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An Investigation of the Role of Information and Communication Technologies in Enhancing EFL Classroom Interaction
Case Study of Second Year Students
At

Mohamed Kheider University of Biskra

A dissertation submitted in partial fulfillment of the requirements for the Master

Degree in Sciences of Languages

Submitted by:

Abir GUESBAYA

Supervised by:

Mrs. BENIDIR Samira

MEMBERS OF JURY

Chairwoman: Mrs. SALHI Ahlem   University of Biskra

Supervisor: Mrs. BENIDIR Samira   University of Biskra

Examiner: Dr. SAIHI Hanane   University of Biskra

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DEDICATION

To my shining diamonds; to the ones who gave birth, meaning and love to my life

To my dear father who encourage me and gave me love

To my sweet mother who pushed me to do my best

To my sisters and brothers

To my best friend who support me

Rahme,Sihem,lilia

Hanan,Marwa

To my sympathetic supervisor

To all my family

To all my classmates

I dedicate this work

ACKNOWLEDGENTS

ABSTRACT

The present study aims at investigating the role of the ICTs in enhancing EFL classroom interaction. The intention is then to determine whether the use of these ICT tools can help students to develop their interaction. We have adapted a qualitative-quantitative methodology of investigation with regard to the requirements of the present research work that contains descriptive part which includes two main chapters and an empirical part which includes one chapter. Hence, it is by means of two questionnaires administrated to both teachers of English and second year students from the Department of Foreign Languages at Biskra University that we investigated our hypothesis. The findings collected in this research presented three main points. First, through the use of ICTS inside classroom, students can develop their target language and enhance their interaction. Second, the use of ICT tools help students to simplify their works, gaining more of information, and bring modernity in classroom, so students view that this ICT tool affects them positively when they interact with teachers inside classroom. Third, electronic devices help students to receive quick feedback which in turn assists them to address their weaknesses, as well as it saves time and effort, provides learners with more practice even outside the classroom and even if they face many barriers such as lack of interest, shortage time, and lack of familiarity with ICTs tools, they have positive effect on learners' interaction. Therefore, through the integration of ICTs, students become more interactive and in the same time they foster their learning process and teachers follow their learners' progress. On the whole, our research brought many benefits to the students and teachers of our University.

LIST OF ABBREVIATIONS

EFL: English as Foreign Language.

ICT: Information and Communication Technologies.

IT: Information and Technology.

OCR: Optical Character Recognition.

ST: Student

T: Teacher

LIST OF TABLES AND FIGURES

LIST OF TABLES

LIST OF FIGURES

TABLE OF CONTENT

CHAPTER ONE: ICTS INSIDE AN EFL CLASSROOM

CHAPTER THREE: DATA ANALYSIS AND INTERPRETATION

APPENDICES

APPENDIX 01: The Students' Questionnaire

APPENDIX 02: The Teachers' Questionnaire

ملخص البحث

GENERAL INTRODUCTION

Nowadays, it is very important to know about the Information and Communication Technology (ICT) application in the education environment especially in the teaching and learning of foreign languages. Over the last century, the teaching profession faced many changes in the form of new approaches, methodologies and organizational structures, because of the invention of internet and web- based tools that gave birth to ICT which is considered as "Garden of Eden" if it is integrated successful in language classroom.

Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. It is a technology that supports activities involving processing information with the use of electronic computer system and computer software to convert activities such as storing, processing, transmitting and protecting data. Increasing these activities also involves collaboration communication.

ICT is a major fact in producing rapid changes in society and installing new global economy. It also has the ability to transform the nature of education concerning the roles of students and teachers in the learning process. When looking to the spread of ICT that happen in modern societies especially by young, then it should be clear that ICT have big impact in learning process to day and in the future.

EFL students in general and second year in particular find that the interaction that happen in classroom represent the area of defeat for them, so to facilitate for them to be more interaction, the use of ICT represent a crucial link to enhance classroom interaction and to improve their level to be more interaction with the teachers. Thus, many scholars believe that the successful integration of ICTs in the classroom can reduce the impediments that prevent EFL learners to be more interaction in classroom.

1. Aim of Study

This study aims to investigate how ICTs can be used to enhance EFL learners' interaction. It focuses on the role of ICTs to improve student's level of interaction and to overcome their difficulties they face in classroom. It aims also at finding some interactive tools that may help EFL students to interact more and how can help teacher to create meaningful interaction during the lesson.

2. Statement of Problem

Information and Communication Technology (ICT) nowadays plays a great role in enhancing EFL learners' interaction. For that reason many teachers imply it in their classes in order to promote their learners' interaction activities. Which considered to be the most important means to create successful classroom, as well as; delivering professional communicators of the target language that all second language learners looking for. However, as a matter of fact many EFL learners suffering from problems and difficulties that hinder the process of interaction either with each other or with their teachers. Among those problem we may find: anxiety, inhibition, lack of encouragement from the teacher and lack of correct method to transmit the knowledge to learners. A large number of students in classroom is also another factor that input teachers to vary the techniques of teaching such as group word, in order to avoid creating discipline problems. Hence, the chances of interaction between learners will be reduced and consequently they become passive participant and the teacher will be the only communicator.

Achieving a high of interaction in the classroom is accounted to be as a big deal especially if we are dealing with EFL classroom where the process of transmitting knowledge is more complicated, so that teachers have to manipulate their ways of teaching by reinforcing their lectures with most update and moderns materials of teaching. Using ICTs in the field of education is quietly effective in developing learners' interaction ,for

example using devices such as; laptops, computers and tablets to facilitate tasks for both teachers and learners to get access and exposure to the native speaker interaction. In other words, those tools help them to embody real life situation in more enjoyed time and that makes the increase of interaction in classroom takes place.

Eventually this research is intended to investigate the relationship between the role of ICTs and the development of learner's interaction. Surely there is a well-founded relationship between them because it is noticeable that in their classes in which ICTs has been used usually to make learners motivated and exited to learners in a high dynamic atmosphere of exchanging information and willing to participate during the lectures, there for; what we called classroom interaction would be fostered and established.

3. Research Questions

This research aims to answer these research questions:

1. What are the different components of ICTs that can be used in enhancing interaction in EFL classroom of Biskra University?
2. What are the different types of interaction that occur between EFL learners and teachers during classroom in Biskra University?
3. How can the use of ICTs help EFL learners to improve classroom interaction?

4. Research Hypothesis

We hypothesize that:

If teachers of Biskra University integrate information and communication technology inside classroom, then EFL learners will improve their classroom interaction.

5. Research Methodology

5.1. Procedures and Data Collection

Our research conducted through qualitative-quantitative data collection method (questionnaire) that administrated to EFL learners. The type of questionnaire that used is semi-structured questionnaire .This research method is helpful to simplify the link between two variables: the independent variable is the role of technology and the dependent variable is the enhancement of EFL learners' interaction. A questionnaire was elaborated for collecting data.

Teachers' questionnaire aims at taping into their experiences and opinion about the implementation of information and communication technologies as pedagogical strategy to enhance learners' interaction in EFL classroom. Then, students receive questionnaire and they answered in order to know whether ICTs really help them to develop their classroom interaction.

5.2. Research Sample

Our population is the second year LMD students of English at the Department of foreign languages at the University of Mohamed Khieder-Biskra. We choose 50 students randomly from the whole population to answer our questionnaire. Our choice of the second year LMD students is motivated by the fact that at this stage they are supposed to have gained enough knowledge that they have about ICTs and enhancing EFL interactive classroom.

5.3. Data Analysis

After answering the questionnaires, the will be analyze by using the descriptive analysis, and the results will be presented in tables to explain to what extent do the ICTs help the students to develop their interaction in classroom.

6. Structure of the Dissertation

Our research is divided into two main parts: descriptive part which includes two main chapters, and an empirical part which includes one chapter, the data analysis of the student's and teacher's questionnaires.

The first chapter deal with integrating ICTs tolls in EFL classroom to develop learner's interaction. Therefore, it attempts to define the term Information and Communication Technology. Then, some information provided about the historical perspective of integrating ICTs into education. After that, a great consideration is devoted to the advantages of integrating ICTs into education. Finally, we talk about the barriers that face learners and teachers in using ICTs in classroom.

The second chapter is devoted to the second variable of the hypothesis which is EFL classroom interaction. It deal with the concept and the notion of interaction as a significant tool for language amelioration, starting by some definitions of interaction, importance, types and aspects of classroom interaction. Besides, presenting the teacher roles and responsibilities and interaction activities. Finally, mentioning factors influence oral interaction.

The practical chapter attempt to discover the relationship between classroom interaction and ICTs. This chapter is purely concerned the data analysis and interpretation of both students and teachers questionnaire.
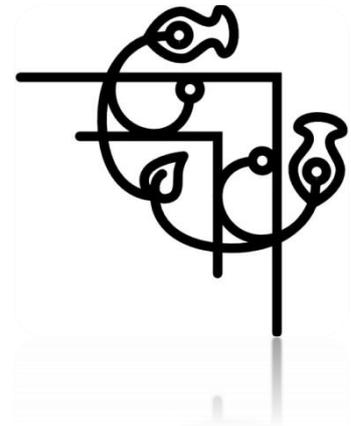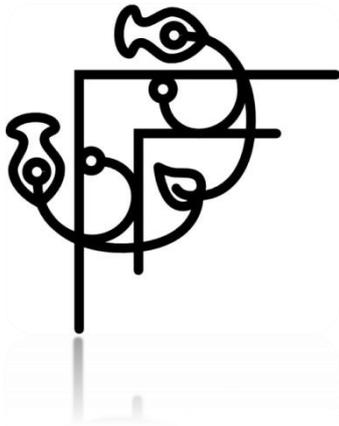
CHAPTER ONE
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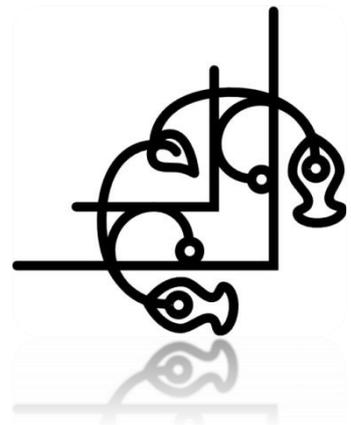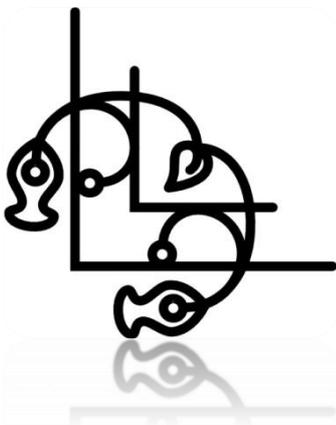
CHAPTER ONE
ICTs INSID AN EFL CLASSROOM

Introduction

All educators fight to prepare students to be successful and to have the ability to produce the language in a good strategy. The teachers have a very difficult challenge in front of them, to be able to integrate ICTs into the student's curriculum. In the field of foreign language teaching and learning, one should be fully aware of the role of ICTs and its influence on EFL learners so that they can interactive successfully.

In this chapter, we will deal with general issue about ICTs, its definition and the historical perspective of integrating ICTs into education. Then, some advantages of the integration of ICTs in education and the prerequisites for a successful integrating are expected. Finally, we will try to identify some barriers that face learners in using ICTs inside IFL classroom.

1.1. Definition of ICT

There are many definitions given to the term of ICT and we find this term widely used among learners and teachers. ICT is an acronym that stands for Information and Communication technology/ technologies that include different communicating tools, devices, and application such as television, computer, radio, cellular phones, satellite system, and internet or computer and network hardware and software. L.Tinio (2002) defines ICT as "a diverse set of tools and resources used to communicate, and to create, disseminate, store, and manage information". Thus, most devices can now be linked to others to share and exchange information and allow it to be used in such a way that they can also be categorized as ICTs.

According to UNESCO, the term ICTs refers to the forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic

means. ICT can be used in various contexts such as ICT industry, ICT law, ICT education…etc. There have been many studies that highlighted the different ways that ICT may support learning and teaching processes in many disciplinary field such as giving the opportunities for interaction between students and knowledge and access knowledge, especially if it is used under right conditions including suitable sources, training, and support.

1.2. A Historical Overview of ICT-Education

The 1980s were the beginning of changes in education due to the spread of technology First, the new conservative government bring a program called the national Microelectronics Education programme. The purpose was to help pupils to develop their abilities and to overcome the learning difficulties from the use of technology. In 1982s, four special education micro-electronic resource centres(SEMERCs) were created through this program. They focus on supplying developments, software, peripherals, expertise and training to support the needs of pupils with learning difficulties (Florian & Hegarty.2004. p.23)

The late in 1980s saw a development in using technology and not only in supporting learning, but also in making learners independent and participants in society. That means, technology provided for learners the only technique of accessing the curriculum independently (without teachers). ICT become fundamental; therefore, measures were taken to publicize it between all teachers across the educational spectrum. At that time, the government used large financial amounts for research and dissemination projects concerning the use of ICT in education. As well as, making technology an integral part of teachers' crew tools (Florian & Hegarty, 2004, p. 26).

In the 1990s, the information technology in schools continued until 1993 and transferred £90 million into support and training for using ICT. However, the development in ICT have led to the emergence of new priorities that aroused the exploitation of teachers'

energy. The first priority was putting in motion a national curriculum, which led the teachers to spend all the time to cope with new curriculum and adapting their requirement with it. Nevertheless, the project became a failure even after several revisions ranging from 1994 to 1997 because IT was not designated a 'core subject'. Second priority was to turn the rhetoric into reality and to place large amounts of hardware and software into schools such as CD-ROOM technology, and multimedia computers (Florian & Hegarty, 2004, pp. 27-28).

Ultimately in 1997, Stevenson reports that despite the raising number of initiative, the "state of ICT in our schools is primitive and not improving" (as cited in Florian & Hegarty, 2004, p.29). However, he manage a new technique in using ICT when he describe in his report the national grid for learning as a "mosaic of interconnecting networks." Therefore, it had three components: Infrastructure including computer, operating software and 'connectivity (cabling, internal networks, and internet), Content (documents such as software developers, textbooks, and resources), and practice which includes how people helped learning in the classroom and schools.

1.3. The Components of ICTs Used in EFL Class

In foreign language classrooms, ICT plays a crucial role in developing the student's language, and it determines what learning opportunities they may get. There are many components of ICTs add that excitement to any lesson: computer, internet, microphone, scanners, cameras, and projector.

1.3.1. Computers

Computers are becoming an increasingly common tools in the classroom. It is defined as "A programmable electronic device to accept data, perform prescribed mathematical and logical operations at high speed, and display the results of these operations. Main frames, desktop, and laptop computers, tablets, and smart phones are some of the different types of computers" (Dictionary)

Computers that we use to view, store, send, and receive information, not only help with presenting lesson but also with management and organization. Therefore, it become a necessity in teaching and learning. Computers can be used by teachers to assign work to students and study groups in classroom, also teachers can use computer to illustrate visual related subjects which help students to store their works and communicate between their mates by sharing application, files, and documents.

1.3.2. Internet

Internet is the most important tools, it brings the world to the classroom. It is a gift of modern science for common people and it has created revolution all over the globe in the field of exchange of ideas and information. Internet also defined as "A vast computer network linking smaller computer networks worldwide. The internet includes commercial, educational, governmental, and other networks, all of which use the same set of communications protocols." (Dictionary)

Internet provide for students a real world-training experience, help them to develop their skills such as writing skill, improve their level thinking, and increases motivation, achievement, and positive behavior. However, for teachers it contains tools that help them for accessing educational tools, curriculum sources, lesson plan, online expert, discussion centers, and teacher's forums (Barron, 2002, p.160).

1.3.3. Microphones

The microphone is ubiquitous piece of equipment. It transform sounds into electronic signals for storage or transmission. Different types of microphones and different ways to work with them are described below:

- A microphone can be fixed in a stand in front of a speaker who is standing or sitting.

- Speakers can hold a microphone in their hands.

- A light weight microphone can be attached to a speaker's clothes.

Information converted by a microphone into electrical signals can be transmitted via a wired or wireless channel to other devices.

Microphones create an environment where everyone can concentrate (students and teachers). It helps students to hear clearly what the teacher is saying and special who is in the back of the room or in noisy environment. It is no longer necessary to shout to reach everyone in the room. With microphones, the teacher can speak in a normal tone, and every one can hear what is said.

1.3.4. Scanners

Scanner is a device that captures images from photographic prints, posters, magazine pages, and similar sources for computer editing and display. It allows a user to take a printed picture or document and convert it into a digital file. There are many types of scanners such as sheetfed scanners, handhel scanner, and card scanner.

Using a scanner in classroom can be an incredibly powerful. It help students to scan their works during the lesson without leaving the room, but before using the scanner with students it is important that the teacher is able to correctly use the software. With OCR (Optical Character Recognition) software, a scanner can used by the visually impaired to "read" the printed word. OCR readers when passed over printed words can "speak" with synthesized voice the words being scanned (Brock, 1994, p. 13).

1.3.5. Cameras

Camera is an optical instrument for recording images, which may be stored locally, transmitted to another location, or both. There are two kinds of cameras: *the photographic camera* stores a still image on photographic film for further chemical development. Whereas, a *digital camera* record and stores photographic images in digital form. Many current models are also able to capture sounds or video, in addition to still images. An interesting application of digital cameras is the projection of a small image (such as a bug) onto a large screen.

Digital camera can be used in classroom to enhance any project student would normally use photos or clipart. Students can use the cameras to illustrate steps in a procedure, illustrate math and science concepts, and capture class activities for newsletters, web pages, and displays for parents. Cameras are not about taking pictures, but using the camera as tool to explore and understand other subjects.

1.3.6. Projectors

Projection flourished in the cinema era and its beginning are traced back to the centuries-old *Laterna Magica* and Shadow Theatre .The projector according to the British dictionary is defined as an apparatus for throwing an image on a screen, as a monitor-picture, projector magic lantern. They can project images, presentations, or videos from a computer, laptop, or document camera onto a screen or wall.

Today, more teachers than ever are using multimedia projectors in the classroom. Students no longer have to crowd around a computer monitor to view presentations, Web sites or training programs. The projector will be the gateway to all technology used in your classroom because it helps create a visual connection for students from a variety of devices and programs such as PowerPoint

In the figure above, the data show that ICTs comprise many technologies for capturing, interpreting, storing and transmitting information.
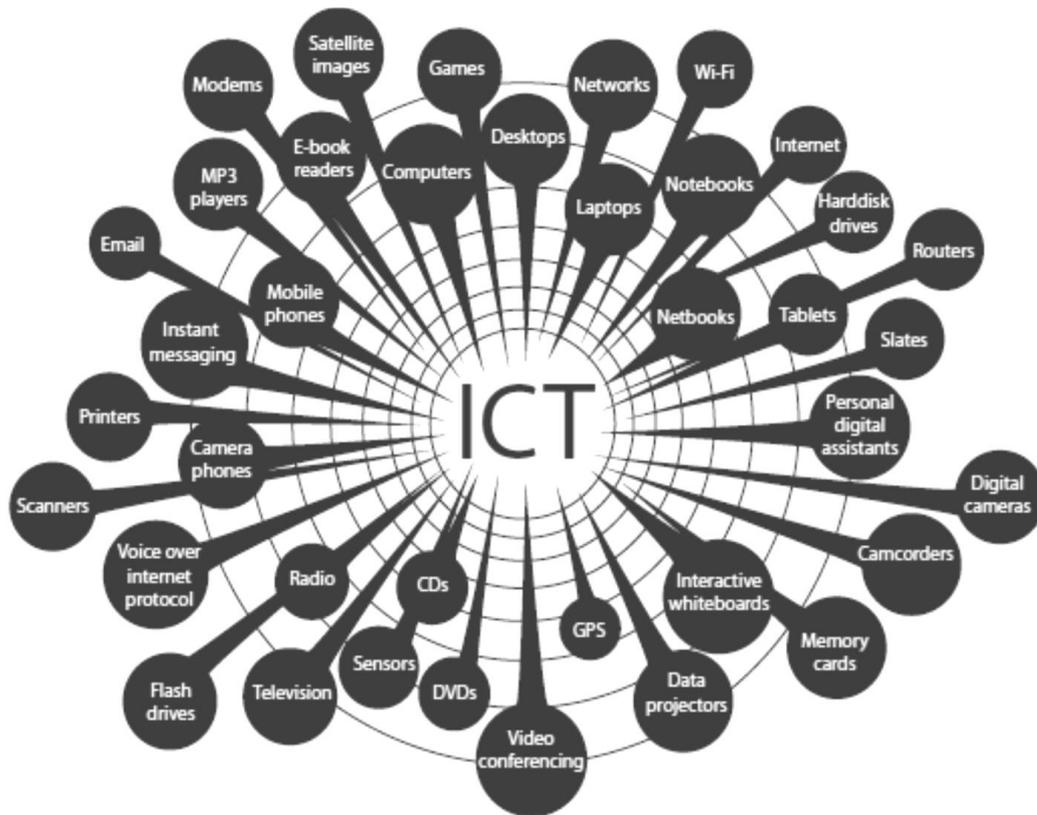
Figure 1.1: Different ICT Tools. (Anderson, 2010, p. 4)

1.4. The Advantages of Using ICT Tools in Education

Despite the fact that the implementation of ICT in the classroom is difficult for many teachers and students as well, it is not only important but essential to use these technologies in teaching and learning process. ICT based education is an important ingredient in developing new ideas, in course content and curriculum and in the creation of materials and methods of learning and teaching. According to Kennewell, the term ICT becomes an important part of the modern world; many aspects of human's life depend on it. It is positive impacts on industry, commerce, and the home were mentioned in Stevenson's report (1997) (2004, p. 14). The last concluded that is fundamental for education to integrate ICT into aspects of activity, and the teaching and learning processes (Kennewell, 2004, p. 14).

