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**The Effectiveness of Social Media in Promoting
Interaction in EFL classroom
Case Study of Third Year LMD English Students at
University of Abbes Laghrou Khenchela**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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Dedication

*In the Name of Allah, the Most Merciful,
the Most*

Compassionate, we dedicate this work to:

*Our parents, the source of happiness and
success in our lives. May*

Allah bless them.

*Our brothers and sisters, for their endless
help and encouragement*

along our study.

To all our teachers and our friends.

To all those who fed us with confidence,

support, and

acknowledgement.

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Abstract

Our modest research aimed at exploring the use of social media in EFL classroom and its effectiveness in promoting interaction for students. The present work investigate the importance of social media with its concepts (communication, collaboration, sharing) in motivate and promoting interaction in EFL classroom with both types (teacher-student interaction and student-student interaction) .The hypothesis adopted in this study sets out that using social media in EFL classes will enhance student's interaction and promote them to participate ,where their difficulties can be traced .the research method adopted for this piece of work was purely descriptive, which explains that its aim is to describe the effectiveness of social media in promoting interaction in EFL classroom. The required data were gathered through self-completion questionnaires administrated to 3rd year students of English ,as well as their teachers at the intensive language teaching university of Abbes Laghror khenchela.

The results obtained have shown that social media is an effective pedagogical tool for increasing learner's language use and fostering classroom participation wich in turn improves student's interaction .On the light of these results, the earlier stated hypothesis was successuffly confirmed in that enhancing interaction and language learning basically need to be accompained with social media as a first-aid technique to reduce collaboration and communication inside EFL students, and promoting interaction proficiency.

On the basis of the results obtained ,some recommendation have been proposed to help students overcome their difficulties in order to promote interaction, and the use of social media in EFL classroom will promote interaction of students and facilate the way of teaching.

List of Abbreviations and Acronyms

SM: Social Media

SNS: Social Networking Sites

EFL: English as a Foreign Language

CA: Communicative Approach

CLT: Communicative Language Teaching

TL: Target Language

SLA: Second Language Acquisition

Fb: Face book

FB: Feedback

IRA: International Reading Association

RR: Reading Rockets

IRCs: International Research Center on Sustainability

CSCW: Computer Supported Cooperative Work

HTML: Hyper Text Markup Language

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Résumé

الملخص

Introduction

Technology is an increasingly influential factor in people's life in general and in the field of education in particular. It deals with the notion of enhancing and improving knowledge transfer and knowledge acquisition.

Internet is very famous for satisfying learners and educators with various services related to the issue of teaching learning process. It is considered as the vital source of spreading information and going beyond the limitation of time and space.

Social media(SM) technologies have certainly caused a revolution in the world of communication and networking. The emergence of social media over the last decade has undoubtedly impacted the way learners around the world interact with each other, as well as the way they access the abundance of wealth of information that surrounds them and their societies.

Social Media plays a significant role in creating an effective new teaching learning context, by providing students with opportunities to collaborate, interact and share knowledge with parties of the joy classroom inside and outside “Social media are characterized by participation, openness, conversation, connectness and sense of community “ (Mayfield, A., 2008) , SNS (Social Networking Sites) build positive relationships among students and provide many opportunities for them to interact with peers , instructors , and native speakers (Blattner and Fiori,2009) ,thus face book – integrate instruction can significantly enhance student's interest and motivation (Ru-Chu,2011). Camus et al. (2016) they found Face book better at fostering student participation and encouraging peers- to –peers dialogue. Bicen (2012) investigated the usage habits of undergraduate students on Twitter and found that the majority of participants spent most of their time on twitter to share quotes, photos, videos, music and news. Hamilton (2010) found that YouTube's online technology and video streaming capabilities have generated tremendous interest and motivation in EFL students. Similarly, Chartrand (2012) pointed out that YouTube has a number of EFL – related videos posted by teachers and students that can be incorporated into the EFL classroom to promote discussions among students. this researchers enrich the concept that said social media enhance interaction and this will be helpful for improving interactions (Taekke.j, 2013)” with new social media we mean face book , twitter , YouTube instagram , Skype, Google +and various other sites on the web , where people can interact with each other and share information , knowledge and files “ (P1-3)

, hence this last is a vital element and plays a major role in the learning process. Researchers through, emphasized on the concept of classroom interaction because it fasters the exchange of knowledge, and creates some sort of sense of belonging when students work either in pair or in groups. The implementation of classroom interaction as a pedagogical strategy virtually contributes to improve the student's production.

Thus, the major interest of this study is to provide and investigate the stated hypothesis that focus on the idea of the importance of using social media as a tool to improve interaction in the EFL classroom.

Statement of The Problem

Over the last decades, technology have supplied and opened up new approaches for designing interaction in the classroom. Social media is an exceptional technology means that has been witnessed in the pasture of education; mainly in teaching and learning Process. within the Algerian context , interaction in English , inside the classroom find some matters such as low vocabulary and level , that allows quiet and shy, lack of understanding information provided by the professor , generally the complication of interaction led to search for an alternative ways to interact with each other inside and outside the classroom , social media for long have played a numerous role in education generally and EFL classrooms in particular since SM participation in EFL teaching and learning process in Algeria seem to be predicable in familiar for developing the interaction in the EFL classroom ,students in Abass Laghrour university seem to be promoting by social media in their interaction .

Research Questions

On the basis of what is mentioned before one outstanding question along with a host of sub-questions can be put forward as following:

What is the different types of interaction that can take place in the classroom?

Do social media enhance the student's interaction in the EFL classroom?

Could student's difficulties be lessened, if the EFL teachers interact more with their learners?

What are the role and responsibilities of EFL teacher during classroom interaction?

Does the learning process develop through the usage of social media?

Hypothesis

In relation with the before -asked questions, one can suggest the following hypothesis as direct provisional answers:

If we use social media in EFL classroom, student's interaction will be enhanced, and the relationships between the parties of the joy classroom will be developed.

Objectives

The purpose of this study generally is to examine the influence of Social Media on the interaction among the EFL student's in the classroom. It aims at investigating to what extend social media could help the student's of 3rd level at Abbess Laghrour Khanchela university to improve and enhance their interaction.

Research Methodology:

Of course the research is a systematic work that needs a method to complete the system .the research at hand is descriptive .as this method is suitable for collecting data and describing student 's attitudes we did not opt for an experimental method due to the limited time we have , and the lack of instruments , quantitative design is applied in this research is appropriate to describe the relationship between the two variable by using questionnaire According to the history learning site a questionnaire is :” A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations “.This research method will be more helpful to facilitate the link between two variables (the independent variable is social media and the dependent variable is the enhancement of EFL learners 'interaction).

Population, Setting, Sampling

this work will be directed to third year EFL students at Abbes Laghrour university of Khenchela department of English taking into consideration that there are three groups in the promotion each group contain 53 (fifty three)students the whole group number is 153(one hundred and fifty three)choosing randomly the sample by taking almost student ranging between male and females We will choose 16 students from each group, to answer our

questionnaire according to the amount of knowledge that they have about social media and the development of interaction.

Research Procedures

This last will be Using questionnaire is the most appropriate tool to get results, The students questionnaire will be consisted fourteen(14) questions which are arranged in a logical way into two sections . The questions will take different forms like closed questions, where the students are supposed to choose “yes_ or,” no_ answers with the justification of their choice, multiple choice questions, where the students are asked to pick up the appropriate answer from a number of choices, and open questions which require students to give their own answers and justify them .Secondly , another questionnaire will be addressed to teachers Abbess Laghrour university considering their experience and perception in teaching. The teacher’s questionnaire, intended for 8 teachers of English, and it aims at investigating the teacher’s opinions about applying social media as a new tool to enhance learners interaction. The teacher’s questionnaire will be consisted of ten (10) questions which will be divided into two main sections. The questions are either closed questions, where the teachers are asked to choose “yes” or “no” answers with justification of their choice , or multiple choice questions where they are supposed to pick up the appropriate answer from a number of choices ,or open questions where they are requested to give explanation or suggest other alternatives.

Limitation of The Study

In this study , with its significance , some limitations obstructed and hinder this research , the first thing is about the limited time ; this research need open time as well as concentrating only on it , the second limitation is the carelessness of students plus the less of procedures valid at Khenchela university , as this research goes better with an experimental method but because of the bordered time , the absence of the instrument and the less help students provide on form there are learners who even do not want to accept answering the questionnaire , descriptive method is better .The results obtained from this investigation cannot be generated for others universities it only done for third years students of English at Khenchela university.

Structure of The Dissertation

This dissertation will be divided into two chapters , the first chapter is theoretical and the second is practical , the initial chapter is divided into two sections , the first section will cover the interaction and issues in relation to it , passing to the second section that deal with social media usage in education, and learning with social media , a general view about how social media effects interaction in EFL classes .As to the practical part , it encompasses chapter two .It tries out to survey the method used to investigate the topic , the tool used questionnaire that is administrated to students concluding this chapter with discussing and providing some suggestions and recommendations that may help up English students to achieve optimal levels in interaction.

Chapter One :

-classroom Interaction

-Social Media

Section One: Classroom Interaction

Introduction

Teaching and learning is a dynamic process in which many elements interact to make this act possible and successful. One of this factors is classroom interaction, that is observed as a fundamental element, where the teacher and students create enjoyable atmosphere full of actions followed by reactions .Successful dealing between members of EFL classroom relies heavily on the notion of technology in general as a mean of globalization and open overview on the world and social media in particular that assumes as the artery of technology and a support for pushing the wheel of classroom interaction forward. This chapter, deals with the concept of interaction within EFL classes as a tool for language development, opened by a short overview about the communicative language teaching approach (CLT) since this approach extremely stress on classroom interaction and the communicative competence that is developed through interaction, Then, introducing: the meaning of interaction ,the importance, types, and aspects of classroom interaction as well the teacher’s roles and responsibilities, and techniques of classroom interaction.

1.1. An Overview about Communicative Approach:

Some language teaching approaches emphasize on interaction within classrooms, one of this approaches is the communicative approach which is based mainly on the principles of “communication”. According to (Richards, 2006,p.2) the” Communicative Language Teaching (CLT)“ can be seen as “ A set of principles about the goals of language teaching , the kind of classroom teaching , how learners learn a language , the kind of classroom activities that best facilitate learning , and the role of the teacher and learners in the classroom “In CLT, classroom interaction is powerfully, required as a vital highlight in the improvement of foreign language learning.

According to Communicative Approach (CA) classroom interaction can take place either between the educator and student or among the learners themselves, it is supposed that, CLT approach pick up the student psychological states through increase their confidence and promoting them to utilize the foreign language in their discussions as (Akram & Mahmood, 2011,p.175) claims : “ CLT enhance the learners confidence and it gives a sense of satisfaction to the teacher as well in the sense that s/he is successful in making the student use the foreign language in their conversation “

It is understandable from this quotation that CLT approach provides teachers an awareness of fulfillment because their students are capable to make a successful discussion due to the implication of this approach. While, the essential aim of CLT approach is learning through communication rather than keeping the language rules learners are offer the possibility to be effective contributors in the language classroom.

1.2. Communicative Competence

The communicative approach is based on the theory of communicative competence that is divided into four components (grammatical – sociolinguistic – discourse and strategic competence), (Canale & Swain, 1980)state that communicative competence refer to the “interaction between grammatical competence or knowledge of the rules of grammar , and socio-linguistic competence or knowledge of the rules of language use “ in this case the grammatical or linguistics competence talk about dissimilar features of the language , syntax , phonology and lexicology . sociolinguistic competence or pragmatic competence refer to the social rules of language use, which consist of superior understanding of the social context where communication obtained place of members, it is also called illocutionary competence (Stern, 1983) stated that “it is the study of the individual s communicative activity in its social setting “so communicative approach make the pragmatic and linguistic competences easier for the student. According to Canale and swain the first purpose of a communicative approach must be to facilitate of these two types of knowledge for the learners cited in (Breshneh & Riasati, 2014)

Discourse competence compact with capacity to know the individual message, and to convey information appropriately and coherently to those who interact with.

In this case, also strategic competence play a key role since it consists of strategies involved for successful communication, such as the strategies take place where learners cannot express what they want to say because they lack the resource as canal and swain (1980) Confirm that the ability to use strategies to compensate for imperfect knowledge of rules or performance limitations.

In the communicative approach researchers agree on the need of the communicative competence to support learning and make the classroom interaction successful as (Savignon, 2002) stated that “the central theoretical concept in communicative language teaching is communicative competence “and (Johnson, 1995,p.161) claims that “ classroom

communicative competence is essential in order for the second language student to participate in and learn from their classroom experience “

1.3. What is Classroom Interaction?

Defining the notion of classroom interaction is related initially by defining each term individually. As that, classroom is a place where more than two peoples gather together for the purpose of learning with one have the role of the teacher, and the second have the role of students, it allows this two members to interact with each other in successful way .

While the term interaction, was defined differently in numerous English dictionaries. Two of these dictionaries: the Cambridge and Oxford dictionaries. The previous defines the verb “to interact “as “to communicate or react to (each other)”. Whereas, the last identify the noun “interaction “as a “reciprocal action or influence “. It contains acting reciprocally, upon each other. hence, according the vocabulary websites, the word interaction comes from Latin “ inter “ , meaning between , and “ago” meaning to do or to act . Any «action between “is considered as an interaction, like the interaction between a teacher and a student in the classroom. interaction describes through the Latin roots : “ agere” meaning “to do “and “ inter “ meaning “ “among “ or “ between”

Scholars and researchers as well make an attempt to define interaction from different viewpoint as (Saffer, 2010) “ An interaction , grossly speaking , is a transaction between two entities , typically an exchange of information “ and interaction is regarded as an experience, as the experience of the teacher that is enforce the contraction in the classroom “ human experience is a key factor in how interaction unfolds “ (Hornbaek & Oulasvirta, 2017,p.5) .and (Wills1981,p.29-46-7) define interaction in term of exchanging ideas” the establishment of a triangular relationship between the sender, the receiver and the context of situation” «cited in (Rivers, 1987).Brown (2001) describe interaction as the communication between teachers and learners in the classroom also Katy (2008) proposed that interaction is the best method for those beginning to learn English language during interaction learners receive input and produce output. Cited in (Mbag, 2015) .As a result classroom interaction is very significant in promoting teaching and learning process.

1.4 The Importance of Classroom Interaction.

The most common issue is that classroom interaction is very beneficial in any learning process. According to (Brown, 2001,p.35),“ In the era of communicative language teaching , interaction is , in fact , the heart of communication; it is what communication is all about “It has been considered as the most significant pedagogical tool to improve not only the learners knowledge, but also build confidence and identity as competent users through the help of more knowledgeable peers or teachers as (Yu, 2008,p.49) in the Asian social science journal write that “Interaction facilitates not only language development but also learner’s development “. As that interaction refers to the conversation among various parties in the classroom , by constructing occasions for students to move on with their thoughts and ideas, this considered as a helpful manner to rich knowledge by exchanging reviews about certain topics supported by the advices of teachers ,who flourish this agreeable mood by correcting mistakes , add new information , facilitate notion , explain difficulties this conclude that “ classroom interaction is considered a productive teaching technique” (Yu, 2008). This confirms moving barriers that may occur. Interaction becomes vital this create enjoyable atmosphere for developing the learning process.

Also, Allwright and Breen (1989) as quoted by (Chaudron, 1998) stated 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 Lerner.

whereas other scholars like (levine, 1989,p.73) relate classroom interaction to successful teaching since , it brings joy and relaxed atmosphere to both teachers and students .according to Levine , teachers highly value the process of classroom interaction , and they consider it as an essential part of the teaching process .he declares 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 “ in addition (Yu, 2008) said 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 itself “ this reveals that , the development of language can only be realized through classroom interaction which construct the whole operation .

1.5 Aspects of Classroom Interaction:

Classroom interaction involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom then we cannot speak of successful learning through interaction. (Ellis & Fotos, 1999) claimed that, “Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output” interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

1.5.1. Negotiation of Meaning:

Interaction has a key role in second language development since it allows learners to exchange information among themselves since the meaningful interaction is regarded as the first source of speech in second language (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 of comprehension checks , confirmation checks , or clarification requests” this is the “ conversational modification “ first type of negotiation of meaning , the second type is “input modification “ like when putting a stress on key work, the third type is called “ semantically contingent response” is concerned with expansion and repetition and so on explained by (Long, 1983). These three types are seen as the primary beneficial source for (SLA) Second Language Acquisition .In the same sense (Lyster, 2007, p.106) in his book learning and teaching language through content .The main aim of negotiation of meaning concentrate more on the understanding of messages that listeners want to convey, it means that negotiation for meaning focuses on understanding of message meaning. “Negotiation of meaning is the verbal exchange that emerges when the speaker seeks to prevent the breakdown of communication “(Barkhuizen, 2005). (Gass, 1997, p.131-132) on the other side, summarized the importance 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 facilitator of learning; it is one means but not the

only means of drawing attention to areas of needed change .it is one mean, 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 “

Grass connects negotiation of meaning to the learning process, and the idea of understandable input claims that negotiation can promote input to become clearer to learners .other scholars claims on the value of negotiation of meaning in classroom interaction by seeing it from deferent slants. (Pica, 1994.p.494) for example, cements the significant of interaction in language learning, and she focuses on certain aspects of interaction which is negotiation of meaning, and she identifies 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 need comprehensibility, whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways.”

