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**Fostering EFL Learners' Communicative Competence Through the Use of Information
and Communication Technology.**

Case Study: Master Two Students at the Department of English, 8 Mai 1945 University,
Guelma.

A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for Master's Degree in Language and Culture.

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Dedication

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

First of all, I want to offer my greatest thanks to Allah who supply me with enthusiasm, power and never-ending help to reach such moment in my life.

I dedicate this modest work

To my respectful supervisor Ms. EL AGGOUNE Amina, my special thanks to her.

To my beloved parents for their endless love, patience, support, and encouragement.

To my old brother Mohamed.

To all my sisters who always support me especially my cherished young sister Rima and my model teacher Feirouz.

To anyone who lend me a hand even with a word.

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To Master two students for their collaboration with me.

To my model teacher Feirouz who was with me side-by-side.

ABSTRACT

The ultimate goal of this research is to investigate students' attitudes concerning whether information and communication technology can foster the learner's communicative competence. Therefore, it attempts to gather various the various perceptions and views of students regarding the tackled topic. Towards this point, the study follows the descriptive method through the use of the questionnaire to obtain a quantitative data. The sample of the current study includes forty master two students chosen randomly at the department of English 8 Mai 1945 University, Guelma. The obtained results confirm the hypothesis which suggests that learners would perceive positive attitudes towards the use of ICT to develop their communicative skills and capacities. Finally, it really asserts for the implication of ICT remains as being a cornerstone for the progression of EFL teaching and learning.

Keywords: *Communicative Competence, Information and Communication Technology, EFL Learners.*

List of Acronyms and Abbreviations

- CBA:** Competency-based Approach
- CBLT:** Competency-Based Language Teaching
- CC:** Communicative Competence
- CL:** Collaborative Learning
- CLA:** Communicative Language Ability
- CLT:** Communicative Language Teaching
- CP:** Communicative Performance
- EFL:** English as a Foreign Language
- FL:** Foreign Language
- FLL:** Foreign Language Learning
- ICT:** Information and Communication Technology
- IT:** Information Technology
- LMD:** License Master Doctorat
- LMD:** License Master Doctorate
- LT:** Language Teaching
- US:** United States
- WWW:** World Wide Web

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GENERAL INTRODUCTION

Nowadays with the development of technology and the wide spread of digital devices communication becomes easier and faster. The way and the degree to which people use technology to communicate differs from one person to another and from one society to another. This is due to their cultural, educational, and environmental background that reflect their necessity to the use of technology. To highlight this fact, communicating through technology depends on how much it is needed due to its advantages. Because it is very beneficial especially when it is integrated in the domain of education. Learners benefit certainly and easily, they can carry their techno-devices along with them at any time and in any place. Hence, they will use them to speak, read, listen, and/or share their ideas, thoughts, pictures, and talents as well.

1. Statement of the Problem

Nowadays, technology invades every corner of the society. It proved to be efficiently used to a great extent in saving time, distance, money, and efforts wherever field it is used. However, the main problem that arises is that it does not enjoy a condensed use in the academic surround. In this regard, many students can tend to use digital devices for so often but it turns to limited extent when it comes to their academic achievement in general and to foster their communicative skills in particular. Therefore, what matters most is what can be elaborated from the following question:

- What are ELF students' views towards the effect of ICT's in fostering learners' communicative competence?

2. Aims of the Study

The main aim of the current research is to examine the importance and effectiveness of ICTs usage in fostering EFL learners' communicative competence. Besides to tackling learners' adaptation and their familiarization with ICT tools in their studies. Also, it aims to explore learners' views, perception, and attitudes towards ICT integration in their language learning.

3. Research Hypothesis

Using ICT as a tool in language teaching and learning is one of the last appeals that educationists and linguists call for. Moreover, EFL learners usually prefer to incorporate various ICT tools in their studies aiming to facilitate their language learning. Therefore, creating a strong relation between both CC and ICT stimulated us to hypothesis that:

- EFL students would perceive positive attitudes towards ICT and its impact on CC.

4. Research Methodology and Design

4.1. Research Method

The current study follows the Quantitative method in order to investigate the role of information and communication technology in developing EFL learners' communicative competence. Thus, the questionnaire and the interview are picked to collect the needed information. However, the situation of Covide 19 limits the researcher to only one research method which is the quantitative and thus one research tool which is the questionnaire. By the end of the research the obtained results will show whether the research objectives are reached or not and whether the assumed hypothesis is to be rejected or confirmed.

4.2. Population of the Study

The population of the current research includes Master two LMD students at the department of English, 8Mai 1945, University-Guelma. The sample consists of forty Master two students who are selected randomly to answer the questionnaire. The reason behind selecting such a sample is that; Master two students mastery of language and their linguistic competence seem to be more developed than other levels. As well as since students are preparing for their dissertations, of course they would rely on various ICT tools and applications to make their research.

4.3. Data Gathering Tools

Depending on the chosen method and the selected sample, the current study is conducted through the use of the questionnaire as a research tool. The main aim of the questionnaire is to investigate students' views towards the role of ICT in fostering learners' CC. Therefore, the questionnaire is selected based on the reason that it is quick, easy and convenient to the researched topic.

5. Structure of the Dissertation

The general framework of the dissertation is composed of two main sections, the first section contains two chapters and the second section contains one chapter. To explain more, the first part is a theoretical background of the study, it is a total of two chapters. The first chapter focuses on defining the term communicative competence (CC), and introduces its origin, various models, and approaches, besides to the conclusion. Moving to the second chapter which is devoted to information and communication technologies (ICT). Similarly, it centers on its various definitions, and its role in education, in foreign language learning, and in communicative competence. In addition to the teachers and learners' roles and the various

technological tools used in EFL classrooms. Nevertheless, its advantages that should be tackled and stated hand in hand with its disadvantages.

Likewise, the second part of the dissertation includes only one chapter which is the field work of the current study that is mainly concerned with the description of the questionnaire, its interpretation and analysis, as well as the summary of the obtained results. Finally, in a general conclusion a set of pedagogical implications, besides to the study barriers, in addition to further suggestions for future research, are also tackled in this part.

CHAPTER ONE

Communicative Competence (CC)

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Introduction

In the past, the mastery of the linguistic system is the main goal of the classical language teaching theories. Linguists argue that learning a language means learning its grammar i.e. a competent speaker is a perfect language user. However, suddenly new studies appear to contradict such paradigm considering language as a means of communication. Linguists emphasize that learning grammar is not sufficient for speakers to be competent language users. However, they must be able to use the language linguistically correct and contextually appropriate in different communicative contexts. This is what is mainly termed by language pioneers as the communicative competence which recently becomes as the main goal of foreign language learners.

Therefore, the first part of the current inquiry deals with the first variable which is CC. It starts with a brief overview of the term tackling communication as a central concept then moving to the definition of the term competence and how it is originated in Chomsky's work and later reconceived by Hymes. The coming titles summarize the main models of Communicative Competence which are elaborated by a variety of linguists. Shifting to two principle teaching methods the first is CLT Approach and the second is Competency-based Approach. They are considered as crucial since the former is concerned with communication and the latter with competence. Before concluding, a link between the two variables CC and ICT is also talked to see to what extent they are related to each other. In addition, to a conclusion that recapitulates all what has been tackled in this chapter.

1.1.Origin of Communicative Competence (CC)

The term of CC is a combination of two important concepts which are communication and competence. These two concepts are considered as the basis of language learning since the main aim of language learners is to develop their competences to be effective communicators.

1.1.1. Definition of Communication

Communication is one of many terms that are defined variously among linguists because it is considered as a dynamic process for which there is no fixed definition. However, most of researchers agreed on the idea that communication is transferring and sharing. According to Patridge (2006) communication is derived from the Latin word “Communicare” which means to share, or to make common” (p. 576).

Coates (2009) provides approximately three similar and brief definitions for communication. The first one is “communication is the sharing of information”; the second one states that “communication is the giving and receiving of information”; in his third definition communication is viewed as “the transfer of information from one or more people to one or more other people” (p. 13). Briefly speaking, communication is to exchange knowledge by sending and/or getting it between communicators.

1.1.1.1.Jacobson’s Model of Communication (1960):

Jackobson’s (1960) outlines the process of communication in a well framed scheme. He explains that communication involves six elements. It requires a sender and a receiver which Jackobson refers to as addresser and addressee respectively. When the former sends a message to the latter a context is needed for appropriate function of the message. All this cannot be realized unless a code is used i.e. a language shared by both as he maintains

“the encoder and decoder of the message” (p. 3). Eventually, a contact which is “a physical channel and psychological connection between the addresser and the addressee” would be achieved (p. 3). Continuing further explanation, he claims that the aforementioned elements define six distinguishable functions of the language. These functions are referential, poetic, emotive, conative, phatic, and metalingual. They are concisely elucidated as following:

The referential function: is concerned with the context. It targets the facts that all people over the world agreed upon.

The emotive function: is concerned with the addresser. It is about the speaker’s emotional side as far as the message is concerned. Expressive features play an important role in conveying a clear and an understandable message.

The poetic function: is concerned with the message. It targets the artistic and aesthetic side of the language. It goes beyond poetry, and it requires both mastery of the target language and large lexical background.

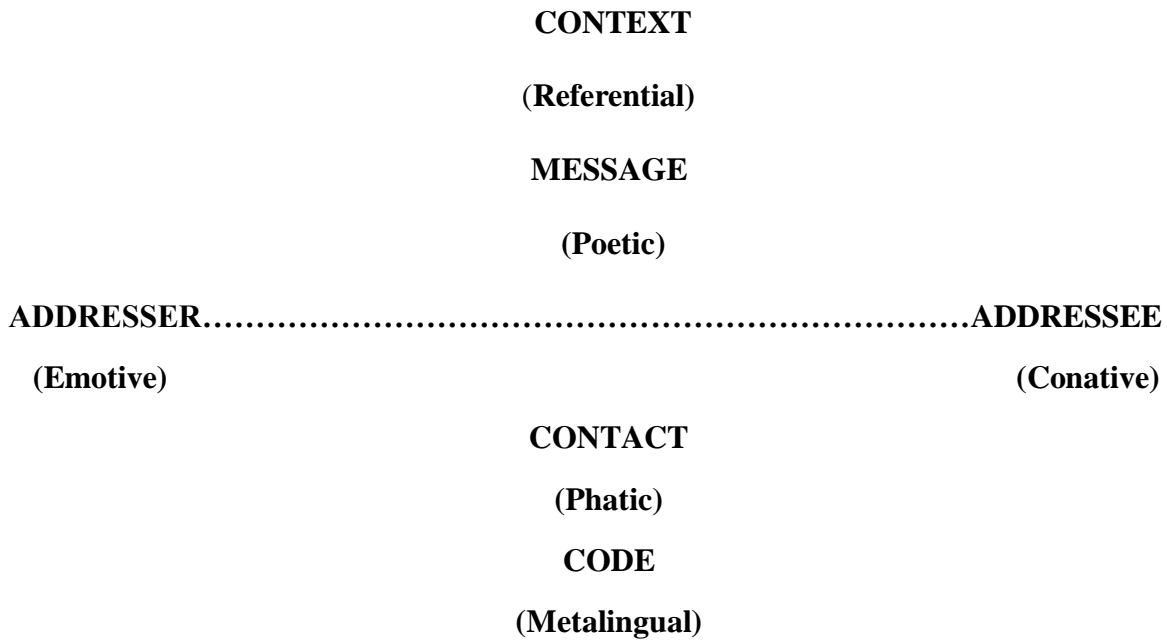
The conative function: is concerned with the addressee. It targets the grammatical side of the language. Here the language aims to order and to give recommendations which can be manipulated via imperative sentences which are transformable and unchangeable.

The phatic function: is concerned with the message. The language seeks to create, enlengthen, or interrupt communication. It aims to monitor to what extent the language users are engaged in the communication.

The metalingual function: is concerned with both the addresser and the addressee. When both the addresser and the addressee use the language to ask about the language “code” is used itself e.g. what do you mean?

It targets the lexical side of the language since both language users seek to well understand the lexis used (Jakobson, 1960, pp.1-27).

Figure 01: Jakobson’s Model of Communication (1960)



Retrieved from Tribus (2017) as cited in Jakobson (1960)

1.1.2. Definition of Competence

The term Competence is originated in Chomsky’s work “Aspects of the Theory of Syntax”. He is considered as the first linguist to coin the term when he has tried to differentiate between the two notions of “competence” and “performance” (Tarvin, 2013, p.5). For Chomsky (1965), competence simply means “the speaker-hearer’s knowledge of language” (p.4). In other words, competence refers to the implicit knowledge of the grammatical rules in the speaker’s mind and their ability to apply these rules. Chomsky’s introduction and perception of these two key notions has revolutionized the modern teaching and learning terrain.