Kennewell & Beauchamp (2003; cited in Kennewell, 2004, p.15) identified the benefits of ICT for both learners and teachers. They viewed that ICT helps learners to:

- access a wide range of up-to-date information sources from within and beyond the school;

- process information and develop high quality reports;

- produce dynamic images to represent relationships;

- hypothesise and test ideas for themselves;

- engage in activities similar to those carried out by professionals and academics in the subject;

- work together in teams;

- work independently of their teacher.

  It helps teachers also to:

- access a wide range of up-to-date information sources from within and beyond the school;

- prepare high quality material for pupils to see as a class and to interact with individually;

- organize a variety of resources in advance of a lesson that can be accessed easily and rapidly for class use;

- focus pupils" attention on key concepts;

- monitor pupils" progress on tasks;

- analyses pupils' attainment and set targets for learning;

- collaborate with colleagues in other schools and at times of their choice

From the advantages provided above, it seems that the integration of ICT tools into education serves both teachers and learners.

1.5. Prerequisites for a Successful Integration of ICT:

It is valuable to mention that the integration of ICT in classroom is difficult task. Fitzpatrick wrote that "the vast potential of ICT should not blind us to the fact that quality, not quantity is required here" (p.14). Many teachers try to use different technologies in teaching students and they think that will success in using it. However, they fail in making students motivated to use such technologies. Hence, teachers of oral expression should know that the successful integration of ICT depends on the following points (Wikipedia):

1. Teachers should be competent in using technological devices.
2. Teachers should determine the objective behind ICT integration.
3. They should train, guide and support students to use ICT in their learning.
4. They should be able to overcome issues raised when using ICT.
5. Teachers should emphasize communication among students as well as the use of language in meaningful ways.
6. Create activities similar to those in the real world.

1.6. ICTs and Teacher's Role

Teachers have different roles, concerning the use of ICT in teaching English as a foreign language. Those roles have changed and continue to change from that of instructors to that of constructors, facilitators, coaches, and creators of learning environment. Many studies suggest the teachers' roles as followed:

1.6.1. Facilitators and Guides

The first role of teacher who use ICT in his teaching is to be a facilitator for students in EFL classroom. As facilitators, teachers must know in many ways more than they would as directive givers of information. In addition, the facilitator role is to introduce subjects of discussion, encourage, sharing of perspectives, and integrate students share experience. The teacher should know how to use the different tools of ICT effectively and they have to be responding to the student's needs. To success in this more flexible language classroom,

teachers must be trained, so that they can use multimedia and other resources effectively (Kennewell et al, pp. 17, 18). A good facilitator is one who is connector and integrator, the glue that bring the collective experience of the classroom together in shared learning experience.

1.6.2. Researchers

Teachers need to know how and where they can access information for their own and for their learners' use to keep in touch with the developments in the countries of the target language. There is a direction in teachers professional development that promote the view of teacher as a researcher of his/her own educative experience as a way to think and absorb the invention promotes in classroom. ICT tools integrate in many classroom innovation; teachers alone, or as partners of research outcomes to help with planning and improving pupils' learning experiences with ICT, and to make them appropriate to their needs within the curriculum framework of the school (Barajas, 2003,p. 26).

1.6.3. Integrators of Media

Margaret Robertson, Ivan Webb and Andrew Fluck (2007) reported in their book Seven Step to ICT Integration" that to ensure that teachers integrate ICT in their teaching, they should not only know and understand the functions of different media in an media rich environment, they must also know the best way to organize them. In the creation of shared projects with their students, they also need to guide learners in the use of word processing, graphics and presentation programs. In addition, integration of audio-visual elements make students like they are in home the fact that the foreign language environment of the target language is as exciting and many-sided as the society in which they live (Robertson at al,26)

Resta and Patru (2010) describe how teachers' roles are changing as a result of implementing ICT in their classrooms (see Table 1.1).

Changes in Teacher Roles		
A shift from		**To**
knowledge transmitter; primary source of information teacher controlling and directing all aspects of learning		learning facilitator, collaborator, coach, knowledge navigator and co-learner teacher giving students more options and responsibilities for their own learning

Table 1.1: Changing in Teacher Roles (Anderson 2010, p 6)

In the table above we noticed that the use of ICTs instructions brings about changing in teachers roles in classroom that help them to interact with students.

1.7. The Students' Role

After we mention the role of teachers, the learners also have a great role inside the classroom, they should be responsible and work without any control in using such tools. According to Tinio (2002,p.9) "Classes will become much more learner-centred, with learners' time and effort devoted to authentic reading and writing tasks related to authentic communication with (native speaker) partner.

Learners become more motivated during the lesson and more encourage to be explore and be creative of target language rather than passive recipient. They use different activities to develop their ideas and discover new one. The access to different media will help student to manipulate different language data and become aware of the different materials they can use and apply on their studies to raise the degree of participant.

Warschauer (1996), on his part, adds that students become more participative and produce more oral registers. In the same way that teachers' roles are changing as a result of the use of ICT, so are the roles of students changing, as seen in (Table 1.2).

Changes in Student Roles		
A shift from		**To**
passive recipient of information **reproducing knowledge** **learning as a solitary activity**		active participant in the learning process producing knowledge learning collaboratively with others
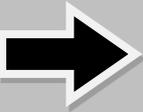
Table 1.2: Changes in Students' Roles (Anderson 2010, p.6)

From the table 1.2, we can noticed that the use of ICTs tools inside classroom brings about changing in students roles from passive to active participants.

1.8. Barriers of Using ICT

Although studies have shown that using ICT has made learning more effective, but the act of integrating ICT into teaching and learning is a complex one and one that may encounter a number of barriers. The following points are the main obstacles that face both students and teachers in using ICT:

1.8.1. Lack of Interest

Some teachers and learners are not interested to integrate ICT in the learning process and they think it is waste of time. Thus, they do not want to effort themselves in applying them, special who did not know how to use it.

1.8.2. Lack of Familiarity with ICT

Some teachers and students face difficulties to build an ICT classroom because they are incapable to use ICTs tools. Thus, they prefer to use traditional ways of teaching. Lack of familiarity make teachers and student worrying about which button to click makes it difficult to focus on teaching and learning. Familiarity comes with practice and even being prepared to make mistakes front of student.

1.8.3. Lack of English Proficiency

It is difficult to use ICTs in classroom without being competent in target language especially when it is "technology English" or "technical English" which make it hard for students to understand class content and for teachers to use ICT in teaching. There are some ICTs tools working in their systems just with English, so if the teachers or students did not

understand it they will face problems in using it. (Zhange et al, 2016)

1.8.4. Lack of Guidance

Many teachers are encouraged to integrate ICT in their lesson, however they need some guidance to attain a successful integration of these materials. But unfortunately, there is no training given to them by government and there is no discipline among students. Teachers without guidance can make students falling in problems special in using a complex ICT tools.

1.8.5. Teachers' Beliefs and Attitudes towards ICTs

Some teachers are not motivated in using ICT in classroom; they prefer to use old methods in the teaching that make them comfortable and achieve a successful technique in transmitting knowledge for students.

1.8.6. Lack of Competencies

Hargreaves (1994) and CEO Forum (1999) claim that information and communication technologies will be efficiently used in lesson only if teacher qualification development will be oriented specifically to the needs of the teacher and demands of the system of education.

1.8.7. The cost of ICT Tools

There are many governments cannot provide such technologies for many reasons especially in under developed countries. Thus, the implementation of ICT in schools has remained elusive since most of it are expensive.

1.8.8. Shortage of Time

Some of researchers (Cook, 1997, Ang 1998, Glennan and Melmad 1996), and also National Education Association (NEA, 1999-2000) pointed that shortage of time is a basic barriers that face students and teachers to integrate ICT tools into teaching and learning process. Teachers need time to apply technologies in classroom and to develop their professional qualification in different courses.

Conclusion

      As conclusion, it is obvious that ICT introduce something new to learning and teaching foreign language and this requires new roles for both learners and teachers. So using ICT leads to new pedagogical changes with create new pedagogical roles. There are many types of ICT tools used inside classroom; to serve educational fields that are used by the EFL teachers. Each kind of ICT has its components that support the teacher and learning process. Although, the use of technological tools has some barriers, but it's advantages cover these weaknesses.
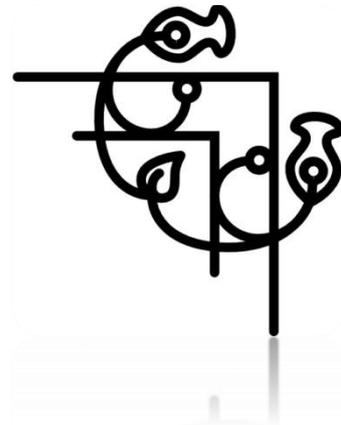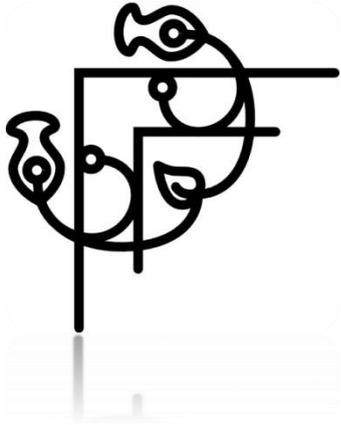
CHAPTER TWO
CLASSROOM INTERACTION
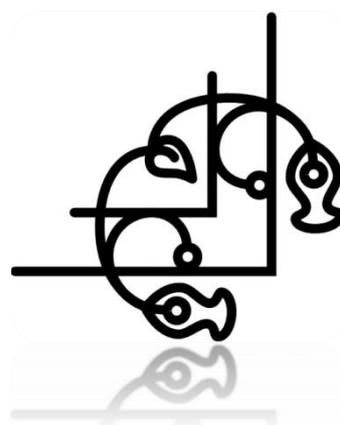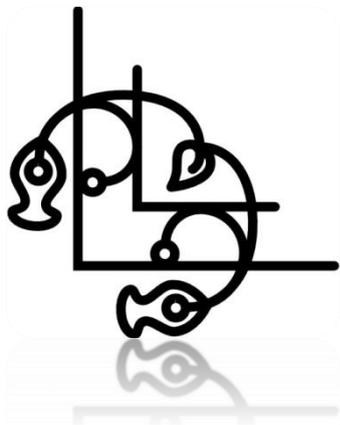
CHAPTER TWO
CLASSROOM INTERACTION

Introduction

In the field of second language acquisition, interaction has long been considered as an important strategy in learning process. It needs in the process of second language learning the involvement of two or more learners who cooperate in face-to-face interaction using language communication. This chapter deal with the concept and the notion of interaction as a significant tool for language amelioration, starting by some definitions of interaction, importance, types and aspects of classroom interaction. Besides, presenting the teacher roles and responsibilities and interaction activities. Finally, mentioning factors influence oral interaction.

2.1. Definition of Classroom Interaction

Defining the notion classroom interaction means defining each word separately. The term classroom is considered as an area in which the teachers and students communicate by using the target language. Usually, the language used in classroom to help students and teachers to create a meaningful interaction during the lesson.

Whereas, the term interaction was defined by many English dictionaries. According to Cambridge and Oxford the verb 'to interact' as 'two or more person communicate with or react to each other'. Whereas, the latter, defines the noun 'interaction' as a 'reciprocal action or influence'. In addition, the Vocabulary website pointed that, The term Interaction comes from Latin 'inter', meaning between, and 'ago' meaning to do or to act Any 'action between' is considered an interaction, like the interaction between a teacher and a student in the classroom. Therefore, Rivers describe the word through its Latin roots: 'agere' meaning 'to do' and 'inter' meaning 'among'. (1987, p.57).

Many scholars and researchers defined classroom interaction from different views. Wegner defined interaction as "reciprocal events that require at least two objects and actions. Interaction occurs when these objects and events naturally influence one or another" (1994, p.8). Hence, interaction needs more than one side, it should be there impact through awarding and receiving messages in order to achieve communication.

Malamah- Thomas (1987) presented a diagram for classroom interaction which clarify the relationship between teachers and students inside classroom. She described classroom interaction as an action followed by reaction through which learners get feedback as the figure below:
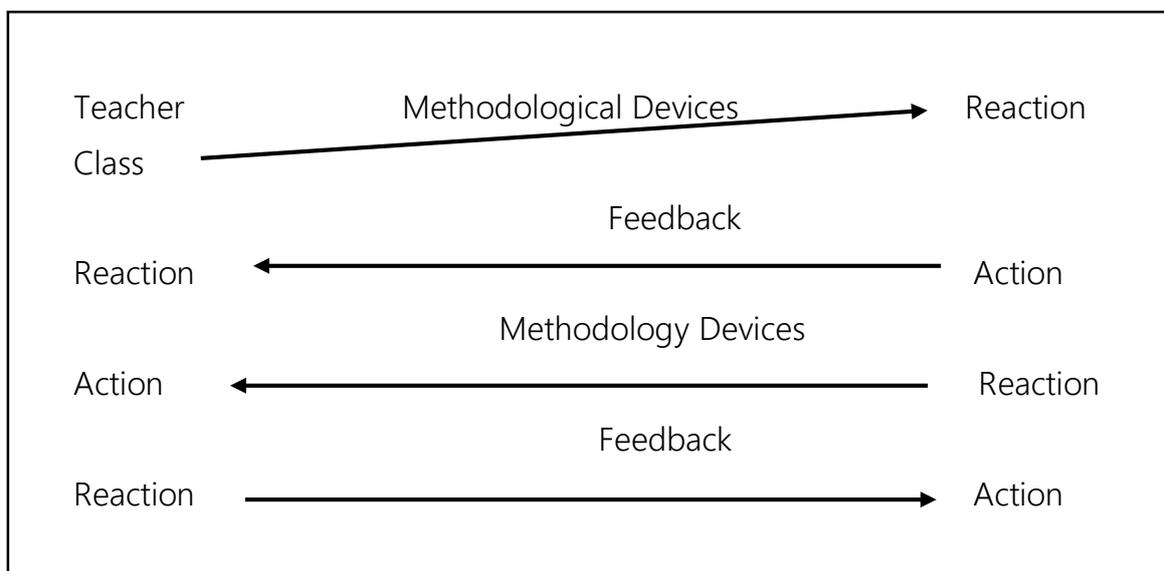
Figure2.2: Classroom Interaction (Malamah-Thomas, 1987, p. 39)

Other scholars like Ellis defined interaction as "The discourse jointly constructed by the learner and his interlocutors and input is the result of interaction" (1985, p. 23). Ellis highlighted on the form of interaction by saying " Discourse jointly constructed by the learner and his interlocutors" which clarify that the learners is the main element in classroom where he/she may make effective interaction. In addition to all this definitions, Allwright has defined interaction as "The fundamental fact of pedagogy" and that "successful pedagogy involves the successful management of classroom interaction" (1984, p.156) (As

quoted in Ellis, 1997, p.173). From that we can observe that classroom interaction is one of the primary strategies in which learners acquire information.

2.2. The Importance of Classroom Interaction

Successful learning process concerning foreign language have a relation with the concept of classroom interaction. Teachers and students create interest, comfortable, and joyful learning atmosphere entire of action followed by interaction. Therefore, Allwright (1984) states on the important of classroom interaction in FL lesson saying that it is "Inherent in the very notion of classroom pedagogy itself" (p.158). This joyful learning atmosphere that create reciprocal mutual understanding is assumed to be shaped by learners himself by being motivate and more participant during the lesson inside classroom (Woolfolk & Galloway,1985,pp.77-78). Classroom interaction provides opportunities for effective communication and it also allow students to improve their language store as they listen authentic linguistic materials, or even the output of their fellow students in discussions, dialogue journals or skits. It help students to produce a comprehensible input as a result of comprehensible input supplied by the teachers, as it was stated in the acquisition theories held by Krashen and many others.

According to Brown (2001), "In the era of communicative language teaching interaction is, in fact, the heart of communication; it is what communication is all about" (p.35).This detects that classroom interaction is the best way to give students opportunities to create chances for turn-taking and facilitate learning process. Though, many hypotheses in communicative competence emphasize on the importance of interaction as using language by learners in different contexts to negotiate meaning (Choudhury, 2005, p.80). This means that learners' discussions may lead to peer interaction.

Students built facility in using a language when they focus on conveying and receiving authentic messages. This later, concluded information make the listener and the speaker

interesting in a situation of importance to both. This is interaction. As wells (1981) has expressed it:

> Exchanges is the basic unit of discourse…Linguistic interaction is a Collaborative activity…involving the establishment of a triangular relationship between the sender, the receiver and the context of situation (pp. 46-47).

Besides, Allwright & Breen (1989) as quoted by Chaudron (1998, p.10) state further that interaction is considered important for the following reasons:

a. Only through interaction can the learner decompose the target language (TL) structure

b. Interaction gives learners opportunities to incorporate TL structure into their own speech

c. The meaningfulness for learners of classroom event of any kind, whether thought as an interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the learner

Whereas, other scholars like Levine (1989) relate the successful of learning process to classroom interaction since, it make students and teachers live enjoyable atmosphere. According to Levine, teacher is the main element in teaching process and highly value the process of classroom interaction. He claims that "Interaction is an extremely complex and difficult process, but it is also the part of teaching that many teachers say they enjoy and value the most" (p. 73). Thus, classroom interaction considered as a strategy that make learning process develop, and the arrangement of the learning process is related to the process of classroom interaction. As it is declared by Allright (1984) classroom interaction "It is the process of whereby classroom language learning is managed" (pp.156-171).

In addition, Yu in the Asian social science journal (2008) writes that "Classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing the language development process itself"(p.28). This means that, the improvement of language can only be recognized through classroom interaction with build the whole operation.

2.3. The Aspects of Classroom Interaction

Classroom interaction concludes two main aspects: negotiation of meaning and feedback, which are the main elements that make learning process successful and without this aspects we cannot talk about this successful through interaction. Ellis and Foto (1999) say, "Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output" (p. 09). Interaction then involves meaning negotiation where the learners can receive feedback from their interlocutors.

2.3.1. Negotiation of Meaning

Studies on interaction between learners focus on discussions and exchange data between learners in second language learning activities where negotiation of meaning is the central point. Ellis and Barkhuizen (2005) defines negotiation of meaning as the verbal exchanges that happen when the speaker try to overcome the collapse communication. This kind of negotiation occurs when students do not comprehend some parts of foreign language lessons, they ask each other and exchange ideas with their interlocutor for more clarifications and simplification that allow them to develop their target language , and that is what Chaudron (1998) put forward saying that "When understanding does not take place, either on the part of the learner nor on the teacher, they can ask for each other clarification by means comprehension checks, confirmation checks, or clarification request" (p. 131).

Therefore, negotiation plays a great role in classroom interaction because, it encourage learners to regulate, manipulate, and change their personal output. Negotiation also plays other roles in supporting language improvement such as the following which are based on Long's detailed discussion of interaction (Long, 1996, pp. 445–454). Negotiation:

➢ It makes input understandable without simplifying it, so that learnable language features are retained.

➢ It breaks the input into smaller digestible pieces.

