Utiliser l'hypermédia pour favoriser la compétence communicative
Using Hypermedia to Foster Communicative Competence
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Résumé:

Tout au long de l'histoire, les humains ont utilisé le langage comme moyen d'expression et de communication nécessaire. Dans le monde globalisé moderne, cependant, le changement constant des questions linguistiques et interculturelles devient de plus en plus important. C'est pourquoi des efforts continus sont déployés pour améliorer l'enseignement des langues étrangères et promouvoir un apprentissage efficace des langues. Aujourd'hui, les technologies de l'information et de la communication basées sur Internet sont principalement et largement utilisées dans l'enseignement supérieur pour favoriser l'enseignement et l'apprentissage communicatifs des langues. L'objectif préliminaire de cet article est de s'intéresser d'abord au point de rencontre de l'approche communicative et de l'hypermédia dans l'acquisition de l'anglais comme langue étrangère. Pour appuyer cet argument, le présent travail examine l'utilisation des hypermédias, d'un point de vue théorique, dans le développement des habiletés communicatives des étudiants universitaires, tant à l'oral qu'à l'écrit, dans des situations liées aux contextes académiques. (Le résumé complet ne doit pas dépasser 200 mots).

Mots-clés : Hypermédia ; compétence communicative, enseignement des langues communicatives ; Technologies de l'information et de la communication (TIC)

Abstract:

Throughout history, humans have used language as a necessary means of expression and communication. In the modern globalized world, however, the constant change in the linguistic and cross-cultural matters is becoming increasingly important. For that reason, continuous efforts are made for improving foreign language teaching and promoting effective language learning. Today, internet-based information and communication technologies are being mostly and extensively used in higher education for fostering communicative language teaching and learning. The preliminary goal of this paper is to look firstly at the meeting point of the communicative approach and hypermedia in

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the acquisition of English as a foreign language. To support this argument, the present work examines the use of hypermedia, from a theoretical standpoint, in the development of university students' communicative skills, both in speech and writing, in situations related to academic contexts. (The entire abstract should not exceed 200 words).

Keywords: Hypermedia; Communicative Competence, Communicative Language Teaching; Information and Communication Technology (ICT)

Introduction:

The rapid advance of technology and wide use of Information and Communication Technology (ICT), are marked by an insisting need of a relationship between digitalization and communication. The primary imperative of computerization and digitalization is to build a net of communicative channels through which people will be able to connect faster and easier than ever before. Again, Digital technology has created sophisticated means for human communication, allowing social connections globally with a press of a button. With technology being a standard in most of our lives, it is becoming increasingly important to learn and utilize the very recent technological systems. Such systems, however, are not limited to daily activities and social interactions only, but they have reached the educational arena, where they play a key role in providing innovative and trendy forms of knowledge, support, and communication.

In the advent of digital communication and communication technologies, Algerian higher education has the impetus to keep up with education trends world widely. This is going to feature the core system for both teachers and students who aim at taking full advantage of the technology as a medium in order to acquire English language effectively and efficiently. For that matter, technology can potentially help improve the communication skills because it allows its users to learn spoken and written forms of communication to varying audiences with a consideration of the learners' needs and learning styles.

1. Research Focus

The present study is conducted to investigate the potential effect and advantages of using hypermedia on EFL learners' oral performance and communicative skills. As digitalization is taking the lead in the field of science and education, educators and teachers are trying to alter education to better serve the upcoming technology savvy students. Thinking of optimal ways to use communication technologies for improving English communicative abilities is one of

the most significant approaches to improve the students' performance, to help teachers be more innovative and trendy, and takes the learning experience up to the next level.

The present study is conceptual-theoretical with a conceptual model that helps us test the extent to which our mediating variable, which is the use of Hypermedia to Foster Communicative Abilities, is affected by the dependent variable, hypermedia learning, and it affects the dependent variable, which is learners' speaking ability.

Figure 1. Conceptual model with mediating variable

2. Definitions and Models of Communicative Competence

The communicative approach underscores the eminence of communicative needs and methods in language learning and stresses the importance of the context beyond language structure. The communicative language learners, in this respect, should have decent understanding of basic aspects of the language like the linguistic, sociolinguistic, and socio-cultural aspects, in order to use the language correctly and effectively.

Many scholars (Hymes, 1972; Munby, 1978; Canale & Swain, 1980; Canale, 1983; Savignon, 1983) have defined communicative competence as the learner's ability of using language in various forms of communication. The term Communicative competence traces back to the 1960s when Hymes (1966) coined this term in reaction to Chomesky's (1965) notion, of "linguistic competence", on questioning what should be taught and learned if a non-native is to be communicatively competent in English (Munby 1978: 1).

In his model, Hymes (1972) highlights the significance of metalanguage and the sociocultural factors besides language components of knowledge that include grammar,

vocabulary and phonology. Hymes contends, "There are rules of use without which the rules of grammar would be useless". The prior knowledge of appropriate language rules of use, i.e. the use of appropriate sentences, what to say, and in what manner, are quite essential in the process of getting language proficiency.

Canale and Swain believed that Hymes' sociolinguistic work is crucial to the development of communicative approach to language learning. Their model (1980), in this vein, was revised (1983) and proposed an additional element, which is the discourse competence and developed a four-dimensional model. In an influential article, Canale and Swain presented four different sub-competencies that they consider essential elements in the ability to communicate (1983: 6-10):

• Grammatical (ability to create grammatically correct utterances),

• Sociolinguistic (ability to produce sociolinguistically appropriate utterances),

• Discourse (ability to produce coherent and cohesive utterances), and

• Strategic (ability to solve communication problems as they arise).

