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different communicative events. The data explored in this study highlight how teachers are made aware of how to encourage learner initiative, agency, independence, and to give their learners a chance to speak and have an active role through practical procedures. The findings provide evidence for the CPP teacher's positive attitude, philosophy and pedagogical assumptions with respect to creating healthy and positive environment that would prompt learning opportunities.

Results obtained suggest that communicative activities enhanced by ICT tools and pedagogies create a great amount of pushed output, where current pedagogical trends in EFL teaching in Algeria are calling for more learner-centered orientations in language classrooms, which could be understood as a stand for more practical pedagogies based on collaborative and autonomous learning experiences. Thus, learners should be provided with increased opportunities for practice, and by extension learning. As presented all throughout this study, all instances of conversational interaction in the EFL classroom, as succinctly analyzed, emphasize that both teaching and learning are interactive processes which require a dynamic engagement of the teacher, the learners and the context.

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has been very successful in establishing rules of agency, autonomy and self-determination. The CPP approach through the selected tasks, attitudes and procedures created a viable learning environment where learners' initiative and active engagement in the learning process have valued. It is clearly shown through data that learners did experience a considerable change in terms of their EFL performance. Before the CPP approach, students were inhibited, less motivated and reluctant to participate and collaborate in various communicative and interactive events. This CMC program has made it possible for learners to integrate skills and to construct knowledge anywhere, anytime, at their own pace. In reverence with this, learners' expectations, interests, and needs have been met, and, therefore, learning outcomes have been enhanced. From this one can assume that the CPP experience is a worthy experience that merits to be expanded all over different contexts. Thus, this type of pedagogies needs to be given prominence and care to be implemented in good conditions. This humble Algerian teaching experience demonstrates that whenever the appropriate means are available in collaboration with the favorable contextual conditions, positive results could be reached.

Conclusion

The findings reported in this study appear to further support the role of conversational interaction advanced by ICT tools in developing and creating EFL learning opportunities. On the basis of this, the conclusion is that encouraging learner participation through agent acts, and autonomous attitudes may have positive outcomes on successful language learning, and that, therefore, the Algerian teaching methods and strategies should adopt ways of introducing this pedagogical philosophy into the EFL classroom. With respect to the first research question, understanding the essence of EFL classroom conversational interaction under the CPP design has been expanded throughout the analysis of classroom interaction.

The data highlighted the need for a positive environment where students are encouraged to take the initiative in the different communicative and interactive tasks, and to have an active role in shaping the educational agenda in the Algerian EFL context. To end up with authentic EFL discourse, teachers should be made aware of the important role that their learner's personal experiences play in determining the overall course of classroom discourse. They should be prompted to give their students enough space and time to contribute in the

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says that “learner autonomy depends upon the capacity of the teacher and the learner to develop and maintain an interrelational climate characterized by the teacher’s holding back from influencing the learner, and the learner’s holding back from seeking the teacher’s influence.

Apart from developing a capacity for restraint, the learner must develop a capacity for persistence in using resources and the teacher as a resource, and the teacher must develop a capacity for communicating to the learner that he or she is concerned for learner’s educative well-being during the learning process: that he or she has the learner ‘in mind’” (La Ganza, 2008, p.66). The teacher in the Excerpt 4 seems to taking a back seat where learners have complete control of the interaction. The teacher’s behavior in the CPP model has encouraged learners to gain the “main floor” and gave them enough space and time to interact and participate in the communicative event.

Also, if we look at the learner’s discourse, it is evident that the utterances are an illustration of autonomous and self-regulated behavior; for example, when the learner in line (7) has said “*I think if you express the two pictures. The first picture what do you think about it?*” this sentence means that the learner is willing to take control of the floor and she is driving her peer to take the second floor when she uttered in line (9) “*I would speak about uhhh?*” which represents a clarification request, and then the learner in line (10) answered “*The first yeah! The first one*”. These utterances qualify for an autonomous behavior of the learners while carrying out the instructions of the teacher and attempting to complete the task.