- It raises awareness of formal features of the input

- It gives learners opportunities for direct learning of new forms

- It provides a "scaffold" within which learners can produce increasingly complex utterances

- It pushes learners to express themselves more clearly and precisely "pushed Output"

- It makes learners more sensitive to their need to be comprehensible

Long, in his discussion about classroom interaction shows that the aspect of negotiation of meaning is importance to improve language, and its impact in comprehensible input and output of learners. Gass (1997) on the other hand, sum up the value of negotiation in the following quotation saying that:

The claim is not that negotiation causes learning or that there is a theory of learning based on interaction. Rather, negotiation is a facilitator of learning; it is one means but not the only means of drawing attention to areas of needed change. It is one means, by which input can become comprehensible and manageable, [and] . . . it is a form of negative evidence (helping) learners to recognize the inadequacy of their own rule system (pp.131–132).

Gass relates negotiation meaning with learning process and the concept of comprehensible input mentioning that negotiation encourage input to become more comprehensible to learners. Other scholars, seeing the importance of negotiation of meaning in the classroom interaction from various angles. Pica (1994) for example, focuses in the important of interaction in language process and using the negotiation of meaning, and she defines it as:

The modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility. As they negotiate, they work linguistically to achieve the needed comprehensibility, whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways. (p.494).

She indicate to the cause of negotiation to difficulty of comprehensibility of messages that can be decrypt through a quit linguistic amendment by changing vocabulary, and structure.

2.3.2. Feedback

Feedback is the second aspect of classroom interaction that is considered one of the key beneficial aspect which can promote learning in general. According to Mackey (2007) "Through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification" (p.30). In order to improve language, learners must focus in the errors and recognize them to correct. Many Researchers in the field of applied linguistic define feedback in various terms. For example, Sàrosdy, Farczàdibencze, Poor and vandny (2006), say that "Feedback refers to the information that learners receive from their teacher about their performance, which will help them take self-corrective action and improve their achievement" (p253).

Besides, the development of learning process related to the aspect of classroom interaction which is feedback. Voerman, Meijer, Korthagen& Simons (2012, p.45) then claims that the purpose of feedback is developing learning. The feedback aspect promote the students learning and achievement in foreign language classes, student then can get positive remarks because of the positive feedback like: good, excellent or negative feedback like saying: no that's wrong answer and not good.

Some scholars, seeing that feedback relate to assessment as a way to evaluate the learner's performance saying that: "The feedback encompasses not only correcting students, but also offering them an assessment of how well they have done" (Harmer, 2001,p.99). Teachers needs to assess their student's participation, or their works through considering it as a type of classroom assessment during classroom interaction. For example, Brophy (1981,p.18) sees feedback as an important aspect in classroom interaction, he states that: "Feedback is an essential aspect of any language learning and it is important that students get feedback about their classroom conduct". Supplying learners with positive feedback, make them able to decide immediately about rules and principals of language. Mackey

presented a model for feedback and classroom interaction which was clarified in the diagram below:
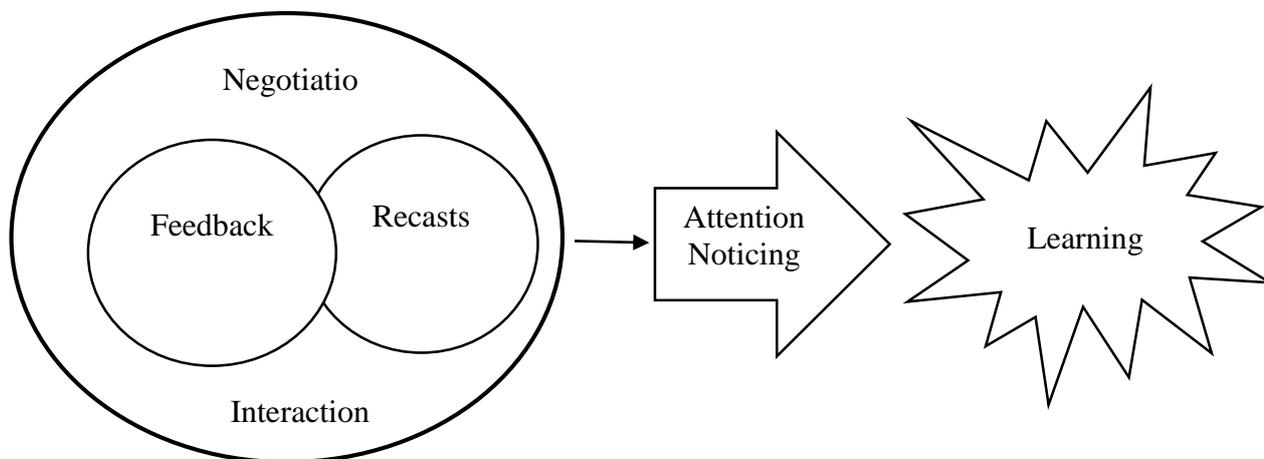
Figure 2.3: A Model of Interaction (Mackey, 2007, p. 79).

This diagram explains the relationship between feedback and interaction by negotiation and recasts (changing roles) which may then impact the learning process. Therefore, the learners negotiate for meaning, interact with classmates or teachers, and then acquire feedback.

2.3.2.1. Explicit Feedback

The first type of feedback is the explicit, which focus on the form of the learners responses and they use it to correct their mistakes when they use second language in their speech. Therefore, Teachers focus in supporting learners by giving guidance to develop their performance level. Harmer (2001) describe feedback as form feedback by saying "Form feedback deals with the linguistic accuracy of the student's performance. The teacher will record the errors the students are making during the activity, and will give a feedback on their successful achievement as well as discuss their errors and mistakes" (p. 246). In this type, the teachers try to make their student to draws their attention directly to the errors so the students do not falling in the same mistake again.

2.3.2.2. Implicit Feedback

In the other side, there is another type which is implicit feedback focuses on the content of the learner's response. Teachers provide the learners with the corrective feedback that include request for illustration and recast, in other words they changing only one or more utterances to say it correctly. Harmer (2001) describe feedback as content feedback by saying: "Content feedback involves the assessment of how good the student's performance was in the communicative activity, focusing on their ability to perform the task rather than dealing with the correctness of their language used in the activity" (p.246). Thus, in implicit feedback focus in the content rather than form, which called corrective feedback.

2.4. Types of Classroom Interaction

In communication approach of language teaching, interaction play a great role in improving the student's language and, it decides what learning opportunities they may get. Classroom interaction has two main types: teacher-student interaction and student-student interaction.

2.4.1. Teacher-Student Interaction

The teacher-student interaction, is an important element in classroom interaction and it has a great impact in student's achievement, performance, and development. Teachers-student interaction happens between the teacher and one of learners or many others one, for example; when the teacher ask questions to students, and students answer these questions and vice versa especially in learning activities.

Interaction takes place in many corners of classroom which occur between teachers and small groups or individual. In traditional technique of teaching, the teachers stand behind the desk and front of learners and spends most of time presenting lectures and giving directions, whereas learner's role is listening what teacher presenting and taking notes passively. In classroom interaction the teacher have the priority to controls in the topic of

class talk and the time that start and finish the lectures (Cazden, 1988,p.118) &(Tsui ,1995,p.80). The students have no time to ask questions, they only answering what the teacher ask, and they uses teachers to solve problems as Kundu (1993) states: "Most of time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive. "(p.13)

Harmer (2001) on the other hand, decides to relate students in communication activities saying that "To foster learners to produce communicative outputs, learners should be engaged in communicative activities" (p.49). It means the teachers interference should averted. The student's participation in learning process will develop and improve their target language, increase their self-confident, and highly motivated.

Scrivener (2005, p. 85), made a diagram for teacher-student interaction to show clearly the way how interaction occurs between teachers and students. This diagram showing exactly how the teachers provides information from their students and in the same time they get in return feedback of students.
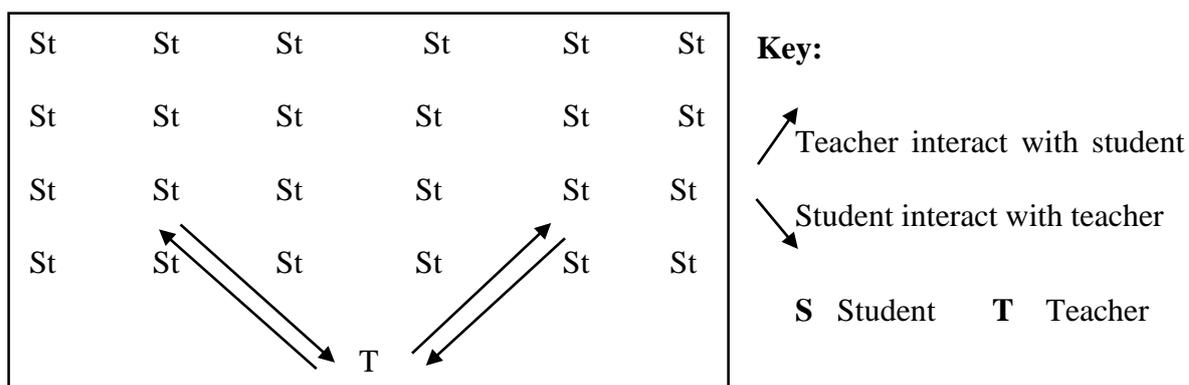
Figure 2.4: Interaction between the Teacher and the Students (Scrivener, 2005, p. 85)

Teacher- student interaction improve the teaching process since, students do much of the talk in the classroom, and they can foster their learning process and teachers can follow their learners' progress through interactions. Studies on classroom interaction have shown

that in this type of interactions, teachers represent 50% of the lesson and the other 50% is used by the students.

2.4.2. Student-Student Interaction

Student- student interaction Act between students. However we are ignored the main ellemnet in classroom interaction, that is, the effect that student-student interaction has on the types of communication, classroom learning, and opportunities for foreign language acquisition. Student-student interaction can be happen either in groups or in pairs called peer interaction for giving to student's the opportunities to practice various activities inside classroom.

First of all, student-student interaction happens among learners within a classroom context. In this type of interaction, the teacher act as a monitor and learners plays great role as participants. Student-student interaction which happens in groups is called student-student interaction, whereas, interaction in pairs is called peer interaction (Tuan& Nhu, 2010, p.35). Therefore, students interactions happens when learners exchange information between their peers, and receive feedback (sharp & Huett , 2005, p.95). Based on this view, studies on interaction, point out that in student-student interactions, learners receive comprehensible input, give chances to negotiate for meaning and receive other's feedback, and opportunities to produce modified output (Mackey, 2007,p . 29)

Therefore, little interest has been given to the nature and effect of student- student interaction on learning process in much of the classroom –based educational research. Johnson (1981, cited in Johnson, 1995, p.5) faults much of this research as "being centrism", which stratifies that the good type of interaction occurs in classroom is teachers-student interaction and that student-student interaction brings, discourages achievement, off -tasks behavior and leads to classroom disarrangement. Actually, Johnson states, deductive student- student interactions influence student's educational ambitions and achievement,

improve social competencies, and support taking on the perspectives of others (Johnson, 1981, cited in Johnson, 1995, pp.111-117). Johnson was not the only one who evaluated the value of classroom student- student interaction rather, Salvin (1980) sharan (1980) & webb (1982) cited in Johnson (1995,p.140) each one reviews of research that exceedingly consider that cooperative learning activities in small groups enhance self-esteem of students'.

Scrivener (2005, p. 86), made a diagram for student-student interaction to show clearly the way how interact with each other. This diagram showing exactly how the students provides information from their classmates and in the same time they gets a feedback in return from his/ her classmates.
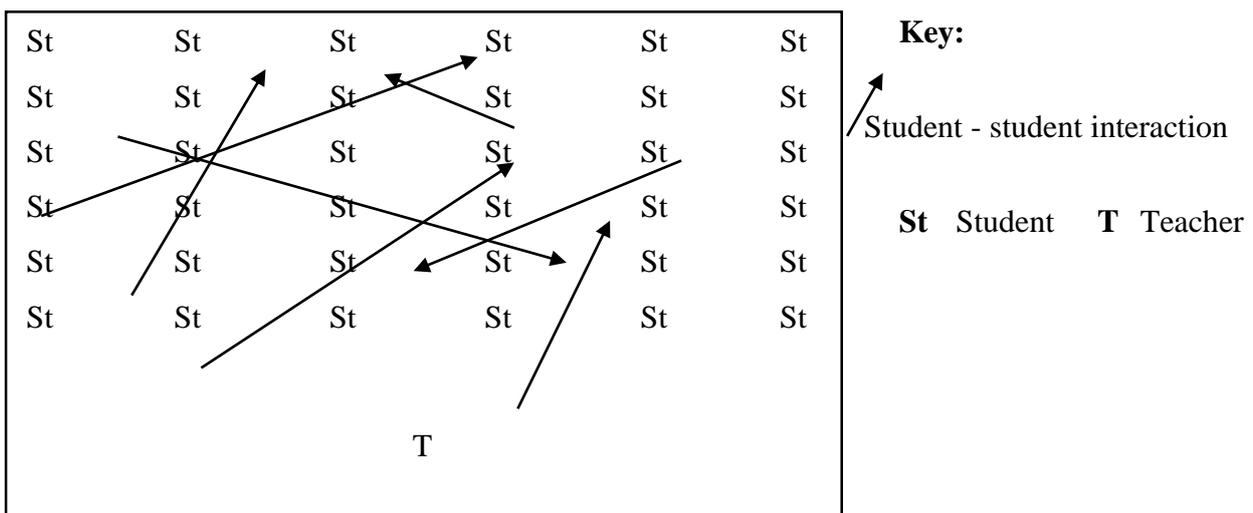
Figure 2.5: Interaction between Students (Scrivener, 2005, p. 86)

Usually, the well management of Student- student interaction, can play an important role in enhance students' abilities to work collaboratively, promote positive attitudes toward learning, and emerging social competencies. Student-student interaction is a vital aspect of classroom communication that should not be overlooked.

2.5. Teachers Roles and Responsibilities

In EFL classes, teachers play a great roles to facilitate the learning process. These different roles create a room for classroom interaction, which then will improve the learner's production. It is claimed that if EFL teachers master many roles, these roles were arranged according to Harmer (2001, pp.57-62) as follows:

Role	Feature
Controller	The teacher takes charge of the whole class and tasks by taking the roll, telling students instructions, arranging drills, reading aloud, and showing the teacher – fronted approach.
Assessor	Supply students with feedback concerning their performance and classes them in distinct ways.
Corrector	Correct the linguistic mistakes for students wile evaluating their language learning competence.
Organizer	Organizes students to work on classroom activities and make classroom enjoyable.
Participant	Participates in students' classroom practices.
Prompter	Prompts students so that they can progressed with learning procedure
Observer	Observes students' performance to suggest for them individual/group feedback

Table 2.3: Teachers' Roles and Responsibilities. (Harmer, 2001, pp.57-62)

The roles that claimed above are very important during classroom interactions, since, they help students to improve their performance, and develop the language. Classroom interaction then, improved when EFL teachers play different roles to relate their learners in the learning process.

2.6. Interaction Techniques

EFL teachers use a different activities to make their students more interactive inside classroom, and the most uses of interaction activities are: pair-work, group-work, discussion, and simulation and role plays.

2.6.1. Pair-Work

Pair work activity, is one of the efficient techniques for classroom interaction, where two students practice activities together, filling the gaps with information's and right answers, create a scenario of play. Pair work activity raise the amount of talking time of students. Therefore, that they can have more opportunities to share their knowledge with others and feel freelance and autonomous.

2.6.2. Group-Work

In group work, students practice their activities through small-group interaction. It is a type of learner activation that is of certain value in the practice of oral fluency (Ur, 2000,p. 32). Group work interaction is one of the activity that increases the amount of learner's talk as it was claimed by Ur (2000) in his book "A course in language teaching" saying that: "Group work increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class"(p.121).Group work enhance learners responsibility and make them more participations.

2.6.3. Discussion

Another technique of classroom interaction is discussion, which is based in giving an interest topic to discuss with students and students have to give their opinion to finding out if they agree or disagree with others. This kind of activities occurs between students and teachers or between students and their classmate that make them more interactive, motivated, and overcome their anxiety. Other students scared to share their opinions in front all the

class. Harmer (2001,p.272) suggested a solution for teachers that help them to pass such difficulties which is the buzz group, it means some students have an opportunity for fast discussions in small groups before any of them is asked to speak front all the classes.

2.6.4. Simulation and Role Plays

Many of students practice simulation and role plays, since it have relation with real life situation. Simulation and role plays make classroom enjoyable and create relaxed atmosphere, also it encourage oral fluency of students and help them to use a wider range of language which more importantly improve their language development and performance.in additions, it encourage thinking and creativity and can create the motivation and involvement necessary for learning to occur.

2.7. Factors Influencing Oral Interaction

In classroom interaction, there are many factor influence the oral interaction. Many researchers divided this factors according to their views, such as Al-Seyabi (2002,p.25), claims three kinds of factors which are: students factors, educational factors, and social factors. Student's factors include student's visions, opinions, learning style, and personal factors. Also, education factors concerning the way of presenting lessons that have related to pedagogical factors or educational factors. Whereas, social factors contain the gender of students in class and nature community feelings in a group.

Therefore, in Tatar (2005), study in classroom interaction influenced by ""Learner's lack of language skills as well as inadequate content knowledge, avoiding making mistakes in front of the teacher as well as their friends, and avoiding any embarrassing situations that can make them lose their face" (p.152). Tatar's study have strong relation to psychological such as embarrassment, and fear of making mistakes.

In the other hand, Fassinger (1995), claims also that there are factors influence oral interactions which are: students' traits, teachers' traits, and class traits. First of all, students'

traits contain lack of confident, lack of self-esteem, and be afraid of offending. Then, teachers' traits contain the encouragement, supportiveness, and evaluations from the teachers. Whereas the last traits is class traits which contain interaction standards and emotional environment, they are pressures from other students in class such as frustration, attention and supportiveness (p.281).

According to other researchers, the teacher's personality and behavior, class size especially small classes, using an interest topics that students have information's about it, relaxing and friendly classroom atmosphere, and the kind of activities (easier tasks) are the main factors that influence the oral interactions.

Conclusion

To sum up, classroom interaction is viewed that make language teaching successful. Therefore teachers, are demanded to decrease their talking time in classroom interactions and give to students the opportunity to student's to interact and be implicated in the learning process. Thus, most of the recent teaching methods have confirmed completely about the integrating of classroom interaction during learning a target language, since it improves learner's interaction and performance. In addition, the student's participation is highly recommended for the reason of enhancing classroom interaction through giving to learners chance to share their ideas, insights, etc. Therefore, and most importantly, interaction within EFL classes may enhance the student's oral fluency with a noteworthy progress.
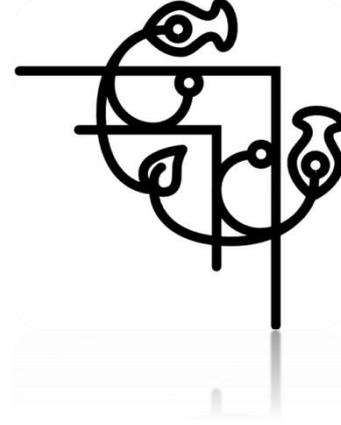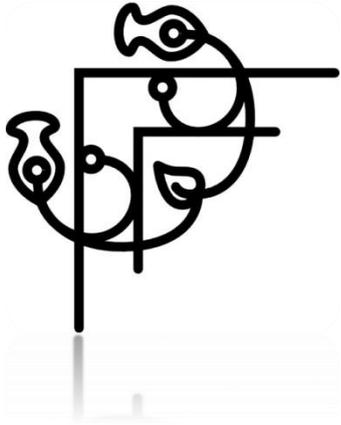
CHAPTER THREE
DATA ANALYSIS AND INTERPRETATION
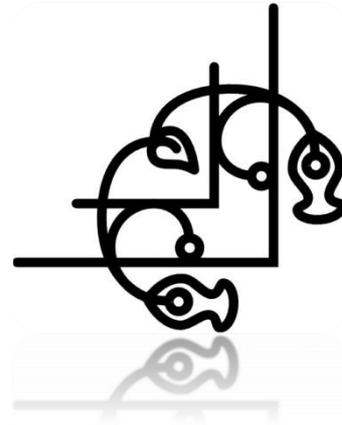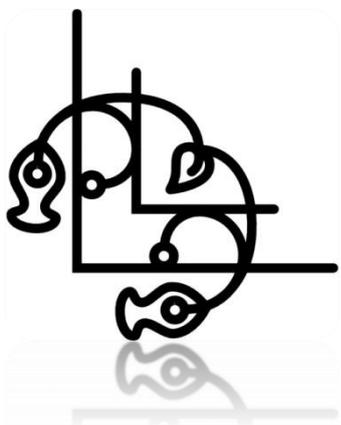
CHAPTER THREE
DATA ANALYSIS AND INTERPRETATION

Introduction

The present research is based on investigating the role of ICTs in enhancing EFL classroom interaction. This chapter is devoted to analyze the data collected from the questionnaire administered to both students and teachers in English branch at Biskra University. It divided into two sections, in the first section, we deal with the students' questionnaire, whereas in the second section, we analyze the teachers' questionnaire. The students questionnaire prepared to understand to what extent the role of ICTs enhance learners interaction and how the integrate of ICTs help students in improving the target language. In addition, the gathered data from the teachers' questionnaire help as to investigate the teachers' opinions about the importance and implementations of ICTs as a vital element in enhancing classroom interaction.