She *refers* to the cause of negotiation to difficulty of comprehensibility of a message that can be deciphered and decoded through a quite linguistic modification by changing vocabulary, and structure. Negotiation of meaning is considered as a central discourse aspect of interaction

1.5.2. Feedback

Feedback is the second aspects of classroom interaction is considered utterly significant in foreign language classes researchers propose many definition of feedback in the field of applied linguistics (UR, 2000,p.242) for instance, defines (FB) Feedback “ is information that is given to the Lerner about his or her performance of a learning a task , usually with objective of improving his performance “.this involves particular data present to the student on his skills , in order to develop his proficiency so that evaluation and alteration are the artery of the notion feedback as that Also (UR, 2000)says “feedback has two main components : assessment and correction”. Assessment as those responses which are given by Teachers to learners to know if their performance is good or bad, and correction which is some exact information that is additional to the Lerner ability through explanation, and simplification. In the same context, (Sarosday, Bencze, Poor, & Vadnay, 2006,p.1221), 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». Mainly, students in classroom interaction are very careful about their performance, and are more focus to avoid mistakes in order to get optimistic feedback from their trainers. Besides, the enhancement of the learning process is much more connected to feedback. (Voerman, Meijer, Korthagen, & Simons, 2012) Then, declare that the objective and the purpose of feedback is advance learning. The Feedback aspect is then, highly suggested in foreign language classes since, it encourage the students learning and attainment students then can get affirmative feedback about what they have performed through providing them positive remarks like: good, excellent ,etc or negative feedback like saying : no that's incorrect answer, not good, and the like. Other scholars , may relate feedback to assessment as a tool 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 J. , The practice of English language teaching, 2001).In addition, in some educational websites many university instructors in different countries emphasize on the use of feedback as a motivational factor for developing classroom interaction .Academia website for instance, considers feedback as a powerful gadget for the development of the learning process, it writes: “To enhance learning, it is necessary that the teacher give the learner feedback, which typically include error correction. On the other hand, feedback may come from the part of the learner, for instance as a clarification request”. Students may ask for more explanation about some points in the lesson, feedback is not provided only by teachers but by learners too.

1.5.2.1. Explicit Feedback:

The primary type of feedback is the explicit one, which contracts mostly with correcting the form of the learner's reply when they construct linguistic errors in their speech. Educators therefore, center on afford helpful guidance, and counsel to pupil in their effort to increase their performance level. “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(Harmer, J, 2001, p.246). In explicit feedback, the initial interest is on the form of the language for the reason that the lecturer draws the learner's attention immediately to the mistakes to avoid reiterates them again.

1.5.2.2. Implicit Feedback

Contrasting explicit feedback, implicit feedback concentrates on the content of the learner's reply and how winning is the student's utterance, and tutor reformulate their learner answer by altering only one or more utterance to say it correctly. "Content feedback involves the assessment of Negotiation Interaction Attention Noticing Learning Feedback Recasts 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" (HarmerJ,2001,p.246) .thus, in implicit feedback the tutor's concern shifts from form to content, which is called corrective feedback.

1.6 Types of Interaction

Powerful and successful Interaction occurs when tow essential types collect jointly, the learners engage with the other, and with the instructor. So that, exchange of information intended to enhance knowledge development in the learning environment.

1.6.1. Learners – Instructor Interaction

It is the most influential kind of interaction which effect the student development, achievement and performance through profiting special occasion to provide knowledge through the use of teachers skills and experiences, " regarded as essential by many educators and highly desirable by many learners " (Moore, 1989) ,

In traditional way of teaching, the teacher was the master of the situation , he sites or stands behind a disk and spend a large amount of time giving lectures and directions as (Byrne 1976:2) stated then the teacher" becomes more like the skillful conductor of an orchestra , drawing the music out of the performers"(P 38) ,whereas the students are obliged simply to listen and replicate what the tutor says and to answer to questions and commands (Richards & Rodgerst), also (Garrett & Tracey, 2008) said that " the teacher stand on the front of the classroom while all students work on the same task " this confirm that the teacher was the dominant and the learners was the executors. In addition the instructor help the students to use materials and tools of the work he is frequently used ,such a lectures , instructed discussions and demonstration .but also learners have no time to ask questions and always rely on the teachers instructions and cannot solve problems independently as , (Harmer J. , the practice of english language teaching, 2001,p66) said " it is certainly true that

some teachers talk too much and that this not necessarily advantageous for their student this shows the weak interaction between parties of the classroom.

According to this quotation in recent years, under the influence of humanistic and communicative theories, great emphasis has been placed on learners centered teaching, that is teaching which make the needs and experience central to the educational process as (Harmer J., the practice of english language teaching, 2001, p.56) said “the measure of a good lesson is the student activity taking place, not the performance of the teacher “recent approaches of language teaching emphasize on reducing the teacher talking time for the sake of giving more chances for student to discuss with their teachers as a result student feel dependent and share the lesson “ they are expected to interact with each other and suggest alternatives to each other’s” (Richards & Rodgers, 2001, p.03) argued that, where as the learners role is setting listening and taking, participating by answering questions. So they learn more by becoming actively involved and this occurs when students invest physical and mental energies in activities that help them make what they are learning meaningful as John Amos Comenius said “let the main object of this, our didactic, be as follows: to seek and find a method by which teachers may teach less, but learners learn more”

Teacher – student interaction facilitate the teaching process since students do much of the talk in the classroom, and present parts of the lesson indirectly through interaction with their teachers.

1.6.2 Student – Student Interaction

By giving too much attention to interaction that occurs between teacher and student however by doing so that mean that we are ignoring a very significant dimension of classroom interaction, that is the interaction that occurs between learners themselves “ between one Lerner and other Lerner, alone or in group setting, with or without the real-time presence of an instructor” (Moore, 1989) in this form of interaction the teacher goes around the class during individual, pair or group work activities, checking learning as a monitor. (Johnson, 1995, p.189) in her book about “ understanding communication in second language classroom “ has pointed out that : student- student interaction in foreign language classrooms can create opportunities for student to participate in less structured and more spontaneous language use, negotiate meaning, self-select when two participate, control the topic of their own prior knowledge and interactional competences to actively communication with others

“in this type ,students listen to each other’s comments , ask each other questions .This operation leads to higher level of thinking and promote students responsibilities for learning . Students-students interaction rich knowledge and develops the learning process.

1.7 Teacher role and Responsibilities

In EFL classes, Teachers plays an important role to increase the learning process .These variety of roles produce a space for classroom interaction. This last will be extremely improved .These roles were categorized according to (Harmer J. , the practice of english language teaching, 2001, p.57-62)

| Role | Feature |
|-------------------|---|
| Controller | The teacher obtain the load of the total class and activities by inform the student the orders , arranging , drills, reading clearly and out loud and obvious the teacher –fronted approach |
| Prompter | Encourage students so that they can carry on with the learning process , by interact and participate and make suggestion about how make solution to the activities |
| Resource | Work as student s dependable resource when they meet complexities , and make the lesson available so that the learners can take higher numerous knowledge |
| Assessor | Supply student with feedback their performance and grades them in separate ways |
| Facilitator | Facilitating the learning process by making the lesson very easy to the student to understand very well |
| Organizer | Organize student to work on classroom activities |
| Participant Tutor | Participate with student s classroom activities |
| Tutor | Work with each student individually or in group work and provide them with advices and guidance and aid student to learn ideas and information and limit tasks |

Table1.1. Teachers Roles and Responsibilities. (HarmerJ. The practice of English Language Teaching,2001,57-62)

1.8 Interaction Techniques

According to (**Harmer J. , the practice of english language teaching, 2001**) and (**P.UR, 2000**) said that Pair work, group work, discussion was the most significant techniques that was used by both teachers and students to create a successful interaction

1.8.1. Pair Works:

Pair work is one of the effective strategies for classroom interaction when two learners can apply language together and be a part in the activities during the lesson. So the pair work is beneficial for the learning process as that it develops the learners talking time that student get in the lecture , and it permits educators to work with one or two pairs while the

other student go on work also it supports collaboration and aids the classroom to become a more relaxed and friendly space and let to make decision about correct questions and share responsibilities and it is easy to organize

1.8.2. Group Work:

The good group is around four – five student because it incite better interaction and participation than bigger groups, it is valuable to abolish personal relationships problematic and give more occasions to present point of views and judgment et and come to group resolution , , it is a significant feature of cognitive development as it allows to do a verity of tasks in less time, they can prepare a presentation or interact subject that learners will require social relationships through such kind of interaction where the sense of learning community is flourished and isolation is reduced in the classroom since it is the main aim of classroom interaction as that the weak partner gain experience in negotiating meaning since the teacher take into consideration the level of student for help.

1.8.3. Discussion:

One more kind of interaction is discussion that is based largely on specific chosen subjects to be discussed by the learners. It can also referred to as “Whole class interaction “where all learners interact and contribute with each other and with their educator as well. But, sometimes students feel repressed to give a point of view in front of the whole class. Anticipate a solution for teachers that permit them to avoid such complexities which is the hum group; where learners have opportunity for fast dissections in small group before any of them is tolled to talk in public. In addition, discussion in foreign language classrooms promotes learners interact in a good way.

Conclusion

To conclude, classroom interaction is observed as the artery of successful language teaching. Teachers therefore, are asked for decrease their talking time in classroom interactions to let enough room for student to interact and be developed in the learning process. Thus, manly recent teaching methods have emphasized thoroughly about the implementation of classroom interaction during learning a target language .Since it flourishes the four skills, moreover it allows students to share ideas and emotion and becomes as one family.

Section Two: Social Media

Introduction

Social media's rise has affected human interaction in significant ways, and such media may support learning. In social institutions, cultural practices and unexpected ways, the development of social media has also influenced education. It has been proposed to apply social media in technology-enhanced learning and teaching; it focuses on communication and collaboration among the users. Social media used in different domains and fields, EFL is an example of them where it has an effect on it, especially in communicating, which we use to express our ideas and to know others' ideas as well using language, which is a tool of communication. One of the major responsibilities of any teacher working in an EFL classroom is to enable his learners to communicate and interact effectively through social media.

This chapter will deal with general concerns of social media, its definition, history, concepts, learning with social media, the use of social media in an EFL classroom, types of social media. Then it will discuss the use of Facebook in an EFL classroom; finally, it will identify some positive and negative impacts of social media.

2.1. Definition of social media

The term "social media "turns to the vast range of internet based an mobile services that let users to participate in online exchanges, engage user created content ,or combine online communities. The sorts of internet services generally associated with social media. Social media are collection of in internet logical establishment of web which lets the creation and exchange of user generated significant. (Kaplan Haelein, 2001).

Social media is the tool that can allow individuals to participate in ,comment on, and share various media such as texts, images and videos and audio recording as means of communicating with other users online.

Russo,Watkins,Kelly,and Chan(2008) defined social media as "those the facilitate online communication ,networking ,and/or collaborative"(p22).

Kaplan and Haelein(2010)offer a similarly brief definition of social media as," a group of internet –based applications that build on the idea logical and technological foundations of web2.0,and that allow the creation and exchange of user generated content"(p.61).

Lewis(2010)noted social media simply serve as," label for digital technologies that allow people to connect ,interact, produce and share content"(p.2).

Jack and Scott (20115)content that it can be said that" social media is the set of web-based broad cast technologies that enable the democratization of content, giving people the ability to emerge from consumers of content to publishers"

Social media is defined by Merriem-webster as "forms of electronic communication (as web sites for social networking and micro blogging) Cited in (Gurcan, 2015)through which users create online communities to share information, ideas, personal messages, and other contents.

2.2. History of Social Media

It is important to understand the history of a phenomenon in order to manipulate it. At first glimpse, social media attend to across as novelty. But an exact evaluation aids user to hint back to the origins of social media.

Social media in the 20th century, technology began to change very rapidly in the 20th century. After the first super computers were created in the **1940**, scientists and engineers began to develop ways to create networks between those computers, and this would later lead to the birth of the internet. The earliest forms of the internet, such as CompuServe, were developed in the 1960s. Primitive forms of email where also developed during this time. By the 70s, networking technology had improved, and **1979**'s UseNet allowed users to communicate through a virtual newsletter.

By the 1980s, home computers were becoming more common and social media was becoming more sophisticated .Internet relay chats, or (IRCs) International research center on sustainability ,were first used in 1988 and continued to be popular well into the 1990's. The first recognizable social media site, six degree ,was created in **1997** ,it enabled users to upload a profile and make friends with other users .In **1999** ,the first blogging sites became popular ,creating a social media sensation that's still popular today.

After the invention of blogging, social media began to explode in popularity .Sites like MySpace and LinkedIn gained prominence in the early 2000s, and sites like photo bucket and flicker facilitated online photo sharing .YouTube came out in 2005, creating an entirely new way for people to communicate and share with each other across great distances. By 2006, face book and twitter both became available to users throughout the world .these sites like Tumbler, Spotify, foursquare and Pinterest began popping up to fill specific social networking niches.

David Siegel's perspective in Pull ;the power of the semantic web,2009 proposes that the growth of human-constructed semantic standards and data will be a slow, industry-specific incremental process for years to come, perhaps unlikely to tip into broad social utility after2020 .

To sum up, we conclude that social media history points out how the whole phenomenon believed on power of the assemble. The technological innovation had more to do

with how a certain technology was joint with something else to bring in the power of social groups than a cut through innovation.

2.3. Concepts of Social Media

The concept of social media is illustrated by the application of one or more of the three subordinate concept; communication, collaboration, and sharing.

2.3.1 Communication

Supposedly the most necessary aspect of social media is communication in the form computer-mediated communication. Computer-mediated communication has been shown to be similar in sociality to face-to-face communication .at least at the group level (Watt et al, 2002).In the context of social media, and thus the publication of significant within online communities, this communication on group level is of special interest.

2.3.2 Collaboration

The second of the fundamental components of the super ordinate concept of social media is collaboration .This term describes the act of working "jointly with others or together especially in an intellectual endeavor "(Merriam-Webster ,2009).As far as information technology is worried the corresponding field of research is usually point to as computer supported collaborative work (CSCW) Computer-supported cooperative work a term originating for a workshop on the "application of technologies for support on the workplace "by Greif and Cushman in 1984 (kunnow and Schwickert,1999).

However, communication applications can be considered as requisite applications for collaborative work, more developed application have been sophisticated meanwhile.

2.3.3 Sharing

The term sharing is used for those aspects of social media, which are concentrating on the publication of import, and the saving of resources and data to a community of interest .In a wide sense, this also comprises the sharing of information as in file sharing networks.

From these concepts we can conclude that the more recent world wide web emphasizes and facilitates collaboration and knowledge sharing among users introduced the use of social tools in learning environments in form of blogs, wikis, wikis and peer-to peer media sharing services (Safran et al , 2007b).

Concepts of web 2.0 significantly affected web-based learning environments and many learning applications integrated these ideas. It allowed wealthy opportunities of user control networking and collaborative habit of learning content and structures.

2.4 Learning With Social Media

The implementation of social media into the education system provides students with new modes of learning and the opportunity for increased cognitive development (Baird & Fisher, 2005). It is no mystery that most students and teachers have smart phones and have used social media in education. In truth there is applications and web tools that offer social media in an educational context, with power using a set of software tools and free web applications to faster learning, communication, and engagement. The foundation of online community through social media allows students a sense of belonging and aids to assist in the learning process. According to Silius et al. (2011), "social media enhanced learning systems allow students to participate in educational online communities by creating, manipulating and sharing content online, communication and exchanging opinions, connecting with each other, establishing social networks and creating communities for different needs. (p.21). In the online learning community students are presented with the opportunity to learn from their peers. By using social media students are able to participate in the construction of new knowledge while developing relationships with those in their learning community (Baird & Fisher, 2005).

The interactive nature of internet and the construction of social media permit and promote student engagement and active sharing in the learning process. The learner-centered structure of social media authorizes students to actively share in the learning process, as contrary to being passive receipts of information from teachers. Research has shown that the structure of the learner-centered educational model lends to and increase in student motivation (Reigeluth, 1999). Heafner, 2004 says that research on education and technology has found that student motivation is higher when using technology for course assignments and activities. In addition to that the collaborative learning experience suggests that students pick an active role in the learning process and that students are very possible to improve and learn skills through interaction with their peers. The process of student collaboration via social media grant student to problem-solve and actively helps in the improvement of learning and development. Silius, Kailanto, and Tervakari (2011) found that successful interaction and collaborative among students is dependent up on the students sense of community as out lined by McMillan and Chavis (1986). So the use of social media supply students with the chance to improve technology skills that they can enforce for further learning contrast to traditional learning

method that feeding few opportunities for learners to improve and preserve their own learning activities .

Social Media Use and Collaborative Learning

Shoshani and Brawn (2007) claimed that collaborative learning supports social media and eventually, creative learning. Collaborative learning covers the interaction and connections of the students with the curricula. Social media eases collaboration, contributes to the relationship development among students, and extends immediate opportunities for curricula dissemination and enhancement that is external to the actual classroom .in this scenario, social media enables the extension learning environment because only a part of learning take place in classes. Educators can make use of social media to boost students' creativity and exploration curricula content. By satisfying the creative learners' need with cooperative learning, they will be more able to balance their individualism and peer connection, and this ultimately results in ideas creation (Garrett, 2011;Shoshani & Braun, 2007).

2.4.2 Social Media and Personal Expression

Social media supply student a new techniques for a familiar exercise that of personal term .It hands students an instant assembly by which to overtly estimate and comment on their campus climate, institutional policies, classes, professors, and administration and fellow students on real-time. Social media has brought about the diversion of personal and social changes , such an effect of social media is of great importance in terms grasp how they are utilized in courses and how students can advantage from them in their learning processes ,It can be used in education process for beneficent communication skills of students and teachers .Student –teacher interaction is a fixed part of the school day , today's students communicate through technology ,and that "if you say absolutely no face book or texting ,you are cutting off an important relationship with students .As an online teacher use of technology is key ,a teacher use a set tools Skype ,text ,email ,facebook and twitter all these are ways teacher aids communicate and helps students as well as their parents .Students use social media to transmit with their teachers as a group outside of class and to plan school events and what not ,social media is also used by teachers to offer students videos and articles linked to their classes that they may find important .