Within this respect, the aim was to enhance learners’ ability to use expressions for description and interpretation and trying to encourage them to imagine and find the appropriate vocabulary and assign words for meaningless pictures. Learners’ utterances and discourse in this interactional episode seem to fulfill these pedagogic goals. Thus, we can say that the teacher’s language use and pedagogic purposes for enhancing agency through the CPP instructions in this context did meet with learners’ talk and productive use of the language. Henceforth, we can assume that learning conditions have been afforded through this context.

6. Discussion

Results obtained throughout qualitative data presented in a form of interview perceptions and classroom interaction observations suggest that the newly devised pedagogy

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9	Calm: I would speak about uhhh?
10	Wonderful: The first yeah! the first one
11	Calm: I think uhh an old woman she seems like uhhh I think she is a
12	thinker or something like that umm she seems sad or uhh
13	Wonderful: But she is smiling
14	Calm: smile but uhh she seems sad she seems sad a little bit sick
15	Wonderful: what about the next picture
16	Calm: the second picture I think uhh he is an old man she seems angry and
17	she is uhh depressed
18	Wonderful: And he is an old man

The excerpt clearly shows that learners' turns (Lines 7-18) are displaying their autonomous action in the learning process. This interactional episode is taken from a lesson which aims at enhancing learners' ability to describe and interpret pictures and put meaning into meaningless photographs. Also, the lesson's pedagogic purpose is to foster learners' capacity to imagine and find deeper and more subtle detailed interpretations. This exercise also would enable learners to produce genuine discourse as it is related to analyze and interpret personalities. This activity also would bolster their motivation. The students are expected to produce lists of words related to personalities such as age, education, family background, profession, likes and dislikes, interests, ambitions and problems. All these aims would be achieved through group and peer collaborative autonomous work.

As it is clearly shown through the extract, the teacher has initiated his to talk (Lines 1-4) setting the different instructions for carrying out the task. The teacher seems open to encourage learners' control over the process of the task and even the way to carry out the describing and interpreting process. Learners' extended turns and absence of the teacher's intervention seem a clear evidence that the students are given ample opportunities to use the target language and they are propelled to carry out the instructions on their own. The circumstances of this interactional exchange seem to be congruent with the assumption that

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A cornerstone in classroom discourse is learner talk and learner initiative taking place within classroom conversational interaction. Agency, as explained by Van Lier (2008), involves the general principle that learning depends on “the activity and the initiative of the learner, more so than on any “inputs” that are transmitted to the learner by a teacher or a text book” (p.163). In the EFL classroom, learners can evince this agency by taking active engagement within classroom communicative events. The primary goal of this section is to show how EFL learners’ agency and autonomy have been enhanced in many respects all along the CPP approach. I will display a preliminary excerpt, as this is a work in progress, which demonstrates how the different EFL micro-contexts enhanced by the CPP approach have created opportunities for learners to participate and take the initiative to learn. As it has been stated earlier in the methodology section, this part of the study will be looked at through the lens of Van Lier’s (2008) Interactional Scheme. In what follows, an illustrative interactional episode is chosen to show how learners are engaged in the learning process. Because the space allowed, here, in this paper does not allow us to cover all the instances of agency in the classroom, just one element of Van Lier’s typology and categorization of agency within classroom interaction has been chosen. It is “learners carry out instructions given by the teacher”. In this part of the study, instances of how learners display active and agent roles in carrying out the teacher’s instruction are portrayed in the following excerpt:

Excerpt4.

1	T: Okay! Now I want you to form groups of two please! Work together
2	for 20 minutes and try to describe those pictures today’s lesson is about
3	“Interpreting and Describing pictures” try to use appropriate expressions
4	to describe what you see. Ready!
5	Ss: Ready!
6	T: You can start!
7	Wonderful: I think if you express the two pictures the first picture what
8	do you think about it?

