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Faculty of Letters and Languages  
Department of English language and literature  
Science of The language

# MASTER THESIS

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Submitted and Defended by:  
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## Title

**The Role of Using E-mail in Fostering Teacher-Learner's Interaction:  
The Case of Master Two Students at Mohamed Kheider University of  
Biskra**

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Thesis Submitted to the Department of English Language and Literature  
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## **Declaration**

I, **Bounab Sabrina** do hereby declare that this whole work was done by me. I do also assert that all the sources of information stated in this dissertation are mentioned in the list of references. This work is submitted and completed at Mohamed Kheider University of Biskra.

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# Dedication

In the name of « ALLAH » the Most Gracious the Most Merciful and the most  
compassionate.

I dedicate this modest work to my wonderful and my dearest parents

For my dearest brothers; **Lotfi, Fouzi, Oussama, and Faïçal**

To my loyal, supportive, nonfake friends who stood beside me until the last moment of my  
study career: **Manar, Hanan, Rofaida, Manal, Souhir and Yasmine**

Thank you for your support and your endless love.

To all my dearest teachers and students of English

To everyone I shared the university life, with its lights and shadows, every moment was  
precious, held a memory. For that, it would never be forgotten.

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## **Abstract**

Using E-mail becomes an effective factor in enhancing the teacher-learner's interaction because it gives them with the opportunity to share their abilities, receive feedback and communicate. In addition, E-mail as an electronic platform gives learners a chance to receive or send messages that serve their needs. According to this study, we hypothesize that EFL learners need to use E-mail in promoting teacher's learner's interaction. Thus, in order to confirm this hypothesis, we investigated this study through a questionnaire with master two students and an interview with teachers at the department of English at Biskra University. Moreover this study aims at showing the role of using E-mail in fostering teachers-learners interaction. Our present study is divided into two main parts; a Theoretical part that includes two chapters in which the first chapter highlights a general overview about interaction in the classroom and online. In addition, it indicates teacher's and student's role in interacting inside and outside classrooms. As well as, it talks about the important elements of interaction: its nature, types, aspects and principles. The second chapter deals with electronic learning and it gives a detailed description about it. And we shed the light on E-mail definition, its use in education, advantages, and disadvantages. Also the benefits and the importance of using E-mail in enhancing teachers –students interaction. Moreover, the third chapter includes the data analysis and interpretation. Besides to the results which showed that both learners and teachers consider E-mail as an important factor in enhancing teachers-learners interaction. So, EFL learners and teachers strongly support the use of E-mail in learning process and raising the interaction.

## **List of Abbreviations and Acronyms**

**ICT:** Information and Communication Technology

**EFL:** English as a Foreign Language

**EFL:** English as Foreign Language

**LMD:** License Master Doctorate

**FL:** Foreign Language

**SLA:** Second Language Learning

**ELT:** English Language Teaching

**ML:** Mobile Learning

**EL:** Electronic Learning

**DL:** Digital Learning

**CBT:** Computer-Based Training

**WBI:** Web-Based Instruction

**WWW:** World Wide Web

**Q:** Question

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# **General Introduction**

## **Introduction**

It is believed that using E-mail is very significant in learning process; it opens the door of interact and communicate with others to exchange information. Generally, people use E-mail to gain information that serves their need, in other words; E-mail is an essential part of learning; it enables students to interact with teachers or learners. Virtual world is a term that reflects the upgraded world where everything becomes digital rather than concrete. Moreover, Information and Communication Technology (ICT) represents the advanced tools through which people from all around the world can meet electronically. In the other side, social Networking sites such as, Facebook, Tweeter, Instagram, and E-mail, which are online applications that gather people from different places to communicate and contact, opened the door to make endless social relationships.

Nowadays, online websites are not only concerned with normal communication but also can be used for educational purposes. Learners, teachers, educators and others use social networking sites to study or to teach due to the easy access to it. Additionally, the use of these social networking sites has shown that Language learning excided the limits of learning only in classrooms to learning virtually. These digital platforms allow people to communicate and interact using English language in different contexts. Thus, it has affected the way language learners and language teachers write, read or rather learn and perceive language.

## **2. Statement of the Problem**

In Algeria, English is considered as a foreign language. When learning the latter, EFL students interact with each other or with their teachers using different electronic learning platforms including E-mail. This latter is very important in learning process. Since the E-learning is getting more and more dominated in the educational systems, EFL learners and teachers who use E-mail as a tool for communication and exchanging thoughts through conversation and also commenting on it, could integrate collaboration and communication in online learning atmosphere; in particular, teacher can encourage student practice and engagement by increasing learners motivation in outside classroom environment.

This research based on a study which identifies the effectiveness of using E-mail in order to enhance Students -Teachers interaction in EFL classroom. Practically, this present study investigates the problems that face master two EFL students to interact at Mohamed khieder university of Biskra.

### **3. Significance of the Study**

E-mail is one of the elements that the learner needs to use in order to gain certain information and interact with educators as it becomes widely demanded across the world so that they could communicate. Our research focuses on the importance of using E-mail in fostering teacher-learner's interaction, also we shed the light on solving the problems that learners face to interact with students or teachers, and how teachers introduce their capacities which reduce the difficulties that students suffer in interaction.

### **4. Aims of the Study**

This study is meant to contribute to the learners' interaction with others through using E-mail as educational technological strategy in EFL classrooms. Thus, our main aim is to contribute to our understanding of how and to what extent is E-Mail as an electronic platform could help master two students at Mohamed Kheider University of Biskra to interact. The study seeks to clarify that EFL students and teachers who use E-mail to communicate and interact, can create a teaching-learning environment where they can easily interact. Therefore, mutual online communication fosters EFL learners and EFL teachers' interaction in accordance with inside classroom interaction. This study highlights the importance of online communication via social networking sites at Mohammed Khider University. The main goals of this study are:

- 1-To figure out the different methods that are used by teachers to raise interaction among students
- 2-To illustrate how E-mail foster teachers –learners' interaction to serve their needs.
- 3-To examine students and teachers attitudes toward E-mail as an electronic learning platform and its effectiveness.

### **5. Research Questions**

Throughout this research we will attempt to investigate using E-mail in fostering teacher-learner's interaction and how they can help learners to communicate .We propose three main questions that summarize the aims of developing the importance of our topic. This research study attempts to find answers to the following research questions:

- Q1)** Do EFL teachers support online interactions via social networks? E-mail in particular
- Q2)** Does online interaction effect EFL learners' learning process?
- Q3)** Can teacher-learners' outside classroom interaction, along with inside classroom interaction, be effective in teaching-learning process?

## **6. Research Hypothesis**

Using E-Mail can be a useful strategy that helps in fostering teacher-learner's interaction. This leads us to hypothesize that:

- 1). If EFL teachers and learners use Email, their interaction will be fostered.
- 2). EFL teachers and learners online interaction is effectively supporting their inside classroom interaction.

## **7. Research Methodology**

In fact, the type of the research methodology that will be used in this study is descriptive. In addition, we indicate the most useful method we propose that is to say the quantitative and qualitative method .It is regarded as the basic for investigating on the percentage of students that can support to get the required information concerning student's problems and inhibitions they encounter in their learning as well as their attitudes towards using E-Mail in fostering teacher-learner's interaction also the effectiveness of interaction in EFL classroom.

### **7.1 Data Gathering Tools**

In order to ensure the validity of the research the questionnaire was chosen according to the nature of the study, questionnaires for learners and interview with English teachers. The questionnaire will be administered to a sample of 40 (forty) students of master two students at the English department in order to provide us with clear answers about using E-Mail in fostering teacher-learner's interaction and the interview is done with teachers of the English department to figure out their opinion about using E-Mail in fostering teacher-learner's interaction. The data will be collected through teachers' interview and students' questionnaire.

### **7.2 Population**

Since the aim of this study is to confirm about the importance of using E-Mail in fostering teacher-learner's interaction, so here both students and teachers of English department are concerned with this study.

It is defined that the population of research is all the members of population will be generalized. The population will be master two students of English at Biskra University. We will deal with forty (40) students out of the total population which is about (224) we choose them randomly to give the right answers about the use of social networks to communicate with teachers since online teaching became officially used in this university.

In addition, teachers of English are chosen randomly , we will deal with the sample of fifteen (15) teachers, they are chosen to answer the questions concerning their teaching experience to figure out the use of E-Mail in fostering teacher-learner's interaction

## **8. Structure of the Dissertation**

The study consists of three chapters. The two chapters are theoretical and the third one is practical. The first chapter indicates an overview of interaction, its definition, types, and importance. The second chapter tackles the importance of using E-mail. Additionally, the last chapter concerns the analysis of the collected data by means of both teachers and students' questionnaire to gain the results of the analyzed data.



**Chapter One**  
**Interaction in EFL**  
**Classroom**

## **Introduction**

In the acquisition of second / foreign language, the factor interaction was considered as an important element in teaching and learning process. In addition, interaction is a way of learning in general and developing the language skills in particular. Moreover, interaction is a very significant element to be in the EFL classroom; it opens the door of being motivated, gets knowledge, and enriches mind with a wide range of information. Generally, people learn to gain information that serves their need. Academically, interaction takes an essential part of learning English as a foreign language; it enables students to improve their abilities in general, and expand their cultural features in particular. Therefore, the purpose of rising interaction among learners and between learner and teacher is to determine the way we want to enhance our learning of that target language.

This present chapter deals with the nature of interaction and classroom interaction as a concept also it shed the light on classroom interaction and online interaction , then it discusses types of classroom interaction which include teacher-learner interaction and learner-learner interaction , it completes speaking about aspects of interaction .Also , teachers and students role in classroom interaction, then it moves to principles of classroom interaction, it concludes speaking about classroom interaction and affective factors followed by the advantage of G-mail in enhancing teachers-learners interaction.

### **1.1 The Nature of Interaction**

Two main functions are distinguished in communication between people, transaction and interaction. For transaction function, the transmission of the message is the main reason for speaking. However, the interaction function which is the main point of this section has to do with two or group of people communicating with each other in order to establish and maintain

social relationships. According to Bygate, (1987; cited in Nunan 1989, p.30) “...learners need to develop skills in the management of interaction and also in the negotiation of meaning.” In another words, grammar and phonological rules will be developed by using the FL for interaction aims, exactly by learning how to start and finish a conversation, how to take and yield the floor and how to ensure that every learner has been understood by everyone. In addition, the concept interaction plays an important role in communication among students during the courses. Students receive language from those who interact with them through exchanging occurs between the language providers and the acquirers which may feel to be important to the acquisition process.

## **1.2 The meaning of Classroom Interaction as Concepts**

In learning and teaching process, the communicative process provides interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another”(Wagner, 1994,p.8).

It is clear that, interactions do not occur only from one side, so it must be a mutual influence through sending and receiving messages in order to achieve communication. The concept of interaction has a significant role in the classroom too; it is an essential part in learning and teaching processes.

In a similar view, Allwright and Baily (1991,p.56) affirm that , interaction is something people can do together i.e. collectively. Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on. However, none of this can change the fact that classroom interaction focuses on the learners ‘cooperation.

In order to understand the relationship between classroom interaction and SLA, there are two main assumptions. First, the classroom provides an environment that leads to SLA, The second is that what happens in classrooms involve communication, and this can be seen as some form of interaction, i.e. there are reception and production based theories of classroom interaction and SLA. Reception-based theories agree that interaction contributes to SLA through learners’ reception and understanding of the SL; however, production-based theories contend that interaction helps learners to produce the SL. (Johnson 1995).

