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**Enhancing Students' Communicative
Competence through Web-Based Materials:**

**Case of EFL 2nd Year Masters' Students in the
University of Tlemcen**

A Research Project submitted to the Department of English as a Partial Fulfillment for
the Requirements of the Masters' degree in Didactics and Assessment in English
Language Education.

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Declaration of Originality

We, SEDDOUGUI Houria and BENALAL Hanane, declare that our dissertation entitled, “Enhancing students’ Communicative Competence Through Web-based materials : The Case of Master 2 Students at Tlemcen University”, contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this dissertation is our own work.

June 11 th, 2019

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Dedications

To my shining diamonds, to the ones who gave birth and sacrificed for my happiness, to the persons who filled me with love and hope.

To my beloved mother and father, the source of my success in my life.

To my lovely sister Hadjer.

To my beloved brothers Ismail and Ibrahim.

To all my loyal and truthful, loving and secretive friends, who supported me.

every second

May God bless you all

Houria

Dedications

To my father

For earning and honest living for us and for supporting and encouraging me to
believe in my self

To my mother

A strong and gentle soul who taught me to trust in Allah, believe in hard work and
that so much could be done with her

To my little brother and sisters

Who usually encourage and motivate me: Lamia, Nadia, Sihem and Nadir

To my husband

Who is my shining diamonds, to the one who gave sacrifice for my happiness
I will never forget my lovely parents in law and my closed sisters and brothers in
law

To all my friends and families that helped me during my studies.

Hanane

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Abstract

The Internet provides a new and efficient tool for learning. It is used for different teaching purposes and it has a positive impact on the overall teaching-learning environment since it overcomes barriers of space and time and opens new possibilities for better learning atmosphere that leads to academic achievement. Along this line of thought, the present investigation aims at enhancing students' communicative competence through web-based materials, which is so important for their academic achievement, and suggesting accordingly the appropriate materials needed in the classroom. For this purpose, a case study including 50 Master 2 students from the Department of English, University of Tlemcen was undertaken. Two research instruments were used to cross-check gathered data, a questionnaire for students and an interview for teachers. The collected data were analysed both quantitatively and qualitatively. The findings revealed that including ICT's methods in an EFL setting is the best methods for the sake of increasing students' communicative skills. Additionally, some suggestions and recommendations were given to EFL teachers and learners in order to help them reaching a good implantation of technological tools and developing students communicative competence. In other words, the existence of web-based materials and their effective use would lead to better teaching-learning process.

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List of Abbreviations and Acronyms

ICT: Information and Communication Technology

CLT: Communication Language Teaching

TBL: Task Based Learning

EFL: English Foreign Language

OS: Operating System

IWB: Internet White Board

CD-ROM: Compact Drive Read-only Memory

IBE: Internet Based Education

SNS: Social Net Working Sites

DVD: Digital Versatile Disk

VCD: Video Compact Disk

LS: Language Studies

LC: Literature and Civilization

DAEL: Didactics and Assessment in English Education

General Introduction

General Introduction

In the 21st century, there was an emergence of new ideas and new technologies, and the need for better education has been accentuated. Knowledge and transmission of knowledge are fundamental to globalization. It has profound impact felt through the educational system. This process has made it necessary to help students getting adopted to today's competitive society. Thus, language learning has always been in search for appropriate methodologies, approaches, techniques... that meet students' demands. Therefore, the real-life simulation change from day to day. Students' motivation to learn come from their desire to communicate in a meaningful way and about meaningful topics.

In fact, there is a relationship between globalization and English education. English is the key factor in the development of nations globally. It has become international and global; international as a medium of literary and other forms of cultural life in countries of former British empire, global as co-genitor of the new technological age which shortened the distance between nations.

Then, the teacher is in a better position to account for the specificities of the teaching situation, to know what his learners need, what their interests are, what should be done to overcome their failures, and to contribute to the improvement toward a greater effectiveness in language teaching. This is the ultimate goal all language teachers strive to achieve. Therefore, the nature of education and the role of both teachers and students can be changed through what ICT provides in the domain of education.

At Tlemcen University, teachers need to be familiarized themselves with ICT tools to overcome the challenges of the teaching and learning process and to know how ICTs can influence student motivation and their communicative competence since many studies show that ICTs provide better results for the educational system, such as improving and up-dating the teaching task. Therefore, ICTs appear to be a clue to help the teachers and learners in enhancing the quality of education in general and the course in particular.

Because of the lack of communication opportunities in the classroom ,and the students' limited knowledge of the importance of using web-based materials rules, students become incompetent in real communicative situations and are pushed to look for the ways to attract teachers' attention to the seriousness of this problem.

It is recommended to teachers and students to be encouraged to stay in touch with new technologies to apply and expand their knowledge in various fields of research. Thus, they should be aware of the importance of web-based materials in enhancing students' communicative competence.

The aim of this study was to provide insights to the importance of web-based materials and unexpected challenges faced by teachers in the Department of English at Tlemcen University. The task of this research is to find answers to the following research questions:

- 1- To what extent do web-based materials affect EFL learners' communicative competence development ?
- 2- How can teachers help their students develop their communicative competence ?

The research hypotheses that have been derived are:

- 1- The use of web –based materials in EFL classes may improve students' communicative competence and increase their engagement.
- 2- Teachers perceive that the use of technology is a significant tool to develop students' language mastery.

This research aims to find out how web-based materials are used in teaching at Tlemcen University and particularly in the Department of English. It also checks whether the use of ICT devices could really help students develop their communicative skills and present their dissertations easily. Then, aims to discuss the role of using web-based materials in the EFL classroom. The researchers seek to focus on up-dated teaching methods and CLT effectiveness in order to improve students' communicative competence.

So as to find answers to the research questions, two chapters are proposed. The first chapter which is the literature review contains several definitions of communicative competence and explanations of other concepts that refer to communicative competence and the importance of CLT in education. In the other hand, this chapter covers the main concepts concerning ICT and IBE with reference to some communication strategies; hence, the benefits of ICT in teaching and its influence on students' learning.

The second chapter of this work is the practical part of the work which focuses on the research methodology used to conduct this research. This chapter is divided into two parts. The first part deals with the description of the research setting, the case study, and the selected sample, as well as, the research instruments used. While the second part relates to the analysis of the main results collected from the two instruments of research, a students' questionnaire and a teachers' interview. At the end, this chapter contains a discussion and an interpretation of the main results in relation to the hypotheses. Finally, it gives some suggestions and recommendations for further investigations related to this research.

Chapter One

Chapter one: A Background on Communicative Competence dealing with Web-based Materials.

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1.1 Introduction

Teaching and learning a foreign language is something very complex but with the advance of communicative approach to language teaching mainly English, the focus on how to provide learners with more activities and tools in order to enable them to communicate frequently and to develop their language proficiency level becomes necessary. It should be recognized that learning a second/foreign language is not an easy task as the learning of mother tongue, but things become different and somehow easier with the domination of technology in the whole world where it is found multiples technological materials such as: computers, internet, video plays and others.

It's noticeable that Information and Communication Technology raises educational quality and makes teaching and learning engaging connected to real life. It offers them tools for educational change and reform. Then, with the help of technology, self directed learning becomes a way to acquire education and autonomy. Thus, many researchers believe that ICT materials play a major role and present a big challenge in helping EFL students to enhance their communicative skills, motivate them to speak fluently and develop their communicative competence as well.

The beginning of this study, aims at giving a theoretical background about the concept of communicative competence. Mentioning some definitions and different characteristics, demonstrating some models in language teaching. Moreover, this chapter is dealing with classification of language activities, including the communication strategies and oral presentation and emphasizing on the effect of communicative approach on classroom interaction. As a way to enhance students communicative competence, a review on ICT is also stated.

1.2 Definition of Communicative Competence

Nowadays, researchers claim that the aim of language acquisition is based on communicative competence which is the ability to use the language correctly and appropriately to accomplish communication goals. The speakers should have a good understanding of some aspects of the language in order to communicate effectively, including linguistic, sociolinguistic, and socio-cultural aspects. This will help them to use the language appropriately. Therefore, the term of Communicative competence is a term coined by *Hymes* (1966) in reaction to *Chomsky's* (1965) notion of "linguistic competence". Communicative competence is the intuitive functional knowledge and control of the principles of language usage as Hymes (1972:277) observes:

a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.

Since Hymes perspective, a number of researchers have written about communicative competence, but have used a variety of definitions. For Brown (1976) communicative competence, unlike linguistic competence, involves, awareness of the transactions that occur between people. Competence in this perspective is tied to actual performance of the language in social situations. Backlund (1977) offers a wider definition of communicative competence, one that is not limited to language usage. He claims that communicative competence is "the ability of an interactant to choose among available communicative behavior in order that he (she) may successfully accomplish his (her) own interpersonal goals during an encounter while maintaining the face and line of his (her) fellow interactant within the constraints of the situations.

In fact, these definitions vary through the models of communicative competence and the different concepts stated by different scholars.

1.3 Models of Communicative Competence

The concept of communicative competence has been developed over years and different models of the concept have been offered by different scholars:

1.3.1 Hymes' Model

Before explaining the concept of communicative competence presented by Hymes, the world competence itself requires some clarification, the world linguistic competence was first used by Chomsky (1965) referring to knowledge of language different from performance where he saw as the actual use of language. This dualism is not new it was already noticed by the Swiss linguist, Ferdinand De Saussure (1817,1913). Hymes (1972:277) while accepting the superiority of Chomsky's terminology over Desaussure's content. He adds, in addition to knowledge of grammatical sentences, a person should acquire the knowledge of appropriate sentences that is, he/she should know when to speak, when not and as to what to talk about with whom, when, where in what manner. He adds that "there are rules of use without which the rules of grammar would be useless".

1.3.2 Canal and Swain Model

In the other side, Canal and Swain believed that the sociolinguistic work of Hymes is important to the development of communicative approach to language learning. The model which they proposed (1980) was restructured by Canal (1983) who added discourse competence into the model and developed a four-dimensional model as shown in the following figure:

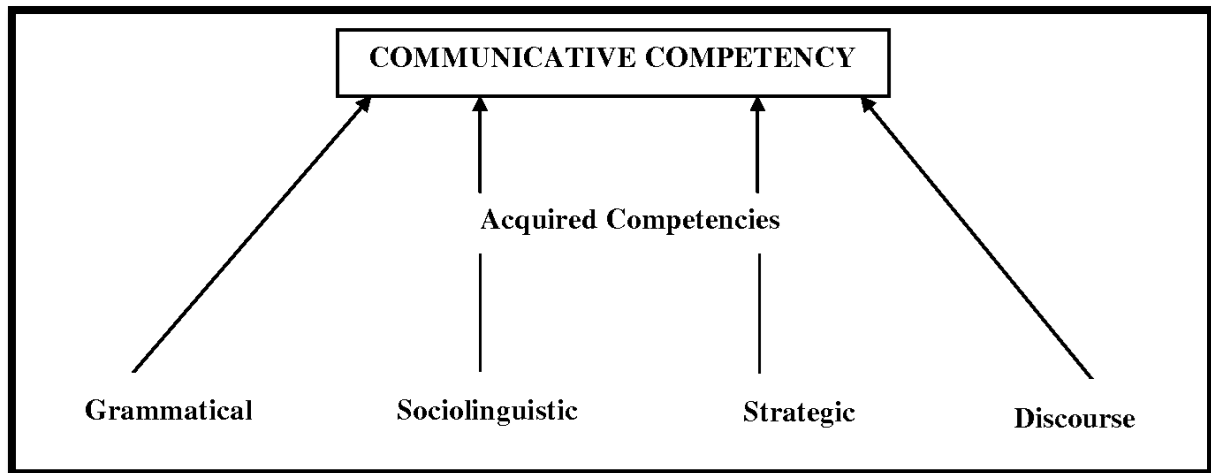


Figure 1.3.1 Canal and Swain Model of Communicative Competence (Canal,1980:4)

Three years after the communicative competence model proposed by Canal and Swains, Canal(1980) based on the work carried out at the Ontario institute for studies in education(OISE), revised the model and proposed a four-component framework. Canal(1980:4) reminds the reader that in the communicative competence, communication is meant to be the “exchange and negotiation of information between at least two individual through the use of verbal and non – verbal symbols, oral and written /visual modes ,and production and comprehension process”.