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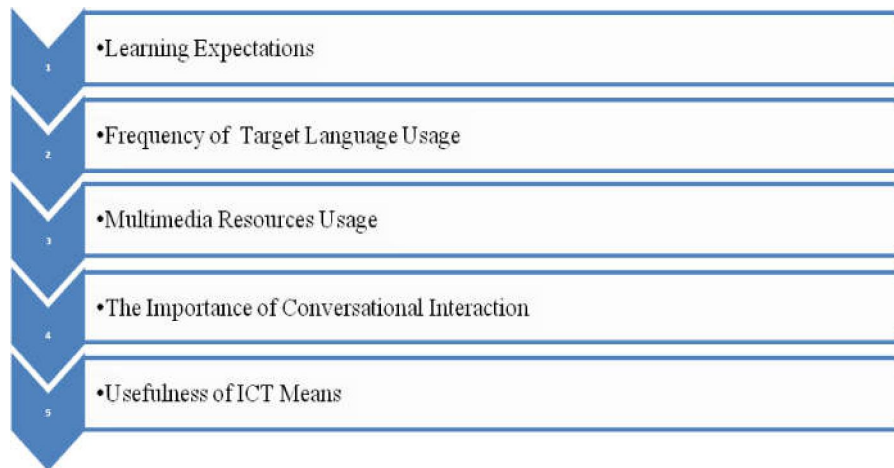


Figure 2.thecategorization of students' interview perceptions

It is evident that part of the CPP pedagogic purposes is to establish good rapport among the members of the classroom community. This positive attitude towards learners did considerably motivate the learners to use the target language and communicate willingly either inside the classroom or outside the classroom. In fact, empower conversational interaction via ICT means has definitely contributed in endorsing the learners' attitude towards Learning English. This has been perceived and noticed in their oral productions and assertions. As a matter of fact, this would not be possible without the type of the tasks used inside the CPP classroom. The students' learning expectations were met thanks to the CPP design as it is confirmed from them. The students, also, mentioned the importance of the CMC means in enhancing their autonomous learning abilities. It has even contributed in promoting their proficiency level. Actually, it provided them with opportunities of exposure to authentic materials and authentic language. It was for them an open door towards native speakers. The students, indeed, seem satisfied with the usage of the newly devised pedagogy as it helped them to create the required learning atmosphere. From above, it can be deduced that the CPP program was a positive experience for both the teacher and the learners. This, in fact, confirms the viability of the CPP design in EFL teaching.

5. Classroom Interaction Observation Results

Researchers and specialists have progressively come to perceive the centrality of learner agency and personal identities and experiences in generating learning opportunities (Ellis, 1998; Goodwin, 2007; Van Lier, 1988; 2008; Murray, Gao and Lamb, 2011, and Ushioda, 2011). Such agency is seen in the activities that learners take in the EFL classroom.

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so to say and for uhh grammar also there are structures that we think well for example when the adverb comes after uhhummmuuh a noun uhh a verb or before it or between a compound verb it is totally different but this is coming through the practice with the software. You cannot just be even with reading and writing but it cannot be really the same way like the way in the audio or Visio-audial umm.

T: So talking about this, what do you think of the CPP Program teacher, procedure, attitudes and techniques used?

Smart: I don't know uhh I guess I am running out of words uhhh I don't have other words to say or to qualify because I just say but PERFECT. It goes very well its really I mean I had many ideas like that before in my mind and here I find the answers to them and just once again for many years I have many questions and I find answers to many of my questions and uhh if you know we are teachers to be so in the future with God's will if I am a teacher or if I will be teaching I will use most if not all of the techniques and the way it's been used here I really gained great things from it I have retained many different really useful aspects of it not to talk also about the way that my language was enhanced and benefited from so well and uhh developed and all that thanks to you to the way you I mean there are actually many factors to talk about you are the main thing that everything is turning around your way of interacting with us the way the freedom you give us no frontiers to talk to you to each other to ask each other to discuss about some matters that are really uhh even to talk about some sort of subjects uhh out of the subject of the study , funny things , jokes and the like you just accept it this is really very, very good experience. Thank you very much.

T: What are your expectations in this conversational classroom?

Funniest: I think this classroom will meet uhhh

T: Will meet your needs?

Funniest: Yeah! My big point is to listen more and more. I will speak more.

T: According to you, how can the communicative Software promote your proficiency level?

Funniest: It will help a lot in the listening and speaking.

T: How would it be useful to you especially for speaking?

Funniest: Yeah! I will understand more native speakers. Maybe I will be like them.