3.1. The Students' Questionnaire

Second year students were asked to answer this questionnaire in order to finding out whether the students supporting the integration of ICTs during the lesson, and to figure out if the use of ICTs help them to be more interactive inside classroom.

3.1.1. The Sample

The questionnaire that answered by students were chosen randomly among second years students population at Biskra University. The choice of second year students based on the consideration that at this level, students gained an experience in using ICTs and they have an idea how it works. The sample population consist of fifty students who have answered the questionnaire.

3.1.2. Description of the Questionnaire

The questionnaire contains 16 questions divided into two sections. The participants are

required to answer by close questions (yes/no questions), picking up the appropriate answer from a series of choices, or open questions asking students to give their views and also give their explanations and justifications.

3.1.2.1. Section One: Ownership and Use the ICTs Equipments (Q1-Q8)

This section investigate issues in using ICTs inside classroom. At first the respondents in (Q1) is requested to indicate which of the ICTs devices students own. In (Q2), students are asked to tell if they have access (computer) at home or not, and in (Q3) they are asked to answer whether ICTs make learning more effective or not. Then, in (Q4) the respondents were asked if they supporting the use of ICTs in classroom or not, and whatever their answer they had to justify. This section also aims at understanding whether using ICT tools by students in classroom wastes their time or not (Q5), and if they use one of this tools such as cell phone, did they use it to serve an academic purpose, for example as dictionary or not (Q6). The following question (Q7), students were asked if the use of ICTs make them more interactive in classroom or not, and whatever their answer they had to state why. In the last question of this section (Q8), the respondents asked about the advantages of Using ICTs in class by giving options.

3.1.2.2. Section Two: Classroom Interaction (Q9-Q16)

The first question is about knowing if the nature of relationship between the teacher and student is strong or weak (Q9). In (Q10), trying to obtain information about who talks the most in the classroom. The next question (Q11), the students are requested to tick the frequency of interaction with their classmates. After that they asked to tick again the frequency of the opportunities given by their teachers to interact with them (Q12). In the following question (Q13), the respondents are requested to tick the most interaction techniques they enjoy, and if there are other interaction techniques, they had to specify them. Then in (Q14), the participant are asked to tell whether student who wants to interact in

classroom or it is teacher strategies. In (Q15), the students are asked to tell what role should teacher played to support them to interact in the classroom, then if these roles are not meet their satisfaction they had to specify their own. The last question in this section (Q16), the respondents were asked to tick the type of interaction they prefer the most, and whatever their answer they had to explain and justify.

3.1.3. Analysis of Students' Results

3.1.3.1. Section One: Ownership and Use the ICTs Equipments

Question 1*: Which of the following devices do you own?*

    a. Desktop computer

    b. Cell phone

    c. Digital camera

    d. Laptop computer

    e. Smart phone

    f. Electronic music devices
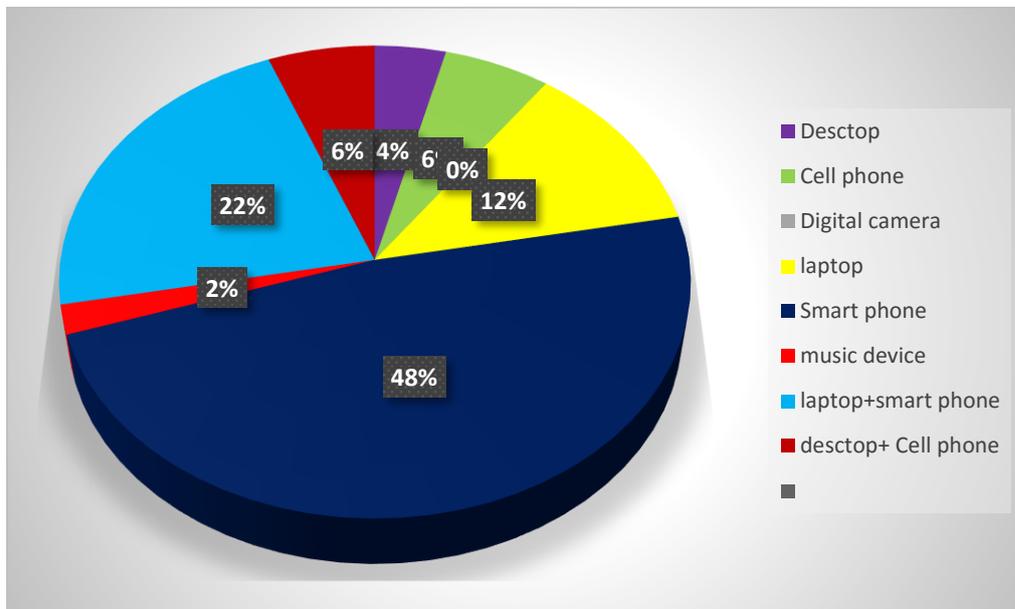
Figure 3.6: Students Ownership of Electronic Devices

We mention to students six different materials and asked them to tick the one they

own. From the previous figure, we notice that 2 respondents making up (4%) possess a desktop computer, and 3 students presenting (6%) have a cell phone. However, none of the students possess only a digital camera, 6 students making up (12%) have a laptop computer, the majority of respondents (24 students) making up (48%) possess a smart phone, and just one student presenting (2%) own an electronic music devices. In addition, other students own two devices such as, 11 participants making up (22%) have a laptop and   smart phone, 3 students presenting (6%) possess a desktop and cell phone. From their answers we can see that the majority of them are aware of the use different devices because we become in the world that based in technologies devices especially a smart phone.

Question 2. *Do you have internet access (computer) at home?*

        a. Yes

        b. No
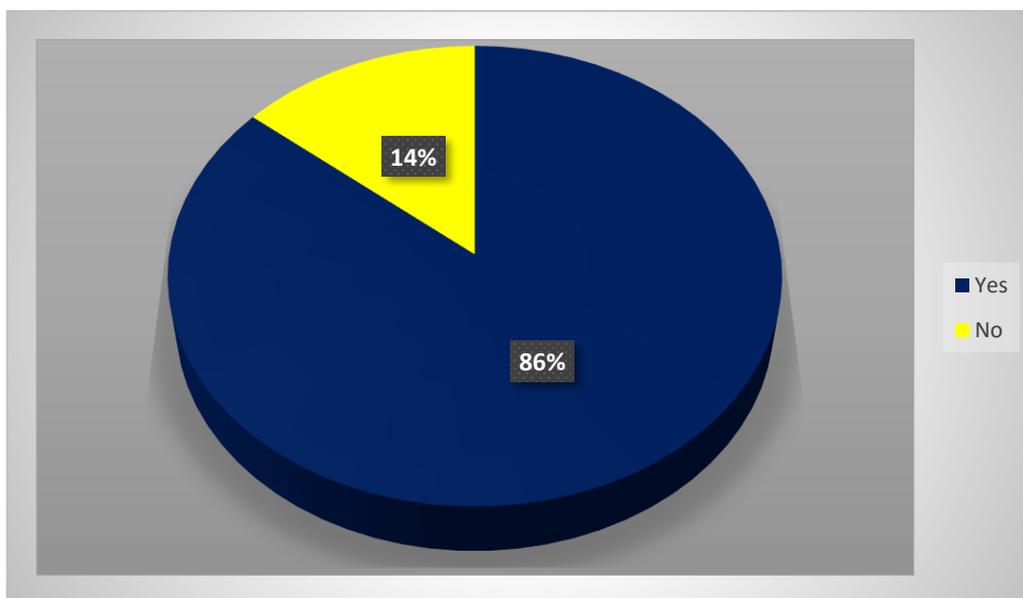
Figure 3.7. Students' Access to the Internet

We asked this question for students to know if internet is useful and powerful tool in learning and whether it is available for them or not. In figure 3.7, the results show that 43 respondents who answered "Yes" with a percentage of (86%) assert that they have an internet access at home, 7 students making up (14%) declared that they have no internet access at home.

Question 3. *Do you think that ICT make learning more effective?*

      a. Yes

      b. No
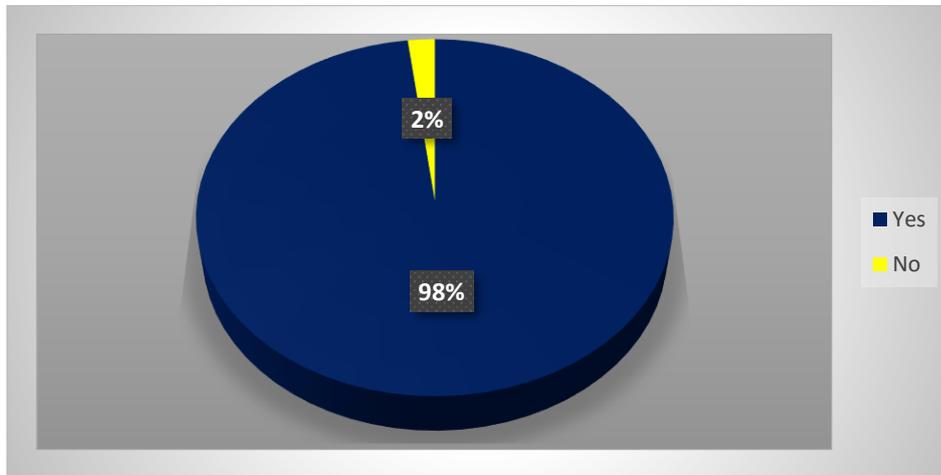
Figure 3.8: Students' Opinion about the Effectiveness of ICTs on Learning

Looking at the results in the figure 3.8, we noticed that 49 participants making up (98%) assert that ICT make learning more effective, which confirm that ICT is helpful and encourage students in learning. Whereas, just one making up (2%) respondents confirm that ICT cannot make learning effective.

Question 4. *Do you support the use of ICTs in the classroom?*

      a. Yes

      b. No

      o Justify your answer
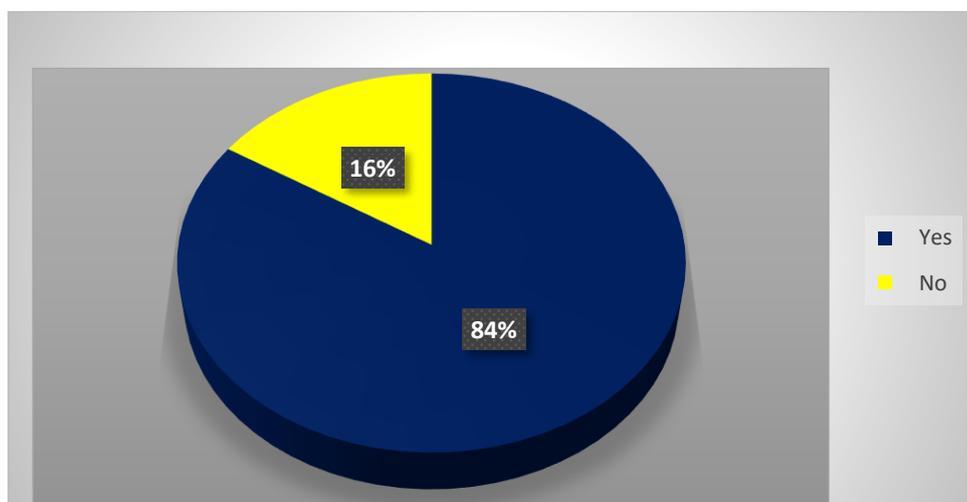
Figure 3.9: Attitudes towards the Use of ICT in the Classroom

It is very important to know students' attitudes towards the use of ICT in the classroom. The results show that 42 respondents represent (84%) support the use of ICT, whereas only 8 students making up (16%) don't support the use of technologies devices in learning process.

In this question, students in fact were asked to justify their answers, so the following reasons explain their choices:

- Students who chose "Yes" view that:
    - ICT tools make learning effective and enjoyable.
    - ICTs are very motivating and interactive.
    - Teachers should use new techniques because the old one such as role play are boring.
- Students who chose "No" view that:
    - Some ICT tools are difficult in usage.
    - ICTs take time to get used in some activities.

Question 5. *Do you think using ICTs tools in classroom wastes your time?*

a. Yes
b. No
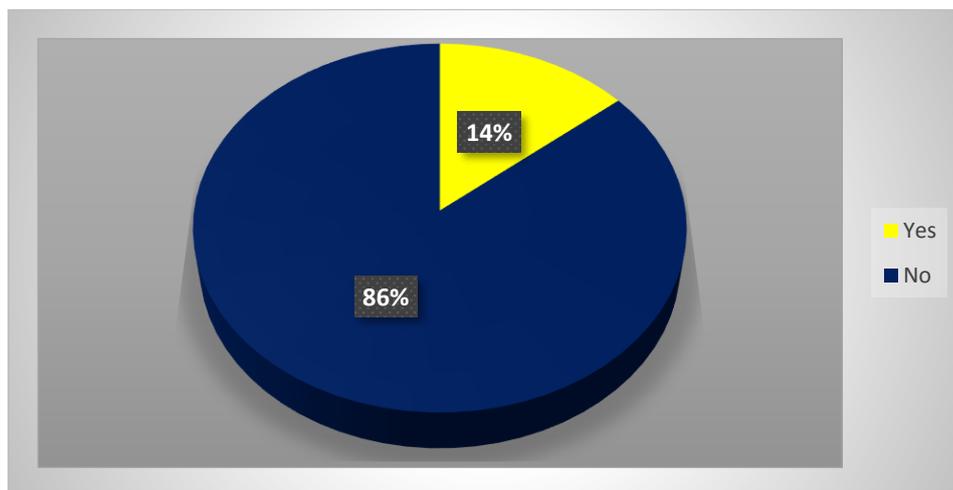
Figure 3.10: Students' Opinion about the Usefulness of ICTs

The results draw in figure 3.10, show that only 7 students making up (14%) responded that ICT tools wastes their time, whereas, 43 students represent (86%) responded that ICT tools did not wastes their time. Consequently, they are too interested, they needs these tools in learning to look for different information, it facilitates the process for research, and it are enjoyable and helpful in acquiring time.

Question 6. *Have you ever used your cell phone to serve an academic purpose, for example as dictionary?*

    a. Yes

    b. No
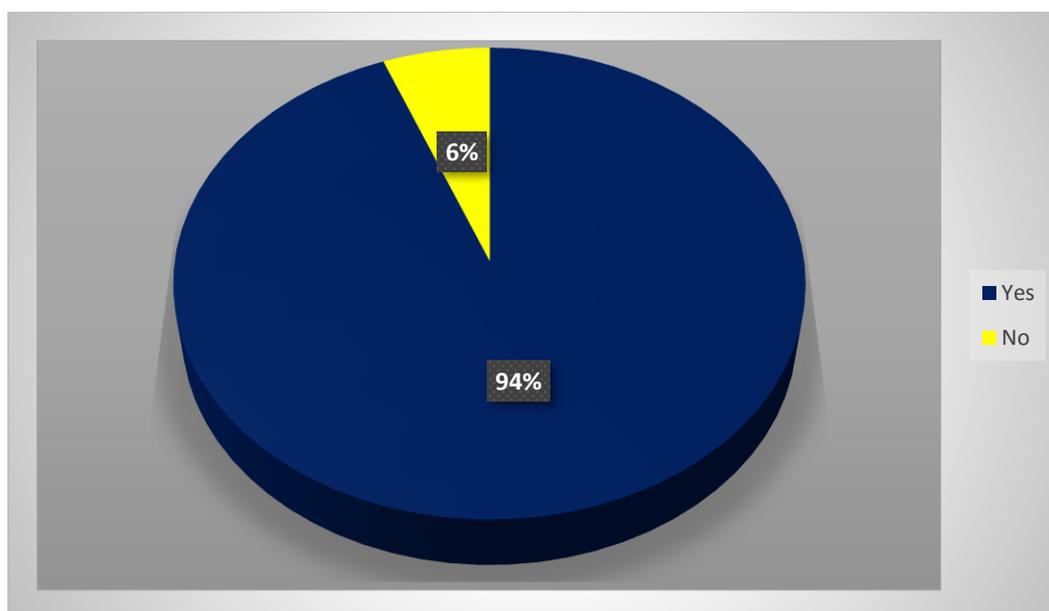
Figure 3.11: The Use of Cell Phone as a Helpful Tool inside the Classroom

We asked this question to investigate to what extent students integrate their cell phone to achieve an academic purpose. 47 respondents represent (94%) are using this quick checker to get some synonyms and identify new words during the lesson, whereas only 3 students making up (6%) do not use it because they do not own develop phones such as digital quality or they do not care about the course at all, that is why they did not try to know new words which are given by teachers.

Question 7. *Does the use of ICTs make you more interactive in classroom?*

      a. Yes

      b. No

  − Please, state why.
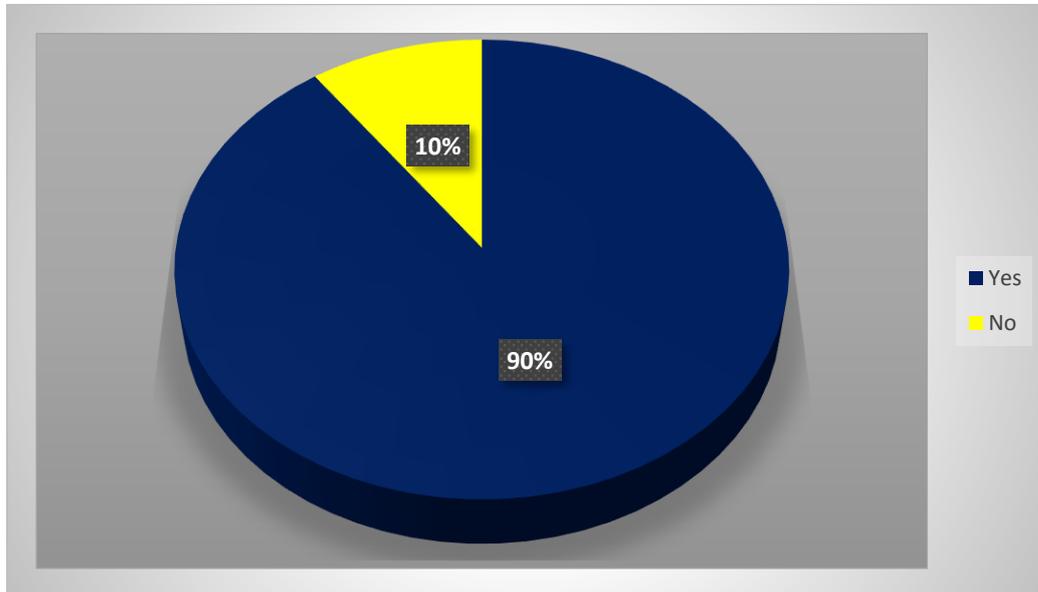
Figure 3.12: The Effects of ICTs in Learners' Interaction

Since the use of ICT tools in classroom is very important and very helpful, 45 participants responses proved that the use of ICTs make them more interactive during the lesson with (90%). However, 5 students said that ICTs have no effect in classroom interaction; it means they did not make them more interactive. Hence, each classroom contains more ICTs tools, learners will be more motivated and interested.

In this question, we asked respondents to justify their answers. Therefore, the following reasons explain their choices:

- Students who choose "Yes" due to:

    - ICTs motivate students to participate and make them active.

    - Some ICT tools facilitate for them to improve their skills.

    - ICTs give for student's clear information and simplify their works. (using dictionary)

- Students who choose "No" due to:

-   ICTS tools wastes their times

-   They face some difficulties in using technologies devices because some devices are complex in work.

Question 8. *According to you, what are the advantages of using ICTs in class?*

It was an open question for students to state their opinion about the advantages of using ICTs in learning process. Students stated that ICT simply gives them the opportunities to communicate with native speakers and acquire new knowledge about new cultures, which lead them to successful in learning the English language. In addition, ICT can provide for them authentic language, emphasize communication between students, meet learners preference and motivate them to participate. This means that they are aware of credibility of using technologies devices in developing their performance.

