Ahmed Draia University – Adrar

Faculty of Arts and Languages

Department of English Language and Literature
https://fll.univ-adrar.dz/dept-en/
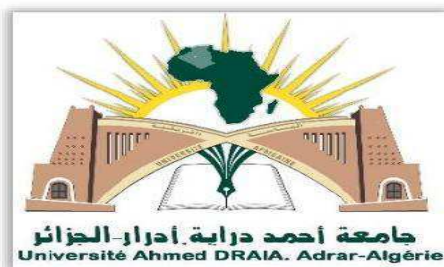
Improving EFL Learners' Communicative Competence Using Web-based Materials: Case study of 2nd Year Masters' students in the University of Adrar

Thesis Submitted in Partial Fulfillment of the Requirements of a Master's Degree in Linguistics and Didactics.

Presented by: Supervised by:

Ikram MERZOUG   Mr. Lahcène BENYAGOUB

Boared of examiners

- Dr. Mohamed Lahmar   Chairperson
- Mr. Lahcéne Benyagoub   Supervisor and Rapporteur
- Miss. Hidaya Moulay Omar   Examiner

Academic year: 2020 - 2021.

~ I ~

الجمهورية الجزائرية الديمقراطية الشعبية

République algérienne populaire et démocratique

وزارة التعليم العالي والبحث العلمي

Ministère de l'enseignement supérieur et de la recherche scientifique

UNIVERSITE AHMED DRAYA - ADRAR

BIBLIOTHÈQUE CENTRALE

Service de recherche bibliographique

N°.....................B.C/S.R.B//U.A/2021

جامعة احمد دراية - ادرار

المكتبـــة المركزية

مصلحة البحث الببليوغرافي

الرقم.............م.م/م.ب.ب /ج/ـ أ/2021

شهادة الترخيص بالإيداع

انا الأستاذ(ة): .... مين يحيوي الحسن

المشرف مذكرة الماستر.

الموسومة بـ : *Improving EFL learners' Communicative Competence Using Web-based Materials - Case study of 2nd year Masters' Students in the University of Adrar*

من إنجاز الطالب(ة): حرشوق إكرام

و الطالب(ة): ....

كلية : الآداب واللغات

القسم : الأدب واللغة الإنجليزية

التخصص: لسانيات و تعليمية اللغة

تاريخ تقييم / مناقشة: 18/06/ـ

أشهد ان الطلبة قد قاموا بالتعديلات والتصحيحات المطلوبة من طرف لجنة التقييم / المناقشة، وان المطابقة بين النسخة الورقية والإلكترونية استوفت جميع شروطها.

وبإمكانهم إيداع النسخ الورقية (02) والاليكترونية (PDF).

- امضاء المشرف:

مساعد رئيس القسم:

Dedication

I dedicate this modest work firstly to the most beautiful, strongest souls I have, my dear parents for supporting and encouraging me to believe in myself, in hard work all the time and that so mush could be done with them. Also this work is dedicated to my best friend, my beloved sister "Meriem" who always makes me happy, believes in my abilities, motivates me and gives me the power to reach my goal.

Acknowledgments

Abstract

Many language classes and programs now aim to help students improve their communicative skills. Therefore, the Internet offers a novel and effective learning resource. It is used for a variety of instructional purposes and has a positive effect on the overall teaching-learning process because it breaks down walls of space and time and creates new opportunities for a stronger learning environment that contributes to students' access. This current study seeks to improve students' communicative competence by web-based tools, which is critical for their academic success, and consequently recommending the suitable classroom materials. A case study involve 22 master 2 students from Adrar University's Department of English was conducted for this purpose. Two research instruments were used to cross-check gathered data, a students' questionnaire and teachers' interview. The information gathered was analyzed quantitatively and qualitatively. The results showed that incorporating ICT methods into an EFL environment is the most effective way to improve students' communicative abilities. Additionally, some suggestions and guidelines were made to EFL teachers and students in order to assist them in achieving a successful technical tool of implementation and improving students' communicative competence.

Key words: Web-based materials, Information Communication Technology (ICT), Communicative Competence, EFL learners.

Table of Contents

List of Abbreviations

CC: Communicative Competence

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ICT: Information Communication Technology

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language

List of Figures

General Introduction

Modern science and technology are increasingly transforming the world into a "global village" and bringing people from all over the world into constant communication. Globalization can also be seen in the widespread use of the English language. English is important in many fields, including education, science, technology, politics, and trade. As a result, many countries where English is taught as a foreign language have shifted away from traditional methods of instruction and toward communicative-focused instruction.

➢ *Background of the study*

Globalization and English education do, in fact, have a relationship. English is a critical component in the development of nations globally. The impact of such things extends into many areas of human life, increasing the need to learn or master a foreign language addition to one's native tongue in order to survive in today's world. As might be expected, learning English has become so important that the vast majority of people choose to do so in order to meet their personal and professional needs. However, learning English as a foreign language (EFL) is not as simple as it appears; it is a difficult task and a complex process for EFL students, particularly those whose primary goal is effective communication.

However, when it comes to EFL learners communicating effectively, it appears that web-based materials play a key part in the development of their communicative competence (CC). The rapid advancement of ICT integration in education creates both opportunities and challenges for both students and teachers.

As a result, it is critical for Algerian university EFL teachers to deal with the challenges and opportunities presented by technological and pedagogical shifts in the field of teaching English as a second language (TEFL), as well as to understand how and why ICT can be integrated in teaching and learning English lessons, and its influence on EFL learners' motivation.

Teachers, particularly at Adrar University, must become acquainted with ICT tools in order to overcome the challenges of the teaching and learning process, as well as to understand how ICTs can influence student motivation and communicative competence, as numerous studies show that ICTs provide better results for the educational system, such as

improving and updating the teaching task. As a result, ICTs appear to be a key to assisting teachers and students in improving the quality of education in general and the course in particular.

So it is critical that teachers use various types of ICT because language education is an area where open-access resources, online courses, and social networks based on various forms of ICT are increasingly being used to provide learners with access to a wide range of information and enhance their learning.

> ### *Statement of the problem and research questions*

Due to a lack of communication opportunities in the classroom and students' limited understanding of the importance of using web-based materials rules, students become incompetent in real communicative situations and are compelled to seek ways to draw teachers' attention to the seriousness of this problem.

It is recommended that teachers and students be encouraged to stay up to date on new technologies in order to apply and expand their knowledge in various fields of research. Therefore, they should be aware of the significance of web-based materials in improving students' communicative competence.

This study's aim is to shed light on the significance of web-based materials as well as the unanticipated obstacles that teachers in Adrar University's Department of English confront. The goal of this study is to find out the answers to these research questions:

1. To what extent do web-based materials influence the development of communicative competence in EFL learners?
2. How can teachers assist their students in improving their communicative competence?

   This study aims to prove or disprove these hypotheses:

1. Using web-based materials in EFL classes may improve students' communicative competence and engagement.
2. Teachers believe that using technology to develop students' mastery of language is an important tool.

➢ *Significance of the study*

This study investigates the improvement of EFL learners' communicative competence through web-based materials. It has been the focus of numerous studies because of their significant influence on learners. Its main significance is to discuss the role of web-based materials in EFL classroom and the current situation of ICT use in University and whether ICT devices could assist students in their communicative abilities and facilitate the presentation of their theses. In order to help students improve their communicative competence, the researchers put a great emphasis on Communicative Language Teaching (CLT) effectiveness and updated teaching methods.

In general, it is hoped that this study will serve as a foundation for a series of systematic studies on the use of technology in the educational system in Algeria.

1.CHAPTER ONE:
A Theoretical Background on Communicative Competence

1.1 Introduction

The emphasis on how to provide learners with more activities and resources in order to help them to interact consistently and develop their language proficiency level becomes important as the communicative approach to language teaching,

primarily English advances. It should be recognized that learning a second or foreign language is not as simple as learning one's mother tongue, but with the dominance of technology in the entire world, where various technical materials such as computers, the internet, video games, and others are accessible, things have changed and become much simpler.

Then, with aid of technology, self-directed learning becomes a means of gaining education and independence. As a result many scholars conclude that ICT materials play a key role in assisting EFL students in improving their communicative abilities, stimulating them to speak fluently, and developing their communicative competence. This chapter presents a theoretical background about the concept of communicative competence mentioning some definitions and different characteristics, demonstrating some models in language teaching. Furthermore, it deals with strengths and challenges, including the importance of CLT in communication improvement and emphasizing on the effect of communicative approach on classroom interaction. As a way to improve students' communicative competence.

1.2 Definition of Communicative Competence

The goal of language acquisition is communicative competence which is defined as the ability to understand and perform the language effectively and appropriately to achieve communication goals in authentic social and school environments. Therefore, the term of communicative competence is made up of two words that allude to a language user's grammatical knowledge as well as their social awareness of how and when to use utterances appropriately. Dell Hymes was the first to invent the term communicative competence in (1966) as a sociolinguistic concept in response to Noam Chomsky's (1965) concept of "linguistic competence".

According to Hymes (1972, p.63) competence should be defined as "the speaker-overall listener's underlying knowledge and skill for language". Communicative competence refers to language learners' ability to use the target language successfully in real world communication. The communicative competence is not only to be able to

perform a language's grammatical norms but also knowing when, where and to whom to use these sentences.

In similar vein, there is a distinction between competence and capacity when it comes to communication competence. In this respect, communicative competence is defined as the understanding of linguistic and sociolinguistic conventions. The grammatical competence is an integral part of communicative competence and it emphasises that Hymes confirms that:

> Communicative competence is what enables the person to perform appropriately in speech events. It includes not only grammatical competence, which allows a person to judge to what degree something is formally possible but also the competence to judge feasibility, appropriateness, and to what degree something is in fact done. (Cited in Riley, 1996, p. 115)

1.3 Models of Communicative Competence

From the discussion above, recent theoretical and empirical research on communicative competence is largely based on three major models have been offered by various scholars:

1.3.1 Hymes's Model

After Dell Hymes's lecture which was published as a paper titled "On communicative competence" in 1972, communicative competency become an eminent phrase and a source of debate in the field of second and foreign language teaching and learning. The linguistic theory linked with transformational generative grammar is divided into two parts which are: Linguistic competence a term used by Chomsky 1965 and linguistic performance the process of applying the underlying knowledge to the actual language use.

It is considered that both the knowledge of language structure and sociocultural rules are significant in language acquisition. The learner acquire knowledge of language in grammatical as well as in appropriate. "He or she develops the ability to when to speak and when not to speak, as well as to talk about with whom, where, when, and in what manner" (Hymes, 2001, p.60). Based on what he mentioned above, to develop the theory of language and language use he attained the point that must be recognized the judgments and abilities in grammaticality and acceptability as in Chomsky's model of competence and performance, which meant knowledge and ability with respect to:

• Whether (and to what degree) something is formally possible;

- Whether (and to what degree) something is feasible in virtue of the means of implementation available;

- Whether (and to what degree) something is appropriate adequate, happy, successful in relation to context in which it is used and evaluated;

- Whether and to what degree something is in fact done, actually performed and what its doing entails. (Hymes, 2001, p.10)

1.3.2 Canale and Swain's Model

Following Hymes' contribution, two canadian applied linguists Canale and Swain, developed another model of communicative competence in 1980 referring to the weak and strong versions of Chomsky's competence, which has become the most widely used among researchers in this field nowadays, This model was a further development for Hymes' one and it is continuing till today. They believed that the sociolinguistic work of Hymes is important to the development of communicative approach to language learning. We can say that their model aimes to the significance of grammar for an efficient communication. According to Canale and Swain, "the study of communicative competence refer to the basic study of sociolinguistic competence and grammatical one" (p.6). Then taking these principles into account Canale and Swain (1980) and Canale (1983) propose four main components of communicative competence in the framework are identified: *Grammatical competence, sociolinguistic competence, discource competence, strategic competence.* as shown in the following figure:
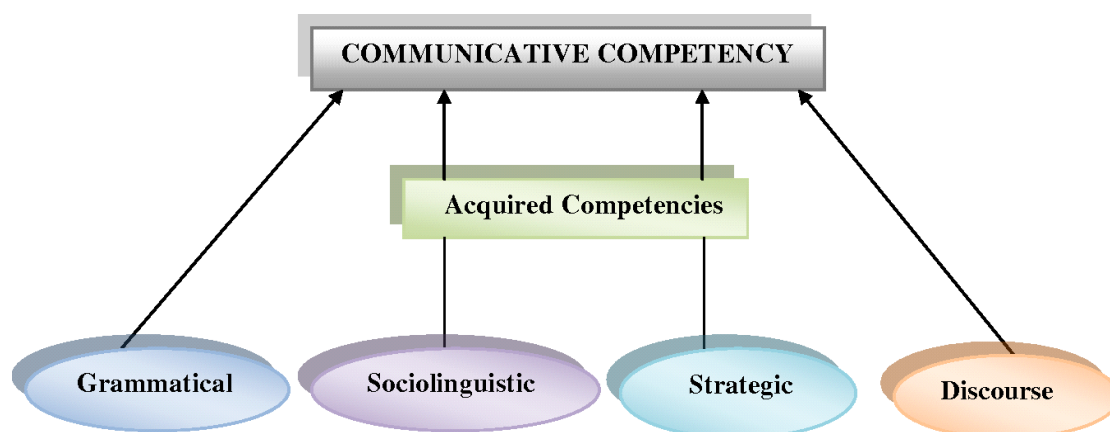
Figure 1: Canale and Swain Model of Communicative Competence
(Canale, 1980:4)

Grammatical competence includes all the elements of the linguistic system rules of morphology, syntax, grammar and phonology. Sociolinguistic competence involves both illocutionary and sociolinguistic types of knowledge and its importance of producing and understanding utterances that are appropriate in different social context. Strategic competence is made up of verbal and non-verbal communication strategies which serves to avoid breakdown in communication. These strategies are ways to overcome limitations in language competence, and the learner use to understand and have knowledge of target language. Discource competence refers to the selection and sequencing of utterances in order to achieve a cohesive and coherent spoken or written text-given a particular purpose or situational context.