In Reception-based theory, Johnson (1995), claims that it is related to the input hypothesis, which holds that the input should be comprehensible to learners for a better acquisition since the latter happens when learners understand input that contains well-formed structures which can meet their current level. Productive-based theory relates to the output hypothesis that holds that learners should get opportunities to produce the language if they want to be fluent or like native speakers.

## **1.3 Classroom Interaction and Online Interaction**

Generally, the term interaction is concerned with one particular kind of discourse that is based on speech or sending and receiving messages. It can distinguish two categories of interaction, classroom interaction and online interaction .For that, Ellis and Barkhuizen (2005, p.166) defined classroom interaction as “discourse that involves two or more participants

communicating with each other.” ;However , online interaction is a type of interaction which happens in electronic learning though using social media platforms like Facebook , Instagram , Viber , Whatsapp , and G-mail for the aim of sending and receiving information , educating , searching and others , Although both interaction consist of the same word (interaction) . From what Ellis and Barkhuizen argued, we realize that interaction is based on category systems that describe the functional aspects of the classroom interaction without addressing the structural characteristics of it or describes learners’ interactions; kinds of functions that are performed by learners when they interact with each other or with native speakers in different situations and give the structural characteristics of interactions.

## **1.4 Types of Classroom Interaction**

With the wide spread of learning English as a foreign language in different countries around the world, interaction with others has gain a status in learning process. For many researchers, the method of rising interaction is included with the aid of using effective elements for learning better . Thurmond (2003, p. 67) defines interaction as

The learners’ engagement with the course content, other learners, the instructor and the technological medium used in the course, true interactions with other learners, the instructor and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment.

From the above quotation, it can be understood that there are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. We shall focus in this research work only on two main types.

### **1.4.1 Teacher-Learner Interaction**

This type of interaction as Coulthard (1977) says, has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other students; this means that a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses student’s thoughts, lectures, gives directions, criticizes or justifies student talk responses. On the other path, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective. Similarly, Harmer (2009) claims that teachers should focus on three things when they talk with their students, firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers have to provide an output that is comprehensible for the level of all the students, secondly, the teachers must think about what

they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

#### **1.4.2 Learner-Learner Interaction**

In learning process, if learner-learner interaction is well structured and managed, then it can be an important step of cognitive development, educational achievement of students and emerging social competencies. It can also develop the students' capacities through collaborative works. (Johnson, 1995). So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom. In the same path, Naegle (2002, p.128) adds also that "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned."The teachers then should encourage such type of interaction between learners because it is the most useful and the best way, it makes learners active rather than passive participants.

#### **1.5 Aspects of Interaction**

Classroom interaction is important in building knowledge and improving skill. According to (Wagner, 1994,p. 8) 'classroom interaction is reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events naturally influence one another.' Interaction in the classroom plays a significant role in developing and acquiring the learned language. Thus, the main role of interaction in the classroom is to push learners to speak and communicate effectively ;therefore; learners will listen and understand each other and help them to produce the second language .Thurmond( 2010,p. 4)defines interaction as ' the learners engagement with the course content with other learners , the instruction and the technological medium used in the course . True interaction with other learners, the instructor and technology results in a reciprocal exchange of information intended to enhance knowledge development in the learning environment.' (Cited in Parker, A, and Parker, S, 2013,p.5) From what Thurmond said we notice that there are four type of interaction, learners-learners interaction, learners –technology interaction, learners- course content interaction , learners-teachers interaction .Also, Ellis and Fotos (1999,p.55) say that 'Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output.' So it is clear that through interaction students could learn more, know new vocabulary, exchange ideas and show your view with others .It helps students to learn and facilitates difficulties of speaking in front of people , and enhancing your oral production. In second language acquisition, the concept interaction has many aspects

should be mentioned, Ellis and Barkhuizen (2005, p, 166) discuss three main aspects of interaction which are the negotiation of meaning, communication strategies and error treatment.

### **a. Negotiation of Meaning**

Negotiation of meaning is defined by Ellis and Barkhuizen (2005, 166- 167) as the term which “refers to the conversational exchanges that arise when interlocutors seek to prevent a communicative impasse occurring or to remedy an actual impasse that has arisen.” In other words, negotiation of meaning refers to some expressions that are used in conversations in order to ask for clarification when participants do not understand what the speaker has said and to utterances that produced by speakers to clarify their ideas. Negotiation of meaning is firmly linked to interaction hypothesis .Lightbown and Spada (2006,p 43) argue that conversational interaction is an important aspect, even if it is not sufficient, in acquiring the target language. This importance appears when speakers modify their speech in order to be understood and help the other participants to participate. Thus, from what we have mentioned above, we can say that FL learners do not need to simplify linguistic forms but they need to interact with others and understood what they have said in order to respond on them.

Long in Lightbown and Spada (2006, p, 43) summarizes the concept of interaction hypothesis and the importance of modification in acquiring the TL in the following formula:

- 1 .Interactional modification makes input comprehensible.
- 2 .Comprehensible input promotes acquisition.
3. Interactional modification promotes acquisition.

In the late or revised version of Long’s hypothesis emphasizes the importance of corrective feedback during interaction. Lightbown and Spada (2006, p44) state that Merrill Swain (1985) extends the view of comprehensible input and corrective feedback by proposing “The comprehensible output hypothesis”. Comprehensible output is important because when learners produce the FL, they test their capacities in the TL, see their language limits and try to find ways to express themselves better.

In the same context , Ellis (1985,p. 159) summarizes the suggestions that are put by Swain to direct us to the ways in which output is important in the following issues: (1) the learner may be pushed to use alternative means where there is communication breakdown, in order to express a message precisely, coherently, and appropriately; (2) using (as opposed to simply comprehending) the language may force the learner to move from semantic processing which is characteristic of the early stages of SLA to syntactic processing (i.e. whereas comprehension can take place by simply attending to the meaning of content words,

production may trigger the focus on formal features); and (3) the learner has a chance to test out hypothesis about the L2”.

### **b. Communication Strategies**

The communication strategies in interaction are defined as speaker-oriented strategies that are used by students to compensate for the lack of L2 knowledge or their inability to

access the L2 knowledge they have’. In other words, communication strategies are ways used by speakers when they do not have enough knowledge about the target language or when they are not able to express themselves in the language even if they have enough knowledge about it. So, communication strategies are ways that are needed to build the bridge between FL learners and produce the TL. The following examples are the main strategies used:

- Avoidance, i. e. avoid speaking about specific topics that they dislike or have not much information about it.
- Paraphrase, i. e. use approximates instead of the exact word or concept.
- Conscious transfer, i. e. the use of L1.
- Mime, i. e. the use of gestures. (Ellis and Barkhuizen ,2005,p,166)

Three main models are discussed in order to classify these strategies; Faerch and Kasper (1983) put all the communication strategies under one general model of speech production. They suggest that these strategies are used in order to solve the problems that face learners in their initial stage which stop their initial performance. Also, Bialystok (1990) distinguishes between two types of communication strategies, knowledge-based and control-based ones.

**-Knowledge-based:** are strategies which deal with changing message content by treating that content’s knowledge by supplying a definition or paraphrasing.

**-Control-based:** are strategies deal with expressing content but using another means by going outside the TL and using the mother tongue or gestures.

The last model divides the strategies into two types which are conceptual strategies and linguistic strategies. The former is divided into two main types (Analytic strategies and Holistic strategies):

**-Analytic strategies:** they involve the use of features. These features are given by paraphrasing a concept, describing a situation or using more words than it is necessary to express a concept.

**-Holistic strategies:** they involve giving a super ordinate, subordinate or coordinate term instead of the exact term that makes the problem. However, linguistic strategies involve the use of L1 and mime.

Ellis and Barkhuizen (2005,p. 172- 173) discuss the role of communication strategies by giving a general role and some researchers' suggestions, the general role is that they help in understanding the L2 communication. Krasper and Kellerman (1997) suggest that "communication strategies are an important vehicle for producing pushed output, which... contributes to acquisition...they help to develop semantic connections in the learner's mental lexicon and still in word formation." Also , Corner (1978) suggests that "achievement strategies will foster acquisition, but that avoidance strategies will not." (Achievement strategies are strategies like paraphrasing)

Similarly, Tarone (1980) suggests that "achievement strategies..... help learners negotiate their way to the correct target language forms. They may also assist acquisition by helping to keep the conversation going, thus securing more input for learners." However, Shekan (1998) has another idea in the role of communication strategies. He sees that using these strategies in the controlling of the linguistic problems may harm the development of the interlanguage knowledge resources.

### **c. The Treatment of Errors**

Ellis and Barkhuizen (2005,p.173) discuss three main characteristics of teachers 'error correction that are practiced in the classroom:

- Imprecision:** teachers do not give details about the error that have been made by learners but keep repeating the same behavior (repeating the error that have been made) in order to indicate that there is an error and reinforce correction.

- Inconsistency:** teachers correct some students 'errors and do not do so for other learners who have made the same errors.

- Indirectness:** teachers do not always like to tell their students that they have made errors. Some teachers prefer to follow indirect strategies like recasts to respond to learners errors.

From recent research in error treatment gives a lot of importance to the role of negative evidence, that is defined by Long, 1996; ( cited in Ellis and Barkhuizen 2005,p.16 )as "input that provides direct or indirect evidence of what is grammatical." Moreover, negative evidence in error treatment is useful strategy that is used by the teacher in order to correct and limit learner' errors. Long suggests that negative evidence is an important aspect in error treatment because it enables learners to see the differences between interlanguage formulation and TL construction. Two important questions are raised which are: "Does error treatment enable learners to notice their errors and to learn from them? And even some types of errors are better than others?" To answer these two questions, two lines of research are discussed by



Ellis and Barkhuizen (2005, p.174- 175). The first line examined the changes of learners 'output according to the correction feedback that is given by the teacher in the uptake move.

In other words, this line of research sees that learners learn from the treatment of their errors by repeating the teacher's feedback .For example, the other line of research is built on the distinction between implicit and explicit theories of feedback. So It mentioned some studies which discuss error treatment and its effective role in the uptake move. Communicative classroom studies see recasts, which are seen as the main means in classroom interaction, as the main means for treating students' errors even if its success in the uptake move is variable. According to Lyster and Ranta (1997) ,uptake is a low successful move in learning the L2, especially when learners respond to a recast by continuing speaking about their topic instead of repairing.

## **1.6 Teachers and Students Role in Classroom Interaction**

Both teachers and students have significant roles to achieve learning process by creating an atmosphere of motivation and interaction. First EFL teachers use many strategies to raise interaction among learners through preparing the plan of the lesson, create the best conditions for learning successful, all those tasks related to teachers responsibility . Thus, according to Harmer (Harmer. 2001,p.60-62) teachers need to play a numbers of different role during classroom procedures to help students in learning process and interact effectively such as: teachers as a controller is to take the care about of their students and the classroom materials in teaching and learning process . Harmer (2001) suggests that teachers are responsible here to transmit knowledge to the learners. So teachers are most responsible in giving decision about all the things that happen inside the classroom.

In addition, teachers as an organizer have to guide learners about all the point that they are going to do in order to answer easily the activities. According to Harmer (2001) the teachers acts in the classroom where may things must be set up such as organizing pair- group work, in giving learners instruction about how will they interact in order to have desired success and involves students in the activity. Teachers as a resource should answer all the student's questions and facilitate their ambiguity in order to raise hands on learning in the classroom. For example, in any activity students may not understand how to work, or answer, the teachers play the role of source to avoid misunderstanding.