1.1.2.1. Chomsky’s Competence Vs De Saussure’s Langue

Chomsky's competence Vs performance has been greatly influenced by De Saussure's dichotomy *langue* and *parole* as Czechowska (2002) highlights "it is usually associated with Noem Chomsky (...) who had departed from De Saussure's distinction into *Langue* and *Parole*" (p. 8). They are quite similar but different in the sense that, while Chomsky considers competence as an internal system of the language that is innate in the human mind i.e. it is a mental phenomenon which is unique and proper to each individual, De Saussure (1959) emphasizes that "*Langue*" is the abstract system that is internalized in the human mind and at the same time shared by members of the community i.e. *Langue* is considered as a social phenomenon.

1.2. Defining the Concept of Communicative Competence:

The term CC is first coined by the American linguist Hymes as both a reaction and an enhancement to Chomsky's notion of Competence. It is composed of two words "the Competence to communicate" (Bagarie, 2007, pp. 94-95). In opposition to Chomsky's definition, Hymes claims that; CC refers not only to one's implied grammatical knowledge but also to their capability to apply that knowledge in different speech and social situations. Thus, enhancing Chomsky's term of Competence with a "sociolinguistic perception" (Hymes, as cited in Bagarie, 2000, pp. 94-95).

Throughout history many other pioneers in the field continue to provide various definitions according to their own perspectives including Savignon (1971) who uses the notion CC to describe learners' ability "to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge" (as cited in Savignon, 2015, p. 3). In other words, CC is used to describe FL learner's mastery of the language to communicate meaningfully in different

speech situations outside the classroom rather than learning grammar just for the sake of not failing a classroom language test.

The linguists Canale and Swain (1980) are considered to be as the most influential names who embrace the notion of CC very earlier and upon which they develop their theory. Basing their ideas on the previous studies on CC, they point out that:

We have so far adopted the term ‘communicative competence’ to refer to the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of the rules of language use (p. 6).

According to them, CC can only be achieved when grammatical competence accompanied with sociolinguistic competence. To explain more, when one knows what is syntax and when to use those syntactical forms into concrete communicative situations this indicates that they are communicatively competent. In addition to that, they differentiate CC from “Communicative Performance” (CP) arguing that “it is the realization of these competences in their interaction in the actual production and comprehension utterances” (Canale and Swain, 1985, p. 6). Simply, CP means putting out those competences into real communication to make sentences and to understand various meanings “under general psychological constraints that are unique to performance” as both of them argue.

1.3. Models of Communicative Competence

There are three major theoretical and conceptual frameworks of the term CC:

1.3.1. Hymes (1972) Model of CC:

Although Chomsky’s work creates a revolution in the field of language learning, it is subjected to many critiques. This leads to the rejection of his work by other linguists like

Hymes who is one of the prominent critics to Chomsky's work. Therefore, Hymes depends on some basis to develop his theory of CC. He tackles Chomsky's limited perspective towards the linguistic theory, which mainly focuses on a perfect communicator or language user who masters the grammatical knowledge of language shared in his community and puts it into practice successfully without submitting to any other obstacle like "memory limitation" which may hinder the communication.

From Hymes perspective this theory is not correct as far as children are concerned, since they are not perfect language users. In other words, they still learn/ acquire the language of their community, and here language problems and obstacles are impossibly elevated. The idea that must be considered when reproaching the linguistic theory pays attention to the social and cultural factors, which have an influential role in determining communication. Chomsky excludes "the social side of the language" considering it as a purely grammatical system. Hymes gives too much importance to CC considering language like a coin with two faces social and linguistic one.

According to him the study of Ethnography "symbolic forms" is a rigid basis for the CC which highlights the fact that language cannot be dealt with in isolation. He further claims that "language and society" is a dichotomy in CC which compromises both linguistic and nonlinguistic elements (motivation, cognition, emotion, etc.). That's why Hymes clarifies that CC is to be developed to serve the educational objectives opposing to Chomsky who tends to focus only on the language system study. CC is not restricted only to grammatical knowledge of the language "the linguistic mastery", but rather it goes beyond the linguistic factors to embrace other social and nonlinguistic factors because language is a social phenomenon. A communicatively competent language user is the one who is able to

mobilize his/her grammatical knowledge whatever and however it is. Additionally, without forgetting the paralinguistic features to convey his/her message competently and efficiently regardless to obstacles. (Acare, 2005, pp. 2-4).

1.3.1.1.Dell Hymes' Parameters of CC

According to Hymes (1972) it is of high importance for the speaker-hearer to know that “something is formally possible, feasible, appropriate, and performed” (pp. 285--286). in order to achieve effective communication. Furthermore, the idea behind the aforementioned parameters is to clarify that if a speaker is linguistically competent i.e. He is able to produce correct grammatical sentences but at the same time ignores the knowledge of use; of course s/he cannot function or communicate appropriately. Hymes formulates these criteria in the form of four questions that are explained as follows:

- whether and to what degree something is formally possible

Possibility, refers to the speaker's knowledge of producing linguistically correct and culturally appropriate grammatical forms and communicative actions, as well as reasoning wrong forms and actions.

- whether and to what degree something is feasible in virtue of the means of implementation available

Feasibility, in other words, it refers to what is not only correct grammatically but also to what is suitable for the memory to be processed.

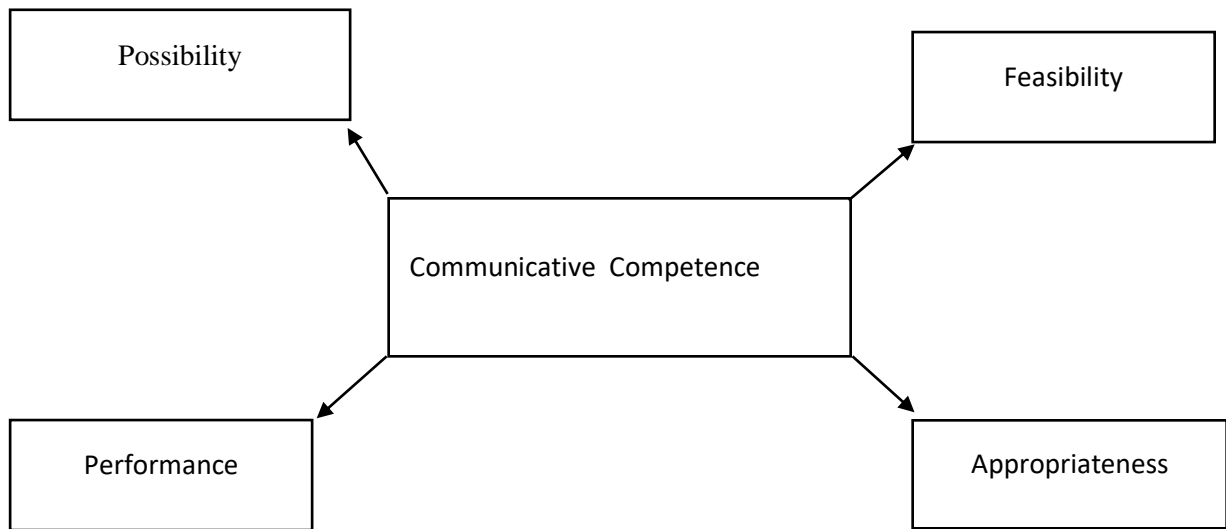
- whether and to what degree something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated

Appropriateness, logically speaking, the speaker must adhere to the context in which s/he is speaking to be relevant to the listener, taking into consideration; when, where, and whom he is addressing.

- Whether and to what degree something is in fact done” actually performed, and what its doing entails.

Performance, refers to one’s ability to match words together that cannot naturally work together. Those words could be grammatically correct, appropriate, feasible, but not in their actual occurrence. (Hymes, 1972, pp. 285--286). Therefore, Hymes parameters are outlined in the following scheme:

Fig 02: Hymes’ Parameters of CC (1972)



(Retrieved From Hymes, 1972, pp. 285-286)

1.3.2. Canale and Swain (1980) Model of the CC

One of the models designed to reconceive the constituents of CC is that of Canal and Swain (1980). In their work which is published in (1980, 1981), they introduce a framework for CC which at the beginning contained only three components. Later on, Canale (1982, 1983) republishes another work in which he adds another component which is

“Discourse Competence” (Bagarie, 2007, p. 97). Thus, CC is composed of four areas, each of which is briefly explained as follows:

2.1. Grammatical Competence

It refers to the mastering of all linguistic systems from phonology and morphology to syntax and semantics.

2.2. Sociolinguistic Competence

As its name suggests, it is further subdivided into two other competencies; socio-cultural and discourse competence which both can enable the speaker to grammatically and contextually sound correct and appropriate.

2.3. Strategic Competence (communication strategies)

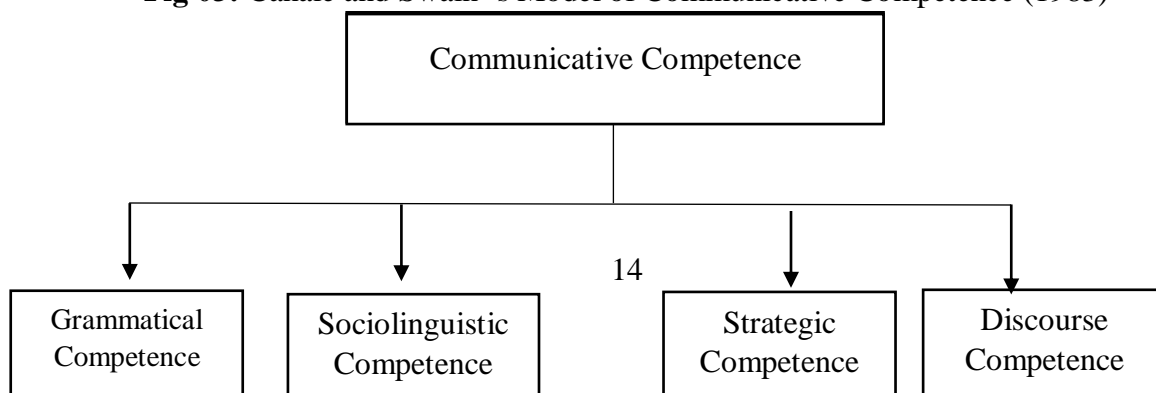
During communication the speakers enhance their speech with verbal and non-verbal communication strategies. The aim of this latter is to recompense or to solve linguistic or socio-linguistic interruptions related to performance that hinders the reception of the message. (Canale and Swain, 1980, pp. 28-31)

2.4. Discourse Competence

This competence can be achieved through the speaker’s ability to create messages where meanings and forms are in a complete harmony. This harmony is enhanced “by cohesion in form and coherence in meaning” (Bagarie, 2007, p. 97).

The following scheme outlines the components of CC according to Canale and Swain (1980) and Canale (1983):

Fig 03: Canale and Swain ‘s Model of Communicative Competence (1983)



(Retrieved from Ed. Richards and Schmidt, 1983, p. 6)

1.3.3. Bachman's Model of CC (1990)

The professor of Applied Linguistics Bachman (1990) develops another model of CC which he basically calls Communicative Language Ability (CLA) and considers as “consisting of both knowledge, or competence and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use” (p. 84). In other words, Bachman (1990) views that CLA refers to ones 'aptitude to know how to invest their knowledge in order to apply it fittingly and relevantly to the situation needed.