2.5. The Use of Social Media in EFL Classroom

The use of social media is becoming to influence all domains of education including the field of foreign language learning .An increasing number of schools and teachers are utilizing social media in classroom to further hold student in the learning process .No matter what type of media is used in the EFL classroom be it a magazine ,picture ,a short video or a tablet application ,it is generally used for the purpose of attend a sample of real world into the lesson .As Chan observed , "media are essentially relia activities appear more realistic , more interactive , and therefore ,more meaningful"(p.132). This means that social media coming from the living world to facilitate language activities and give more meanings. More ever, the authentic materials "are regarded as motivators and as a means to overcome the cultural barrier to language learning "(Erbaaggio et al.) .Erbaaggio at al .further observed that " using authentic materials allows students to connect with the target culture in a more personal way then if the culture is presented uniquely through someone else's narrative "(e.g. the authors of the English textbook). This results that the use of social media in the EFL classroom is essential for a successful second language acquisition

The purposes of the use of media in the EFL classrooms can be summarized in the following way (Knill,p. 2) ;

- shake up old paradigms
- rethink the subject
- explain things better
- add color to the subject
- use audio –visual channels
- share teaching tools with other teachers
- better organize a lesson
- have students become more involved

It is clear that the social media can spice up the English lesson in many ways , their benefit is a set of words , sounds and images and so on .the social media can help teachers to perform various discovery techniques into their EFL classrooms ,also it provides rich interaction opportunies .social networks authorize teachers to get information about their students and best communication . SNS have relation with constructive and pedagogical approaches , and supports active and social learning ,and implementation (keles & demiral ,

2011 said that social media can be observed as a stand allowing teachers and students to communicate and cooperate on subjects and projects in the classroom. According to (Khedo, Elaheebocus, Mocktoolah, Suntoo, 2012) "teachers post school related works on these online communities and students can further enrich their learning experiences by teaming up with their classmates to work on assignments and projects. It is no doubt that teachers around the world understand the impact of social media and the numerous advantages they can bring to the EFL classroom, especially the reading and writing skills. It seems that the participating EFL teachers do perceive social media as a vital pedagogical tool in EFL classroom, the last fact that we include is that social media should be an essential part of the English language – teaching curriculum for EFL learners.

The Use of Face Book for Educational Purpose in EFL Classroom 2.6

Students are permanently on social media, they don't even pay attention to the classes, they are ever chatting, posting pictures and who knows what else! The use of Facebook is a general concern among educators. However, no question what adults think, social networking is still a part of the lives of youths. Technology is a primary component of daily life and "social networking is second nature to our students" (Fewkes & McCabe, 2012, p.93). Nowadays, technology is a significant resource used in many classrooms with the aim of promoting instruction. Actually, according to Picciano (2009), "face-to-face and online activities should be a valuable manner in order to support the student". And these positions pave the way for conversations that are needed and increase the potential of students.

2.6.1 Facebook as an Educational Tool

According to (Boyd & Ellison, 2007) Facebook is a popular web site that allows users to interact and collaborate within a pre-defined virtual community. It is a social networking site and an online connecting device that authorizes users to form a public or private profile in order to contact and react with people who are part of their expanded social network. Lantz-Anderson, Vigmo Bow (2013) defined Facebook as "the largest social networking site, with nearly a billion members, that allows people to make connections, share interests, and join groups". The majority of students use this site every day for both academic and social goals, and they can spend an average of one hour per day on the site. Students can respond to teachers by posting comments on Facebook, which can facilitate discussions related to curriculum and course study. Facebook helps teachers to form significant and dynamic educational experiences, also it provides a convenient way for them to be in contact with

students .Janice Petosky, an educator and researcher, said once;"teachers have to find out where the students are, and work from there. Well students are on face book"(2014,p.1)This is the fact ,and teachers want to take benefit of it .

Practical Uses of Face Book in EFL Classroom 2.6.2 .

Although widely teachers use face book for normal activities like posting information to students who were away or recording class statement, this social network also can be a functional activities. According to(Browing et al.,2011),"Educators can create a face book page for the course they are teaching ,which may include links to the syllabus ,lectures, reading, and other assignments". this means that face book allows EFL teachers to setting up discussion, and exercise, also start chats between students and English native speakers ,play educational games like puzzles and crows words. also it can be used to concern and share class blogs ,share ideas ,and post student's journals and post them with the class via a classroom page or group ,(Kharbach,2014) cited that ;"face book can also be used as a space for collaboration and discussion. "it helps to create a valuable learning community in which student can be long and engage with others in the learning process .another idea face book facilitate the way of connecting with classes all around the world ,and debate classroom ideas with other teachers ,all that is to promote student's English language skills. teachers using social media to play an active role in collaboration with students ,because it is their responsibility to promote student's creativity ,and explain misunderstanding emerging from the significant area and knowledge creation in order to favor the learning environment integrity .Face book also provides teachers access to valuable educational apps (Kharbach,2014).for example ,"Booktage" can be used to participate books in English and inquire students to suspend on them ;"Knighthood" is a game app on face book that forester reading skills in English.

Benefits of Face book for EFL Classroom 2.6.3 .

A. For EFL Teachers

Pilgrim &Bledsoe, (2011) cited that "teachers can obtain many benefits from using face book, it can help teachers to engage students outside the classroom. "also researchers pointed out that may expect better relationships from their interaction with student on face book ,and it is very known as a digital mediation of communication ,also means of collecting data since it gives huge professional resources for EFL educators .Mazer et al.(2007,cited in MZER et al .,2009) conducted a study on the perception of credibility of teachers who

presented different levels of self disclosure on their face book profiles and found that students who interacted with higher level of motivation ,affective learning and better learning environment when compared to students who interacted with teachers who showed lower levels of self –disclosure on face book .Numerous educational organization like the International Reading Association (IRA),Reading Rockets(RR)and other different organization make and export pages on face book to foster their organizations and share helpful resources for educators ,these pages include data about stream way and issue in EFL education. also teachers who follow EFL educational pages through face book gain different benefits, Sturgeon and Walker (2009)and Mazer et al.(2009)have pointed out benefits of the use of face book in classroom interaction such as" providing better communication and amore motivating learning environment ,better perception of teacher credibility and the development of digital literacy in a blended Learning environment". This benefits we can conclude that face book can improve and preserve friendships and collegial for common benefit. Also receive beneficial educational information .face book don't provides advantages only for teachers also for EFL students.

B. For EFL Students

Face book extends many advantages for students as (Mills,2009) cited that "it promotes human interaction and social interchange between participants and that enhances communication and language learning "this means that students can improve their English and they be able to chat with foreigner in other countries, and can learn about how to speak English well. besides, several studies have expound that using face book in EFL classroom can aid learners to promote their oral production as well as their writing and reading skills therefore, student can use face book for group study by creating a group only for studying where they can share any information and learn about home works ,exams, and assignments.(Blattner and Fiori,2009)reported that "face book can promote the development of the communicative competence in English language learners." it provides more opportunities for students to write and facilitate the way of understanding and gaining more knowledge.(Wang &Chen,2007).Kabilan et al.2010)mention that "students enjoy using face book because it gives them the opportunity to practice English with native speakers in a more natural and friendly environment."In addition to that using face book will develop their language abilities because they write, read, listen, and speak in English more. also through friends in face book students can learn new vocabulary words by exchanging ideas and information .really the face book has benefits for students and teachers, we don't forget that it

has also negative points for who don't use it in correct way and responsibly .for that each one of them have to know how and where, and when they should use it.

Positive and Negative Impact of Social Media in Education 2.7

Positive impact; social media did compose the world as a smaller place ,now we have favorite opportunities to use it .it has enhance our ability to realize information .Following are the positive impact of social media on education;

_social media changes the way of study in current generation, students are now referring the social media to get the information.

_Google and education, Google has provide over 20 million student in their education using their tools.

-A share of students was skillful to report about their matter using social media which transported awareness and helped settle a lot of problems.

_According to (Baird &Fisher, 2005) by social media students have developed new ways of understanding and processing information.

_The facility with which a student can allocate their profile makes the more knowing of basic aspects of planning and layout that are not often taught in schools.

_Elizabeth City, a professor said that "social media allows students to develop life long learning portfolios ;problem solve ;with others outside of their physical spaces ;create things that are new ,unique, and valuable ,and share these creations with the world(Schachter,2011,p.32)

_Social media offer a new way of communication and collaboration in multiple areas .

_Schachter(2011)says that ".....administrations and teachers are beginning to leverage the interactive and multimedia features of social networks that have the added advantage of being widely and easily accessible-and free"(p.27).

Negative Impact :

Although social media provides many positive impact on the value of education specially for student ,it also presents several negative impact and danger points for who do not

use it in right way and forget the responsibility towards it, the following is the negative point of social media;

_Many students depend on the accessibility of information on social media and the web to extend answers, that means a miniature focus on learning and detained information.

_students are having a harder time getting to communicate face to face with people, and are losing their people skills, due to that they are expanding more and more time talking from behind a scanner.

_students will ignore their studies and homework on concentrate just on internet and play games and ignoring other realities.

_Another of the so called negative aspects is the destruction of real social harmony and life.

_In short social media is outstanding a false picture of the real world that we live in.

Types of Social Media 2.8

There are some prominent examples of social media

Face book :It is considered as the best platform for self-promotion and interaction with customers .This platform troth most engagement .also it is free social networking that let registered users to innovate profiles ,upload photos and video , send messages and keep in touch with friends ,family and colleagues . it can be used to growing web traffic with more likes and visits , according to statistic from the Nielsen group ,internet users within the United State spend more time on face book than any other websites .(1,3 billion users /680 million through phones) .

Twitter is a unite micro blogging service that allows members to wide cast short post called tweets .used for sending and reading messages ,it is a datum network that gives live updates and post relevant news .(645 million users /145 million users every month .)

Instagram; it is an online mobile photo –sharing, video-sharing, and social networking service that authorize its users to make pictures and videos, and share them. It aids in highlighting campus life and actions. Elevate events, conference, sports etc.

YouTube; is a website head quartered in San Bruno, California. It is a platform for video sharing , enables users to upload and video .this site allows users to upload , view ,and share video ,and it makes use of WebMD ,H.264,and adobe flash technology to show a vast variety

of user-generated and corporate media video available content TV clips, music . Sheerer and Shea (2011) claimed that YouTube increased participation, Personalization (customization) and productivity. YouTube also improved student's digital skills and provided.

Blogs : web logs or blogs are one of many forms of social media . a blog is an online platform that people can use to clear cases and topics linked to their lives and various viewpoints they may have .It is a type inline , students can write blogs on campus life and events . Blogs can be used for language learning, also it can rise a users language competence as well “blogs are egalitarian learning and teaching tools by excellence “.

Snap chat: is an application for iPhones , iPad ,and android devices .It allows supporters to send to other supporters photos that pass away in one to ten seconds .There are an evaluated 100 million daily active users of snap chat ,as reported that snap chat is easier to use than texting

Wikis: are open-access data bases that permit users to share by adding and marking each other's material. Some of it turns to these areas as teams; wikis typically have an easy-to-use set of text –editing rules that do not demand any knowledge of HTML.

Conclusion

The development of social media technologies has fundamentally changed the way that people communicate and interact with one another ,and constitute the most popular online activities worldwide that used by people of all ages .The fact that social media sites like face book ,YouTube, and twitter are used by different categories ,this sites can revolutionize the educational process. Although social media technologies are relatively new and just beginning to find their way in the classroom and it foster the development of the learning community by encouraging interaction and collaboration among EFL students will allow them to actively participate in the learning process ,while promoting student engagement and providing students with the opportunity to utilize technology skill in new generation .Social media remains the goal of educators to develop students into lifelong learners.

Chapter Two :

-Data Analysis

Introduction

The present conducted research is centered mostly on finding out the effects of social media in promoting interaction among EFL students. The research device used to evidence the hypothesis affirmed previously is a questionnaire dealt with both teachers and students of 3RD level of English. The participant's attitude and opinion are very important and helpful in the present study. The student's questionnaire aims to see whether students are interested about the importance and the value of social media in improving their interaction that take place inside classroom through their participation with their classmates and teachers as well. Whereas, the teacher's questionnaire intended to investigate the teacher's views about the importance and achievement of social media as a fundamental factor in enhancing their students interaction through encouraging them, for collaboration inside and outside classroom.

.The Student s Questionnaire

Aim of The Questionnaire

This questionnaire is mostly planned to track EFL students progress in interaction through the use of social media. Second it attempts to investigate the importance of the different types of social media specially face book in activating the classroom interaction.

Description of The Questionnaire

Along with the design of the present questionnaire, the items required answers with dichotomies through close questions (yes/no questions), taking the most suitable answer from a series of choices, or open questions asking students to give their views to justify their options. The questions are basically split into two main sections which cover the variables selected and each particular aspect of the present conducted research.

Section One: The Student's Profile (Q1_Q3)

In this section, students were asked if English was their first choice (Q1), and then they were inquired to denote their level in English (Q2), in the ultimate question (Q3), they were asked to indicate the reasons behind learning English. in this question the respondents may tick more than one option.

Section Two: Classroom Interaction and Social Media(Q4-Q17)

The first question of this section , contract with the nature of the relationship that exist between the teacher and the student whether it is good or no relationship survive(Q4) , the next question (Q5) obtains information about who talks the most in the classroom .in (Q6) the students were asked to tick the frequency of the chance given by their teachers to interact (give and take with them) , after that learners were asked to tick another time the frequency of interaction with their classmates (Q7). In the (Q8) the contributors were called to tick the techniques they enjoy the most and if there are other techniques they had to identify them. Later in (Q9), the learners were demanded to tell what they want their teachers to promote them to interact in the classroom , and if there is other answers they had to identify them . In (Q10), the participants are asked to inform whether the teacher who asks them to interact or because they want to . In (Q11) the respondents were asked to give their point of view about the promotion of interaction through social media. Then (Q12) students were asked about the usage of social media daily. In (Q13) the learners were inquired to tell how many hours they spend on social media daily .After that they were asked about social media sites they use (q14). Next the students were asked to how often they access FB account (Q15). In (Q16) they were asked about their opinion about the usage of FB and had this last contributed positively to improve their knowledge. the later question (Q17) deals with student's points of view about the importance of sharing the classroom work and assignments through social networking activities , and if their reply with "yes " they should tell how much it improved the interaction between them in the classroom .

2.1.3: The Administration of The Questionnaire

Since the opportunity of conducting a research on the complete population under investigation is absolutely impossible, the questionnaire had been managed to EFL students in 3RD classes whom have different answers. the questionnaire was administered to (50) students to be answer in one hour and a half . Among (53) Questionnaire, (3) questionnaire were not answered due to the absence of (3) students from 3RD classes. the Questionnaire therefore , was administered in welcoming averments , and the questions were clear with simple vocabulary to help the learners comprehend and reply suitably. This operation were donne in one day in Abess Laghrour university with 3Rd year students.

2.2. Data Analysis

Section One: Student's Profile

Q2. 1: Was English your first choice?

| Option | Respondent | Percentage |
|--------------|------------|-------------|
| Yes | 40 | 80% |
| No | 10 | 20% |
| Total | 50 | 100% |

Table2. 1: The Desire for Choose English Language

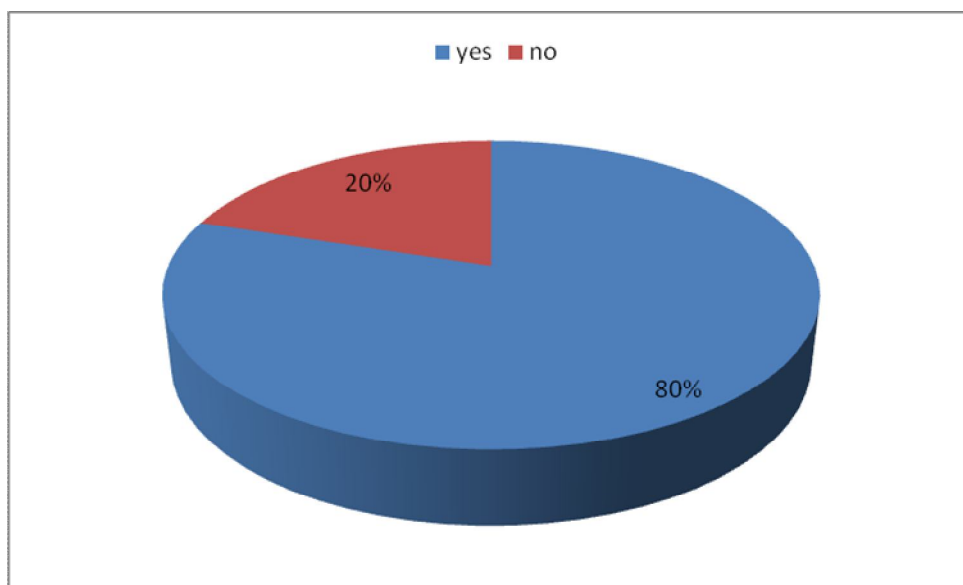


Figure1. 1: The Desire for Choose English Language

As it appears in figure1, 80% of the respondents choose English as their first choice according to their feeling of loving this foreign language as it is considered the world language in all fields economic, politics .., also for understanding TV show, films, short stories, the other cultures ...while 20% of the respondents said that English was not their first choice since they choose other fields.

Q2.1. How do you consider your level in English?