Another path ,Spartt et al (2005,p.145) see that when the teachers make an observation method , they do not focus only on observing the students progression but they also focus on observing the validity of the equipments that have been used in supporting the

course. In addition, Spelleri (2000,p. 47) Claims that the teacher should perform the following roles:

**-Filter:** Teachers present the language in suit ways, to meet learners“ level, needs, and interest.

**-A culture guide:** teachers should provide their classrooms, as well as, learners with all information of culture that is available in authentic materials.

**-An objective chairperson:** In many cases, the use of authentic material involves some discussion in some topics; here the teacher should be leader listener.

Generally, teacher has to create appropriately activities that meet the needs of their learners, and motivate them for interacting with each other.

Second EFL students have a great role, According to many researchers in EFL give more important to the roles that are played by learners. Moreover, it is based on learner-based instruction that gives more responsibilities and roles to learners. According to Hedge (2000,p.34) the debate about learner-centered ELT is that “whether teaching is more effective then teachers and learners share the same aim in approaching an activity so, how shared perceptions can be achieved?” Also he mentions four main perceptions which their results are summarized as,

In contributing to course design, learners can research their needs, negotiate content, and help to monitor the process of the course. In contributing to activity design, learners can explore and experiment. In developing a more independent approach, learners can plan, initiate, and organize their on work. And in the classroom where participation is high and its nature flexible, learners can question, clarify, suggest, and comment.

According to (Hedge 2000,p.36) ‘These roles that are mentioned by Hedge above are divided into two main headlines. The first one is concerned with the theoretical part of the teaching process like the design of the course and the plan of the lesson. The second headline is based on the practical side of the learning process which means the actual use of the language in the classroom for interaction purposes’.

At the same path Littlewood (1981, p.18) specifies learners’ roles in communicative activities, he suggests that students are the persons who are responsible for directing the activities, which is put by the teacher, from the beginning to the end. But if we include what Hedge has said above and Littlewood’s concept of learners’ roles to communicative activities, we can say that learners could have more responsibilities by sharing their teachers in putting

the activity. In oral expression module, learners choose with their teachers the topic that will be discussed.

## **1.7 Principles of Classroom Interaction**

Classroom interaction prepares learners to use the language naturally outside and inside the classroom. It provides for them the basis and the principles to interact in English in real situations; that are why classroom talk is worth investigating and understanding. The students should learn some essential principles involved in interactions. We shall deal with some McCarthy states some principles of classroom interaction as the following:

**1. Transactions and Topics:** Transactions “are concerned with how speakers manage longer stretches of talk” (McCarthy, 1991,p.130).Sohe explains how well speakers realize transaction markers in talk. They are found in conversations, marking openings and closing. The teacher may present and illustrate a set of useful transaction markers such as right, now, so, okay...

It is important to make learners see whether these transactions markers can be translated directly into their first language through designing interactive activities that need to be opened and closed within a specified time limit.

The topic is a crucial factor and considered as the basis for interaction to take place. Also McCarthy (1991) points out that many questions arise around the topic notion: how it is opened, developed, changed and closed. Topics could be defined on the formal level as stretches of talk linked by using certain topics or transactional markers such as lexical ones (by the way, to change the subject...), or phonological ones like changing the pitch, or using single words or phrasal title that express the content of different segments of talk such as Holidays, buying a house,... Topics could be seen as the ideas given by several speakers i.e. each speaker performs an utterance which is relevant to the other speaker’s utterance, then the topic is created on the basis of interaction.

Pragmatically speaking, topics are strings of relevant utterances perceived by participants in talk. The definition that seems to be dominant in the content of language teaching is that topics are titles for the subject matter of speech. Topics in general are raised for several of reasons, most of the time it is just to keep the talk going because people are together and chatting, and in these cases, we can see clearly how topics start, develop, shift or come to close. Language teachers very often concentrate on the vocabulary of topics because if there is a lack of vocabulary, it is impossible to talk about a topic. The interactive features of topics could be taught and practiced too as turn taking, such as the use of markers both opening ones (by the way, I meant to ask you...), and closing ones (still, anyway, so...). If the

students did not participate in classroom because of the chosen topic, the teacher should consider this point in the future.

**2. Adjacency Pairs:** Referring to pairs of utterances produced by the speaker; they are usually mutual and dependant, the most obvious example is that a question predicts an answer and an answer needs a question' (McCarthy,1991) . Pairs of utterances such as greeting-greeting and apology acceptance are called adjacency pairs. They are of different types; the first pair-part can be the same as the second pair-part, for example, saying hello-hello, happy new year- happy New Year. However, others expect a different second pair-part such as congratulations and thanks.

**3. Exchanges:** This term was improved by Sinclair and Coulthard in (1975) which refer to the utterances performed by the speakers. They consist of moves; the first move often called the opening move or initiation, the second move is the answering move or response, and the last move is called the follow up move. According to McCarthy (1999) the exchanges are the central units in any interaction talk; they are independently observable entities, and we may find adjacency pairs within their boundaries.

Moreover the patterns of the moves of the exchanges were followed by the traditional classrooms, where students were restricted to responding moves, whereas the teachers play the great role in any talk. In such classrooms, learners get little or no practice of how to initiate or to end the talk. Today, teachers well understand the role of the students in initiating, responding and closing the interaction because they will use the second language outside the classroom too, where they will not only respond to the speaker' questions. Teacher' role then, is to encourage learners to practice common opening, answering and follow up strategies through designing speaking activities to meet this goal.

## **1.8 Classroom Interaction and Affective factors**

Classroom interaction plays a major role to learn an L2, because it is unique, due to the multifaceted nature and roles of language itself, and describing its nature and its core features requires particular care, interaction was the first focus of many researches in learning foreign languages successfully. As argued, those earlier teachers use skills through interactions central to teaching effectiveness and raising many affective factors as following:

### **1. Classroom interaction and anxiety**

Most EFL students suffer from the fearing of making mistakes during learning process, this may hinder their progress and reduce their interaction with others, In addition, these emotions refer to as anxiety, according to Brown (2001,p.51) there are: "trait anxiety" which

is permanent feeling; so students always feel anxious about anything in life and “state anxiety” that is not temporary according to such situation and circumstances. In the same path, Crandall (1999) defines anxiety as the feelings of fear to fail in learning process, especially for the students who cannot answer such kind of difficult questions posed by their teacher. In the same context, Wilson (2006 cited in Judith A et al ,2019,p02 ) affirms that Anxiety in Learning English as a Foreign Language can be describes as an extremely related to oral performance , hence it provokes learners of being anxious when they perform the target language”. So , anxiety is very famous and familiar in EFL classroom however rising classroom interaction can reduce this factor , also it can be seen that anxiety is when the students are not satisfied about her/ his self or her/his work this may block their learning.

## **2. Classroom interaction and self confidence**

Self-confidence is one of the important factors that help in creating a suitable atmosphere for interacting when learning English in EFL classroom .In addition, self confidence as a method is an excellent effect in gaining information at the fulfillment of inexperienced student . It is taken into consideration as one of the number one affective elements due to the fact language of relies upon at the quantity of the learner`s mind-set and perception in his skills.

The following step is essential which will construct self confidence of inexperienced persons to gain their gaining knowledge of and display their skills in performance:

- Appropriate instructor behaviours and appropriate courting with the students.
- A fine and supportive school room atmosphere.
- A cohesive learner organization with suitable organization norms. (Dornyei, 2001, p. 31)

It is apparent that, Self-confidence is largely private attitudes closer to the self who permit the man or woman to have a fantastic and sensible notion of himself and his skills, such attitudes as pride, trust, optimism and affection. Self confidence of the persons will increase their strength in learning the foreign language and the fantastic emotions closer to the self skills and competence. Interaction can raise self confidence to enhance working activities, show their abilities and rely upon them.

## **3. Classroom interaction and motivation**

In learning second language ,motivation is an important factors especially when interacting in order to learn .In addition, the scholar Gottfried (1999) defines motivation as the following states that academic motivation as “enjoyment of school learning characterized by a mastery orientation ;curiosity ; persistence ;task-endogamy; and learning of challenging, difficult ,and novel tasks” (p.525). Academic motivation consist many characteristics .For

example, enjoyment, mastery orientation, curiosity, persistence, task-endogamy and learning of challenging. According to Shunk D and Zimmoun B , (1989 p.14) affirm that , the term motivation is complex , therefore motivational processes contains different levels which must be reached , the high level of motivation coverts a psychological side if the students which control actions , this actions , related to the value and the expectancy that help them to enhance a specific aim. In another hand, Guay et al definitions (2010) , motivation as term refer to “the reason underlying behaviour” motivation as term originated from the Latin word “moveo-movere” means to “move” in English .

Moreover, Teachers’ duty is to show their students accurate ways to develop their learning and thoughts, thus, the principles or the resources that could make that happened is the teachers’ motivation to their students’ by raising interaction in order to develop students’ ability of learning process.

## **Conclusion**

Interaction is at the heart of the current theories of communicative competence; it involves learners in face-to-face or teacher-learners encounters in the classroom. Interaction provides a basis for language learning in general; it gives the learners practice in community and negotiation of meanings through taking turns, in addition to learning other features that are crucial in any interactive discourse such as how to initiate, respond and close conversations. At the same time, it allows learners to know how they can understand and make themselves understood. Also, this chapter has been concerned with the concept of interaction in relation to using G-mail to raise teachers learners interaction, and how to get learners interact with each other by using the TL

# **Chapter Two**

## **E-mail as a Social Networking Platform**

## **Introduction**

It is been widely known that technology is overrunning the world at many levels, including education from traditional education into outside classroom learning. Furthermore, E-Learning which represents online learning or simply electronic learning, has created a virtual space where teachers and learners can communicate easily outside classrooms, Moreover, Websites and online applications are viable mediums through which students and teachers exchange their thoughts .such as Email, Facebook , Instagram ... and many other platforms .In the present chapter we start speaking about the definition of electronic learning, in addition we highlight , the E-learning , M-learning and D-learning also we follow speaking about E-mail as a concept ,its main advantages and disadvantages , in addition to its main benefits in enhancing teachers –learners interaction.

### **2.1 An Overview of E-Learning**

Today E-Learning becomes a growing interest for the system of education matter in online and blended deliver. In addition, electronic learning is a useful strategy that has been used in the field of teaching the English language and language skills and raising interaction; therefore, it is considered as a way that the teacher applies during the course in order to find interaction between students; consequently, this can help them to benefit and participate. Also, though this method the learners get how to send and receive knowledge and make discussions in English. For that, most EFL learners prefer E-learning to enhance their understanding and interact easily in an acceptable social way.

#### **2.1.1 Definition of E-Learning**

Electronic learning becomes a significant element in learning process nowadays because it gives the learners and teachers many opportunities. E-Learning is a learning system based on formalized teaching with the help of electronic resources. It is facilitated and supported by Information Communication technologies (ICT) to enable people to learn anytime and anywhere. (Kaushal, n.d.).

In the same path, “E-learning refers to the use of computer network technology, primarily over or through the internet, to deliver information and instructions to individuals” (Wang et al., 2010 ,p. 167).

Based on these two definitions, we realize that E-learning is a type of Learning that exceeded the limits of traditional Learning, from Learning inside classrooms into learning anywhere and whenever using the internet and ICT devices. Also, it is clear that, electronic learning is a technique used to train English language which ambitions at developing the learner targeted



surroundings which push them to interact in order to gain knowledge and acquired new vocabulary.