3.1.3.2. Section two: Classroom Interaction

Question 9. *Is the relationship between you and your teacher:*

a. Strong

b. Weak
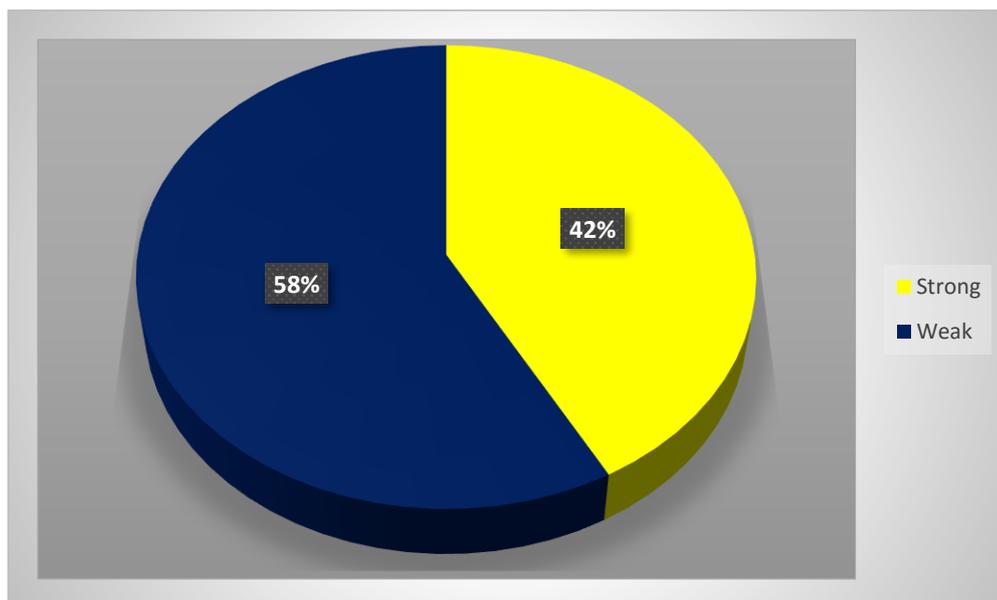
Figure 3.13: Student-Teacher Relationship

Obviously, students-teachers relationship play a great role in shaping the learning environment and it gives the students the opportunities to make his effort. Therefore, 21 participants represent (42%) said that the relation between them and their teachers is strong. Whereas, 29 students making up (58%) answered that the relationship between them and teachers is weak.

Question 10. *Who does most of the talk in classroom?*

   a. Teachers

   b. Students
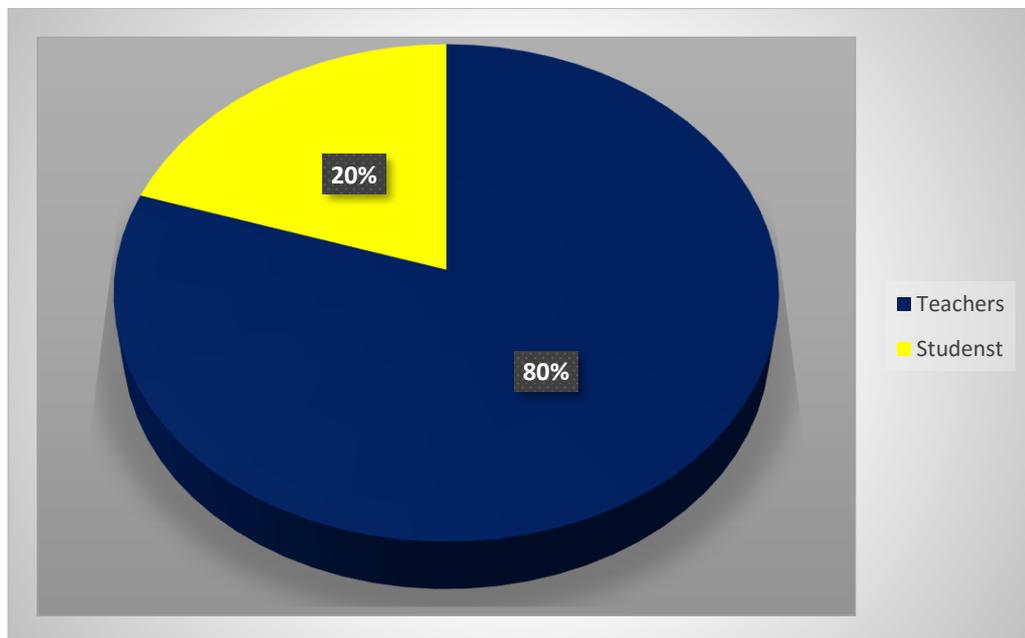
Figure 3.14: Amount of Talking Time in Class

Based on the data exhibited in the figure 3.14, it is noticed that 40 respondents answered that teachers are the one who henpeck the amount of talking time in classroom, where (80%) said so. And only 10 respondents represent (20%) answered that themselves who make most of talk in the classroom.

Question 11. *How often do you interact with your classmates inside the classroom?*

      a. Always

      b. Often

      c. Sometimes

      d. Rarely

      e. Never
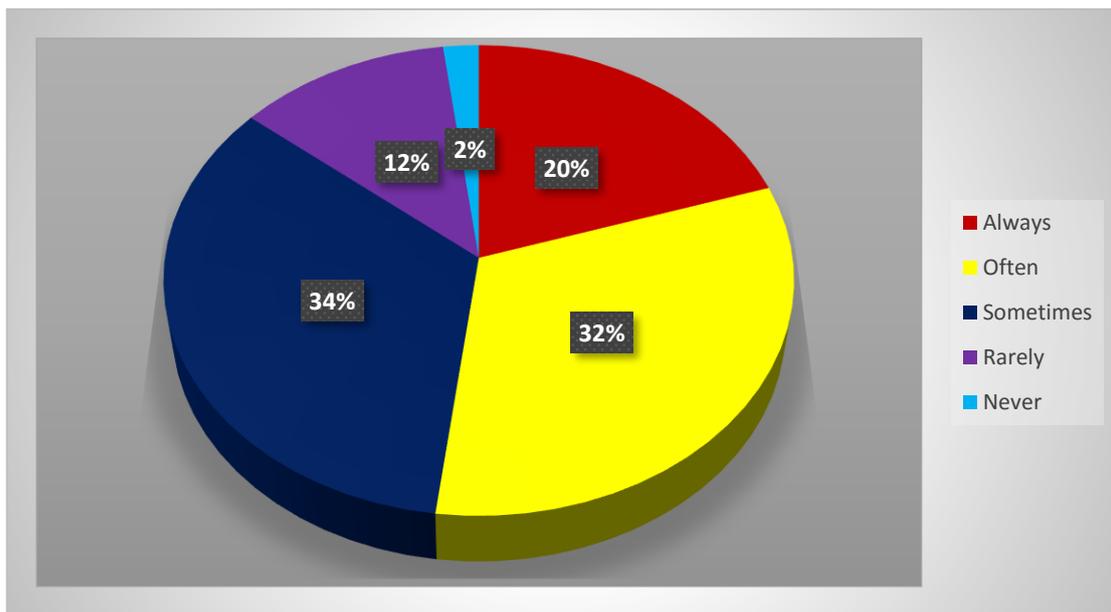
Figure 3.15: The Frequency of Student- Student Interaction

The data provided in the figure 3.15 shows the frequency of student- student interaction, and 17 participants responses were "Sometimes" with (34%), then 16 students represent (32%) was given to "Often", 10 participants making up (20%) to "Always". It means that English students of second years really have the opportunity to interact with their peers. Others have answered ticking the two options "Rarely" which responded by 6 participants that represent (12%) and "Never" which responded by only one students that making up (2%).

Question 12. *How often do the teacher give you the opportunity to interact (give and take) with her?*

      a. Always

      b. Often

      c. Sometimes

      d. Rarely

      e. Never
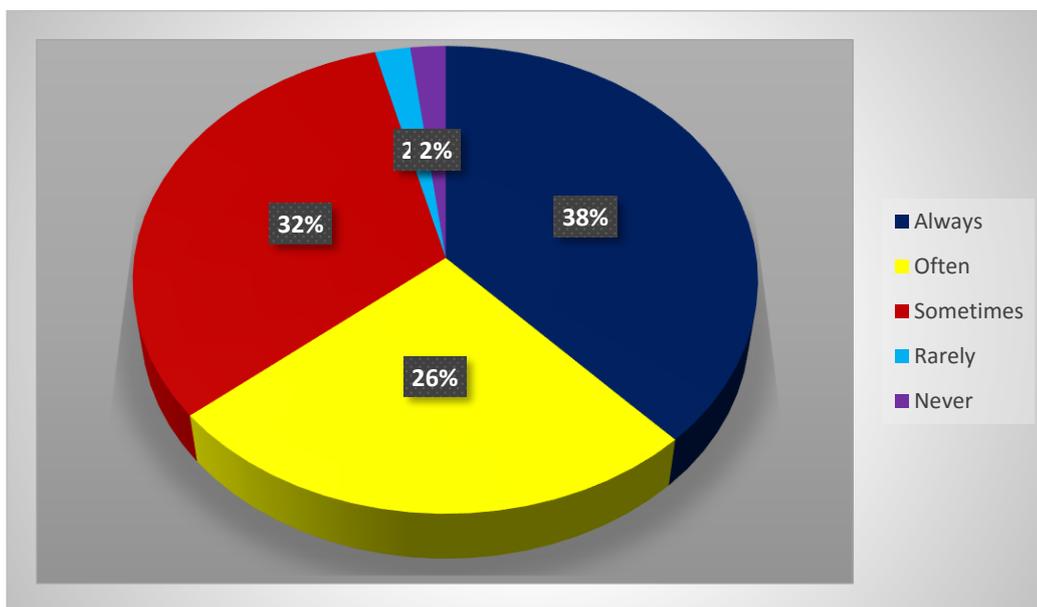
Figure 3.16: The Frequency of Teacher- Student Interaction

This question was addressed to the target participants to view the frequency of the opportunity given to students in their classes to interact with their teachers. According to the data showed in the figure 3.16, 19 respondents chose the first option which is "Always" took (38%), 13 students chose the second option which id "Often" took (26%), 16 participants chose the third option which is "Sometimes" took (32%), one students chose the fourth option which is "Rarely" took (2%), and finally only one respondent too chose the fifth option which is "Never" took (2%). This result show that English students have the opportunities to interact with their teachers and we find that the most of teachers supporting that because it facilitate for them to represent lesson.

Question 13. *Which of the following interaction techniques do you enjoy the most?*

      a. Pair work

      b. Group work

      c. Discussion

      d. Simulation and role plays

    -   If others, please specify.
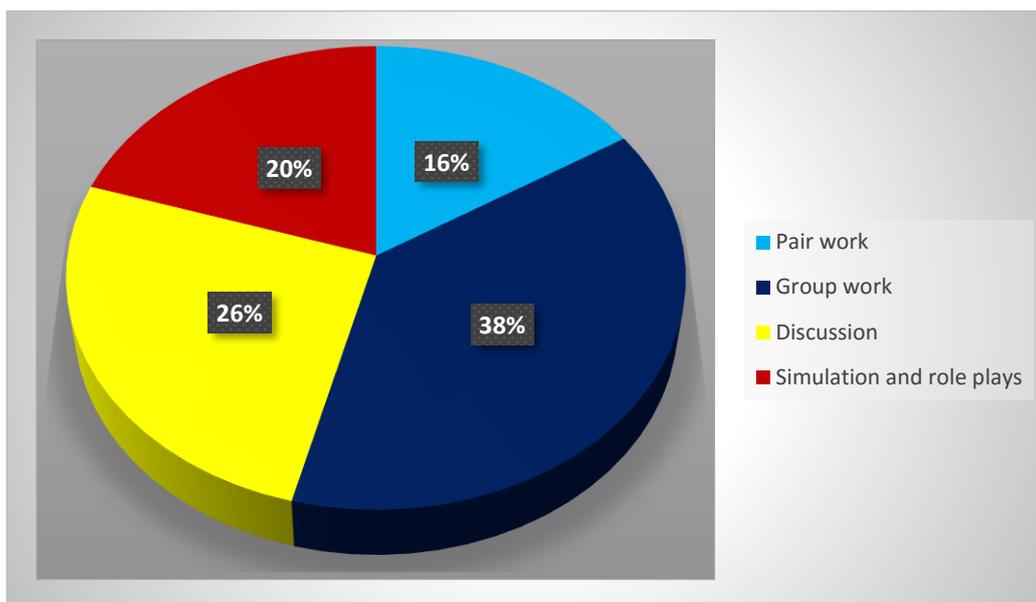
Figure 3.17: Interaction Techniques that Students Enjoy

Teachers integrate different interaction activities in EFL classroom, but some of these activities may not acceptable for students' needs. Therefore, a question was asked to these students to know what kind of interaction activities they enjoy the most. The results recorded in the figure 3.17 show group work activity chosen by 19 students and it gained the biggest percentage than others activities with (38%), then discussion activity chosen by 13 participants making up (26%), and 10 students represent (20%) were chosen simulation and role play. Finally, only 8 respondents answered the first option which is "pair work" took (16%). These responses confirm that second year students prefer cooperative group work rather than individual work.

Question 14. *When you interact with the teachers or student in the classroom, is it:*

      a.   Student who wants

      b.   The teacher strategies
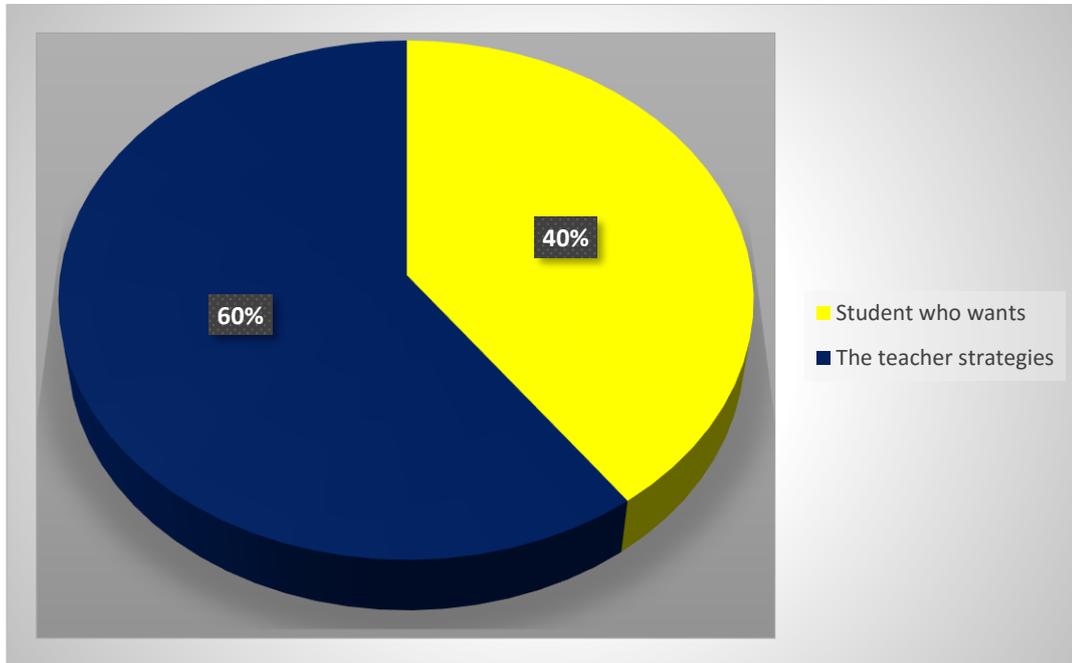
Figure 3.18: Reasons of Classroom Interaction

Classroom interaction based on exchanging of knowledge and in question 14, students were proposed these students to say whether they interact by their own or the teacher's strategies. The results show that 30 participants answered "the teachers strategies" with percentage of (60%), and 20 respondents said that they interact in class just because they want to and not the teacher who asked them with percentage of (40%). Since the majority of students have answered the second options, which explain that teachers are trying hard to make students more interactive.

Question 15. *To interact in the classroom, you want your teacher to be:*

       a. Motivator

       b. Corrector

       c. Guider

       d. Assessor

-   If other, please specify
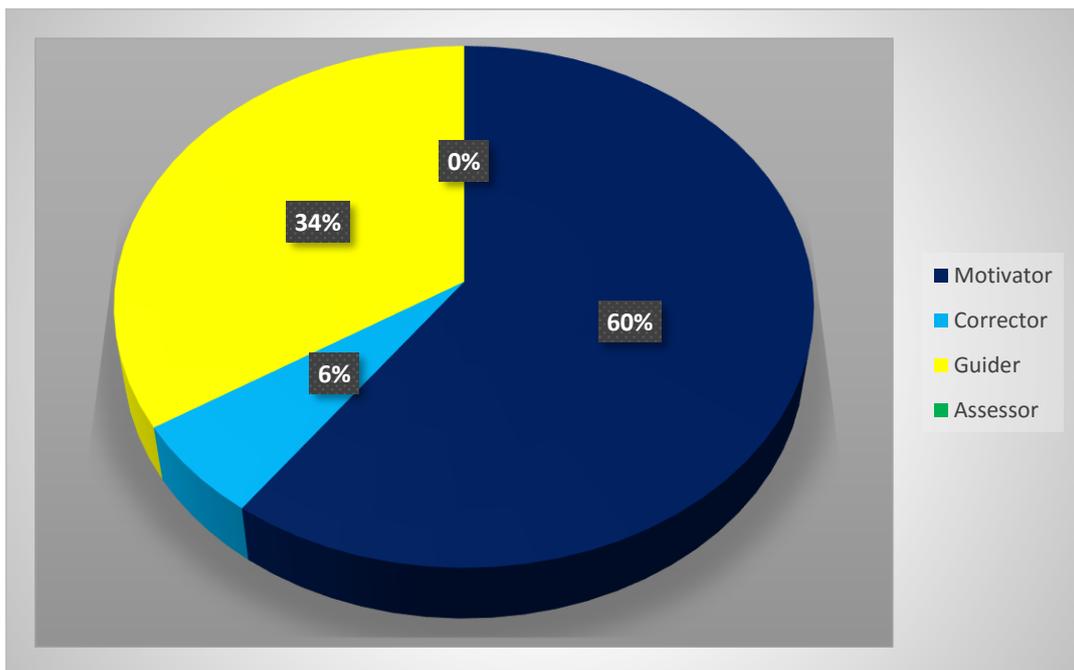
Figure 3.19: Students Attitudes towards Teachers

In figure 3.19, the results show that 30 participants expresses their attitudes towards their teachers by answering that they need them to be more motivators where there was (60%) percentage. Then , 17 students making up (34%) gave to the third option which is "Guider", only 3 respondents represent (6%) gave to the "Correctors", where they need to correct their errors, and the last option which is "Assessor" no one chose it. This answers show that students want their teachers to be motivators and guiders.

Question 16. *What type of interaction do you prefer most?*

     a. Student- student interaction

     b. Student- teacher interaction

   - Whatever your answer is, please justify.
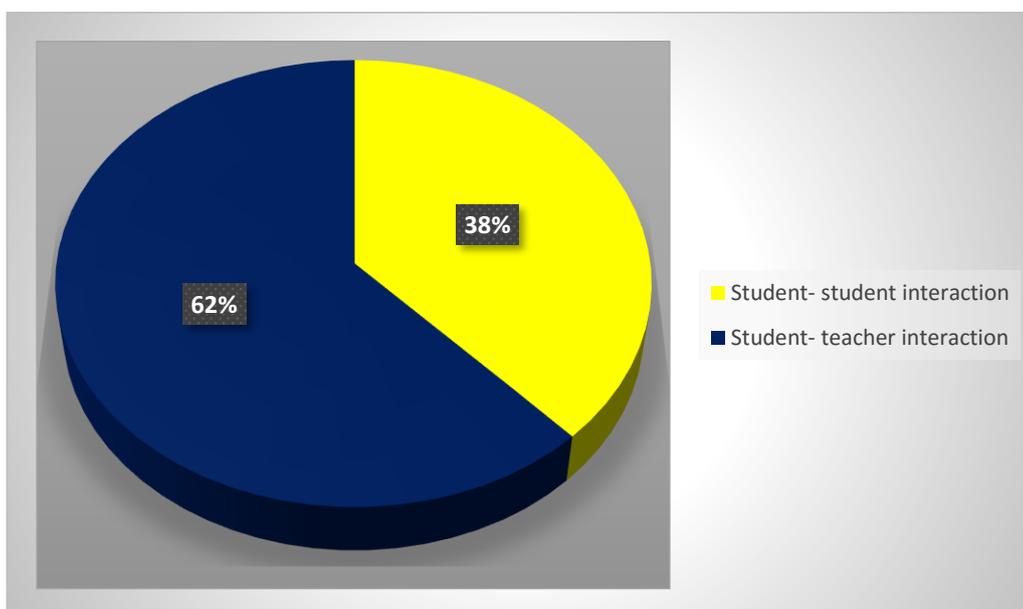
Figure 3.20: Type of Interaction that Students Prefer the Most

In figure 3.20, the results show that 19 participants represent (38%) gave to the first option, and the second options were choose by 31 students represent (62%). The question was about which types of interaction students enjoy the most, and the majority of student's responses reached in the option two where (62%) was obtained. Therefore, one may concluded that students prefer student-teachers interaction because it help them most in improving their language and skills.