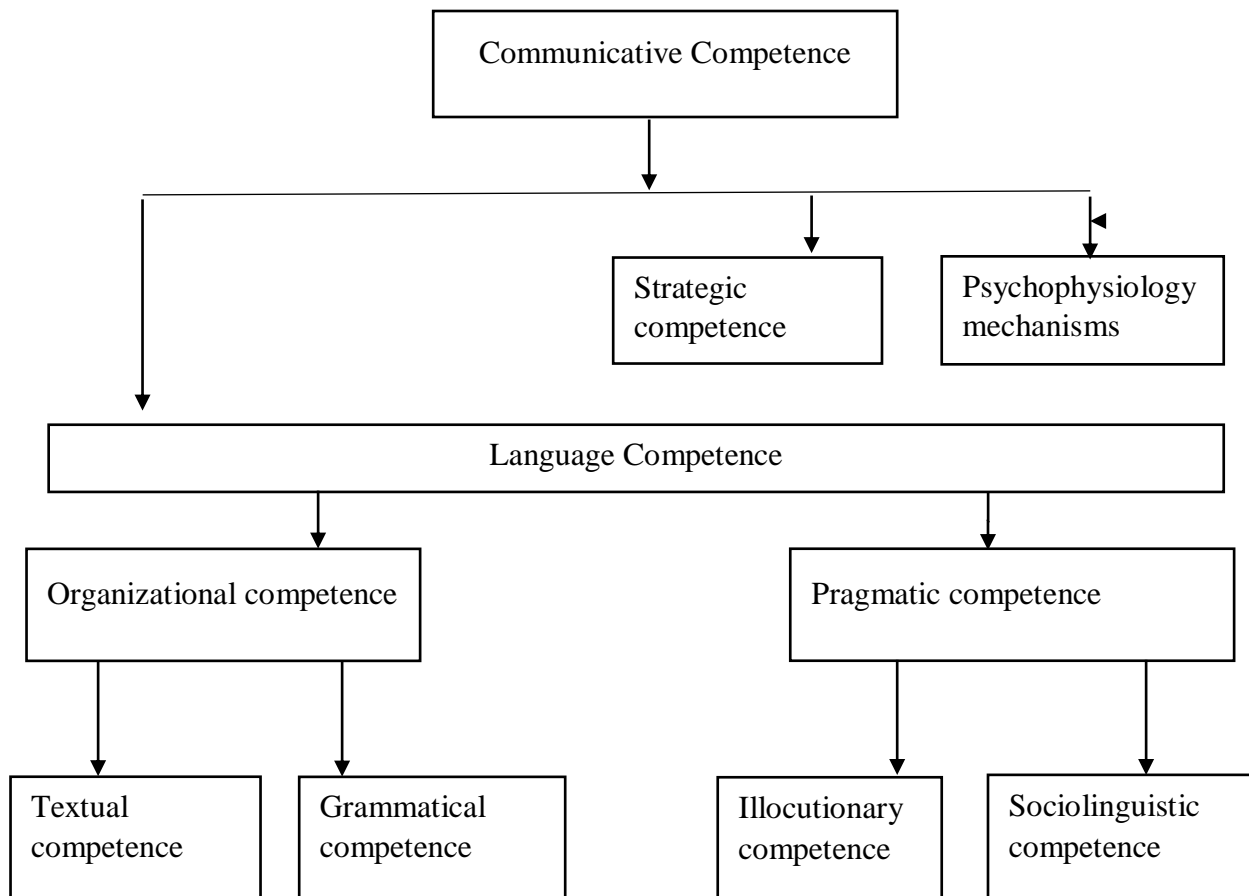
Bachman's model is basically composed of three constituents; language competence, strategic competence, and psycho-physiological mechanisms. Starting with Language Competence, he perceives it as “a set of specific knowledge components that are utilized in communication via language”. It is composed of organizational competence and pragmatic competence. The former refers to one's power to manipulate the linguistic system to create accurate syntactical forms and understanding their implicit or explicit meaning. This constituent is further subdivided into two kinds: the grammatical and textual competencies.

The other component of Language Competence is pragmatic Competence which is regarded by Bachman as the speakers' knowledge of how to combine the linguistic symbols forming logical connections between them to sound contextually relevant. It is divided into two types; illocutionary and sociolinguistic competence. The former as Bachman explains “is used both in expressing language to be taken with certain illocutionary force and in interpreting the illocutionary force of language” (p. 92). That is to say, this competence can be shown when the speaker uses a certain piece of language to convey meaning that is not explicitly stated i.e. implied in words but convenient to the context. Whereas, the

sociolinguistic competence simply refers to the appropriate use of the linguistic system according to the social context.

Moving to the strategic competence which refers to how much the human mind is able to employ the components of language competence appropriately. Distinctively, what characterizes Bachman's framework is the integration of neurology (Saleh, 2013, p. 4). Besides to psycho-physiological mechanisms which refer to the fact that language production is influenced by the speaker's psychology and neurology (Bachman, 1990, p. 84).

Fig03: Bachman's model of communicative competence



(Retrieved from Bachman, 1990, p. 87)

1.3.4. Celce-Murcia, M. Model of CC (2007)

In 1995, Celce-Murcia, Dornyei, and Turrell, propose a model of CC which is composed of five competences (a)socio-cultural competence, (b)discourse competence, (c)linguistic competence, (d)actional competence, (e)strategic competence. In her reviewed model, Murcia (2007) makes some modifications to the previous model and introduces a new one as it is explained:

4.1. The Sociocultural Competence

As Murcia clarifies this competence refers to “how to express messages appropriately within the overall social and cultural context of communication” (p. 76). In other words, it refers to the speaker’s ability to use the language fittingly to express his/her message regarding to the social and cultural factors within the society.

4.2. Discourse Competence

It refers “to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message” (p. 77). To say it in another way, there should be an elaboration of a coherent and cohesive message taking into consideration lexical and grammatical norms. Also, the choice, relevance, and organization of the linguistic pieces is so crucial for well-comprehensive speech.

4.3. Linguistic competence

As Murcia mentions, this latter refers to the knowledge of using the language correctly in terms of pronunciation, morphology, syntax, and lexis (p. 77).

4.4. Formulaic Competence

It is much more restricted in the meaning in comparison to the linguistic competence since it refers only to the use of already-made language chunks without any reflection. In

other words, the everyday frequently used items by the society forced the speaker to use them unconsciously (p. 77).

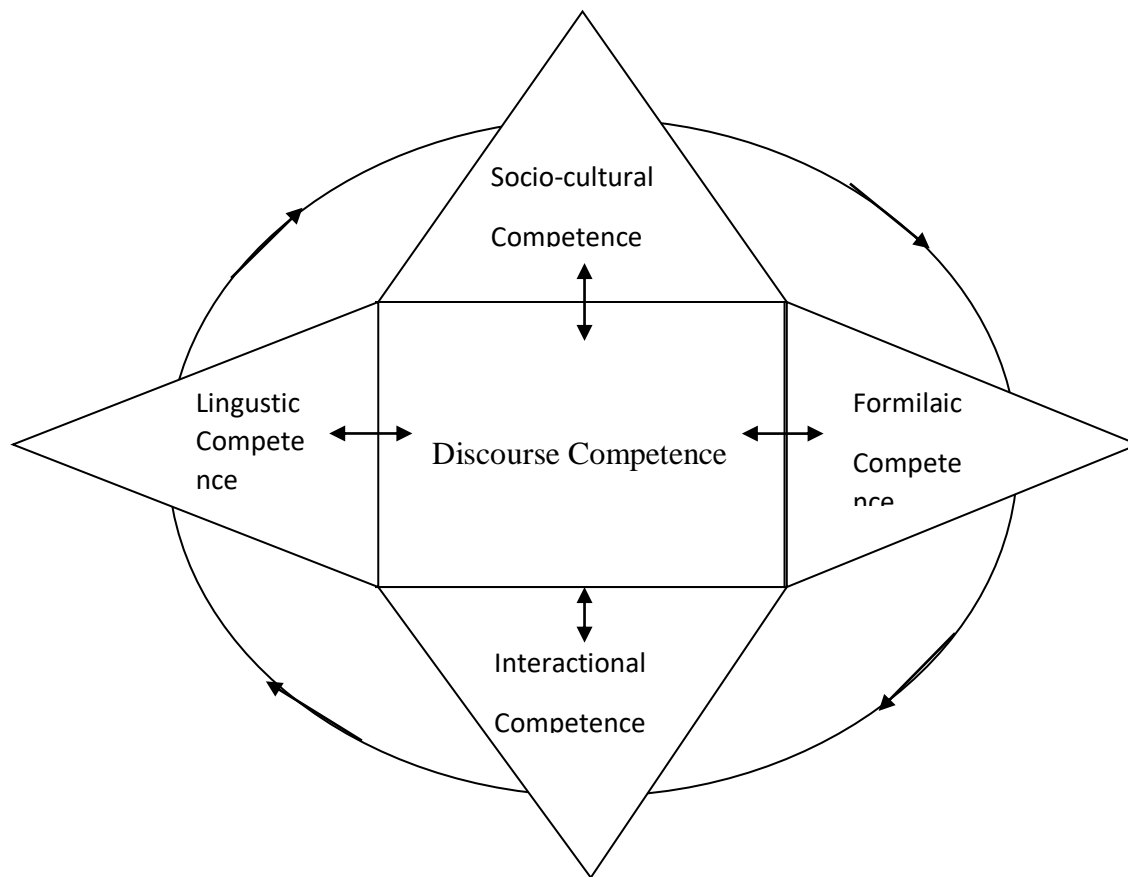
4.5. Interactional Competence

It refers to the ability of setting up conversations with interlocutors effectively through using different techniques like; speech initiation, turn taking, speech closing, interruption, using paralinguistic features, and understanding how to use language functions like: apologizing, blaming, regretting, and complaining. (Murcia et al., 1995, as cited in Murcia, 2007, p. 48).

4.6. Strategic Competence

It involves different learning strategies that are used by the learner to foster and facilitate the process of language learning and make it more effective, and real. Murcia mentions three types of learning strategies including; “Cognitive Strategies”; “Meta-cognitive Strategies”, and “Memory-related Strategies” (p.78). Therefore, Murcia’s model is outlined as follows:

Figure 04: Revised Schematic Representation of CC



(Retrieved from Celce Murcia, 2007, p. 45)

1.4. Approaches of CC

There are two main approaches of CC

1.4.1. Communicative language Teaching Approach (CLT)

1.4.1. 1. The History of (CLT)

The appearance of CLT “can be traced back to concurrent developments in Europe and North America” (Savignon, 2015, p.1) Communication which is neglected in first language studies starts to gain importance “toward the end of the twentieth century” when “great attention was given to the Communicative Approach” (Davies and Elder, 2004, p. 608). Consequently, the emergence of CLT is not sudden but it gradually grows through mainly three stages along with the development of language learning theories “up to the late 1960’s till the present time” (Richard, 2006, p. 6)

Traditionally, the methods that are adopted in language classrooms are described by Swan (1985) as “old language courses taught forms, but did not teach what the forms meant or how to use them” (p. 77). According to Richards (2006) “in the 1970’s a reaction to traditional language teaching approaches began and soon spread around the world” (p. 6). the fact that makes classical methods that focus more on grammar are put aside namely; Audio-Lingual, Suggestopedia, and Grammar Translation Method

At the late of 1990’s till the modern times a variety of new approaches mainly CLT that considers CC as its focal point starts to gain much attention and emphasis. Considerably, CLT is a dynamic and flexible approach that refers to various principles that are applied along with the necessities and needs of the language learners. “Communicative Language Teaching marks the beginning of a major paradigm shift within language teaching in the twentieth century” (Richards and Rodgers (2001), p. 151)

1.4.1.2. Definition of (CLT)

According to Richards (2006) CLT can be defined as an approach to language teaching that includes a set of principles that are mainly concerned with the aim behind teaching and learning a FL /SL. It sheds light on the language tasks that simplify learners’ way of learning, in addition to the teacher, and the learner’s responsibilities inside the classroom. Richards’ definition denotes that the tutor, learner and even tasks play a crucial role in the process of learning new language. (p. 2)

Savignon (2015) also argue that “CLT refers to both processes and goals in classroom learning” (p. 1). In other words, CLT simply refers to the methods and ways of teaching the language inside the classroom, and the aims to which the followed method is intended to achieve.

She further clarifies that “the essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence” (Savignon, 2006, p. 209). In other words, the corner stone of CLT as a language teaching approach resides in developing learners’ communicative skills. Such skills would be developed inside the classroom through learners’ interaction with each other and the teacher.

Widdowson’s concept of CLT is clearly expressed in this quote that says “when we acquire a language we do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence” i.e. grammar out of its context is not enough but what is more crucial and needed also to know is “how to use sentences appropriately to achieve a communicative purpose” (Widdowson, 1978, p. 2).

1.4.1.3. Principles of (CLT)

According to Bern there are eight principles of CLT:

1. It considers language as a phenomenon that is rooted in society where people use it for interacting with each other clearly and verbally.
2. Divergence is highly appreciated and regarded as an enhancement for the language to progress in an environment where it is used as a second language as it is progressed among its natives.
3. The learning ability of learners is always viewed as changeable and needs growing up.
4. Language varieties are useful examples for teachers to follow in second language teaching
5. Culture is viewed as a key factor in elaborating learners’ Communicative Competence whether in their Mother Tongue or in other learned and/or acquired languages.
6. CLT is not a mono-method approach; rather it is based on multiplicity and flexibility in presenting the language material.

7. Practicing language is purposeful and very beneficial for boosting learners' communicative skills

8. More importantly, learners require to participate in various activities in the classroom and to be an effective factor in all steps of the learning process. (Bern as cited in, Savignon, 2002, p. 6)

According to Richard (2003) (CLT) is one of the approaches that are widely preferred in language teaching classrooms. The attention gained by this approach is due to the flexibility of its principles that function fittingly in whatever language situation they are applied. Richard introduces six other principles upon which the CLT approach is based:

1. The primary focus of CLT is to shed light on developing FL learners' CC.
2. The best way for learners to develop their language performance is to interact with the language.
3. Creating real settings inside the classroom as an essential feature to language tasks.
4. Clear articulation and correct pronunciation should be stressed as being the essence of the interaction.
5. Both the receptive skills and the productive ones should take the lion's share in the teaching and learning process.
6. Mistakes are not considered as barriers for learners in CLT but rather a basic step for learning (p. 5).