### **2.2.2 History of E-learning**

The first kind of electronic education, Computer-Based Training (CBT), was created in the late 1980s and early 1990s of the previous century. This is assumed to be the foundation of today's eLearning (Eger, 2005). By the early 90s, several institutions had been recognized to provide online courses only, utilizing the internet to bring education to people who previously would not have been able to attend a college due to geographic or time obstacles. ("The Evolution and History of eLearning – TalentLMS", 2022).

Around the 20s, organizations, businesses, and the military seized the opportunity and tailored e-learning principles to their own needs. The new e-learning approaches enabled open access to material while also incorporating communicative and interactive elements. With improved pedagogy, the learner experience became more cohesive. 'Education is more about ideas than facts,' he says. Academic information transfer is separated from e-learning strategies that are "interactive and constructive" (Garrison, Anderson, 2003).

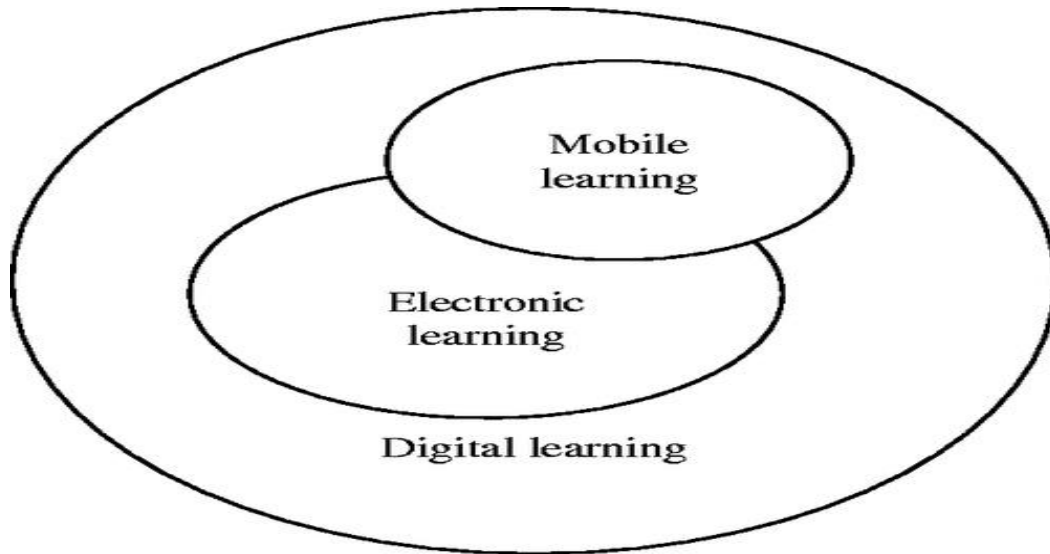
## **2.2 E-learning, D-learning and M-learning**

### **2.2.1 Conceptual Definitions**

E-learning: E-learning can be termed as a network enabled Transfer of skills and knowledge through which the Delivery of education is made to a large number of recipients at the same or different time.(Kaushal, n.d.).

D-learning it is a Hybrid or blended learning, which takes place in a school or other venue away from home under direct instructor supervision and, at least in part, through online delivery of instruction with some aspect of student autonomy over time, place, path, or pace.(Renton School District: n.p.)

M-learning: M-learning encompasses e-learning and mobile computing, according to Behera (2013) M-learning is regarded an extension of e-learning, but its quality may be improved by being cognizant of the limitations and benefits of mobile devices.



**FIGURE 01: Relationship of E-learning, M-learning, and D-learning ( Kumar et al , 2018, NP)**

Electronic learning has affected the teaching methods which provide education with multimedia in EEL classroom which help the learners to learn according to their interests, needs and style in modern world of education. To sum up, the use of English language is increased among human beings; as a result, they need new strategies for learning that language rather than traditional one. In fact, the traditional education is not hindering or damaging the learners, but learners in a dire need to be confidently motivated to learn English; thus, they enjoy coping with the world of multimedia technology.

### **2.2.2 Similarities among E-learning, M-learning, and D-learning**

E-learning, M-learning, and D-learning are all similar in that they all require infrastructure and can be used with or without Wi-Fi. All the three tools have been digitized and are being used in the educational setting, allowing students to learn on their own. The education Texts, photos, and video clips are among the materials used in e-learning, m-learning, and d-learning. Learners and teachers are the primary users of all three types. All three models give opportunities for learners and teachers to learn, as well as all tools. It is also possible to update learning materials.(Barsakto,M,Bélangier,2018)

### **2.3 Traditional and Electronic Learning**

With the wide spread of learning English as a foreign language in different countries around the world, electronic learning has a status in learning process. In addition, EFL teachers focus on the use various electronic learning in teaching methods in order to test its

impact on the teaching process rather than traditional ones. Many teachers shifted from using only traditional materials into implying electronic learning tools which has a successful effectiveness. Thus, electronic learning is essential in learning and teaching processes this lead them as electronic users interact with each other during the course.

One cannot deny the power of traditional learning and its effectiveness in education during the past ages but with the predominance of technological realm, the previous learning and teaching perspectives have changed. The word e-Learning simply refers to learning that takes place on a computer, usually through the internet, with material given via a browser such as Internet Explorer, Firefox, Netscape Navigator, or the World Wide Web (www).(Yu et al 2006).In the other hand,(Kelmendi, 2019) has stated that traditional one relies on the physical interaction between the learner and the teacher. He has coined that it evolves around the teaching method and frequently focuses on the subject rather than the students and the variations of their skills and the acquisition of new abilities. Another remarkable difference is that in e-learning, the engagement process is valued more than the outcomes; however, in traditional learning, the results are what matter (Dillenbourg, 1999; Mercer & Howe, 2012).

Moreover, traditional learning has four main types; classrooms Learning, home school learning, small-group learning and laboratory Learning. Singh,K.A. et al. (2009).In the other side, in Gray Harriman's words" E-Learning has four types; including online Learning, distance learning, blended learning, and M- learning. Despite the fact that e-learning and traditional Learning have numerous dissimilarities, but also they share some elements. Both processes require a significant amount of effort; particularly, in situations, giving and receiving feedback is crucial. Additionally, both agree on the necessity of the assignments in the learning process (Plumb, 2022).Overall, either traditional Learning or e-learning are crucial in the learning and teaching processes or simply, one complete the other.

## **2.4 Discussion on the Internet**

Horton and Horton (2003) have introduced online discussions saying that "Online discussions are intellectual hangouts that bring together people who share common interests but live in different parts of the world for a free exchange of ideas. In other word, online discussions are collaborative tools that help people to communicate and build knowledge (Johnson, 2007). According to (Ellis, Goodyear, O'Hara, & Prosser, 2007) online discussions became popular as remote learning and the Internet evolved, but they are also significant in blended learning (a mix of face-to-face and online learning)

### 2.4.1 How Online Discussions are used in ELearning.

Horton and Horton, (2003, p.217) has coined the efficacy of online discussions in education, indicating that “Online discussions are commonly used in e-learning and knowledge management. In Online discussions, learners participate in a conversation by sharing and replying to Each other’s text messages, even though they cannot be available at the same time. Precisely, online discussions are tools through which learners send and receive electronic messages although their physical separation.

## 2.5 Web-Based Instructions (WBI)

### 2.5.1 Definition

Web-based instruction (WBI) is an innovative method of delivering instructions to a distant audience through the use of the World Wide Web as the delivery medium. (Khan, 1997).

### 2.5.2 Web-Based Instructions Components

According to (Khan, 1997).WBI has eight main elements, which are (content development, multimedia components, Internet tools, computers and storage device, connection and service devices, authoring programs, servers, browsers and other applications

#### 2.5.2.1 Internet Tools

Introducing WBI components, (Khan, 1997) has indicated the internet tools and has categorized them into four main parts which are represented in the table :

<b>Internet Tools</b>	<b>Brief Description/Examples</b>
a. Communications tools	1.Asynchronous:email, listservs,news groups 2.Synchronous based(chat, audio-video conferencing tools
b. Remoteaccess tools	Logging in to and transferring files from remote computers :telnet,file transfer protocol (FTP)
c. internet navigation tools	(Accesses to database and Web document):gopher, lynx
d. search and other tools	1. Search engines 2. Counter tools

**TABLE 01:**Internet Tools (Khan, 1997)

According to Khan's point of view, communication tools have two main points which are synchronous and Asynchronous communication types. First type which is synchronous means to create collaboration at the same timeline online of learning world, chat rooms and on-line conference are good Examples of it; However, Asynchronous Communication is communication that does not require the presence of the audience at a specific moment .For example, to communicate using written materials, recording audio or videos, or emails. (Roy, 2021).As a remarkable tool of Asynchronous communication, email offers a helping way by which people including teachers and learners to interact at any time and any place.

## **2.6 E-mail**

From many researches, the method of using electronic learning is included with the aid of using effective element for learning better, teachers and students rely on using e-mail as an electronic platform or material because; simply, they know that it is important and help them to interact and communicate easily with each other. Furthermore, e-mail helps the student to reduce their problems and interact with teacher to gain specific information which serves their needs.

According to (Shirely, 2018) E-mail offers virtually instant, one-way communication around the world via computer. Current e-mail software generally provides easy-to-use options for attaching photos, sounds, video clips, complete documents, and Hypertext Markup Language.

“Electronic mail (also known as email or e-mail) is one of the most commonly used services on the Internet, allowing people to send messages to one or more recipients. Email was invented by Ray Tomlinson in 1972”. (“Introduction to email”, 2022)  
Various email services, such as Gmail, Yahoo, and others, allow you to create an email account for free. You can create your first email account with whichever service provider is most convenient for you..(“Introduction to email”, 2022)

### **2.6.1 The use of E-mail in Education**

The EFL learners aim can be achieved through promoting electronic learning, competitive, or individualistic efforts. Thus, both teachers and students use e-mail in learning for the aim to accomplish the goals of learning. In other words, the growth of using e-mail has facilitated the growth and wide spread of the English language as the most essential part in learning. In addition, most EFL learners need to practice tasks in a good way in order to develop and gain their potential in learning; therefore, e-mail becomes an important factor to

progress in learning and perform better the English language through sharing their works with teachers or classmates to exchange ideas and receive feedbacks.

E-mail fulfils students working effectively and informs them with information learners send e-mails to instructors, facilitators, administrators, and technical support workers with inquiries. Learners also use e-mail to communicate with other students and submit tasks. (Horton and Horton,2003) also affirmed that E-mail is commonly used by instructors to distribute assignments, make announcements, and respond to questions. Hence, instructors may design activities around e-mail, such as asking students to do an expert e-mail interview. The majority of e-mail systems display the sender, date, and subject of the message, as well as any special flags, are all included. Flags may be used to indicate different types of messages in an e-learning class, such as announcements, assignments, questions, replies to questions, or submissions.

## **2.6.2 The Importance of Email**

In the human endeavours, teaching and learning are the most important and complex process. Thus, researchers support using new strategies that may facilitate these two processes, E mail as an electronic device becomes a crucial element that was widely used by the teachers and learners to facilitate learning English as a foreign language. In addition, using E-mail in education has many benefits that suits the needs and abilities, also encourages learners to work through sharing their ideas and thoughts, receive feedbacks and correct their errors and mistakes through teachers instructions received from Email. Therefore, E-mail is beneficial to both students and instructors. Students learn how to communicate in a way that is widely used in academics and industry. The first step in using the Internet is to use e-mail. Our students will have access to an international research and education network. Moreover, when using network searching tools, you can find your way around. (Hasset, Spuches& Webster, 2022)

Additionally,(Hasset, Spuches& Webster, 2022) have said that “we want to introduce our students to the notion that their intellectual efforts constitute part of a worldwide community of teaching and Learning -learning that goes on far beyond the confines, in time and Space, of a classroom.”In other words, the researcher considers students intellectual skills as a part of teacher-student community; thus, it has to extend farther beyond constrains of time and place.