Grammatical competence is concerred with the features and rules of the language such as vocabulary, sentences, pronunciation, spelling formation. Then, sociolinguistic competence addressed the extent to which uturences are produced and understood appropriately in the different sociolinguistic context. Strategic competence in this model has expanded to include mastery of verbal and non –verbal communication, while discourse competence mastery of how to combine grammatical form and meaning to achieve a unified or written context different genre, achieved through cohesion and coherence is considered as the fourth component of the model proposed by Canal(1980).

1.3.3 Bachman's Model

Another theoretical framework of language ability proposed by *Bachman(1990)*, which has been presented for measurement purposes, and includes three components of language competence as shown in the following figure:

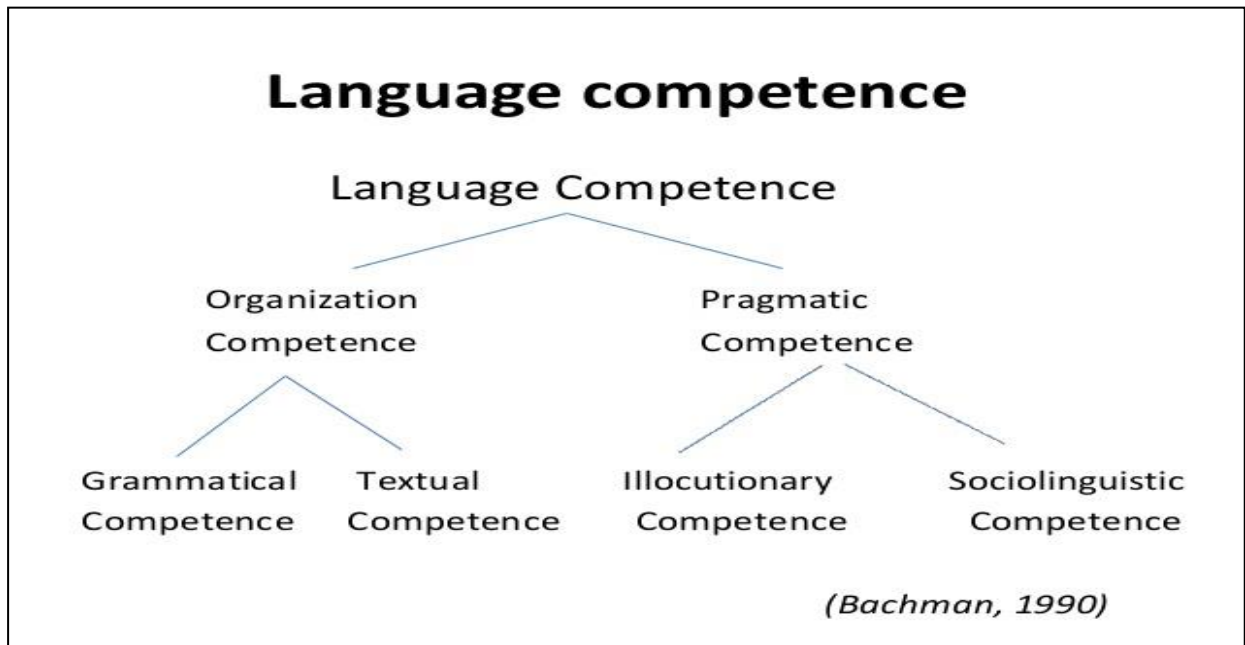


Figure 1.3.2 Bachman Model of Communicative Competence (1990:94).

It is mentioned in the figure that ,language competence includes organizational competence and pragmatic competence.Organizational competence, in turn includes grammatical abilities and competences which are involved in producing comprehending language. While pragmatic competence is concerred with the relationship between uturances . Illocutionary competence,included in the pragmatic competence, entails knowledge and skill in using language functions proposed by Haliday (1970) such as ideational, manipulative, heuristic, instrumental, regulatory, imaginative functions. Finally, sociolinguistic competence as Bachman(1990) puts :

is the sensitivity to or control of the conventions of language use that are determined by the features of the specific language use context; it enables use to perform language function in ways that are appropriate to that context.(94)

1.3.4 Celce-Murcia, Dornyei, and Thurrell's Model

Celce-Murcia, Dornyei, and Thurrell's propose another different model of communicative competence that is different from the previous models as shown in the following figure:



Figure 1.3 Celce-Murcia, Dornyei, and Thurrell's model of communicative competence.(1980)

The model which is proposed by Celce-Murcia, Dornyei, and Thurrell's include five competences ; linguistic, sociocultural, strategic, discourse and actional competences. When discussing these mentioned competences, these scholars start with discourse competence which deals with the selection of words and utterances in order to gain a unified spoken or written text. This component is regarded as the central competence. Then, comes the linguistic competence which is the basic element of communication. Moreover, the actional competence that is the ability to understand communicative by performing and interpreting speech acts sets. The sociocultural competence refers to speakers' knowledge of how to express appropriate messages within the social and cultural context of communication in accordance with pragmatic factors related to variation in language use. These above components are influenced by the strategic competence that involves knowledge of

communication strategies and how to use them. This conceptualization follows that of Canal and Swain (1980), but the focus in this model is on communication strategies because it has been described as the most explicit and also because the strategies are more relevant to communicative language use and communicative language teaching (CLT) as a whole.

1.4 Communicative Language Teaching (CLT)

In language teaching as any other field, new movements are generally initiated in reaction to old ones. The late 1960s saw a rapid change in British language teaching traditions. Linguists and language teachers had changed too much in terms of the importance of the mastery of structures as against the mastery of language use – the structural approach. Until the 1960s, situational language teaching typified the major British approach to English teaching as a foreign language. In situational language teaching, language was taught by practising basic structure in meaningful situation based activities, but language teachers observed that acquiring competence did not necessarily result in performance as evidenced by students who had learnt English for more than six years. These students manifested an inability to use the language for normal communicative purposes. In this regard, came a new approach to language teaching namely Communicative Language Teaching.

The communicative approach to language teaching starts from the theory of language as communication. The goal of language teaching is to develop what *Hymes (1972)* referred to as "communicative competence." Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory which is primarily concerned with an ideal speaker-listener in a completely homogeneous speech community, that knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors in applying his knowledge of the language in actual performance (Chomsky, 1965: 3)

Another linguistic theory of communication which favored in CLT is Halliday's functional account of language use. He puts forward that "linguistics concerned with the description of speech acts or texts, since only through the study of language in

use are all the functions of language, and therefore all components of meaning, brought into focus "(Halliday 1970: 145). In a number of influential books and papers, Halliday has elaborated a powerful theory of the functions of language, which complements Hymes's view of communicative competence for many writers on CLT (e.g. Brumfit and Johnson 1979; Savignon 1983). He described (1975: 11-17) seven basic functions that language performs for children learning their first language. Therefore, researchers developed these theories and practices of CLT and explain its scope including its characteristics.

1.4.1 Definition :

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages . It has served as a major source of influence on language teaching practice around the world . Thus, CLT approach is accepted to be the best hypothetical model in English language teaching since the mid 1970s. Communicative language teaching was considered as an acknowledged methodology in language teaching because it is“ derived from multidisciplinary practice that involves psychology, linguistics, sociology, educational and philosophical research”(Ahmad & Rao, 2012 :28-35). Therefore, Richard and Rodgers further emphasized that in the light to the concept of this approach, language carries not only functional meaning but also a social one. The focus of CLT is on success rather than failure. The students are encouraged to rely on their own ingenuity and performance skills –namely their strategic competence when speaking. It emphasis on the learner (Savignan ,2004).

1.4.2 Characteristics

The most important characteristic of CLT is the use of the target language as a normal medium for classroom management and instruction, understanding of English through active student interaction, role play, games, information gaps. Then, a crucial feature of the communicative method is that it operates with stretches of language above the sentence level, and also with real language in real situations. Communicative approach is much more pupil-orientated, because dictated by pupils' needs and interests. Focus is on functional/ usable language. Learners should be able

to go to a foreign country, prepared for reality they encounter there. Success depends on the ability to do something with language. So, language used in the whole context is more useful than only studying the parts of it.

At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Freeman (2000), Brown (2001), and Richards (2006) describe more or less similar key principles of CLT. They are as follows :

- Classroom goals are focused on communicative competence. The target language is a vehicle for communication not only the object of study.
- Language techniques are designed to engage learners to use the language for meaningful purposes.
- Fluency may have to take on more importance than accuracy in order to keep the learners engaged in language use. Accuracy can be judged not in abstract but in context.
- Students have to use language productively and receptively as these are needed in authentic communication.
- Students should be given opportunities to be coached on strategies for how to improve their comprehension, their learning style and process.
- The teacher acts as a facilitator in setting up communicative activities and as an advisor or guide during the activities. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

Although CLT has many characteristics, it has its strength but also challenges.

1.4.3 Strengths and Challenges

Motivation as a strength of CLT joins to enrolling students in a communicative classroom but also includes confidence building. CLT gives also an opportunity for students to discuss a topic in small groups before having any expectation about speaking or presenting something in front of the whole class. Then, to develop motivation of students, it is necessary to allow pair checking of answers before open-class checking occurs. In Belchamber(2007), Doman suggests that “the need for on going negotiation during interaction increases the learners’ overt participation...”.Therefore, according to Richards and Rodgers(2007), CLT is

basically about promoting learning. After all, if the students master the language, they will certainly be able to perform better in exams, if that is their goal. CLT emphasizes the necessity of communication. Tasks are designed to engage students to focus on and complete tasks through interaction and information sharing. Learning through CLT is creative and achieved through trial and error.

The teachers are confronted to various challenges related to themselves, students, education system, and CLT, including lack of CLT training, problems in accessing CLT resources, low-proficiency of students, lack of motivation among students, examination system and instruments to assess students' communicative competence. In the implementation of CLT, many challenges are faced such as : CLT training, class size, financial implication, time requirements, grammar-based examination instruction.

- CLT Training :

There is a lack of CLT training for EFL teachers which might be one of the barriers in adopting CLT in the EFL classroom teaching and learning. The most important thing is that educational administrators should adopt the teachers training (Liao, 2000). Many teachers in EFL settings should have in-service training particularly in CLT which might improve their teaching methodologies (Liao, 2000; Karim, 2004). Accordingly, Gamal and Debra (2001) supported that most teachers during their studies identified a lack in CLT training and claimed that it is a barrier to successful implementation of CLT and thus this is posing a problem in practicing communicative language teaching in EFL setting.

- Class Size:

The classroom may be inconvenient with a lack of resources to support CLT activities due to the large number of students and immovable desks and chairs which impede the maximum students' participation and successful implementation of communicative activities like role-play, group-work and games. Class size can make the implementation of CLT difficult in an EFL setting. It is difficult to control what happens when a group of students exceeds a certain number. Hayes (1997 :106-116)

classifies the problems associated to teaching in large classes into five categories as follows: discomfort caused by the physical constraints, control problems (discipline aspects), lack of individual attentions, difficulty in evaluation, and problems of charging learning effectiveness. Harmer (2000) also finds out in his study that large classes create difficulties for both teachers and students. It is difficult for teachers to have contact with the students sitting at the back and for students to get individual attention as well.

- Financial Implication:

The introduction of CLT in class requires various ways to prepare adequate lessons. Teachers and materials writers have sought to find ways of developing classroom activities that reflect the principles of a communicative methodology. So, it is necessary to create teaching materials and teaching aids in order to motivate students to concentrate and be involved in communicative activities. However, EFL classes lack instrumentation to support those activities. Incey and Incey (2009: 618-622) state that most of EFL schools have a lack of funds to build an English usage environment in schools in order to motivate students and to improve their communicative competence.