1.4.2. Competency-Based Approach (CBA)

Since its emergence CBA passes with different stages and events that form its historical period.

1.4.2.1. Historical Background of (CBA)

According to Richard and Rodgers (2006) (CBA) is first appeared in the United States in the second half of 1960. Its origin dates back to previous studies and events that lead to its emergence. It is argued that CBA is rooted in the behaviorist theories appeared in 1950's, whereas others relate it to USA military which gets inspired by Frederick Taylor (1947) and initiates the CBA. According to Norland and Pruet-Said (2006) "since the 1970's, this approach has been expanded on and has come to play a central role in most contemporary language teaching situations." (p. 18)

According to Butova (2015), the development of the CBA grows gradually following three main phases starting from 1960 to 1970 as its first step. During this stage, important terms linked to the field started to appear like "competence, competency, professionalism, etc." it is a theoretical period. From 1970 to 1990, psychology as an independent field takes part in CBA and becomes a key aspect within it. Thus, integrating psychology to CBA leads to Competency-Based Education (CBE) where the focus was on FL learning due to the linguistic origin of the approach. At this stage, competence was decided to be the main aim of learning. Nowadays competency emphasizes the consequences of learning and learners' needs. (pp. 252-254)

1.4.2.2. Definition of CBA

(CBA) is introduced as an approach in the domain of education as Richard and Rodgers (2001) put it, CBA "is an educational movement that focuses on the outcomes or outputs of learning in the development of language programs" (p.141). This quote highlights that the main emphasis of CBA is the fruits and the consequences that one comes up with after a process of learning. Similarly, Butova (2015) shares the same view with them claiming that "CBE is currently focused on learning outcomes" (p. 254). In the same vein

Schaffer and Van Duzer (1984) define it widely so as to refer to “a performance-based process leading to demonstrated mastery of basic and life skills” which in turn serves to help “the individual to function proficiently in society” (p. 37). Likewise, they further postulate that CBA is in a complete harmony with the modern “Linguistic Theory” that concentrates on the “Communicative Approach” (p. 5).

Another way of defining CBA is to put the accent on its focal points. To that end, Norland and Pruett-Said (2006), argue that “CBA includes an assessment of learners’ needs, selection of competencies based on those needs, instruction targeted on meeting those needs and evaluation of learners’ performance in meeting the competencies” (p. 57). To put it another way, CBA measures the requirements of learners that guide the teacher to decide about the competences to be fixed. The teacher’s decision is made after scrutinizing learners’ abilities to see whether the intended competence is well learned.

1.4.2.2.1. Competency-Based Language Teaching (CBLT)

(CBLT) is developed in relation to CC and aims to promote learners’ interactive skills as well as it works in harmony with CLT as Richards and Rodgers (2001) argue that “CBLT thus shares some features with Communicative Language Teaching” (p. 143). Furthermore, they add that

CBLT is an application of the principles of Competency-Based Education to language teaching. Such an approach had been widely adopted by the end of the 1970’s, particularly as the basis for the design of work -related and survival-oriented language teaching programs for adults (p. 141).

Griffith and Lim cited Docking who claims that CBLT “is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from

what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting” (2014, p. 2). Furthermore, according to Richard and Rodgers (2014), CBLT

is based on a theory of learning that sees skills as integrated sets of behaviors that are learned through practice and that are made up of individual components that may be learned separately and that come together as a whole to constitute skilled performance (, p. 169).

To sum up, CBLT is an approach to language teaching that follows the CBA principles. It does not focus on the learners’ knowledge of the language but on their abilities to invest that knowledge in various communicative situations to achieve their goals. When teachers investigate learners’ competences, it will be easier for them to know what skills learners are developed and what they still lack. Gaps in learners’ outcomes are a starting point for educators and teachers to depart from and to design an effective curriculums, syllabuses, and lessons besides to making evaluations and assessments as well as enhancing their teaching strategies.

1.4.2.3. Features of CBA

Auerbach (1986) elaborates eight pivotal characteristics of Competency-Based Approach (CBA) which shows that Language is learned for the sake of:

1. CBA comes to cope with the different world challenges so it’s’ aim is to prepare learners to be independent, responsible, and self-relying citizens to respond to the different current defies.

2. CBA seeks to prepare the learners to be effective communicators in their societies and to deal with different social unexpected situations efficiently through its emphasis on different language functions, skills, and real tasks.
3. CBA emphasizes on the learner's output, their reaction, and response to the prompt which must be real and measured. Priority is given to performance over knowledge to be assessed
4. The teacher must break down his broader objectives into sub objectives and focuses on one language difficulty each time to reach his objectives efficiently and easily to ensure the learners total mastery of the presented linguistic input.
5. The output should be unified and common to both the teacher and learners. A clear real prompt makes the learners end up with the same response.
6. The assessment goes hand in hand with the teaching learning process. Firstly, it takes place at the beginning of the learning process to identify the learners' strengths and weaknesses in order to tailor made the linguistic content. Then, it takes place after the learning process in order to identify what has been totally mastered and what has been partially acquired to be reinforced and consolidated once again.
7. Classical tools of student's assessment are no longer relying on but rather the focus is on the degree to which learners are able to demonstrate and implement the acquired knowledge.
8. Individual differences are taken into consideration when setting instructions which are not time bound because the teacher is supposed to follow the learner's rhythm and pace. Pre-required knowledge must be taken into consideration before designing a real practical curriculum because it serves as a starting point for the new presented knowledge (pp. 414-415).

Conclusion

To conclude, CC is a very crucial skill in language teaching and learning. That is why it has been the discussion of many linguists and language practitioners throughout the history of FLL. They introduce a set of theories and methods which emphasize on dealing with the language as a tool for communication and not only as a linguistic system. In other words, learners should be taught how to use the language appropriately in different speech and communicative situations. Therefore, developing a strong CC becomes nowadays a must for foreign language learners due to the wide spread of technology, globalization, etc. Finally, Communicative Competence is highly significant for language learners because knowing language is created for no aim but communication.

CHAPTER TWO

Information and Communication Technology

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Introduction

Developing the process of FLL and making it much more effective has been the interest and the main goal of many linguists throughout the time. That is why they display too many efforts to revolutionize the foreign language learning field with a wide diversity of teaching methods and techniques. However, the use of materials was still limited until technology was born to fulfill this gap and to support both teachers and learners in foreign language teaching and learning.

Therefore, the second part of this study deals with the second variable which is Information and Communications Technology (ICT). It starts with a definition of the acronym supported with various scholars and linguists' views concerning the term. Moving directly to ICT integration in education and providing a general overview to explore how ICT gained attention and asserts itself since its emergence. Moreover, arriving to the role of ICT in Education, in FLL and more precise in developing learners' communicative competence. Then jumping to the various technological tools used in FLL classrooms. Besides the teacher and learner roles that are altered with the incorporation of technology. Finally, concluding with the merits that ICT can offer to FL learners without forgetting its demerits as well.

2.1. Definition of Information and Communication Technology (ICT)

(ICT) is an acronym that stands for Information and Communication Technology. It is used interchangeably with Information Technology (IT). Margaret (2005) clarifies the difference between ICT and ICT in the sense that; the singular form of communication refers to the process of communication and human interaction itself however its plural form refers to all broadcasting systems, networks, tools , devices, equipment as well as processes....etc., used for the sake of communicating and transferring information and facilitating human services in any life sector, which Margaret refers to it as “the whole field of data communications infrastructure” (p. 3). Moreover, researchers in the field define ICT differently; narrowly, and globally, each one according to his/her own perspective.

Hennessy et al. (2010) argue that “ICT is used as an umbrella term that includes any communication device or application” (p. 6). In other words, ICT in the broad sense is seen as any electronic apparatus or program “encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems, as well as the various services and applications associated with them, such as videoconferencing and distance learning” (p. 6).

According to Mikre (2011) ICT “refers to the computer and internet connections used to handle and communicate information for learning purposes” (p. 2) To put differently, it refers to the computer networks that are used in the education field by learners to satisfy their needs and purposes such as searching and exchanging information.

Harrison (2000) defines clearly technology and information as following “technology is referred to the use of more advanced and developed equipment designed particularly for humans to realize their necessities. While information is all what is produced to be

transferred and shared between humans for easy access and comprehension (as cited in, Tamils Elvan, et al.). Therefore, the basic definitions of these two terms (Technology and information) constitute what is referred to as Information Technology (IT) which is conceived by Celebic and Rendulic (2011) as it “encompasses all of the technology that we use to collect, process, protect, and store information. It refers to hardware, software (computer programs), and computer networks” (p. 2).

Understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education makes educationists view it from two sides as Moursund (2005) “ICT is a significant aid to both students and teachers, and it is significant challenge to both students and teachers” (p. 107). In other words, ICT needs to be learnt about first before using it to learn with i.e. it starts as a target and then becomes a means. The power of ICT in facilitating the teaching and learning process resides in its proper and reasonable use unless both teachers and learners can fail if they do not dominate it of course they will be dominated by.

All in all, ICT refers to the various technological tools with its advanced applications, systems devices, and products that is used to provide easy access to all forms of information every when and everywhere. It abbreviates time and distance to facilitate the communication of information between people all over the world. Information Technology (IT) is not the same as Information and Communication Technology ICT since the former is concerned more with the hardware and software of the computer systems used for gathering, processing and saving information while the latter is distinctively concerned with the process of communicating, transferring, and broadcasting information whatever the distance is.

2.2. ICT integration in Education

The appearance of Globalization is a turning point in the history of humanity due to the profound changes it brings and the revolutions it creates in whatever domain of life. Such shifts assert their position by what is referred to as the “internet network” which the ultimate aim behind its creation is to revolutionize education which in turn serves and contributes to the development of other sensitive fields like economy and military and so on and so forth. This means that ICT is created for powering and driving the education wheel in a new road for a deep and long-life reform to develop learners and students’ skills in their specialties.

The 1990s was the decade of computer communications and information access , particularly with the popularity and accessibility of internet based services such as electronic mail and the world wide web (WWW).At the same time the CD-ROM became the standard for distributing packaged software(replacing the floppy disk).As a result , educators became more focused on the use of the technology to improve student learning as a rational for investment (Noor-UI-Amin, 2012, p. 2).

The emergence of ICT in education is also led by the shifting paradigm in the teaching and learning process where too much emphasis is put on the learner to support self-learning as, Lowther et al. (2008) state that “there are three important characteristics are needed to develop good quality teaching and learning with ICT: autonomy, capability, and creativity” (as cited in Fu, 2013). These three principles are started to appear when autonomy born with the coming of ICT into classroom.

Therefore, the implementation of ICT into education leads to the appearance of what is referred to as “Educational Technology”. It is defined by Ghavifekr and Rosdy (2015) as “technology-based teaching and learning that closely relates to the utilization of learning technologies in schools” (p. 175). Bearing in mind that the integration of this latter

into the school pedagogy gains high significance and becomes one of the learning basics which the learner seeks to learn about before learning with alongside other types of skills and specialties as Stanley (2013) clarifies that with “the incorporation of technology into school - wide teaching pedagogy ...Students will also develop digital literacy skills at the same time as acquiring a second language” (p. 58). Sharing the same view, Meenakshi (2013) also argue that “Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society” (p. 4).

Moreover, the coming of ICT to the educative context is categorized into two sections because most of people confused ICT for education with ICT in education but Noor-Ul-Amin (2012) highlights the difference between the two arguing that ICT for Education means developing ICT tools particularly for the sake of improving this field and facilitating the teaching learning process whereas ICT in Education concerns the implementation of the various technological tools in the process of teaching and learning (p. 2).

2.2.1. ICT Enhancing Foreign Language Learning

ICT is considered as one of the greatest achievements that scientists ever reached and despite this it continuous to grow and develop rapidly and wonderfully. In education and more narrowly in foreign language learning it plays an important role in creating a scholastic and enjoyable learning environment which serves to engage the learner effectively in the learning process and makes it easier. Besides to that, it becomes a criterion for the success of foreign language learning and teaching that is why countries all over the world compete to incorporate it to make learners overcome all the challenges and problems that hinder their learning. Moreover, the benefits that EFL learners are enjoyed are due to the availability of ICT that no one can ignore. Ghasemi and Hashemi (2011) argue that:

ICT can be used to integrate speaking, listening, reading and writing. It enhances interactive teaching and learning styles. It also extends pupil's ability to exercise choice, work independently and make connections between their work in English and in other subjects (p. 3100).

