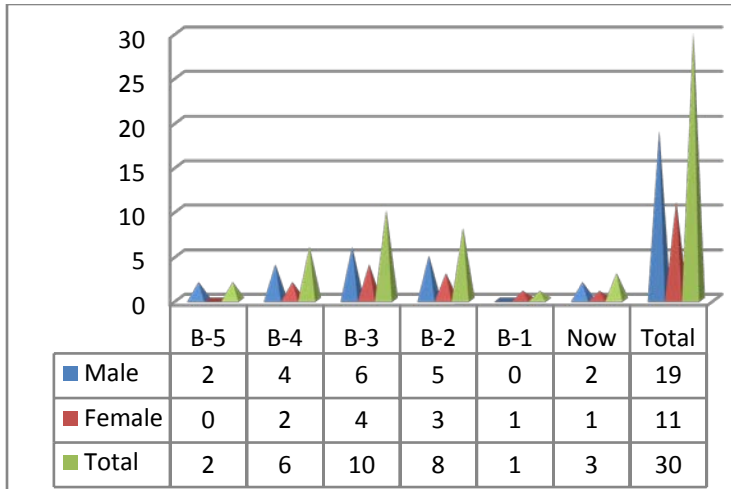
4.3. Students Attitude on Social Networking Sites

Figure 3: The participants’ experience on SNS.



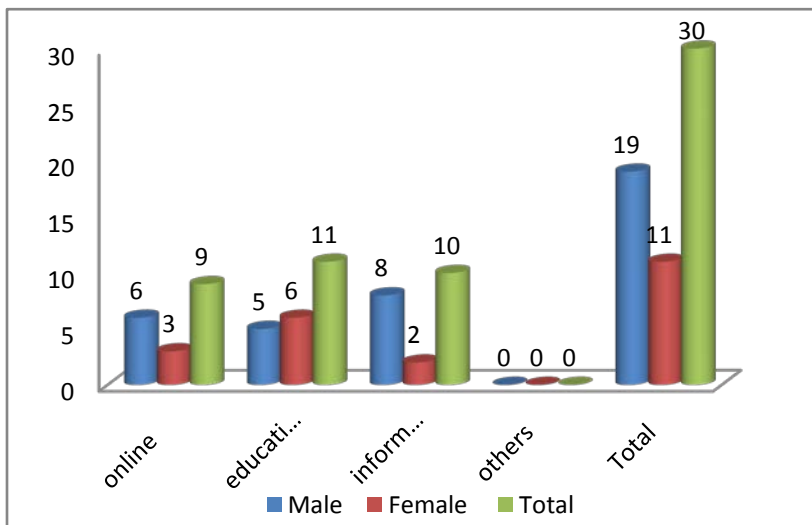
As it is revealed in figure 3, most of the participants 25 (83.33%) had an experience of using social networking sites before this study. The remaining 5 (16.67%) were fresh to use social networking. From this we can understand that majority of the participants have an experience of using social networking sites.

Figure 4: The time they started using SNS



The above statistics reveals 2 participants experienced SNS before five years, six before four years, 10 before three years, 8 before two years, 1 before one year and 3 now (at the time of the present research) use SNS. So, many of them were not new to SNS.

Figure 5: Activities students engage in while using SNS

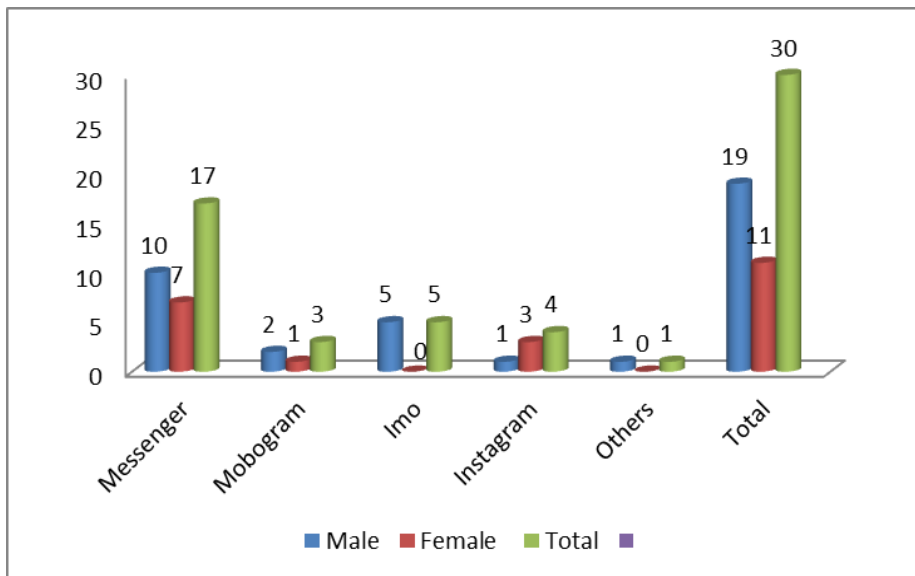


The graph above shows, 11 (36.67%) of the participants use SNS for educational purpose, 9 (30) for keeping in touch and 10 (33.33%) use SNS for information seeking purpose.

Figure 6: The frequency of students' use of SNS

The figure reflects that most of the respondents 14 (46.67%) use social networks **usually** and very few proportion of respondents 2 (6.67 %) use social networks rarely. 4 (13.33 %) and 10 (33.33%) use SNS **always** and **sometimes** respectively. Most of the participants use SNS usually, as indicated in above graph.

Figure 7: Participants’ preference of SNS.



As shown above (fig.7), greater number of the participants 17 (56.67%) prefer messenger and 3 (10 %) prefer mobogram from the various SNSs. The other participants 5 (16.67%) indicated that they prefer imo, and 4 (13.33 %) prefer instagram. Besides, 1 individual’s preference was other SNS applications. Most of them use Facebook/messenger.

Table 7 student’s opinion on using SNS in the Classroom as online class to communicate with their teacher

No	Items		Respondents (n=30)							Mean
			Agree			Undecided	Disagree			
			SA (5)	A (4)	Total	N/D (3)	D (2)	SD (1)		
1	I would register for a class with a teacher who requires students to use	F	13	6	19	6	2	3	5	3.80
		%	43.3	20	63.3	20	6.7	10	16.7	

	SNS for class speaking activities.									
2	SNS will help me practice to fit the expectations in the speaking skills.	F	6	13	19	5	4	2	6	3.57
		%	20	43.3	63.3	16.7	13.3	6.6	20	
3	I believe that I am doing positive for my future education if I have to use SNS for online class.	F	6	10	16	6	7	1	8	3.43
		%	20	33.3	53.3	20	23.3	3.3	26.7	
4	I think using SNS for class communication is beneficial	F	6	9	15	5	6	4	10	3.23
		%	20	30	50	16.7	20	13.3	33.3	
Grand mean										3.5

The questions (item 1- item number4) in table 7 were designed to evaluate the participants' opinion on communicating via SNS with their teacher. For item number1 the majority of the respondents 19 (63.3%) respond strongly agreed showing that they want to register for a class with a teacher which requires students to use SNS for online class speaking activities. On the other hand, 5 (16.7%) indicated that they do not want to register for that purpose. The rest 6 (20%) remained neutral. The mean calculated from SPSS also indicates that the participants want to register for an online class with their teacher at $\langle M=3.80 \rangle$.

Regarding item number 2, 19 (63.3%) agreed SNS would help them practice to fit the expectations in the speaking skills. A comparatively fewer respondents 9 (30%) disagreed to the help of SNS to fit their expectations for speaking skills. Four respondents (13.3%) neither agreed nor disagreed. Similar result was found for item 3. Most of them, 16 (53.3%) believed that they were doing positive for their education if they use SNS as a class. Nonetheless, 8(26.6%) disagreed that they did not believe they were doing positive for their education if they use SNS as a class. The remaining 9 (30%) did not decide whether they were doing positive for their future education by using SNS or not.

Greater portion of the respondents, 15 (50%) for item 4 agreed that using SNS for class communication is beneficial. On the other side, 10 (33.33%) disagreed to the benefit of using SNS for class communication. The other (16.7%) did not show their choice for the question if using SNS was beneficial or not.