- Time Requirements:

Traditional teaching methods do not need much time for preparing the teaching materials, create the appropriate lesson and the learning process. In other words, in the teacher centered approach, teachers are regarded as knowledge-givers while learners act as receivers (Brown, 2001). Thus, a large number of EFL teachers can switch from their traditional approach to a modern approach where the learners are involved in the learning process.

- Grammar-based Examination Instruction:

This type of study and the lack of effective and efficient tools for assessing communicative competence, as well as examining traditional grammar (Grammar-based examination), are considered as serious difficulties in applying CLT in an EFL setting. Some researchers note that EFL students preferred learning sentence structure rather than communicative activities because the contents of the examination of all the language subject tests are grammar-based (Li, 1998; Menking,

2001; Rao, 2002; Karim, 2004; Liao, 2004; Dong, 2007). Therefore, grammar-based examination format is identified as the biggest obstacle to students' interest in communicative activities (Vongxay, 2013). That is why CLT approach is very important in improving communication.

1.4.4 The Importance of CLT in Improving Communication

The main aim of the CLT approach is to focus on the communicative aspect of the language rather than the linguistic one. It helps to build students' communicative ability. In addition, one of the major concerns of the teacher is to make the classroom more comfortable and enjoyable environment in order to motivate learners and this will be reached by creating communicative exercises which aim to develop their confidence in communication. Simmons and Page (2010) suggest some activities such as role-play, interviews, information gap, games, language exchanges, surveys pair-work...etc. In the same vein, teachers try to help their students become communicatively competent by encouraging them to speak and express their ideas and opinions without paying attention to the spelling mistakes and the grammatical rules. That is why, Widdowson (1978 :19) suggests that “teachers must focus on communication and meaning rather than accuracy”. Teachers in communicative classroom try to listen more to their students and act as referee or monitor. Accordingly, Gerngross and Puchta (1984 : 98) claims that “ the teacher is a patient listener is the basic requirement”. Moreover, One of the goals of CLT is to develop fluency in language use. Teachers are recommended to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Additionally, Fluency practice can be contrasted with accuracy practice which focuses on creating correct examples of language use.

Learners are required to speak and communicate rather than just repeat phrases. “The students do most of the speaking, and frequently the scene of a classroom

during a communicative exercise is active” Widdowson (1978 : 53). Students are encouraged to interact with each other and with the teacher so as they learn from each others’ mistakes, they are required to participate in classroom communicative activities and be productive rather than receptive learners.

1.4.5 The Effect of Communicative Approach on Classroom Interaction

Interaction is the center of communicative competence approach today. This includes students in private or teacher-student meetings in class. Interactions between partners or groups provide a basis for learning foreign languages in general. These alternately provide students with shared practice and negotiation of meanings, as well as, learning of other characteristics that are important for each interactive discourse, such as: how to initiate, respond and close conversations.

The concept of interaction in class plays an important role in learning a second language. In fact, considerable interest in the role of interaction in the context of learning has become an important factor for researchers in this field because it offers the class community the opportunity to develop their knowledge and skills. As for speaking skills, we will try to explain this ability, which is considered the most desirable skill that must be mastered by most SL learners . Understanding the role of interaction in the classroom context to improve speaking skills is based on understanding the main types: interactions between teachers and students, interactions between students and students, highlighting the importance and feedback negotiations.

Many researchers have investigated on classroom communication that involves interaction; they showed the importance of interactions in building knowledge and improving skills. For Allwright (1984) it is important to keep learners active in the classroom, which means reducing the amount of teachers talk in classroom and increasing the learner’s talk time. Teachers tend to teach students communicating with more complex communication problems. This is the result of what is called the communicative approach. CLT is very dependent on the value of interaction (Meet people to people). Teachers and students must distinguish between interaction and

communication; they should not consider it a synonym, although many believe that communication is only for people who interact with one another.

Classroom interaction then includes verbal exchanges between students and teachers. However, teachers need to know that the apprentice must use the conversation optimally to activate their conversation, because this skill requires practice and experience. When teachers are advised to shorten their talk time in the classroom, that is not mean that they do not need problems. Involving all students in interactive activities is their core task. They need to apply several teaching strategies to make all students speak. However, the teacher needs to avoid constant interference during interaction.

Interaction is needed in the EFL classroom. It has a great important to the leraning and teaching process as when Brown(2015) states that interaction is the basis of L2 learning through which through learners are engaged both in enhancing their own communicative abilities and socially constructing their identities through collaboration and negotiation. When communication is effective both of the students and the teachers benefit. Therefore, communication make learning easier, aids students to achieve their goals, increases opportunities for expended learning, strengthens the connection between students and teachers, and creates positive experience.

1.5 Classification of Language Activities

Classroom activities are often focused on concentrating on tasks that are taught through language or involve discussion to exchange and sharing information .The emphasis in Communicative Language Teaching on the process of communication, rather than mastery of language. Communicative activities include any activies that encourage and require a learner to speak with and listen yo other learners, it have the purpose to find information ,talk about self and learn about the culture even when a leson is focused on developing reading and writing skills. Moreover, communication activities should be interegted into lesson.

1.5.1 Functional Communication Activities

The idea behind this kind of activities is that the teacher structures the situation so that learners have to overcome an information gap or solve a problem. It involves sharing and processing of information, for example, there may be a problem which learners must solve, or information which they must exchange, with whatever language they have at their disposal. That is, they are not required to attempt to choose language which is appropriate to any particular situation. It may not even matter whether the language they use is grammatically accurate or not. The main purpose of the activity is that learners should use the language they know in order to get meanings across as effectively as possible. Success is measured primarily according to whether they cope with communicative demands of the immediate situation or not. In addition to functional communication activities, there are social interaction activities which give a great importance to the social context.

1.5.2 Social Interaction Activities

The principal underlying under this activity is that the learner must pay greater attention to the social as well as functional meanings that the language conveys, it also means that the activities approximate more closely to the kinds of communication situation encountered outside the classroom where language is not only a functional instrument, but also a form of social behaviour. The learners need to appreciate social role in the way they speak and pay a great attention to the social context in which the interaction takes place. Because of the limitation of the classroom, simulation and role-playing are now important techniques for creating a wider variety of social situations and relationships than would otherwise occur. Success is measured not only in terms of the functional effectiveness of the language, but also in terms of the acceptability of the forms that are used.

In English language teaching, there are two types of activities, functional communication activities and social interaction activities. The two activities are important in the teaching process, so functional communication activities allow students to practice more and relate the language to their own realities.

While , social interaction activities is the way the students talk and act with each other in classroom, this activity make them interact with each other which help them to communicate with the language in real life.

1.5.3 Communication Strategies and Oral Presentation (Task- Based Learning)

As communication is an exchange of information between senders and receivers , communication strategies plan to how this information will be exchanged. Moreover, there are three types of communication strategies:

Verbal communication strategies that can be broken down into the two categories written and oral communication. And, non-verbal communication strategies that consist of mostly visual cues, such as body language, facial expression, physical distance between communicators. Whereas visual communication strategies can be seen through signs, webpages, and illustration. These strategies are used in the workplace to draw attention and provide documentation.

Oral presentation means delivering an address to a public audience. It also refers to public speaking and/or speech-making. It is a brief discussion of a defined topic delivered to a public audience in order to impart knowledge or to stimulate discussion. Making a good presentation is an art it involves a careful attention to the need of the audience. Thus, master II students are required to present topics in front of their classmates for the purpose of overcoming shyness and fear. Therefore, to enhance their speaking and their language.

Tasks-Based Learning (TBL) is an approach that has roots in the communicative language teaching approach where the teaching process is done entirely through communicative tasks. With tasks-based learning language teachers ask their students to complete purposeful tasks that elicit the use of target language. It can be categorized by the type of mental processes used in the activity, such as listing, comparing, problem-solving, creative thinking, and sharing personal experiences that can be easy with the use of integration of information and communication technology.

1.6 Information and Communication Technology (ICT)

It is known that the advent of the internet and web-based materials has given birth to information and communication technology (ICT) which is considered as the most important element in the teaching process. It is very important to use (ICT) in the education programmes since it provides the learner with opportunities to learn the language. Additionally, it helps the teacher to make the lecture more easy because of the innovation of tools and methods that aides the EFL students too to enhance and develop their communicative competence. It is known that the advent of internet and web-based materials has given birth to Information and Communication Technology (ICT) which is considered as the most important element in the teaching process. It is very important to use ICT in the education programs since it provides the learner with opportunities to learn the language. Additionally, it helps the teacher to make the lecture easier because of the innovation of tools and methods that aid students to enhance and develop their communicative competence. In the same vein, as stated by Lamri (2015: 53):

“With the availability and utility of the new technological supports, today’s learners are labelled the digital generation; their main communication activities are done through digital texts by exchanging SMSs or emails.”

1.6.1 Definition

The acronym ICT stands for Information and Communication Technology, that means the technology that supports activities involving information .Such activities include gathering, processing, storing and presenting data. Increasingly , these activities also involve collaboration and communication. There is a useful definition about (ICT) provided by *Toomey(2001.3)* that is:

“... generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure, video conferencing). What is most significant about ICT is the increasing

convergence of computer-based, multimedia and communications technologies and the rapid rate of change that characterises both the technologies and their use.”

While it effectively refers to a broader domain, ICT tends to mean computers and their peripheral devices as deduced in the previous citation. But the term “computer,” particularly in a school setting, is a connotative rather than denotative term because it may refer to anything from high-speed connected state-of-art machines to something which is dated, stand-alone, or poorly maintained.

1.6.2 Components of Web-Based Materials

ICT deals with all the systems involved in creating, storing, sending or transmitting, receiving and manipulating these kinds of information. The system behind ICT include both software and hardware.

1.6.2.1 Software

Is a set of instructions, data or programmes used to operate computers and excute specific tasks. Such as the operating system(OS), internet, Microsoft tool like Word, Power Point, etc.

- **The Operating System (OS)** is the powerful and useful programmes that controls and manages the hardware and other software in computer.
- **Internet** is defined by the Oxford Dictionaries as a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.
- **Microsoft Word** is a word processor published by Microsoft. It is one of the office productivity applications include in Microsoft office, originally developed by Simony and Brodie (1983).
- **Microsoft Power Point** is a product that provides users with interface to design multimedia slides to be displayed on a projection system or a personel computer. The software incorporates images, sound, videos, text and charts to create an interactive presentation.

1.6.2.2 Hardware

It refers to all the new technological devices used nowadays in which distance is no longer a problem in accessing information from all over the world with an internet connection , such as: computer, projector, video camera, cell-phones, interactive whiteboard, etc.

- **The Computer** is a programmable machine that performs processes, calculations and operations based on instructions. Students can use computers or laptops to manage assignments such as typing papers, create presentations or to make video slides. Computers can be used in different ways in a classroom. For example, they can be used to research teaching materials and produce an instructor's lesson guide.
- **The Data-show/ Projector** is a device that projects an image onto a surface . It is defined by the Advanced English Dictionary as: “an optical instrument that projects an enlarges images onto a screen”.
- **The Video Camera** is defined by Merriam Webster Dictionary as: “a camera that records video and usually audio especially CAMCORDER”.
- **The Cell-Phone (Mobile Phone)** is a small telecommunicating device which shortens the distance between people and facilitates communication. It allows users to make and receive calls and to send text messages among other features.
- **The Interactive Whiteboard (IWB)** has the potential to be the second revolutionary teaching tool. Just as the blackboard was seen as a key part of the nineteenth- and twentieth century classrooms, the IWB has the capability to become synonymous to the new digital classrooms of the twenty-first century. So, the availability of these tools in the classroom can help students to have a better education based on internet.

1.6.3 Internet Based Education (IBE)

Twenty- first- century blended learning models advocate a mixed use of traditional and new teaching and learning modes, combining face-to- face with online learning. The recent and rapid growth of the Internet as a global telecommunication medium has also led to significant innovations in relation to the delivery of education.