- a. Very good
- b. Good
- c. Average
- d. Poor

| Options | respondent | Percentage |
|-----------|------------|------------|
| Very good | 5 | 10% |
| Good | 28 | 56% |
| Average | 11 | 22% |
| Poor | 6 | 12% |
| Total | 50 | 100% |

Table3. 2 The Student's Level in English

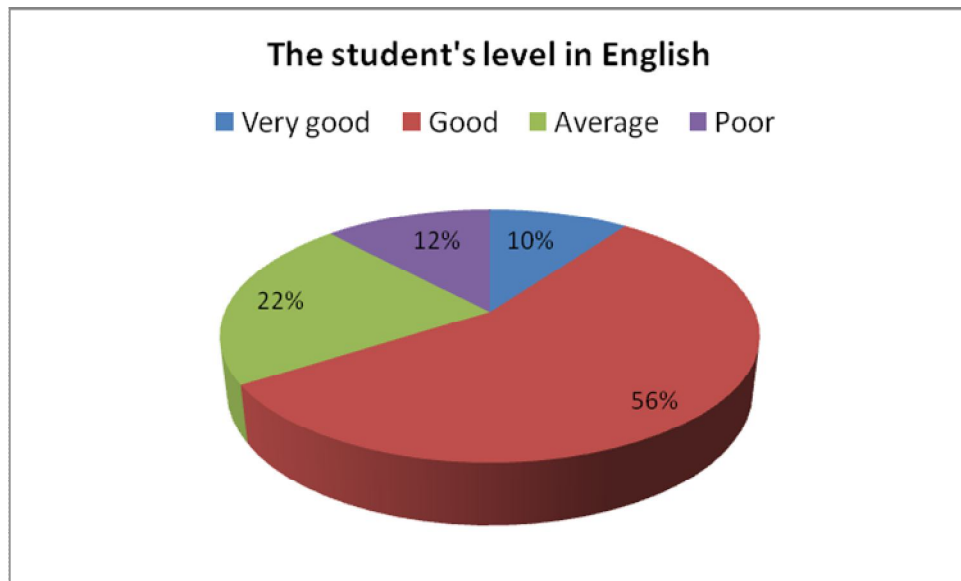


Figure2.2: The Student's Level in English

The data from the figure 2 show that the majority of the respondents have answered that their level in English is good with percentage of 56%, while 22% of them said their English is average, 12% poor, and 10% very good spoken English. weak size indicate that these learners have certain difficulties which block them to interact with parties of the joy classroom, that were the first lead behind the willing of learning English.

Q2. 3: You learn English for;

- a. Communicating
- b. Future job requirement
- c. Scientific meetings
- d. Presenting international communication
- e. For leisure

| Option | Respondents | Percentage |
|--|-------------|-------------|
| Communicating | 12 | 24% |
| Future job requirement | 18 | 36% |
| Scientific meeting | 10 | 20% |
| Presenting international communication | 6 | 12% |
| For leisure | 4 | 8% |
| Total | 50 | 100% |

Table 4.3: The Student's Reasons Behind Choosing English

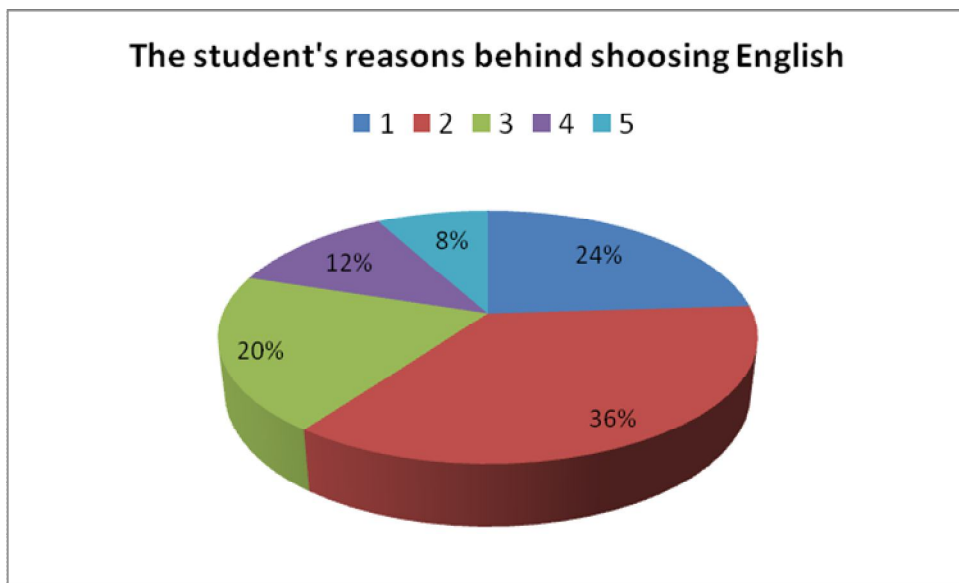


Figure3.3: The Student's Reasons Behind Choosing English

This figure identifies the leading reasons for choosing studying English and having concentrate courses in it , the respondents answered by giving 36% to the second option which focuses on learning English for future job requirements .Others responded by 24% for the need of English for communication .20% for English for scientific meeting abroad and 12% to English for presenting international communication and 8% to English for leisure .

Section Two: Classroom Interaction and Social Media

Q2. 4: What type of relationship exists between you and your teacher?

A. Good

B. No relationship

| Options | Respondents | percentage |
|-------------|-------------|------------|
| Good | 35 | 70% |
| No relation | 15 | 30% |
| Total | 50 | 100% |

Table 5.4: Student-Teacher Relationship

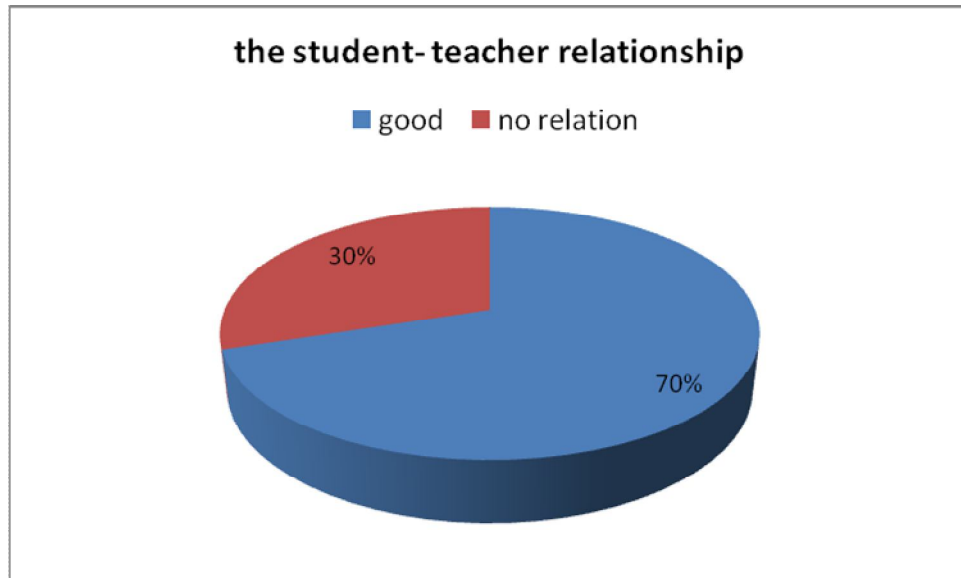


Figure 4.4: The Student- Teacher Relationship

Noticeably , Student-teacher relationship play an important role in shaping the learning environment , and it gives the student the voluntary to do his best and making his efforts, therefore 70% of the contributors said the relationship between them and their teaches are absolutely good , by contrast; 30% others said that no relationship exists between them and their teachers.

Q2. 5: Who does most of the talk in the classroom?

- a. Teacher
- b. Student

| Options | respondents | Percentage |
|---------|-------------|------------|
| Teacher | 35 | 70% |
| Student | 15 | 30% |
| Total | 50 | 100% |

Table6. 5 Amount of Talking Time in

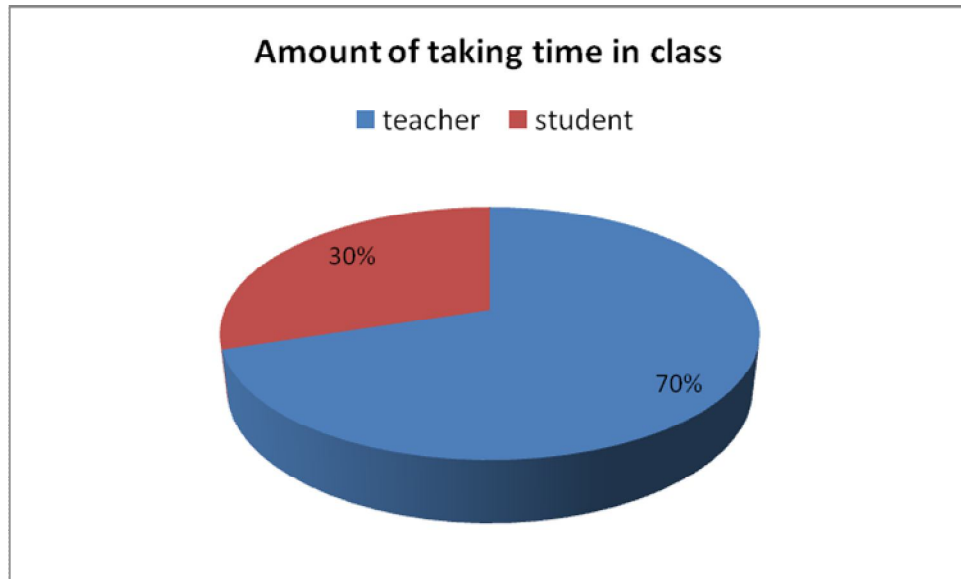


Figure 5.5: Amount of Taking Time in Class

Based on the data presented in figure 5, a clear view can be taken from the respondents reply that teachers are the ones who are the masters of the amount of talking time in classrooms, where 70% said so, while 30% said choosing the second option “you «which assert that the students themselves who make most of the talk in the classroom.

Q2. 6:How often the teacher gives you the chance to interact (give and take with him) ?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

| Options | respondents | percentage |
|--------------|-------------|-------------|
| Always | 20 | 40% |
| Often | 15 | 30% |
| Sometimes | 5 | 10% |
| Rarely | 5 | 10% |
| Never | 5 | 10% |
| Total | 50 | 100% |

Table7. 6 The frequency of Teacher-Student Interaction

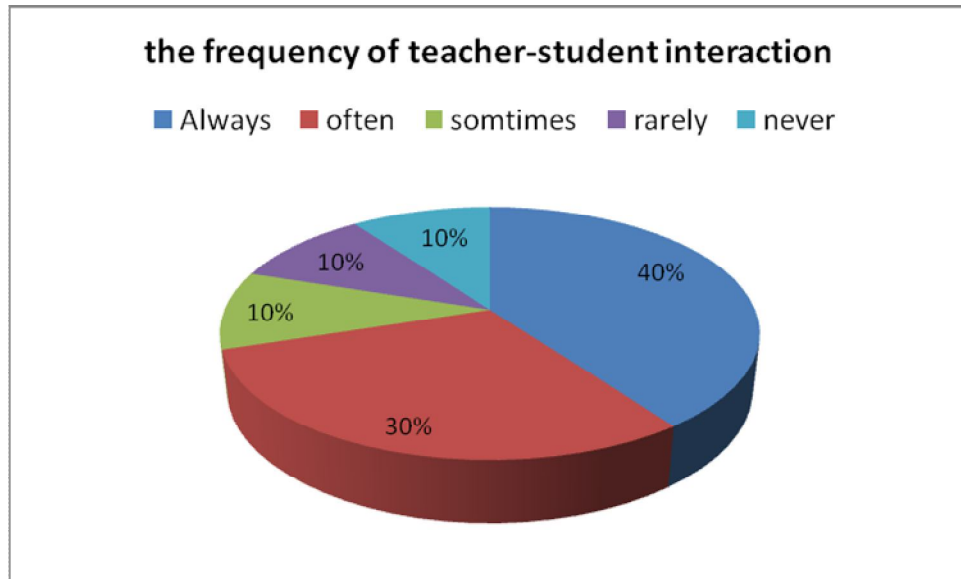


Figure 6.6: The Frequency of Teacher – Student Interaction

This question was mentioned to see the frequency of chance given to the students in their classes to interact with their teachers, from the result obtained in figure 6 the first option which is Always took 40%, the second option «often “took 30%, the third option “sometimes” took 10%, the fourth option “rarely” took 10%, and the finally the fifth option “Never “took also 10%. The results show that the students really have the chance to interact with their teachers.

Q2. 7: How often do you interact with your classmate inside the classroom ?

- a. Always
- b. Sometimes
- c. Never

| Options | respondents | percentage |
|--------------|-------------|-------------|
| Always | 15 | 30% |
| sometimes | 32 | 64% |
| Never | 3 | 6% |
| Total | 50 | 100% |

Table8. 7The Frequency of Student-Student Interaction

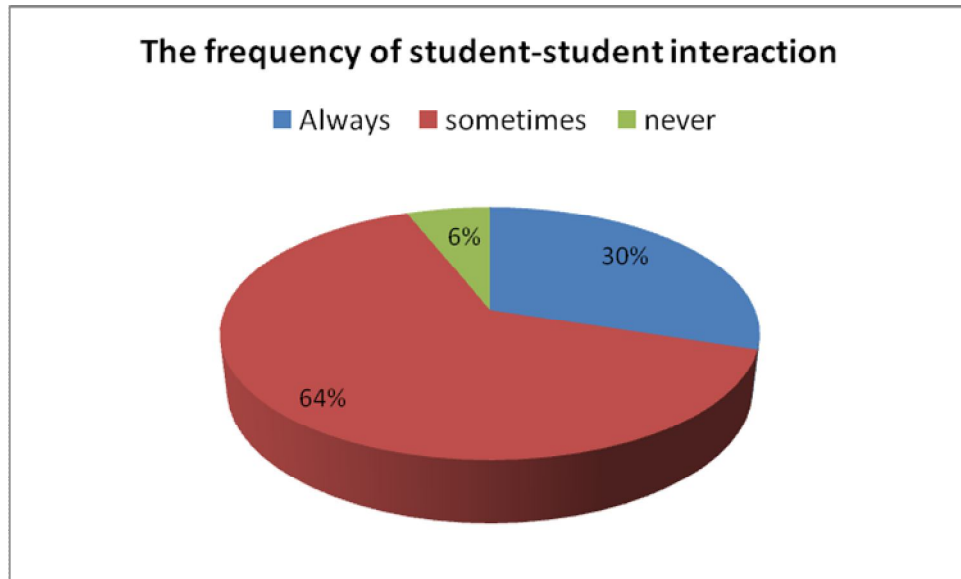


Figure7. 7: The Frequency of Student- Student Interaction

Figure 7: shows the frequency of student-student interaction , and most of the responses were “Sometimes” with 64% , then 30% was given to “ always “ , these proportions reveal to great extent that the learners have great chance to interact with their peers . Other reply ticking the left option “Never” with the percentage of 6%.

Q2. 8: Which of the following interaction techniques do you enjoy the most ?

- a. Pair work
- b. Group work
- c. Discussion

| Options | respondents | percentage |
|--------------|-------------|-------------|
| Pair work | 17 | 34% |
| Group work | 20 | 40% |
| discussion | 13 | 26% |
| Total | 50 | 100% |

Table9. 8: The Teacher’s Interaction Techniques

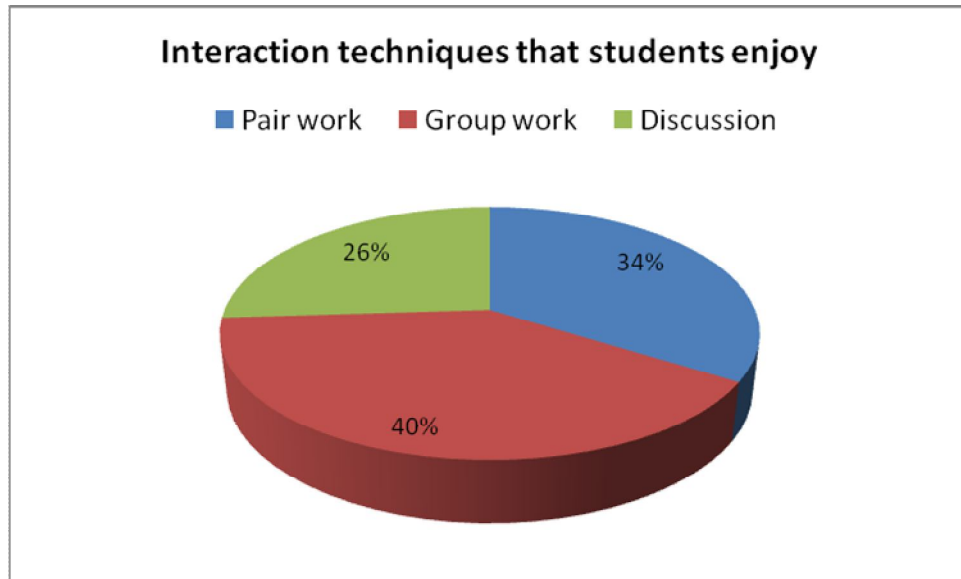


Figure 8.8: Interaction Techniques That Students Enjoy.

Teachers in EFL classes apply different interaction activities, but some of these activities may not meet the student's needs, a question was presented to these students to see what kind of interaction activates they enjoy the most. The result obtained shows that group work activity achieve the highest percentage with 40%, then pair work activity with 34%, discussion with 26% this results reveal that students prefer cooperative group work rather than individual work.