Based on the responses, it can be deduced that most of the students were willing to participate in SNS to improve their speaking skills with their teacher at the Overall mean (M=3.5). In addition to this, Wilson (2008) pointed out those students who log on to a number of English language learning websites can discover much that is of use. This means SNS with their potential to a lot of language contents benefit students and they can get to practice speaking with their friends, native and ESL learners of English in their own convenient time. Shih (2011) also claims that technological innovation like SNS offer students with attractive learning environments.

Table 8 Privacy and SNS Accounts

No	Items	Respondents (n=30)								
		Agree			Undecided	Disagree			Mean	
		SA (5)	A (4)	Total	N/D (3)	D (2)	SD (1)	Total		
5	Using my SNS profile in the online class is an invasion of my privacy	F	4	8	12	9	6	3	9	3.13
		%	13.3	26.7	40	30	20	10	30	
6	I like to separate my personal SNS account and my online class SNS account	F	0	8	8	7	9	6	15	2.74
		%	0	26.7	26.7	23.3	30	20	50	
7	My SNS posts are affected if I know my teacher see them	F	1	6	7	7	11	5	16	2.75
		%	3.3	20	23.3	23.3	36.6	16.7	53.3	
8	I like having my classmates view and critique my SNS online	F	12	9	21	3	5	1	6	3.70
		%	40	30	70	10	16.7	3.3	20	

	class posts.									
9	I freely post because I think my SNS online class posts can benefit other students	F	9	11	20	5	4	1	5	3.36
		%	30	36.7	66.7	16.7	13.3	3.3	16.7	
10	I will be okay with allowing other students to share my SNS posts freely.	F	16	6	19	6	2	3	5	3.89
		%	53.3	20	63.3	20	6.7	10	16.7	
Grand mean										3.32

The aim of the questions (item 5- item12) in table 8 was to identify if the participants' privacy issue had affected them from creating SNS account and communicate online. As indicated in the table above item5, the participants were asked if using their SNS profile in the online class is an invasion of their privacy. The report reveals 9 uk12 (40%) agreed that privacy issue negatively affected their communication online. Contrasting to the agreement, 9 (30%) disagreed that Using their SNS profile in the online class was not an invasion of their privacy. The other remaining12 (40%) respondents were not certain whether privacy affected their communication online or not. The students response for item 6 as it is shown in table 2 revealed that the 8 (26.7%) of them liked to separate their personal SNS account and their online class SNS account. But the majority of the students 15(50%) did not like to separate their personal SNS account and their online class SNS account. Seven (23.3%) of them responded neutral.

Regarding their SNS posts (item 7), 7 (23.3%) agreed that their posts were affected if their teacher see them. But greater number of the respondents 16 (53.3%) disagreed that their SNS posts were not affected if they know their teacher sees them. The remaining 7 (23.3%) did not decide whether their SNS posts were affected if they know their teacher sees them or not. In line with this, similarly to item 8 the majority of the respondents 21 (70 %) agreed that they liked having their classmates view and critique their SNS online class posts. Nevertheless, 6 (20 %) indicated that they did not like having their classmates view and critique their SNS online class

posts. Out of the two extreme sides 3 (10 %) respondents were unable to decide whether they like having their classmates view and critique their SNS online class posts or not.

As can be seen above (item 9) 20 (66.7 %) commonly think that their SNS online class posts can benefit other students and comparatively smaller number of respondents 5(16.7%) responded that they think that their SNS online class posts cannot benefit other students. Another 5 (16.7%) remained neutral.

According to the respondents' opinion on item 10 (table 8), most of them, 19 (63.3%) were okay with allowing other students to share their SNS posts freely. The other 5 (16.7%) responded that they were not okay with allowing other students to share their SNS posts freely. The rest 6 (20%) were undecided to share their post on SNS.

Generally, it can be deduced that although Privacy and SNS accounts are case sensitive issues, the participants responses indicated they were willing to use SNS using the common features on SNS like posting and sharing contents online as the overall mean appeared at (M=3.32). Regarding to this, Cotten (2008) suggests that educators should keep in mind that privacy and security, stability of technology, intellectual property rights, and copyright law are reserved. This implies teachers in this case must take care of their students personal issues not to expose to third party.

Table 9 Student-teacher Relationships effect

No	Items		Respondents (n=30)							
			Agree			Undecided	Disagree			Mean
			SA (5)	A (4)	Total	N/D (3)	D (2)	SD (1)	Total	
11	I believe that the teacher cares about what I post on SNS online class.	F	3	8	11	10	8	1	9	3.15
		%	10	26.7	36.7	33.3	26.7	3.3	30	
12	My relationship with the teacher will be affected if I interact via SNS	F	2	5	7	12	9	2	11	2.85
		%	6.7	16.7	23.3	40	30	6.7	36.7	
13	Online interaction between	F	3	6	9	12	7	2	9	3.04

student and teacher makes the relationship more informal	%	10	20	30	40		23.3	6.7	30	
Grand mean										3.01

The items in table 9 above were designed to assess if the online interaction affects the Student-teacher Relationships when they use SNS. As it can be seen, the response for item 11, 11 (36.7%) agreed that they believe the teacher cares about their post on SNS during online class. relatively smaller number of respondents 9 (30%) disagreed with the idea that the teacher cares about their post on SNS while they interact in online class. But 10 (25.92%) of them did not decide whether their teacher cares about their posts on SNS online class or not. Parallel to item 11 the participants were asked if their relationship with the teacher will be affected when they interact via SNS. As a result, 11 (36.7%) disagreed that their relationship with the teacher could not be affected by their interaction via SNS. On the other hand, 7 (23.3%) agreed that their relationship with the teacher will be affected if they interact via SNS. The remaining 12 (33.33%) responded that they were not sure if their relationship with the teacher is affected by their interaction via SNS.

Regarding item 13= the response indicate 9 (30%) of the respondents agreed Online interaction between student and teacher makes the relationship more informal but the same number 9 (30%) of respondents also responded Online interaction between student and teacher could not make the relationship more informal. Greater portion of the two categories of respondents for this item,12 (40%) could not decide if Online interaction between student and teacher makes the relationship more informal or not.

By and large, the statistics show that the student-teacher interaction in the online class could not affect their relationship as the overall mean of the participants indicates (M=3.01). Moreover,(Mazer et al., 2007; O’Sullivan et al., 2004) illustrate that form of self-expose or willingness to be exposed of teachers leads to higher level of expected motivation and affective learning of students, and gives positive attitudes about course content. Furthermore, (Anderson, 2001) advises that while using technologies such as social networking for educational purpose,

appropriate use and formal teacher-students relation should be given emphasis so that the teaching learning could go smooth. Therefore, it can be deduced that as far as the student-teacher relation is based only on education, the students' attitude toward using SNS and their involvement in it could not be affected.

Table 10 Students' participation in the online tutorial class

No	Items		Respondents (n=30)							Mean
			Agree			Undecided	Disagree			
			SA (5)	A (4)	Total	N/D (3)	D (2)	SD (1)	Total	
14	I am attracted in the tutorial class	F	10	9	19	7	2	2	4	3.85
		%	33.3	30	63.3	23.3	6.7	6.7	13.3	
15	It gives me freedom of free participation	F	12	6	18	3	5	4	9	3.41
		%	40	20	60	10	16.7	13.3	30	
16	I actively participate in the online tutorial class	F	10	10	20	3	4	3	7	3.89
		%	33.3	33.3	66.6	10	13.3	10	23.3	
17	I don't want to miss the online class	F	13	7	20	5	3	2	5	3.70
		%	43.3	23.3	66.7	16.7	10	6.7	16.7	
18	Using SNS is motivating method of learning	F	12	9	21	6	2	1	3	3.41
		%	40	30	70	20	6.7	3.3	10	
Grand mean										3.65

The items in table 10 above were designed to identify if the Students' participation in the online tutorial class indicate positive attitude towards SNS to improve speaking ability. For item 14 the responses show 19 (63.3%) agreed that they were attracted in the online tutorial class but only 4 (13.3%) indicated that the tutorial online class was not attractive to them. The other 7 (23.3%) of the respondents could not decide if the online tutorial class is attractive or not. Succeeding to the

above item majority of the respondents for item 15, 18 (60%) agreed that the online tutorial class gave them freedom of free participation but 9 (30%) responded that it did not give them freedom of free participation. Other 3 (10%) responded that they are neutral.