1.6.3.1 Definition :

Web-based education is a reality but it is also a changing reality. Web-based education is more student centered rather than professor centered education of traditional education (**Knowlton,2000 :5**). Technology provides a remarkable new plateau to launch education for the the creative university and professor. Web-based education means that time and place are no longer barriers.

The computer was viewed as a tutor that presents programs which “were designed to provide immediate positive or negative feedback to learners on the formal accuracy of their responses” (**Warschauer and Kern, 2005: 8**). Any student who can get to a computer can take a web-based class and get an education at least equal to the one offered at a traditional program. Within instructor decided limits, the student now picks the place and time to learn. The student can look at the lecture not once but see it as many times as the student wishes. In addition, the student can push the pause button and freeze the lecture to check a reference, answer a phone, or do what ever is immediately needed.

Therefore, Internet-Based Education (IBE) is an evolving practice that is taking hold around the globe. It is highly agreed that Internet is providing a new, powerful, flexible and efficient tool for learning. Higher education has led to advances in the use of the Internet for educational purposes. IBE is that learners can engage with material and the course. IBE can enable better mastery through distributed practices (shorter, more frequent) and not mass practices (less, less often); it can increase productivity because students can learn at peak times. Thus, it can promote critical thinking and lead to effective pedagogy. Educators will realize successful

applications of new technology in education only if they know how to deal with technology in order to create a meaningful environment and not only attractive presentations. Accordingly, *Wilson (2000 :22)* suggests, that “the Internet is set to revolutionise certain portions of the training curriculum, as distance learning takes more and more pilots out of the classroom and on to the web”.

Thus, there are other means of networking communication where individuals send and receive messages instantly online. At this range, students can search millions of files worldwide in a few minutes to access authentic material. They can find unlimited resources that make their learning very profitable. For this reason, Web Based Learning (WBL) is becoming a strong resource that increases student knowledge and leads to good input and output. It is considered the simplest and most popular approach to higher education. WBL is Hypermedia -based education programs that use the attributes and resources of the World Wide Web to create meaningful learning environments that support learning.

1.6.3.2 Web-Based Materials

Because online technology enables the retrieval of large amounts of data automatically, this technology provides a great opportunity to conduct research for effective teaching and learning, as well as increasing access and reducing costs.

Instructors need to think about the relevance or appropriateness of using a particular technology in their classroom so that the focus remains on manipulating ideas rather than technological tools (Brown et al. 2004; Kuda- Malwathumullage 2015). Lesson plans were used in the education process long ago. Thus, today’s contemporary problem is how to present them in educational portals and resource repositories. The electronic learning process differs from the traditional way of teaching in the fact that one can use different tools (computer, e-mail, etc.), different types of resources (video or audio records, pictures and the like), work at different time and the like. The training process, in which the traditional teaching methods integrate internet teaching, is known as flexible learning, i.e., ever more popular

learning model. Most importantly, this model allows a reuse of learning resources (Tate, Hoshek, 2009).

In the same vein, web-based training (sometimes referred to as e-learning) is everywhere, i.e, any internet-based training or in-service training for students equipped with a browser. There are two basic models for web-based learning: synchronous (instructor-facilitated) and asynchronous (self-directed, self-paced). Training can be done through a combination of static methods (learning portals, hyperlinks, screenshots, streaming audio / video and live web broadcasts) and interactive methods (discussions, conversations, and video conferences). The latest investigation of e-learning shows that much time and effort are needed to develop new models, to improve the quality of learning objet and their usage (Slotkiene, 2009; Verbert and Duval, 2004; Verbert et al., 2005)

In addition, web-based instruction is the ideal solution to meet the needs of students throughout their live because it is available on demand, does not require travel and is not expensive. Critics point out that web-based learning is a good alternative for students who are independent and motivated, but technical problems and the need to connect with people limit the benefits for students with other learning styles.

Then, teachers need to use digital cameras as one of the technological tools in the EFL class. Digital cameras considered as a useful tool for registering role plays and presentations which are then corrected by the teacher or the students themselves as a self-assessment. This technique destroys ice between students and teachers and familiarizes students with technology.

Therefore, emails are one of the most useful materials to be used by teachers. The teachers and students currently communicate more than ever before thanks to the students' e-mail. Now, students can think that having a personal email makes it pointless to have an email at school. However, there will be a few moments when he need to use this account, no matter how dull or extra their appearance is. Email is an

important material especially for students at the tertiary level. It can help the student to communicate with his teacher or supervisor and send his work or ask questions...

Moreover, using dictionary is very useful for students because they will find an explanation to all the words they need. There are usually two types of dictionaries, i.e, paper dictionary and e- dictionary (electronic dictionary). Media technology has diversified the dictionary form for students because electronic dictionaries such as CD-ROM or online has been known among EFL students around the world although not entirely unexpected. Electronic dictionaries have become one of the most popular tools for students, they are “manifestly related to the referential and substantial meaning of the words concerned” (Robins 2000 :56). The use of electronic dictionaries in teaching vocabulary offers many advantages. Electronic dictionaries are lightweight, compact and faster than all paper dictionaries. Therefore, researchers believe that the use of electronic dictionaries is more effective than paper ones for increasing student vocabulary.

So, teachers need to build an online environment to not only help students with content and interactivity, but also how they use the environment itself. For example, in an upcoming version of the course, the computer notifies students when it is revealed certain behaviors that we believe cannot be adapted. For example, if a student prints a module, does not make a voluntary review of understanding, and does not do well after the module, he or she must be told that such a strategy exists counterproductive, not in printing, but in terms of denying understanding and interactive material. Then, students can use computers or laptops to manage assignments, such as typing papers, create presentations, or to make video slides. However, a part all the benefits of IBE, both teachers and students face a lot of difficulties.

1.6.3.3 Difficulties

The teacher is responsible for assessing where academic students are, where they should be, and how to gain insight into the specific needs and progress of students. The teacher must also deal with the choice of general learning activities and rules for

student involvement. The expectations of parents, the community, and the general code of conduct of the teacher make this profession interesting. Adding technology to education adds complexity to the equation and raises many new questions. Despite the numerous benefits of using web-based materials in classrooms and Internet – Based Education, it has several disadvantages that hinder their application. Sometimes improving infrastructure is often expensive, both in terms of resources and labor. Therefore, schools may not have the workforce needed to work with new equipment. Then, Depending on the number of students, bandwidth usage can vary, which requires additional investment in Internet resources and buying a laptop and tablet is a risk of additional costs because schools need to train teachers about best practices to ensure the effective entry of technology in the classroom.

The use of technology for educational purposes is theoretically a good idea. However, many teachers and educators believe that tablets, smart phones, and laptops with Internet connectivity are a nuisance for students. It is difficult for a teacher to supervise students in the class to see if they really use technical resources for education. When students hold tablets and smartphones in their hands, content filtering may not be a viable choice. Thus, the efficiency of teaching technology is difficult to assess in such cases.

Therefore, using technology in the classroom eliminates the need to meet the teacher. Teacher absence can allow students to take lessons less seriously, especially because they have no supervision. In the absence of classrooms where students can build friendships and relationships with their friends, they do not receive the same social signals as normal students. If students do not socialize well, their performance in the real world can be disrupted. In this way, most parents prefer traditional worship methods to innovative educational technologies.

1.6.4 Influence of ICT on Students' Learning

Information and communication technology (ICT) has become common place entities in all aspects of life. ICT has an impact on nearly every aspect of lives – from working to socializing, learning to playing. The digital age has transformed the way

young people communicate, network, seek help, access information and learn. The role of ICT is very important to improve learning and it is an agent of change. It also helps to integrate the learning and technology and enhances communication ability of students. The field of education has been affected by ICT which has undoubtedly affected teaching and learning (Yusuf, 2005).

The use of ICT has a positive influence on both students' achievement, motivation and learning process. Yet the installation of ICT equipment such as web-based tools and other technologies positively influence students' blended learning situation. As stated by Blanskat (2006): "A very high 86% of teachers worldwide agree that students are more motivated and attentive when computers and the Internet are used in class...ICT has strong motivational and positive effects on students' learning behavior, communication and process skills."

There appears to be a general consensus that both teachers and students feel ICT use greatly contributes to student motivation for learning. With multiple forms of representation, some researches have indicated that content delivery using ICT components may be more efficient in motivating students to learn than that which is provided in traditional classrooms (Abdous & Yoshimura, 2010). Therefore, Activities that are intrinsically motivating also carry other significant advantages such as personal satisfaction, challenge, relevance, and promotion of a positive perspective on lifelong learning (Keller & Suzuki, 2002). Rockman (2003) also states that laptops motivate students to work longer and harder with an increased pride in their work. Thus, The impact of ICT on students' motivational force is more positive when linked to pedagogy (Balanskat, 2006). Follansbee et al. (2002) add that students with online access reported more frequent use of computers and develop an intellectual learning experience. Then, social media has transformed and impacted on communication, learning, research and education in general. Among the vast variety of online tools which are available for communication, social networking sites (SNS) have become the most modern and attractive tools for connecting people throughout the world (Aghazamani, 2010).

As a case in point, the adoption of ICT in universities has an influence on students' motivation to learn. This motivation holds true since students' attention and curiosity to learn arouse. Motivation plays an important role on students' learning behavior because it energizes, directs, and sustains behavior. Students' motivation to learn comes from their desire to communicate in meaningful way and about meaningful topics .Thus, ICT can help students' of tertiary level to present their dissertations .So, ICT can help to enhance students' communicative competence. In the same line of thought, *Padurean and Margan (2009:98)* state that :

The application of ICT gives more opportunities for communication between peer learners: they can exchange information in real time, they can participate in blog discussions, work in teams on different projects, exchange emails, search for information, etc. By using the authentic material provided by the Internet, we will have a better insight into the culture of the country and people whose language we study.

However, the use of ICT has brought a total Internet dependency as most of university students cannot do their assignment using library books, journals etc. Due to the present world of digital age, students use online materials for their assignments. Some copy and paste the work of others and decorate it as their own effort. This affects the educational environment as students are losing their critical thinking, self-development and self-actualization.

1.7 The Impact of ICT on Communicative Competence

Today's education sees challenges caused by new technologies, great number of information sources, thus teachers become forced to search for new and effective methods of teaching delivery and learning. The application of ICT as a driving force in higher education means fundamental changes in the area of educational technologies. The role of communicative competence is very important in English language teaching. Achieving communicative competence in a second language involves not only learning the grammatical rules of a language but also learning when, where, and with whom to use the language in a contextually appropriate way.

This needs more than knowledge of English grammar and vocabulary; it is about how to use English in communicative situations. Students' motivation to learn comes from their desire to communicate in a meaningful way in a real situation. So, teachers need to think about the appropriate method that suits the needs of the learner. The idea of use of technology in EFL classes was beyond perception some decades ago but at present EFL classes without use of technology seem to be boring and dull.

The Use of IT (Information Technology) has made English language learning and teaching much easier than even before. Technology offers unprecedented opportunities to communicate with others in authentic and compelling, linguistically and culturally contextualized domains. Information and Communication Technology enhances communication ability in students. With the introduction of modern technology, daily communications are able to cut down on the number of words and characters used to accurately hold a conversation. This means that we are able to more efficiently communicate and with greater speed. As these conversations happen at an alarming rate, the volume with which we are sending out communications has also increased.

There is widespread belief that ICTs can and will empower teachers and learners, transforming teaching and learning processes from being highly teacher-dominated to student-centered, and that this transformation will result in increased learning gains for students, creating and allowing for opportunities for learners to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills. However, there are currently very limited, unequivocally compelling data to support this belief.

ICT helps students to their learning by improving the communication between them and the instructors thus creating a more teacher-student relationship (Valasidou and Bousiou, 2005).