Researcher also highlights the importance of encouraging student to use online materials; moreover, we can empower our students by giving them access to electronically

stored information. It's critical to discuss how to use online protocols. (Hasset, Spuches & Webster, 2022).

### **2.6.3 Advantages and disadvantages of using E-mail in education**

Since E-mail is being used in education, it is needed to know that it has benefits and drawbacks

#### **2.6.3.1 Advantages**

Researchers indicate that e-mail affects learning and teaching process negatively and positively. According to Debard and Guidara (1999), it is a source of more extensive student interaction that can lead to better grade learning that is more in-depth, active, and involved learning. Another important benefit as Debard and Guidara (1999) has argued is that asynchronous communication should be used more frequently in higher education classrooms. They discover that the use of Asynchronous tools, such as email, can implement Chickering and Reisser's seven teaching principles.

In addition, it allows you to work from home and save time commuting (Valenta, Therriault, Dieter, & Mrtek, 2001). Email can be a successful medium of online communication between learner and instructor; particularly, delivering feedback to learners. There is "empirical evidence confirming the efficacy of e-mail as a prospective aid to boost student cognitive growth relevant to computer knowledge and skills" was discovered by Yu and Yu (2002).

Students use asynchronous discussions, such as e-mail, for study or work commitments, among other things. The beauty of email is that users can send their comments whenever they want. As a result, it increased higher order learning and flexibility in instruction delivery have been identified as positive outcomes associated with enhanced learning (Hartley, & Bendixen, 2001)

#### **2.6.3.2 Disadvantages**

Although e-mail has numerous of advantages but also some drawbacks of its use may occur. According to Woods and Keeler (2001) cite research that highlights the potential social negatives of email use, such as user isolation, depression, and loneliness, as well as a temporary loss of a learning community. Moreover, Bloch (2002) also focused on social aspect of email, observing that misunderstandings and conflicts can arise in the absence of a face-to-face context.

In the same context, Dennis (2003) conducted an experiment in which he compared problem-based learning in an online setting to face-to-face communication in tutorial groups.

According to the study's findings, students in the online environment spent more time on tasks than students in the face-to-face setting.

Furthermore, in a face-to-face setting, eye contact has been shown to elicit participation in class discussions (Hammond, 1998). However, it is important to note that learning does not take place in isolation, but rather in a social context in which students can collaborate, negotiate, review, monitor, articulate, and refine their ideas. (Vonderwell, 2003).

## **2.7 The benefits of using G-mail in enhancing Teacher-learner's Interaction**

From many studies the important goal of EFL learners is that being able to use English for their purposes and to express their own meanings. Yet, learners cannot express their own meanings in the FL in an easy way without having much experience in doing that. One way that helps learners in getting such experience is that taking the responsibility of learning, what to learn and how to learn it. This responsibility will be acquired in interactive situations through co-operating, sharing ideas, providing help among learners and evaluating success of activities this can be used through G-mail , this latter play a virtual role in enhancing teachers learners interaction and learners interaction as well .According to Zecha, cited in Brown (2000, 45) One of the benefits of using E-mail on students learning progress are:

- a) The learners can increase their abilities in learning.
- b) Learners can gain new information being innovative and efficiency
- c) Find solution of difficult activities
- d) Can send and receive their work.
- e) Enhance communication with educators and other students.
- F) The students can interact with each other more (outside the classroom)
- g) Learners will have more opportunities for developing critical thinking skills and show a significant improvement in those thinking skills. (p.478)

Raising interaction of learners-teachers interaction is not an easy task. To promote this kind of interaction, interdependence between teacher-learner interaction the social networking G-mail give a great chance for both teachers and students to interact using it .In addition, G-mail give them many opportunities such as communication, social integration with classmates and teachers, students and teachers can do different affairs like giving information , sharing their activities , gaining information sending messages , receiving messages , pictures , also in rise student interaction between a faculty member and graduate student .G-mail provides conversations and discussions related to course work and assignments of teachers and students as well as social exchanges of information , instruction



and guides from the EFL teachers. All in all, g-mail is an important element which can release both teachers and learners from hard work.

## **Conclusion**

To conclude, this chapter presented an overview of e-learning then it highlighted e-learning,d-learning and m-learning and its similarities. Also, it illustrated differences and similarities among traditional and electronic learning ;moreover,it indicated discussions on the internet and provided Web Based Instruction ;definition,components,internet tools. Additionally,the chapter introduced e-mail,its use in education ,its importance ,advantages and disadvantages.At the end, the chapter ended with the benefits of using g-mail in enhancing teachers-learners interaction

**Chapter Three**  
**Field Work and Data**  
**Analysis**

## **Introduction**

This chapter is designed to analyze the results obtained about the research under investigation “The Role of Using G-mail in Fostering Teacher-Learner's Interaction”. Our aim from conducting this study is to test the validity of our hypothesis. Since the teachers and learners are the main variables of this study. Their views and opinions are very significant to test the stated hypothesis and the most appropriate and useful tool to investigate that is through making questionnaire students and interview with teachers. For that, we have opted to work on master two students of the English division at Biskra University. At the end we will analyze the resulted obtained to investigate our topic.

### **3.1 Review of Research Methodology**

#### **3.1.1 Research Method**

In order to undertake this study, a descriptive method is the most convenient method according to nature of the investigation of our research. For that Singh and bajpai (2008,p. 203) claim that “a descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist”. Furthermore we choose descriptive method because it serves our main purpose which is to describe the obtained results about “The Role of Using G-Mail in Fostering Teacher-Learner's Interaction”

#### **3.1.2 Approach**

In this research, we used a descriptive method as a suitable way to explore our hypothesis. We have chosen this method to understand “The Role of Using G-Mail in Fostering Teacher-Learner's Interaction” at the same time we target to discover reasons behind using G-mail from both teachers and learners.

#### **3.1.3 Sample and Population of the Study**

From a population of 224 of master two ,English students , a sample of forty (40) students from master two students at the division of English in Biskra University who represent 30 % of the whole population for the academic year 2021-2022 is randomly selected in order to conduct our research through administrating a questionnaire with them , Also fifteen (15) teachers of English in the division of Biskra University provide as with information concerning if they use E-mail as an interacting electronic device in learning , and the strategies they use in order to help students to interact effectively.

#### **3.1.4 Data Gathering Tools**

The research tool used in this study is a questionnaire and an interview. It has been handed for master two English students and teachers at the department of English at Biskra

University in order to collect their opinions and attitudes about our research topic and interview done with teachers in the division of Biskra University to provide attitudes about “The Role of Using G-Mail in Fostering Teacher-Learner's Interaction”.

### **3.1.5 Data Analysis Procedures**

In this research, we used questionnaire and interview as a suitable way to explore our hypothesis. We have chosen this kind to understand the problem of the poor interaction of master two students, thus they rely to use G-mail in order to raise teacher-learner's interaction and learners-learners interaction.

## **3.2 Students' Questionnaires**

### **3.2.1 Aims of the Questionnaire**

The students' questionnaire is mainly designed to find out whether G-mail is important to help the EFL students to interact or not. Second, it also attempts to investigate the actual state of learning in relation to G-mail as social networking platform.

### **3.2.2 Description of the Questionnaire**

This questionnaire is addressed to master two English students at the department of English at Biskra University for the academic year 2021-2022, the participants of this questionnaire are 40 students from different groups, thus they are chosen randomly to explore the efficiency of using G-mail in fostering teacher-learner's interaction . It also consists of 16 of questions which are arranged in a logical way .They involve tow type of questions “Closed questions” and “open-ended questions”. Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and or open questions demand the students to give their personal opinions about the subject or to explain their choices . The questionnaire is divided into three sections:

#### **Section One: Background information**

This section is about student background information. It contains two items; their choice to study the English language, and students' consideration of their level in English.

#### **Section Two: Interaction in learning foreign language**

This section consists of seven (7) items (item3-to item9) which seeks information about interaction in foreign classroom as an important factor in this research

#### **Section Three: Using G-mail as an interactional social networking in high education**

This part is composed of seven (7) items (item9- to item16) attempting to obtain information about the students' attitudes towards using G-mail in fostering teacher-learner's interaction.

### **3.2.3 Administration the Questionnaire**

This questionnaire was administrated to master two students of different groups, in addition around 15 students were present in the faculty in order to meet their supervisor and work on their dissertation. The questionnaires were rendered back at the same place after they finished answering it .In the other side, we posted it online.Consequently, we received a good amount of participation with the questionnaires.

### **3.2.4 Piloting of the Questionnaire**

It should be noted that this questionnaire was piloted with 10 students of master one before to its administration as a first sample; we did not change the questions because it was not ambiguous. But, we notice that master one did not use G-mail; therefore we change the sample to master two students. In addition, the students answer the questionnaire and they confirm that all the questions suit our research.

### **3.2.5 Analysis of the Results**

The procedure of analyzing data from the questionnaire is as follows:

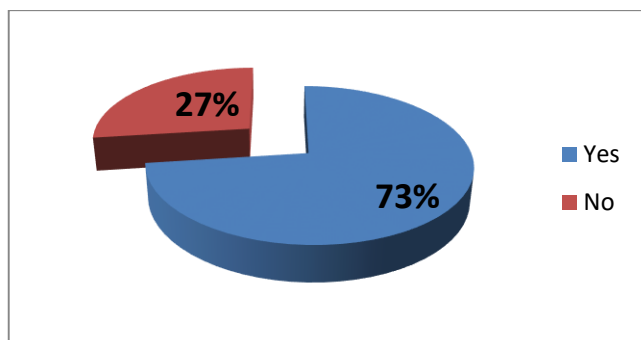
- Statement of the questionnaires as they appear.
- The results of the questions are presented in the form of tables and figures.

## **Section One: Background information**

### **Item01: Student's choice for studying English**

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	29	73%
<b>No</b>	11	27%
<b>Total</b>	40	100%

**Table 02: Students' Choices for Studying English**



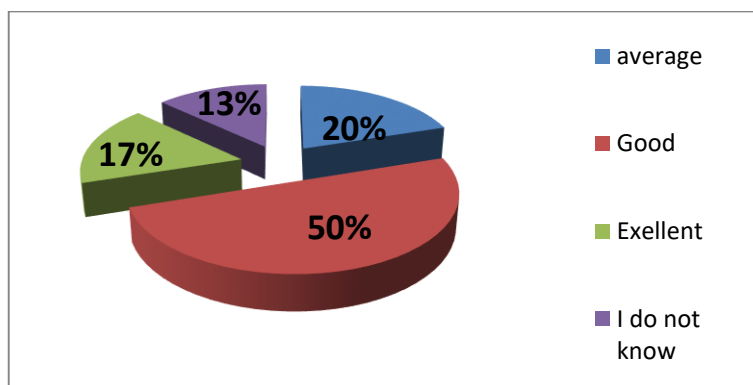
**Figure 02: Students' Choices for Studying English**

From the above table, we can see clearly the choice to study the English language was the choice of the vast majority of students (29) making up (73%) say that it's their own choice. This means that they found the good atmosphere and techniques for learning effectively. However, the rest of the sample which consists of (11) students- making up (27%)-opted for 'No'. We suggest that their baccalaureate level did not give them the opportunity to study the specialty they wanted to follow.