In this question, we asked respondents to justify their answers. Therefore, the following reasons explain their choices:

- Students who chose "Student-student interaction" due to:

    - This type make students do not feel shy when talking with each other.

    - Students feel more comfortable than with their teachers.

    - They have the same level of thinking so they understand each other more.

- Students who choose "Student-teachers interaction" due to:

  - Teachers help students to correct their mistakes.

  - Teachers have experience and they share their knowledge with them.

3.1.4. Discussion of Students Results

On the basic of the analysis of the student's questionnaire, the most significant findings of research work may be draw:

➢ Initially, the students questionnaire begins with the first section which was about "Ownership and use the ICTs equipments", the participants own many ICT devices and the majority of them have smart phone and laptop computer and they can use these devices to help them to obtain information from internet access especially at home. So EFL learners are exposure to technology every day because it is an important element in nowadays that facilitates learning process.

➢ In the next question, most of respondents said that really ICT make learning more effective because they encourage them to develop the target language and motivate them to make the learning process more enjoyable, from that the majority of students support the use of ICTs in classroom. ICTs are great motivator for learners to improve their attention during courses and make them more interactive.

➢ Furthermore, most of students disagree that using ICTs tools wastes their time in classroom especially who is interested and agree that ICTs make the classroom relaxed and enjoyable. ICTs help teachers to innovate and create new activities and it help students to serve academic purpose such as using dictionary in their cell phones. It suggests wonderful ideas as well as provides different options to both learners and teachers, consequently, ICT contributes in the development of teaching-learning process.

➢ In addition, this current part confirm that most of students view that ICTs make them more interactive in classroom, because according to them in classroom the teachers try to use different types of ICTs tools to facilitate for them to present their lessons and in the same time students become more interactive with teachers or with each other.

➢ Finally, the last point in the section one was about the advantages of using ICTs in classroom, which responses show that ICTs can provide for the students authentic language, make them more motivate, and gave them the opportunities to communicate. The majority of participants said that the use of ICTs requires creative brains in order to apply different activities in teaching so that they do not bored.

➢ In the section two of student's questionnaire, the main focus was on classroom interaction and it is importance in EFL classroom. Thus, classroom interaction need certain strong relationship between teachers and students as friends. The participants confirm that students have strong relationship with their teachers, which remove the way for fruitful classroom interaction. The student's responses confirm that the class is no longer teacher- directed, rather; students share part of it.

➢ Moreover, teachers should give the students the opportunity to interact in classroom. The information obtained show that students take their time talking with their teachers more than their peer in class. Therefore, the most enjoyable interaction technique students prefer is "Group work", because they feel relaxed with their classmates and it may enhance a kind of sense of belonging. On the other side, students stated that in order to interact in class the need their teachers to be motivator, as well as guider.

➢ Besides, as it was claimed earlier in classroom interaction the teacher is no longer control the classroom, but students do not wait for their teachers to invite them to interact in classroom, actually they do that by their own, and they prefer mostly the

type of teacher- student interaction, because whenever they interact, teachers correct their errors and they share their knowledge and information.

3.2. Teacher's Questionnaire

As students, teachers were asked also to answer the questionnaire in order to finding out their attitudes towards the role of ICTs in enhancing EFL classroom interaction.

3.2.1. The Sample

The teachers who responded to this questionnaire are teachers who teach at the Department of English, University of Biskra. Ten questionnaire were gave in by the researcher and all the questionnaires were returned. Thus, ten represents our sample.

3.2.2. The Description of the Questionnaire

The questionnaire contain 18 questions divided into three sections. The first section contain 2 questions, while the second section contain 8 questions, and the last section also contain 8 questions. The teachers are required to answer by close questions (yes/no questions), picking up the appropriate answer from a series of choices, or open questions asking students to give their views and also give their explanations and justifications.

3.2.2.1. Section One: Background Information (Q1 to Q2)

Questions in section one aim to collecting personal data about the target respondents. Teachers were asked to specify their degree (Q1), whereas in (Q2) teachers are asked to claim how many years they have been teaching English.

3.2.2.2. Section Two: Ownership and Use the ICTs Equipements. (Q3 to Q10)

This section is about integrating ICTs tools in classroom. At first teachers in (Q3) asked to indicate which of ICTs devices they own. Then, (Q4) was addressed to teachers about whether they use one of these ICTs devices in inside classroom or not, and whatever their answers they had to justify. Later in (Q5), teachers were asked if they feel confident in using electronic devices in teaching English inside classroom or not, and if they really use it, did they use it to enhance their students to be more interactive in classes (Q6). The following question (Q7), attempts to realize if teachers believes that the use of ICTs in

teaching save time and effort or not. It tries as well as to understand whether the teacher face difficulties in integrating ICTs in class (Q8). The next question will help as also to understand whether teachers do believe that the use if ICTs provide the learners with more practice outside the class (Q9). The last question in this section is designed to discover from teachers the barriers of implementing of ICTs in classroom (Q10).

3.2.2.3. Section Three: Classroom Interaction. (Q11 to Q18)

The last section conclude questions about teacher's implementation of classroom interaction. In (Q11), we asked teachers to rate the amount if their talking time in the classroom. Then in (Q12), was addressed to teachers to give their opinions if classroom interaction is important or not, and if "Yes" they had to justify their answers. Later in (Q13), teachers asked to say if they implement classroom interaction while teaching or not, and whatever their answer they should to explain them. Next in (Q14), will help as to understand how often teachers invite their students to interact by giving frequency. In (Q15), teachers were required to tick what do they do to make their students interact in classroom, and if these responses were inadequate, then they had to claim their own one. Teachers had to mention which type of interaction students enjoy the most (Q16). The following question (Q17), were asked for teachers if they give to students a chance to express themselves freely or not. The last question in this section which is open-ended question, teachers had to state the factors that influence the oral interaction (Q18).

3.2.3. Analysis of Teachers' Results

3.2.3.1. Section one: Background Information

Question 1. *What is your degree?*

     a. BA (license)

     b. MA (master/magister)

     c. PHD (doctorate)
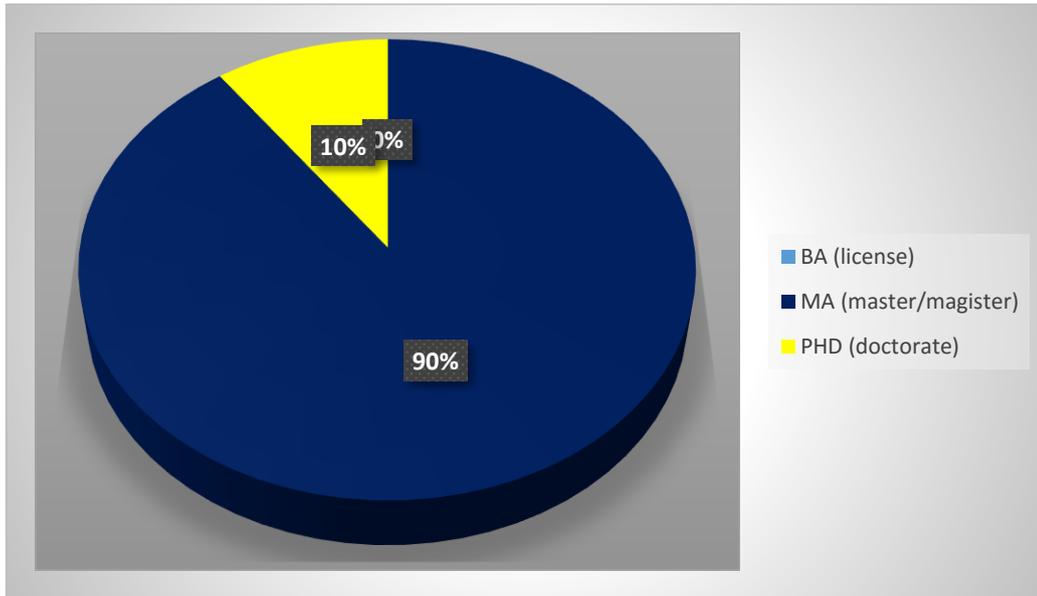
Figure 3.21: The Teacher's Degree Held

When teachers were asked about their degree, the results obtained that 9 of them claim that have MA degree presenting (90%) and only one teacher have PHD degree presenting (10%). From the results, we observe that their degree is identical with the regulation of instructing.

Question 2. *For many years have you been teaching English?*

This question was addressed to teachers to investigate how many years they have been teaching English. The results show as following: just one teacher said that they have been two years since they teach English, three others teachers since four years, two teachers since six years, two others since eight years ,and one since twelve years. Only one teacher have been teaching English since twenty-eight years. It means that the majority of teachers have an experience in the field of teaching, which in fact helps the quality of teaching to be

developed in the center.

3.2.3.2. Section two: Ownership and Use the ICTs Equipments.

Question 3. *Which of the following devices do you own?*

  a. Desktop computer

  b. Cell phone

  c. Digital camera

  d. Laptop computer

  e. Smart phone

  f. Electronic music devices
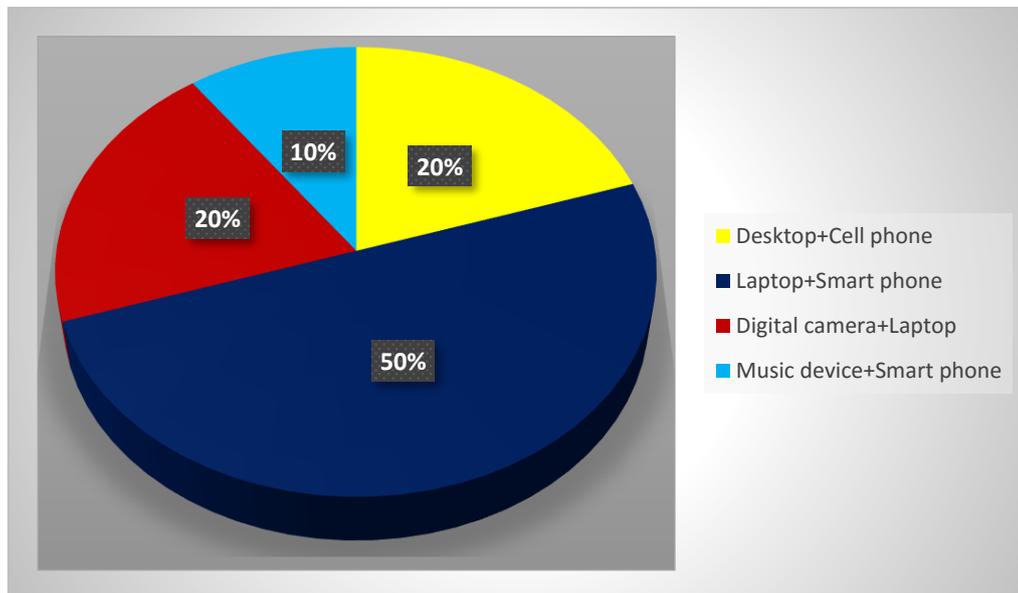
Figure3.22: Ownership of Electronic Devices

We ask for teachers to tick the devices that they own. In the figure 3.22, we notice that each teachers choose two devices as following: 2 teachers represent (20%) possess a desktop and cell phone, and 5 teachers represent (50%) have a laptop and smart phone. In addition, 2 teachers making up (20%) own a digital camera and laptop, then just one teacher represent (10%) possess electronic music device and smart phone. From these answers we can notice the majority of teachers are aware as students of the use different devices.

Question 4. *If you have one of the mentioned devices, does it happen to you to use it inside classroom?*

      a. Yes

      b. No

- Please state why
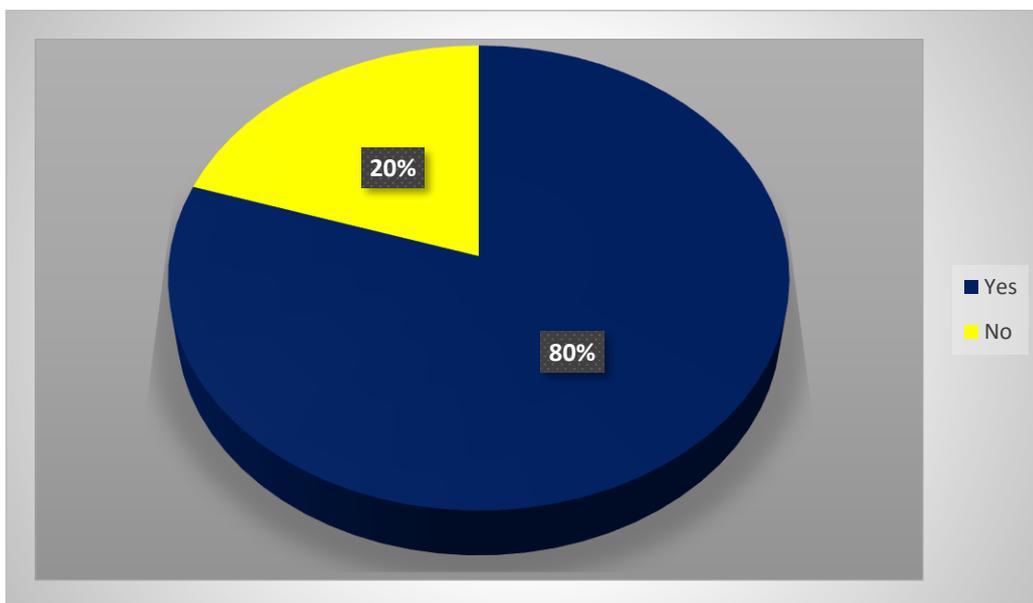
Figure 3.23: Use of Electronic Devices inside Classroom

As it is noticed in the figure 3.23, 8 teachers represent (80%) use the equipment's with their students, whereas only 2 teachers making up (20%) wrote that they do not use it inside the classroom.

As students, in this question, we asked teachers to justify their answers. Therefore, the following reasons explain their choices:

- Teachers who chose "Yes" due to:

    - ICTs devices are useful in certain activities.

    - ICT device such as laptop help them to check ambiguous words or expression

    - Electronic devices attract learners' attention, increase their motivation, and bring motivating in learning

- Teachers who chose "No" due to:

- They do not use electronic device because the class size is huge and it is difficult to apply any kind of devices in it.

- Some of them support the traditional ways like role plays.

Question 5. *As teachers do you feel confident in using electronic devices in teaching English inside classroom?*

    a. Yes

    b. No
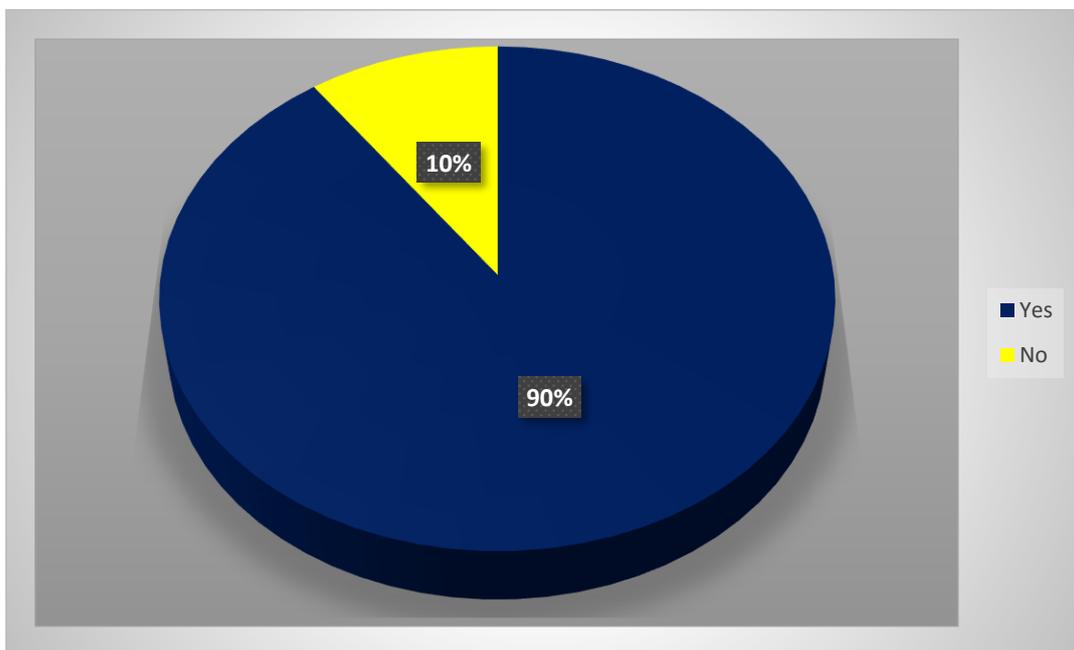
Figure 3.24. The Use of ICT Makes Teachers Confident in Teaching English

From figure 3.24, we see that, 9 teachers making up (90%) confirm that the use of ICTs make them feel confident in teaching English, whereas only 1 teacher representing (10%) claims that the use of ICTs tools does not make them feel confident in teaching English. This teacher may face difficulties in using it or does not know how to use it.

Question 6. *Do you think that the use of ICTs enhance your students to be more interactive inside classroom?*

a. Yes

b. No
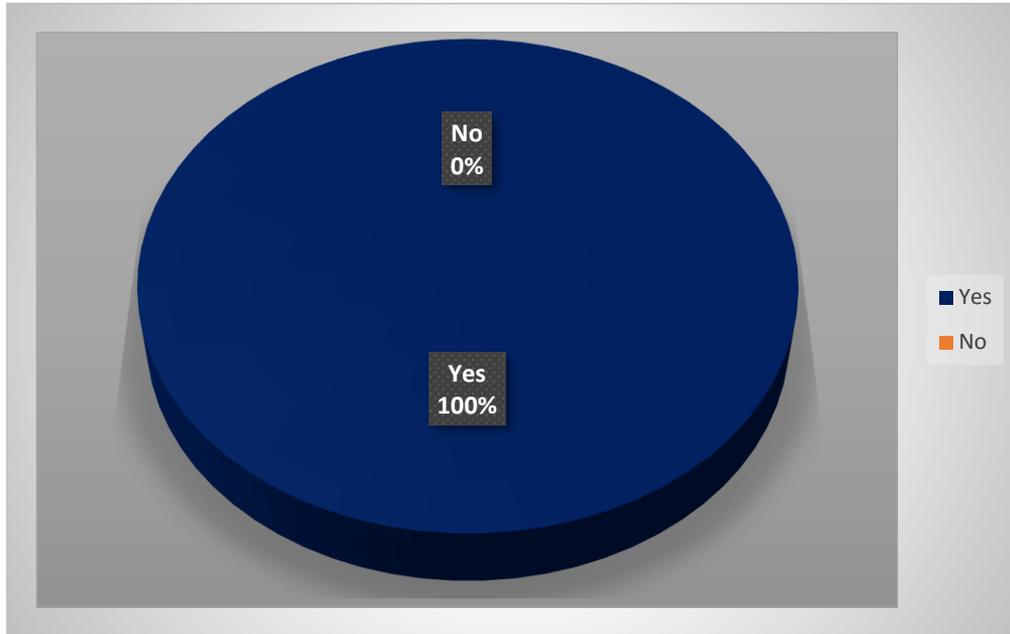
Figure 3.25: Students' Opinion about the Use of ICTs in Classroom Interaction

According to the results in figure 3.25, all of 10 correspondent represent (100%) thought that the use of ICTs make their students to be more interactive inside. This absolutely means that teachers emphasize on providing students with ICTs tools to work with it and they support this way.