Q.2.9 :To interact in the classroom you want your teacher to be

- a. Motivator
- b. Guider
- c. Corrector
- d. Assessor

| Options | respondents | percentage |
|--------------|-------------|-------------|
| motivator | 23 | 46% |
| Guider | 10 | 20% |
| Corrector | 14 | 28% |
| Assessor | 3 | 6% |
| Total | 50 | 100% |

Table10. 9: Student's Attitudes Towards Teachers

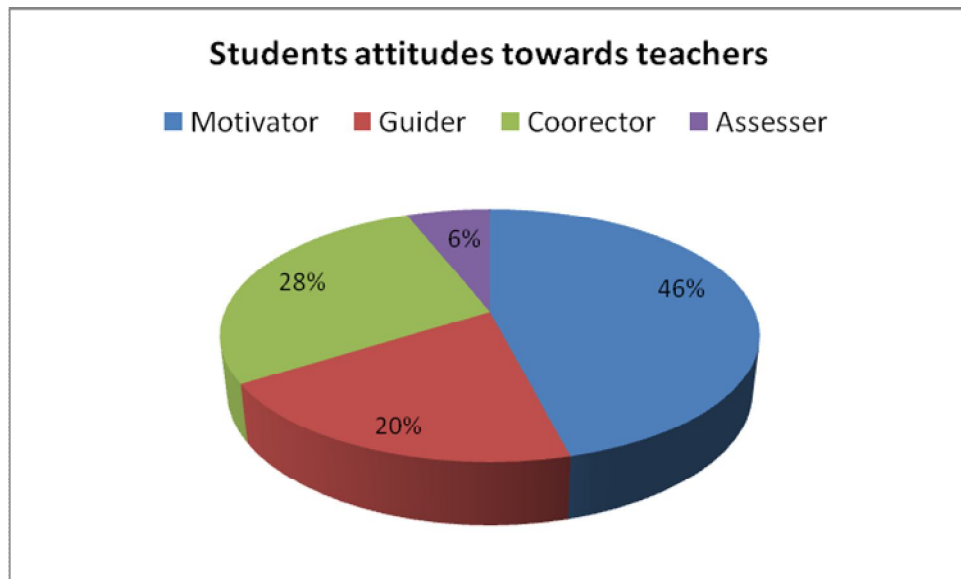


Figure 9.9: Student’s Attitudes Towards Teachers

In figure 9, students expressed their attitudes towards their teachers by saying that they need them to be more motivators where there was 46% percent given to that option. The respondents also gave 28% to the third option corrector, where they need them to correct their errors and mistakes, 20% was the percentage of the second option “Guider», and 6% to the fourth option “Assessor”. These results show that the students want their teachers to be motivators and correctors.

Q:2. 10 :When you interact in the classroom it is

A. You who want

B. The teacher who asks you

| Option | Respondents | percentage |
|--------------------------|-------------|------------|
| You who want | 18 | 36% |
| The teacher who asks you | 32 | 64% |
| Total | 50 | 100% |

Table11.10: Reasons of Classroom Interaction

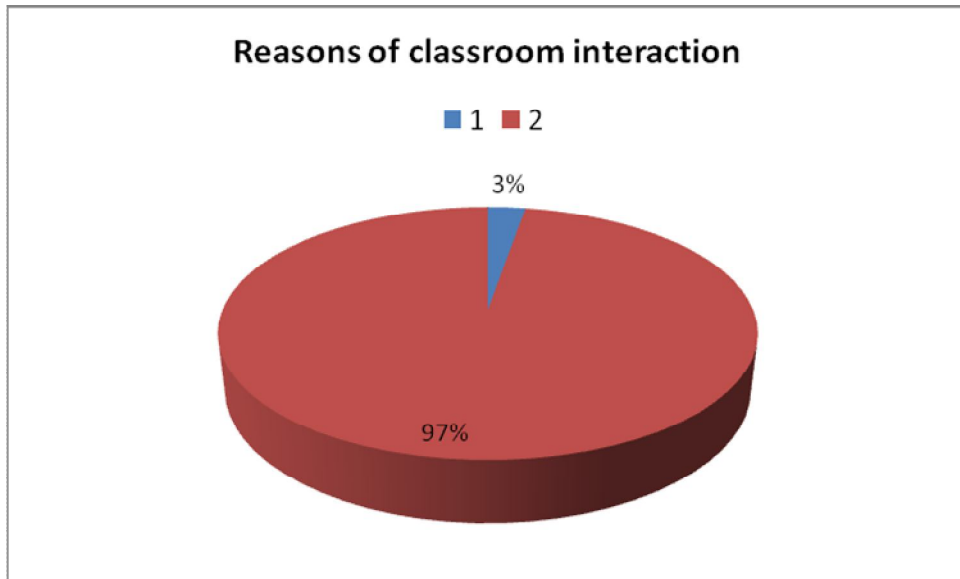


Figure10. 10: Reasons of Classroom Interaction

Classroom interaction is based on mutual sharing of data and in question 11 students were asked to say whether they interact by their own or their teachers asks them to do so . results shows the most respondents answered “ the teacher who asks you “ with percentage of 97% , and 3% other said that they interact in class just because they want to , since the majority of participants have reply choosing the second option , this explains that teachers of English are trying hard to make their learners interact more .

Q2.11: Do you think that using social media can promote interaction in the classroom

A. Yes

B. No

| Option | Respondents | percentage |
|---------------|--------------------|-------------------|
| Yes | 38 | 76% |
| No | 12 | 24% |
| Total | 50 | 100% |

Table 12.11; The Usage of Social Media for Promote

Interaction, in EFL Classroom

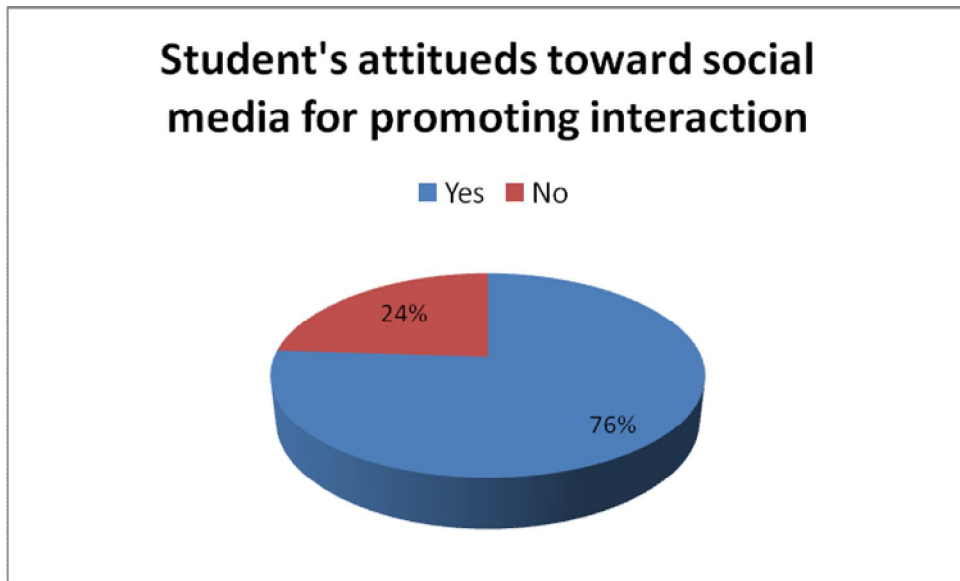


Figure11. 11: Student’s Attitudes Toward Social Media for Promoting Interaction

Based on the Question 11 addressed to learners to obtain certain data whether their interaction is really improving through social media. the results gathered show that 76% of them answered “Yes «which denote that they have benefited from the implementation of social media , and 24%of them answered “No” which explains that they did not find social media a useful tool to enhance their interaction in the classroom .

Q2.12: Do you use social media daily

A.Yes

B. No

| Option | Respondents | Percentage |
|--------------|-------------|-------------|
| Yes | 47 | 94% |
| No | 3 | 6% |
| Total | 50 | 100% |

Table13. 12: The Amount of Using Social Media

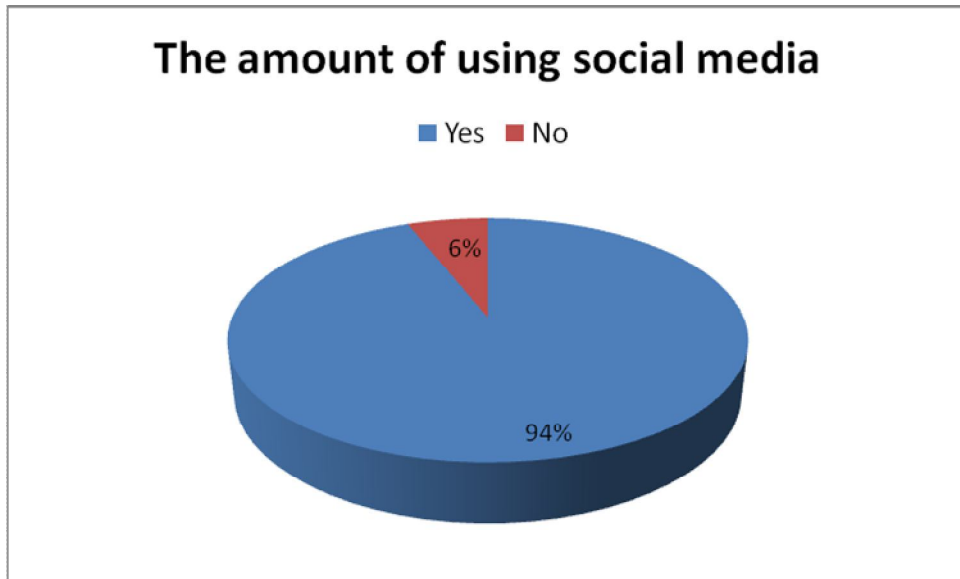


Figure 12.12: The Amount of Using Social Media .

In figure12 , the results obtained from the participants responses who answered “Yes “ assert with the percentage of 94% that social media is used by the student daily which mean that it is a corporative tool that allow learners to interact with their peers and teachers while few others answered “No” given the percentage of 6% which means they do not find social media helpful.

Q2.13: How many hours do you spend on social media daily

A. 0-2Hour

B.1/2-1Hour

C.11/2-2Hour

D. Or more hours

| Option | Respondents | Percentage |
|----------------------|-------------|-------------|
| 0-2hour | 6 | 12% |
| 1/2-1 hour | 7 | 14% |
| 11/2-2 hour | 6 | 12% |
| Or more hours | 31 | 62% |
| Total | 50 | 100% |

Table 14.13: The Amount of Hours Spent in The Use of Social Media

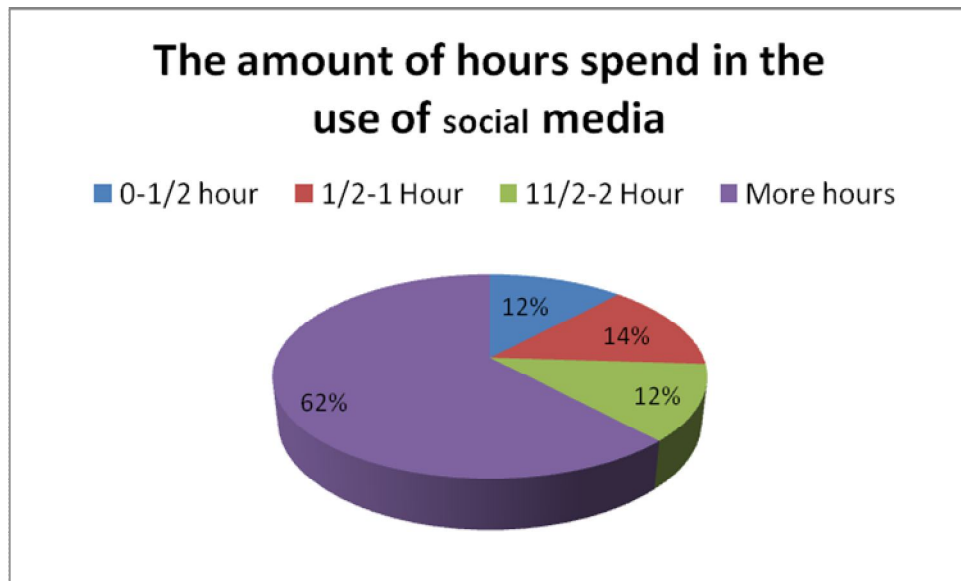


Figure 13.13: The Amount of Hours Spent on Using Social Media.

From that above figure, one may notice that the increased proportion is given to spending “more hours “in social media because they said that it effect them positively as facilitate and motivate them to interact inside and outside classrooms 14% was given to ½-1 hour, 12% was given for 0-1/2 hour and 1 1/2-2hour which mean that social media affect them negatively as wasting of time and ignoring their studies.

Q2.14: What social media sites you use:

A. YouTube

B. Twitter

C. Face book

D. What sup

E; Any others

| Option | Respondents | Percentage |
|-------------------------|-------------|-------------|
| YouTube | 14 | 28% |
| Twitter | 5 | 10% |
| face book | 25 | 50% |
| What sup | 3 | 6% |
| Any others (instagram) | 3 | 6% |
| Total | 50 | 100% |

Table15. 14: Social Media Sites The Student Use

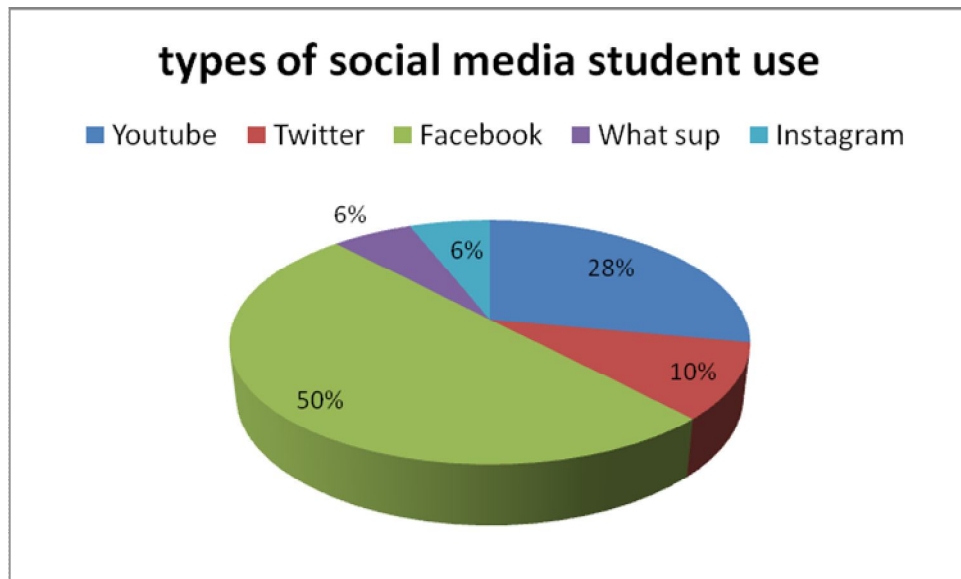


Figure 14.14: Types of Social Media Student Use

The respondents results about question 15,were as follow : 50% to the third option which is Face book this last was considered as the most popular site used by the students as a mean of exchanging ideas and emotions, 28% to the first option “ YouTube” that considered as a tool for spreading video, see more explanation of courses , 10% to twitter, and 6% for both what sup and “ other: instagram” that is a manner for sharing photos .

Q2.15: How often do you access face book account

A. Day

B. One a day

C . Rarely

D. Never

| Option | Respondents | percentage |
|--------------|-------------|-------------|
| Day | 30 | 60% |
| Once a day | 9 | 18% |
| Rarely | 7 | 14% |
| Never | 4 | 8% |
| Total | 50 | 100% |

Table 16.15: The Amount of Accessing Facebook Account.

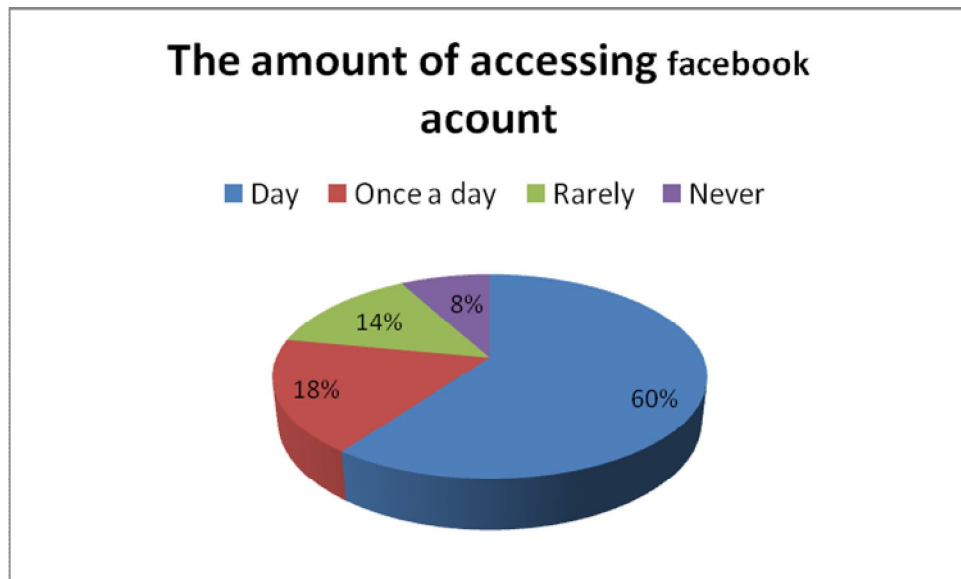


Figure15. 15: The Amount of Accessing Face book Account

From the results appeared above, most of the student open their face book account every day with 60% this means that face book take the majority of the learners time, from this sentence it appears that this count influenced the learners positively, 18% to the second option “ one a day “ this conclude that the student use this count sometimes when they have a harder work need help, the third and the fourth options with “ Rarely 14%, Never 8%” which seem to be unhelpful tool for them .

Q2.16: In your opinion has the use of face book contribute positively to improve your language knowledge

A. Yes

B. No

| Option | Respondents | Percentage |
|--------------|-------------|-------------|
| Yes | 38 | 76% |
| No | 12 | 24% |
| Total | 50 | 100% |

Table 17.16: Student’s Attitude Forward The Effects of Using Facebook to Improve Knowledge.