1.3.3 Bachman's Model

Bachman (1990), presented an influential effective model of communicative language ability, which was compatible with the prior works cited so far. He integrated his concept of competence and performance into three main categories namely, language competence involves both organizational and pragmatic competence as shown in the following figure:
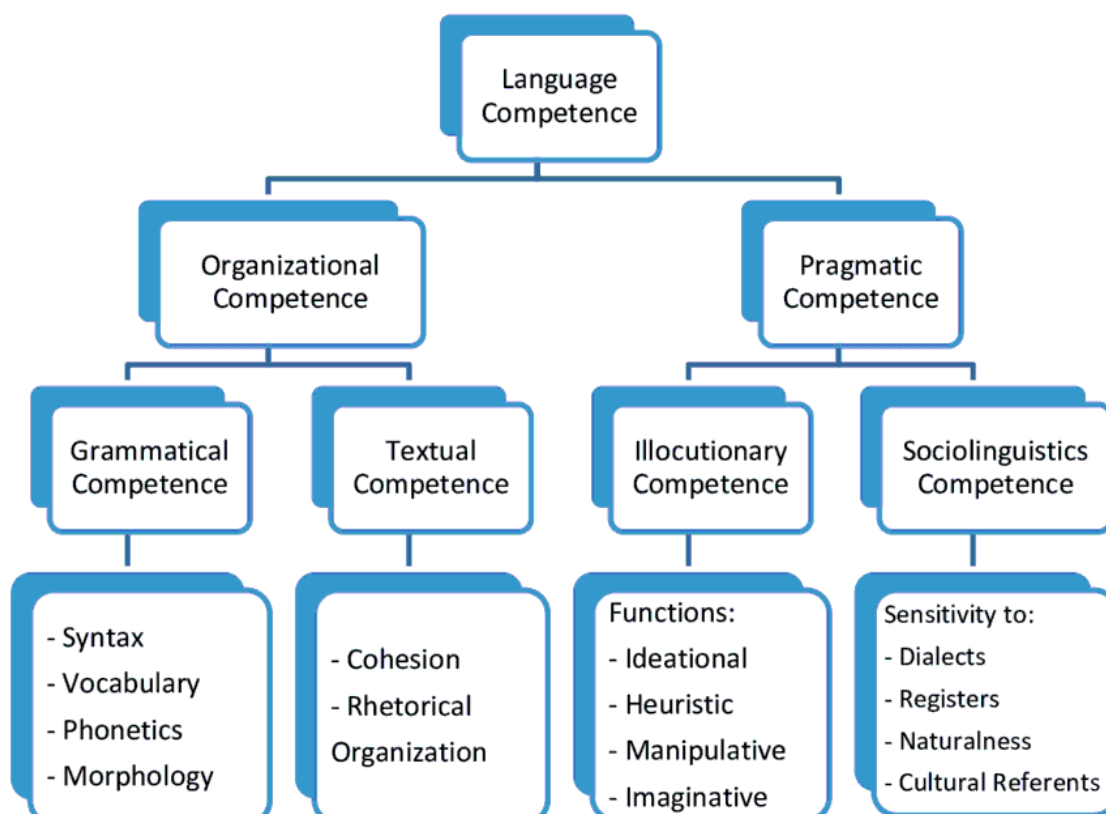
Figure 2: Bachman Model of Communicative Competence (1990:94)

Organizational competence includes grammatical competence which means (knowledge of vocabulary, syntax, morphology, phonology, phonetics), and textual competence which is cohesion and coherence, which are concerned in producing and comprehending language. While illocutionary and sociolinguistic skills make up pragmatic competence. The former is knowledge need to perform language functions and speech acts and the latter regards sociopragmatic factors such as participants, situational variables, and politeness issues.

1.3.4 Savignon's Definition

Savignon (1972, 1983), unlike Hymes, Canale , and Swain, placed a stronger emphasis on ability in her concept of communicative competence. She introduced the term communicative competence as "the ability to function in a dynamic exchange in which linguistic competence must adjust to the complete informational input of one or more interlocutors, both linguistic and paralinguistic" (p. 8, cited in Savignon, 2002, p 2). According to her and other many theoreticians, communicative competence is a dynamic but not static interpersonal that relies on negotiation of meaning between two or more persons who share some knowledge of a language, It is also largely defined by context. For Savignon (1983), competence is "what one knows" and performance is "what one does" (p. 94). Only via performance she believes can competence be observed, developed, and evaluated. Also she is considered that communicative competence is relative rather than absolute.

1.4 Sectors of Communicative Competence
1.4.1 Formal Possibility

Hymes (1972) proposed that there are four various sectors of communicative competence. First is "whether (and to what degree) something is formally possible" (1972, p. 284) which is formal possibility. In other words, it is to be able to formulate and interpret grammatically correct sentences composed of words taken in their ordinary meaning. In similar, Hymes argues that "something possible within a formal system is grammatical, cultural, or, on occasion communicative" (1972, p. 285).

1.4.2 Feasibility

The second sector that was suggested by Hymes is feasibility or what is called "whether (and to what degree) something is feasible" (1972, p. 285), It has been for psycholinguistics factors for instance "memory limitation, perceptual device, effects of properties such as nesting, embedding, branching, and the like" (p, 285). In other words, a large number of grammatically exact utterances are constructed by a certain number of rules, these sentences does not necessarily mean that it is feasible. To illustrate this point, a sentence like "I thought the thought but the thought I thought I thought was not the thought I thought I thought" it cannot be understood or pronounce easily. Only such utterance can be used as a tongue twister.

1.4.3 Appropriateness

The term appropriateness has been used and extended to language and that specified as **"seems to suggest readily the required sense of relation to contextual features"** (1972, p. 285) Hymes considered that appropriateness is the third aspect or as he calles it **"whether (and to what degree) something is appropriate"**. Simply put, appropriateness is all about the contextual use of language where, when, and to whom can be used a given type of language. Hence, people tend to use what is grammatically correct when it comes to use what is appropriate. So that a sentence can be inappropriate even if it is both grammatically possible and feasible.

1.4.4 Actual Performance

Finally, **"whether or not something is actually done or performed"** or what is terms probability is the last sector that denote a sentence may be formally possible, feasible, and appropriate but, there is no probability of actually occurring. In the same context, the aim of the concept of competence as Hymes clarified by writing:

In sum, the goal of a broad theory of competence can be said to be to show the ways in which the systematically possible, the feasible and the appropriate are linked to produce and interpret actually occurring cultural behaviour (1972, p. 286). It is considered that, a competent person is the one who has the ability to achieve all the four aspects. We can say that, communicative competence comprises of the appropriate use of language in several situations, the linking of utterances in a discourse, knowing the rules of linguistic, and language strategies.

1.5   Approaches to Developing Communicative Competence

1.5.1   Communicative Language Teaching (CLT)

1.5.1.1   Definition

Communicative Language Teaching has, in recent years become a fashionable term to cover a variety of developments in the methodology of teaching foreign languages. Is is also under the name of the communicative approach that was first developed in the late 1970s, it was influenced much more by what is called *communicative competence.* CLT is an effective approach to make students improve and develop their communicative competence through given task to accomplish using language rather than studying it. Several researchers and writers have provided their understandings and points of view about communicative language teaching. Lightbown and Spada (1999, p. 172) define CLT in the following terms:

"CLT is based on the idea that successful language acquisition requires not only an understanding of the language's structures and forms, but also an understanding of the functions and purposes that a language performs in various communicative contexts". According to Ying,   CLT is a method for teaching foreign languages or simply referred to the extent of interaction as a means and an ultimate goal of learning a language. Ho noticed that 'providing the teachers with communicative activities in their repertoire of teaching methods and offering learners the opportunity to practise the language skills taught in class' (2004, p. 26) which is considered the most interesting widespread understanding of communicative approach in East Asia. In the similar vein, Harmer (2007, p. 70), views that CLT is merely 'a generalized 'umbrella' term to describe learning sequences which target to develop students' ability to communicate', unlike 'teaching depends more only at learning parts of language because it exists without focusing on their use in communication'.

In short, communicative competence entails not just a good command of language information, but also the way and the ability to grasp and apply reasoning in real-life situations. On the other hand, many other researchers as well contend that there is a huge debate about the convenient ways of presenting the definition of CLT, and therefore there is no universally accepted model of CLT as authoritative. Nevertheless, Richards and

Rodgers (2001) think that the beginning of CLT referring to the theory of language as communication so that, it aims to develop learners' capacities to become efficient users and fluent speakers of the language as well as it assures the significance of communicative competence.

1.5.1.2   Principles of CLT

CLT is becoming more common and widely diffused in second language teaching, it reflects a good strong social relationship between the teacher and learner. On the other hand, the teacher-centred approach in which teachers are considered as the givers of knowledge and learners as recipients. This learner-centered approach grants students to feel a much greater "ownership" of their learning and reinforces their motivation for learning English

Brown (2007, pp. 46-47) contends that CLT can perceive its objectives only if it is looked upon in terms of these principles summarized as follows:

1. All the components of CC are emphasized; mastery of grammar rules and vocabulary are not enough, and also it is important to know how to put these into practice.

2. Materials to be used in the classroom help students to be involved in "the pragmatic authentic functional use of language for meaningful purposes".

3. Learning a language does not depend on rote memorization or isolation. It must be learned through social interaction. There is a need to wrestle with language when it comes to communicating in the target language it should also be taught through combining all language abilities, implying that the communication method is not confined to just speaking skill, reading and writing should be evolved.

4. While using this approach, the great focus is making the learner able to communicate in the target language, errors are tolerated by the teacher in order to make them able to speak in the target language as well as they are seen as a guide that these learners' get better in their communication skills.

5. Since accuracy comes at the later stage, it is believed that appropriate use of language may have to take on more importance than accuracy and therefore, accuracy comes automatically when the learners keep learning how to use language appropriately.

6. The appropriate materials must be given to the learners that will enable them to enhance their skills as well as to get effective communication in real life situations.

7. Learners' autonomy is confirmed, learners are active and not passive receivers of the materials given in the language classroom.

8. The teacher's responsibility occupies of how to create situations to improve communication and teach the learners how they use language in social context, as well as give them a several activities in order to help them get the language learning process more easy and guided to them.

1.5.1.3   Characteristics

The use of the target language in the classroom is given prime importance while using CLT approach to teach with. Furthermore, if the learners keep using their native language, they cannot communicate in the target language. It is thought that native language must be used wisely.

On a theoretical level, Communicative Language Teaching has a diverse, although eclectic, theoretical base. Likewise, the most important characteristics of CLT that are illustrated by different researchers. They are as follows:

- Meaning is put on greater importance since the major focus of the approach is to enable learners to comprehend the writer's and speaker's intentions and expressions.

- The goal is making the learners attain communicative competence so that they can use appropriate and accurate language.

- While using this approach the main concentrate is on the learners, the teacher is an advisor or guide who facilitates the communication process between all the participants in the classrooms. In addition, the teacher is also the person who manages the environment in order to help the learners become autonomous.

- Communicative activities make the learners able to achieve the curriculum's communicative goals as well as engaging them in communication, and they necessitate the employment of communicative processes like information exchange, negotiation of meaning and interaction (Richards & Rodgers, 1986, p.76).

- The syllabus asserts the language functional use and it is also depending on the original materials. The duties of the learners that are assigned have meanings and objectives.

1.5.1.4   Strengths and Challenges

In the transmission-oriented sense of Hong Kong schools, Chow & Mok-Cheung (2004, p. 158) refer to the transition from a teacher-centered to student-centered CLT pedagogy as a "quantum leap". Some of the practical difficulties that Chinese teachers face when asked to make the "leap" from a conventional to a communication-oriented approach they are expected to develop new functional skills for classroom teaching, change how they assess students develop the ability to adapt textbooks, use modern technology enhance their own language proficiency, change their understanding of their own role from that of an information transmitter to that of a multi-role instructor, and change their perception of language learning from that of a knowledge transmitter to one based on language learning.

Teachers face a variety of challenges related to themselves, their students, the education system, and CLT, such as a lack of CLT preparation, difficulties accessing CLT services, low student proficiency, a lack of motivation among students, and the assessment system and instruments used to evaluate students' communicative competence. Many obstacles exist in the implementation of CLT, including: CLT training, class size, funding, time requirements, grammar-based examination instruction.

- CLT Training:

One of the obstacles to implementing CLT in EFL classroom teaching and learning is a shortage of CLT instruction for EFL teachers. The most important thing is that school managers should support the teachers training. Many EFL teachers should receive in-service training, especially in CLT, to help them improve their teaching methods. Accordingly, Gamal and Debra (2001) supported that most teachers found a lack of CLT preparation during their studies and believed that this is an obstacle to effective implementation, posing a problem in communicative language teaching in EFL setting.

- Class Size:

EFL classrooms are often under-equipped or uncomfortable with a lack of resources to support CLT activities and the classroom can also be inconvenient due to the large number of students and immovable desks and chairs preventing full student involvement and active implementation of communicative activities such as role-playing, group work and games. In an EFL environment, class size can make CLT difficult to

enforce. Furthermore, many language teachers believe that teaching English in large groups is extremely "difficult to organize class activities", "out of control" or "impossible to communicate". In a similar vein, Harmer (2000) discovers in his research that large classes cause problems for both teachers and students. Making eye contact with students is hard for teachers in the back row, and it's even more difficult for students to receive individual attention (Harmer, 2000). In particular, large classes are especially intimidating for new instructors.

- Funding:

In order to motivate students to focus on and be involved in communicative practices CLT in the classroom needs a variety of facilities to produce instructional materials and teaching aids. The EFL classrooms, on the other hand, lack the necessary facilities and equipment to support CLT activities. Most of EFL schools luck the funds necessary to create an English use atmosphere in order to stimulate students to develop their communicative competence.

- Time requirements

Traditional teaching methods do not necessitate much time for preparing the teaching materials, plan classroom activities or find additional knowledge to aid the teaching and learning process. To put it another way, in a teacher-centered approach, teachers are considered as knowledge-givers, while students are seen as receivers. Therefore, most EFL teachers may find it difficult to move from their traditional teaching approach to modern one in which the learners are actively involved in the learning process.

- Grammar-based Examination Instruction:

This type of study and the lack of effective and efficient tools for assessing communicative competence, as well as examining traditional grammar (Grammar-based examination), are regarded as a major barrier in applying CLT in an EFL settings. Likewise, according to some scholars EFL students favoured studying sentence structure over communicative practices because the content of all language subject tests is grammar-based. Teachers are under pressure to help their students pass the exam as a result of this examination format, and students are more focused on grammar teaching and learning because they want to pass the exams and get good grades.

Thus, grammar-based examination format is identified as the biggest obstacle to students' interest in communicative activities.

1.5.1.5   The Importance of CLT in Improving Communication

Every method is invented to fulfill one particular intention to language learning. Similarly, CLT has an important goal which helps to build students' communicative ability as well as aims to prepare them to use the language in a real life context. In other words, one of the teacher's main concerns is to make the classroom more relaxed and enjoyable in order to stimulate students and this can be accomplished by developing communicative exercises that will help them improve their communication trust. That is why, in a communicative classroom, teachers try to pay more attention to their students and act as a refree or control as Widdowson (1978, p.19) proposed that "teachers must concentrate on communication and meaning rather than accuracy".