These two researchers intend to demonstrate that the integration of ICT within foreign language learning serves many tasks chiefly the focus on the language skills and their combination to each other. In the sense that, each skill serves, builds and supports the other i.e. when students listen and read can speak and write. Furthermore, it suits all teaching and learning styles whether they are auditory, visual, or kinesthetic style. It also gives learners more chance to work independently, collaboratively and autonomously creating a strong relation between English and other subject matter knowledge which they learnt. Azmi (2017) further maintains that:

By increasing the amount of authentic material in the classroom (blogs, podcasts and digital videos) and providing students with appropriate skills to approach authentic material, teachers promote meaningful interaction, raise students 'interest and motivation; and ensure more participation and engagement in the classroom (pp.112-113).

Believing in the effectiveness of the integration of the ICT within the language learning, this quote highlights the idea of authenticity when dealing with the choice of the pedagogical materials since it proves to be the motor towards motivation, interaction, and high engagement which eventually guarantee success among learners and have positive attitudes towards the language and the integration of ICT.

2.2.1.1. The Role of ICT in Developing Learners' Communicative Competence

Unlike traditional learners who used to travel and spend a long period of time in foreign countries to learn a certain language and develop their communicative skills. Nowadays, the digital generation's learners are lucked since ICT paved the way for them to realize what was like a dream in the past. For example, "the internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as the acquisition and reinforcement of new vocabulary" (Pim, 2013, p. 22). To put it differently, it provides them with all what is oral produced in different forms supported with visualities and sounds in order to enrich the learners' vocabulary background and improves their speaking skill especially pronunciation. Therefore, exposing learners to the way a native speaker utter and pronounce words teaches them how to phonetically pronounce the language successfully and thus becoming effective communicators.

Moreover, the availability of ICT tools permits learners not only to listen, read, and, write the language but also to discover its culture since the former and the latter are closely related to each other i.e. words and expressions which are derived from culture needs to be produced in their appropriate situations in order for the learner to appear more relevant as Ghasemi and Hashemi (2011) maintain that "using ICT gives the learners real –life contact with , and exposure to , the cultures of the people and countries where the new language is spoken and enables children to access and research information worldwide "(p. 3099).

In addition to that when learners are exposed to videos, audios, electronic books, and talking dictionaries will certainly develop a high listening skill which is one of the basics of learning a foreign language and developing a successful communicative competence. Such tools increase the student's motivation and increased their desire to learn and discover more

about the language. It also encourages them to produce similar audios and videos with the language and thus putting their linguistic knowledge into practice so that their interactional abilities get more improved. As Park, and Son (2009) argue “such experiences can help language learners develop their communicative competence through interaction with the other people, practice the language beyond the classroom and understand cultural diversities” (p. 19)

All in all, ICT plays a pivotal role in developing learners’ communicative skills due to its availability and flexibility which makes it well-esteemed not only by foreign language learners but also by linguists, psychologists, and educationists as well.

2.2.1.2. Technological Tools Needed in EFL Classrooms

Like any other field of study FELT welcomes the coming of ICT to the classroom and starts to adopt it in a way or in another to help teachers to be effective and learners to be creative. According to UNESCO Work Education Report (WER) (1998) “ICTs provide an array of powerful tools that may help in transforming the present isolated , teacher-centered and text-bound classrooms into rich , student-focused, interactive knowledge environments (p. 16, as cited in UNESCO, 2002).In other words, ICT with its developed tools and advanced applications altered the domination of the teacher with the creativity and richness of students and transformed the school materials-limited lesson to a large source of diversity that motivate learners and attract their attention. Ivy (2011), provides a set of technological options that teachers may use them:

2.1. Internet:

Is the largest source of information in all over the world which includes an infinite number of sources visited by each and every researcher “teachers should be equipped with the necessary skills to track and sort out these resources” (Ivy, 2011, p. 207).

2.2. Multimedia Sources

According to Andersen and Brink (2013) “multimedia contains texts, graphics, animations, video and sound in an integrated way and the content can be structured and presented differently” (p. 21). In other words, it refers to the multimedia products like when a teacher integrates sounds, images, and animations creating enjoyable and a motivating material to attract learners’ attention. Taking as an example, the power point presentations “it can be used by teachers to present organized lectures, aid ‘visual’ and inattentive learners and prepare students for their professional life” (Ivy, 2011, p. 208).

2.3. Office Applications

It offers an endless number of applications for the user to facilitate his/her work like opening a word page in which one can write a letter, draw a picture or produce anything they need. In addition to that the Microsoft office can help in correcting grammar and spelling mistakes and other usages like “concordancing, collaborative writing, referencing, presenting research data etc.” (Ivy, 2011, p. 208)

2.4. Audiovisual Equipment

Recently the majority of classes rely on computers and some of its physical components so teachers should master how systems basically function so that when a machine is troubled a teacher can easily find the solution without disturbing the students’ concentration (Ivy, 2011. p, 208).

2.5. Images and Soundtracks

Usually teachers tend to add “visuals, soundtracks, videos and animations to materials / worksheets” (Ivy, 2011, p. 208). Therefore, they need to develop certain skills like “adapting, editing, cutting –pasting, resizing files altering resolutions, touch ups with tools etc.” to reach the result they want (Ivy, 2011, p. 208).

2.6. Communication

Communication via Gmail is very important and necessary for learners to have such an account because it helps them in “opening and sending personal/ group mails, adding /deleting /finding contacts from the contact list, attaching / downloading files at a minimum” (Ivy, 2011, p. 208).

2.7. Electronic Whiteboard

It is also known as the smart board and it represents one of the newest technological tools that is developed to be used in the classroom. Despite the merits it offers to both teachers and learners but it is more expensive (Ivy, 2011, p. 213).

2.8. Podcasting

Is simply defined by Ivy (2011) as “a broadcast available on the Internet anytime for downloading to a portable media player, computer, mobile, etc.” (p. 215)

2.9. Social Networking

What is mostly preferred by the majority of students is the various types of social media websites on which they spend most of their time like: Facebook; Twitter; Instagram, and YouTube. So, “integration of social network-based activities with regular classes will provide optimum results” (Ivy, 2011, p. 215) In other words, there should be an appropriate way of how to incorporate such websites in order to raise their benefits and adapt them in a positive way.

Moreover, the aforementioned technological devices and application are just few examples because they are infinite and there are a plenty of them that can be used inside or even outside the classroom due to the continuous progress of technology.

2.2.1.3. Teacher and Learner Roles in ICT-Enhanced EFL Classrooms

ICT revolutionizes the way individuals work, learn, think, send, and receive knowledge. It brings many changes like imposing new responsibilities on the learner and freeing the teacher from some concerns. From one side the teacher is no longer the solo speaker in the classroom but rather he should act as a facilitator, and manager. As it is highlighted by Ghasemi and Hashemi (2011) “the teacher’s role in an ICT environment is that of a facilitator instead of being a purveyor of knowledge” they further add “the modern teacher in the ICT era is no longer described as ‘a sage on the stage’ but a ‘guide by the side’” (p. 3102). This means that teachers should get rid of the conventional ways of teaching and adapt their materials according to the learners needs and the lessons’ objectives.

Fu (2013) also shares the same point when he argues that: “therefore, ICT changes the traditional teacher centered approach, and requires teachers to be more creative in customizing and adapting their own material” (p. 114). From the other side, students should be put at the center to learn autonomously and smoothly taking the responsibility of their learning only under the supervision of the teacher. They search for information in the various sources of the internet and assess its validity and then share it with each other in a peer or group work. However, the teacher must remain as an advisor controlling the websites and social networks that students are using.

Moreover, Ahmadi (2018) adds that “learners can help teachers in technology integration because learners have had abundant time to master technology while teachers work on directing the instruction (p. 120). In other words, the process of integrating ICT is

not an easy process as it requires too much time and skills, that's why learners should contribute with their teachers to incorporate technology within their study since they are admired with and have enough time to develop technology-related skills more than their teachers.

However, putting too much accent on both the learner technology does not mean an absolute exclusion to the teacher as Firmin and Genesi (2013) confirm "technology on its own cannot ensure that effective learning outcomes are achieved; rather it is the educational purposes set out by educators that must lead the way. (p, 1606)

Finally, Mullamaa (2010) mentions a Chinese proverb which says that "teachers open the door, but You must enter by yourself" (p. 42) i.e. teachers should always remain as a guider and let students take risks and develop more the skills of self-dependence and autonomous learning.

2.3. The Merits of ICT

Nowadays education becomes highly advanced and more developed due to the availability and wide spreading of ICT. As a result, all educationists and learners are competing to develop a "digital literacy" to fulfill their purposes whether it is academic, professional, social, etc. Many scholars agreed on its benefits like Pim (2013) who claims that "technology can motivate learners by recording, measuring and feeding back progress with decoding and comprehension skills, but may not necessarily confer enjoyment in reading" (p. 32). In other words, there are certain characteristics that are peculiar to technology which are motivation and facilitation of tasks.

Fu (2013) also provides a set of merits of ICT as they are described below:

1. ICT facilitates the acquisition of new knowledge since it enables its users to get access to new information efficiently at any time in a faster and cheaper way. It is a source for problem solving.
2. It fosters the learner's autonomy and self-dependence.
3. It enables the learners to develop certain research skills accessing, selecting, organizing interpreting and assessing the new gotten information.
4. It creates a motivating atmosphere in which the learners are engaged efficiently in the learning process and stimulates their imagination and creative energy.
5. It encourages cooperative learning outside the classroom through distance learning which can be manipulated via teleconferencing, discussion, exchanging learning experiences, comments and ideas.
6. ICT is a way for boosting learners' critical thinking i.e. developing the skills of questioning and assessing before accepting.
7. ICT is a rich source for teachers to design their contents effectively and to ensure their efficiency and successfulness.
8. ICT creates a radical change in the teaching learning field since it supports the minimization of the teacher's traditional roles offering new real ones; as creative, adapter, and leader. (pp. 113-114).

In the same vein, Noor-UI-Amine (2012) also cites what can ICT grant to teachers and students "ICT can enhance the quality of education in several ways, by increasing learner motivation and engagement, by facilitating the acquisition of basic skills and by enhancing teacher training" (p. 6). Similarly, Wheeler (2001) agrees also that:

ICT will bring about major benefits to the learner and the teacher. As we have seen, these will include sharing of resources and learning environments, and opening up classrooms as well as the promotion of collaborative learning and a general move towards greater learner autonomy (p. 10)

In other words, among the benefits that ICT offers to both teachers and learners is that; it is a good source for searching and communicating information, as well as encouraging cooperative learning and self-dependent learning. Besides to that, it transforms the classroom into a motivating and enjoyable learning setting.

2.4. Demerits of ICT use in Education

When ICT tools are overused or misused of course the number of its drawbacks overweigh its benefits and this is what is noticed from the set of ICT drawbacks mentioned below by Mikre (2011):

1. More dependence on ICT affects learners' abilities of thinking and analyzing information.
2. Learners may depend on surface comprehension of what they download which may not be effective and important.
3. Technological equipment can have damaging, undesirable consequences on the user.
4. Students usually tend to deviate from learning for distraction and entertainment aims.
5. The computer and internet become as the most favorable sources for learners instead of other important sources like books which are more original and reliable than those they may find on the net.
6. It encourages copy-past technique and laziness among learners without assessing sources.
7. It deprives learners from developing their oral and written skills.

8. Some students have a problem of working independently and using technology so they still require the help of the teacher.

Cloke and Sharif (2001) also emphasize the importance of ICT however they tackle a very important idea when they claim that

Although ICT can support a number of pedagogical stances, it is clear that the empowerment which ICT can bring is best suited to teaching which also empowers the learner. This will, inevitably, present difficulties for teachers who feel challenged by the loss of control which a high level of pupil autonomy will bring (p. 12)

In other words, despite the benefits it brings to education, the school administrators should be smart when incorporating ICT to protect the learners' roles and capacities unless they will lose them with the domination of such a giant. In addition to that Wheeler (2001) declares that "the use of ICT requires a great deal of investment from teachers in terms of time, effort and general commitment" (p. 8) which means that time and efforts are two important issues in learning that should be taken into consideration during the use of ICT tools.

However, citing all these negatives does not mean that ICT is not beneficial but rather the way it is used should be reasonable and logical as Firmin and Genesi (2013) maintain "it is important to remember that technology by itself will not guarantee true learning, however, the proper use of available technologies does have the power to enhance and transform education in today's classroom" (p. 1604)

2.5. The Importance of ICT in Fostering EFL Learners' CC

There is a high level of agreement among linguists and language practitioners that ICT made a deep change in the teaching and learning process. Such change is tied with the

modern linguistic theory that appeals for a learner-centered classroom as Mullamaa (2010) argues that “ICT supports the modern principles of learning and language acquisition. Individualization, interaction and student motivation, often considered paramount in modern education theories, are necessarily a part of the process in ICT” (p. 38). Precisely, the quote highlights the idea that ICT stimulates learners to be autonomous relying on technology and themselves; facilitates their interaction; as well as boosting their motivation which is the essence of language learning.