The use of ICT has a positive influence on both students' achievement, motivation and learning process. Although classrooms are considered a face-to-face learning environment, yet the installation of ICT equipment such as web-based tools and other technologies positively influence students' blended learning situation.

1.8 Conclusion

The ultimate goal of language learning is the achievement of communication skills. To achieve this competence, teachers insist on developing creative teaching strategies to encourage students' participation in classroom activities. Encouraging EFL students to be active in all classroom activities means that the teacher needs autonomous learning of students to participate in classroom activities. Through the use of ICTs, teachers can build close relationships with students. Therefore, students interact with the teacher so that they become good speakers of the target language. This is the purpose of language teaching.

Technological teaching methods are also ideal for teachers because they have enough time to work individually with students who are struggling. All in all, this chapter is intended to be a theoretical complement to the main role of ICTs in teaching EFL students and applying CLT to improve students' communicative competence, then comes the practical part of the study which concerns the research design, analysis and suggestions.

Chapter Two

Chapter Two : Research Design, Analysis and Suggestions.

2.1 Introduction

2.2 Research setting

2.3 Case study .

2.4 Sample population

2.4.1 Learners' profile

2.4.2 Teachers' profile

2.5 Research instruments

2.5.1 Students' Questionnaire

2.5.2 Teachers' Interview

2.6 Data Analysis

2.6.1 Students' Questionnaire

2.6.2 Teachers' Interview

2.7 Interpretation of the Main Results

2.8 Suggestions and Recommendations.

2.9 Conclusion

2.1 Introduction :

The second chapter deals with the empirical part in this research. It aims at providing a clear description of the methods used in the research ,and investigating the positive effect of using web-based materials on the development of students' communicative competence .It consists of two sections , theoretical and practical .The theoretical section deals with a main description of the research setting,case study . the practical part discusses the two instruments of research used; a students' questionnaire and the teachers' interview,in relation to the sample population .Then,it involves a qualitative and quantitative analysis of the data collected ,in addition to the presentation of some suggestions and recommendations.

2.2 Research Setting

This research took place in the University of Abou Bakr Belkaid .Tlemcen, in the faculty of Letters and Foreign Languages, Department of English, taking the second year Master student as a case study . The educational system used is the LMD system which was adopted since the academic year of 2004/2005.The Department offers a variety of modules, in addition to a number of fields of study, all lying down under three major specialties,which are Literature and Civilization, Language studies ,and Didactics of Foreign Languages.The diplomas obtained from the English department will enable students to teach in different levels of education and prove the way for further master and doctorate research projects .

2.3 Case study

This research is a case study used to investigate and try to answer the raised research questions.In fact.A case study is the examination of the target situation where conducting a research.It is also a type of research that uses sampling for generalization and giving meaning to certain problem causes and reasons.It is defined by *Yin (1994:13)* as *“an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”*.This means that it shows researchers the encountered

complication in a studied situation .In the same vein ,*Cohen and Manion (1991: 125)* write the following on case studies:

The case study researcher typically observes the characteristics of an individual unit, The purpose of such observation is to probe deeply and to analyze intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalization about the wider population to which that unit belongs .

The current research is a case study targeting the problem at first which is the development of students communicative competence throughout the use of web-based materials , and using technology as a developmental and learning tool. Then ,it shifts to formulate hypotheses about the problem, to arrive to the research phase and the data collection, using a questionnaire for students and structured interview for teachers .As explained above,a case study observes the characteristics of an individual unit represented in the following sample population .

2.4 Sample Population

The sample is selected randomly to participate in this research. They are Master 2 students, and 10 teachers.

2.4.1 Learners' profile

The sample who participated in this research are 50 master 2 students, aged around 23years old. With proficiency levels in learning English language wich differs from one another. In addition, these students belong to different specialities DAEL, LS, LC ...This specific sampling of students managed to provide long term information and result by masters student who are generally the final product at university setting .

2.4.2 Teachers' profile

The target sample consists of ten teachers of oral production and other modules(ESP, Linguistics,Civilisation..) at the Department of English , University of Tlemcen .Additionally, their experience in teaching English ranges from 3 to 21 years. They are

aware about the problems of the lack of technology tools that may stand as a barrier in front of any possible progress. The sample here can also provide the general understanding of what, how and why should web-based materials be used? And this is the question that represents the main core of this study.

2.5 Research Instruments

Two research instruments have been used and taken into consideration in this work , that helped in the gathering of information from both students and teachers in a detailed, clear and easy way. The purpose is to collect data from the participants. The questionnaire was addressed to master II students ,and a structured interview for teachers .These instruments of research are presented as follow :

2.5.1 Students' Questionnaire

A Questionnaire is a list of questions related to one topic and is mostly used and abused of the data-gathering device because it is easy to prepare and administer. The questionnaire is defined in a more structural way as "**a method for the elicitation, and recording and collecting information**" (Kirakowski, 1998).

When developing the actual questionnaire three major question-types were used illustrated in the following table :

Table2.1. Types of Questions in the Questionnaire

| Question-types | Definition | Example from our questionnaire. |
|--------------------|--|---|
| Open-ended: | They have the advantage of offering a wide range of responses that help to capture the flavour of people's answers, while not influencing the outcome of the question by pre-determining | Question 2: Do you support the use of technology in classroom ? Yes <input type="checkbox"/> No <input type="checkbox"/> |

| | | |
|---------------------------------------|--|---|
| | possible responses. On the downside, answers are often difficult to evaluate and tend to vary in clarity and depth. | Why?..... |
| Dichotomous (closed-ended): | They are used for questions with two possible opposing outcomes, for example 'Yes' and 'No'. They tend to be easier to answer and require less effort when interpreting the results. They are directly comparable to answers by other respondents. | Question 3: Do you think that the use of technologies affects your level in English ? Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Multichotomous (closed-ended): | Questions of this type offer a range of possible answers, similar to a multiple-choice test. Again, they tend to be easier on the respondent and equally on the questionnaire-interpreter later on. | Question 1: How do you describe your proficiency level in English ?. <input type="checkbox"/> Weak Average <input type="checkbox"/> Good <input type="checkbox"/> |

- **Aim of the Questionnaire**

The student questionnaire in this study was given to master 2 students. It was used to get information and points of views about:

- The use of technology aids in the classroom and how it can help students to develop their communicative abilities.
- Finding out which tools can help them better
- The lack of web-based materials which can have an impact on the outcomes of students .

The following table is represents the main objectives of the questions asked in the questionnaire which is divided into two rubrics :

Table 2.2. Description of the students' questionnaire questions .

| Rubrics/ Questions | Objectives |
|---|--|
| Rubric One: Student's Profile | / |
| 1/Sex | 1/ The aim of this question is to know the gender of the participants in this study . |
| 2/ Age | 2/ This question is asked in the sake of knowing the limitation of participants' age as it is useful to be put in the learners' profile within the sample selection. |
| Rubric Two: The impact of using web-based materials on students' communicative competence. | / |
| 1- How do you describe your proficiency level in English ? | 1/ This question seeks to know the level in English according to each student. |
| 2- Do you support the use of technology in classroom? | 2/ The goal of this question is to find out whether students were for use of technology in classroom, and the reasons for . |
| 3- Do you think that the use of technologies affects your level in English ? | 3/ The aim of this question is to recognise whether the use of technology had an impact on the level of English of students. |

| | |
|---|--|
| <p>4- Do you suggest that computers, broad casting technologi,internet ,electronic dictionary ,email, blogs, audio cassette,video,DVD's, VCD's should be used in EFL classroom to improve your communicative competence ?</p> | <p>4/ The aim of this question is to shed light on the main materials that were efficient to develop students' communicative competence.</p> |
| <p>5- How can web-based materials in the classroom help you to improve your communicative abilities?</p> | <p>5/ The objective of this query is to know students' personel opinions about using web-based materials in classroom and how can this help them .</p> |
| <p>6- Do you find difficulties to ask questions in the classroom?</p> | <p>6/ The aim of this question is to know if the student could participate easily in classroom or not and to know whether they fel afraid of speaking in front of their teachers even if they made mistakes.</p> |
| <p>7- Do you think that technology based lessons are more effective than traditional ones?</p> | <p>7/ This question attempts to see if technology-based lessons were more beneficial than traditional ones.</p> |
| <p>8- According to you what are the positive and negative aspects of using technology in EFL classes?</p> | <p>8/ This question seeks to know students' opinion about the positive and the negative aspects of using technology in EFL classroom according to students</p> |
| <p>9- What suggestions do you have to improve the way of teaching and your communication abilities?</p> | <p>9/ This question aim to see students' suggestions about the development of the way of teaching and communication abilities .</p> |

2.5.2 Interview :

Interviews are ways for participants to get involved and talk about their views. In addition, the interviewees are able to discuss their perception and interpretation with regards to a given situation. According to Kvale (1996: 174) ,an interview is “**a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee**” with respect to interpretation of the meanings of the ‘described phenomena’. Besides, Cohen, Manion and Morrison (2000 : 267) explain that “ **... the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable.**”

Therefore, in this research The interview involved ten teachers in the Department of English at the University of Tlemcen, and it consists of twelve questions. The following table summarizes the main objectives of the questions asked:

Table 2.3. Questions in Teachers’ Interview and their Main Objectives .

| Questions | Objectives |
|--|--|
| 1/ what is your degree? (Doctor/Professor?) | 1-2/ The objective of question 1 and 2 is to know information about the degrees and the experience of teachers under study taken . |
| 2/ How long have you been teaching English ? | |
| 3/Do you implement web activities in your teaching?How? . | 3/ This enquiry is probed if teachers use web based materials in their classroom ,the way they used . |
| 4/ Do you use e-learning strategy in your teaching ? | 4/ The objective is to see whether the teachers used e-learning strategy ,in their teaching |
| 5/ Which techniques do you provide to improve students’ communicative skills ? | 5/ This question aims at knowing the different techniques provided by teachers to develop students’ communication skills. |
| 6/ Which kind of activities do you | 6/ The goal of this question is to have |

| | |
|--|---|
| suggest to be used in order to help students to well communicate? | an idea about the kind of activities that the teachers help their students to well communicate . |
| 7/ How could you help your students developing their language competence ? | 7/ The purpose behind this question is to know the teacher's recommendations for students to develop their language competence . |
| 8/ Do you ask your students to prepare the lesson and then present it in front of their classmates ? | 8/ The goal of this question is to know if teachers asked their students integrated in an oral presentation. |
| 9/ How could you help the student who is afraid of asking questions and has a problem of shyness to cope with such difficulties ? | 9/ The aim of this question is to see how teachers helped their students to decrease the problem of shyness and fear asking to give some suggestion to cope with the problems faced . |
| 10/ What internet tools do you use to engage your students in the language class setting ? | 10/ This inquiry is crucial to have an idea about the internet tools used by the teachers . |
| 11/ How are such learning process seen by students? | 11/This question was asked to know if students were motivated or demotivated with such a learning process, i.e using technologies |
| 12/ How to develop learners' communicative abilities towards various activities in the classroom and outside the classroom using internet? | 12/ This question attempt to know the various activities used by teachers in and outside classroom about which help to enhance students' communicative abilities. |

2.6 Data Analysis

In order to test the research hypotheses of the current study, two means of data collection were used, a students' questionnaire and a teachers' interview which are analysed qualitatively and quantitatively.

2.6.1 Students' Questionnaire

The designed questionnaire is divided into two rubrics .After the process of collecting data, the results have been analysed qualitatively and quantitatively as the following :

Rubric one : Students' Profile

The aim of this rubric is to know students' profile and age for the aim of ensuring the diversity of opinions.

Question1+Question 2: Students' Gender and Age

The results obtained from the first question showed that among the forty participants we have 10 males and 30 females. Then, the second question tried to look after the different ages of the students in order to know if they were mature enough to be aware about the use of web-based materials in the classroom. So, it is noticed that most of them are mature , and conscious about their learning needs and interests.

Rubric Two: The Impact of Using Web-based Materials on Students' Communicative Competence.