Accordingly, teachers intend to make their students become communicatively competent by motivating them to speak and express their ideas and opinions without taking into consideration to the grammatical rules and the misspellings. Consequently, one of the major goals of CLT is that helps to ensure that the learner understand the language, it allows students to know what and why they are learning it, how and where they will use it. Learners may also be able to feel the need of language learning. In addition, the curriculum of a communicative-based approach course reflects the basic aspects that learners need to achieve communicative competence. Students are encouraged to engage with one another and with the teacher so that they can learn from one another's mistakes, they are also expected to participate in classroom communicative activities and be productive rather than receptive learners.

1.5.1.6   The Effect of Communicative Approach on Classroom Interaction

Learners' ability to acquire and understand the second language is greatly helped by classroom interaction. Since it encourages them to improve their knowledge and abilities, it makes the way of communicating in the classroom easier. Interactions between learners and teachers create a supportive atmosphere as well as provide a basis for learning foreign languages in general in which learners can develop their skills. Teachers can

dwindle their speaking time and empower their learners' to participate in the classroom by encouraging them to express their needs and interact with their classmates. Furthermore, classroom interaction is dependent on learners' collaboration and has a relationship with second language acquisition, creating an environment that supports SLA and involves learners' in classroom communication. Many studies on classroom communication that requires interaction have been undertaken, and they have shown the significance in the development of information and skills. Interaction was defined as two people reflecting on a particular subject or occurrence. Classroom interaction's attractiveness is important for effective learning and teaching. In other words, interaction is described as a relationship between two or more people that results in classroom debates. It also assists them in developing their skills, which facilitates contact between them. Interaction cannot be achieved solely on one side in order to reach the goal of communication, there must be a message exchange. Interaction is something that occurs in the classroom when students collaborate the teacher, on the other hand, is in charge of organizing the discussion among his students. Teachers should introduce new strategies and techniques to their students in order to make teaching and learning processes easier and more motivating. Therefore, classroom interaction is important for the development of students' communicative competence and in their ability to communicate effectively with others, because sharing ideas and knowledge among classmates allows them to learn about different points of view and perspectives in a given situation. In EFL classroom, interaction is required because of its great importance to the learning and teaching process. Both students and teachers benefit when communication is efficient. Consequently, communication facilitates learning, assists students in achieving their goals, enhances opportunities for learning, strengthens the relationship between students and teachers, and provides a positive experience.

1.6 Conclusion

As a conclusion and in light of what has been discussed in this chapter, it is worth noting that communicative competence is critical for people in general and for learners in particular. In reality, the latter's indispensable existence is due to various changes occurring in the world, such as globalization and technological advances. The main goal of language learning is the achievement of communication skills. Teachers focus on

implementing innovative educational methods to stimulate students to participate in classroom activities in order to achieve this competence. For this reason, it is unquestionably important for students to improve their communicative competences so that they can effectively communicate with the world around them. As a result, such a competency, as well as the different methods and techniques of instruction that will lead to its promotion, must be given a lot of attention. Encouraging EFL students to engage in classroom activities necessitates the teacher's reliance on students' autonomous learning to do so.

1. CHAPTER TWO: Web-based Materials

2.1 Introduction

Information and communication technology (ICT) was born with the invention of the internet and web-based materials, and it is widely recognized as the most significant factor in the technological phase. It is important to include ICT in educational programs because it offers opportunities for learners to learn the language. It also assists EFL students in improving and developing their communicative skills by assisting the teacher in making the lecture more simple and easy through the use of innovative techniques and methods. In the same vein, as stated by Lamri (2015:53):

"Today's learners are dubbed the digital generation because of the availability and usefulness of modern technical support; their key communication practices are achieved through digital texts such as exchanging SMSs or emails". In this chapter, it is devoted to define what is meant by Information and communication technology (ICT) then we mention the forms of ICT used in language education. In addition to the rationale of using it in education and its influence of ICT on students' learning . Providing with benefits of using it in teaching and learning. Then the impact of ICT on communicative competence.

2.2 Information Communication Technology (ICT)
2.2.1 Definition

ICT (Information Communication Technology), is a broad concept that refers to all technologies and services related to computing, data processing, telecommunications, and the internet. All of these systems are concerned with the transmission and reception of data in some way. ICT pervades all facets of life, allowing people to communicate in different, easier, and faster ways. Toomey (2001, p.3) provide us with a useful definition that is:

".... refers to the technologies that are used to access, gather, manipulate and present or communicate information in general. Hardware (computers and other devices); software applications; and connection are all possible technologies (e.g. access to the Internet, local networking infrastructure, video conferencing). The increasing convergence of computer based, multimedia and communications technologies as well as the rapid rate of change that characterizes both the technologies and their application are the most significant aspects of ICT".

Although it effectively refers to a wider domain, ICT is commonly used to refer to computers and their peripheral devices, as the preceding citation deduced. However, in a school environment, the word "computer" is a connotative rather than denotative term

since it can refer to anything from high-speed connected state-of- the-art machines to dated, stand-alone, or poorly maintained machines.

2.2.2 Forms of ICT in language education

The term "Information Communication Technology" refers to any communication device that makes it easier to communicate. It encompasses all of the systems involved in creating, storing, sending or transmitting, receiving, and manipulating such data. Soft ware and hard ware are also part of ICT scheme. Knowledge is abundant nowadays since it comes from a variety of sources, thanks to the development of ICTs.

- **Computer:** is a type of electronic device that executes procedures, calculations and operations based on instructions. Students may use computers or tablets to complete tasks like typing documents, creating presentations, or creating video slides. In a classroom, computers can be used in a variety of ways. They can be used to review instructional materials and create an instructor's lesson plan, for example. Using a computer in teaching and learning is crucial because it has a lot of benefits for both teacher and learner. Computers have become commonplace in our personal and professional lives. It is made up of two parts: **Hard ware** is any visible or touchable electronic component of a computer device that make accessing information from all over the world with an internet connection. **Soft ware** is a set of instructions, data or programs that are used to run computers and carry out specific tasks.

- **Scanner:** is a peripheral that reads images and transforms them into electronic codes which can be understood by computer. It enables the teacher to scan documents in order to distribute them to their students.

- **The Data-show/ Digital projector:** is a piece of equipment used to display lessons, photographs and videos. To project the image from the computer screen onto a screen wall teachers usually use a digital projector in combination with a laptop or desktop computer. Digital projectors are incredibly useful and efficient teaching resources that allow for a variety of learning scenarios.

- **Audio devices:** CDs web and audiocassette recorders, teachers of modern languages often employ them especially when teaching listening skills.

- **Video Camera:** an occurrence or occasion that is captured on film can be described as a video.

- **The Mobile phone:** is a small communication device that bridge the gap between people and allows them to telecommunicate more easily. It helps users to make and receive phone calls as well as exchange of text messages.

- **Internet:** a global computer network made up of interconnected networks that use structured communication protocols to provide a range of information and communication services. Another definition proposed by August (1995) was "a worldwide collection of computer networks that serves as a means for communication and global exchange of information" (August. 1995 cited in Kuo.M.M.).

2.2.3 Rationale of ICT integration in education

Our way of life has changed as a result of technological advancements and computerization. However schools are lagging behind in their use of technology in the classroom. In reality according to Salomon et al, (2007, p.217) learners must be proficient in using technology in order to adapt to an ever-changing society and labor market. Schools should encourage lifelong learning and, as a result, technology adoption should be prioritized.

Information and Communication Technology (ICT) encompasses a broad variety of technologies, including radio, television, computers, the internet, social media, and many others. In the last 25 years technology has advanced rapidly in the field of education. From the more basic early applications, such as gapfilling exercises to the limitless possibilities of the internet and social media. Furthermore, the internet and social media provide teachers with a plethora of options for effectively integrating technology into their classrooms.

Language teachers have a lot of resources thanks to ICT, such as the internet. Language learning entails contact and communication with people from other countries, which is at the heart of modern language instruction. Furthermore, it has to do with connectivity and participation in international class programs, as well as the use of video chats and video calls with, for example, Skype and other software that is rapidly growing in popularity. Many researchers advocate the significance of incorporating ICT in classrooms, arguing that it improves learner autonomy. Furthermore, research shows that learners can use ICT to tailor their learning to their specific needs, such as various forms of delivering instruction.

The number of face-to-face teaching hours is insufficient to improve students' language skills. Therefore, E-learning is "an important method that should be used to complement EFL face-to-face classes" (Soliman, 2014). ICT, in this case online implementations should be used as a supplement to teaching in order to promote students' learning. Yunus et al. 2013 looked at the benefits of employing visual aids in the classroom while teaching English literature. They refer to photos, videos, and projectors as visual aids, they say that using visual aids which are also included in the concept of ICT, improves interpretation of abstract ideas contained in literary texts. Furthermore, they say that the use of ICT, specifically visual aids would stimulate students to participate in literature, believing that it will help them overcome reading difficulties. When teaching languages Young 2003 recognizes the Internet as a "central factor" in increasing student motivation. Teachers are now considered as mentors who help students learn by guiding them and providing support. Consequently, the traditional teaching of 20th century needs to be revised and teachers cannot suppose that using ICT in conjunction with conventional "techniques, approaches, and methods" in traditional learning environment would operate in an ICT-enabled learning environment.

Accordingly, e-learning is moving away from being used in a more behaviouristic manner, where the correct response is given immediately, and toward being used as a fully integrated part of teaching. On the other hand, the easy use of ICT when it comes to vocabulary learning as one of the benefits, confirming that ICT inclusion in teaching can have simple uses as well. It is considered that web-tools give students more control over their learning, allow them to actively build information, and give them access to interactive learning environments. Furthermore, it provides students with learner as well as customized education and communication options so that teachers must create an online platform that will assist students not only with content and interactivity, but also with how they use the environment. For instance, in a future version of the course, the computer machine would warn students when certain habits are discovered that we assume cannot be changed. If a student prints a module, does not complete a voluntary analysis or understanding, and does not perform well after the module, he or she must be informed that this approach is counterproductive, not in terms of printing, but in terms of refusing understanding and interactive content. Students will then use computers or tablets to complete tasks such as typing documents, creating presentations, and video slides.

2.2.4 Influence of ICT on students' Learning

Information and Technology will play a critical role in shaping the modern global economy and bringing about rapid changes in society. In all facets of life, ICT has become common place. From working to socializing, learning to playing, it has an influence on virtually every part of our lives. ICT plays a major role in improving learning and acting as a change agent. It also aids in the integration of learning and technology, as well as, improving communicative skills. ICT has had an effect on education, which has certainly influenced teaching and learning. Many researchers believe that incorporating ICT into classroom improves language learners' motivation and, as a result increases receptivity to the subject matter.

When it comes to ICT, two of the most common buzzwords are efficiency and autonomy, with the latter affecting both teachers and students, according to researchers. Young (2003) found ESL students were intimidated by the task of writing texts. However when ICT was used in the classroom, especially the Internet learners become more interested. In the sense that incorporating ICT, specifically the internet, into the classroom meant that learners were implicitly encouraged to use the internet, thus improving their efficiency. Another benefit of introducing ICT in schools is that students who do not have access to them at home may be able to use them at school. It can be used as a learning tool to provide instructions to students in order to improve their learning and retention.

"An overwhelming majority of teachers 86% believe that using computers and the Internet in class motivates and engages students".... stated by Blanskat (2006). So that students' learning actions, communication, and process skills are all positively influenced by ICT. This technology motivates students and adds dynamism to the classroom while also cutting down on learning time. ICT can improve the quality of instruction by enhancing learner motivation and instructor training, which are the foundations of high-order thinking abilities.

The use of ICT in universities has an effect on students' desire to learn. Since motivation energies, directs, and sustains actions it has a significant impact on students' behavior. Students' ability to connect in meaningful ways and about meaningful topics motivates them to learn. Thus, ICT assist students in presenting their dissertations as well as will aid them in developing their communicative competence.

2.2.5 Benefits of Using ICT in Foreign language learning and teaching

Teachers are confronted with the difficulty of incorporating technology into their classrooms. Schools must produce "adaptable individuals" who can keep up with society's fast-paced growth. Furthermore, he contends that one of the most fundamental challenges of teaching today is to develop, sustain, and enhance learning conditions. Teachers should approach language teaching more holistically when they use technology. Moreover, the present findings from a conducted study in Asia, which revealed that 89.6% of the 58 students pooled agreed that using ICT had improved their overall language skills. Teaching through ICT has its advantages in which can summarized as the following cited in (Isisag,K.U.)

1. **Ability to control presentation:** This helps to distinguish machines from books. Unlike computers, which can mix visual and audio content, text with illustration and images, books have a fixed presentation.

2. **Novelty and creativity:** Using ICT to teach is not the same as using textbooks where all classes presenting the same subject are the same. In contrast, when teaching with ICT a teacher may present a lesson using a variety of equipment and topics.

3. **Feedback:** Computers provide feedback to students by correcting their answers. It just identifies and corrects their errors.

4. **Adaptability:** Teachers can customize a computer to meet the needs and language comprehension levels of their students.

However, psychological factors such as motivation and learner participation play a role in language learning and in order to successfully use technologies in education, EFL must have a high degree of motivation and autonomy. Jacob and Farrell (2003) go on to say education have undergone a paradigm shift in language teaching, with one of the most significant shifts being the emphasis on learning autonomy.

The classroom is complicated, and teachers' instructions are not always appropriate for all students. However, mostly via the Internet, allows students to access different forms of instruction at any time that is tailored to their specific needs. This is confirmed by many scholars who note that teachers have a great opportunity to address subject matter in a variety of ways depending on the learning style of each individual student.

There are other benefits in using information communication technologies in foreign language teaching and learning can be summarized as follows:

- ICTs allow students to learn anywhere and at anytime.

- Making EFL learning simple and enjoyable.
- The use of ICT provide numerous opportunities for language learners to learn the language on their own using various ICT devices such as computers and the Internet.
- It makes the language learning learner-centered.
- Using ICT in EFL classrooms will assist students in better understanding the complex problem.

Finally, ICT in classroom has an effect on both students and teachers. It provides excellent opportunities for communicative language learning through the use of computers and web-based applications. It has an effect on students' attitudes toward language learning and motivation, in addition to the teachers' classroom practice.