Aguaged and Rozo (2011) assert that “the technological environment is an ideal instrument to facilitate the interaction and communicative exchange in language learning” (p. 23, as cited in Ponguta, 2017). This is what makes it specifically preferred by language learners because it exposes them to native speakers i.e. they will discover how language words and sounds are pronounced and articulated. Also, listening to conversations, dialogues, talking books or dictionaries as well as watching videos, and movies produced in the foreign language enriches their vocabulary backgrounds and enlarge their language store. Moreover, it helps them to learn how to produce the language correctly in terms of phonology, morphology, syntax, and semantics. In addition to that it allows them to discover the foreign language culture which serves to promote their appropriateness of the foreign language use as well as it enhances their social and cultural backgrounds.

Despite the demerits and the drawbacks of ICT in foreign language teaching and learning but it does not hinder learners to reach and to enjoy many benefits that learners in the past were deprived from. It offers them the chance to share, send, receive, comment on, and discuss information with other students at the national or international levels through chatting. This is clear from Ghasemi and Hashemi (2011) ‘s quote which says that “by using

new technologies in the language classroom, we can better prepare students for the kinds of international cross-cultural interactions which are increasingly required for success in academic, vocational, or personal life” (p. 3102).

Conclusion

Information and Communication Technology is one of the greatest achievements that scientists have ever reached. Despite the advancement and the propagation and the dissemination that ICT witnesses since its creation but it continues to develop more and more. Therefore, the more ICT changes and grows the more education in general and Foreign language learning get more developed. ICT and FLL develop a very strong relationship between each other and both affect the teaching and learning process in general. What creates the difference between the traditional and modern ways of teaching is the emergence of ICT. Nowadays learning environment is totally different from that of the past due to technology. Teachers and learners are nowadays assuming new responsibilities and gain new roles behaving each one according to his/her own needs trying to contribute to the success of the teaching and learning process.

CHAPTER THREE: Field Investigation

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Introduction

This chapter represents the practical part of the current study that aims to explore the role of Information and Communication Technology in developing learners' Communicative Competence (CC). To achieve that, a questionnaire is administered to forty Master two students at the department of English 8 Mai, University -Guelma. Therefore, the obtained data help to confirm or reject the research hypothesis. Moreover, this can be realized through the description and the analysis of the students' questionnaire. Furthermore, some pedagogical implications, limitations of the study, and suggestions for future research are also mentioned.

3.1. Students' Questionnaire

3.1. Research Methodology and Design

3.1.1. The Sample

The whole population of the current study includes master two LMD students at the Department of English, Guelma-University during the academic year (2019-2020). Therefore, forty students are selected randomly depending on two reasons. The first reason is that master two students' linguistic mastery seems to be more developed more than that of other levels. Whereas, the second reason is that, since they are preparing for their dissertations they display a variety of ICT tools in their researches. The questionnaire is administrated via Gmail so that each of the participants gets an e-copy to answer it.

3.1.2. Description of the Students' Questionnaire

The questionnaire is designed accordingly with what is largely tackled in the theoretical part of the current study. Therefore, the questionnaire is constructed to investigate the participants' attitudes and personal views regarding the role of ICT's that it offers for

foreign language learners to strengthen their communicative competences. Furthermore, the questionnaire contains twenty-seven questions distributed on four sections where questions move gradually from basics to more thematic ones.

Besides to that the questionnaire involves three different types of questions mainly dichotomous questions (Question 3,21,26, 18,13,11,7,21), open ended questions (Question 9,14,19,20,23,25,27), and multiple-choice questions (Question 5, 12, 4, 17, 16, 15, 6, 10, 2, 1, 24, 22, 8). Moreover, the questionnaire is divided into four main sections that are described as the following:

The first section: of the questionnaire as its name suggests. It involves five questions which turn around the participants' general information. It mainly focuses on students' gender, proficiency level of English..., etc.

The second section: is entitled "communicative competence" and includes five questions that are concerned with examining students' familiarity with CC, besides to its other types. Furthermore, it investigates the importance of CC according to students' views.

The third section: is mainly about the importance of Information and Communication Technology on Learners' Communicative Competence. This section is devoted for investigating students' views regarding integration of ICT in the process of foreign language teaching and learning, besides to the main tools used and to what extent they are used by learners and for which aim. Moreover, it focuses on the relationship between ICT and CC in the different interactional events. To conclude a space is left for the participants to freely express their comments and suggestions concerning the subject under study, this is section four.

3.1.3. Administration of the Students' Questionnaire

The questionnaire is administrated online via students' emails in the 29th April 2020.
 Email receivers answer it in a period of ten days.

3.1.4. 1. Data Analysis and Interpretation of the Students' Questionnaire

Section One: General Information

Question One: What is you gender?

Table 3.1

Participant's gender

| Gender | Number (N) | Percentage (%) |
|--------|------------|----------------|
| Male | 08 | 20% |
| Female | 32 | 80% |
| Total | 40 | 100% |

As it is clear in the table (3.1), the majority of students (80%) who answer the questionnaire are females whereas the minority (20%) is males. This indicates that females are more serious than males and contribute willingly in answering the questionnaire whereas males were not.

Question Two: how many years have you been studying English?

Table 3.2

Students' years of Studying English

| Options | Number (N) | Percentage (%) |
|--------------|------------|----------------|
| 12 years | 31 | 77.5% |
| More than 12 | 92 | 2.5 % |
| Total | 40 | 100% |

According to table (3.2), concerning the period that most of students (77.5%) spend in learning English is twelve years for those who do not fail in their study career. However, students who study more than twelve represent (22.5%) from the vast majority. That is to say, those students are either belong to the classical system, or they are repetitive learners. Therefore, a large number of students receive an enough quantity of English instruction that makes them familiar with the English language.

Question Three: Do you use English for communication outside the classroom?

Table 3.3

Daily use of English

| Option | Number (N) | Percentage (%) |
|--------|------------|----------------|
| Yes | 29 | 72.5% |
| No | 11 | 27.5% |
| Total | 40 | 100% |

The majority of respondents (72.5%) communicate with English outside the classroom according to table (3.3). This entails that they use it to communicate with each other face to face or through chatting via social media since this latter represents a multi-functional platform that allows them to search, discuss, and do many other tasks using the English language. However, only (27.5%) declare that they use it very rarely which entails that they are not aware about the significance of practicing the target language in daily interaction which can encourage their communicative capacities.

Question Four: How often do you use it?

Table 3.4

Frequency of using English

| Frequency | Number (N) | Percentage (%) |
|--------------|------------|----------------|
| Always | 08 | 20 % |
| Sometimes | 12 | 30 % |
| Occasionally | 15 | 37.5% |
| Often | 03 | 7.5% |
| Not at all | 02 | 5% |
| Total | 40 | 100% |

According to the results displayed in table (3.4), a small number of students (20%) choose always. While there is a considerable number of students opt sometimes (30%) and occasionally (37.5%). This indicates that most of students are aware that practicing the target language in authentic situations is very beneficial for the language learning. However, a limited percentage of students answer often (7.5%) and others (5%) answer not at all. That is to say, these students ignore the role of using the target language in daily interaction that it can play in shaping their communicative abilities.

Question Five: How do you evaluate your proficiency level of English?

Table 3.5

Appreciation of English proficiency

| Level | Number (N) | Percentage (%) |
|-----------|------------|----------------|
| Very good | 03 | 7.5% |
| Good | 20 | 50% |
| Average | 15 | 37.5% |

| | | |
|----------|----|------|
| Bad | 02 | 5% |
| Very bad | 00 | 00% |
| Total | 40 | 100% |

As it is indicated in table (3.5), the majority of students' level varies from very good (7.5%), good (50%), and average (37.5%). This implies that students receive a sufficient amount of English instruction throughout a period of five years at Guelma University. However, this does not negate that all students are in the same level but there are some differences. For instance, two students (5%) state that their level is bad. This may be related to certain problems that learners encountered during the teaching and learning process as it can also be related to their cognitive problems. Whereas, none of the students choose very bad.

Question Six: Have you ever been in an interaction with a native speaker?

Table 3.6

Interacting with native speakers

| Option | Number (N) | Percentage (%) |
|--------|------------|----------------|
| Yes | 18 | 45% |
| No | 22 | 55% |
| Total | 40 | 100% |

As shown in table (3.6), (45%) of students argue that they experience communication with an English native speaker. This refers to the availability of technology for those students as it can be related to their curiosity and desire to develop a native-like speaker competence

and to reach a good mastery of the English language. While, more than half of the sample (55%) do not pass through this experience. This may suggest that those students either are not interested in such an experience, or do not have access to the internet.

Question Seven: how was the interaction?

Table 3.7

The type of interaction

| Options | Number (N) | Percentage (%) |
|--------------------------|-------------------|-----------------------|
| Real interaction | 02 | 5% |
| Online-based interaction | 38 | 95% |
| Total | 40 | 100% |

As it is shown in table (3.7), a considerable number of students (95%) undergo an online-based interaction. While, a very small percentage of students (5%) experience a real interaction which entails both are interested in learning the English language and they are aware about the significance of this experience in fostering their language learning process.

Section Two: Communicative Competence

Question Eight: According to you what is communicative Competence?

Defining Communicative Competence

Communicative competence is defined by the majority of students as the ability of the learner to communicate effectively and appropriately in a given social context. They also argue that CC is a linguistic term that is used to refer to the language learners' abstract knowledge of the language and their ability to practice it effectively. They further add that it

refers to language user's communicative skills to understand what they receive and what they send to interact successfully.

Question Nine: How much do you consider communicative competence important?

Table 3.8

Appreciation of Communicative Competence

| Importance | Number (N) | Percentage (%) |
|----------------------|------------|----------------|
| Very important | 29 | 72.5% |
| Important | 6 | 15% |
| Somehow important | 5 | 12.5% |
| Not really important | 00 | 00% |
| Not important at all | 00 | 00% |
| Total | 40 | 100% |

When tackling the importance of CC, the absolute majority of students (72.5%) as it is clear in table (3.8) agree that it is of a paramount importance for learners to develop their communicative skills. However, (15%) of students choose important and (12.5%) of students opt for somehow important. This denotes that students are cognizant about the position that CC occupied in language learning. For the last two options none of the students choose them.

Question Ten: Is the mastery of the linguistic system enough for the speaker to be an effective communicator?

Table 3.9

The Role of Grammar in the Communicative Process

| Option | Number (N) | Percentage (%) |
|--------|------------|----------------|
|--------|------------|----------------|

| | | |
|-------|----|-------|
| Yes | 03 | 7.5% |
| No | 37 | 92.5% |
| Total | 40 | 100% |

According to the findings that is clear in table (3.9), a very few number of students (7.5%) argue that the mastery of grammar is sufficient for a speaker to be a successful communicator which entails that those students still believe in the traditional perspective which appreciate the linguistic perspective over the communicative one. However, a considerable percentage of students (92.5%) admit that mastering grammar is not sufficient for the speaker to interact effectively. This indicates that those students believe in the modern linguistic theories that estimate communication over grammar.

Question Eleven: Do you think that Communicative Competence cannot be achieved unless the mastery of other competences is considered? (You can choose more than one option):

Table 3.10

Communicative Competence and its components

| Competences | Number (N) | Percentage (%) |
|------------------------|------------|----------------|
| Linguistic competence | 02 | 5% |
| Discourse competence | 01 | 2.5% |
| Strategic competence | 00 | 00% |
| Pragmatic competence | 00 | 00% |
| All of them competence | 37 | 92.5% |
| Total | 40 | 100% |

According to the results presented in table (3.10), a very small percentage of students opt Linguistic Competence (5%) and Discourse Competence (2.5%). This reveals that they believe only in grammar and the linguistic system considering them as sufficient for a speaker to be an effective communicator ignoring the significance of other competences. (92.5%) of students however, consider all the competences important viewing them as crucial as possible for a successful communicator. This shows their awareness and their well-informed view regarding recent language studies and researches.

Question Twelve: Do you consider yourself as communicatively competent speaker?

Table 3.11

Appreciation of the Speaker Communicative Competence

| Options | Number (N) | Percentage (%) |
|---------|------------|----------------|
| Yes | 36 | 90% |
| No | 00 | 00% |
| Neutral | 04 | 10% |
| Total | 40 | 100% |

The majority of students (90%) consider themselves as competent communicators as it is clear in table (3.11). This implies that, since they are master two students and they have passed five years or more receiving a pure study of the English language of course they are supposed to be communicatively well-skilled. However, there are certain differences in their communicative abilities as it is clear from the table (3.5) which clarifies that students' proficiency level of English varies from very good, good, and average. From the whole sample, there are only four students (10%) who choose to be neutral neither "yes" nor "no".