Concerning item 16 the utmost portion of the participants, 20 (66.6%) responded they were active participants in the online tutorial class. Others, 7 (23.3%) and 3 (10%) responded that they disagree and are neutral respectively. When it comes to the responses to item 17, the greatest portion of participants, 20 (66.6%) agreed that they did not want to miss the online class. Five (16.7%) disagreed to the opinion that they did not want to miss the online class.. Other 5 (16.7%) were undecided if they wanted the English online class or not.

For item 18 (table 4) above the participants were asked if Using SNS was motivating method of learning. Statistically the report indicated 21 (70%) agreed that SNSs were motivating. Unlike this, relatively fewer number of respondents, 3 (10%), of them disagreed and 6 (20%) stayed neutral.

Generally, active participation on SNS could be an indicator of positive attitude towards it. And, the response of the participants revealed that the students were active participants at the mean score of (M=3.65). Besides, Herrington, et al, (2007) shows SNS, which are rich in audio-visual aid resources can contribute to an increase in students' motivation. In addition to this,(Greenhow, Robelia, &Hughes, 2009) ensure that SNS works as a motivational platform which encourages, liberates (from fear and introversion) and engages students into the practice of collaborative learning and therefore increase of skills in the language.

Table 11 SNS and language learning/ speaking

No	Items		Respondents (n=30)							Mean
			Agree			Undecided	Disagree			
			SA (5)	A (4)	Total	N/D (3)	D (2)	SD (1)	Total	
19	SNSs is useful to improve speaking skill	F	12	10	22	4	3	1	4	3.67
		%	40	33.3	73.3	13.3	10	3.3	13.3	
20	It is difficult to use SNS to	F	5	7	12	5	8	5	13	2.37

	develop speaking	%	16.7	23.3	40	16.7	26.7	16.7	43.3	
21	SNS sufficiently expose us to speaking practices.	F	11	6	17	5	5	3	8	3.56
		%	36.7	20	56.6	16.7	16.7	10	26.7	
22	If this online practice is to be continued as part of class, I will participate	F	16	7	23	3	3	1	4	3.63
		%	53.3	23.3	76.7	10	10	3.3	13.3	
Grand mean										3.30

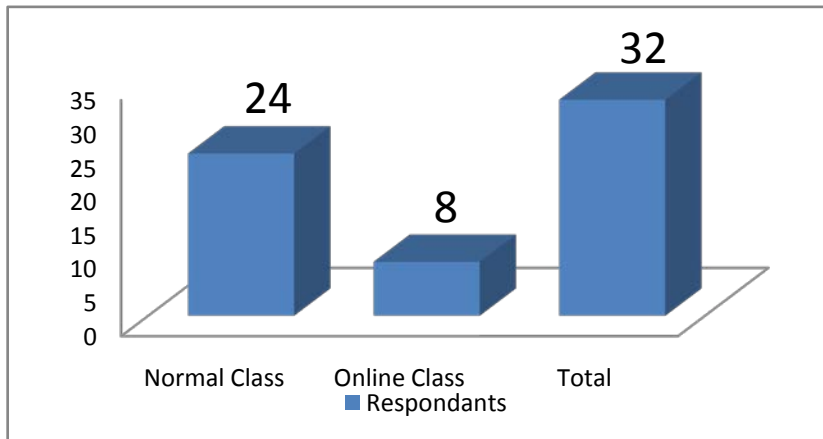
The items in table 11 above were intended to assess learners' attitude if SNSs have the potential to improve language; speaking in particular. For item 19, as shown above, the major share of the participants 22 (73.3%) reacted that SNSs are useful to improve speaking skill. On the other side, 4 (13.3%) disagreed that using SNS could improve speaking skill and 4 (13.3%) did not decide if SNS are useful to improve speaking skill or not. On the matter of item 20, 12 (40%) agreed that it was difficult to develop speaking skill on SNS. On the other side, however, 13 (43.3%) assure that it was not difficult to use SNS to develop speaking skill. The remaining 5 (16.7%) responded neutral and did not want to incline either to the opinion that using SNS develops speaking skill or not.

Item 21 aimed at identifying if SNS sufficiently expose participants to speaking practices. In response to this item, the majority of them, 17 (56.6%) agreed to the point that SNS sufficiently exposes them to speaking practices. Other respondents, 8 (26.7%) replied that SNS could not sufficiently expose them to speaking practices. Other 5 (16.7%) respondents remained doubtful about the opinion that SNS provides sufficient exposure to speaking practices. In item 22 participants were provided a question if they want participate in the online class if it is to be continued as part of class, the greatest portion of them, 23 (85.18%) agreed that they want to participate. Statistically small number 4 (13.3%) indicated that they would not want to participate if that online class was to be continued as part of the regular class. The remaining 3 (10%) did not decide whether to continue participating on SNSs assisted class or not.

To sum up, the participants' response shows that SNSs have the capacity to improve speaking skill by allowing learners to speak easily. As a result, the majority of them agreed to continue learning through SNS. Their attitude in using SNS for language learning, especially speaking

was positive as the overall mean is (M=3.30). Moreover, (Dieu & Stevens, 2007) confirm that this contemporary innovation can be accessed easily; they are interesting to users, and are the new tools for learners of English to express themselves in authentic ways.

Figure8. Online tutorial class and normal class comparison of students' attitude towards using SNS



The Students had justified their response

that the online class, they had been given via SNS, was preferable to that of normal class. They reason out that those SNSs, Mobogram in this case, was fun, anxiety free, full of authentic available materials and motivating method/s of learning.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary, and conclusions drawn from the major findings of the study and recommendations forwarded by the researcher based on the major findings.

5.1. Summary

As noted earlier in the preliminary section of this study, the purpose of the study was examines the effects of Social Network Sites (SNS) on students' speaking skill, attitude of students' and teachers' towards social networking sites with reference Hagere Selam comprehensive secondary school in south east of Tigray regional state. The study aimed to answer two basic research questions. Do using social networking sites have effect on students speaking skills? What is the students' and teachers' attitude towards learning and teaching speaking skills through social networking?

Based on the basic research questions, a descriptive research design was employed and two types of data collection instruments were prepared. These instruments were test for students and semi-structured interview for teachers to see the effects of SNS on teaching speaking.

The participants were students who had been learning in grade 12 at Hagere Selam comprehensive secondary school and EFL teachers in 2020 G.C. Two sections were selected using purposive sampling method and they were purposively assigned as experimental and controlled group. The controlled groups were taught using the ordinary way of teaching speaking and the experimental groups were taught with the help of mobogram and messenger through online class. Pretest test and posttest were given for both experimental and control and their result was analyzed using SPSS v.21.

The findings revealed that the students in the experimental and controlled groups were found at a similar level of speaking skill achievement during the pre-intervention period. The result of the pre-test also showed a slight difference between the results of the two groups, with the controlled groups scoring a little better. This was discovered using the pre-test time. In addition, the results of the pretest revealed that results for the speaking test were low for both experimental and controlled groups. The post-test result also revealed that the result of the experimental group was higher than the results of the controlled group. On the other hand, the result of the questionnaire revealed that students have a positive attitude towards learning through SNS particularly mobmogram and messenger.

5.2. Conclusion

Based on the findings of the study, the following conclusions have been derived:

As the concentration of this study was to investigate the effect of SNS on students' speaking skills and assess the students and teachers attitude towards SNS, the study indicated that students in both EG and CG groups improved in their speaking performance. Students in the EG, significantly improved their result, after being exposed to speaking via mobogram and Facebook messenger as compared to the CG via normal class. Students and teachers also showed positive attitude to SNS. On the basis of research findings the following recommendations are drawn.