2.2.6 The Impact of ICT on Communicative Competence

Nowadays, teaching revolves around the concept of efficiency, and ICT may be useful to teachers in their teaching in the sense that, when used properly it makes managerial and administrative tasks easier and more effective. The use of technology in instruction is being investigated as a means of determining how future generations of EFL teachers will incorporate ICT into their instruction. Furthermore, pre-service teachers who have a negative attitude toward ICT will be unable to stimulate and transfer their ICT teaching experience to students. Another issue raised is that university teachers are not proficiency enough in using ICT, specifically computer-assisted language learning, to transfer skills to undergraduate teachers. Nonetheless, ICT is most likely integrated to some extent in most teacher education programs. The role of communicative competence in English language teaching is critical and to achieve it in second language entails not only learning grammatical rules but also knowing when, where, and with whom to use the language in context-appropriate manner.

This requires more than just knowledge of English grammar and vocabulary; it also requires knowledge of how to use English in communicative situations. Students are motivated to learn because they want to communicate meaningfully in a real-life situation. As a result, teachers must consider the best method for the learners' needs. The idea of using technology in EFL classes was unthinkable a few decades ago, but now it appears that EFL classes without technology are boring and dull.

The use of Information technology has made learning and teaching English language far more convenient than ever before. Also it facilitates the understanding of complex concepts through stimulations, which then applied to real-world situations. As a result, ICT may serve as a catalyst for dynamic learning and higher order thinking. This implies that we can communicate more effectively and quickly. Information and communication technology aids student learning by improving communication between students and instructions, resulting in a stronger teacher-student relationship. ICT use has a positive impact on students' achievement, motivation, and learning process. Despite the fact that classrooms are considered a face-to-face learning environments, the addition of ICT equipment such as web-based tools and other technologies has a positive impact on students' blended learning situation.

2.3 Conclusion

As a conclusion, in this theoretical chapter, we have dealt with the different forms of Information communication technologies (ICTs) and the rationale of them in language education. Then, we have mentioned the benefits of using ICTs in teaching and learning. As a result, we now have a better understanding of what ICT entails.

Teachers can benefit from technological teaching methods because they have more time to engage with problematic students individually. Overall, this chapter is meant to be a theoretical supplement to the main role of ICTs in teaching EFL students and applying CLT to improve students' communicative competence, followed by the practical part of the study, which concerns the research design, analysis and some suggestions.

3. CHAPTER THREE: Research Methodology and Design

3.1 Introduction

After highlighting the theoretical background of our variables, we will move to the empirical part in this research. The present chapter intends to introduce the data collected from the two research tools: students' questionnaire and teachers' interview and then a detailed analysis and interpretation of the results. This study is an attempt to delve into the perspectives and attitudes of EFL learners and teachers with regards to the use of technology and web-based materials' aids in order to improve students' communicative competence. This chapter is made up of two sections, the first one deals with a description of the case study, in which we will present the methodology. Then, we will expound the data collection methods and the two instruments of research used in addition to the section of data analysis, which deals with the interpretation of results and the presentation of some recommendations and suggestions.

3.2   Research design

The current research is a case study that used a descriptive method that focuses on the problem of students' communicative competence improvement through the use of web-based materials and technology as a developmental and learning tool. This research aims to examine whether Information Communication technology ICT contributes in enhancing EFL learners' communicative competence. To achieve this goal, a mixed approach was employed, that is a quantitative and a qualitative one. The quantitative approach was used in students' questionnaire about their use of technology aids in the classroom, while the qualitative one was used in teachers' interview asking them and taking their opinions about the use of technological tools to improve students' communicative competence.

The data from students' answers were statistically and graphically represented, while teachers' answers were clearly stated.

3.3   The participants

The samples who participated in this research are 22 master 2 students of Linguistics and Didactics, and 5 teachers. The students and teachers are all from the department of English at Ahmed Draia University of Adrar, and are all teachers and students of Linguistics and Didactics.

3.4   Research Instruments and data collection Procedures

In order to reach the study's goal two research instruments have been used to gather information from participants in a clear way. The questionnaire was addressed to master 2 students in addition to interviewing teachers using a structured interview. Students' questionnaire was of yes/no questions containing three points: yes, no, perhaps are better for situations where uncertainty is an issue. Respondents should use those close-ended questions to arrive at fast and effective conclusions. Since these types of yes/no questions are easier to answer on the part of respondents. These types of questions, in general, should not waste anyone's time in reaching their conclusions which makes it simpler to interpret the results. Teachers' interview was semi-structured to allow to go further into their answers and converse freely about the subject.

The data collection process that we adopted in this research was a survey conducted using Google form sent by e-mails to be answered. And students were told that their contribution would be a great help in recognizing the extent to which students use web-based materials and their impact on their communicative competence. This survey was held in Adrar University with master 2 students with the aim of proving the hypothesis on which the study was based. According to this hypothesis the majority of master 2 students believed that the use of technological tools influence and improve their communicative competence.

3.4.1 Students' Questionnaire

The students' questionnaire consists of 14 yes or no questions about the topic. These questions mainly focused on the impact of using web-based materials and Information communication technology (ICT) device as a particular means on EFL

learners' communicative competence. To achieve that, this questionnaire aimed to get information and points of view about:

- To what extent the use of web-based materials can help students develop their communicative abilities.
- What are the difficulties faced by learners due to the lack of technological tools?
- Whether the use of technology had an impact on students' level of English.

3.4.2 Teachers' Interview

The second instrument to be employed in this study was teachers' interview for gathering more accurate information on the effect of ICT and web-based tools on learners' communicative competence. A semi-structured interview was conducted with 5 teachers of English of master 2 in Linguistics and Didactics. Every teacher was interviewed individually through fourteen questions in order to get the opportunity to explore and discuss their responses about the topic.

3.5 Data analysis

The analysis of data is a significant step of the research process in order to interpret and examine the data obtained through students' questionnaire and teachers' interview with the aim of illustrating information and suggesting conclusions. According to Cohen et al (2007), "Data analysis is a body of methods that help to describe facts, detect patterns, develop explanation, and test hypotheses. It is used in all of the sciences". The data obtained from students' questionnaire were analyzed in a highly clear and detailed way so that the researcher can grasp good results of the current research.

3.5.1 Students' Questionnaire Analysis

After the process of gathering data, the results of this designed questionnaire have been analysed qualitatively and quantitatively as follows:

Question One: Were the online strategy classes useful for you?

This question is addressed to explore whether the online classes are useful for students or not. The results have shown that the majority 45.50% of students probably find

the online classes beneficial and 40.90% support the idea of online classes use; while the rest of them 13.60% did not. The findings are represented in Figure 3 as follows:
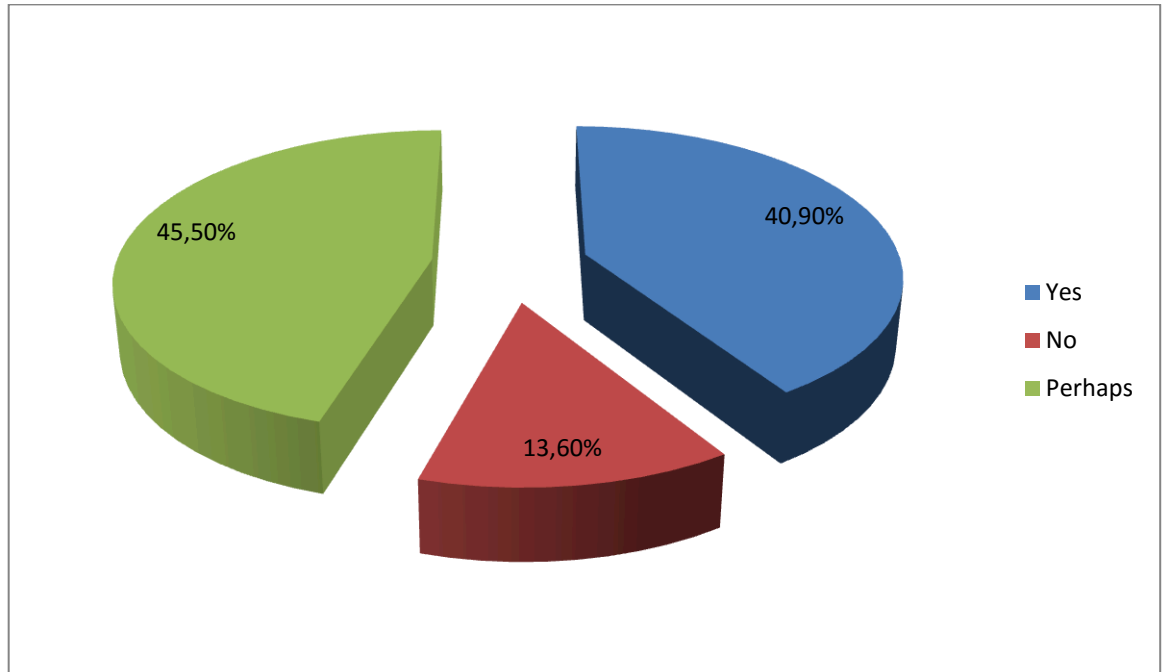
Figure 3: Students' use of online classes.

Question Two: Do you have less need to attend lectures?

The students were asked if they have less need to attend lectures. The obtained results showed that 50% of students answered that they have less need to attend lectures, and 36.40% of them have a great need and they want to attend. Then the remaining informants may or may not attend. The following figure illustrates the results:
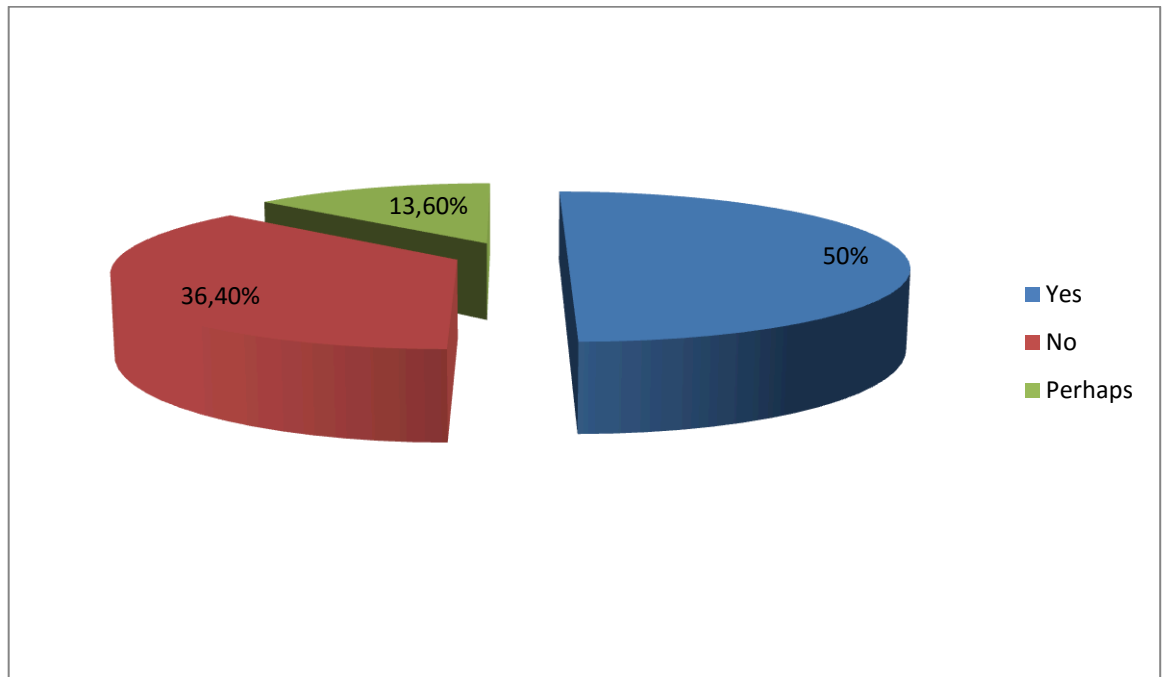
Figure 4: Students' less need attendance of lectures.

Question Three: Do you think that because of online classes you have less need to attend?

The third question attempts to know if students think that they have less need to attend because of the online classes. The majority of students representing a percentage of 45.50% declared that the online classes were the reason why students have less need to attend. On the other hand, 40.90% of them think that online classes have no relationship with students' less need attendance. Except 13.60% of respondents who think that maybe it is the reason. The results are summarized in the following figure:
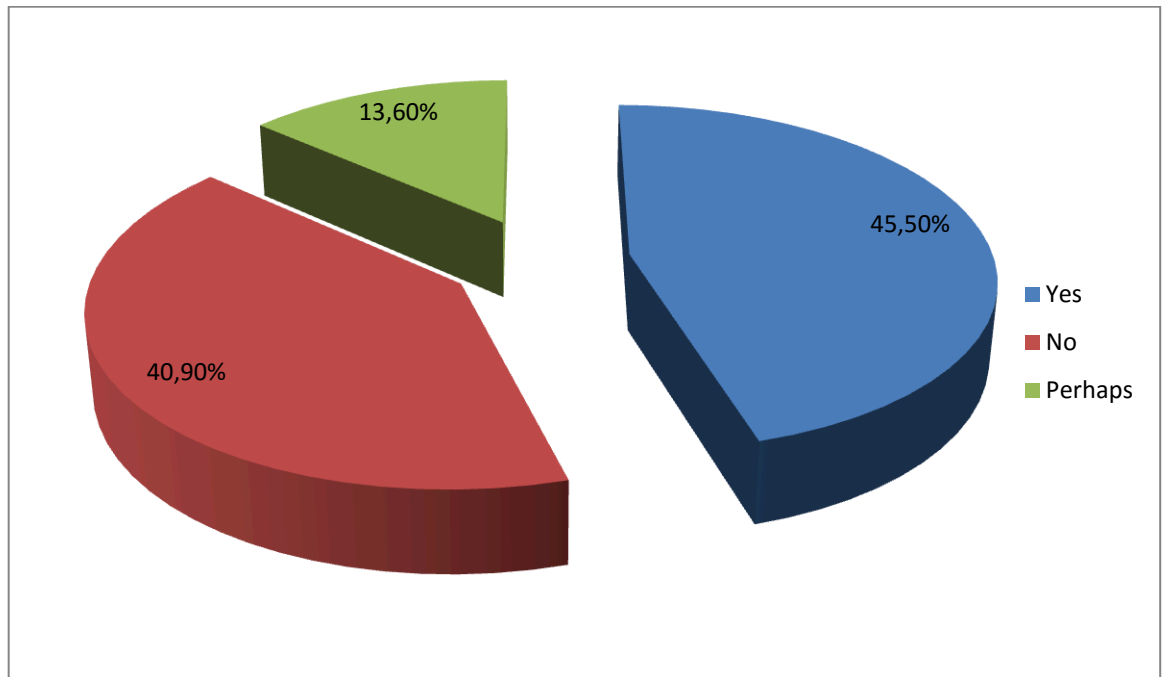
Figure 5: Students' opinion about the reason of their less need attendance.