Question 1: English Proficiency Level.

This question is addressed to know the students' proficiency level.The findings are represented in the following figure:

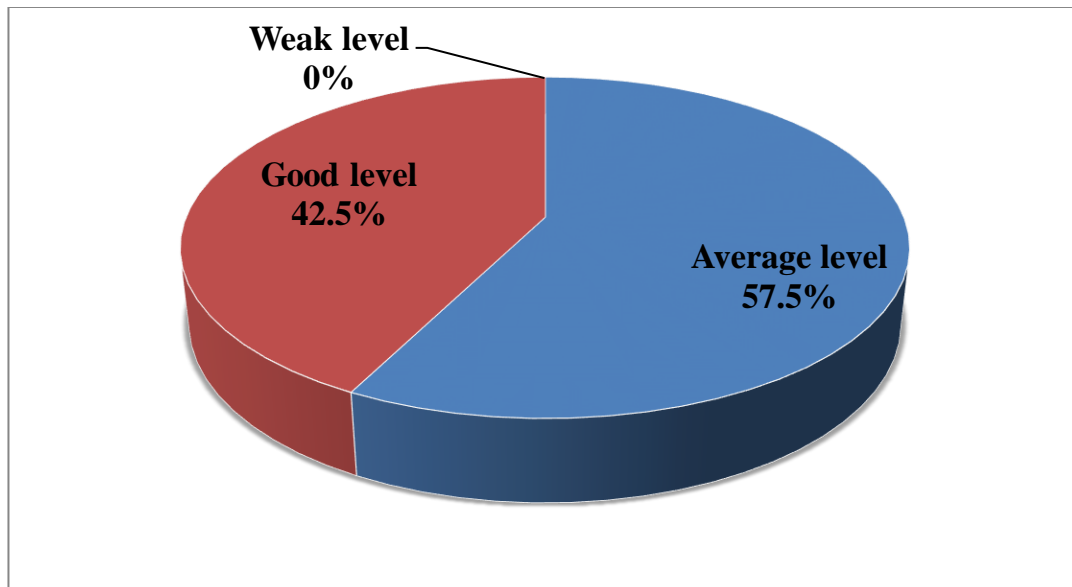


Figure 2.1 Students' English Proficiency Level .

The results revealed that the majority of students assessed (57.5%) themselves as average that is 57,5% and the remaining rated themselves as good 42.5%. in English.

Question 2: The Use of Technology in the Classroom

This question is designed to know if students used technological tools in the classroom. The following figure summarizes the findings :

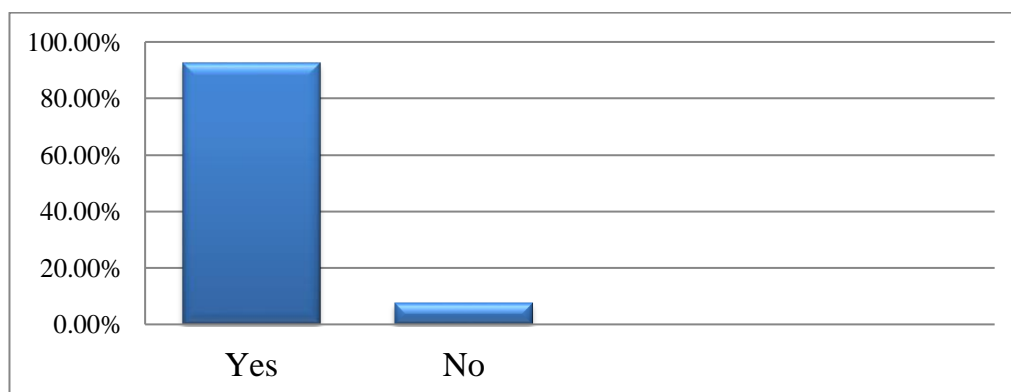


Figure 2.2 Students' Attitudes toward the Use of Technological Tools.

The obtained results showed that 92,50% of students stated that they supported the use of technologies inside the classroom, the remaining informants (07,50%) ,did not support the idea of idea of using technological materials in the classroom

Question 3: The Effect of Technology on Students' Proficiency Level in English.

The third question tried to know if the use of technology affected the proficiency level of EFL students. The results are organized in the following figure:

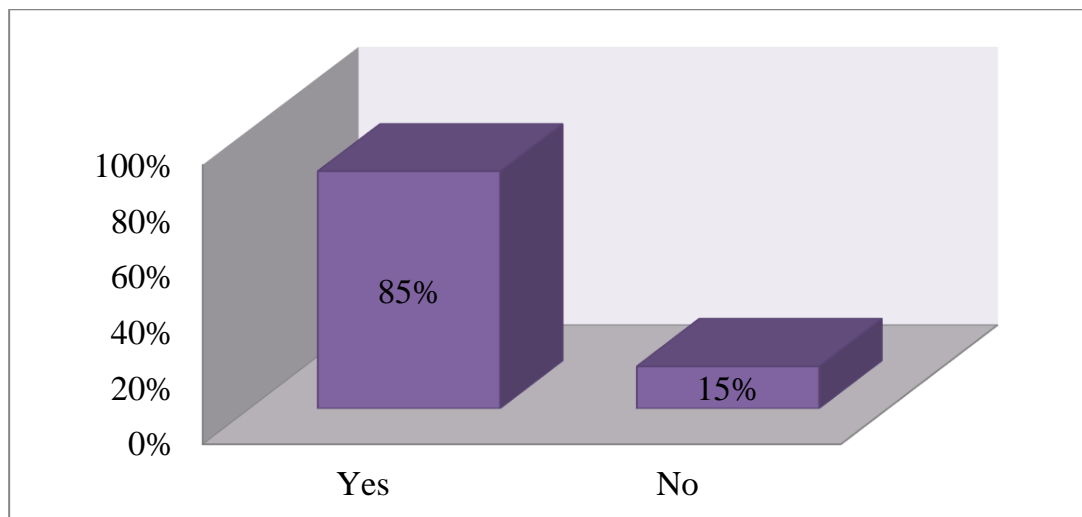


Figure 2.3 Effect of Technology on Students' Level.

The majority of students representing a percentage of 85% stated that the use of technological tools improved their proficiency level, except 15% of the respondents who disagreed.

Question 4 : Technological tools used by teachers

The results attained from this question showed that 95% of the participants agreed on fact that the use of different technological tools in the classroom enhanced their communicative competence while 5% of them disagree and don't support the idea. These findings are represented in the next figure :

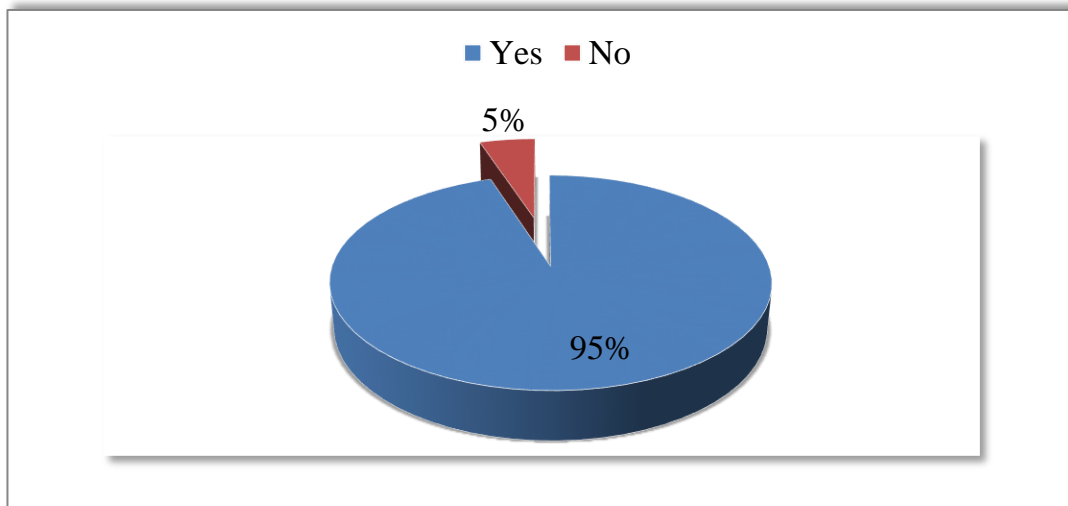


Figure 2.4 Technological Materials used by teachers

The students who answered by yes proposed some materials that help them better ,the following figure illustrates the finding :

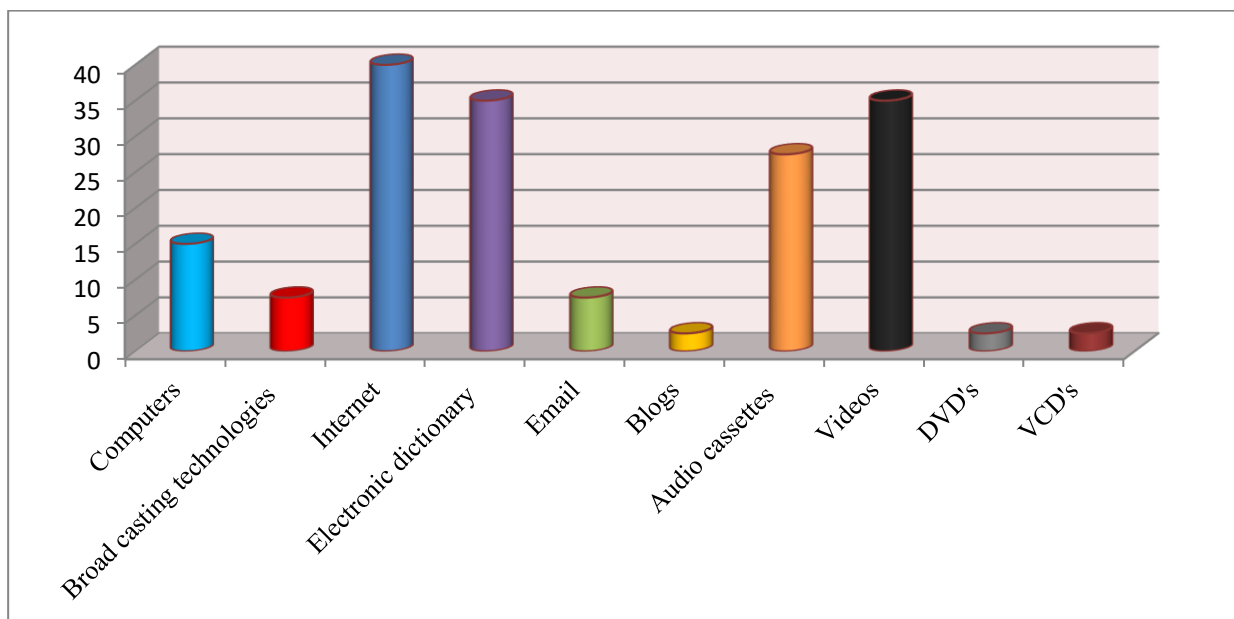


Figure 2.5 Material proposed by Students.

The results showed that the largest number of students denoted that they preferred the use of internet in their classroom, the use of electronic dictionaries, and videos. In other hand, few participants do liked the use of audio cassettes, broad casting technologies, and email. Finally, the minority of students needed blogs, DVD's, VCD's to improve their communicative skills.

Question 5: Improving Communicative Abilities through Web-based Materials.

Concerning this question, the participants were asked to give their opinion about whether the use of web-based material inside the classroom helped them to improve their communicative abilities or not. The results obtained showed that the of them affirmed that with the use of these tools, the students developed their skills especially listening because when they listened to native speakers via technological aids they would develop many their vocabulary, then develop some reading and speaking skills as well especially even reading online articles. they pointed out that the teaching and the learning process would be easier when using such materials.

Question 6 : Students' Difficulties in Asking Questions.