**Item 02: The Students' consideration of their Level in English**

Options	Number	Percentage
Average	8	20%
Good	20	50%
Excellent	7	17%
I do not know	5	13%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 03: The Students' Consideration of their Level in English**



**Figure 03: the Students' Consideration of their level in English**

We can notice from the table above that the highest percentage of students (50%) claim that their level in English is good. Others (20%) show that they are average in English. Some of them (17%) say that they are excellent in English, may be because they

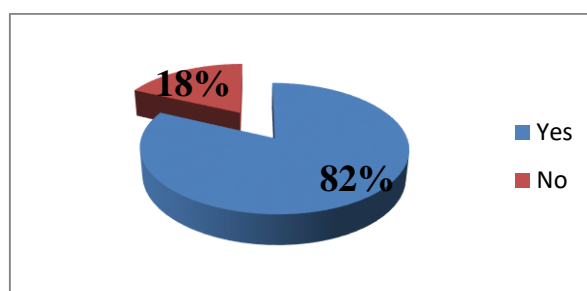
are experienced in English language. The least percentage (13%) of students shows that they do not know their level in English.

## Section Two: Interaction in learning foreign language

### Item 03: Students' opinion about the concept interaction

Option	Number	Percentage
Yes	33	82%
No	7	18%
Total	40	100%

**Table 04: Students' opinion about the Concept Interaction**



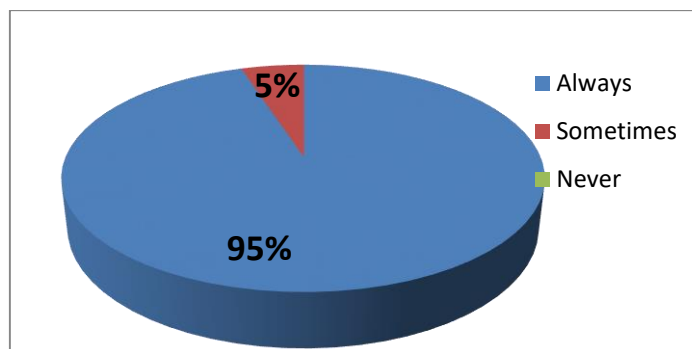
**Figure 04: Students' opinion about the Concept Interaction**

It can be seen from the table above that (82%) from the EFL students know about the value of the concept interaction, However; about (18%) from the rest of the respondents believe that they do not know what is the exact meaning of interaction in foreign language classroom.

### Item 04: Students' views about how often they interact with others

Option	Number	Percentage
Always	38	95%
Sometimes	2	5%
Never	0	0%
Total	40	100%

**Table05: Students' views about how often they interact with others**



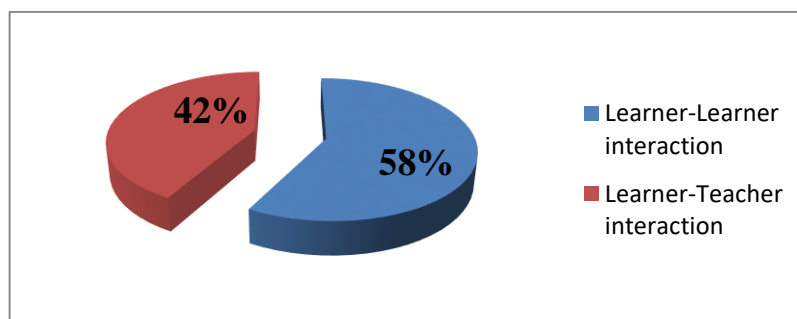
**Figure 05: Students ‘views about how often they Interact with Others**

The majority of the questioned students (95%) said that they always interact with their teachers and classmates especially with social networking, while (5%) of the students, claim that they sometimes interact with their classmates and teachers, and no one choose never option.

**Item 05: Student preferable Type of Interaction**

Option	Number	Percentage
<b>a.Learner-Learner interaction</b>	23	58%
<b>b. Learner-Teacher interaction</b>	17	42%
<b>Total</b>	40	100%

**Table06: Student preferable Type of Interaction**



**Figure06: Student Preferable type of Interaction**

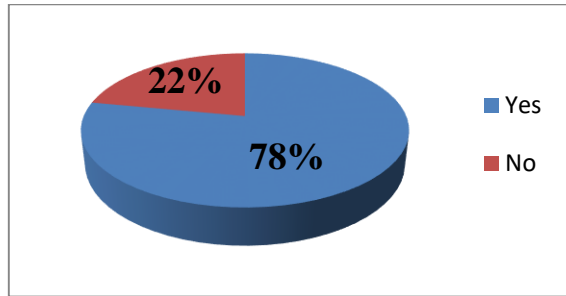
It can be seen from the table above that (58%) of students argue that they prefer and enjoy learners-learners interaction teachers , because they feel more relax with their classmates and free to express their feeling and opinion , but the rest (42%) opted for’ teachers–learners’ interaction, and this because they need teachers instruction and guides concerning learning .



**Item 06: Students' attitudes about teachers' interactional strategies**

Option	Number	Percentage
Yes	31	78%
No	9	22%
<b>Total</b>	40	100%

**Table07: Students' attitudes about teachers' interactional strategies**



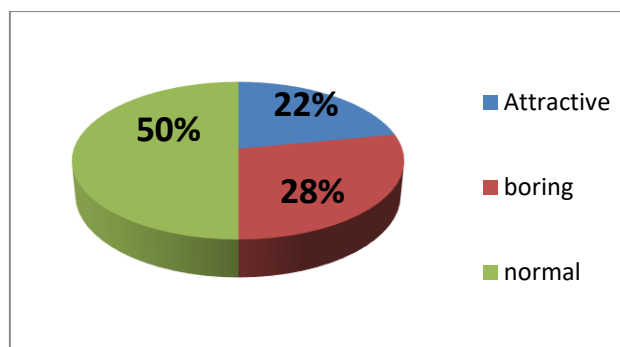
**Figure07: Students attitudes about teachers' interactional strategies**

The results as shown in the table above reveal that (78%) of the respondents claim that their teachers use interactional strategies especially in specific tasks. However, (22%) opted for students, who claim that their teachers did not use interactional strategies at all, may be because of Corona Virus.

**Item:07 Classroom Atmosphere when using interactional Strategies**

Option	Number	Percentage
attractive	9	22%
boring	11	28%
normal	20	50%
<b>Total</b>	40	100%

**Table08: Classroom Atmosphere when using interactional Strategies**



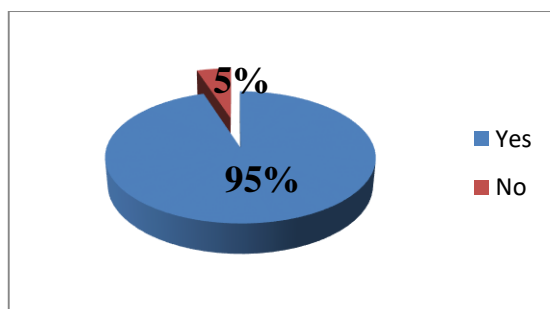
**Figure 08: Classroom atmosphere when using interactional strategies**

Half of the questioned students (50%) said that their classroom atmosphere is ‘normal’. When their teachers use interactional strategies, this indicates that most students feel relaxed during the learning process as results of interacting. (28%) of the students, see that the classroom atmosphere is boring’ when their teachers use interactional strategies. And the least part (22%) they see that classroom atmosphere is ‘attractive’ in interactional strategies because of the method used by their teacher make the very motivated and self confident in interacting with each other.

**Item 08: Students’ willingness to interact**

Option	Number	Percentage
Yes	38	95%
No	2	5%
Total	40	100%

**Table09: Students’ willingness to interact**



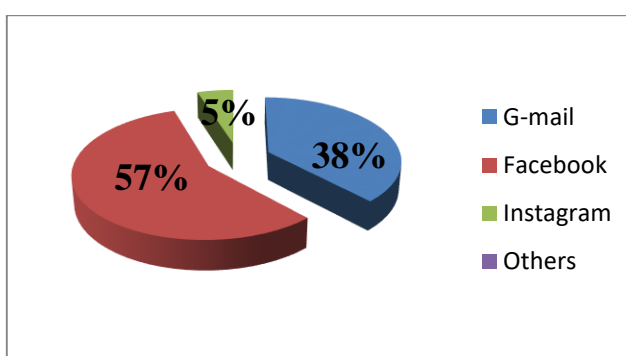
**Figure09: Students’ willingness to interact**

We can notice that the highest percentage of students (95%) claim that they show more willingness to interact effectively with their classmates or with teachers , because , they can learn better and achieve their learning performance , while others (5%) said no, because they look at their failure due to another factors. In addition the answer to that correlation revealed that many EFL learners do not emphasize that interaction during the course is a way for achieving their skills, so they look for another ways to achieve their learning.

**Item 09: The Common Social Networking Sites used by students**

Option	Number	Percentage
G-mail	15	38%
Facebook	23	57%
Instagram	2	5%
Others	0	0%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 10: The Common Social Networking Sites used by students**



**Figure10: The Common Social Networking use by Students**

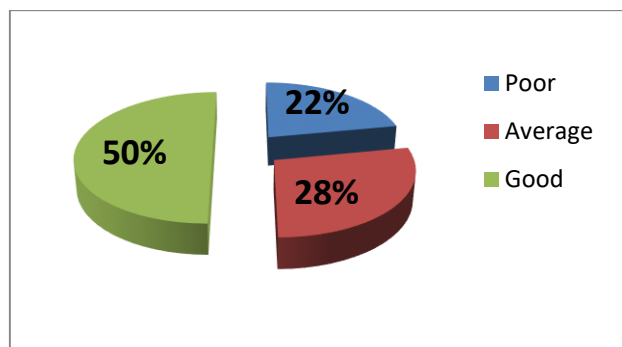
The table above indicates that (57%) respondents prefer using face book as a common social networking, other (38%) state that they use G-mail to interact and communicate with their teachers and classmates for exchanging information and ideas , opinion about how to prepare their dissertation, the least percentage (5%) use instagram.

**Section three: Using G-Mail as an interactional social networking in high education**

**Item 10: Students' Opinion about Electronic Learning**

Option	Number	Percentage
Poor	9	22%
Average	11	28%
Good	20	50%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table11: Students' Opinion about Electronic Learning**



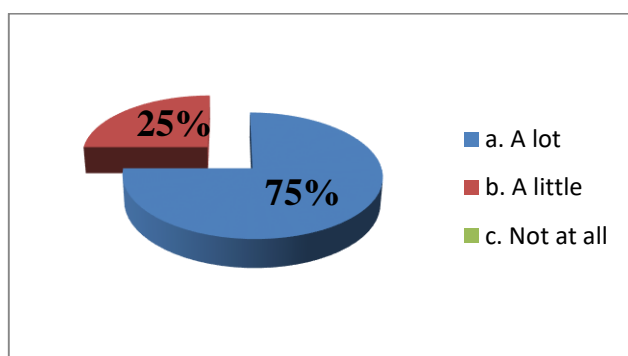
**Figure 11: Students' Opinion about Electronic Learning**

Half of the questioned students (50%) said that they found electronic learning good , because it facilitate learning give us more opportunities to improve our performance in learning a foreign language. (28%) of the students, see that the electronic learning is average. And the least part (22%) they see that it is 'poor' because of the poor materials used by their teacher in the classroom.