Question Four: Do you support the use of technology in classroom?

We asked students if they do support the use of technological tools in classroom. The results revealed that the majority of students 95% stated that they strongly supported the use of technology inside the classroom, and the rest of them responded that they did not support the idea of using technological materials in classroom. The following pie chart shows these data clearly.
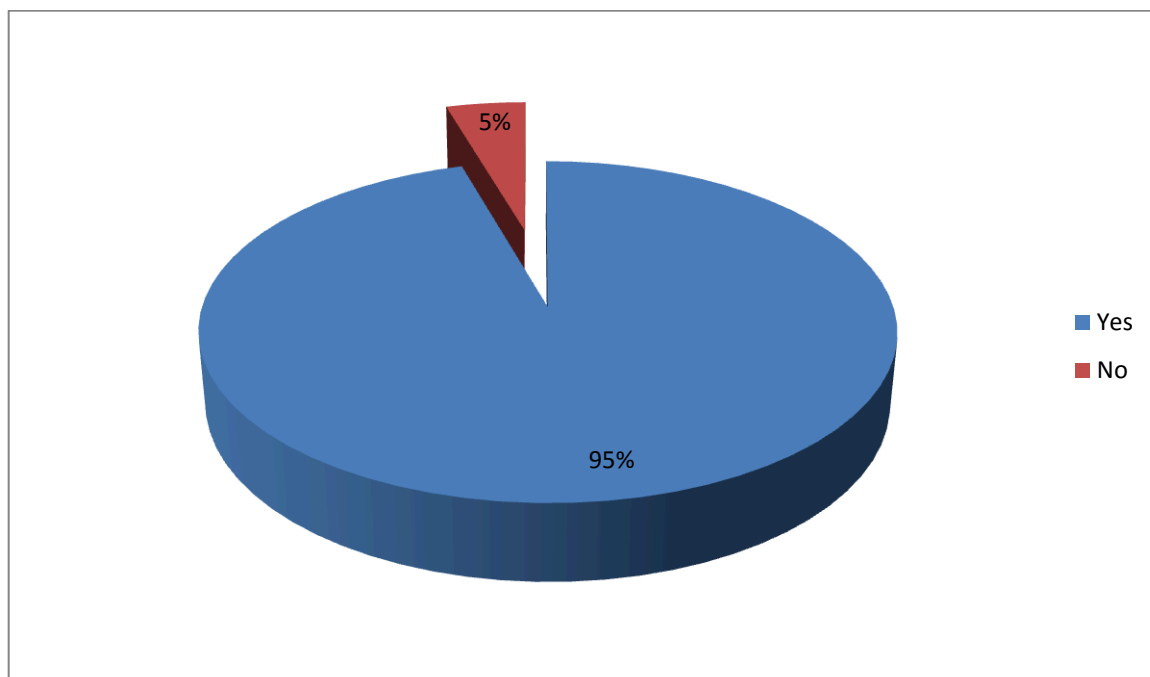
Figure 5: Students' Attitudes towards the use of technological tools.

Question Five: Was the linguistic competence enough to master the foreign language?

The students were asked about mastering foreign languages, and if linguistic competence is enough for the learner. The results obtained from this question showed that 81.80% of participants disagree; while 13.60% of them agree. Then the minority of students 4.50% think that the linguistic competence is perhaps enough to master foreign languages. This figure illustrates these answers well:
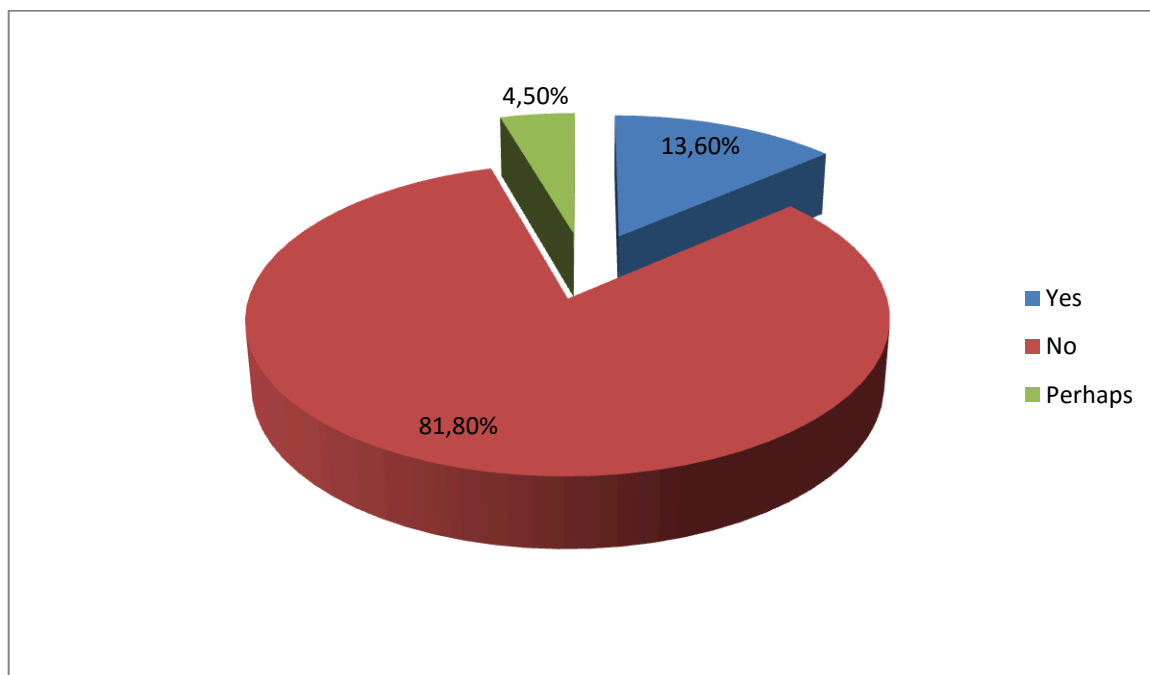
Figure 6: The importance of Linguistic Competence on Students' abilities

Question Six: In your opinion, does the use of technologies influences your level in English?

The participants were asked to give their opinions about whether the use of technological tools influences their level of English or not. The wide majority 81.80% of students affirmed that the use of technologies influence and improve their level , and 13.60% of them said that perhaps the use of technological tools affected their level, while the remaining participants disagreed and did not see any effect towards technologies' use. The following pie chart better shows these data:
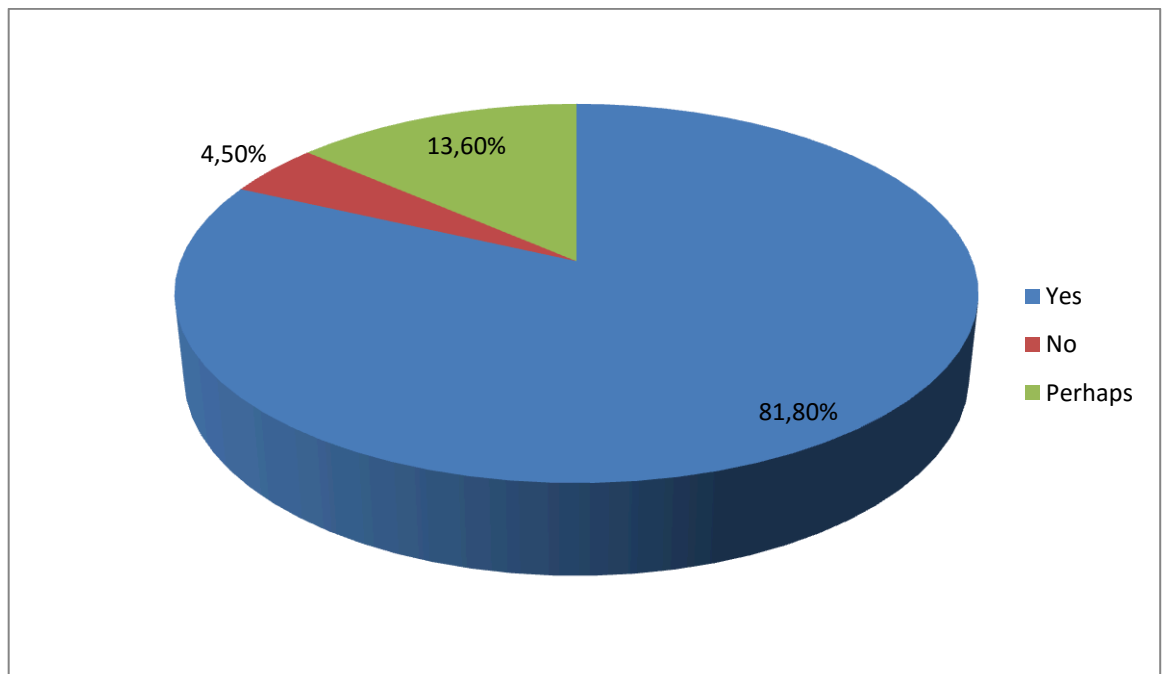
Figure 7: Influence of Technology on Students' level.

Question Seven: Do you face any problem of fear or shyness or difficulties of asking questions in classroom?

We asked students if they do face any problem of fear or difficulties of asking questions in classroom. The largest number 81.80% of students denoted that they somehow facing these problems. Then 13.60% said that they really uncomfortable, fell afraid of speaking in front of their teachers and find it troublesome in classroom. As for the rest of them they do not face any fearness or obstacles on the contrary they participate easily

particularly when it comes to asking questions. These findings are represented in the next figure:
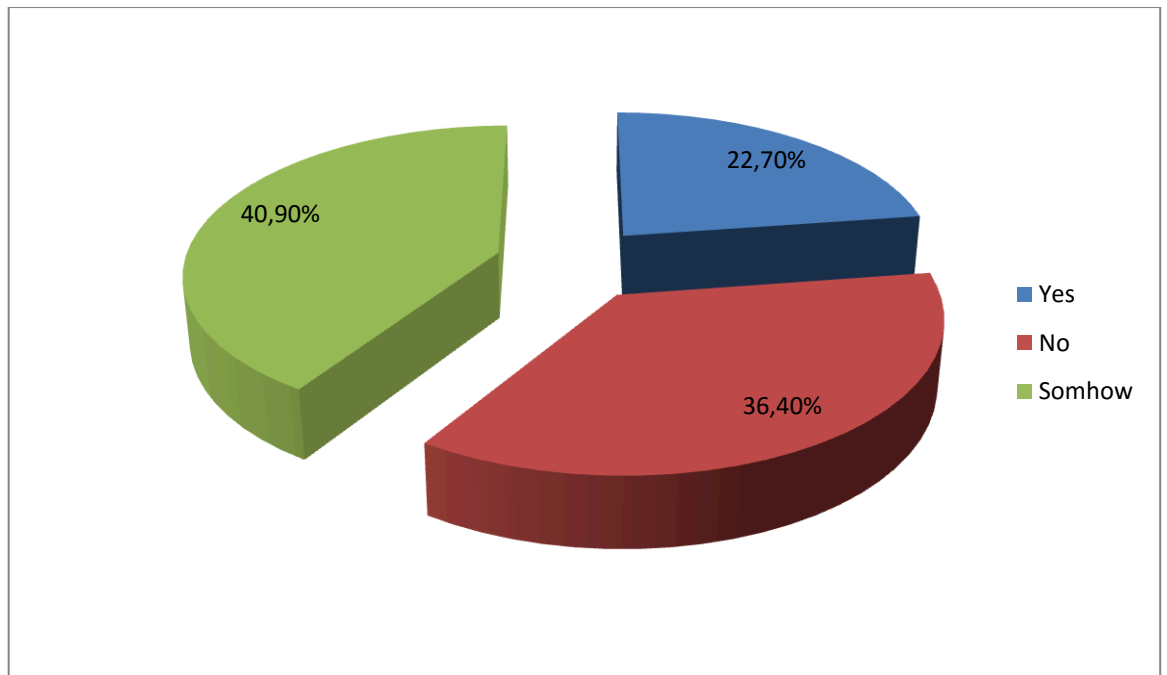
Figure 8: Students' Difficulties in Asking Questions.

Question Eight: To what extent do you evaluate your competence in communication while performing communicative tasks?

This question is addressed to realize how students evaluate their competence in communicative tasks. The majority represented by 45.50% of students are satisfied with their efficiency in communication. While 40.5% of the respondents assessed themselves as not satisfied with their competence, and the remaining 13.60 % assessed themselves as very satisfied with their competence in communication. These results are shown in the following figure:
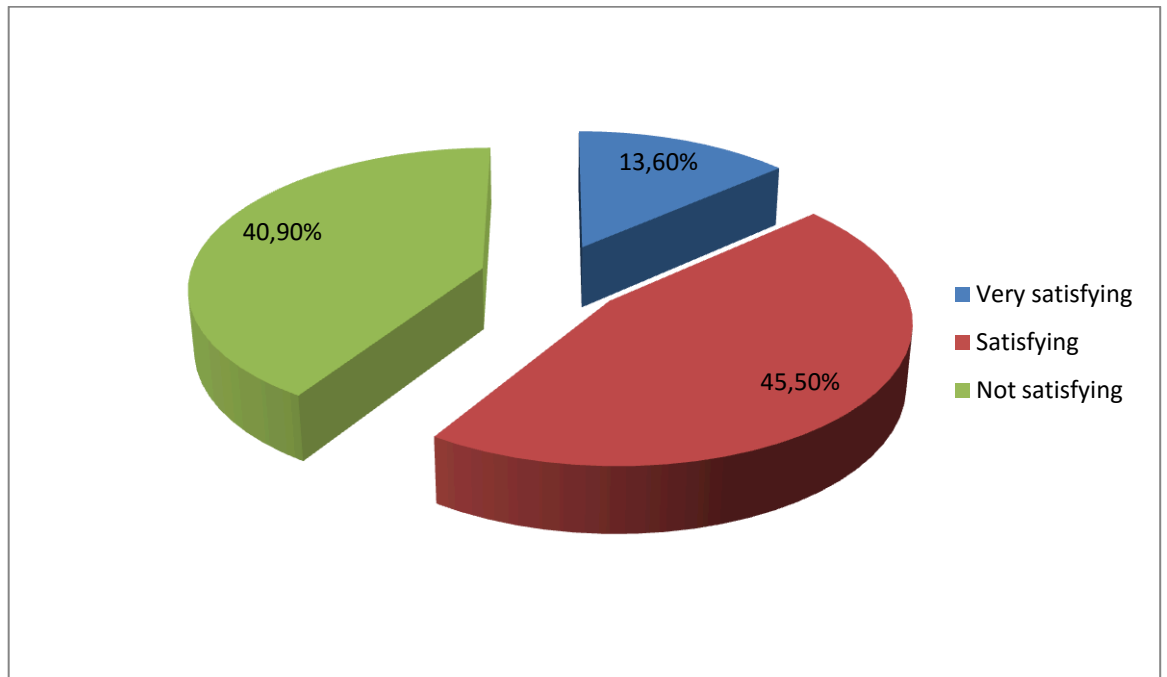
Figure 9: Students' Communication Proficiency Level.