- ✓ As the study indicated, students were created an online class to interact with their teacher and peers in a secured and secret group. Activities, relevant to their text book, were designed and given to both experimental and controlled groups. The activities given in the normal classes were possibly given on the online class which students can work individually, with their pair and with their group. And after all, their result indicated significantly better than that of normal class. Based on this, it can be concluded that teaching students using social networking sites such as mobogram and messenger are applicable tools to teach/learn speaking skills.
- ✓ These findings also indicate that the overall attitudes of respondents concerning SNS were positive. It is apparent globally the shift of focus from classroom based to computer based or flipped class followed by web-based route of life may influence learners' and teachers' attitude to incline towards social networking site. This result probably points to the strong sides of SNS which further indicate that teachers can possibly teach their students speaking on via this new innovative technology.
- ✓ As the currently investigated effect of SNSs on students' speaking skills revealed that there was significant difference and students' attitude towards SNSs pointed towards optimistic, it can be noted that SNSs have equal or can be better potential for language learning/teaching and speaking skills in particular. But, it cannot be confidently concluded that SNSs can replace the normal class as this study contributes only the insight for further comprehensive investigations of its implementations.

5.3. Recommendations

Based on the findings of the study and conclusion drawn, the following recommendations were forwarded:

- In today's world of technology, integrating SNSs in language learners' learning experience is helpful to enhance their skill. They need to be provided with opportunities to best integrate SNS in their learning process in order to improve their performance, and

they need to be exposed to different SNS tools so that they can better use them regardless of the limitations of time and place.

- Both language teachers and learners also need adequate technical support in order to enhance the adoption and integration of SNS and to overcome any technical difficulties arising before, during, and after the integration process. The learning environment should also be equipped with necessary tools in order to better encourage teachers and students to adopt SNS as an integral part of their teaching and learning processes. Yunus, Salehi, & Chenzi (2012) argued that it is essential for students and teachers to be equipped with technical skills to make them competent for life-long learning and teaching.
- The ICT policy in Ethiopia on education is encouraging and there should be commitment to fulfill the tools, too. However, the ministry of education should incorporate technological innovations such as social networking sites in a more advanced way and formulate institutional policies on the use of social networking in schools based on empirical implementation guide lines.

Language teachers should be provided with professional development opportunities in the integration of SNSs; through workshops, seminars, and conferences. They need training on how to best integrate SNS in their teaching in order to improve their instructional performance and empower their students. They need to learn best practices associated with SNS in order to make better use of them as supplementary components of the language teaching process. Mix (2010) emphasized that institutions that are designed well are more likely to bring services to students, build connections, and establish the necessary culture to achieve higher levels of student success.

- Schools which have cloud computing program should manage to extract ICT welfares so that students can wisely use the technology. In line with this, English language teachers should be motivated to use the technology responsibly. Schools should support teachers and students in terms of adopting and adapting new technologies and innovations for educational purpose. As study conducted by Redecker, Ala- Mutka, and Punie (2008) concluded in their study, SNS enable institutions to face the challenges of changing learning contexts and to support lifelong learning.
- Generally, based on the findings, it was recommended that it is better to take advantage of the benefits of the SNS even though this technological tool is not well studied locally

to uptake in the preparatory schools and other grade levels. Hence, in schools which have internet accessibility, advanced investigation and preparation of proper use of the SNS applications in English language teaching classrooms is needed so that teachers and students may attain better achievements. Moreover, this new trending technology and language teaching and learning in developing all language skills and even all subjects is the area which needs further investigation. So, local and professional researchers should conduct studies in the area of integrating technology with education.

Suggestions for future study

The results of this study suggest that further research could profitably address the issue of SNS in EFL teaching and learning. The following recommendations are offered for further investigation:

1. This study was limited to identifying the effect of using SNS on students speaking skill and their attitude. Future research should cover areas such as the relationship between the use of SNS and students' learning styles and teachers' teaching methods
2. The present study took more of a quantitative approach to investigating the effects of using SNS on students' speaking skill. Qualitative approaches are expected to shed more light on the issue of SNS in language teaching and learning.
3. This study focused only on the speaking skills of students of English as a foreign language. Future researches might also cover the influence of SNS on writing, listening and reading skills of students.

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Appendices

Appendix A: Students speaking Rubric Test

Dear teacher: the following rubric for a speaking test needs your critical attention to put the exact and unbiased result of individual participants.

	1 <i>Does Not Approach Expectations (poor)</i>	2 <i>Approachin expectations (Fair)</i>	3 <i>Approaching Expectations(good)</i>	4 <i>Meets Expectati ons (v. good)</i>	5 <i>Exceeds Expectations(excellent)</i>	Sc ore
TASK COMPLETION	Almost no information	Task minimally complete. Provides Little information	Partially completes task; lacks important information or response is too basic	Completes task appropriately.	Completes task by elaborating on theme, with high level of detail and/or creativity	
COMPREHENSIBILITY	the response is not comprehensible to the listener	Most parts of the response not comprehensible to the listener	Some parts of the response are comprehensible others require interpretation on the part of the listener.	Response comprehensible; requires minimal Interpretation on the part of the listener.	Response readily comprehensible; requires no interpretation on the part of the listener	
FLUENCY	Speech uncertainty or unable to	Speech halting and long	Speech choppy and/or slow with frequent	Some hesitation but	Thoughts expressed completely	

	continue	pauses or incomplete thoughts.	pauses, most thoughts are complete	manages to continue and complete thoughts.	with few pauses or hesitation	
PRONUNCIATION	Bad Pronunciation /intonation hindrance communication	Multiple problems with Pronunciation /intonation that may Interfere with communication	Some problems with pronunciation/intonation that may interfere with communication	Sounds somewhat natural	Sounds natural	
VOCABULARY	Vocabulary scarcity with meaningless use/ unexpected vocabulary usage	Vocabulary scarcity with meaningless use/ unexpected vocabulary usage	Vocabulary does not convey meaning some of the time; too basic for level.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.	Rich and varied use of vocabulary.	
GRAMMAR	Grammar is not accurate or	Grammar is rarely accurate or	Grammar is sometimes Accurate	Grammar is mostly accurate	Grammar is consistently accurate and	

	appropriate for the level	appropriate for the level	and/or not appropriate For the level.	and appropria tefor the level.	appropriate for the level	
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RUBRIC EXPLANATION

TASK COMPLETION

This measures how thoroughly the student completed the task (detail, length, having a picture of the idea).

COMPREHENSION

This measures the degree of sophistication and style used to communicate ideas — not *what* was said, but *how* it was said. **Cohesive devices** are words and phrases that link ideas and move forward the action in some form of logical narrative order, whether the ‘narrative’ is a story, a description, or a set of instructions. **Adverbs** and **conjunctions** serve most frequently as cohesive devices (words and phrases such as similarly, compared to also, *and*, *but*, *because*, *suddenly*, *in the first place*, *however in other words*).

VOCABULARY

This measures accuracy, variety and quantity of vocabulary in the student response. When students choose simplified vocabulary in an attempt to avoid errors, the result is often accurate but inadequate use of vocabulary. Students should learn to use basic circumlocution. For instance, if a student does not know the word for an “auto repair shop”, the student could use words such as “where they fix cars, a place for broken cars, a car hospital or a car doctor.” In a formative assessment, recently learned vocabulary should be evident in the response where appropriate. In a summative assessment (usually end-of-unit, or end-of-year), the student should incorporate vocabulary from prior units or courses.

PRONUNCIATION & INTONATION

This measures student ability to produce vowel and consonant sounds specific to the English language. The primary goal is to communicate effectively. The secondary goal is to produce more natural-sounding speech.

FLUENCY

This measures the ease with which the speaker delivers the message. Ease and comfort with the language increase with practice.

GRAMMAR

This measures the set of structural rules of the English language which includes the structure of words, phrases, clauses, and sentences.

Appendix B: Questionnaire for students

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Language and Literature

Questionnaire for students

Dear students, the purpose of this questionnaire is to gather data on a research entitled ‘**Effect of using Social Networking Sites on Speaking Ability**’ The researcher values your truthful attitudes and genuine responses. All responses will be kept secret. Thank you in advance!!!

Direction: The questions below consist of certain opinions some people have about social networking sites. Whichever you put (X) in the space provided indicates your own feelings based on everything you know: please decide your opinion

5) Strongly agree, (4) agree, (3) neutral (2) disagree, (1) strongly disagree

Part one: Demographic information

You are kindly requested to fill the information carefully using a tick (√) in the right place. No need of writing your name.