This suggests that may be they are confused to decide about themselves as they cannot evaluate their levels.

Section Three: the Importance of Information and Communication Technology on Learner’s Communicative Competence

Question Thirteen: Would you please define what is meant by ICT?

The vast majority of students argue that ICT is an acronym that stands for Information and Communication Technology. They add that ICT refers to the multiple technological tools (cell phones, computers, projectors, tablets, laptops, etc.) which are multi-functional and multi-purposeful (search, process, store, send, receive, and retrieve information, etc) in each and every domain. They also tackle its role viewing it as crucial in their studies and researches as well as in their daily life. None of the students forget about its negative aspects and how its misuse and intensive can be reflected on the user.

Question Fourteen: How much time per-day do you spend on using ICT’s?

Table 3.12

Frequency of using ICT

| Frequency | Number (N) | Percentage (%) |
|---------------------------|------------|----------------|
| 1-3 hours per-day | 06 | 15% |
| 3-6 hours per-day | 09 | 22.5% |
| More than 6 hours per day | 11 | 27.5% |
| The whole day | 14 | 35% |
| Total | 40 | 100% |

As it is displayed in table (3.12), some students (15%) claim that they devote from one to three hours per-day for using their ICT tool(s). This implies that only very few number of students are aware about the negatives of overusing ICT that is why they use it regularly. However, (22.5%) spend from three to six hours per-day, (27.5%) devote more than six hours, and (35%) spend the whole day using their ICT tools. Such overuse of ICT tools is related to students' academic and professional purposes since some students are studying and working or since they are master two students preparing their dissertations, they require enough time to make their researches. As it can be also related to the confinement imposed on them by the Covide-19 which prevents peoples' real contacts.

Question Fifteen: According to you which tool is most useful to develop your communicative competence?

Table 3.13

Useful tools for developing the Communicative Competence

| Options | Number (N) | Percentage (%) |
|--------------|------------|----------------|
| Smart phones | 12 | 30% |
| Laptops | 13 | 32.5% |
| Headphones | 15 | 37.5% |
| Tablets | 00 | 00% |
| Total | 40 | 100% |

Students' viewpoints differ from one to another according to table (3.13). For instance, (30%) of students declare that they prefer smart phones to develop their communicative abilities. This may suggest that, this type of devices is more favored since it

is small and digital and it can be taken and used every when and everywhere for reading, writing, and listening, etc. However, (32.5%) of students prefer Laptops. Whereas, the majority of students (37.5%) opt Headphones which implies that may be they are auditory learners that is why they like to listen and to focus more on sounds and all what is heard. None of the students (0%) choose the last choice of tablet.

Question Sixteen: Do you use them to communicate with?

Table 3.14

ICT users that EFL learners contact

| Options | Number (N) | Percentage (%) |
|-------------------------|------------|----------------|
| Teachers | 15 | 37.5% |
| Classmates | 12 | 30% |
| Friends | 11 | 27.5 % |
| Native-English speakers | 02 | 05 % |
| Others | 00 | 00% |
| Total | 40 | 100% |

Results from table (3.14), learners' choices differ from one to another; for example, (37.5%) of students communicate with their teachers, (30%) of them communicate with their classmates, and (27.5%) of them communicate with their friends. This entails that it depends on the students' needs since they are preparing their dissertations; they need to contact their supervisors, their peers, and even their friends. For contacting native-speakers, only few students (05%) opt that choice which entails that, they like to speak to natives to develop

their communicative abilities in the English language. None of the students add another category to which s/he tends to communicate with.

Question Seventeen: Do you think that there is a close relationship between ICT's and Communicative Competence?

Table 3.15

ICT's and CC relationship

| Option | Number (N) | Percentage (%) |
|--------|------------|----------------|
| Yes | 37 | 92.5% |
| No | 03 | 7.5% |
| Total | 40 | 100% |

The majority of students (92.5%) as indicated in the table (3.15) opt yes arguing that there is a solid relationship between ICT and CC. whereas, a very small number of students (7.5%) ignore such a relation between.

Question Eighteen: Would you please explain?

By justifying their answers, they admit that CC cannot be easily developed without the existence of ICT. Thus, thanks to ICT that represents the driving force in the domain of foreign language learning. It offers students with an endless number of options and possibilities that motivate them to develop their communicative abilities. However, those who ignore this relationship stress that traditionally learners develop their communicative abilities successfully even in the absence of ICT.

Question Nineteen: How can ICT's develop learners' communicative competence?

The vast majority of students argue that ICT is of a paramount importance in improving learners' interactional abilities. They explain that it provides learners with different devices that allow them to read in, write from, and listen to various materials produced in the target language. They add that; it represents a great motive for them to be autonomous and to undergo an independent and an endless learning trip. They also cite that it offers them with various online applications and social media websites for studying, chatting, and/or searching the required information, for instance FB pages, emails, twitters, YouTube channels. Via all these functions learners can autonomously promote their linguistic, discourse, social, sociolinguistic, and pragmatic competences.

Question Twenty: Do your teachers incorporate ICT in their teaching?

Table 3.16

The incorporation of ICT in language learning

| Option | Number (N) | Percentage (%) |
|--------|------------|----------------|
| Yes | 33 | 82.5% |
| No | 07 | 17.5% |
| Total | 40 | 100% |

As it is displayed in table (3.16), the vast part of students (82.5%) opt the answer of “yes”. This entails that EFL teachers are aware about the usefulness and the effectiveness of ICT integration in the teaching and learning process. This is clear through teachers' use of Facebook groups, Email, Power Point presentation, Smart phones, Laptops, and Data shows..., etc, in addition to other tools and applications that teachers rely on in their teaching. However, there is a small percentage of students (17.5%) disagree that teachers

incorporate ICT in their teaching which suggests that, they are not satisfied with the extent and the way teachers integrate it.

Question Twenty-one: Which one of the following do you prefer?

Table 3.17

Types of lessons

| Options | Number (N) | Percentage (%) |
|--------------------|------------|----------------|
| ICT-based Lesson | 28 | 70% |
| Traditional Lesson | 12 | 30% |
| Total | 40 | 100% |

According to the findings shown in table (3.17), the large percentage of students (70%) prefer ICT-based lessons which indicate that, they consider it as an effective factor for them as foreign language learners because it represents a source of motivation for them for further learning. However, only (30%) of students refuse the first choice and opt the second one.

Question Twenty-two: Justify your answer

By justifying their answers, those who favored the first choice at the expense of the second one claim that ICT represents an incentive factor that motivates learners and facilitates their learning process. Whereas those who opt the second choice justify it by claiming that since the university is not well equipped it's better to learn traditionally instead of relying on tools that are not able to satisfy their learning needs.

Question Twenty-three: Do you agree that the integration of ICT's in language learning changes the roles of both teachers and learners?

Table 3.18

Changes brought by ICT in EFL classroom

| Extent | Number (N) | Percentage (%) |
|----------------------------|-------------------|-----------------------|
| Strongly agree | 8 | 20% |
| Agree | 9 | 22.5% |
| Neither agree nor disagree | 6 | 15 % |
| Disagree | 15 | 37.5% |
| Strongly disagree | 2 | 5% |
| Total | 40 | 100% |

According to the findings shown in table (3.18), concerning the roles of both teachers and learners in an ICT-enhanced EFL classroom a moderate percentage of students opt agree (22.5%) and strongly agree (20%), which implies that ICT can change their roles as well as those of their teachers. While the majority of students (37.5%) disagree with this idea and a very few students (05%) chose strongly disagree. However, only (15%) students were neutral neither agree nor disagree whereas those who opt strongly disagree represent a very low percentage (05%). This may suggest that they may be studied in teacher-centered classroom where the teacher dominates.

Question Twenty-four: Justify your answer

As a justification for their answers those who agree or strongly disagree with this idea claimed that ICT have the potential to put the learner at the center of the teaching learning ground transforming the teachers-centered classroom into a learners-centered one. However, those who agree or strongly disagree stress that they do not observe no such a changes in

their department. Concerning those who neither agree nor disagree did not justify their answers.

Question Twenty-five: Does the absence of technology affect learners' communicative abilities?

Table 3.19

Lack of ICT in shaping learners' communicative abilities

| Option | Number (N) | Percentage (%) |
|--------|------------|----------------|
| Yes | 35 | 87.5 % |
| No | 05 | 12.5% |
| Total | 40 | 100% |

According to the findings shown in table (3.19), the majority of students (87.5%) approve that the absence of ICT greatly hinders the development of their Communicative Competence. A few of students (12.5%) disagree with this idea seeing ICT as additional has no role in shaping this latter.

Question Twenty-six: Justify your answer

By justifying their choices of “yes” and “no”, students who opt “yes” claim that the absence of technology represents the absence of authenticity and appropriateness. They almost agree on its efficacy because it provides them with accessible information that facilitates their learning process. They also agree that ICT exhibits the target culture for learners to discover and learn more about and to enlarge their social and cultural backgrounds since culture and language are closely related to each other.

Question twenty-seven: Please if you have any comments or suggestions add them in this space?

Some students (09) out of (40) prefer to furnish the current study with additional suggestions and comments which are briefly mentioned as the following:

Developing the communicative competence in nowadays' world becomes a need for EFL learners since it serves their academic, communicative, social, and economic aims, etc.

ICT is the giant of this epoch and great benediction in all fields but its overuse or misuse kills the user that is why one should be cognizant about how, when, where, and to what extent s/he must use it.

Autonomy is obviously tied with technology that's why learning environments should be equipped as much as possible to promote such valuable skill among EFL learners from one side. From the other side is to provide equal opportunities for all students regardless of their financial incomes.

The lack or the bad quality of the technological tools that a university may possess can hinder the teaching and learning process as it makes teachers tend to teach traditionally instead, which eventually may raise the resentment of some autonomous learners.

Foreign language learning is no longer viewed in the traditional way but a new perspective replaced the traditional one which is communication. Hence, ICT is the suitable vehicle via which learners can interact and communicate with whomever they need.

The emergence of technology in EFL classrooms makes deep changes by freeing the teacher from some classical roles and assuming new ones for the learner to be more responsible over his/her learning process. While other teachers still prefer to dominate may

be because they are not satisfied with the learners' level or because some students still view the teacher as the primary source of information and the main giver of the knowledge.

3.1.4.2. Summary of the Students Questionnaire's Findings and Results

Starting with the first section, it is entitled general information. It shows that most of students receive an enough quantity of the English instruction which makes their level varies from very good, good, and average. It also reveals that the majority of students tend to communicate with the English language outside the classroom whether the interaction is online or in real environment as it is clear from table (3.5).

Moving to the second section which is entitled communicative competence. The results clarify that most of students are aware of what is meant by CC since the majority of them are able to provide accurate and appropriate definitions for the term. As it is shown in table (3.8) a significant percentage of students advocate the importance of CC. The majority of students disagree with the solo mastery of the linguistic competence. They argue that there are other competences to be considered like, sociolinguistic competence, pragmatic competence, and discourse competence, etc. Additionally, most of students consider themselves as competent communicators. This is related to the quantity and the quality of the English instruction they receive at the University of Guelma from the part of the teacher and from the part of the methods and the quality of the information and the modules taught for learners.

According to section three is about the importance of information and communication technology in fostering learners' communicative competence". The majority of students are able to define what is meant by the acronym (ICT). Moreover, according to table (3.12), the period that learners spend in using their techno-devices differ according to the learners'

academic, social, and personal interests. The majority of students tend to overuse technology maybe since they are Master two students working on their dissertations. Concerning the tools that the majority of students tend to use are the headphones, laptops and smart phones, students' preferences differ according to their aims. They use such tools to communicate with their teachers, classmates and friends as it is displayed in table (3.14). Furthermore, almost all students agree that there is a strong relationship between ICT and CC. This denotes that students are aware that foreign language learning is based on autonomy and independency which cannot be achieved without the availability of technology. When tackling the role of ICT in shaping CC, almost all students provide various benefits and facilities that allow language learners to develop their communicative competences. Concerning learners' preferences about ICT advanced and traditional way of teaching, the majority of students assert that their teachers prefer to integrate various ICT tools in their lessons. That is why the majority of students favorite ICT-based lessons more than the traditional one. This implies that ICT represents a strong incentive for learners that motivates and encourage them for further learning. Moreover, they argued that ICT changes the teacher and learners' roles. In addition to that, the majority of students argued that there is a solid relation between ICT and CC. they also maintained that the lack of ICT makes it highly difficult for learners to develop their communicative competences. Arguably, the vast majority of students support this idea which denotes that ICT is the primary tool that can provide learners with an endless number of advantages that paved the way for them to learn easily. Consequently, ICT have a strong role in developing learners' CC despite the negative effects it carries with, but it remains as crucial as possible for the everlasting benefits it offers for EFL learners.