From the excerpts (1, 2, and 3) displayed above, and through using NVIVO, the resulted categorization of the interview answers is as follows (Figure 2.):

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From the interview transcript number two shown above, it is evident that the motivated learner engaged in conversations using the target language outside the classroom. It has been confirmed by the learner that they always take advantage of occasions to practice the target language either online or via face-to-face interactions. Most of their contributions were among peers or even siblings who master the target language. This, in fact, is a proof that the learners' motivation to use the target language and to learn has been enhanced thanks to the positive strategy of the CPP program. From the interview transcript, it is clear that the computer based approach applied to teach English has enhanced learners' motivation to use the target language outside the boundaries of the classroom, and provided them with opportunities of exposure to authentic language and native speakers. All these factors could be considered to be positive elements of a positive learning environment.

Another illustrative interview transcript is presented below to evidence how positive the CPP program was in creating the appropriate learning environment.

Excerpt3.

T: What are your expectations in this conversational classroom?
Smart: Perform more. Master my English. Conversational classroom is expected to be very much successful in bridging the gap between and among the instructor and the students, in much the same way to overcome the jigsaw. It helps exteriorize the inhibited zest for interaction and communication. To meet certain aims of getting the learners more acquainted with their deficiencies and come about subconscious (but not unconscious) remedial work on them. To have the passive tacit knowledge familiarized, and hence gradually drag the reluctant to be cooperative and share their perspectives apart from shyness, solitude and aloofness.
T: According to you, how can the communicative software promote your proficiency level?
Smart: It helps me a lot. I don't have to work with the teacher. I can work on my own.
T: How important is the use of multimedia resources in our EFL classrooms for the development of the speaking skill?
Smart: uhhh here I like to share you my own example umm when I have been studying another language specifically if I may refer German I've been trying to use it and it was really helpful. If I did use the same thing in English I could have got a better English uhh in accuracy, in fluency, in the correctness of the structure that I'm making and the like I uhh I used for example trying to listen as with just being through with you it was like uhh training our ears uhh to grasping talking phonetically the weak forms before if we were not listening how can we understand the word like "of" when it comes in the middle of the word it is turned into a schwa or schVa(as it is pronounced)

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Excerpt1 .

T: How often do you use the target language outside the classroom?
S4: Ummm Rarely very rare because umm I think that the uhh I with my friendsuhhI always go to my home alone so uhhit is only within the department sometimes yeah!
T: How often do you use the target language outside the classroom?
S5: I don't use it at all. Never!
S6: I am not sometimes I think uhhh when I did not finduhhh I don't find the words in English I start to speak Arabic I don't think I use it a lot.

From the transcript, it is evident that learners were demotivated to use the target language. Some learners think that they do not find the right opportunities to use the target language because they feel obliged to go back home just after the sessions, or just because they do not know how to express themselves in the target language, so they feel urged to use the mother tongue, or even they do not find partners with whom they would interact and communicate.

However, with respect to engaging learners in conversations outside the classroom, the CPP teacher has encouraged online discussions via Facebook and Emails (ICT means). For example, learners' diaries, comments and viewpoints about the CPP program have been all exchanged through electronic means. Also, the students engaged in peer conversations using the target language in many occasions. Email discussions have allowed students to raise questions and endorse interpersonal rapport. As evidence of how learners contributed in conversations outside the classroom, a sample of an interview data will be presented below.

Excerpt2 .

T: How often do you use English outside the classroom?
S2: Okay umm in the department all the time with my friends. Of course my English students friendsuhhh on Facebook may be I always chat with my friends in English That's all.
T: Did you have a chance to speak with native speakers.
S2: Yes, I had.
T: Orally? Or?
S2: Orally and by typing. In the VCD conference Program we had students. We spoke to students from Washington DC. And it was a great experience.

quantitative data. The analytical framework is informed by *Sociocultural Theory's* grounding principles where Van Lier's Interactional Analysis Scheme (2008) has been applied to look for instances of learners' agency and initiative.

In this paper, the focus is put onto parts of classroom observation where interactional episodes have been analyzed using Van Lier' (2008) analytical scheme, and some learners' perceptions gathered through focus group interviews. Interview data have been analyzed using NVIVO where significant parts were color coded and categorized based on the theoretical assumptions and research questions. The population selected for this study represents the case of fourth year undergraduate students with a sample of 30 students aged 23, and randomly chosen. Mixed methods are desirable and feasible for this study because it gives a more complex and thorough view that will enable me to collect robust findings and empirical evidence.