Gender: Male Female

Age: 17-18 19-20 21-22 23 - 25 above 26

Part two: Background information of the participants

Please read the following information and circle the letter of your choice.

1. Have you used social networking before this assignment? **a.** Yes **b.** No
2. If ‘yes’, when did you start using SNS **a.** only now **b.** Before 1 year **c.** before 2 years **d.** before 3 years
3. What was your purpose to use SNS? **a.** for keeping in touch **b.** for education **c.** to get information

4. How often do you use SNS since you started? **a.** always **b.** usually **c.** often **d.** rarely **e.** never

5. Which kinds of the following SNS do you prefer for speaking most?

a. Messenger **b.** Mobogram **c.**Instagram **d.** imo **e.** others

No	Items	Rating scales					
	Your opinion on using SNS in the Classroom as online class to communicate with your teacher	SA	A	N/D	D	SD	
1	I would register for a class with a teacher who requires students to use SNS for class speaking activities						
2	SNS will help me practice to fit the expectations in the speaking skills.						
3	I believe that I am doing positive for my future education if I have to use SNS for online class						
4	I think using SNS for class communication is beneficial						
	Privacy and SNS Accounts (the following questions assumes you are in an online class where you are asked to use SNS)	SA	A	N/D	D	SD	
5	Using my SNS profile in the online class is an invasion of my privacy						
6	I like to separate my personal SNS account and my online class SNS account						
7	My SNS posts are affected if I know my teacher see them						
8	I like having my classmates view and critique my SNS online class posts.						

9	I freely post because I think my SNS online class posts can benefit other students						
10	I will be okay with allowing other students to share my SNS posts freely.						
Effects on Student-teacher Relationships (the following questions assumes you are in a class where you are asked to use SNS)		SA	A	N/D	D	SD	
11	I believe that the teacher cares about my post on SNS online class						
12	My relationship with the teacher will be affected if I interact via SNS						
13	Online interaction between student and teacher makes the relationship more informal						
Students' participation in the online tutorial class		SA	A	N/D	D	SD	
14	I am attracted in the online tutorial class						
15	It gives me freedom of free participation						
16	I actively participate in the online tutorial class						
17	I don't want to miss the online class						
18	Using SNS is motivating method of learning						

SNS and language learning/ speaking		SA	A	N/D	D	SD	
20	It is difficult to use SNS to develop speaking						
21	SNS sufficiently expose us to speaking practices.						
22	If this online is to be continued as part of class, I will participate						

23. Compare this online tutorial class with the normal class you are always taught through; which one of them do you prefer. Justify your reason.

24. Is there anything else you would like to add?

Appendix C (ልጋብሐ): Tigrigna version, ፅሑፋዊ መሕትት ተምሃሮ ብትግርኛ

ኦዲዮአባዮዲቪዥን

ኮሌጅ ስነ ህግ ህጋዊ ፣ ፅንፍት ቋንቋ ታት፣ ጋዜጠኝነት ገንባባትን

እንግሊዝኛ ዲፓርትመንት

ከቡራት ተምሃሮ፣ ዕላማ እዚ ፅንፍት ተምሃሮ ከእለት ዝርርብ ንምምሃር ፅልዎ ማሕበራዊ ድህረ ገገት እንታይ ከምዘመስል ንምፅናዕ መረዳ እታም እካብእዮ። ስለዚ ተምሃሮ ንእዚ ፅንፍት ንስኹም ካብ እትህብ መልሲ ዝድረኽም ሂደት ፈሊጥኩም ካብ ዝኾነይኹን ስግኣት ነፃ ኮን ከምእትዝሰመዐኩም ንእትፈልጥ ምልሲ ክተቐምጡ ይምሕፀን። እትህብ መልሲ ምስጢሩ ዝተሓለወ እዮ። ግዜኹም ሰዊእኩምን እትህብ መልሲ ኣቐዲመዮ መስግን።

ልቢብሉ። እዚ መጠይቅ ንምምላስ

መጀመርታ ምጥቀቅ

(Click)

ገይርና

Down

load

ምስኩ ካብ ዝሰማማዕና ምልክት ብምግባር መሊሰና ንልእኩ። ዘይተረደእኩም ብቲል መድኣብ ምግባር ምብምፅሓፍ ሕተቱ

ክፍሊ.ሓደ፡ የታንዕድመንዝምልክትአብዞምዝሰዕቡክፍቲቦታታናትኩምሓበሬታአብዝሓዘሳንዱቆናይ
ምልክትብምቆማጥመልሱ።

(√)

የታ፡- ተባዕታይ አነስታይ

ዕድመ፡ 17-18 19-20 21-22 23-25 ልዕሊ 26

ክፍሊክልተ፡

አብምጥቃምማሕበራዊድሕረገፃትዘለኩምድሕረገይታ/ተምክሮአብዞምዝሰዕቡመማረፅታናትኩምሓበሬታአብዝሓዘመማረፂ ብምኸባብመልሱ

1. ቅድሚያእዚአብማሕበራዊድሕረገፃትብምጥቃምማሕበራዊድሕረገፃትተጠቂምኩምትፈልጡድ?

ሀ. እወሊ. ኣይፋል

2. መልስኹምእወእንተኾይኑመዓዝምጥቃምጀሚርኩም

ሀ. ሎሚዓመትሊ. ቅድሚያ 1 ዓመትሓ. ቅድሚያ 2 ዓመትመ. ቅድሚያ 3 ዓመትረ. ቅድሚያ 4 ዓመት

3. እዚማሕበራዊድሕረገፃትንምንታይዕላማትጥቀመሉ/ምሉ

ሀ. ንሰላምታሊ. ሓበሬታንምእካብሓ. ንትምህርቲ

1. ማሕበራዊድሕረገፃትምጥቃምካብእትጅምሩብማእኸላይክንደይዝአክልግዜትጥቀሙ

ሀ. ብዘይዕረፍቲሊ. ብስሩዕግዜሓ. አብዛሓግዜመ.ሓለሓሊፉረ. ፈፂመኣይጥቀምን

5. ካብዞምዝሰዕቡማሕበራዊድሕረገፃትንምምሃርክእለትዝርርብብዝበለፀነየናይክትጥቀሙትመርፁ

ሀ. Messenger ለ. mobogram ሐ. Instagram መ .imo ረ. ካሊእ

ክፋሊ.ሰለሰተ፡ ቀሊሎምዘለዉሕቶታትብግቡእእንቢብካ/ኪናትካ/ኪርኢ.ቶካብቶምስዒብምዘተቆመጡዓቆንስምምዕነት (5)

አዝየይሰማማዕ (4) ይሰማማዕ፣ (3) ኣይወሰንኩን፣ (2) ኣይሰማማዕን፣ (1) ፈፂመኣይሰማማዕንአብትሕቲዝብል(X)

ምልክትብምቆማጥመልሱ/ሲ

አብዞምዝሰዕቡክፍቲቦታታናትኩምሓበሬታአብዝሓዘሳንዱቆናይ (√) ምልክትብምቆማጥመልሱ

ሪጋ		ዓቆንስምምዕነት				
	ምስመምህርኩምአብማሕበራዊድሕረገፃትመዝገቢኩምን ምምሃርዘለኩምኢቶዝምልክት	አዝየይሰ ማማዕ	ይሰማ ማዕ	ኣይወሰን ኩን	ኣይሰማማ ዕን	ፈፂመኣይሰማማ ዕን
1	አብማሕበራዊድሕረገፃት /ሚድያምስመምህረይንጥፈ.ታትክእለትንግግርእን ግሊዝኛንምምሃርክምዝገብይደሊእየ					
2	ማሕበራዊድሕረገፃትአብክእለታትዝርርብቆንቋይክ					