Question Nine: Do you think that benefiting from web-based tools present in the classroom is enough for the EFL learner to be communicatively competent?

Students were asked if they think that benefiting from web-based materials are enough for the EFL learner to be communicatively competent. The majority of students representing a percentage of 50% declared that the web-based tools present in classroom are not enough for the learner to be communicatively competent, and 40.90% of them think that benefiting from web-based materials that are available in classroom are enough to be communicatively competent, while 9.10% of students said that benefiting from the web-based tools are enough for the EFL learner to be competent in communication. This figure represents these answers intelligibly:
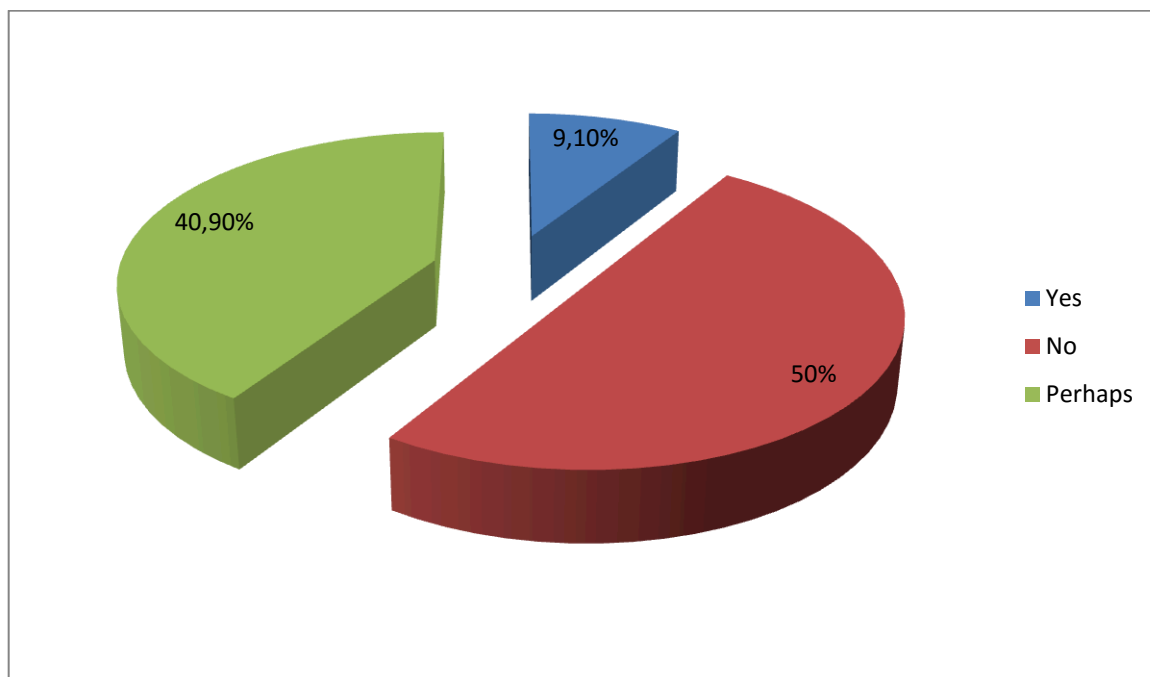
Figure 10: Improving learners' Communicative Competence.

Question Ten: Do you consider computers, technologies, Internet, videos, emails, electronic dictionaries should be used in EFL classroom to develop your communicative competence?

We asked students to explore if they consider technological tools should be used in EFL classroom. The results achieved from this question showed that the overwhelming majority 95% support the idea of the use of different technological tools in the classroom improved their communicative competence, whereas the minority of them disagree and do not support the idea. The results are better shown in the following pie chart:
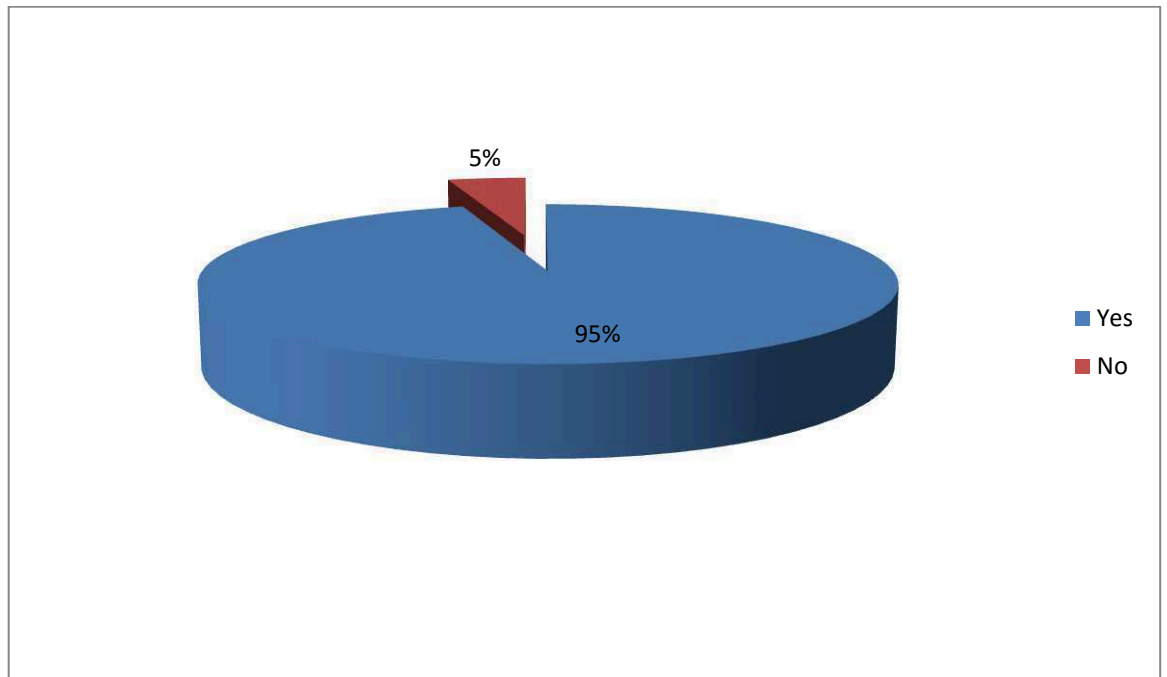
Figure 11: Technological tools used by teachers.

Question Eleven: Do you think that e-learning classes are more effective than the traditional ones?

This question was addressed to investigate if students find e-learning classes more effective than traditional ones. The results attained from this question 68.20% stated clearly that the traditional classes are more interesting and effectual rather than using e-learning classes, and next 18.20% of them think that maybe e-learning classes are important and help better on students' effectiveness, while the rest 13.60% of the participants did not support the idea at all. The following figure illustrates this section clearly:
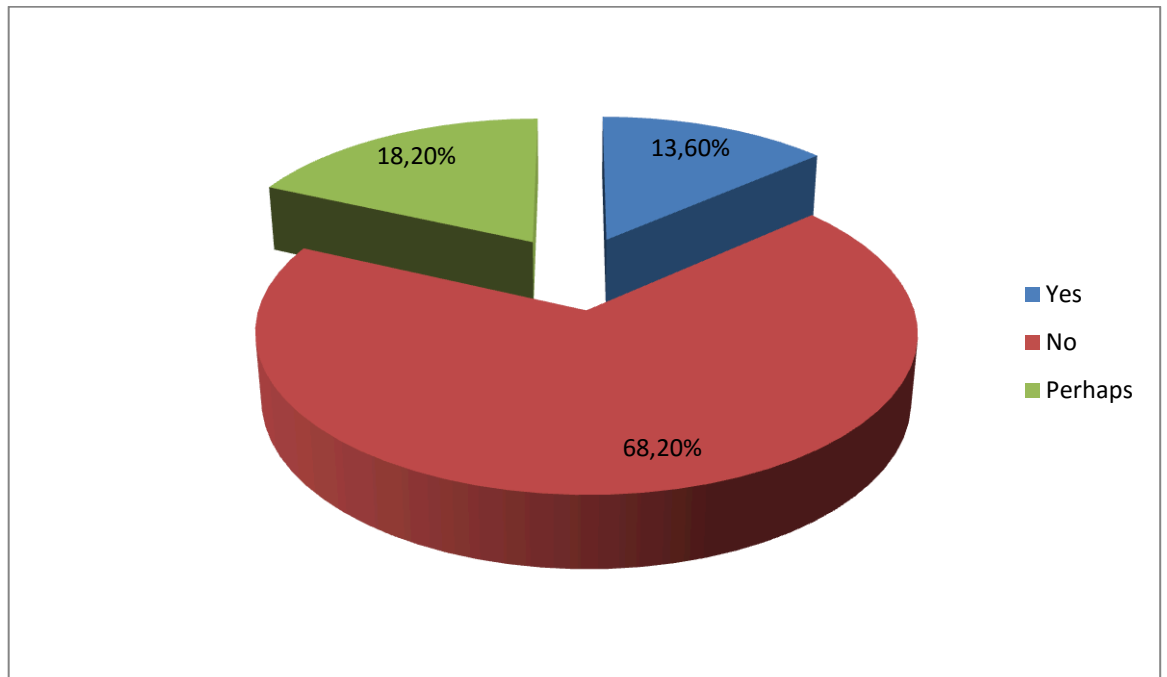
Figure 12: E-learning classes Vs Traditional classes.

Question Twelve: Do you think that communication is crucial to improve the way of teaching?

Regarding this question, students were asked to give their opinion about whether communication language is important in teaching improvement. The results revealed that all of them agree and strongly support the idea that communication language is crucial to enhance the way of teaching. The findings are better shown in this figure:
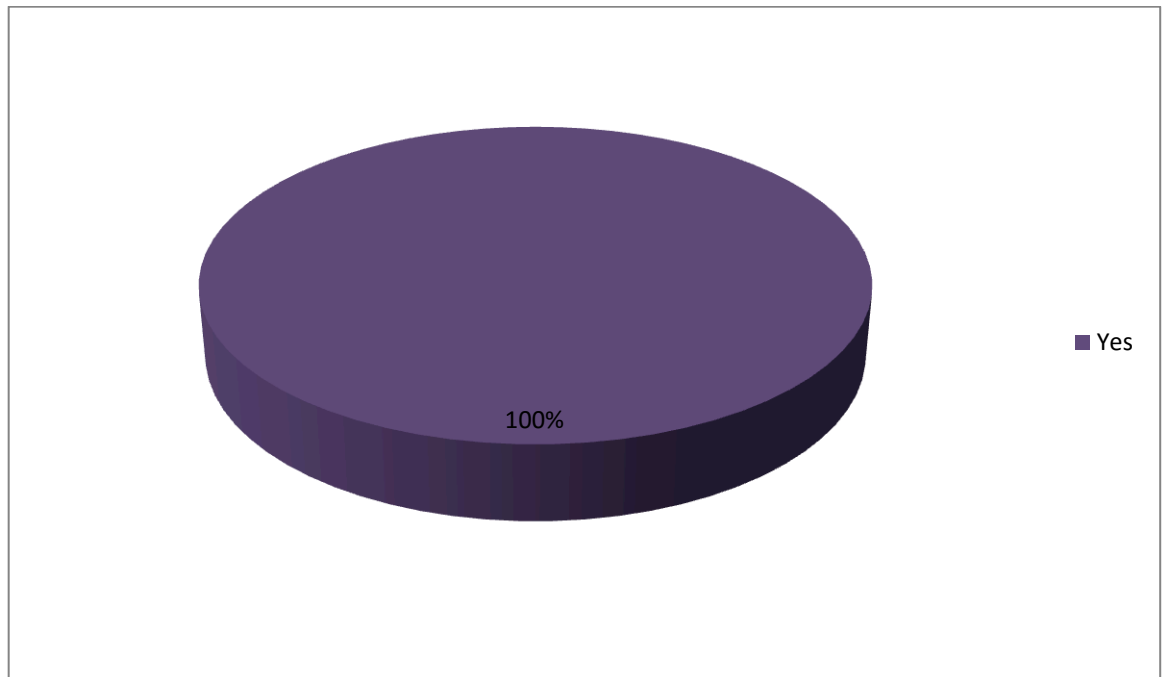
Figure 13: Improving teaching through Communication Language.

Question Thirteen: Could web-based materials help you in the classroom to enhance your communication abilities?

We asked students to find out whether the use of web-based materials do help them in classroom to ameliorate their communication abilities or not. The results obtained illustrate that the majority of the respondents 72.70 % confirmed that with the use of these materials they improve their communication skills, and then 27.30% of them said that maybe these tools could help them to enhance their communicative abilities. The following pie chart presents these data clearly:
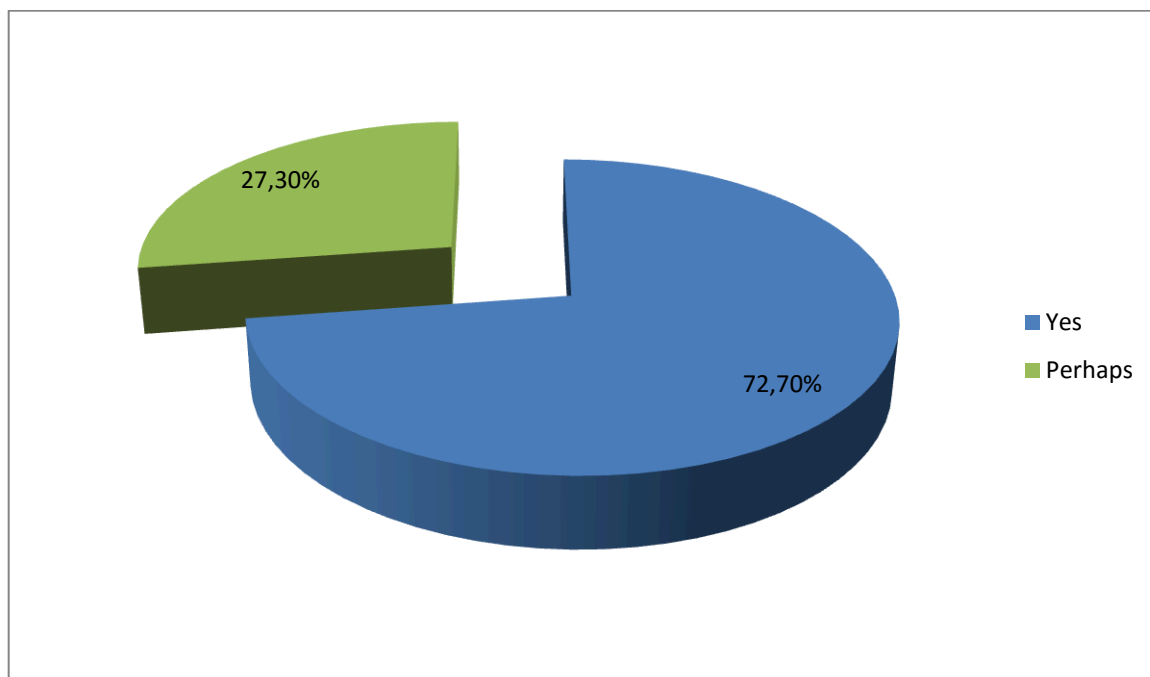
Figure 14: Enhancing Communication abilities via web-based materials.