4. Focus Group Interview Results

The purpose of implementing Interviews is to expand the obtained data on field notes. It is a means to explore the reasons behind both students and teachers' observed attitudes towards the use of innovative means in the EFL classroom and the importance of conversational interaction. Bonilla-Castro, et al., (1997), cited in McDougald(2009, p.33) asserted that "*the qualitative interview is an exchange of ideas, meaning and feelings about the world and events whose means are words*". As mentioned by Macintyre (2000, p.84), quoted by McDougald (2009, p.33), "the interviewer is hoping to be able to give explanations of why people's views are as they are [...]".

In this study, both teachers and students are alike interviewed. However, in this section what matters for me is to display learners' views with regard to the newly implemented pedagogy. In what follows, some excerpts that demonstrate how students felt about the newly devised pedagogy are displayed below. The concern of these excerpts is to show the level of motivation and autonomy in learning English in Algeria. Two students' perceptions are compared, one before the implementation of the CPP program, and one after the introduction of the innovative approach.

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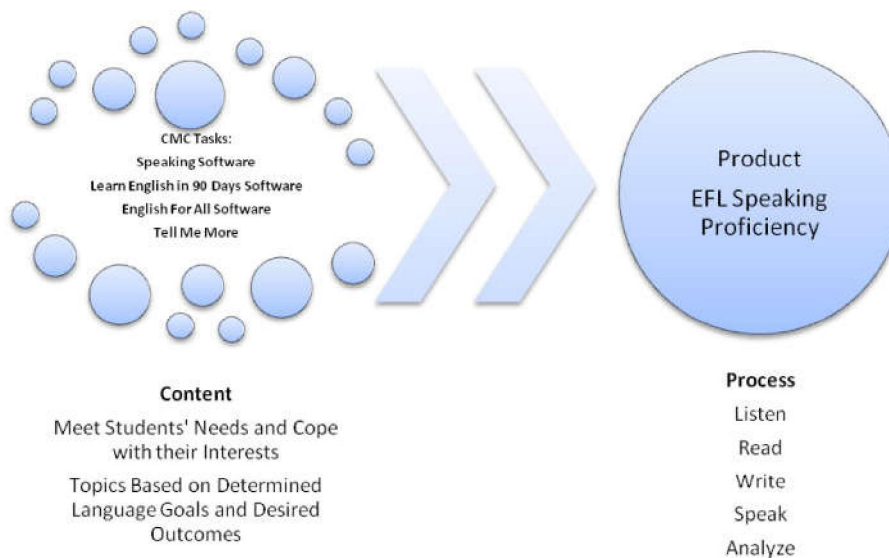


Figure 1.the CPP design

The CPP design (Figure 1.) is an interactive communicative computer-based learner-centered model meant to enhance learners' EFL proficiency. Its design is based on the selection of Content (C) where about significant topics from different *CMC* Software that meet both the language demands and the students' interests are used as an input of authentic language. The second element in the model is the Process (P) part in which the student is pushed to use the target language through integrating the four skills and enabling them to analyze, understand, and use the target language. In this phase, the program provides opportunities for learners to listen, to describe authentic materials, to read different varieties of texts, create projects, produce written texts, discuss and participate actively in different communicative acts, and finally analyze authentic language. This program is based on creating collaborative and interactive settings for *EFL* learning where learner initiative is enhanced and valued.

3. Research Methodology

The current research project seeks to introduce a broader perspective on conversational interaction in an EFL environment focusing primarily on multimethodology or mixed model research, combining the collection and analysis of quantitative and qualitative data. My research is carried out through applying mixed methods within an exploratory classroom design. It is a specific one-semester course exploratory study using classroom observation, questionnaires, and focused group interviews to collect both qualitative and

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impetus for the current study to come up with suggestions that would enhance the quality of both the teaching and learning processes (Benadla, 2013; Benrabah, 2007).