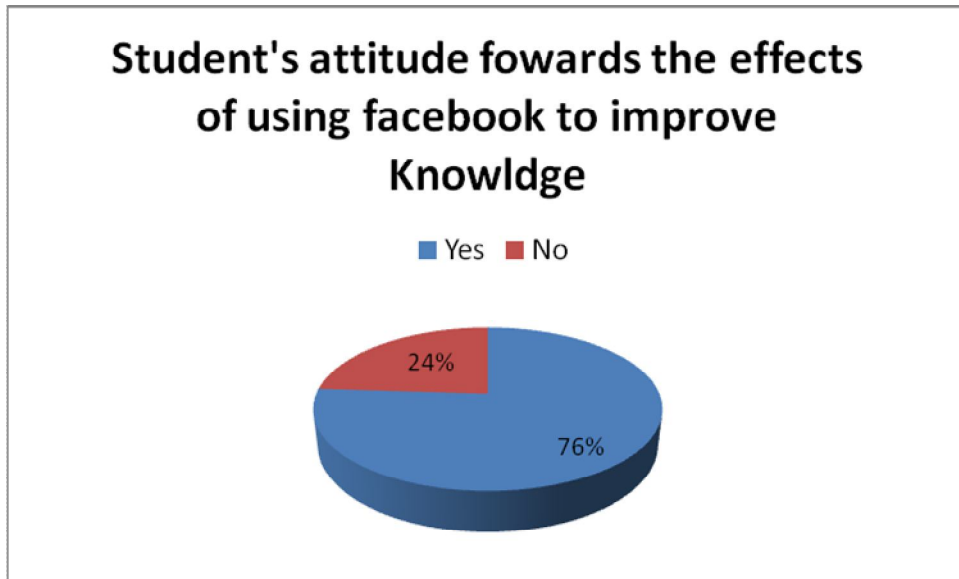


Figure 16.16: The Effects of Using FB to Improve Knowledge.

Figure 17 shows that FB improves the student knowledge by using all what they now and search for what they need to know by exchanging the knowledge and developing the four skills and the competences with the percentage of 76% , while in contrast 24% percent said didn't increase their abilities it is just a tool for joy .

Q2. 17: Are you aware of the importance of sharing the classroom work and assignments through your social networking activities

A. Yes

B. No

| Option | respondents | percentage |
|--------|-------------|------------|
| Yes | 39 | 78% |
| No | 11 | 22% |
| Total | 50 | 100% |

Table 18.17: The Concepts of Social Networking Sites

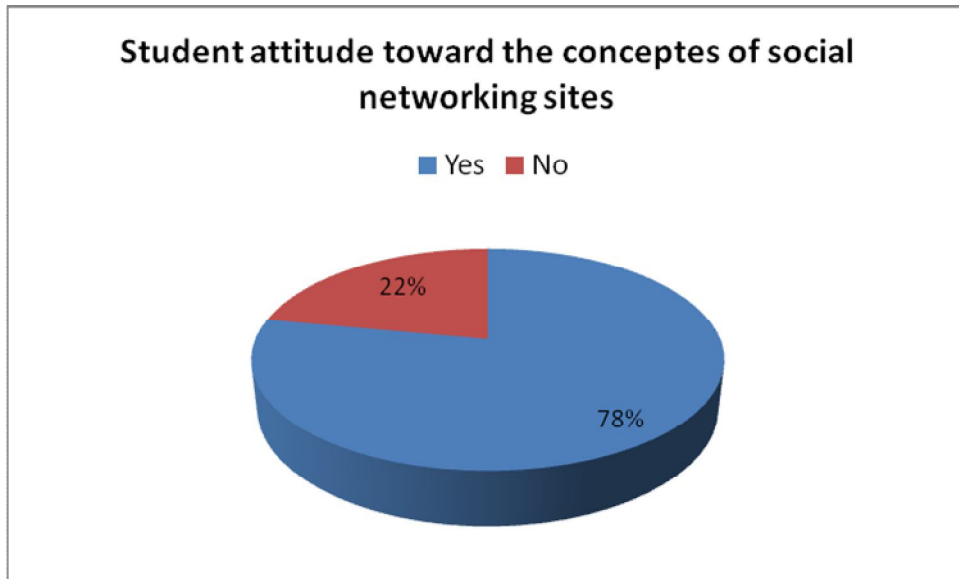


Figure17. 17: The Concepts of Social Networking Sites

From the previous chart and diagram, one may notice that the most of the student said that it is very important to share the classroom work and assignments through social networking activities with the percentage of 78%, while 22% ignoring this task of sharing through SNS.

If yes how much it improved the interaction between you and your classmates?

A. Very much

B. Somehow

C. Not at all

| Option | respondents | percentage |
|-------------------|--------------------|-------------------|
| Very much | 29 | 58% |
| Some how | 18 | 36% |
| Not at all | 3 | 6% |
| Total | 50 | 100% |

Table19. 18: Promotion of Interaction Through SNS

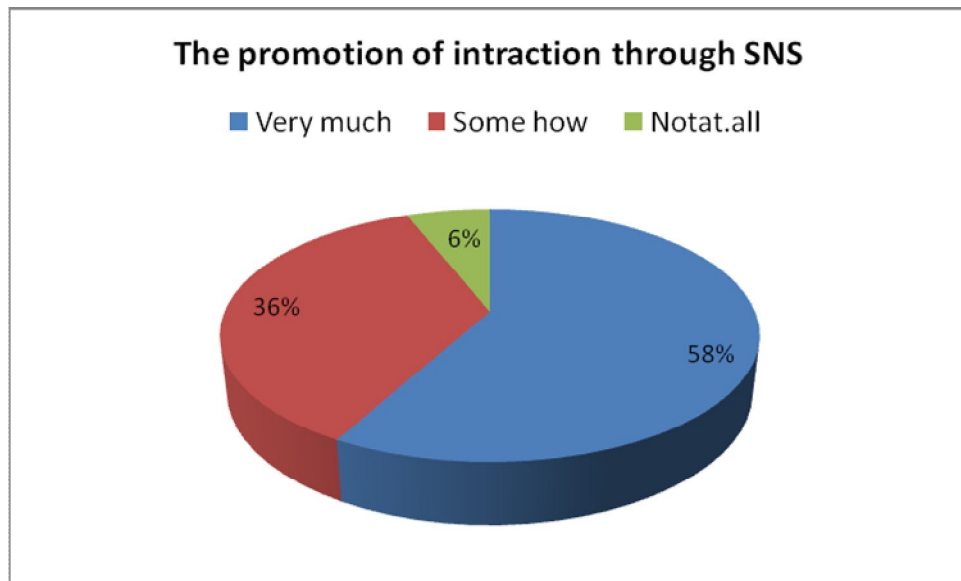


Figure. 18.18: The Promotion of Interaction Through SNS

The Figure 15 shows that the most of the student said that SNS promote interaction between classmates(very much) with the percentage 58% , 36% said that it sometimes encourage interaction between them when there is a hard work (somehow) , 6% of them said (not at all) this mean it had a negative impact on them .

2.3. Interpretation of The Results

On the basis of the analysis of the student's questionnaire, concluding view may be drawn:

- 1- Initially , the student's questionnaire begins with the student profile , where the majority of the students choose English as their first choice , which indicate that learners wanted to study English from the first according to their emotion and needs like communication , understanding the foreign cultures , TV show (films cartoons) , this leads to help them to interacted in classrooms .
- 2- The respondents' level in English was "Good "the reality that led many of them learned English language for many reasons but most of all for job requirements.
- 3- Secondly, in section two, this was basically about the classroom interaction and social media. The main focus was shedding the light on classroom interaction and it's significant in EFL classes. Therefore, interaction in the classroom necessitates certain relationships between teachers and students. The reply validates that students have good relationship with their teachers, which clears the channel for successful

- classrooms interaction. Since in classroom interaction, the class is no longer teacher – directed, rather; students share part of it. Student’s responses prove the last idea.
- 4- In addition, teachers should give students the chance to interact in class. Data gathered show that 3RD students share occasionally both classroom talking with their teachers , and interacted with their classmates , interaction techniques on one hand , are very powerful in promoting interaction in classes , and developing the students competences through the process of trail and errors . Hence the most pleasurable interaction technique students mostly favor is the “ Group work” , 3RD learners like collaborative group work because they feel comfortable with their classmates , and it may foster a kind of sense of belonging . on the other hand , students declared that in order to interact in class they need their teachers to be motivators , as well as correctors
 - 5- Moreover, as it is cited before in classroom interaction the teacher is no longer dominating the class, but learners where several of them indicate that they do not have to remain for their teachers to call them to interact in class rather they do that by their own, on the other hand, others wait for the teachers to asks them this conclude that the educators do their best effort to improve interaction in classrooms. This last bring to a close that students like better teacher – student interaction , because whenever they interact, teacher correct their mistakes and this type of interaction produce an exchange of knowledge and information .
 - 6- Furthermore, the most of the learners argue that the use of social media promote their interaction in the classroom, since this last need an alternative way outside to push it to be more influential and successful by creating new joy atmosphere for both learners and teachers , this occurs when students had ambiguity for some issues and needs their teachers for explanation and clarification with the help of their peers whom make great effort to establish a huge wealth of knowledge , this embodies initiative and cooperation between the joy parties of classrooms. This confirms the latter idea.
 - 7- the majority of the learners use social media daily for many hours this prove that social media had a significant role by effecting them positively by retching (openness , participation, community and connectedness) between them and their teachers .
 - 8- As well, the main social media sites used mostly by the students was YouTube and face book, this two sites take much more time in utilization, which means that they provided nourishment to the students to be capable in their learning process .

- 9- Additionally , the dominate site in usage between students was Face book account, since it was accessed all the time in their mobiles and computers, which guided that fb optimistically improved their knowledge by sharing the classroom activities , and solve the study issues in collective way, basically this operation improves the relationship between student themselves and their teachers which shows that there is a new relation exist full of cooperation and guidance , from this point we conclude that this process create new environment in classrooms full of ableness and activism.
- 10- This assume that interaction in EFl classes was promoted by the use of social media .

The Teacher's Questionnaire

Aim of Questionnaire

In a challenge to investigate the significance of social media in promoting interaction in EFL classroom ,it is very essential to gather the teachers outlook and views about its performance in EFL classes to promoting interaction . teachers ideas are helpful to investigate the way social media is effects interaction and how problems encountered in learning could be lessened through using social media .

Description of The Questionnaire

The teacher's questionnaire consists of (12) matters ,classified into two sections, where each section focuses on particular aspect ,and it engages different types of questions "closed"and "open-ended" question .closed questions involve teachers to answer "Yes" or "No" or by ticking one answer from a locate of options ,wheras;open-ended questions are adressed to teachers to affirm their points of views and share theirprevious knowledge about the subject .

Section One: Background Information(Q1 –Q2)

Questions in section one aspire at gathering personal information about the target sample .teachers in (Q1) asked to seeks information about the degree held ,and in (Q2) teachers are asked to state how many years they have been teacging English at University.

Section Two ; Classroom Interaction and Social Media (Q3 –Q12)

The second section about the classroom interaction and social media regarding its effect in promoting interaction .In (Q3) teachers were asked to indicate their role in the classroom between lecturing or sharing the discussion with the students .Then,(Q4) seeks information about if classroom interaction is important in course plan if yes they had to specify why in the gaps below the question.In question (Q5) they had to give the frequency of how often they make their students to interact .Next ,in question (Q6) they had to state which type of classroom interaction students enjoy the most .Then ,in question (Q7) teachers required to indicate the techniques that they used with silent students by justifying their answers.the (Q8) related to the previous question if they use social media as an alternative tool to interact with this kind of students .In (Q9) teachers had to show their opinions if they share some classroom tasks with their students via facebook account with given an explanation . after that

we have the (Q10) teachers asked to give their point of view if social media could reinforce the relationship between students themselves and their teachers, if they answer with yes they had to say why .(Q11) In this question teachers seek to answer by “yes”or”No” by giving their own view if the use of social media between learners themselves and between teachers learners could improve and motivate interaction in classroom by justifying their answer .The final question (Q12) was about the effectiveness of social media towards students ,by clarifying their answer .

Administration of The Questionnaire

This questionnaire was for all English teachers of university Abbes Laghror Khenchela for the possibility of covering the whole population ,ther was no chosen sample and the questionnaire was administered to (8) teachers .the questionnaire through was handed out in a friendly environment and all teachers were so collaborative ,helpful and full graduate goes to them .

Data Analysis

Section one:

Q1: What's your degree ?

a. BSc(bachelor's degree)

b. post-graduate (Master magister)

| Options | respondents | Percentage |
|-----------------------|-------------|-------------|
| Bsc(bachelors degree) | 6 | 75 % |
| Poste graduate | 2 | 25% |
| Total | 8 | 100% |

Table 20.19 Teacher's degree held

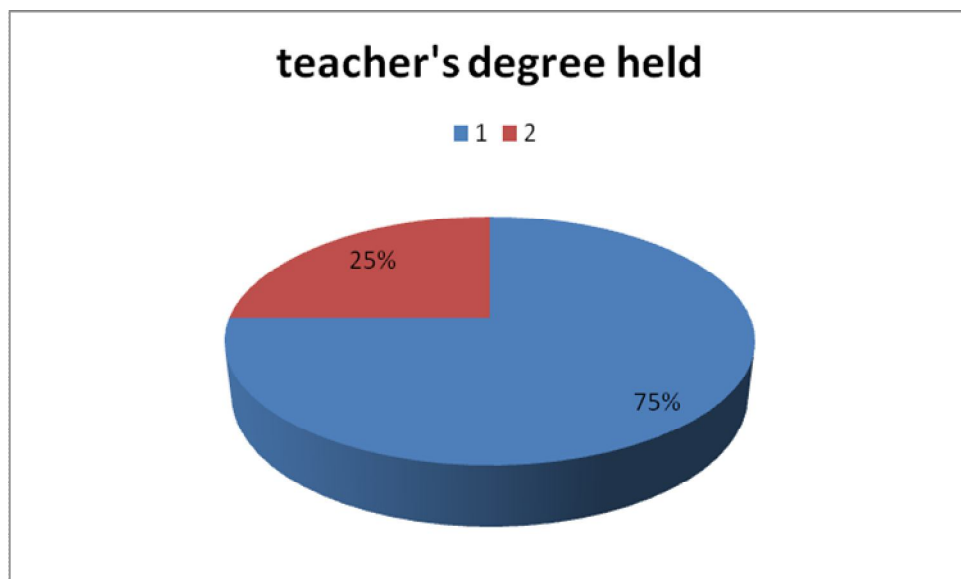


Figure 19.19 teacher's degree held

In an effort to require information about the teacher's degree held, a question was addressed to them and the results gained to show that 87,5 of them have BSc (bachelor's degree),while 12,5 of them have post-graduate (master/magister)degree.

Q2: For how many years have you been teaching English at university ?

The second question was an open-ended question were teachers are wanted to ansewer in the blanks left bellow the question which request for how many years have you been teaching at university , their reply were as follows; two teachers said that they have been

teaching English since one year, another teacher since two years, another teacher since three years, two others since four years, and other one teach since six years, the eldest one teaches since 20 years. This indicates that the plurality of teachers have some sort of experience in the field of teaching which in reality aids the quality of teaching to be improved in the centre.

Section two: lassroom interaction and social media

Q1: In the classroom are you

A . lecturing

b. sharing the discussion with the students

| Options | Respondents | Percentage |
|--|-------------|------------|
| Lecturing | 2 | 25% |
| Sharing the discussion with the students | 6 | 75% |
| Total | 8 | 100% |

Table 21.20 Teacher's role in the classroom

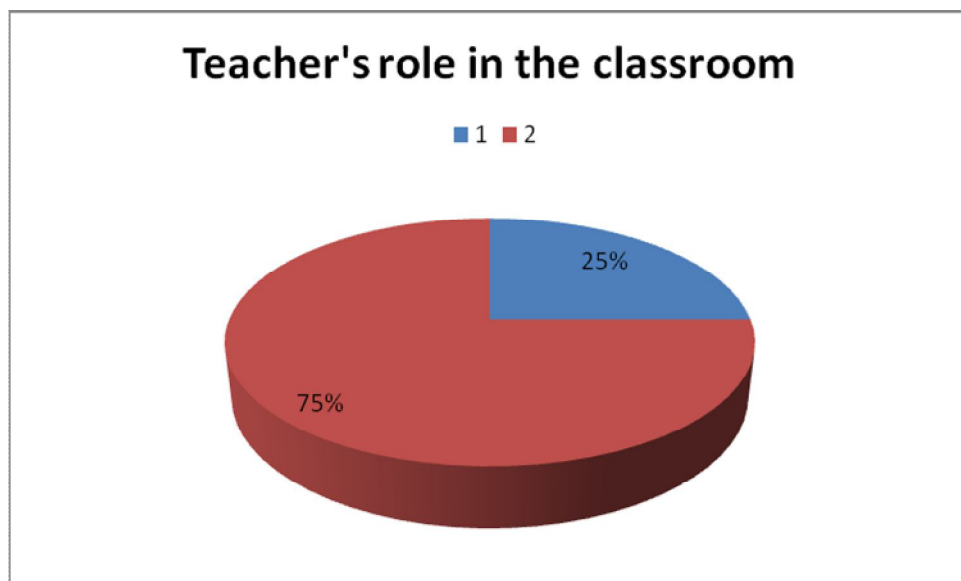


Figure 20.20 teacher's role in the classroom

In this question teachers were asked about their role in the classroom if he is "lecturing" or "sharing the discussion with the students. Hence (25%) of them saying sharing, while the majority of them (75%) choosing the second one sharing the discussion with the students this for promoting interaction in the classroom .

Q2: is the classroom interaction important in your course plan ?

A . yes

b. no

if yes,could you specify one of the ways you do this

| Options | Respondents | percentage |
|---------|-------------|------------|
| Yes | 4 | 50 % |
| No | 4 | 50% |
| Total | 8 | %100 |

Table 22.21 Teachers attitude towards classroom interaction.