Question Fourteen: Do you have any further comments or suggestions regarding improvement learners' communicative competence?

There are only 10 students out of 22 who have added further comments and suggestions. These suggestions can be summarized as follows:

- The teacher should give chance to all students to speak by involving them in a discussion with open ideas and opinions as well as encouraging them to produce more.
- Using more activities to practice the language and this starts from the beginning of 1st year till the master level. The oral session is not enough to improve the communicative competence.
- Culture should be integrated when teaching a foreign language.
- Working with methods and approaches that are carried out to meet communicative purposes.
- The best way to learn English is to use it more frequently.
- More oral sessions based on motivation with adequate material.
- Through songs, role plays and listening activities.
- Giving them more tasks to do.
- Real life situations and meetings with native speakers are the best ways to improve learners' communicative competence.

- In order to have full mastery of the language, particularly when it comes to communicating, teachers should expose learners to different fields of study whether it is science, literature or any other field of study in order to have them feel at ease when delving in any topic without hesitation or fear of lacking vocabulary.

From these suggestions, we deduce that EFL learners put more emphasis on the importance of communication and it is the best way ever to improve and reinforce their communicative competence.

3.5.2 Teachers' Interview analysis:

The second research instrument applied in this study was the interview. We asked EFL teachers to give their opinions and investigate their views, attitudes regarding the use of technological tools to enhance students' communicative competence.

❖ The background

Question One: What is your educational level?

Question Two: How long have you been teaching English?

These two questions aim at getting information about the degree and experience of teachers. The answers revealed that two teachers have magister degree while three have a doctorate degree. The teachers' experience varied from 8 to 30 years of teaching.

Question Three: Do you use web-based activities in your teaching? How?

Teacher 1: I give students tests using the internet.

Teacher 2: I use the web to look for sources and up-to-date materials to prepare my teaching lessons.

Teacher 3: I rarely use it.

Teacher 4: Yes, I use Google Meet and Google Classroom.

Teacher 5: Yes, I deliver online lectures through live streaming via Google Meet and Flipgrid.

The purpose of this question is to find out whether teachers employed web-based activities in their teaching. The answers showed that all of them do use web-activities in their teaching except teacher three 3 who rarely implement it.

Question Four: Do you consider e-learning an important and useful strategy in teaching English?

      Teacher 1: It is helpful and nice, but not that effective as face-to-face interactions.

      Teacher 2: It is an important support which has proved very efficient, especially during the Covid 19 pandemic.

      Teacher 3: Not enough.

      Teacher 4: Yes, it is.

      Teacher 5: Yes, it is, but e-learning should be coupled with in-person learning as well.

      This question is formulated to investigate if teachers consider e-learning as a useful strategy in their teaching. So their answers showed that all of them support the use of e-learning and that they find it useful and efficient. Only one teacher thinks that it is not enough.

Question Five: As far as master 2 students are concerned, how do you evaluate their level of competence in communication?

      Teacher 1: For some, the level is acceptable but the rest are under the level as many of them have never uttered a word in English in front of me.

      Teacher 2: On the whole, it is average. There are, however, individual students who are good.

      Teacher 3: Most of students have elementary English, so they cannot produce correct sentences.

      Teacher 4: Acceptable.

      Teacher 5: The level is not up to my expectations. Students who are about to graduate and be teachers soon should give more.

      This question aimed to know teachers' assessment about the level of master 2 students in communicative competence. They all consider students in the high level expected and some of them are in the lower level, and they cannot even produce a single word. Besides that, there is an average level. Master students have to work on themselves, particularly when it comes to communication because they are future teachers.

Question Six: In case it is not the expected level, what do you think is the reason then?

      Teacher 1: Some are shy people, but the others are lazy and care only about having a diploma without making any effort.

Teacher 2: In my opinion, the greatest part of responsibility is held by the students themselves. Many of them look for ready-made knowledge and do not want to improve through self-education and personal effort. However, the system and some teachers are also responsible for that.

Teacher 3: Used to parrot learning, neglect poor conceptual capabilities and poor language proficiency in order to understand clearly, in addition to pretentious attitudes.

Teacher 4: No response.

Teacher 5: Most of students wait for ready-made materials! They do not want to make efforts to learn.

Teachers were asked about their opinion if it is not the expected level. All of them agree that the reason is students' lack of interest, they just depend on teachers in everything, and most of them look for ready-made information without relying on themselves.

Question Seven: How could you help your students develop their language competence ?

Teacher 1: The best way is to talk all the time in English, particularly outside the classroom or when teachers are not around. This will boost students' trust and confidence of themselves.

Teacher 2: By giving them pieces of advice and trying to motivate them.

Teacher 3: Like in an elementary school, copying down sentences from dictionaries first, and develop the concept from bibliographical work.

Teacher 4: By developing all language aspects and skills.

Teacher 5: Practice inside and outside the classroom.

The aim of this question is to explore how teachers could help their students evolving their language competence. From these collected answers they affirmed on practicing the language all the time as much as possible; in addition, using dictionaries to develop the linguistic stock and being motivated as well. This will enhance students' language competence.

Question Eight: In your opinion, what do you think should be the overall goal of teaching communicative competence?

Teacher 1: The aim is to make students capable of expressing themselves in all and every single situation of language use as fluently and as clearly as possible.

Teacher 2: Being able to use English properly in different situations and with different English-speaking people.

Teacher 3: Produce self-confidently in various contexts.

Teacher 4: To be able to communicate in the target language correctly; send and receive messages correctly, able to use sound grammar.

Teacher 5: To help language learners to use language clearly and appropriately in different situations and contexts.

This question was asked to take teachers' opinion about the overarching purpose of teaching communicative competence. Their replies were in order to make students perform the language well, express their ideas clearly, and be able to create successful conversations with different people in different situations.

Question Nine: Which method or approach do you think is the most appropriate to enhance students' communicative skills?

Teacher 1: CBA and the direct method of teaching are, in my point of view, the most suitable methods.

Teacher 2: I believe it is the (Communicative Language Teaching (CLT).

Teacher 3: To be able to identify ideas clearly and look for the various structures in English thereof, through simple questions.

Teacher 4: Watch films, listen to native speakers, practice listening and speaking activities.

Teacher 5: Motivating the students to interact in class or online.

This question was formulated to know the appropriate kind of education used by teachers. According to their answers, we find that they use different methods in their teaching. Two teachers said that they do use CBA and CLT methods and find them more suitable in teaching. One of them used to listen to native speakers and practice listening and speaking. For another, the most suitable kind is students' motivation ability to clearly identify ideas. Each one has a convenient typical kind of teaching method to enhance students' communicative skills.

Question Ten: What type of Internet material do you use to involve your students in the language class setting?

Teacher 1: I use Google meet only.

Teacher 2: Basically, books, articles, web pages, and some universities' websites.

Teacher 3: None, that's too much for them; they should learn how to read short paragraphs before moving to longer ones and then texts.

Teacher 4: Use different ICT materials or focus on digital ways of teaching and learning.

Teacher 5: Live streaming methods and video sharing.

Teachers were asked about the web-tools that they used in classroom. Almost all of them do support the use of internet materials and each one has such kind of materials to teach which can help them to clearly organize and prepare their courses and lectures. Except one teacher believes that it is too much for students to learn through web-materials because he thinks that they need how to read first and work on themselves before jumping to technological aids.

Question Eleven: Do you rigidly apply students' presentations of the lesson in front of their classmates? To what extent do you do that?

Teacher 1: This makes students practice teaching as many of them will be future teachers; more than that, when they are in front of their classmates, they feel their judgments. This feeling will make them uneasy and will help them prepare themselves to confront pupils and inspectors later on.

Teacher 2: Could not understand the question.

Teacher 3: No response.

Teacher 4: Yes. I do.

Teacher 5: Yes, I ask students to present a given topic in class.

This question was asked to teachers to investigate whether they asked their students to make presentations in classroom. From their answers, we can noticed that three of them do use this strategy with their students in order to make them independent with strong personality to accept any negative comments from their classmates; also prepare them for how to face their future students as well as develop their communication competence.

Question Twelve: According to you, what are the most important factors that can lead to the development of learners' communicative competence?

Teacher 1: Make learners work hard through teaching them active skills like reading and speaking, change their mind from caring about marks to caring about abilities and competence.

Teacher 2: Quality of teaching, students' commitment, exposure to English language and native speakers' performances.

Teacher 3: No response.

Teacher 4: Students' attitudes toward the teacher, students' attitudes toward the course motivation, curriculum ... etc.

Teacher 5: Knowing the basic language rules helps students build their self-confidence and hence improve their communicative skills.

Concerning this question addressed to the teachers for the aim of knowing the most important factors that contribute to learners' communicative competence development, several factors influence the development of learners' communicative competence, according to the various suggestions given by respondents. For instance, making learners work hard through teaching them active skills, letting them care about abilities and competence is one of the factors. Another factor suggested by teacher 2 is the quality of teaching and students' commitment, and native speakers' performance. Also one of the most important factors that helps students improve their communicative skills, is to know the basic rules of language. The last one suggested students' attitudes toward the teacher and toward the course can be one of the crucial factors that can lead to developing learners' communicative competence.

Question Thirteen: What is the suitable kind of educating for you? Traditional educating or web-based one?

Teacher 1: Traditional teaching is good, but the modern one is the future; we have to get along with it.

Teacher 2: A combination of both.

Teacher 3: Both can be productive, it depends on students' capabilities and motivation.

Teacher 4: Both.

Teacher 5: Both are good, but taking into consideration the quality of internet in our country "traditional" teaching has achieved better results than online teaching.

The aim of this question to know the type of education teachers implemented. From their answers, we can notice that three of them said both of the traditional and the web-based teaching can be useful, efficient and productive. In addition to that, teacher 1 prefers in-person traditional teaching and says it is good rather than modern one which is the

future that we have to get used to it. While teacher 2 suggested that the combination of both kinds were the best and appropriate methods of teaching.

Question Fourteen: Do you have any further comments or suggestions regarding the topic?

Teachers were asked if they have any further suggestions or comments regarding this topic. Two teachers said that they liked the topic and it was good, interesting and very recent. But the others suggested nothing.

3.6 Discussion of the Results

The use of web-based materials has a positive effect on improving EFL learners' communicative competence according to the detailed analysis of the data obtained from students' questionnaire and teachers' interview. Every one shares his personal opinions and thoughts in order to understand the significance of web-based tools in the development of open capability and communicative competence, especially for master 2 students in presenting their dissertations.

The researcher proposed two hypotheses at the start of this research. The first suggests that using web-based materials in EFL classes will help students develop their communicative skills and increase their commitment. After analyzing the results, this hypothesis was confirmed. Students have shared positive views on the benefits of using technology in the classroom, citing issues such as shyness, lack of trust, and fear of failure when asking questions and presenting their works. As a result, ICTs will be able to assist master 2 students in presenting their dissertations and improving their communication abilities.

The second hypothesis is that teachers believe that using technology to improve students' language communication is an important method. Teachers considered the use of ICTs in their classrooms as a helpful method for improving and growing their students' communicative competence. As a result, they believe that using web-based tools in EFL classrooms can make the process of learning a foreign language simpler and that the learner can understand all the aspects of language easily. Therefore, the teachers' interview reveals that they have the ideal mindset and appreciation of the advantages of using technology in the classroom. Web-based materials, according to EFL teachers, are a perfect way to enhance students' communicative skills.

Finally, the results revealed that using web-based materials to teach and learn English as a foreign language was beneficial. And by using ICT, teachers could make exercises that are suitable for their students' language levels, motivating them to develop all of their language skills, not just their speaking abilities. The emphasis was put on the materials used in order to make the learning process easier. According to the findings of this research, EFL teachers in the Department of English accepted that using web-based materials in the classroom is crucial for improving EFL students' ability to express themselves and therefore their communicative competence.

3.7 Suggestions for Further Research

The initial motivation of this study was actually the lack of research carried out on the use of technological aids and web-materials. It is important to make further studies related to this area of research. The main goal of this research is to look into the impacts of using web-based materials in the development of students' communicative competence. Hence, based on the literature review and the results of the current study, it is deemed important to make the following recommendations: The first and important point to start with is, since effective oral and written communication is so vital in all aspects of life, teachers of all subjects and levels should make a top priority for all students and so insist on intelligible expression. And we suggest that EFL teachers must allow students to use different communication methods outside of class to help them learn the target language as much as possible. Teachers must connect with their students via email and web-based materials, as well as they must create activities and assignments and strive to align them with the materials that are already use in the classroom.

In the same vein, teachers must compel students to communicate and engage in interaction, as well as eliminate shyness, fear and anxiety. It is the teachers' responsibility to build an enjoyable learning environment and help students communicate. Since many teachers do not know how to use ICT, it is automatically thought to teach teachers how to use different types of technical devices. Next, assign students to various study groups, each with its own leader. Such leader should give a presentation about their group's work. Leaders with public speaking skills are developed from there. Future researchers can reproduce this research by applying ICT in classrooms, for instance using video chat rooms as well as arrange techniques to allow each student to unwind and talk freely.

Finally, developing learners' communicative competence through the use of web-based materials and technology is a broad area of research that needs to be investigated; some of these aspects were briefly dealt with in the previous chapters and need to be broadened and delved into.

3.8 Conclusion

This chapter has dealt with the practical part of this current research which handled improving students' communicative competence using web-based materials and technological aids as learning tools in EFL classroom. Accordingly, this work was split into two parts, theoretical and practical. The theoretical part was an attempt to expound the research environment, case study, and target sample, while in the practical one, the researcher employed two research instruments, a students' questionnaire and teachers' interview for the aim of collecting information in order to prove the two proposed hypotheses. After analyzing the two research instruments, we discovered that both students and teachers were aware of the significance of using technology and web-based tools in and outside the EFL classroom to boost students' communicative competence.