In accordance with this, the current project has been carried out to be congruent with the demands of the Algerian modern society that has been characterized by rapid changes in all spheres of life- a feature characteristic of societies in transition- changes take place quickly due, to the factors which stimulate the economy and industrial development, and which affect the development of international relations, global processes of migration, and especially in the impact of information usage and particularly the field of education.

Within this respect, the CPP approach has been implemented to mend the lacunas found out in the previous educational systems. The CPP program has of objectives to strengthen students' EFL proactive learning and agency. Likewise, it goes for cultivating their aptitudes to understand and utilize the target language in genuine realistic situations. It aims to prompt learners to have a dynamic proactive autonomous attitude towards their own learning. Additionally, it gives opportunities for learners to discover solutions for their inquiries experienced in their day by day routines. The CPP project is composed in a way that elevates learners' abilities to think and act as per the vision of the world that he will develop step by step. Furthermore, the CPP approach empowers educators and professionals to utilize simple hand-on exercises that could be pertinent for all levels at distinctive ages. The structural layout of the assignments is planned in a manner that aides, or rather enhances uncontrolled self-determined learning.

It has five focal guiding principles: Innovativeness, variation, adaptability, flaccidity and ingenuity. Innovativeness, here, is attributed in a sense that reflects the fact that multimedia resources are used to expose learners to authentic new modern procedures. Innovativeness could be said that it helps the learners trade their own particular musings, values, convictions and thoughts regardless of what to handle in any circumstance. It is adaptable as it were that this model could be effortlessly provided and be accessible in anyplace, whenever you need it and at whatever pace. Adaptable, likewise, as it would empower scholarly improvement and the capacity's arrangement to rapidly react to the time's requests. Obviously, in light of the originality of this model, it appears to be important to display some of its key segments abridged in the accompanying model (Figure1.) below:

male learners trust that innovative enhanced pedagogies in the EFL classrooms did motivate them.

From the overall research, it can be assumed that using technology in EFL classrooms improves students' four skills. It allows weak learners to reveal their capacity and creative mind. In addition to providing excellent authentic materials, technology offers language learners a chance to use daily conversations and rich vocabulary. In brief, it can positively change both teachers' and learners' endeavors in the EFL context.

2. An Overview of the Algerian Higher Educational Landscape

Higher education in Algeria plays a pivotal role in shaping the social, economic and political life of the Algerian citizen. It is considered as one of the factors that contribute in constructing knowledge, disseminating and enhancing creativity, innovation, progress and welfare. The Algerian Educational system has gone through different changes since the country's independence in 1962. The various transformations taking place at the socio-economic and political levels pushed Algerian policy-makers towards re-evaluating the strategies implemented to cope with the demands of a country opened to the new world.

The Algerian educational system has given prominence to the teaching of languages at all levels. Thus, mastering the English language has become one of the priorities of the Algerian educational Agenda to stress its voice as an active participant in the worldwide decision making as well as to follow the rank of all intellectuals. With regard to the teaching of English, the language of globalization, science, technology, business and commerce, the Algerian government has devoted special plans attempting to form competent users (Benadla, 2013; Benouar, 2013; Benrabah, 2007).

Nonetheless, EFL classroom practices are far from being idealistic if we look back again to the first beginnings. EFL setting in Algeria is characterized to be a context where most of our EFL classrooms are teacher-led. The teacher is clearly in control of the content and the skills to be learned, and he is in charge of the pace and amount of interaction that occurs throughout the lesson. This, in fact, has led to many inaccuracies in terms of learners' EFL productive performance. For example, learners did not demonstrate a good command of the target language despite of the many years of exposure to English. This has been the

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(Van Lier, 2008). There are a number of experimental studies (Fernandez Garcia & Martinez Arbelaz, 2002, 2003) within the communicative language teaching paradigm that have posited evidence about the positive role of conversational interaction in a CMC environment. For instance, using a task-based course in a *Computer Assisted Language Learning (CALL)* context, González-Lloret (2003) showed that Second Language (L2) interactions between students resulted in considerable high-quality output although not as rich as the interaction between native speakers and non-native speakers. Further empirical research on the benefits of CMC conditions in creating positive opportunities for learning in the EFL context have stressed that the use of authentic videos in the EFL classroom, for instance, can be stimulating for creating communicative dialogues (Arcario, 1993).