Conclusion

Depending on the findings and the results that are collected from the students' questionnaire ICT and CC are closely related to each other. Such relation is strengthened by the importance that ICT provides for EFL learners to strengthen their communicative competences. According to the students' attitudes, and opinions ICT is an important source for EFL learners to rely on in their language learning. Thus, the Algerian government should put the accent on FL learning settings to equip and supply them with high advanced technologies as well as providing laboratories that facilitate and promote the EFL teaching and learning process. Therefore, this study confirmed that an appropriate and adequate implementation of ICT in the Algerian FLL universities can help learners to develop their Communicative Competences.

Pedagogical Implications

The fruit of this study is that; communicative competence cannot be achieved without the existence of technology as if this latter is created to serve foreign language learning. Walking towards such point communicative competence drives its strength from technology which proves its effectiveness and critical influence on such competence. Based on the findings of this study learners are in an urgent need to be communicatively skilled and technologically equipped enough, but the Algerian learning environment lacks many pillars upon which it can stand to build a satisfactory avenue for its learners according to what nowadays' challenges require. That's why an earnest appeal should be urgently directed to all stakeholders from learners to policy makers to contribute to the development of the Algerian education generally and language learning specifically to a high level.

Policy Makers' Implications

Since policy makers represent the cornerstone of the development of any domain in the country and such development is subjected to the laws they declare. Therefore, they must furnish the universities with high-end laboratories designed specifically for language learning, and providing them with high internet networks so that learners find no problem in searching various sources of knowledge.

Another suggestion that is consistent with the current age is developing the platform of e-learning to offer a wider opportunity for EFL learners to interact with native speakers and students with strong competences and communicate with highly qualified teachers and professors whether at the local, national and/or international levels to learn from their experiences.

Likewise, the government should also work to enlarge the chance of the internship for a large number of university students to go abroad to be in real contact with the foreign language and foreign language culture. Moreover, supporting and training teachers how to use technology reasonably and intelligently and how to overcome the idea of technophobia becomes a must in order to make technology a friend and not an enemy in each classroom.

Teachers' Implications

Although teachers should play a minor role in the modern EFL classrooms but this does not exclude them definitely from updating their teaching skills and subject matter knowledge. Therefore, teachers should keep in touch with the latest critical changes in their specialties to modernize their teaching methods and their knowledge which is eventually reflected on the learners' competences.

Furthermore, at the national level, educationists should design curricula with international standards that meet the challenges that students can face in the near or the far future to be as much competent as their advisors in all over the world. However, at the school level the teacher should be as much artistic as possible to tailor-made lessons according to learners' differences, expectations, and interests.

Another point that is deduced from this study is adapting and/or creating new suitable teaching techniques to manage the teaching learning process successfully. For instance, diversifying the different grouping modes moving from a solo work to peer, group, and whole class discussion to get rid of boredom and to put an end for what hindered a successful classroom communication.

Learners' Implications

Since learners represent the tower of strength in each and every learning context especially in foreign language learning, it is important to clarify certain points for them to help promote and facilitate their language learning.

Despite the wide availability and accessibility of technology but still some students rely on their teachers. The fact that contradicts totally with modern linguistic theories that emphasize on learner-centeredness. So, learners should be as much autonomous as possible because autonomy reinforces their learning process in a way or in another.

Another recommendation that both the academic and social family should call for and work on is promoting the proper use of technology. Therefore, all academicians including students should lead awareness campaigns to mitigate its utilization in the academic contexts.

Limitations of the Study

Like any other research this investigation permeates it a variety of problems some of them are pedagogically inevitable and others are related to nowadays unexpected new changes. Generally, these obstacles range from social, political, and economic to methodological and pedagogical ones. Following are some of such obstacles outlined below:

The lack of sources is one of the major problems that hinder not only few but the majority of students for doing deep researches and enriching their current researches to fulfill them as well. This problem is related to the current situation that the world lives in which lead to the closing of universities libraries.

At the beginning, this study is intended to be tested through two research tools the questionnaire and the interview for more accurate and credible results, the situation of Covide 19 limits the researcher to only one tool which affects the equilibrium of the study results between the teachers and students' views and perceptions.

Contacting the supervisor face to face is forbidden due to the preventive measures against Corona virus which hinder the researcher from making an accurate discussion concerning the progression of work.

Administrating the questionnaire via email makes it highly difficult for the researcher to include as many students in the sample as possible.

Recommendations for Future Research

The main focus of the current research is investigating whether Information and Communication Technology can foster the learners' communicative competence. Therefore, a variety of other topics are derived from and came into insight for further researches and deep examining of such subject to help broaden and enrich already related studies. In this sense, not many but some of such topics are suitably presented below:

- Reinvestigating the current research following an experimental method is of a paramount importance for the study to be accurate and exact enough.
- Further studies are required to explore the impact of Information and Communication Technology (ICT) on learners' intercultural competence.
- Deep inquiry is necessary concerning the importance of technology in developing handicapped or disabled learners' communicative competence and/ or intercultural awareness.
- It is necessary also to investigate how can ICT support EFL learners' self-confidence and motivation
- Educational games and its effectiveness on high language proficiency among children.

GENERAL CONCLUSION

The present investigation is carried out to examine the role of Information and Communication Technology in fostering EFL learners' Communicative Competence. To that end, this research encompasses three chapters. The first two ones are purely theoretical dealing with CC and ICT respectively. The third chapter is a practical part that is mainly concerned with the analysis and the interpretation of the questionnaire. This research is conducted to test the hypothesis which assumes that if Information and Communication Technology is appropriately implemented, EFL learners' Communicative Competence would be enhanced. In order to confirm or reject the assumed hypothesis, a descriptive quantitative method was followed.

The first chapter tackles important concepts related to CC besides to its various models, approaches, and their principles. Whereas the second chapter deals with various definitions of ICT, in addition to its importance in education, foreign language learning, as well as its role in enhancing FL learners' Communicative Competence. Moving to ICT tools and applications that can be used in EFL classrooms. In addition to teachers and learners' roles in EFL technology -based classroom. Concluding the chapter with advantages and disadvantages of ICT.

The practical chapter deals with only one research tool which is the questionnaire. It is administered to forty Master two students at the department of English language, at Guelma University of 08 May 1945. The main aim of the questionnaire is to explore EFL learner's views and attitudes about the impact of ICT on developing their Communicative Competence. Therefore, the obtained results confirm the hypothesis because learners' views and attitudes are positive about the crucial role that ICT can play in forming and building

their Communicative Competences. Based on the reviewed literature and the obtained results, some pedagogical implications are introduced to policy makers, teachers, and learners as well to overcome all the barriers that stand against an appropriate integration and effective function of ICT in Foreign Language Learning. Besides to that, limitations that faced this study and suggestions for future research are also mentioned.

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Appandix A

Students Questionnaire

Dear students

The ultimate goal of this research is to find out students' attitudes towards how Information and Communication Technology improve learners' communicative competence. Therefore, the collected data will serve as a reliable source for the researcher. Please try to provide truthful and sincere answers. Tick (✓) for the appropriate box and elaborate a full statement when necessary. We would really appreciate your cooperation.

Thank you in advance for your collaboration

Department of English

University of 08Mai 1945-Guelma

Section One: General Information

1. What is your gender?

| | |
|--------|--|
| Male | |
| Female | |

2. How many years have you been studying English?

| |
|--|
| |
|--|

3. Do you use English for Communication outside the classroom?

| | |
|-----|--|
| Yes | |
| No | |

4. How often do you use it?

| | |
|--------------|--|
| Always | |
| Sometimes | |
| Occasionally | |
| Often | |
| Not at all | |

5. How do you evaluate your proficiency level of English?

| | |
|-----------|--|
| Very good | |
| Good | |
| Average | |
| Bad | |
| Very bad | |

6. Have you ever been in interaction with a native speaker?

| | |
|-----|--|
| Yes | |
| No | |

7. How was the interaction?

| | |
|--------------------------|--|
| Online based-interaction | |
| Real interaction | |

Section two: Communicative Competence

8. According to you what is Communicative Competence?

.....

9. How much do you consider Communicative Competence important?

| | |
|----------------|--|
| Very important | |
| Important | |

| | |
|----------------------|--|
| Somehow important | |
| Not really important | |
| Not important at all | |

10. Is the mastery of the linguistic system enough for the speaker to be an effective communicator?

| | |
|-----|--|
| Yes | |
| No | |

11. Do you think that Communicative Competence cannot be achieved unless the mastery of other competences is considered? (you can choose more than one option)

| | |
|-----------------------|--|
| Linguistic competence | |
| Discourse competence | |
| Strategic competence | |
| Pragmatic competence | |
| All of them | |

12. Do you consider yourself as communicatively competent speaker?

| | |
|-----|--|
| Yes | |
|-----|--|

| | |
|----|--|
| No | |
|----|--|

Section three: The Importance of Information and Communication Technology on learners' Communicative Competence

13. Would you please define what is meant by Information and Communication Technology?

.....

14. How much time per day do you frequently spend on using ICT's

| | |
|---------------------------|--|
| No time | |
| 1-3 hours per day | |
| 3-6 hours per day | |
| More than 6 hours per day | |
| The whole day | |

15. According to you, which ICT tools are most useful to develop your Communicative Competence?

| | |
|--------------|--|
| Smart phones | |
| Laptops | |
| Headphones | |
| Laptops | |

16. Do you use them to communicate with?

| | |
|-------------------------|--|
| Teachers | |
| Classmates | |
| Friends | |
| Native-English speakers | |

-Others

.....

.....

17. Do you think that there is a close relationship between ICT and Communicative Competence?

| | |
|-----|--|
| Yes | |
| No | |

18-would you please explain

.....

19. How can ICT develop learners' Communicative Competence?

.....

20. Do your teachers incorporate ICT in their teaching?

| | |
|-----|--|
| Yes | |
| No | |

21. Which one of the following do you prefer?

| | |
|---------------------|--|
| ICT's-based lessons | |
| Traditional lessons | |

22-justify your answer

.....

23. Do you agree that the integration of ICT's in language learning changes the roles of both teachers and learners?

| | |
|----------------------------|--|
| Strongly agree | |
| Agree | |
| Neither agree nor disagree | |
| Disagree | |
| Strongly disagree | |

24-justify your answer

.....

25. Does the absence of technology affect learners' communicative abilities?

| | |
|-----|--|
| Yes | |
| No | |

26-justify your answer

.....

Section Four: Further Suggestions

27. Please if you have any comments or suggestions add them in this the space

.....

Thank you for your collaboration

ملخص

تهدف هذه الدراسة الى معرفة مدى تأثير تكنولوجيا الاعلام و الاتصال على تطوير الكفاءة التواصلية لدى متعلمي اللغة الانجليزية كلغة اجنبية كما تسعى الى معرفة وجهات نظر الطلاب فيما يخص دمج و استعمال تكنولوجيا الاعلام و الاتصال في تعلم و تعليم اللغة الانجليزية كلغة اجنبية .بالإضافة الى ذلك فهي تسعى الى معرفة مدى استعمال متعلمي اللغة لهذه الوسائل في تعليمهم .بهدف تحقيق هذه الدراسة قمنا بإتباع منهجية وصفية كمية من خلال استعمال استبيان كتابي ووجه لعينة مكونة من اربعين طالب من قسم اللغة الانجليزية -كلية الآداب و اللغات قالمة .النتائج المحصلة عيها تؤكد الفرضية المقترحة حيث ان الاستعمال الجيد لوسائل تكنولوجيا الاعلام و الاتصال تساعد على تطوير الكفاءة اللغوية لدى المتعلمين .في الخاتمة نجد ان هذه الدراسة تؤكد ان تكنولوجيا الاعلام و الاتصال تعد حجر الاساس في تحسين و تطوير الكفاءة التواصلية لدى المتعلمين

Résumé

Cette étude a pour but principal d'étudier l'impact de « TIC » sur le développement de la compétence communicative des apprenants d'ALE (anglais langue étrangère), d'ailleurs, elle vise à connaître les avis des étudiants à propos de l'intégration de TIC dans ALE comme elle essaie de comprendre à quel point les apprenants utilisent TIC dans leur apprentissage. Afin d'effectuer cette étude, on a suivi une méthode descriptive quantitative à travers l'utilisation d'un questionnaire. Le corpus de ce travail se présente sous la forme d'un échantillon aléatoire composée de quarante étudiants inscrits en Master deux LMD du département d'anglais de l'université 8 Mai 1945, Guelma. Les résultats obtenus confirment l'hypothèse proposée, autrement dit, la bonne utilisation de TIC contribue au développement des compétences communicatives des apprenants. En somme, cette étude confirme que le TIC est la pièce d'édifice pour l'amélioration et la progression des capacités communicative des apprenants.