	ምዕኦዝደሊለውጢንምዕዋትይሕግዘኒእዩ						
3	ቀጥታዊ/ርክብማሕበራዊድሕርገፅብምጥቃምንናይ ቀፃሊትምህርተይኣውንታዊረብሓከምዘለዎይኣምን						
4	ምጥቃምማሕበራዊድሕርገፅንግግርኣብከፍሊንም ምሃርጠቻሚእዩ						
ማሕበራዊድሕርገፅንውልቃዊጉዳያትንዝምልከት		ኣዝዩይሰ ማማዕ	ይሰማ ማዕ	ኣይወሰን ኩን	ኣይሰማማ ዕን	ፈፂመኣይሰማማ ዕን	
5	ኣብእዋንቀጥታዊ /online/ ትምህርቲማሕበራዊድሕርገፅምጥቃምግላዊሚስጥ ረይዩቃለዐኒእዩ						
6	ናይውልቃዊሒሳብማሕበራዊድሕርገፅካብንትምህ ርቲዝጥቀመሉሒሳብንንበይኖምኸኹለይይደሊ						
7	ኣነኣብማሕበራዊድሕርገፅዝሰዶምሰነዳትመምህረ ይክሪኣዩደልንወይኣሉታዊፅልዋኣለዎ						
8	መማህርተይናተይሰነዳትማሕበራዊክሪእዎንክግም ግምዎንይደሊ						
9	ናተይዝልእኮምሰነዳትማሕበራዊድሕርገፅንካልኣት ተምሃርይጠቅምእዩኣለይሓሰብ						
10	መማህርተይኣብማሕበራዊድሕርገፅዘለወሰነዳትን ካልኣትእንተዘካፍልዎኣይቃወምን						
ማሕበራዊድሕርገፅንርክብመምህርኩምንዝምልከት		ኣዝዩይሰ ማማዕ	ይሰማ ማዕ	ኣይወሰን ንኩን	ኣይሰማ ማዕን	ፈፂመኣይሰማማዕን	
11	ብማሕበራዊድሕርገፅዝለቆምሰነዳትመምህረይግቡ እጠመተከምዝገብረሎምይኣምን						
12	ምስመምህረይብማሕበራዊድሕርገፅኣቢልናእንተተ ራኹብናርክብናብኣሉታመልክዕክፅሎይክእልእዩኣ ለይኣምን						
13	ኣብሞንንመምህርንተምሃራይንኣብቀጥታዊትምህር ቲዘካይዱእንተኮይኖምርክብዘይሰሩዕይኹውን						

ሳትፎተምሃሮአብማሕበራዊድሕርገፅዝምልከት		አዝዮይሰ ማማዕ	ይሰማ ማዕ	ኣይወሰ ንኩን	ኣይሰማ ማዕን	ፈጻሚኣይሰማማዕን
14	እዚቲቶርያልትምህርቲሰሓቢእዩ					
15	እዚአብማሕበራዊድሕርገፅእንወሃቦዘለናቲቶርያል ሓሳባተይብዘይገደብክገልፅንብነፃነትከሳተፍንኣኽ ኢሉኒእዩ					
16	ብዚማሕበራዊድሕርገፅዘሎቲቶርያልብንቅሓትይሳ ተፍእዩ					
17	እዚብማሕበራዊድሕርገፅዝወሃብትምህርቲክሓልፈ ኒኣይደልን					
18	ማሕበራዊድሕርገፅኣቢልካዝወሃብዘሎትምህርቲ መተባብሩንደስዝብልንእዩ					
ሕበራዊድሕርገፅንክእለትዝርርብንዝምልከቱሕቶታት		አዝዮይሰ ማማዕ	ይሰማ ማዕ	ኣይወሰ ንኩን	ኣይሰማ ማዕን	ፈጻሚኣይሰማማዕን
19	ሕበራዊድሕርገፅንክእለትቋንቋዝርርብንምምሃሮይ ጠቅምእዩ					
20	ክእለትቋንቋዝርርብንምዕባይሰማሕበራዊድሕርገ ፅከቢድእዩ					
21	ምጥቃምማሕበራዊድሕርገፅንዝተፈላለዩንክእለት ዝርርብብዘዕግብመልክዑየቃልዕእዩ					
22	እዚትምህርቲአብማሕበራዊድሕርገፅንክቅፅልእንተ ኮይኑኣነከሳተፍይደሊእዩ					

23. እዚአብማሕበራዊድሕርገፅእትወሃብዎዘለኩምትምህርቲምስቲልሙድአብመምሃሪክፍልኩምኮይንኩምእትመሃርዎኣነፃ።
ኩምብኣየነኡክትመሃሩትምርፁ? ምኽንያትኩምግለፁ

p16	3	3	3	3	4	3	19	3.16
p17	3	3	3	2	3	3	17	2.83
p18	2	3	2	3	3	3	16	2.66
p19	2	1	2	2	2	2	11	1.83
p20	2	2	2	2	2	1	9	1.5
p21	4	4	4	3	3	3	21	3.5
p22	3	3	3	3	3	4	19	3.16
p23	2	3	4	2	3	2	15	2.5
p24	2	3	4	2	2	4	16	2.667
p25	2	1	2	1	2	1	9	1.5
p26	1	3	2	2	1	3	12	2
p27	3	2	3	3	3	3	15	2.5
p28	2	3	3	3	3	3	17	2.83
p29	3	3	4	3	3	3	19	3.16
p30	4	3	4	4	3	3	21	3.5
Grand mean							15.3666	

Appendix E: Control Group Speaking Rubric Post-Test Result

Task Completi on	Comprehens ion	Fluency	Pronunciati on	Vocabula ry	Gramm ar	Total	Averag e	
P1	3	4	3	3	4	4	19	3.2
P2	2	3	1	2	3	3	14	2.33
P3	2	3	2	3	3	3	16	2.667
P4	2	1	2	2	1	2	10	1.66
p5	3	4	3	4	3	4	21	3.5
p6	3	4	3	3	3	3	19	3.2

p7	3	3	2	2	2	2	14	2.33
p8	1	1	2	3	2	1	10	1.66
p9	3	2	2	2	2	3	14	2.33
p10	3	3	3	3	4	4	18	3
p11	1	1	2	2	1	1	8	1.33
p12	4	3	3	4	3	4	21	3.2
p13	3	2	2	2	2	3	14	3.5
p14	4	3	3	4	3	3	20	3.33
p15	2	3	4	3	3	3	16	2.66
p16	3	3	3	3	4	3	19	3.16
p17	3	3	3	4	4	3	20	3.333
p18	2	3	2	3	3	3	16	2.66
p19	2	1	2	2	2	2	11	1.83
p20	2	2	3	2	2	2	11	1.83
p21	4	4	4	3	3	3	21	3.5
p22	3	3	3	3	3	4	19	3.16
p23	2	3	4	2	3	2	15	2.5
p24	2	3	4	2	2	4	16	2.667
p25	3	3	2	3	2	1	14	2.33
p26	1	3	2	2	2	3	13	2.166
p27	2	2	3	2	3	3	13	2.166
p28	2	3	3	3	3	3	17	2.83
p29	3	3	4	3	3	3	19	3.16
p30	4	3	4	3	3	3	20	3.33
							15.93333	

Appendix F: Experimental Group Speaking Rubric Pre-Test Result

Task	Comprehens	Fluency	Pronunciati	Vocabula	Gramm	Total	Averag
Completi	ion		on	ry	ar		e

on								
P1	3	4	3	3	4	2	19	3.16
P2	2	3	2	2	3	2	14	2.33
P3	2	3	2	3	3	1	14	2.33
P4	2	2	2	2	2	3	12	2
p5	3	4	3	4	3	4	21	3.5
p6	4	4	3	3	3	3	20	3.33
p7	3	3	2	2	2	2	14	2.33
p8	1	1	2	3	2	1	10	1.66
p9	3	2	2	2	2	3	14	2.33
p10	2	2	2	2	3	3	14	2.33
p11	1	1	2	2	1	1	8	1.33
p12	3	3	3	4	3	3	19	3.2
p13	3	2	2	2	2	3	14	2.33
p14	4	3	3	4	2	3	19	3.16
p15	2	3	2	3	3	3	15	2.5
p16	3	3	3	3	4	3	19	3.16
p17	3	3	3	2	3	3	17	2.83
p18	2	3	2	3	3	3	16	2.66
p19	2	1	2	2	2	2	11	1.83
p20	2	2	2	3	2	2	13	2.166
p21	4	4	4	3	3	3	21	3.5
p22	3	3	3	3	3	4	19	3.16
p23	2	3	4	2	3	2	15	2.5
p24	2	3	4	2	2	4	16	2.667
p25	2	1	2	1	2	1	9	1.5
p26	1	3	2	2	1	3	12	2
p27	3	2	3	3	3	3	15	2.5