**Item 11: Students Opinion about using internet Websites in Learning**

Option	Number	Percentage
a. A lot	30	75%
b. A little	10	25%
c. Not at all	0	0%
<b>Total</b>	40	100%

**Table 12: Students Opinion about using internet Websites in Learning**



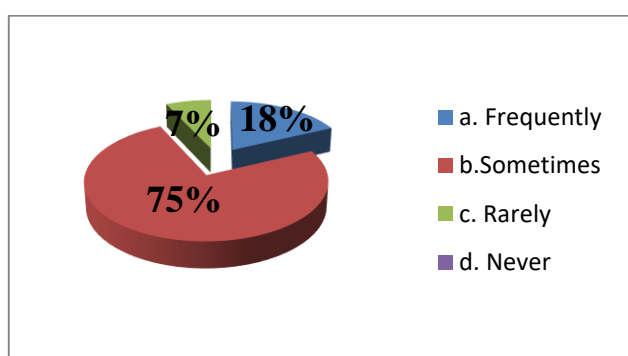
**Figure 12: Students Opinion about Using Internet Websites in Learning**

The table above indicates that (30) respondents (75%) they like and enjoy “a lot” using internet websites in learning a foreign language, because if you want to learn a language you have to practice it and internet websites help the learners to progress, other (10) respondents (25%) state that they use a little internet websites, because they prefer to learn from their teachers, but no one said “not at all”.

**Item 12: Emphasis the Frequency of Teacher’s Use of Social Networking sites to interact**

Option	Number	Percentage
<b>a. Frequently</b>	7	18%
<b>b. Sometimes</b>	30	75%
<b>c. Rarely</b>	3	7%
<b>d. Never</b>	0	0%
<b>Total</b>	40	100%

**Table 13: Emphasis the Frequency of Teacher’s Use of Social Networking sites to interact**



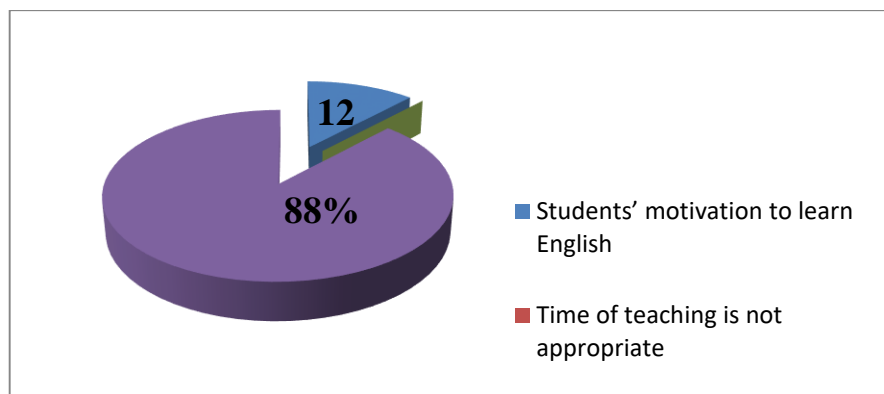
**Figure 13: Emphasis the Frequency of Teacher’s Use of Social Networking Sites to interact**

The table above indicates that (75%) their teachers sometimes use social networking to interact with them especially concerning giving their , other (18%) state that they frequently their teachers use social networking to interact with them just is some cases; while some other respondents (7%) claim that , they rarely interact with their teachers through social networking , no one choose never option.

**Item 13: Reasons behind Students’ Difficulties to Interact**

Option	Number	Percentage
<b>a) Students’ motivation to learn English</b>	5	12%
<b>b) Time of teaching is not appropriate</b>	0	0%
<b>c) Teacher’s competence</b>	0	0%
<b>f) The lack of using social networking devices such as: G-mail , facebook , instegram</b>	35	88%
<b>Total</b>	40	100%

**Table14: Reasons behind Students’ Difficulties to Interact**



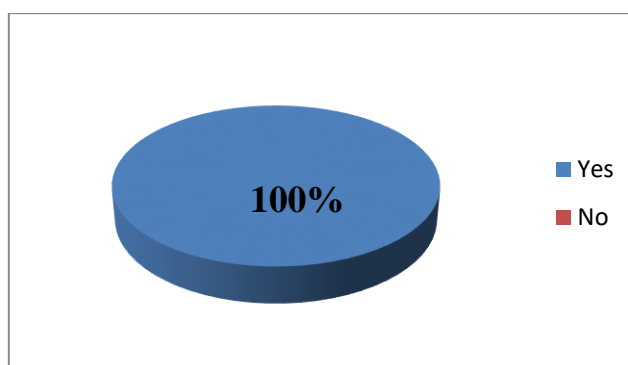
**Figure14: Reasons behind Students Difficulties to Interact**

The choices come to discuss the learners' reasons behind their difficulties to interact, and here the majority of the students (88%) claim that the lack of using social networking devices such as: G-mail , facebook , instegram is the main difficulty they face ,in addition to that about (12% ) from the students who said that they are not enough motivated to learn English and interact with each other during a foreign language session

**Item 14: Student's Evaluation of G-mail as a Social Networking Sites for Interaction**

Option	Number	Percentage
a. Yes	40	100%
b. No	0	0%
<b>Total</b>	40	100%

**Table15: Student's Evaluation of G-mail as a Social Networking Sites for Interaction**



**Figure15: Students Evaluation of G-mail as a Social Networking for Interaction**

It is commonly accepted that in order to learn a language you have to interact and communicate with others in order to share knowledge, information, and learn effectively. All students (100%) say that G –mail can be a useful social networking for interaction between students and also teachers for many things.

**Item 15: Benefits of using G–mail as Interactional Social Networking Site?**

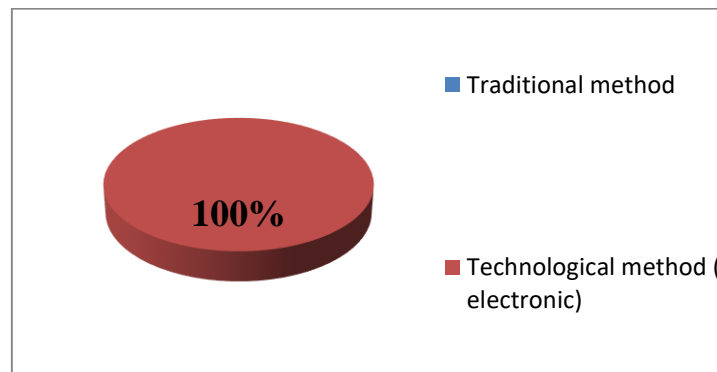
All students (100%) give us different answers we summarize them into notes:

- Gmail has become a crucial element for communication process especially in higher education.
- Gmail influence students' academic and social integration with their classmates.
- Student can do different affairs through using Gmail such as , giving information , sharing their activities , gaining information sending messages , receiving messages , pictures.....
- Gmail raises student interaction between a faculty member and graduate student.
- Gmail provides conversations and discussions related to course work and assignments, thesis writing progress, job search and professional development issues, as well as social exchanges of information.
- Gmail requires instruction and guides from the EFL teachers.

**Item 16: Student's Preferable Method of Interaction**

Option	Number	Percentage
<b>a. Traditional method</b>	0	0%
<b>b. Technological method ( electronic)</b>	40	100%
<b>Total</b>	40	100%

**Table 17: Students' Preferable Method of Interaction**



**Figure 16: Students' Preferable Method of Interaction**

The table above summarizes the students method they prefer to use in order to interact, it is noticed that, all (100 %) students claim that they prefer using Technological method ( electronic).

**Justification:** Because, technology provides us with different electronic devices and social networking that facilitate interaction between students and teachers, in addition change totally the way of teaching and learning foreign language from traditional education to

more technological and modern education, and this help us to do not waste time end effort and give us different opportunities to send, receive, communicate and share.

## **3.2. Teachers' Interview**

### **3.2.1 Aims of the Interview**

The teachers' interview is intended to investigate the teachers' opinions about the use of G-Mail in fostering teacher-learner's interaction in foreign language. It also aims at investigating the teachers thought of how language is being taught with using social networking device and the problems being encountered with teachers in their teaching career.

### **3.2.2 Description of the Interview**

The teacher's interview distributed to fifteen (15) teachers. The questions were divided into two types either closed questions, requiring teachers to choose yes" or "no answers and open questions where teachers are requested to give explanation to their answers. The teachers questionnaire consists of (10) questions.

### **3.2.3 Administration the Interview**

The interview was administrated to fifteen (15) teachers who teach different modules, they were in different places such as teachers' room, EFL classrooms, in the faculty ....., in addition some of them we send them the interview in the G-mail, and other on messenger. All the teachers were very cooperative in that some of them handed back the answered copies in three days and others they answer the interview directly.

### **3.2.4 Piloting of the Interview**

It should be noted that the interview was piloted before to its administration with three teachers, all the teachers did not do any modifications; they answered the questions without any ambiguities or misunderstanding.

### **1.2.5 Analysis of the Interview**

#### **Q1. How long have you been teaching English at Mohamed Kheider University of Biskra?**

The aim of this question is to elicit the teacher's teaching experience at Mohamed Kheider University of Biskra. Ten teachers claim that they have been teaching English for more twenty years at at Mohamed Kheider University of Biskra, and from this we can notice that they are experienced teachers. While five teachers affirms that he teaches English since seven years, so they are novice teachers

#### **Q2. Do you invite your students to interact during the course?**



This question aims at asking about if teachers invite their students to interact during the course. The findings of this question reveal that all the teachers said that they always found themselves in situations which obliged them to push their students to interact with each other in practicing the language through designing effective four or five activities which support interaction in the classroom, and interaction is necessary in many cases such as : explaining more the lecture, Checking learners' comprehension of the tasks, facilitate doing activities, Encouraging learners to participate, and finally increasing students' lack of interaction involving discussion in learning process.

**Q3. Does interaction encourage your students to participate?**

This question is designed to ask the teachers if interaction encourage students to participate in the session. Teachers claim that interaction encourages and enables learners to exchange enormous range of words, information, and ideas in which they enhance their learning in general. In addition, students are in a dire wish to interact with each other to learn effectively, so, our duty is facilitate for them learning and taught them sufficient quantity of knowledge through practice activities and making assessments that rise interaction among them.

**Q4. Do you use social networking sites?**

This question aims at asking the teachers if they use social networking. The majority of teachers confirm that they use different social networking in order to interact with others, but just a few members who said they rarely use social networking sites in some cases.

**Q5. Which of these social networking sites you use mostly?**

**1-G-mail 2- Facebook 3- Instagram 4- others**

This question asks the teachers about their common social networking they use. Teachers affirm that they use Gmail the most social networking to interact with their learners' and also with teachers in order to give instruction, information, send messages and other daily activities.

**Q6. Do you think that using G-Mail is effective for enhancing teacher-learner's interaction?**

This question asks about if the use of Gmail can be useful to achieve teachers – learner's interaction. The all teachers affirm that they always use Gmail with their students,

so Gmail is beneficial for enhancing teachers-learners interaction more than other social networking, especially in relation to students needs.

**Q7. Which method do you prefer to use in interaction, traditional method, or Electronic method?**

The aim of this question is to ask teachers about the method they prefer to use in interaction. All the interviewees answered that they prefer using electronic methods but in some situation electronic cannot be beneficial we tend to use tradition method such as explaining something, showing the way how the students work on their dissertation, and other things which useful for students needs.

**Q8. Do you use G-Mail in order to interact with your students?**

Different answers derive from this question, we conclude them: G-mail is very important in foreign classroom; teachers use it as effective strategy to interact with their students in order to prevent making many mistakes in learning process, thus, teachers use G-mail as positive element for teachers –learners’ interaction and also teachers –teachers interaction.