This question was formulated to see if the students faced difficulties in asking questions in the classroom. The following table illustrated the findings :

Table 2.2. Difficulties in Asking Questions.

| | Yes | NO | Total |
|-----------|------------|-----------|--------------|
| AF | 23 | 17 | 40 |
| RF | 57.5% | 42.5% | 100% |

AF : Absolut Frequency

RF :Relative Frequency

The results obtained showed that 23 out of 40 students making up faced difficulties in asking questions in the classroom whereas the rest of students (42.5%) did not face difficulties.

Question 7 : Technology-based Lessons Vs Traditional Lessons.

This question was asked to know if students supported the use of technology-based lessons or traditional ones .The following figure presents the results:

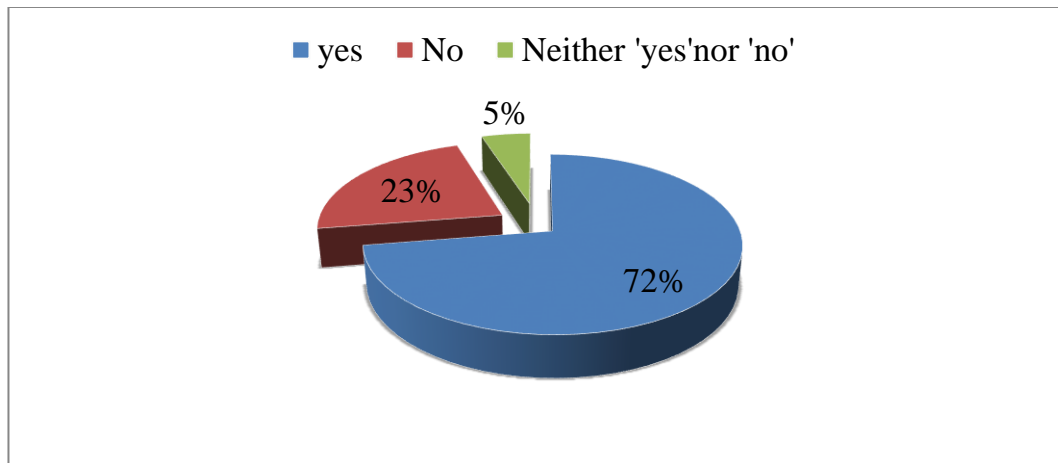


Figure 2.6 Technology-based Lessons Vs Traditional Lessons

This question showed that 72.5% of students indicate that the lessons would be more interesting using technology than the traditional ones while 22.5% did not support the technology based lessons. Finally, the combination of technology-based lessons and traditional ones was the appropriate method of teaching.

Question 8 : Positive and Negative Aspects of Using Technology.

This question was designed to the informants in order to give their personal views about the positives and the negative aspects of using technology in the classroom. As a result, most of students believed that these technological tools were beneficial to them since they facilitated the learning process, saved time, gained multiple information in different field but they didn't neglect its negative side, when student use such a technology tool in learning, they would spend all their time in front of internet without giving importance to the information given by their teachers.

Question 9 : How to Improve Teaching communication

Table 2.3. How to improve teaching and communication

| How to improve teaching . | How to improve the Communication Abilities . |
|--|--|
| <ul style="list-style-type: none"> - Teachers should know how, when, where they should use web-based materials to achieve their goals . - Teachers should use the eclectic approach and e-learning strategy . - Teachers should use different activities in the classroom . - Teachers should create environment for active learning . - Teachers should make a plan for their lesson and state their goals . - Teachers should Open discussions and make debates to push the students to speak. - Teachers should make the students part of his lesson and ask him to prepare the lesson in advance. - Teachers should include technology in the educational system . - Teachers should make a combination between the traditional materials of teaching and technology-based ones . | <ul style="list-style-type: none"> - Reading - Listening . - Online communication with native speakers . - English programs and TV . - Communication in classroom . - Presentations in class and participation. - Attending conferences . |

2.6.2 Teachers' Interview

The researchers used an interview that consists of twelve questions were asked to EFL teachers at the university of Tlemcen, for the aim of knowing their opinions about the use of technological tools to enhance their students' communicative competence. The teachers' interview is analyzed as in the following :

Question 1+ Question 2: Teachers' Profile.

The first two questions are about background information about teachers under study. The objective of the first question is to know the degree of these teachers. and The results Showed that 10% of them have magister degree, while, 40% had a doctorate degree, and 50% had Ba licence degree. In addition, the teachers' experience varied from 5 to 30 years of teaching

Question 3 : The Use of Web-Activities in Teaching.

The aim of this question is to know if teachers implemented Web activities in their teaching. The following figure illustrates these results :

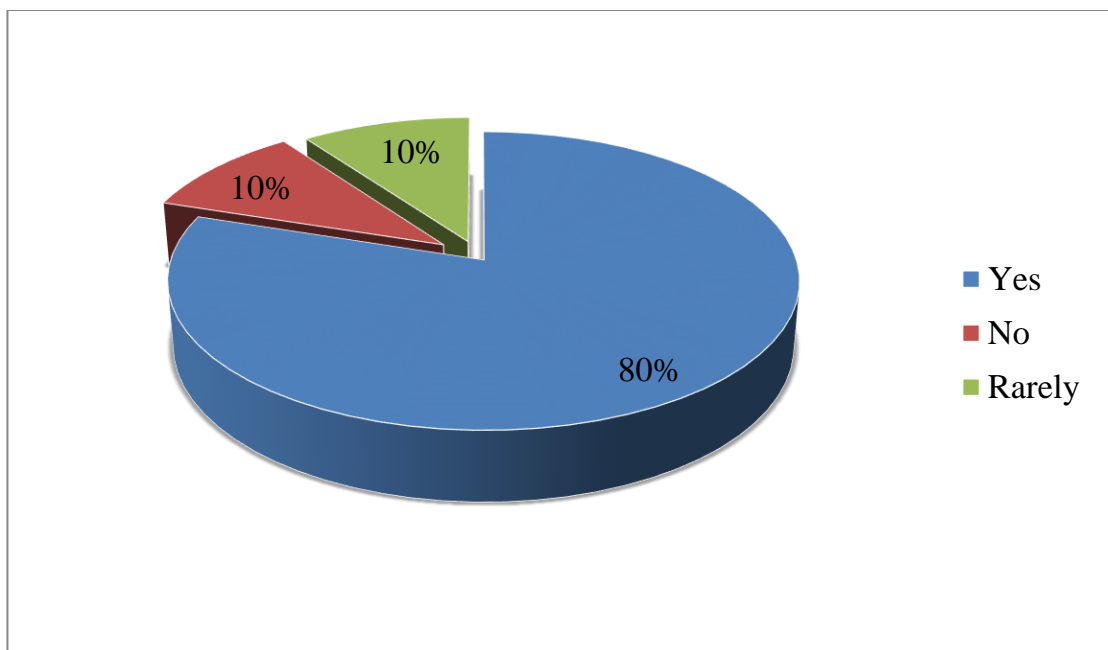


Figure 2.7 The Use of Web-Activities in Teaching.

When asking this question the outcome revealed that the majority of teachers (80%) used web activities in teaching with percentage of . While 10% of them did not use them ,and 10% of them said that they rarely used web activities in their lessons .

Question 4 : The Use of E-Learning Strategy.

This question is asked to know if teachers used e-learning strategy in their teaching. The following figure summarizes the findings:

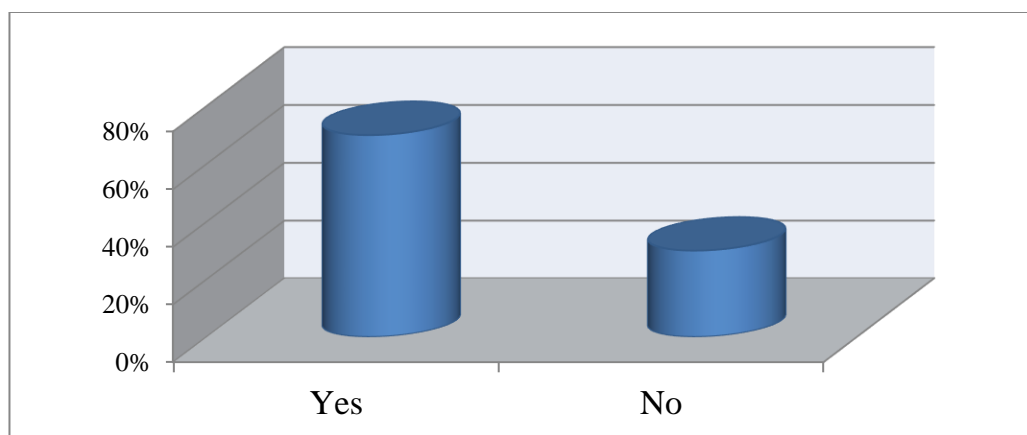


Figure 2.8 The Use of E-Learning Strategy in Teaching.

When asking this question the outcome revealed that 70% of teachers used e-learning strategy in their teaching .While 10% of them did not.

Question 5 : Techniques to Improve Students’ Communicative Skills.

The results obtained from this question differs from one answer to another because each teacher provided his/her own techniques to improve students’communicative competence. In one hand, some teachers stated that they thought that role play and the activities of pair work can be beneficial to improve students communicative skills. In addition to this, others believed that the use of technology tasks and activities fastered critical thinking and developed students’ communicative competence. While the remaining participants prefer to push the students to use social media in order to communicate with native speakers, and gave the students the opportunity to express themselves whatever the module and emphasized them to speak in English only without using their mother tongue.

Question 6: Activities used for Better communication

This question revealed that each teacher suggested such a kind of activities to be used in classroom in order to help the studentss to well communicate .The following opinions were selected : -the use of social networks and authentic materials (movies, music, news...).

-Ask them to use dictionaries.

-Others suggest the use of oral activities or debates and activities modeling real conversations

- Kind of activities that oblige them to talk one to one.

-Other teachers give students psychological advice to be more self confident and taking 10 min at the end of each lecture to listen to what student gain from the lecture making them communicate well .

Question 7 : How to develop Students' Language Competence.

Concerning this question which aims at eliciting information about how could the teachers help their students developing their language competence.The result obtained showed that the majority of teachers insisted on reading adding that them it was the most perfect way to develop vocabulary while some of them said by giving students the opportunity to write to increase their thinking was beneficial .there was two teachers claimed that via group work the student would be more motivated.

Question 8: Students' Preparation of Lectures and Making Presentations .

This question is designed to ask teachers if they asked their students to prepare the lesson in advance and then present it in front of their classmates.The findings showed that only two teachers disagree,the rest of them said they did because by doing so they would motivate them,even they used to give them extra marks to encourage them as result that will aid them fighting their fear in front of their classmates.

Question 9: Overcoming The Problem of Shyness and Fearfulness.

The aim behind this question is to know how could the teachers aid their students who were afraid of asking question and has a problem of shyness to cope with such difficulties, the findings show that they sometime to time force their students to speak, asking them question, praising them for the purpose of encouraging them also giving them the freedom of making mistakes.

Question 10: Using Internet Materials in the Classroom.

As technology plays a greatest role in education, teachers were asked about the internet tools that encouraged them. The result shows that the teachers used broad online activities, providing videos, songs and images which have a relationship to their specific context.

Question 11: The Use of Technology in Learning.

This question has a relationship with the previous one, aiming at asking the respondents about how the use of technology in learning was seen by students. All the responses were positive which mean that the students enjoy and became motivated.

Question 12: Development of Learners' Communicative Abilities inside and outside Classroom.

Concerning this question addressed to the teachers for the purpose of gathering data about the activities that teachers used to develop learners' communicative abilities in classroom and outside classroom using internet. One of them said that it was not easy inside classroom because no internet connection was provided in class except if students used their own connection in their phone. Furthermore, they used to give their students homeworks and interacting with them by send them emails or via social networks outside classroom.

2.7 Data Interpretation

The students' questionnaire and the teachers' interview gave a major number of data and answers. Every one expresses his personal opinion and thoughts, to understanding the significance of web-based materials in creating open capability and develop communicative competence especially master 2 to present their dissertation.