Crystal (1997) contended that innovative instruction means take an incredible part in EFL classrooms on account of the present position of English as a worldwide language. Kang (1999) stressed the constructive outcomes of ICT in EFL classrooms by exposing the learners into genuine life circumstances and significant communication. Chappelle and Curtis (2000) point out that utilizing original movies as a part of the classrooms persuade the learners in light of the fact that numerous relevant pieces of information of movies, and they make learners use both of their brain hemispheres which are essential for language learning. Anderson and Speck (2001) notice that using CMC as a part of the classroom spurs the learners, as well as connects with them in the four skills (Speaking, listening, reading and writing). Belz (2002) conceives that innovative means bring significant and informative materials into the classroom, for example, Tele-coordinated effort and cooperation.

Brown (2003) emphasized that online networking and distance education expand the nature of language learning, and give accessible instruction. He clarified, likewise, how Web Learning offers very much well-chosen exercises and interactive learning opportunities. Hamer (2007) maintains out that learners can get to be dynamic and proactive learners by means of online instruction. Furthermore, he specifies the significance of *Computer-based* innovative classrooms in light of the fact that they give learners inaccessible and interesting exercises which pull in, and persuade them. Ilter (2009) stresses the significance of technology as an avenue to boost learners' motivation in the EFL classroom. Both female and

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3. What is the role of conversational interaction elevated by ICT means in fostering EFL learners' initiative and agency?

The nature of classroom conversational interaction in our EFL CMC context has been foregrounded and preliminary students' perceptions have been collected through semi-structured focus group interviews in order to describe the essence of classroom conversational interaction and the adopted procedures in the CMC context. In brief, this study intends to define the specific interactional modes that trigger EFL learning processes.

1. Review of the Literature

In the field of *Second Language Acquisition (SLA)*, conversational interaction has long been considered important in language learning prominently the one advanced by ICT pedagogies. However, much of this research has been based on a traditional psycholinguistic perspective of language and learning (Firth and Wagner, 1997, 1998; Gass, Mackey and Pica, 1998; Hall, 1992). In this view, language is assumed to be a discrete set of linguistic systems external to the learner, whereas learning is viewed as the process of assimilating the structural components of these systems into preexisting mental structures. Although the specific goals of research carried out from this perspective may vary from finding the most effective way of facilitating the assimilation of new systematic knowledge, to discovering and constructing the ideal linguistic system, it is generally agreed that language learning and language use are two distinct phenomena (Firth and Wagner, 1997, 1998; Gass, Mackey & Pica, 1998; Hall, 1992, Hall & Walsh, 2002).

The interest in this section is to highlight the different views related to EFL conversational interaction research, and to conceptualize foreign language learning within an interactionist perspective. In fact, it has been documented for over than two decades that ICT applications and enhanced procedures provide learners with a wide array of authentic and pedagogical opportunities that foster EFL learners' learning processes (Chapelle, 2001; Warschauer, 1996).

De facto, multimedia praxises offer a rich linguistic and non-linguistic environment to learners giving them the freedom to choose the content and the used techniques (Benson, 2001). Within this respect, learning is perceived to depend on the activities that introduce opportunities for learners to take the initiative to engage in the different interactional routines

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“Control leads to compliance; autonomy leads to engagement.”. Based on this statement, and considering the actual reality of EFL teaching procedures in Algeria, an urge has been felt to investigate thoroughly the significance of conversational interaction in promoting active initiative and engagement in the learning context and, by extension, to enhance EFL learnability. The communicated and analyzed data presented in this paper are precursory findings of a progressing research work that endeavors to address three focal objectives:

1. Investigate thoroughly the usefulness of ICT-informed teaching procedures in the Algerian EFL context.
2. Evaluate the viability of the CPP approach in enhancing learner initiative in the EFL classroom.
3. Attempt to come up with robust empirical evidence that would contribute in fostering the quality of EFL instruction in Algeria.