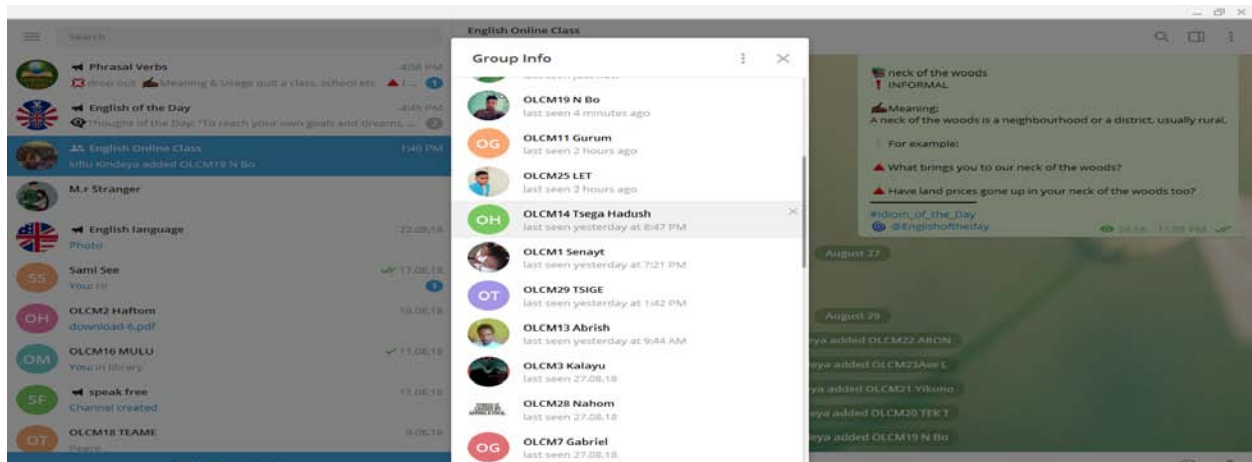
p28	2	3	3	3	3	3	17	2.83	
p29	3	3	4	3	3	3	19	3.16	
p30	4	3	4	4	3	3	21	3.5	
Grand mean								15.5666	

Appendix G: Experimental Group Speaking Rubric Post-Test Result

Task Completion	Comprehension	Fluency	Pronunciation	Vocabulary	Grammar	Total	Average	
P1	4	4	3	4	4	3	22	3.66
P2	3	4	3	2	3	3	18	3
P3	2	3	4	3	3	4	19	3.166
P4	3	4	2	3	3	3	18	3
p5	3	4	3	4	3	5	22	3.66
p6	4	4	3	3	3	4	21	3.5
p7	4	3	3	4	3	2	19	3.166
p8	3	3	3	3	3	3	18	3
p9	3	3	3	4	3	3	19	3.166
p10	3	2	3	4	3	3	18	3
p11	2	3	3	3	3	3	17	2.83
p12	4	3	3	4	3	5	22	3.66
p13	3	4	3	4	3	4	21	3.5
p14	4	3	3	4	3	3	20	3.33
p15	4	3	2	3	3	3	18	3
p16	3	3	3	3	4	3	19	3.166
p17	4	3	3	4	3	4	21	3.5
p18	3	4	3	3	3	3	19	3.166
p19	4	3	2	3	3	3	18	3

p20	3	3	3	2	3	3	17	2.833
p21	4	4	4	3	3	3	21	3.5
p22	3	4	3	4	3	4	21	3.5
p23	3	3	4	4	3	2	19	3.166
p24	2	3	4	2	3	4	18	3
p25	4	3	4	3	2	3	19	3.166
p26	4	4	3	4	4	4	23	3.83
p27	3	4	3	4	3	4	21	3.5
p28	4	4	4	3	4	3	22	3.66
p29	3	3	4	3	4	3	20	3.33
p30	4	4	4	4	4	4	24	4
Grand mean							19.8	

Appendix H: Experimental Group participants on Mobogram



← Members



Q Search



kiflu Kindeya ★
last seen just now



OLCM19 N Bo
last seen 28 minutes ago



OLCM11 Gurum
last seen 3 hours ago



OLCM25 LET
last seen 4 hours ago



OLCM14 Tsega Hadush
last seen yesterday at 8:47 PM



OLCM1 Senayt
last seen yesterday at 7:21 PM



OLCM29 TSIGE
last seen yesterday at 1:42 PM



OLCM13 Abrish
last seen yesterday at 9:44 AM



OLCM3 Kalayu
last seen 27.08.18





OLCM28 Nahom
last seen 27.08.18

STRESS IS CAUSED BY GIVING A FUCK.

OG OLCM7 Gabriel
last seen 27.08.18

OG OLCM30 .GG
last seen 27.08.18

 OLCM12 Furtu
last seen 27.08.18

 fili Fila
last seen 26.08.18

OD OLCM17 DA
last seen 25.08.18

OR OLCM26 Rahma
last seen 23.08.18

OY OLCM21 Yikuno
last seen 21.08.18

OG OLCM5 GIRM
last seen 19.08.18

OH OLCM2 Haftom
last seen 16.08.18

OM OLCM16 MULU
last seen 16.08.18


OT OLCM18 TEAME
last seen 15.08.18

OT OLCM20 TEK T
last seen 14.08.18


OA OLCM6 Mihret ARS
last seen 08.08.18

OF OLCM27 Fiyori
last seen 05.08.18

OS OLCM15 Savel S
last seen 27.07.18

 OLCM22 ARON
last seen 26.07.18

OG OLCM10 G.Meles
last seen 06.07.18

 OLCM4 Klinten
last seen 03.07.18

Appendix I: Teaching material for the experimental group

For both the controlled and experimental groups the following activities were designed. The same procedure was applied to the groups.

Week one: lesson one (November 3, 2012 E.C)

Describing a picture

Look at the following picture carefully. Then describe it. When you describe the picture you need to use the following phrases.

- ✓ Expressions and prepositions of place (on the right, on the left, in the middle, next to, in front of, in the front ground, in the back ground, etc...).
- ✓ I can see.... (People, animals...)
- ✓ There is...../there are.....(say what they are doing /wearing)
- ✓ You can comment about the size, color, clarity of the picture

Figure1: Describing famous people

Look the picture carefully and select any of famous people here under that you want to narrate about their history. Please, organize your idea and talk at least three minutes and above.



Week one: lesson two (November 12, 2012 E.C)

Discussion

The first lesson provided was discussion. Students have discussed on the selected topic. As an introduction to the classes, familiar topic, talking about **Malaria** transmission and prevention methods, was selected. Instruction given to the online tutorial class was given through the audio message on mobogram accompanied by written prescription of the audio message.

Hello students?

How are you?

I'm glad to meet you.

Today it is time to start the online English tutorial class. We are going to discuss something on the issue of **Malaria**. The topic of our discussion will be on the transmission and prevention ways of **Malaria**.

Students! You are expected to talk three minutes (minimum.)

Enjoy it!

Week two: lesson three (November 22, 2012 E.C)

Listen and summarize

Hello my dear students!

Today, we are going to learn listen and summarize story.

You will listen a story entitled "The Dead Man's Island".

You will listen to the story once and immediately the written version of the story will be sent.

Once again, you will listen the story having the written version to go with the audio version.

Lastly, you will listen without seeing the written one.

Then, you will summarize the three minute's long story into one minute story using your own words.

Week Two: lesson four (December 4, 2012 E.C)

Debate

My students! Today's speaking lesson is debating. The motion of the debate is "**make up versus natural beauty?**" As you usual you will be in your groups. Group **A** will be proponents who advocate "**make up**" is better than make up and group **B** as opponents to "**natural beauty**" is better than make up. Please gather relevant information about this topic to support your argument. (Students had been given this activity before the actual online class). In the actual online class students presented their idea turn by turn. A student (PCS 21) was announcer. The other students presented and then replied supporting their topic or against the opposite groups idea.