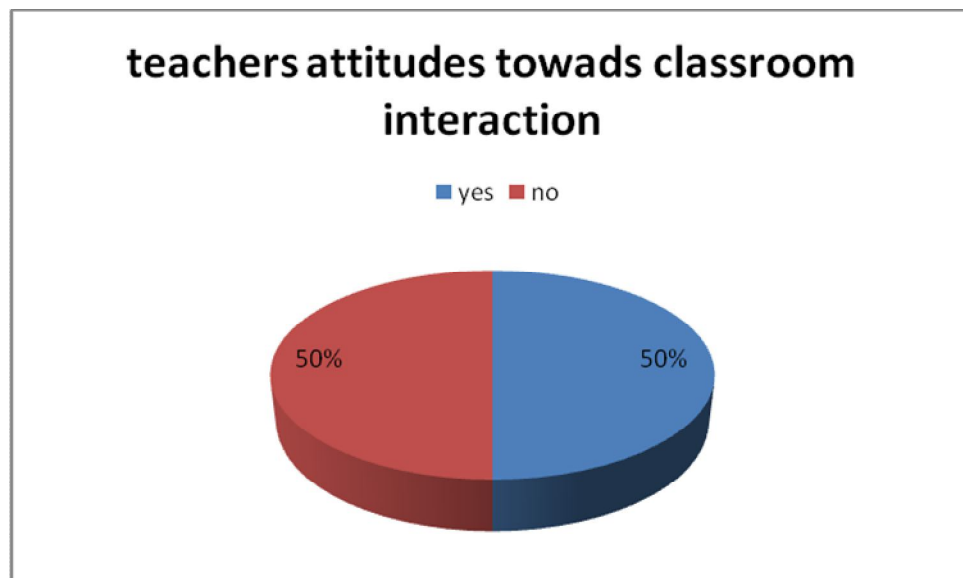


Figure 21.21 teacher's attitude towards classroom interaction

Figure 3 demonstrates the results of a very important question in teachers questionnaire ,which talks fundamentally about the importance of classroom interaction where teachers are desired to ansewr "Yes"or"No" ,and for those who ansewred "yes" they had to specify their ansewrs in the gaps left below the question .Results obtained indicate that the ansewr of teachers was equal between yes and no both of them was 50% this means that social media in EFL classroom can be important for a groupe and not important for others .

If yes,could you specify one of the ways you do this

Those who ansewred” yes “justified their answers by specifying one of the ways they do this.their answers was as the following ;ask questions which involve problems and discuss with students,one of them said that he used videos,pre-preparation,anddiscussion.also preparing specific questions for providing discussion.

Q3: How often do you make your students interact with each other during the session?

a. always

b. sometimes

c. never

| Options | Respondents | Percentage |
|-----------|-------------|------------|
| Always | 2 | 25% |
| Sometimes | 6 | 75% |
| Never | 0 | %0 |
| Total | 8 | %100 |

Table2 3.22 teacher's frequency about motivating student to interact with each other

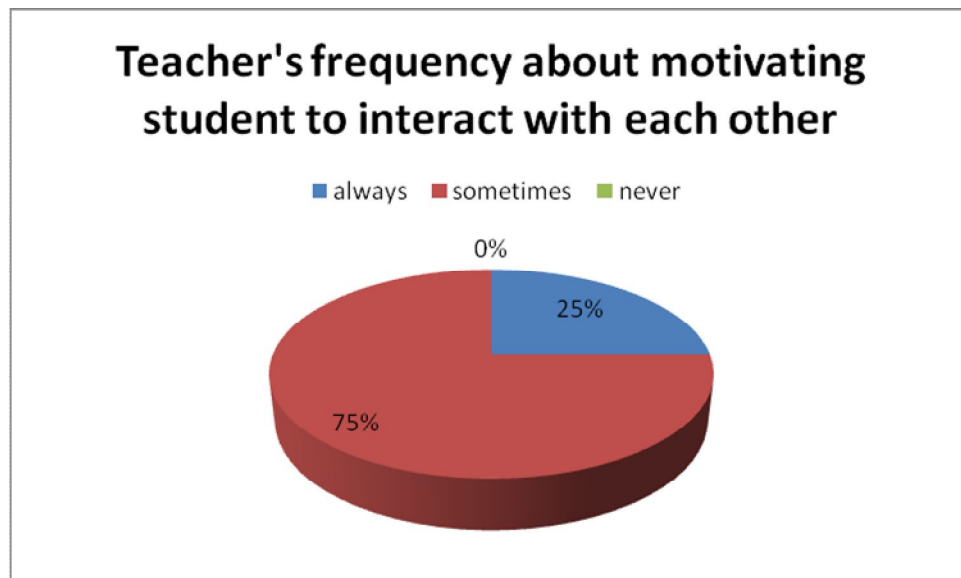


Figure22.22 Teacher's Frequency about Motivating Student to Interact with each Others

The teacher's enhancement in the classroom is a help to students to be engaged in classroom activities .question 3,was addressed to teachers to demonstrate the frequency of how often teachers making their students to interact ,figure 22 therefore illustrate their responses by showing 25% of them answered "always",then 75% others said sometimes ,whereas "never" was 0%.the clear view might be drawn that the majority of teachers sometimes making their learners to interact in class.

Q4: What type of interaction the student enjoys the most

a. Teacher student interaction

b. Student-student interaction

| Options | Respondents | Percentage |
|-----------------------------|-------------|-------------|
| Teacher student interaction | 4 | 50% |
| Student-student interaction | 4 | 50% |
| Total | 8 | %100 |

Table 24.23 Types of Interaction That Students Enjoy The Most

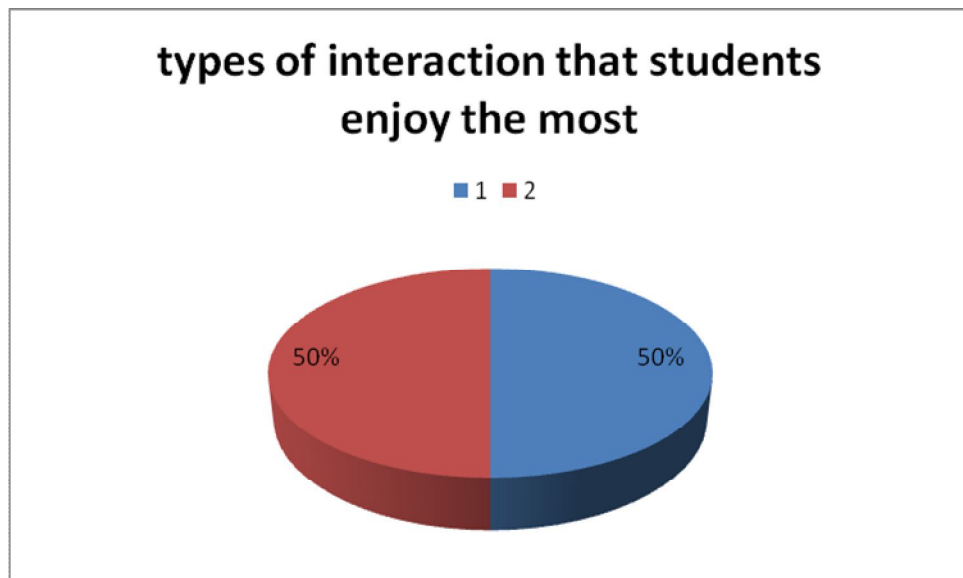


Figure 23.23 Types of Interaction That Students Enjoy The Most

In realization to know which type of interaction students mostly enjoy in EFL classroom ,a question was set by giving two options teacher student interaction or student-student interaction .consequently,50% was giving to both options ,which explains that student enjoys teacher student interaction,and student-student interaction where they exchanging ideas and correcting mistakes.

Q5: You make silent student interacting with each other in the classroom through

a. Design groups and pairs

b. Choose interacting topics

c. Add additional marks

d. Use other means

| Options | Respondents | Percentage |
|---------------------------|-------------|-------------|
| Design groups and pairs | 2 | 25% |
| Choose interacting topics | 2 | 25% |
| Add additional marks | 2 | 25% |
| Use other means | 2 | 25% |
| Total | 8 | 100% |

Table 25.24 The teacher's techniques to make silent student interact in the classroom

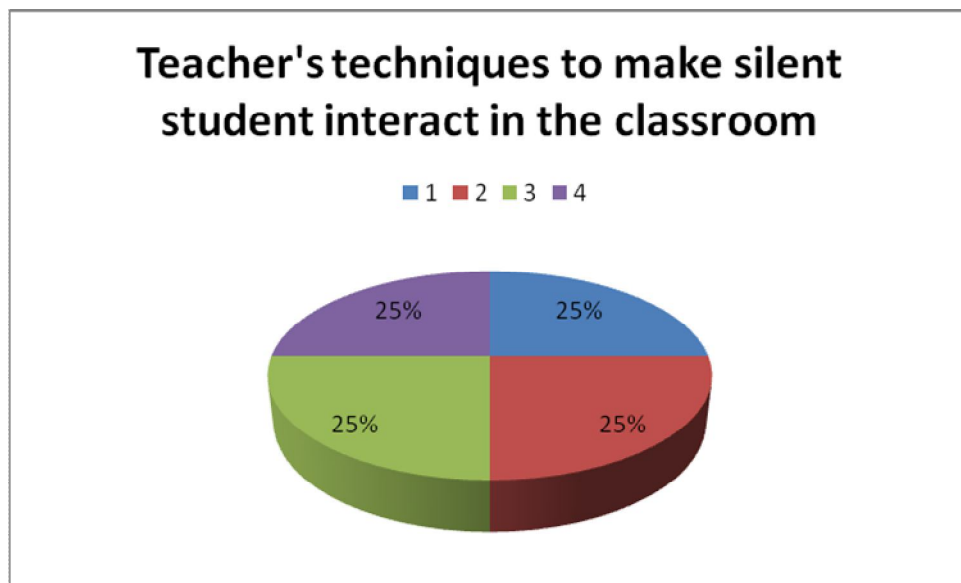


Figure 24.24 The Teacher's Techniques to Make Silent Student Interact in The Classroom

In question 5 ,teachers were required to mention which techniques or activities they particularly use to make their students interacting in class given them four options;designing groups and pairs ,choosing interesting topics ,add additional marks,or using other means .the scores represented in figure,show an equality in their answers where 25% was distributed for each technique .these responses show that each teacher has its own method and way in teaching silent students.

Q6: Do you use social media as an alternative tool to interact with this kind of student

a. Yes

b.No

| Options | Respondents | Percentage |
|--------------|-------------|-------------|
| Yes | 4 | 50% |
| No | 4 | 50% |
| Total | 8 | %100 |

Table 26.25 Social Media as an Alternative Tool to Interact With Silent Student

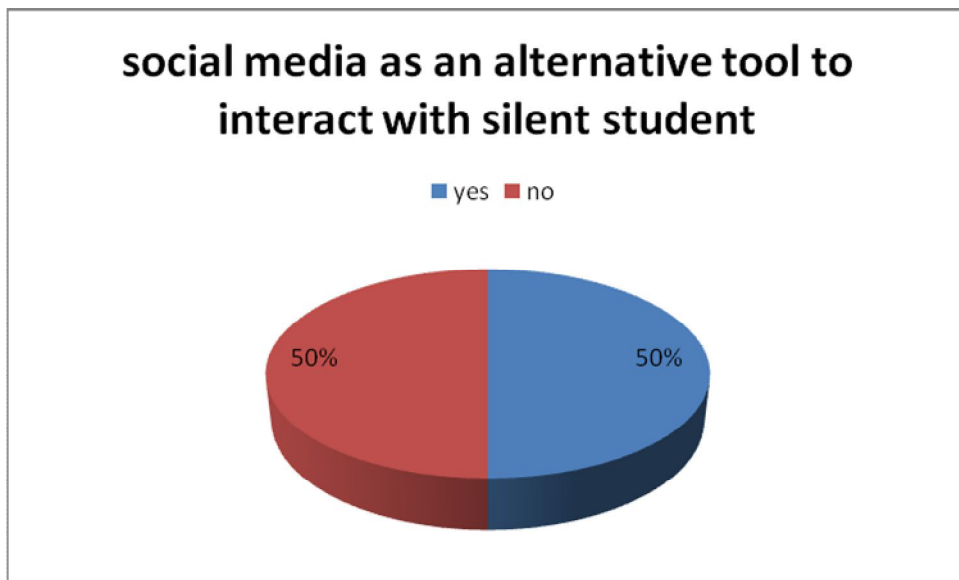


Figure 25.25 Social Media as an Alternative Tool to Interact With Silent Student

Teachers were asked if they use social media as an alternative tool to interact with this kind of student ,we notice from the table 25 that (50%)of teachers saying “yes”that they can behave with this kind using social media ,whereas (50%) of them answered “no” which means that social media could not be a tool to interact with this kind of students .

Q7: Do you share some of the classroom tasks with your student via facebook account?

a. Yes

b. No

| Options | respondents | Percentage |
|---------|-------------|------------|
| Yes | 2 | 25% |
| No | 6 | 75% |
| Total | 8 | %100 |

Table27.26: Teachers Relation with Their Students Viafacebook .

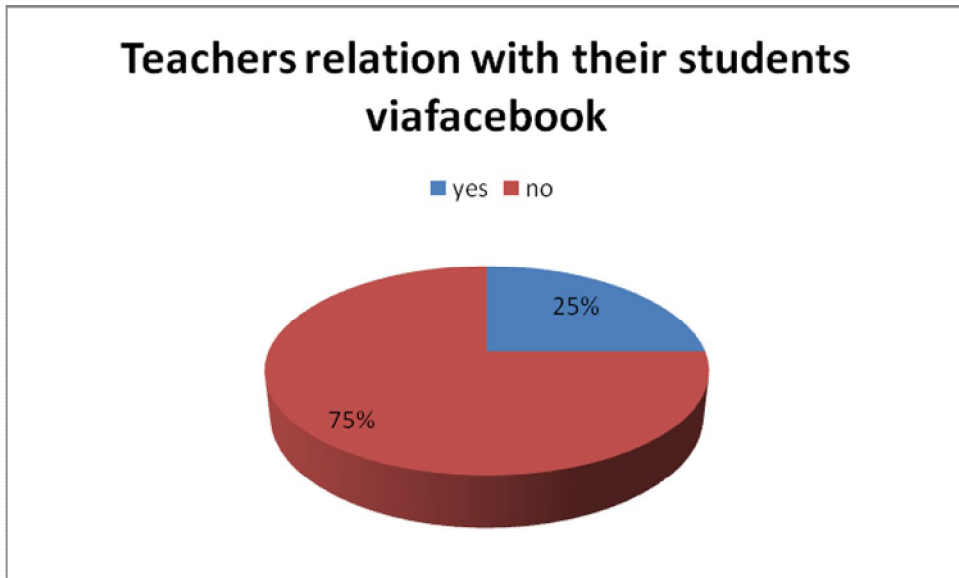


Figure 26.26 Teachers Relation With Their Students Via Facebook

The seventh question was about if teachers sharing some of the classroom tasks with students via facebook ,results show that more than half (75%) answering “No” which means that they don’t prefer using this method ,and(25%) answering yes they like this method .

Justify;for who answering “No”said that they prefer old school while sharing tasks and would to discuss this tasks inside classroom .

Q8: According to you could social media reinforce the relationship between student-student and teacher student

| Options | respondents | Percentage |
|---------|-------------|------------|
| Yes | 4 | 50% |
| No | 4 | 50% |
| Total | 8 | %100 |

Table 28.27 Social Media as a Tool to Reinforce The Relationship in The Classroom

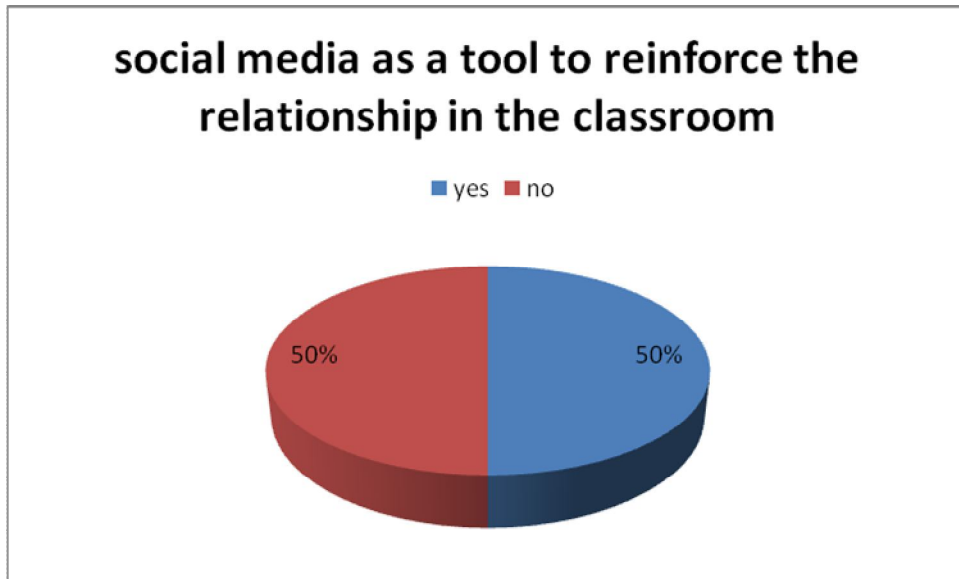


Figure 27.27 Social Media as a Tool to Reinforce The Relationship in The Classroom

It has been found from table 27 that the half of teachers (50%) answered yes that social media could reinforce the relationship between student-student and teacher student ,while (50%) of them say the opposite that it couldn't reinforce the relation.

Please justify;for who answered yes they justified their answers saying that to reach their background knowledge ,others said because pupils will try to express teachers in both social media or classroom.