These aims were the impetus of meticulous long-term observations of the Algerian EFL context where few empirical studies to date have been carried out to solve the inaccuracies found in both teaching and learning processes. Therefore, in this paper, I attempt to present concrete data that would shed light on the significance of using completely new practices and pedagogies in the teaching of English, and assess how far this affects either in a positive or negative way learners' perceptions and attitudes towards learning , and by extension their EFL performance.

The current research is supposed to be a praiseworthy rationale for the existence and development of programs and curricular. The investigation is beneficial because it scrutinizes the different processes that promote EFL learning. Through the current data, authentic classroom conversational interaction excerpts and interview perceptions are presented as evidence of the highlighted assumptions. Being aware of the frustrations and pedagogical considerations faced in the EFL *Computer Mediated Classroom (CMC)*, a myriad of questions has been sought:

1. What is the essence of classroom conversational interaction in a CMC setting in Algeria?
2. To what extent can conversational interaction based on CMC enhanced tasks promote EFL Learning?

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hurdles and learners' expectations. A significant contribution of EFL undergraduate learners aged 23 in shaping the educational agenda in Algeria.

Keywords: Conversational Interaction, ICT, Learner Initiative, EFL learning.

.Introduction

The study of the role of conversational interaction enhanced by *Information Communication Technology (ICT)* means in developing English as a Foreign Language has been the essence of many empirical studies since the 1980s. The basic assumption that underlines the current research project adheres to the interactionist theory's grounding principles (Long, 1996; Van Lier, 1988, 2008). It has been argued by empirical studies in *Second Language Acquisition (SLA)* research that conversational interaction facilitates language acquisition especially if this latter is enhanced by Information Communication Technology (ICT) means (Benson, 2001;Chapelle, 2001; Cheon, 2003; Dang, 2010; Gass and Varonis, 1985, 1994;Kasper, 2004; Lee, 2009; Long, 1996; Mackey, 1999; Markee, 2000; Warschauer, 1996).

Thus, this study addresses the role of conversational interaction in a computer mediated context in enhancing learning *English as a Foreign Language (EFL)*. In the current paper, I intend to showcase the Algerian experience in EFL learning where a newly computer-based devised pedagogy has been implemented for the first time in the English Department at Batna-2 University which represents the educational setting of this research project. What is worth mentioning at this level is that a piloting research (Guerza, 2015) has been carried out before this extended project. The positive results were a drive for an in-depth investigation with a large sample and a more advanced population of respondents. The focus of the current paper, nonetheless, would be on the analytical procedures and techniques applied for evaluating the feasibility of the innovative approach known as the *Content Product Process (CPP)* approach.

The CPP program is an interactive communicative learner-centered approach based on the use of multimedia resources as means of teaching English. It aims at enhancing learners' initiative and participation in the EFL classroom. The premise and grounding philosophy supported in this study are based on the assumption set by Pink (2009) where he stated that

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Résumé

La présente étude adopte des méthodes mixtes pour explorer le rôle de l'interaction conversationnelle dans le développement de l'apprentissage EFL dans un contexte informatisé. Par conséquent, des données d'entrevue de groupe de discussion précurseur seront affichées pour identifier les points de vue des étudiants EFL vers le programme Content Process Product (CPP). De plus, une analyse préliminaire des données interactionnelles du point de vue socioculturel est présentée pour démontrer les instances de l'agence des apprenants appliquant le système d'analyse interactionnelle de Van Lier (2008). Le document se termine par une discussion explicite des implications pédagogiques de l'approche innovante pour répondre aux obstacles de l'apprentissage et aux attentes des apprenants. Une contribution significative des apprenants de premier cycle de l'EFL âgés de 23 ans à l'élaboration du programme éducatif en Algérie.

Mots clés: Interaction conversationnelle, TICE, Initiative des apprenants, Apprentissage de l'anglais langue

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Abstract

The present study adopts mixed methods to explore the role of conversational interaction in developing EFL learning within a computer-mediated context. Hence, precursory focus group interview data will be displayed to identify the perspectives of EFL students towards the *Content Process Product (CPP)* program. Also, preliminary interactional data analysis from the sociocultural perspective is presented to demonstrate instances of learners' agency applying Van Lier's (2008) *Interactional Analysis Scheme*. The paper concludes with an explicit discussion of the pedagogical implications of the innovative approach to meet both learning