In the beginning of this work, the researchers suggested two hypotheses. The first one denotes that the use of web-based materials in EFL classes might improve students' communicative competence and increases their engagement. This hypothesis was proved after data collected were analysed. Since, students expressed positive opinions

about the benefits of technology in classroom with reference to some problems like shyness, lack of confidence, fear of failure when asking questions and presenting their works. Thus, ICTs could help especially master 2 students to present their dissertations and improve their communication skills.

The second hypothesis is that teachers perceived that the use of technology is a significant tool to develop students' language communication. Through teachers' interview, it was observed that teachers viewed the use of ICT's in their classes as a helpful tool for the sake of developing and increasing their students' communicative competence. Therefore, according to them via the use of web-based materials in EFL classroom, the process of learning a foreign language would be easier and the learner will understand all the aspects of the language easily. Thus, teachers' interview showed that teachers have the perfect mindset and understanding of the benefits of using technology tools in the classroom. EFL teachers asserted that web-based materials were considered as a great means to enrich students' communicative abilities. These results have asserted the second hypothesis proposed by researchers.

Finally, The findings of this work showed that using web-based materials was useful in the EFL teaching and learning processes. Then, ICT could help teachers to design activities appropriate to their students' language levels in order to motivate them to improve all their language skills not only the speaking one. The focus was on the materials used so as to facilitate the learning process. As shown in this study the EFL teachers in the English Department agreed on the importance of using web-based materials in the classroom in order to enhance the EFL students abilities to express themselves and thus communicative competence.

2.8 Suggestions and Recommendations

The major focus of this study is actually to analyze the effects of using web-based materials in developing students' communicative competence especially master 2 students. Hence, based on the analysis and some scholars, it is considered very important to make the following recommendations :

- Insist on Clear Expression : Effective oral and written communication is so important in every facet of life that teachers of every subject and at every level should place a high priority on it for all students.
- « Use a Team Approach » : The collaborative nature of scientific and technological work should be strongly reinforced by frequent group activity in the classroom
- EFL teachers must encourage students to respond as often as they can to direct the target language out of class using various communication tools.
- Teacher must develop activities and tasks and try to integrate activities with existing tools used in class
- Teachers must communicate with their students outside the classroom using emails and web-based materials .
- Creating platform is important in helpful in improving students' communication skills .
- Automatically taught to teach teachers how to handle various types of technological devices, because many teachers do not know how to handle ICT.
- Teachers must force the student to speak and participate and remove shyness and fearfulness.
- Teacher has the duty to create a pleasant atmosphere and to support students in their communication.
- Make sure that the material is made to help students communicate .
- Arrange strategies so that every student can relax and help him speak freely.
- Applying ICT in the classroom, For example, using video and video chat rooms allows students to engage in a real conversation with native speakers.
- Materials design should be in line with pre-determined objectives and goals.
- The teacher should fully engage the students in the class.
- Students should be allowed to express themselves.
- Group them into different study groups and appoint a leader for them. Such leaders should present their respective group work. From there, leaders with public speaking skills are made.

2.9 Conclusion

This chapter was about the empirical part of the whole work which tackled enhancing students' communicative competence through web-based materials and using technology as learning tool in EFL classroom . Therefore, it was divided into two sections; theoretical and practical. In the theoretical part, researchers used to describe the research setting, case study, and the target sample while in the practical one, researchers used two research instruments, a students' questionnaire, and the interview with teachers the sake of gathering information to assert the two hypotheses put by reasherchers. Through the analyses of the two research instruments, the researchers found that both students and teachers were aware about the necessity of using web-based materials inside and outside EFL classroom in order to enhance students' communicative abilities.

Finally some suggestions and recommendations were given to the teachers and even to language students for the sake of developing the use of web-based materials and technology in general in teaching process through which these students become communicatively competent.

General Conclusion

General conclusion

This study aimed in identifying the role of web-based materials in enhancing students' communication skill. Therefore, it is believe that the intergration of ICT in the classroom was necessary. Thus, EFL teachers were supposed to be aware of the use of those materials to achieve a better achievement learning outcome.

The present research took place at Tlemcen University in the Department of English and it includes two chapters. The first chapter was a theoretical one entitled "literature review" which is devided into two parts: the first one was tackled a background on communicative competence and the second part was about a classification of language activities. By the end of the first chapter the reaserchers give the definition of ICT mentioning its components. On other hand, the second chapter included methodology of research used ,the research instruments adopted ; the students questionnaire and the teacher's interview. Finally, a discussion of the obtained data was formulated providing some suggestions and recommendations that emphasized on the benefit of using web-based materials on increasing communicative competence abilities.

At the first of this study the researchers put two research questions :

1. To what extent do web-based materials affect EFL learner's communicative competence development?
2. How can teachers help their students develop their communicative competence?

To answer the mentioned question ,the researchers hypothesized as followed:

1. The use of web –based materials in EFL classes may improve students' communicative competence and increases their engagement .
2. Teachers perceive that the use of technology is a significant tool to develop students' language mastery .

The first hypothesis deals with the use of web-based materials which mean that students can improve their communicative competence that confirm through the collected data from EFL students' questionnaire. Then, the second one deals with the EFL teachers and their opinion about the implementation of technology tools inside

EFL classes and their aides toward their learners to improve their communication skills that confirm through the gathered information through EFL teacher's interview.

Finally, this research has been made in order to give more information and details about the use of web-based materials to enhance EFL student's communicative competence especially master two student. It should be noted that the results obtained from this study cannot be generalized because the study still undergoes some limitations and shortcomings. Then, the study was conducted on only one group of Master 2 students and this prevented the generalization of results to a larger sample of learners.

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Appendices

Appendix A: Students' Questionnaire

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The present questionnaire is a part of an academic research ,designed for master II students ,conducted for the sake of gathering data about the use of web-based materials and its impact on students' communicative competence .Your contribution will be of a great help to make the research work acheive its objectives. So,you are kindly requested to answer the following questions :

Rubric One : Students' Profile.

1-Sex :

Male Female

2- Age :

Your age is :

Rubric Two : The Impact of Using Web-based materials on Students' Communicative Competence .

1-How do you describe your proficiency level in English ?.

Weak Average Good

2- Do you support the use of technology in classroom ?

Yes No

Why ?.....

3-Do you think that the use of technologies affects your level in English ?

Yes No

4- Do you suggest that computers,broad casting technologies , internet ,electronic dictionary ,email,blogs,audio cassettes ,videos ,DVD's,VCD's should be used in EFL classroom to improve your communicative competence ?

Yes No

If yes , which one can help you more ?.....

.....

5-How can web-based materials in the classroom help you to improve your communicative abilities ?

.....

.....

6-Do you find difficulties to ask questions in the classroom ?

Yes No

7-Do you think that technology –based lessons are more effective than traditional ones ?.

Yes No

Justify

.....

8-According to you what are the positive and negative aspects of using technology in EFL classes ?

.....

9-What suggestions do you have to improve the way of teaching and your communication abilities ?

.....

.....

.....

Thank you for your help

Appendix B: Teachers' Interview

Appendix B: Teachers' Interview

Dear teachers,

We are currently conducting research on EFL teachers attitudes towards the use of technology aids in order to improve student's communicative competence. Consequently, you are kindly asked to answer the following queries :

1-What is your degree?

.....

2-How long have you been teaching English ?

.....

3-Do you implement Web activities in your teaching ?How ?

.....
.....-

4- Do you use e-learning strategy in your teaching ?

.....

5-Which techniquesdo you provide to improve students' communicative skills ?

.....
.....

6-Which kindof activities do you suggest to be used in order to help students to well communicate?

.....
.....

7-How could you help your students developing their language competence ?

.....

8-Do you ask your students to prepare the lesson and then present it in front of their classmates ?

.....
.....

9-How could you help the student who is afraid of asking questions and has a problem of shyness to cope with such difficulties ?

.....
.....

10-What internet tools do you use to engage your students in the language class setting ?

.....
.....

11-How are such learning process seen by students ?

.....
.....

12-How to develop learners' communicative abilities towards various activities in the classroom and outside the classroom using internet?

.....
.....

Thank you for your cooperation

Summary

The internet provides a new and efficient tool for learning. It is used for different teaching purposes and has a positive impact on the overall teaching-learning environment since it overcomes barriers of space and time and opens new possibilities for better learning atmosphere that leads to academic achievement. Along this line of thought, the present investigation aims at enhancing students' communicative competence through web-based materials, which is so important for their academic achievement and suggesting accordingly the appropriate materials needed in the classroom. The present research work includes a case study of 2nd years masters' students at the Department of English, in the University of Tlemcen. Data were collected through two instruments of research, a students' questionnaire and a teachers' interview. Qualitative and Quantitative analyses were proceeded in order to have insights into master students' needs as well as attitudes towards the integration of web-based materials in the classroom to improve their communicative competence. After analysis, it was revealed that teachers perceived that the use of ICTs in their classes was considered as a great means to enrich students' communicative abilities. It was also shown that the integration of web-based materials in teaching was positively accepted by students.

Résumé

L'internet fournit un nouvel et efficace outil d'apprentissage. Il est utilisé pour différents buts pédagogiques et a un impact positif sur l'environnement global de l'enseignement et de l'apprentissage, car il surmonte les barrières de l'espace et du temps et ouvre de nouvelles possibilités pour une meilleure atmosphère d'apprentissage qui mène à un rendement académique. Sur ces faits, la présente étude vise à renforcer la compétence communicative des étudiants de moyens sur le Web, ce qui est si important pour leur rendement académique, et à suggérer en conséquence le matériel approprié nécessaire dans la classe. Les travaux de recherche actuels comprennent une étude de cas des étudiants de 2^{ème} année master au Département d'anglais à l'Université de Tlemcen. Les données ont été recueillies à l'utilisation de deux instruments de recherche, un questionnaire pour les étudiants, et interview avec les enseignants. Des analyses qualitatives et quantitatives ont été effectuées afin d'avoir un aperçu des besoins des étudiants en master 2 ainsi que leurs attitudes envers l'intégration du moyen sur le Web en classe afin d'améliorer leurs compétences communicatives. Après analyse, il a été révélé que les enseignants optent pour l'utilisation des TICs dans leurs classes et sont considérés comme des moyens excellents pour enrichir les capacités de communication des étudiants. Il a aussi été démontré que l'intégration des moyens sur le Web dans l'enseignement a été positivement acceptée par les étudiants.

ملخص:

توفر الانترنت اداة جديدة و فعالة للتعلم و تستخدم ايضا لاغراض تعليمية مختلفة لها تاثير ايجابي على بيئة التعليم و التعلم، كما تساهم ايضا في تخطي الحواجز الزمنية و المكانية للمعلم و المتعلم و تفتح ايضا امكانية جديدة لتحسين مناخ التعلم و الذي يؤدي بدوره الى التحصيل الاكاديمي.

يهدف هذا البحث الى تعزيز كفاءة الطلاب في التواصل من خلال الوسائل المتوفرة على شبكة الانترنت. كما يقترح الوسائل اللازمة في القسم. يشمل هذا البحث ايضا على دراسة حالة من طلاب السنة الثانية ماستر في قسم اللغة الانجليزية بجامعة تلمسان. و لقد تم جمع البيانات من خلال اداتين للبحث: استبيان طلاب، مقابلة مع الاساتذة. و اجريت تحليلات نوعية و كمية من اجل الحصول على رؤى حول احتياجات طلاب الماستر، فضلا عن الوقوف على مواقف الاساتذة تجاه دمج المواد القائمة على شبكة الانترنت في القسم لتحسين كفاءتهم التواصلية. و بعد التحليل، تبين ان المدرسين يرون ان استخدام تكنولوجيا المعلومات و الاتصالات في فصولهم الدراسية يعتبر وسيلة فعالة لاثراء قدرات الطلاب في التواصل. كما تبين ان ادماج الوسائل القائمة على شبكة الانترنت في التدريس محبب من جانب الطلاب.