**Q9. In your opinion, what are the advantages of using G-mail as an interactional social networking site?**

All the English teachers affirm that they always use Gmail and encouraged students to use it in order to interact with them because it is helpful for many educational situation, such as: Enable to give instruction to students, Gmail rise communication and integration with others, give us the ability to sharing and exchange information, conversations, discussions, assignments, and check learners’ dissertation progress and evaluate their work.

**Q10. If you have further suggestions or comments concerning “The Role of Using G-Mail in Fostering Teacher-Learner's Interaction”, please indicate them.**

-Different answers derive from this Q we conclude them:

1. Interaction is certainly an effective component in FL mastery.
2. Give more time and space in TEFL (Teaching English as a Foreign Language) programs.
3. Students should be aware about using G-mail which gives them a good opportunity to gain information.
4. Teachers should advise their learners to practice more the English four skills for better interaction.
5. Teachers have to use different techniques that rise interaction in teaching.

6. The EFL learners should have a wide range of vocabulary and become familiar with a variety of vocabulary meaning in different context and this helps them to practice and communicate the language.
7. Students should use technological materials that help them to achieve better their level in English and suits their needs
8. Both students and teachers should know about the value and effectiveness of G-mail in order to raise teachers –learners’ interaction.

### **3.4 Discussion and Finding**

Based on the analysis of the teacher’s interview and student’s questionnaire, we obtained data about their attitudes towards “The Role of Using E-Mail in Fostering Teacher-Learner’s Interaction” , throughout these results of data collection tools, we find answers of our research questions. The objective of this study is to investigate the effectiveness of Gmail as a social networking device in enhancing students’ interaction. Also, in this study, we attempted to explore the importance of G-mail in foreign language that rise teachers –learner’s interaction this helps the learner understand and take instruction in order to avoid doing errors and mistakes. Moreover, the students’ questionnaire shows that the majority of the students face difficulties in interacting with their teachers thus; they use Gmail to interact and communicate with them for different activities in learning English language in general and to correct their errors in preparing their dissertation of graduation in particular.

Also, it can be said that teachers give too much attention for interacting with their students using technological method G-mail which help them to exchange and give information evaluate learners work and other practices. The results obtained from teachers’ interview that Gmail is entertaining and educating technique to interact strongly with the EFL learners.

### **3.5 Pedagogical Implications**

Participating English as a Foreign Language classroom is an overwhelming responsibility; Teachers of English as a Foreign Language should pave the way to promote the process of acquiring a second language thus using social networking like Gmail can be beneficial for interacting with the students. Algerian teachers and students in universities believe that using G-mail in fostering teacher-learner's interaction is successful strategy to achieve level of students in learning English.

## **Conclusion**

From the analysis of the teachers and learners questionnaire, all in all, students and teacher show a high awareness about the value “Using E-mail in Fostering Teacher-Learner's Interaction” .So through the interpretation of the result, we conclude that the teacher use Gmail as a successful way for communication and interaction students to correct their mistakes and be more familiar with many types of grammar rules, student also tried to solve most difficulties in preparing dissertation. In the other hand, the teachers give their feedbacks to students using G-mail as a useful social networking website.

**General Conclusion  
and  
Recommendation**

## General Conclusion

E-mail as an electronic platform is a fundamental basis that makes up a language; therefore, our case study aims at shed the light on the role of using E-mail in fostering teachers –learner’s interaction at Biskra University. This study is made up of two parts: theoretical part and practical part.

The first chapter shed the light on a general overview, which is illustrated interaction in teaching and learning process in EFL classrooms, which is crucial and debatable at the same time in acquiring a target language and enhance skills. In addition interaction is effective in reducing learners’ difficulties and they will get more self confidence to participate and to share their ideas from their interaction with classmates and teachers. Also it focuses in online interaction as an important factor in EFL classroom. The second chapter dealt with electronic learning and the important elements should discuss also, it focuses on E-mail advantages and disadvantages, in addition its effects in enhancing teachers –learner’s interaction.

The practical part consisted to the field work. This chapter is concerned with the analysis of the obtained data results collected from students questionnaire and teachers interview , the total number of students is (N=40) from two different groups, master two students at Mohamed khieder university Biskra are concerned of this study. And interview was done with (N=15) teachers, this tools was used in order to gain more information about our research topic.

In this study, we have focused on the role of E-mail, Thus, foreign language teachers should make their learners aware of this material that fosters the foreign language learners' proficiency in English and interaction as well as .The findings of both questionnaire and interview revealed email has a great impact and influence in fostering the teachers – learners’ interaction.

## **Recommendations**

Because of the great role of e-mail on interaction; we suggest some recommendations concerning the role of Email in fostering the teachers –learners. This dissertation intended to bridge the gap between E-mail and interaction. Using E-mail should be an essential dimension in teaching process in foreign/second language, and should be strongly encouraged to be used by both teachers and learners to promote a wide interaction between them.

- Teachers can focus more on students' difficulties.
- Teachers can play the role of guider and controller who encourage them to take part in their lectures.
- Teachers could make sure that their classrooms are managed well, and their students will follow all the rules that they have presented before at the beginning of the academic year.
- Students can use Email to share their works and receive feedback from their teachers.
- Teachers and students have to benefit from the use of E-mail in education.
- Teachers can interact with their students using E-mail.

To end with, Teachers could not take all the responsibility alone; they need the help of the administration and even from their students. Finally, master two student's role is to respect the teachers' instruction and feedback received from the teachers E-mail and work from their advices for better learning and teaching.

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# **Appendices**

**Appendix I :students' Questionnaire**

**Appendix II :Teachers' Interview**

The People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Mohamed Kheider University – Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages  
Branch of English



### The Students' Questionnaire

**Dear students,**

You are kindly invited to fill in the following questionnaire as a part of a master dissertation entitled "The Role of Using G-Mail in Fostering Teacher-Learner's Interaction". Your answers and opinions will help us to accomplish this research project. Please put a tick (✓) for the appropriate choice or full answer whenever it is necessary.

**Thank you for your cooperation**

#### Section one: Background Information

**Q1. Age ?** .....

**Q2. Was the choice to study English your own choice?**

a. Yes       b. No

**Q3. How would you assess your present level at English?**

a. Average  b. Good  c. Excellent. I do not know

#### Section two: Interaction in learning foreign language

**Q4. Do you know about the value of the element interaction?**

a. Yes                       b. No

**Q5. How often do you interact with your classmates or teachers?**

- a. Always  b. Sometimes  c. Never

**Q6. Which type of interaction do you enjoy?**

- a. Learner-Learner interaction  b. Learner-Teacher interaction

**Q7. Does your teacher use interactional strategies in the classroom?**

- a. Yes  b. No

**Q8. If yes, how do you describe your classroom atmosphere during interactional strategies?**

- a. Attractive  b. Boring  c. Normal

**Q9. Do you show more willingness to interact in the course?**

- a. Yes  b. No

**Q10. Which type of social networking sites do you use to interact with others?**

- a. G- Mail  b. Facebook  c. Instagram  d. others

**Section three: Using G-Mail as an interactional social networking in high education**

**Q11. How do you find electronic learning in your university?**

- a. Poor  b. Average  c. good

**Q12. How much do you enjoy using internet websites in learning?**

- a. A lot  b. A little  c. Not at all

**Q13. How often does your teacher use social networking to interact with you?**

- Frequently  b. Sometimes  c. Rarely  d. Never

**Q14. According to you, what are the main reasons behind students' difficulties to interact?**

- a) Students' motivation to learn English

- b) Time of teaching is not appropriate



c) Teacher's competence

f) The lack of using social networking devices such as: G-mail , facebook , instagram  
.....

**Q15. Do you think that G –mail can be a useful social networking for interaction?**

- a. Yes                       b. No

**Q16. What are the benefits of using G –mail as interactional social networking site?**

.....  
.....

**Q17. Which method do you prefer to interact with others? Please justify?**

- a. Traditional method      
  
b. Technological method ( electronic)

**Justification:**

.....  
.....

**Thank you for your collaboration**

***Student: BOUNAB Sabrina***

The People’s Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Mohamed Kheider University – Biskra Faculty of Letters and Languages  
Department of Foreign Languages

Branch of English



**Teachers’ interview**

Dear teachers,

This Interview is an attempt to collect information for the accomplishment of a Master’s dissertation about “The Role of Using G-Mail in Fostering Teacher-Learner's Interaction”. Therefore, you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

**Thank you for your time and cooperation**

Q1. What degree do you have?

.....

Q2. How long have you been teaching English at Mohamed Kheider University of Biskra?

.....  
.....

Q3. Do you invite your students to interact during the course?

.....  
.....

Q4. Does interaction encourage your students to participate?

.....  
.....

Q5. Do you use social networking sites?

.....  
.....

Q6. Which of these social networking sites you use mostly?

1-G-mail 2- Facebook 3- Instagram 4- others

Q7. Do you think that using G-Mail is effective for enhancing teacher-learner's interaction?

.....  
.....

Q8. Which method do you prefer to use in interaction, traditional method, and Electronic method?

.....  
.....

Q9. Do you use G-mail in order to interact with your students?

.....  
.....

Q10. In your opinion, what are the advantages of using G-mail as an interactional social networking site?

.....  
.....  
.....

...

Q11. If you have further suggestions or comments concerning“The Role of Using G-mail in Fostering Teacher-Learner's Interaction” , please indicate them.

.....  
.....  
.....

**Student: BOUNAB Sabrina**

## ملخص العربية

أصبح استخدام البريد الإلكتروني عاملاً فعالاً في تعزيز التفاعل بين الأساتذة والطلاب لأنه يمنحهم الفرصة لمشاركة قدراتهم وتلقي الملاحظات والتواصل. بالإضافة إلى ذلك ، فإن البريد الإلكتروني كتطبيق إلكتروني يمنح الطلبة فرصة لتلقي أو إرسال الرسائل التي تخدم احتياجاتهم. وفقاً لهذه الدراسة ، نفترض أن متعلمي اللغة الإنجليزية كلغة أجنبية يحتاجون إلى استخدام البريد الإلكتروني في تعزيز تفاعل المعلمين المتعلمين. لذلك من أجل تأكيد هذه الفرضية ، قمنا بالتحقيق في هذه الدراسة من خلال استبيان مع ماستر 2 طالب ومقابلة مع المعلمين في قسم اللغة الإنجليزية في جامعة بسكرة. علاوة على ذلك ، تهدف هذه الدراسة إلى توضيح دور استخدام البريد الإلكتروني في تعزيز التفاعل بين المعلمين والمتعلمين. تنقسم دراستنا الحالية إلى جزأين رئيسيين ، الجزء النظري الذي يتضمن فصلين يسلط فيهما الفصل الأول الضوء على نظرة عامة حول التفاعل في الفصل ، ويناقش التفاعل عبر الإنترنت بالإضافة إلى دور المعلمين والطلاب ، علاوة على ذلك. يتحدث عن بعض العناصر الهامة التي تشملها. أما الفصل الثاني فقد تناول التعلم الإلكتروني وقدم وصفاً مفصلاً عنه ، كما سلطنا الضوء على تعريف البريد الإلكتروني بميزاته وعيوبه ، وكذلك فوائد استخدامه في تعزيز التفاعل بين المعلمين والطلاب. كما تضمن الفصل الثالث تحليل البيانات وتفسيرها ، حيث أظهرت النتائج أن كلاً من المتعلمين والمعلمين يعتبرون البريد الإلكتروني عاملاً مهماً في تعزيز التفاعل بينهم. لذلك يدعم متعلمي ومعلمي اللغة الإنجليزية كلغة أجنبية بقوة استخدام البريد الإلكتروني في عملية التعلم وزيادة التفاعل.