Group A (OLCM 2, OLCM 4, OLCM 6, OLCM 8, OLCM 10, OLCM 12, OLCM 14, OLCM 16, OLCM 18, OLCM 20, OLCM 22, OLCM 24, OLCM, OLCM 26, OLCM 28, OLCM 30)

GROUP B (OLCM 1, OLCM 3, OLCM 5, OLCM 7, OLCM 9, OLCM 11, OLCM 13, OLCM 15, OLCM 17, OLCM 19, OLCM 21, OLCM 23, OLCM 25, OLCM 27, OLCM, 29)

Week Three: lesson five (December 11, 2012 E.C)

Role play

As an elder person who sells his product in the market,(OLCM 2,OLCM 4, OLCM30, OLC29)

As a teacher teaching his/her students/choose any subject and topic,(OLC 6,OLCm 8, OLC25)

As a doctor teaching the prevention of epidemic diseases, (OLCM 21, OLCM 23, OLCM10)

As a religion leader preaching followers, (OLCM 12, OLCM 1, OLCM 3, OLCM 5)

As a farmer talking with her/his family about labor work, (17, OLCM 19, OLCM 12,)

As a promoter or product advertiser to customers, (13, OLCM 15, OLCM 14, Olc 16)

As a politician/ as a prime minister or president, (OLCM 9, OLCM 11 OLCM 18)

As a concert announcer delivering opening speech to the viewers, (OL. 24, OL.26,OL28)

As a any simulated person delivering speech to any viewers, (OLCM 5, OLCM7,OL.20)

Week Three: lesson six (December 15, 2012 E.C)

Pair work

Talking and giving opinion about HIV/AIDS comparing with Covid-19 with their peer.

When you talk with your friend, use the expressions

- In my view
- In my opinion....
- I think.... Or another opening phrases

Week Four: lesson seven (December 22, 2012 E.C)

Brainstorming

Hello students! Today, you are going to generate your idea freely on how you do learn English best. You can include points like

- ✓ your role
- ✓ Teachers contribution
- ✓ Material provision

Week Four: lesson eight (December 25, 2012 E.C)

Simulation

My dear students! Today, you will simulate by **creating a particular condition** that can exist in our real life. Then you will talk about the situation. For example, when students unable to pronounce correctly:

S1: what is this? (Showing the object to his friend)

S2: That is knife (k-nife). (The asker laughed at his friend.)

S1: you are wrong (w-rong).

Please, elaborate your simulated speech (at least three minutes)

Week five: lesson nine (December 29, 2012 E.C)

Discussion

Students! What's up? I hope you are doing well. Our speaking lesson today is talking about the advantage and disadvantage of Facebook. You are expected to gather a piece of information on both advantage and disadvantage of Facebook. Summarize your idea with in about three minutes.

Week five: lesson ten (January 2, 2012 E.C)

Telling riddles

Great!!! Students, welcome to the end of your online assignment! But we left with only one more activity. You will bring any kind of challenging riddle and you will ask your friends. You will listen each student's riddle and try to answer others riddles. Appreciate your friends as they answer correctly. Don't forget to give your riddle's answer if it is not answered.

Week six: lesson eleven (January 6, 2012 E.C)

Tape script

Read carefully and talk about the story that the message transfers

1. Well I, 'm studying Spanish Literature in my spare time and One of my favorite stories s Don Quixote It was written by Migue Clervante and it was the first novel ever in any Language I haven't read it in Spanish it's too difficult, but I've read bits in English. I've seen the film, with sub titles in English of course Quixote is a fantastic character H e's Romantic and rather crazy! He travels around sixteenth century Spain with his servant Sancho Panza having adventures. Some of the mare reality funny, especially the one when he Attacks some wjndmis because he thinks that they are Enemies what I take about Quixote is that.

2. My favorites try of a time has to be Anna Korenin at his novel by Tolstoy It's set in St Petersburg Russian the nineteenth century. It's a long look, about nine hundred pages I think. I must admits omepartsa sent so interesting, but the story's fantasy. Realty loves the main character that's Anna. She's married to this ratty old and boring man and then she meets Vronskyth, is really good-too king and .I won't tell you anymore. It's definitely a 'must read 'l

3 .Personally I think one of the best novels Wutheing Heights The story's set in the North of England in the Nineteenth century and it was written by one of the Bronte sisters-family There 'is

classic film of it with Merteoberon and Lawrence liver. Well the story' is about both love and hate- it isn't the typical romantic novel. Heatthetifg an orphan and is taken in by a farmer The farmer's on hate but he and the daughter Cathy fall in love. But Cathy marries someone send Heatthetifg foes a way. When he comes back he is full of hate and wants to destroy Cathv and a lot of her f a m i t y . . .

Adopted from Enny UR text (2009:260)

Write the meanings of the key words and adjectives

Key Words stories

Kinds of story: adventure crime. Detective, ghost, Historical, horror, love, science, fiction, Spy, travel

Adjectives: boring, complicated, educational exciting, Fantastic, fascinating, funny, hilarious, Imaginative, Interesting, outstanding, romantic, scary

Week six: lesson twelve (January 9, 2012 E.C)

Listen and speak

Talking about your favorite things

My dear students! Welcome to todays' lesson. Today you are going to talk about your favorite things.

For example, you can say: My favorite sport is.....or I likemost. In such a way you can tell us your favorite food, color, clothe, music, place, drinks and so on forth.

Week seven: lesson thirteen (January13, 2012E.C)

Talk about the future using a range of structures

Good morning students! How are doing today. Today, we are going to talk about the future using variety of structures to express the future perfect. You can use the following phrases

- By the end of the year, my sister will have taken the entrance examination.
- By the time I'm 40, ...
- By the end of the lesson, ...
- By the end of the week, ...
- By the time I get home, ...

Week seven: lesson fourteen (January 16, 2012E.C.)

Giving a piece of advices

Hello my dear students! For today, I have brought you a speaking topic. You will give a piece of advice to your friends. Assume the following condition. Imagine that your friend is worried that s/he is getting fat. She/he asks you for some advice. What will be your advice? Use the following phrases

You ought to.....

Why don't you.....

For stronger advice

You must.....

You have to

How about +v-ing.....

Week eight: lesson fifteen (January 21,2012E.C)

Showing direction

How do you show a person in **Pine Avenue** who lost the way to **Football Stadium** on the map below? Use the phrase where necessary.

LOST IN A CITY (How to ask and give directions)

Asking for directions:

- Excuse me, where is the bank, please?
- Excuse me, is there a bank near here?
- Excuse me, can you tell me where the bank is, please?
- Excuse me, how can I get to the bank, please?

Giving directions:

- Go straight on.
- Go straight ahead.
- Go along this street. / Go along Oxford street.
- Turn left / right (at the traffic light, at the zebra crossing, ...).
- Turn first (second, ...) left / right.
- Take the first (second) turning on the left / right.
- Go past the supermarket...
- Go across the bridge or Cross the bridge.
- Go through the park
- Go to the end of the street.
- It's on your right / left.
- It's next to ...
- It's opposite the...
- It's not very far from here.
- You can't miss it.
- It's quite far from here. You should take a bus (taxi, ...).
- I'm sorry, I'm not from here

Giving directions			
Turn left (at...)	Turn right (at...)	Go straight on Go along...	Turn second left Take the 2 nd turning on the left
Go past ...	Go through	Cross the road	Turn second right

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Week eight: lesson sixteen. (January 23, 2012E.C)

Expressing opinion

Students! How are you study going on? I hope you all the best. Today we are going to discuss on giving opinion. Based on the video lesson, please forward your own opinion.

What is your opinion about cloning?

USEFUL EXPRESSIONS TO EXPRESS YOUR OPINION

In my opinion ...	In my eyes,...
To my mind ...	As far as I am concerned,...
From my point of view ...	As for me / As to me, ...
My view / opinion / is that ...	I hold the view that...
I would say that ...	It seems to me that...
My impression is that ...	I am under the impression that...
I have the feeling that ...	My own feeling on the subject is that...
I have no doubt that ...	I am sure / I am certain that...
I think / consider / that ...	It is my impression that...
I hold the opinion that ...	(I form / adopt an opinion.)
I guess that...	