Question7. *In your opinion, does the use of ICTs in teaching inside classroom save time and*

   effort?

   a. Yes

   b. No
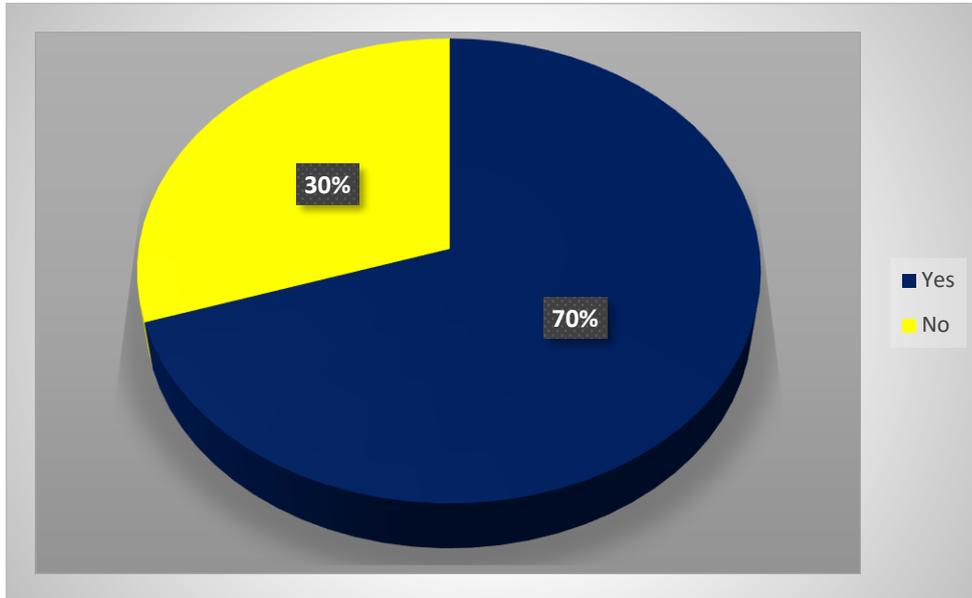
Figure 3.26: Students' Opinions about the Use of ICTs in Saving time and Effort

According to the data provided in the figure 3.26, 7 teachers represent (70%) viewed that the use of ICTs in teaching inside classroom save time and effort, because it are fast and effective means of gathering information and it are good more than harm. Whereas, 3 teachers making up (30%) wrote that the use of ICTs in teaching inside classroom does not save time and effort and they thought it are just wasting of time.

Q8. Are there any difficulties you ever faced in using ICTs in class?

      a. Yes

      b. No
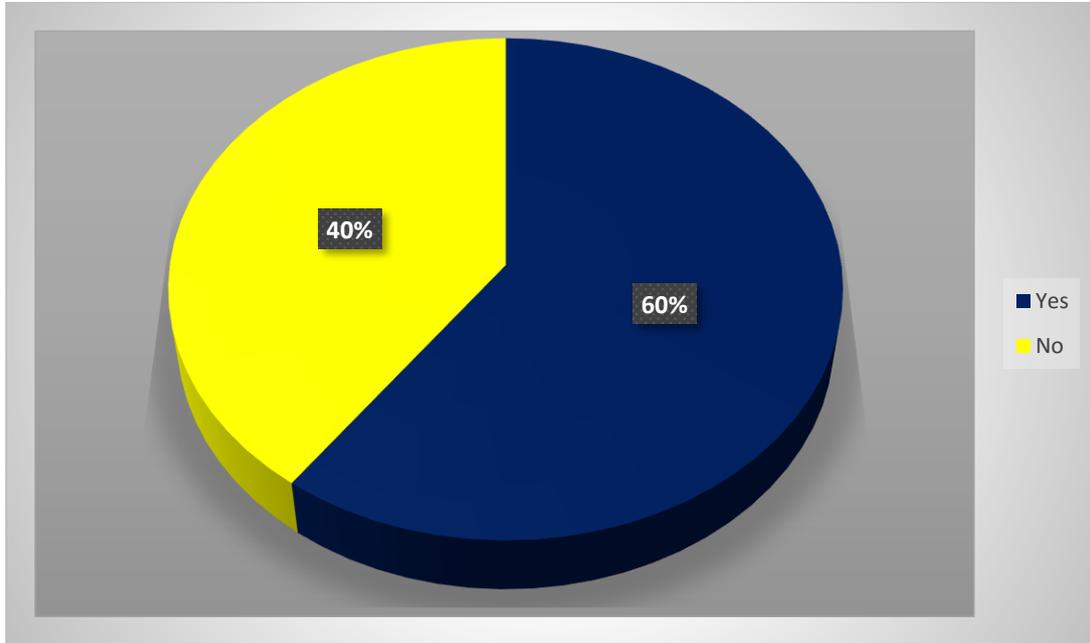
Figure 3.27. Difficulties that teachers faced in using ICTs

According to the data showed in the figure 2.27, 6 teachers represent (60%) responded that they faced difficulties in using ICTs in the class, because Some of electronic devices are difficult to apply it inside classroom, complex, and class time is too limited and short. However, 4 teachers making up (40%) said that they did not face difficulties in using ICTs in the class because they have an experience in using it and it motivated students during the lesson. From the results we can noticed that many teachers use ICTs devices in classroom.

Question 9. *Do you think that through the use of ICTs, teachers can provide learners with more practices even outside the classroom (regarding the limited time devotedinside the class)?*

      a. Yes

      b. No

\-   If No, please explain why.
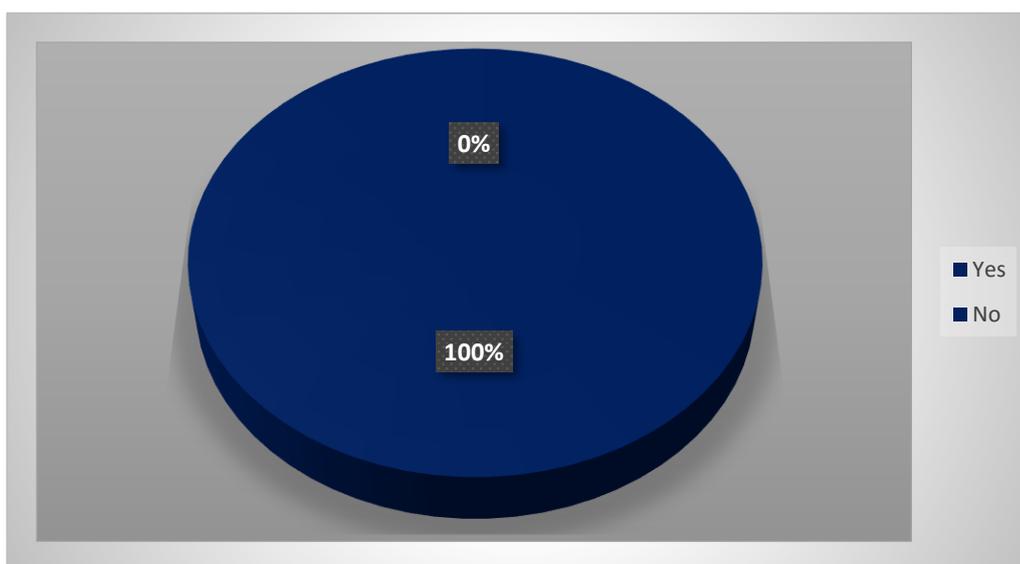
Figure3.28: The Use of ICTs Provides Learners with More Practice Even Outside the Classroom

According to the results that is noticed in the figure, 10 correspondent represent (100%) showed total agreement on the point that the use of ICTs provides learners with more practices even outside classroom. Many teachers use ICT devices not only in classroom but it can use it outside. Students through the use of these mentioned ICT devices can expand many activities even outside the class, so they can learn more things about learning.

Question 10. *In your opinion, what are the barriers of implementing ICTs in class?*

This was an open question for teachers to state their views about the barriers of implementing ICTs in classroom. They wrote that large and noisy classes, students cannot easily listen to the materials, lack of adequate programs, and fear to use complex materials. In addition to these barriers teachers suggested others; over-lighted classes prevent also

students to see well, difficulty of the materials use, lack of interest from both sides (the teacher and students), and lack of sufficient resources.

3.2.3.3. Section three: Classroom Interaction

Question 10. *How do you rate the amount of your talking time in the classroom? Is it:*

a. High

b. Above average

c. Average

d. Below average

e. Low
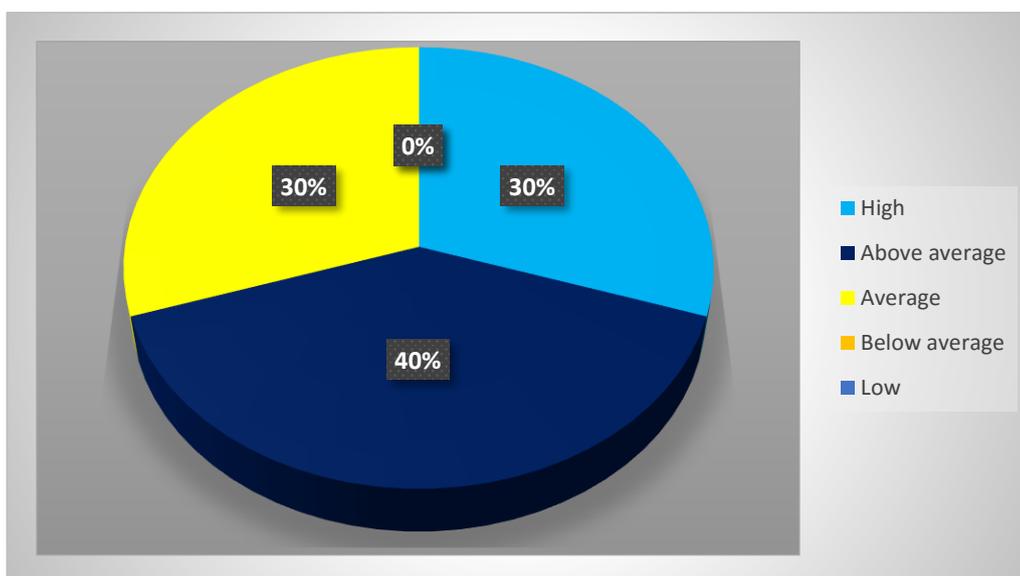
Figure 3.29: The Teacher's Amount of Talking Time in the Classroom.

As it was stated earlier in the previous chapters, in classroom interaction both teachers and students are the main elements and they play a great role. A question therefore was addressed to teachers about the rate of their talking time in their classes, and five options were given : high, above average, average, below average, and low. Teachers responses were as follows: 4 teachers represent (40%) to above average, 3 teachers represent (30%) to the rest of options "High" and "average", and no one of teachers choose the last options "Below average" and "Low". From these data, we noticed increase in the second

option of "Above average", this means that teachers try to give the opportunity to their students through reducing their talking time to "above average". However, (30%) wrote hat talking time is "average" and "high" too same percentage. Results obtained show that students are part of classroom not only teachers- directed.

Question 12. *Do you think classroom interaction is important?*

      a. Yes

      b. No

\-   If yes, could you specify why?
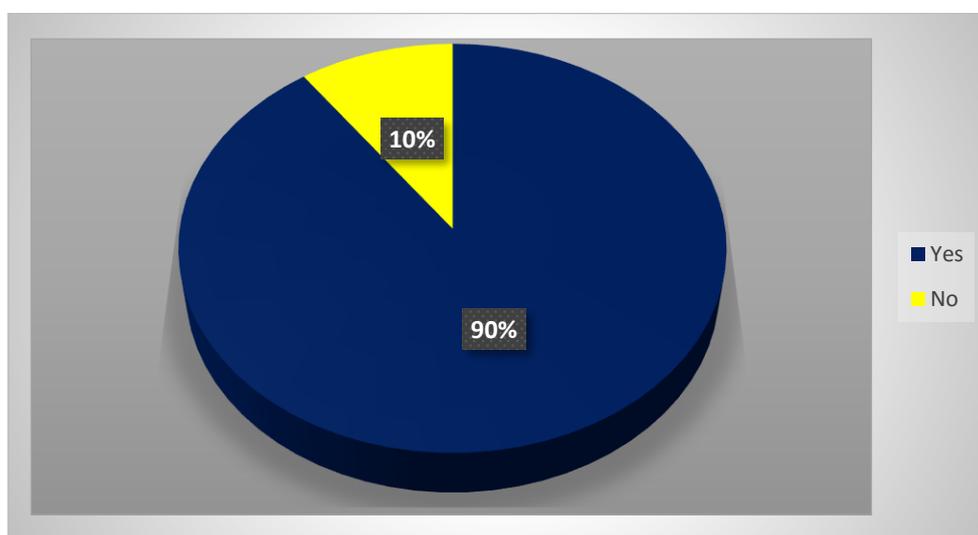
Figure 3.30: Teachers Attitudes towards Classroom Interaction.

The question 12 is an important in teachers' questionnaire, which talks about the importance of classroom interaction where teachers are requested to answer "Yes" or "No" and for those who answered "Yes" they had to justify their answers. Results acquired indicate that 9 correspondents represent (90%) answered "Yes", whereas, only one teacher answered "No" with percentage (10%) which means that the most of teachers agree on the presumption that classroom interaction is highly demanded in EFL class.

In this question, we asked teachers who answered "Yes" to justify their answers. Therefore, the following reasons explain their choices:

- It helps establishing a good/ relaxed atmosphere.

- It makes students self-confident because they know they can express their ideas and will be listened to.

- It increase motivation, reduces shyness and anxiety.

- It gives an opportunities to students to work in groups and in collaboration with their peers.

Question 13. *Do you often implement classroom interaction while teaching?*

    a. Yes

    b. No

- Justify your answer.
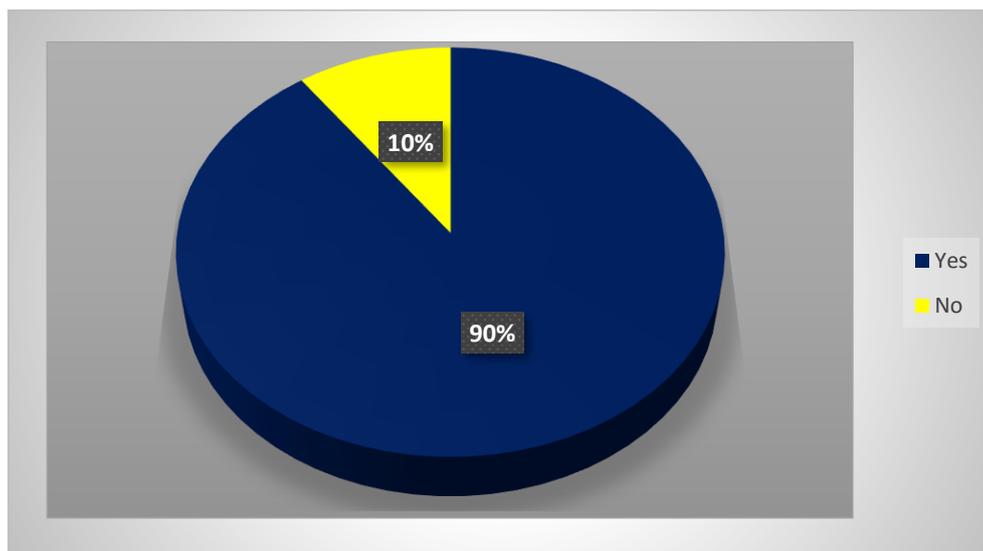
Figure 3.31: The Implementation of Classroom Interaction.

After the teachers answered that classroom interaction is important, they asked later about whether they implement it in classroom or not, and whatever their answer they had to justify and explain their answers. So the results obtained that 9 correspondents with percentage (90%) answered "Yes", while only one teacher answered "No" with percentage (10%) which means that means the majority of teachers implement classroom interaction in their class.

Also in this question, we asked teachers to justify their answers. Therefore, the following reasons explain their choices:

- Teachers who choose "Yes" viewed that:

  - A good interaction makes all students willing to participate and practice language, so their level increase

  - Almost all activities used in class require an interaction between the teacher and student, and between students themselves.

  - Through interaction, learners can faster their learning process and teachers can follow their learners' progress

- Teachers who choose "No" viewed that:

  - They scared to foster competition among their students to prevent disruptive behaviors.

Question 14. *How often do you invite your students to interact?*

a. Always
b. Often
c. Sometimes
d. Rarely
e. Never
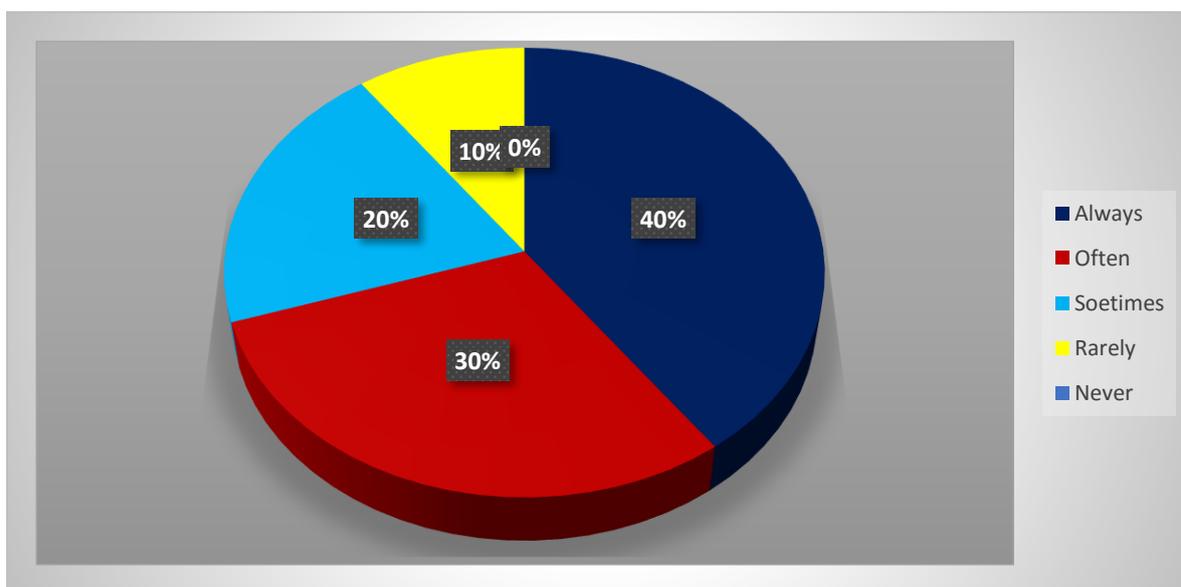
Figure 3. 32: The Frequency of the Teacher's Invitation to Students to Interact.

The encouragement of teachers in classroom help students to engaged in classroom activities. Question 14 directed to teachers to show the frequency of how often they invite their students to interact. As it noticed in the figure 3.32, 4 teachers representing (40%) answered "Always", then 3 teachers making up (30%) answered "Often", 2 teachers answered "Sometimes" with percentage (20%), only one teachers answered "Rarely" representing (10%), while no one answered "Never". From these results we can noticed that the majority of teachers always invite their students to interact inside classroom.

Question 15. *What do you do to make students interact in the classroom?*

       a. Design group and pairs

       b. Choose interesting topics

       c. Use simulation and role plays.

- If other means (please justify).
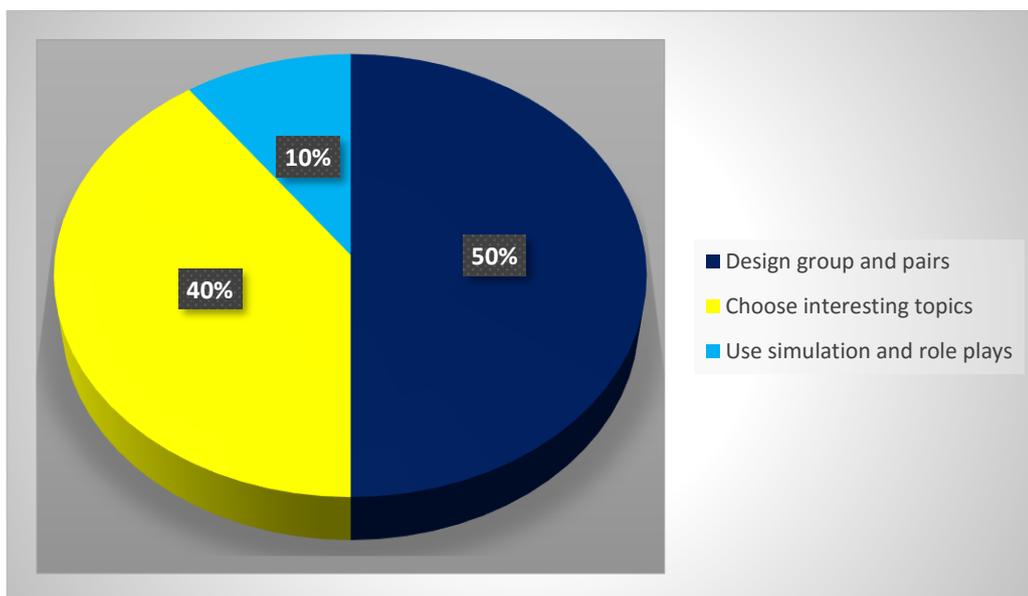
Figure 3. 33: The Teacher's Techniques to Make Students Interact in the Classroom.