Q9: Do you think that using social media between learners-learners and teacher learners can improve and motivate interaction in classroom ?

| Options | respondents | Percentage |
|---------|-------------|------------|
| Yes | 8 | 100% |
| No | 0 | %0 |
| Total | 8 | %100 |

Table 29.28 The Extent Impact of Social Media Between Learners-Learners and Teacher Learners

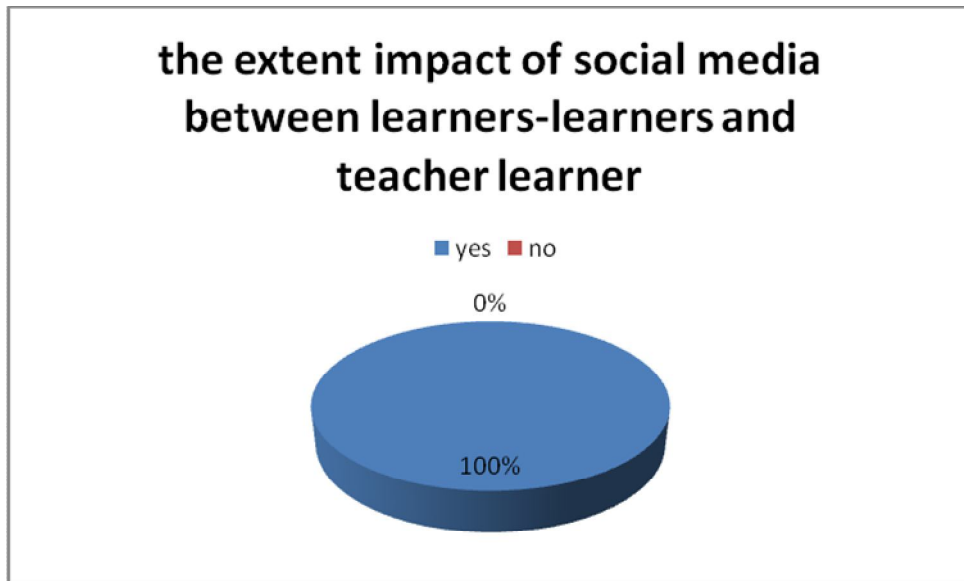


Figure 28.28 The Extent Impact of Social Media Between Learners-Learners and Teacher Learner

The results from the tables 28 show that all the teachers (8) think and argue that social media can motivate interaction in classroom and improved it. we can deduce that they will be more interested on using social media in correct way and express the knowledge.

Q10: Then, do you think that social media is affecting the student?

a. Positively

b. Negatively

Justify your answer

| Options | respondents | Percentage |
|-------------------|--------------------|-------------------|
| Positively | 6 | 75% |
| Negatively | 2 | %25 |
| Total | 8 | %100 |

Table 30.29 Effectivness of social media Towards EFL

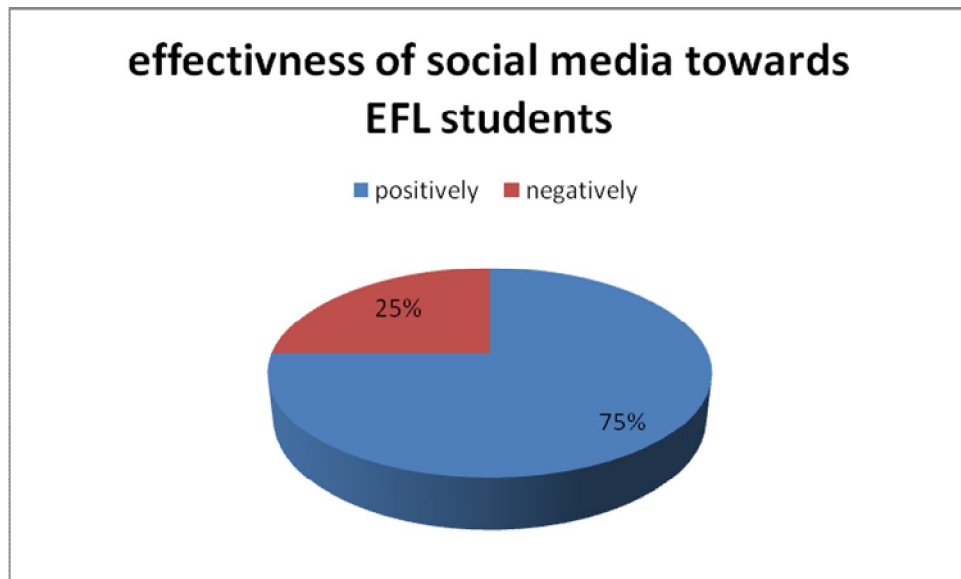


Figure 29.29 Effectiveness of Social Media Towards EFL Students

Teachers were asked about whether the social media effecting the students positively or negatively ,from the result shown in the table below it is clear that the majority of teacher 75% have answred by positively justifying their answer saying that students can be aware of what the lecture will be about so they can participate very well , this means that social media has a great impact on students in EFL classroom .where as a small number of teachers 25% have answred by negatively justifying their answers saying that its time consuming ,which means that social media has bad impact and affected students in wrong way .

Interpretation of The Rusults:

Based on the data gathered and analysed from the teacher's questionnaire above ,some facts were revealed concerning teachers attitudes towards implementing the effectiveness of social media in promoting interaction in EFL classroom .

- 1- First of all ,almost all English teachers holding BSe(Bachelor's degree) ,and each one has his own experience of teaching .
- 2- approximately most of teachers, said that the classroom interaction is important in their course plan specially when sharing the discussion with the students this will enhance the level of their students by sharing with them information and this let them use communication during the course .
- 3- Making and inviting students to interact in the class is one of the tricky tools that teachers usually use to make their students more active in class ,since the majority of them choose it

because it related to the student's preferable type of interaction ,teachers reported that some of the students enjoy teacher-student interaction because they need their teachers to correct their mistakes ,whereas others prefer student-student interaction to exchange the knowledge .

4- teachers mentioned the techniques that they used to make silent student interacting with each other in the classroom ,teachers develop this techniques as a scaffold for encourage students to engage in interaction forcefully by using design groups and pairs,others indicate that they choose interesting topics .in this case the majority of teachers agree that using social media could be an alternative tool to communicate and interact with this kind of students .

5- social media in classroom plays a major role in reinforcing the relationship between student-student and teacher-student because it gives further chance to discuss ,in this way there is teachers who like to share some of the classroom tasks with their students using facebook account where students will benefit extra information about lesson .

6- Obviously ,the use of social media between learners-learners and teacher –learners is quite significant in EFL classes in improving and motivating interaction in classroom the majority of the teachers choosing yes confirm that it may work on pre-preparing students before the stage of class to meet other teachers ,they indicate that social media has its effects on students in both positive or negative ,the most import thing that students have to know how and where they use social media .

Conclusion

To summarize, the results obtained from this piece of research prove the positive effects, as well as the significance of social media on the student's interaction, which in turn affirm the stated hypothesis. These mostly clarify the close link between social media and classroom interaction. social media is one of effective tools which improve classroom interaction according to its benefits on both teachers and students which guide to language development and learning, moreover, based on the present research findings in both questionnaires, facts revealed about the completion of social media as a vital element in reducing unity and activate teamwork and promoting interaction in EFL classrooms.

General conclusion

The current conducted research highlights the effectiveness of social media in promoting interaction EFL classroom; it is used to support both students and lectures in the process of learning and teaching. The key question was to what extent the social media usage effect EFL student interaction.

The implementation of classroom interaction inspires cases for students to promote their interaction inside classroom, where learners work in pairs or groups fostering the exchange of knowledge ,participation ,and sharing ideas this will enhance collaboration and communication between them ,which in turn helps in ameliorating language learning as well as language development .By the growing of social media sites globally amongst the new generations, it is inevitable that learning will be affected one way or another and no doubt that teachers around the world understand the impact of social media and the numerous advantages they can bring to the EFL classroom. The present work consists of two chapters. Where, the first chapter contains two sections dichotomized to the theoretical part which is purely descriptive, whereas the second chapter was concerned with the practical part through administrating questionnaires to both students and teachers of 3rd year students of English at the university Abbes Laghrour khenchela. The first chapter then, divided in two sections the first one discusses some important elements about classroom interaction and its underlying fundamental facts, the second section presents data and facts about social media; its concepts, its using in EFL classrooms, important for both teachers and students, and its types. However, the second chapter deals with the analysis and interpretation and the data gathered from students and teachers questionnaires.

On the light of these findings ,the heart of this entire work can be explained in the following two main points: (1) EFL students need their teachers to be motivators as well as correctors to encourage them to interact and communicate.(2) Teachers need to teach their learners with the use of cooperative learning technique where learners interact in pairs or groups all this resulting by the use of social media as a tool to facilitate the way of learning, and they need to provide them with more opportunities to interact with them since they enjoy this type of interaction the most (teacher-student interaction).

It can be concluded that the English teachers do perceive social media as a vital pedagogical tool in the EFL classroom. Where they will understand the importance of using

social media in promoting interaction in EFL classroom and its implementation in the process of teaching and learning.

Recommendations for Further Research

The current concluded study to shed the light on the importance of using social media in promoting interaction in EFL classroom. The outcomes gained from this research have powerfully proved that classroom interaction can be extremely enhanced through the implementation of social media the truth that confirms it is very significant, which validates the present research hypothesis. From these findings, some recommendations can be set down:

- 1- Teachers require taking into consideration the significant of using social media in their teaching process, since it fosters participation that is the first lead to interactions, then later to student's language development.
- 2- Syllabus designers should take a step further and integrate classroom interaction as a pedagogical tool in textbooks, calling teachers to decrease their taking time in the class and giving more chances to student's to interact with each other for the purpose of exchanging knowledge for developing their competences .
- 3- . Teachers need to play two major and significant roles: motivators and correctors to help students with overcoming difficulties and providing solutions to integrate all students within interaction using the most famous successful technique (group work)
- 4- Online interaction through social media can help shy or quite students to participate in class discussions in a way that feels more comfortable to them ,and when they are in classes teachers should giving them a job to do such as collecting materials which help them further develop their social skills through the interaction with their peers and boost their confidence
- 5-Through social media students and teachers can interact in discussions that add value to the lesson and encourage the sharing of ideas, learning can continue outside the classroom. When used correctly, different social platforms can get students to practice "lower level thinking "at home and prep them for "higher – level thinking "in the classroom this operation rich the relationships between teachers and students, students themselves
- 5 Students should use Face book to promote interaction between them in classrooms this idea attempts to shed the light that fb is an alternative tool to practice classrooms activities to improve their language and knowledge.

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Appendices :

Student's Questionnaire

Teacher's Questionnaire

Students questionnaire

Dear, Students

This questionnaire is an examination means for gathering data required for the fulfillment of a master dissertation .we deal with this questionnaire in order to investigate "the effectiveness of social media in promoting interaction in EFL classroom. We would be entirely thankful if you answer this questions to add us accomplish this research .please, use a tick to show your selection and justify your answer where ever it is needed

Thank you in advance for your assistance.

SECTION ONE;THE STUDENT'S PROFILE

Q1 ; Was English your first choice?

Justify.....
.....

Q2; How do you consider your level in English ?

A. Very good

B .Good

C. Average

D. Poor

Q3; You learn English for;

A. Communicating

B. Future job requirements

C. Scientific meetings

D. Presenting international communication

E. For leisure

If other please

Justify;.....
.....

SECTION TWO; CLASSROOM Interaction and SOCIAL MEDIA

Q1: What type of relationship exists between you and your teacher?

A. Good

B. No relationship

Q2: Who does most of the talk in the classroom?

A. Teacher

B. Student

Q3: How often the teacher gives you the chance to interact (give and take with him)?

A. Always

B. Often

C. Sometimes

D. Rarely

E. Never

Q4; How often do you interact with your classmate inside the classroom?

A. Always

B. Sometimes

C. Never

Q5; Which of the following interaction techniques do you enjoy the most?

A. Pair work

B. Group work

C. Discussion

If others please

Justify.....
.....
.....
.....

Q6; To interact in the classroom you want your teacher to be?

- A .Motivator
- B .Guider
- C. Corrector
- D. Assessor

If others please

Justify.....
.....
.....
.....

Q7; When you interact in the classroom it is;

- A .You who wants
- B .The teacher who asks you

Q8; Do you think that using social media can promote interaction in the classroom?

- A .Yes
- B .No

Q9; Do you use social media daily?

- A. Yes
- B.No

Q10; How many hours do you spend on social media daily?

- A.0-1/2 Hour
- B.1/2-1 Hour
- C.11/2-2 Hour
- D.3 Or more hours

Q11; What social media sites do you use?

A. YouTube

B. Twitter

C. Face book

D. What sup

E. Any

other.....
.....;

Q12; How often do you access face book account?

A. Day

B. Once a day

C. Rarely

D. Never

Q13; In your opinion, has the use of face book contributed positively to improve your language knowledge?

A. Yes

B. No

Q14; Are you aware of the importance of sharing the classroom work and assignments through your social networking activities?

A. Yes

B. No

If yes tell how much it improved the interaction between you and your classmates;

A. Very much

B. Some how

C. Not at. all

Teacher's questionnaire;

Dear Teachers,

this questionnaire is a data collection tool for a research work that aims to investigate the value of "the effectiveness of social media in promoting interaction in EFL classroom». I would be grateful if you could take the time and the power to split your knowledge by answering the questions below. Your answers are very important and will be of much help for the achievement of this work.

Please, tick the choice that best represents your answer and give full answer where necessary.

Thank you very much in advance.

Section one; Background Information

Q1; What's your degree?

A .BSc(bachelor s degree)

B .Post –graduate (Master Magister)

Q2; For How many years have you been teaching English at university?

.....

Section Two; Classroom Interaction and Social Media;

Q1; In the classroom are you;

A .Lecturing

B .Sharing the discussion with the students

Q2; Is the classroom interaction important in your course plan?

A .Yes

B .No

If yes ,could you specify one of the ways you do this

.....

Q3; How often you make your students interacting with each other during the session;

A .Always

B .Sometimes

c .Never

Q4; What type of interaction the student enjoys the most

A .Teacher student interaction

B .Student-student interaction

Q5; You make silent student interacting with each other in the classroom through;

A .Design groups and pairs

B .Choose interesting topics

C .Add additional marks

D .Use other means

Please

Justify.....
.....
.....

Q6;Do you use social media as an alternative tool to interact with this kind of student ?

A .Yes

B .No

Q7; Do you share some of the classroom tasks with your student via face book account?

A .Yes

B .No

Justify.....
.....
.....

Q8; According to you could social media reinforce the relationship between student –student and teacher student

A .Yes

B .No

If yes, say why.....
.....

Q9; Do you think that using social media between learners-learners and teacher learners can improve and motivate interaction in classroom?

A .Yes

B .No

Please justify.....

.....

Q10 Then, do you think that social media is affecting the student?

A. Positively

B .Negatively

Justify your
answer.....

.....

Résumé

La présente étude visait à explorer l'utilisation des médias sociaux dans la classe EFL et son efficacité dans la promotion de l'interaction pour les étudiants. Le présent travail explore l'importance des médias sociaux avec ses concepts (communication, collaboration, partage) dans la motivation et la promotion de l'interaction dans la classe EFL avec les deux types (interaction enseignant-élève et étudiant-étudiant). L'hypothèse adoptée dans cette étude est que l'utilisation des médias sociaux dans les cours EFL améliorera l'interaction des étudiants et les encouragera à participer les uns aux autres, où leurs difficultés peuvent être tracées.

La méthode de recherche adoptée pour ce travail est purement descriptive, ce qui explique que son but est de décrire l'efficacité des médias sociaux dans la promotion de l'interaction dans la salle de classe EFL. Les données requises ont été collectées à travers des questionnaires d'auto-complétion administrés aux étudiants de 3^{ème} année d'anglais, ainsi que leurs professeurs à l'université d'ABBES LaGHROR kenchela. Les résultats obtenus ont montré que les médias sociaux sont un outil pédagogique efficace pour augmenter l'utilisation de la langue par les apprenants et favoriser la participation en classe, ce qui améliore l'interaction de l'élève. Fondamentalement, il y a un besoin d'être accompagné des médias sociaux comme technique de premiers secours pour réduire la collaboration et la communication au sein des étudiants EFL, et de promouvoir la compétence d'interaction sur la base des résultats obtenus. Certaines recommandations ont été proposées pour aider les étudiants à surmonter leurs difficultés afin de promouvoir l'interaction, et l'utilisation des médias sociaux dans la classe EFL favorisera l'interaction des étudiants et facilitera la manière d'enseigner.

ملخص:

تهدف هذه الدراسة الى اكتشاف تاثير استعمال مواقع التواصل الاجتماعي في تعزيز التفاعل في الفصول الدراسية للغة الانجليزية كلغة اجنبية ثانية . يدرس هذا البحث اهمية مواقع التواصل الاجتماعي بمفاهيمه (التواصل .التعاون.والتبادل) في تحفيز وتعزيز التفاعل بنوعيه(التفاعل بين المعلمين والطلاب والتفاعل بين الطلاب والطلاب).كانت طريقة البحث المعتمدة لهذا العمل وصفية حيث تم جمع البيانات المطلوبة والموجهة لطلاب و اساتذة السنة الثالثة للغة الانجليزية في جامعة عباس لغرور خنشلة .وقد اظهرت النتائج التي تم الحصول عليها ان مواقع التواصل الاجتماعي هي اداة تعليمية فعالة لزيادة استخدام المتعلم للغة وتعزيز المشاركة في الفصول الدراسية . على ضوء هذه النتائج تم التاكيد على نجاح الفرضية المحددة سابقا في تعزيز التفاعل وتعلم اللغة بمساهمة مواقع التواصل الاجتماعي كاسلوب اسعافات اولية لتعزيز التفاعل .على اساس النتائج التي تم الحصول عليها ,تم اقتراح بعض التعديلات لمساعدة الطلاب في التغلب على صعوباتهم. استخدام مواقع التواصل الاجتماعي في الاقسام الدراسية للغة الانجليزية كلغة اجنبية يساعد على تعزيز تفاعل الطلاب وتشجيع طريقة التدريس.