Finally, we presented some suggestions and recommendations to teachers as well as language students in order to improve the use of web-based materials and technology in general in the teaching process, allowing these students to become communicatively competent.

General Conclusion

The present research was carried out for the sake of figuring out how web-based materials would help students improve their communication skills. As a result, it is thought that incorporating ICT into the classroom was critically important. Thus, EFL teachers were expected to be mindful of how to use such resources to improve learning outcomes. The current study was conducted at the department of English at Adrar University and consists of three chapters. The related literature was considered in the theoretical section of this work. The first chapter of this dissertation gave an overview of communicative competence, including its models, sectors, and approaches to develop it. The second chapter, on the other hand, discussed the definition of Information Communication Technology (ICT) including the various types of technology used by English language teachers in teaching EFL students.

In the practical chapter, the analysis of students' questionnaire and teachers' interview was included, and the study's results were formulated, making several suggestions and recommendations that stressed the importance of using web-based materials to improve communicative skill abilities. The results elicited from the research questions provide an overview on how students can improve their communicative competence through the use of web-based materials and teachers' implementation of technology tools inside the classroom to develop their communication skills.

Finally, in light of what has been discussed in this work, the goal of this study was to provide more information and specifics about the use of web-based materials to improve communicative competence of EFL students, especially master 2 students. It is important to be reminded that the findings of this research cannot be applied to other situations due to the study's weaknesses and flaws. The study was then limited to a single group of Master 2 students, excluding the findings from being applied to a wider group of students.

References

Allwright, R. (1948). The importance of interaction in classroom language learning. *Applied Linguistics*, 5, 156-171.

Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Upper Saddle River, New Jersey: Prentice Hall Regents.

Brown, H. D. (2007). *Principles of language learning and teaching.* New York: Pearson Education, Inc.

Bachman, L.F. (1990). *Fundamental Considerations in Language Testing.* New York: Oxford University Press.

Bachman, L.F., & Palmer, A.S. (1996). *Language Testing in Practice*: *Designing and Developing Useful Language Tests.* Oxford University Press.

Balanskat, M. (2006). *The impact of information and communication technologies on student learning and attainment.* Coventry: Becta/London: DFES.

Canale, M. (1983). From communicative competence to communicative language pedagogy. In Richards, J. C., & Schmidt, R.W. (Eds.), Language and Communication, (pp. 2-27). London: Longman.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.

Chang, M. (2011). EFL teacher's attitudes toward communicative language teaching in Taiwanese college. *Asian EFL Journal Professional Teaching Articles*, 53, 17-34.

Chomsky, N. (1965). *Aspects of the Theory of Syntax.* Cambridge, Massachusetts: The M.I.T. Press.

Chow, A. & Mok-Cheung, A. (2004). English language teaching in Hong Kong SAR: Tradition, transition transformation. In Ho & Wong (Eds.) (pp. 150-175).

Fitzpatrick, A. (2004). Teachers as agents of change: ICTs and reconsideration of teacher expertise. In Information and communication technologies in the teaching and learning of foreign languages: state-of –the-art, needs and perspectives pp.(10-26). UNESCO Institute for Information Technologies in Education (IITE).

Freeman, D. & Anderson, M (2000). *Techniques and principles in Language Teaching.* (2nd ed.). Oxford: Oxford University Press.

Gamal, G. & Debra, M. (2001). The communicative approach in Egypt: exploring the secrets of Pyramids. *TEFL Web Journal,* 1(2). 63-75.

Harmer, J. (2000). *How to teach English.* Foreign language teaching and Research Press.

Ho, W. K . & Wong, R.Y.L. (Eds.). (2004). *English language teaching in East Asia today.* Singapore: Eastern Universities Press.

Hymes, D. H. (1972). On communicative competene. In Pride, J. B., & Holmes, J, (Eds). *Sociolinguistics*, 269-293. Baltimore, USA: Penguin Education, Penguin Books Ltd.

Hymes, D. H. (1967). Models of the interaction of language and social setting. Journal of Social Issues. XXIII (2), 8-28.

Incecay, G., & Incecay, V. (2009). Turkish University students' perceptions of communicative and non-communicative in EFL classroom. *Social and Behavioural Science*, 1, 618-622.

Jacobs, G.M. & Farrell, T.S.C. (2003). Understanding and Implementing the CLT (Communicative Language Teaching) Paradigm. *RELC Journal, 34*(1), 6-30

Karim, K. M. R. (2004). *Teachers' perceptions, attitudes, and expectations about communicative language teaching (CLT) in post-secondary education in Bangladesh.* Unpublished master dissertation: University of Victoria.

Keefe, J. W. (2007). What is Personalization? *The phi delta Kappen*, 89(3), 217-223.

Larsen-Freeman, D. (Ed.). (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford: Oxford University Press.

Li, D. (1998). It's always more difficult than you plan and imagine: Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TEOSL Quarterly, 32*(4), 677-703.

Liao, X. (2000). Communicative language teaching innovation in China: difficulties and solutions. *ERIC database*, (ED443294). Retrieved from http://www.eric.ed.gov/PDFS/ED443294.pdf

Liao, X. (2004). The need for communicative language in China: *ELT Journal, 85*(3), 270-273.

Lamri, C. (2015). Promoting the Reading Skill through Blended Learning for ELP Students: Unpublished Doctorate thesis: University of Tlemcen. http://dspace.univ-tlemcen.dz/handele/112/9442

Lightbown, P. & Spada, N. 1999. *How languages are learned*. Oxford: Oxford University Press.

Littlewood, W. (2011). Communicative language teaching: an expanding concept for a changing world. In E. Hinkel (Eds). *Handbook of research in second language teaching and learning.* (Vol. II, pp. 541-557). New York: Routledge.

Macky, K., & Johnson, G. (2003). *Managing human resources in New Zealand* (2nd ed.). Australia: McGraw-Hill.

McGroarty, M. (1984). Some meanings of communicative competence for second language students. *TESOL Quarterly,* 18, 257-272.

Rao, Z. (2002). Chinese students' perceptions of communication and non-communicative activities in EFL classroom. *ELT Journal. 30*(2), 85-105.

Richards, Jack C. & Rodgers Theodore. S. (Ed.). (2001*). Approaches and methods in Language Teaching.* (2nd ed.). Cambridge: Cambridge University Press.

Richards, J. C. (2006). *Communicative language teaching today.* New York: Cambridge University Press.

Salomon, G. & Schrum, L. (2007). *Web 2.0: New tools, New schools. USA: Iste.*

Savignon, S. J (1972). *Communicative competence: an experiment foreign language teaching.* Philadelphia: The Centre for Curriculum Development, Inc.

Savignon, S. J (1983). *Communicative competence: Theory and Classroom Practice. Texts and contexts in second language learning.* Reading, Massachusetts at all: Addison-Wesley Publishing Company.

Soliman, N. (2014). Using E-learning to develop EFL Students' Language Skills and Activate Their Independent Learning. *Creative Education, 5*, 752-757.

Stevenson, M.P, & Liu, M. (2010). Learning a Language with Web 2.0: Exploring The Use of Social Networking Features of Foreign Language Learning Websites. CALICO Journal, 27(2), 233-259.

Toomey, R. (2001). *Schooling issues dDigest No 2: Information and Communication Technology for Teaching and Learning.* Retrieved March 22, 2005, from http://www.dest.gov.au/schools/publications/2001/digest/technology.htm

Ying, L. (2010). *Communicative activities in ELT classrooms in China.* Unpublished master dissertation, University of Wisconsin-Platteville.

Young, S.S.C. (2003). Integrating ICT into second language education in a vocational high school. *Journal of Computer Assisted Learning, 19*, 447-461.

Yunus, M.MD, Nordin, N, Salehi, H, Sun, C.H., & Embi, M.A. (2013). Pros and Cons of Using ICT in Teaching ESL Reading and Writing. *International Education Studies, 6*(7), 119-130.

Yunus, M.MD, Salehi, H, & John, D.S.A.(2013). Using Visual Aids as a Motivational Tool in Enhancing students' Interest in Reading Literary Texts. *Recent Advances in Educational Technologies,* 114-117.

Widdowson, H. G, (1978). *Teaching language as communication.* Oxford. Oxford University Press.

Appendix A

Students' Questionnaire

The current questionnaire is part of an academic study undertaken for master 2 students to collect information about the use of web-based materials and its effect on students' communicative competence. Your participation would be of a great help toward ensuring that the research projects meet the goals. Therefore, you are kindly asked to answer the following questions:

1. Was the online strategy classes helpful for you?
   - Yes
   - No
   - Perhaps

2. Do you have less need to attend lectures?
   - Yes
   - No
   - Perhaps

3. Do you think or feel that because of online classes you have less need to attend?
   - Yes
   - No
   - Perhaps

4. Do you support the use of technology in classroom?
   - Yes
   - No
   - Perhaps

5. Is the linguistic competence enough for the learner to master the foreign language?
   - Yes
   - No
   - Perhaps

6. In your opinion, does the use of technologies influences your level in English?
   - Yes
   - No
   - Perhaps

7. Do you face any problem of fear or shyness or difficulties of asking questions in classroom?

- Yes
- No
- Somehow

8. To what extent do you evaluate your competence in communication while performing communicative tasks?

- Very satisfying
- Satisfying
- Not satisfying

9. Do you think that benefiting from web-based tools present in the classroom is enough for the EFL learner to be communicatively competent?

- Yes
- No
- Perhaps

10. Do you consider that computers, technologies, internet, videos, emails, electronic dictionaries should be used in EFL classroom to develop your communicative competence?

- Yes
- No
- Perhaps

11. Do you think that e-learning classes are more effective than the traditional teaching?

- Yes
- No
- Perhaps

12. Do you think that communication is crucial to improve the way of teaching?

- Yes
- No
- Perhaps

13. Could web-based materials in the classroom help you to enhance your communicative abilities?

- Yes
- No
- Perhaps

14. Do you have any suggestions or comments regarding the improvement of learners' communicative competence?

....

....

....

....

Thank you for your help

Appendix B

Teachers' Interview

Dear teachers,

We are currently conducting a research on EFL teachers' attitudes towards the use of technology aids in order to improve students' communicative competence.

Would you please answer the following queries?

1. What is your educational level?

   ....

2. How long have you been teaching English?

   ....

3. Do you use web activities in your teaching? How?

   ....

4. Do you consider e-learning an important and useful strategy in teaching English?

   ....

5. As far as master 2 students are concerned, how do you evaluate their level of competence in communication?

   ....
   ...

6. In case it is not the expected level, what do you think the reason then is?

   ....

7. How could you help your students develop their language competence?

   ....

8. In your opinion, what do you think should be the overall goal of teaching communicative competence?

   ....

9. - Which method or approach do you think is the most appropriate to enhance students' communicative skills?

....

10. What type of internet material do you use to involve your students in the language class setting?

....

.

11. Do you rigidly apply students' presentations of the lesson in front of their classmates? To what extent do you do that?

....

...

12. According to you, what are the most important factors that can lead to the development of learners' communicative competence?

....

.....

13. What is the suitable kind of educating for you? Traditional educating or the web-based one?

....

14. Do you have any further comments or suggestions regarding this topic?

....

Thank you for your collaboration

Résumé

De nombreux cours et programmes de langues visent désormais a aider les étudiants à améliorer leurs compétences en communication. Par conséquent, Internet offre un ressource d'apprentissage originale et efficace. Il est utilisé à diverses fins pédagogiques et a un effet positif sur le processus global d'enseignement-apprentissage car il brise les murs de l'espace et du temps et crée du nouvelle opportunités pour un environnement d'apprentissage plus solide qui contribue a l'accès des étudiants. Cette étude actuelle vise à améliorer les compétences communicatives des étudiants grâce à des outils Web, ce qui est essentiel pour leur réussite scolaire, et par conséquent à recommander le matériel de classe approprié. Une étude de cas impliquant 22 étudiants en 2ème année master au Département d'Anglais à l'Université d'Adrar a été menée à cet effet. Deux instruments de recherche ont été utilisés pour recouper les données recueillies, un questionnaire des étudiants et un interview avec les enseignants. Les informations recueillies ont été analysées quantitativement et qualitativement. Les résultats ont montré que l'intégration de méthodes TIC dans un environnement EFL est le moyen plus efficace d'améliorer les capacités de communication des étudiants. De plus, certaines suggestions et directives ont été faites aux enseignants et aux étudiants d'EFL afin de l'aider à mettre en place un outil techniques efficace de mise en œuvre et à améliorer les compétences de communication des étudiants.

Mots clés: supports Web, technologies de l'information et de la communication (TIC),compétence communicative, apprenants EFL.

الملخص

تهدف العديد من فصول و برامج اللغة الان الى مساعدة الطلاب على تحسين مهارات التواصل لديهم. لذلك، يوفر الانترنيت مصدرا تعليميا جيدا و فعالا. يتم استخدامه لمجموعة متنوعة من الاغراض التعليمية و له تأثير ايجابي على عملية التدريس و التعلم الشاملة لأنه يكسر جدران المكان و الزمان و يخلق فرصا جديدة لبيئة تعليمية اقوى تساهم في وصول الطلاب. تسعى هذه الدراسة الحالية الى تحسين كفاءة الطلاب في التواصل من خلال الادوات المستندة الى الويب، و هو امر بالغ الاهمية لنجاحهم الاكاديمي، و بالتالي التوصية بمواد الفصل الدراسي المناسبة. لهذا الغرض اجريت دراسة حالة 22 طالبا من طلاب السنة الثانية ماستر من قسم اللغة الانجليزية بجامعة ادرار. تم استخدام اداتين من ادوات البحث للتحقق من البيانات التي تم جمعها، استبيان الطلاب و مقابلة الاساتذة. تم تحليل المعلومات التي تم جمعها كما و نوعا. اظهرت النتائج ان دمج اساليب تكنولوجيا المعلومات و الاتصالات في بيئة اللغة الانجليزية كلغة اجنبية هو الطريقة الاكثر فعالية لتحسين قدرات التواصل لدى الطلاب. بالإضافة الى ذالك، تم تقديم بعض الاقتراحات و المبادئ التوجيهية لأساتذة و طلاب اللغة الانجليزية كلغة اجنبية من اجل مساعدتهم في تحقيق اداة تقنية ناجحة للتنفيذ و تحسين كفاءة التواصل لدى الطلاب.

كلمات مفتاحية: *المواد المستندة الى الويب، تكنولوجيا المعلومات و الاتصالات، الكفاءة التواصلية، متعلمي اللغة الانجليزية.*