Question 15 asked for teachers to answer which techniques or activities they mostly use to make their students interacting in class by given them three options: design group, choose interesting topics or use simulation and role plays. The results obtained show that 5 teachers choose design group and pair with percentage (50%), then 4 others teachers said

that they choose interest topic making up (40%), and only one teacher said that they use simulation and role plays representing (10%). These responses explain that the majority of teachers prefer designing groups and pairs to help their students to interact.

Question 16. *Which type of interaction students enjoy most?*

        a.   Teacher-student interaction

        b.   Student-students interaction
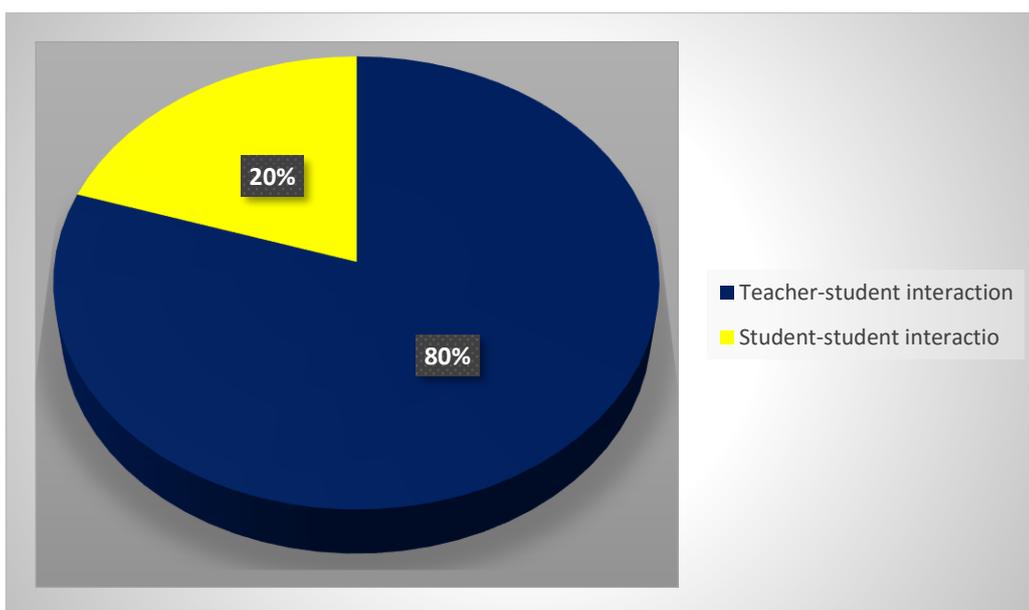
Figure 3. 34: Type of Interaction that Students Enjoy the Most.

This question was asked in order to know which type of interaction students mostly enjoy in EFL classroom, a question was set by giving two options: teachers-student interaction and student-student interaction. Therefore, 8 teachers making up (80%) viewed that students enjoy in teachers-student interaction, whereas, 2 teachers choose student-student interaction with percentage (20%). This may be because in teachers-student interaction make students interested and teachers correct for them their errors and that is what was stated in student's responses.

Question 17. *Do you give to students a chance to express themselves freely?*

     a. Yes

     b. No
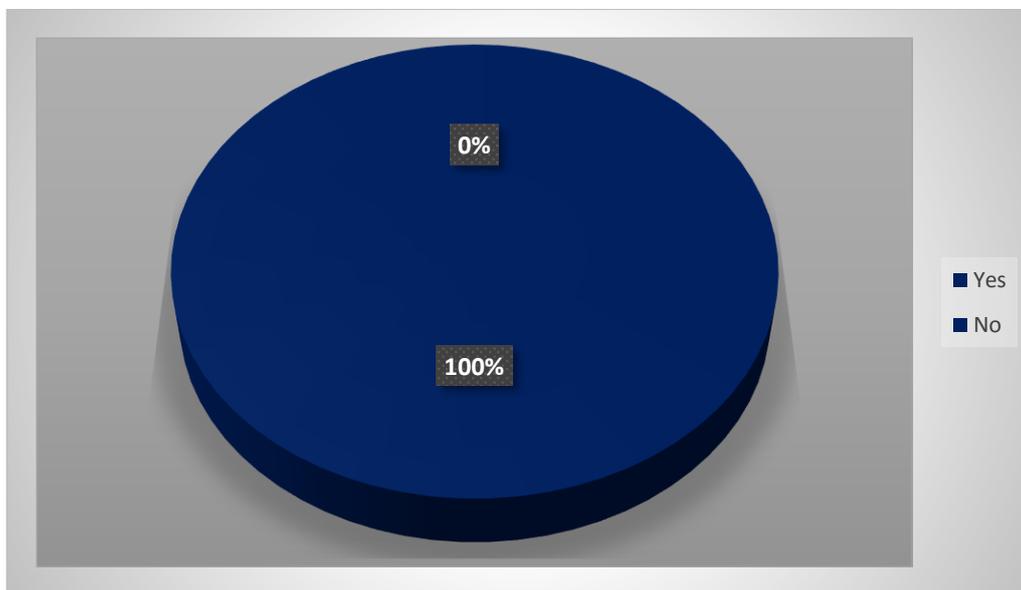
Figure 3. 35: Giving Students a Chance to Express Themselves Freely

In the figure 3.35, 10 correspondents representing (100%) gave to students a chance to express themselves freely, and this simply because the students can be more interactive when they feel comfortable and the relation between them and teachers is strong. As well as, students do not like to be restricted.

Question 18. *According to you what are the factors that influence the oral interaction?*

This was an open question for teachers to state their views about the factors that influence the oral interaction. The results obtained show that the majority of correspondents agree on certain factors including: teacher's personality/character/behavior, class size (interaction increase in small classes), use of interesting topics (students have background, experience about). In addition, they mention classroom environment (atmosphere), when it is relaxing/friendly interaction increases, and the kind of activities/tasks (they must be challenging but not difficult. As well as, other psychology factors including: lack of self-confidence, fear of making mistakes, and shyness.

3.2.4. Discussion of Teachers' Results

Based on the data collected and analyzed from the teacher's questionnaire above, some facts were revealed concerning teachers' attitudes towards using ICTs to enhance EFL classroom interaction.

➤ First of all, the teachers' questionnaire begins with the first section which was about 'Information background', the majority of teachers holding MA (master/license), and from the years that they have been teaching English, they have an experience in this field. As well as, each teacher have their overview about using ICTs to enhance classroom interaction.

➤ Section two is talking about "Ownership and use the ICTs equipment", the majority of teachers own different electronic devices and each teacher owns two materials using it in daily life. However, some teachers use the ICT tools inside classroom such as laptop computer to make students listen to audio recordings, watching video or show them pictures. Then, electronic devices increase learner's level and make them more motivation.

➤ Furthermore, the majority of teachers who use ICTs tools inside classroom feel confident when they integrate it in teaching English. Some of electronic devices facilitate for teachers to transform information's to students, so it enhance students to be more interactive in class. It means that ICTs tools have many benefits for students and teachers in teaching and learning process.

➤ In addition, the majority of teachers answered that using ICTs tools in teaching inside classroom save time and effort especially in oral sessions, Therefore learners can faster their learning process and teachers can follow their learner's progress. Teachers mentioned that did not faced any difficulties in using electronic devices, actually it help them to create a such relaxed atmosphere and being more friendly with their

students in order to support the act of communication. And the teachers how face difficulties because of complex materials or class size, so the most of teacher prefer work with it.

➤ Moreover, ICTs materials not used just inside classroom but it used it too outside the classroom, so through it teachers can provide learners with more practice even outside classroom because the limited time devoted inside classroom. The most of teachers give to student the opportunities to use electronic devices to obtain information and search for ambiguous words. In the other hand, teachers mentioned that class size and the absence of ICTs materials in schools one of the barriers of implementing ICTs in class, so some of them they work with traditional techniques such role plays.

➤ In classroom interaction, the talk time concerning not only teacher but also students to improve their oral productions. The majority of teachers said, that the amount of talking time in class is "average above", so that they can share class with their students. Thus, in an attempt to investigate the responses of teachers about the importance of classroom interaction, they said that it is really important because it help to bring relaxed atmosphere and breaking ice between teachers and students and it is a valuable tool in assessing their level.

➤ Hence, the most of teachers confirmed that they implement classroom interaction while teaching English, and they do so orderly whenever they explain their lessons to enhance participation among students and create enjoyable atmosphere. They also confirm that they set a different tasks and ask students a couple of questions during tasks to motivate them to interact in class.

➤ Using classroom interaction make students more active in classroom, so teachers invite students to interact, and the majority of teachers assert on it by saying they always invite their learners to interact to assert the amount of their anxiety, inhibitions,

and shyness. However, the question posed is how do they do that? The responses of teachers is quite simply, they clarify their answers by the expression of "We just design groups and pairs" that push student to motivate and more interactive.

➢ In an attempt to collect data about the student's preferable type interaction, the teacher's responses that students enjoy teachers-students interaction the most because the teachers have an experience that help them to correct their errors. And in the other hand, teachers give to students the opportunity to express themselves freely to enhance student's interaction and to make them comfortable.

➢ Moreover, students may face different factors that influence their oral interaction, these factors included: teacher's personality/character/behavior, class size, use of interesting topics, also they mentions some psychological factors like: inhibition, shyness, anxiety, and fear of making mistakes.

Conclusion

The results obtained from the teachers' questionnaire show that teachers are aware of the important role of ICTs in enhancing EFL classroom interaction, but the lack of guidance and encouragement make them not interested in using such technological devices. As for student's data, it is clearly they are not motivated because some of teachers use the traditional techniques and they face many difficulties when they work with it. Consequently, based on the current research findings in both questionnaires, the integration of ICTs inside classroom is essential which our hypothesis confirm.

Suggestions and Pedagogical Implication

➢ The use of ICT tools in classroom is an art that many teachers can perform it successfully. Hence, teachers of English are invited to transform their teaching techniques through the use of communicative and information technologies (ICTs) in the classroom. Teachers should learn how to make their students more interactive in order to create a good atmosphere in the classroom, so they must be more awareness in choosing the appropriate teaching materials. As well as, the use of ICTs demands creative brains in order to apply different tasks in teaching so that students do not get bored and interact.

➢ Students of English are advised to use ICTs to enhance their interaction because through it, they can foster their learning process and teachers' can follow their learners' progress. Since both students and teachers agree in the positive effects of the electronic devices on student's interaction, students can practice many activities by using it even outside classroom. Moreover, it should recommended that teachers could use the ICTs tools to attract learners' attention, create their motivation, and bring modernity in learning. This can help teachers to save time and effort to receive quick feedback.

➢ Teachers need pay attention to the classroom atmosphere by setting a scene to students to encourage and support them to interact. EFL teachers also need to choose different and interesting interaction activities to engage their students in the learning process and the most of activities that used in class require an interaction between the teachers and students, and between students themselves especially when using group work or integrate ICTs tools.

➢ Since the ICTs can provide more practice to students even outside the class; teachers could achieve these tools with students in order to increase the time allocated to

practice even outside the class, therefore they can make students more interactive. As wells as, information and communication technologies are strongly important not only for students of English but also for all teachers. These ICTs tools can be used by everyone who wants to teach or learn something.

GENERAL CONCLUSION

The current conducted research highlight in the tremendous role of ICTs in enhancing EFL classroom interaction. Therefore, we believe that the integration of ICTs in the classroom is an important, and teachers of oral expression are supposed to be aware of the use of these materials to achieve successful teaching results. Through this study, we given an interest ideas and suggestions for everyone attentive in the subject matter.

Since the ICT tools are used incredibly by students at university, the present study was undertaken in order to investigate the role of these tools (ICT) in enhancing EFL classroom interaction. In other word, it focused on understanding whether the use of ICT inside classroom can help students to enhance their interaction. As well as, many teachers use different electronic devices such as laptop computer to check ambiguous words and to define many difficult expressions, also to make student motivating, interesting, and interactive.

The investigation is limited to English teachers and an LMD class of second year students of English at the University of Biskra. The teachers' sample consists of ten English teachers while the students' sample consists of fifty students of English. The study has shown that there is not enough ICT tools in the teaching environment devoted for teaching for many reasons such as lack of language laboratories and unfamiliarity with ICTs by both teachers and students which make it difficult for teachers to integrate these technologies inside classrooms and for students to work with it because of some complex materials during an oral expression session.

According to the results obtained from both teacher' questionnaire and student' questionnaire, it seems that the use of ICTs inside classroom by the majority of teachers and students is important and facilitate for them to interact with each other's, but some of them viewed that is hard task that requires much more time and practice to enhance. The results confirm also that using ICTs save time and efforts, so they feel confidents and more

interactive inside classroom even if they face many difficulties such as class size, limited time, and difficult of materials. Therefore, based on the gathered data, the hypothesis that says when teachers do not integrate ICTs in their teaching s then students will not be interacted and motivated.

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APPENDICES

APPENDIX 01

The Students' Questionnaire

Dear students,

You are kindly requested to express your opinion about the use of ICT tools to develop the interaction inside the classroom such as camera, computer, and so on. Your answers are very important for the validity of the research we are undertaking. We hope that you will gives us your full attention and interest.

Please, mark (√) the appropriate box (es) or give full answer (s) on the broken lines. I think you in advance for your cooperation and the time devoted to answer the questionnaire

Gender: Male ☐   Female ☐

Section one: Ownership and use the ICTs Equipments

1. Which of the following devices do you own?

   a- Desktop computer ☐

   b- Cell phone ☐

   c- Digital camera ☐

   d- Laptop computer ☐

   e- Smart phone ☐

   f- Electronic music devices ☐

2. Do you have internet access (computer) at home

   a- Yes ☐

   b- No ☐

3. Do you think that ICT can make learning more effective?

   a- Yes ☐

   b- No ☐

4. Do you support the use of ICTs in the classroom?

a- Yes ☐

b- No ☐

- Justify your answer

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5. Do you think using ICT tools in classroom wasting your time

a- Yes ☐

b- No ☐

6. Have you ever used your cell phone to serve an academic purpose, for example, as dictionary?

a- Yes ☐

b- No ☐

7. Does the use of ICTs make you more interaction in classroom?

a- Yes ☐

b- No ☐

- Please, state why.

8. According to you, what are the advantages of using ICTs in class?

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Section two : Classroom Interaction

9. Is the relationship between you and your teacher:

a- Strong ☐

a- Week ☐

10. Who does most of the talk in classroom?

a- Teacher ☐

b- Student ☐

11. How often do you interact with your classmates inside the classroom?

a- Always ☐

b- Often ☐

c- Sometimes ☐

d- Rarely ☐

e- Never ☐

12. How often the teacher gives you the opportunity to interact (give and take) with him?

a- Always ☐

b- Often ☐

c- Sometimes ☐

d- Rarely ☐

e- Never ☐

13. Which of the following interaction techniques do you enjoy the most?

a- Pair work ☐

b- Group work ☐

c- Discussion ☐

d- Simulation and role plays ☐

- If Others, please specify

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14. When you interact in the classroom, Is it

    a- Students who wants ☐

    b- The teacher strategies ☐

15. To interact in the classroom, you want your teacher to be

    a- Motivator ☐

    b- Gorrector ☐

    c- Guider ☐

    d- Assessor ☐

   - If other, please specify

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16. What type of interaction do you prefer most?

    a- Student- student interaction ☐

    b- Student- teacher interaction ☐

   - Whatever your answer is, please justify.

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THANK YOU

APPENDIX 02

The teachers' Questionnaire

Dear teachers, this questionnaire is a too for investigating the role of ICTs in inhancing EFL classroom interacion, which is a master research work. We will be very grateful if you privide as with full answer or tick the right box. Rest assured that the information you share here is confidential and very useful to this field of study.

I extremely appreciate your collaboration.

Section one: Background Information

1. What is your degree?

   a- BA (license) ☐

   b- MA (master/magister) ☐

   c- PHD (doctorate) ☐

 2. For how many years have you been teaching English?

   ………Years ☐

Section one: Ownership and use the ICTs Equipments

3. Which of the following devices do you own?

   a- Desktop computer ☐

   b- Cell phone ☐

   c- Digital camera ☐

   d- Laptop computer ☐

   e- Smart phone ☐

   f- Electronic music device ☐

4. If you own one of the mentioned devices, do you use it inside classroom?

   a- Yes ☐   b- No ☐

Please state why.

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5. As teachers do you feel confident in using tools or electronic devices in teaching English inside classroom?

a- Yes ☐   b- No ☐

6. Do you think that the use if ICTs enhance your students to be more interaction inside the classroom?

a- Yes ☐

b- No ☐

7. In your opinion, does the use of ICTs in teaching inside classroom save time and effort?

a- Yes ☐

b- No ☐

8. Are there any difficulties you ever faced in using ICTs in the class?

a- Yes ☐

b- No ☐

9. Do you think that through the use of ICTs, teachers can provide learners with more practices even outside the classroom (regarding the limited time devoted inside the class)?

a- Yes ☐

b- No ☐

If No, please explain why.

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10. In your opinion, what are the barriers of implementing ICTs in classroom?

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Section two: Classroom Interaction

11. How do you rate the amount of your talking time in the classroom? is it:

a- High ☐

b- Above average ☐

c- Average ☐

d- Below average ☐

e- Low ☐

12. Do you think classroom interaction is important?

a. Yes ☐   b- No ☐

If yes, could you specify why?

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13. Do you often implement classroom interaction while teaching?

a- Yes ☐   b- No ☐

Justify your answer

……………………………………………………………………………

……………………………………………………………………………

14. How often do you invite your students to interact?

a- Always ☐

b- Often ☐

c- Some time ☐

d- Rarely ☐

e- Never ☐

15. What do you do to make students interact in the classroom?

a- Design groups and pairs ☐

b- Choose interesting topics ☐

c- Use simulation and role plays ☐

- If other mean (please justify) ☐

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16. Which type of interaction students enjoy most?

a- Teachers- student interaction ☐

b- Student- student interaction ☐

17. Do you gives to students a chance to express themselves freely?

a- Yes ☐

b- No ☐

18. According to you what are the factors that influence the oral interaction?

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……………………………………………………………**THANK YOU**

ملخص البحث

بما ان أدوات تكنولوجيا المعلومات والاتصال أصبحت تستخدم من قبل طلاب الجامعة بشكل لا يصدق، تم اجراء هذه الدراسة من اجل توضيح دور هذه الأدوات في تعزيز التفاعل داخل القاعات الدراسية. بمعنى آخر هذه الدراسة تركز على فهم ما إذا كان استخدام أدوات تكنولوجيا المعلومات والاتصال تساعد الطلبة على التفاعل في القسم. وفي هذا التحقيق اعتمدنا على المنهج الوصفي-التجريبي مع المراعاة إلى متطلبات البحث الحالي الذي يحتوي على الجزء. الوصفي الذي يضم فصلين والجزء التجريبي يضم فصل واحد.

بغية التحقق من صحة فرضيتنا المطروحة من قبل هذا البحث قمنا بتوجيه استبيانين أحدهما لأساتذة الإنجليزية و الأخر لطلبة السنة الثانية ليسانس شعبة اللغة إنجليزية بقسم اللغات الأجنبية بجامعة بسكرة، بعد أن تم تحليل الاستبيانين، توصلنا إلى نتائج تخدم جزئيا الفرضية التي انطلقنا منها و نتلخص في أن استعمال أدوات تكنولوجيا المعلومات و الاتصال داخل القسم يساعد الطالب على تطوير لغتهم و تعزيز تفاعلهم , بالإضافة إلى أن استعمال هذه الأدوات تساعد على تبسيط عملهم و كسبهم على معلومات أكثر . ولذلك يرى الطالب أن هذه أدوات تؤثر عليهم بشكل إيجابي عند تعاملهم مع الأساتذة داخل الفصول الدراسية، وبالإضافة الى لذلك نجد أن الأجهزة الإلكترونية تساعد الطالب في الحصول على التغذية الرجعية السريعة والتي بدورها تساعدهم على معالجة نقاط ضعفهم، فضلا عن أنه يوفر الوقت والجهد حتى ولو كانت تواجههم العديد من العوائق مثل عدم الاهتمام، نقص الوقت وعدم الإلمام بأدوات تكنولوجيا والاتصال. كما أن لهذه الأدوات تأثير إيجابي على تفاعل الطلاب. وبالتالي من خلال دمج تكنولوجيا المعلومات والاتصال داخل القسم أصبح الطالب أكثر تفاعلا وفي نفس الوقت قامت بتعزيز عمليته التعليمية وبالنسبة الأساتذة تسمح لهم على تتبع التقدم طلابه. على العموم جلب بحثنا العديد من الفوائد تعود على الطلاب والمدرسين في جامعتنا