   Recent models of communicative competence (Kramsch, 1983; Savignon, 1983; Bachman, 1990) went a step further by presenting a more comprehensive description of the knowledge required to use language. In addition to the knowledge of grammatical rules, and the socio-cultural aspects of the language, the learners should consider the dynamic nature of the acquired language in order to accomplish communicative objectives. Bachman (1990) suggests another theoretical framework of 'communicative language abilities', which essentially extends earlier models yet with an aspect of language measurement. His model, Moreover, tries to characterize the process by which different language components interact with each other within the context of language use.
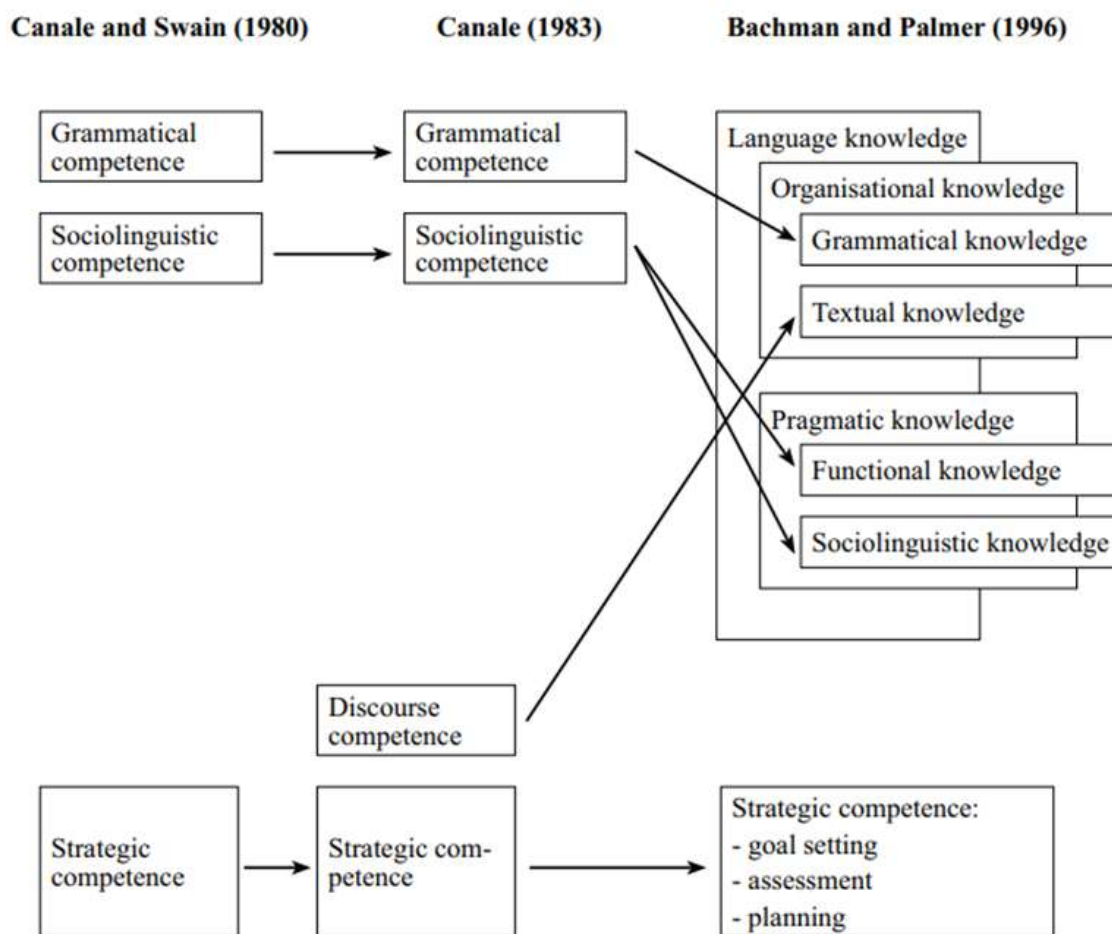
Figure 2. The three models of communicative competence
Source: Bagarić, V. & Mihaljević p.120

All of the above-mentioned models, in addition to recent other developed theoretical frameworks, have certainly contributed to communicative language use and language learning approaches. These models have definitely participated in establishing a comprehensive conceptual and theoretical framework for communicative language teaching (CLT) or/and Communicative Approach in language learning.

3. Communicative Language Teaching

The Communicative Language Teaching (CLT) is a communicative approach to foreign language teaching that was developed in the 1980s as a reaction to the traditional grammar based approaches. CLT is an approach for second and foreign language teaching which mainly focuses on developing communicative competence. In this vein, Littlewood (1988)

gives a thorough clarification of this notion stating, "Communicative Approach in the language learning pays attention to the language structural aspects and its functional aspects". In language structural aspects, the focus is on language form, while language functional aspects relate to the functions of language form itself.

4. Hypermedia Technologies in Teaching Communication

4.1 Defining Multimedia, Hypermedia, and Hypertext

• Multimedia: the term multimedia means multiple media or a combination of media. This combination includes still pictures, sound, motion video, animation, and text items.

• Hypermedia: According to Merriam-Webster, hyper means bridging points within an entity (such as a database or network) nonsequentially. Hypermedia refers to linked media or interactive media. This is to say, all connected stored information in various media are called hypermedia; i.e. Browser that allows us navigating between web pages.

• Hypertext is a software system for linking related texts. Hypertexts are displayed on web pages with references to other text that the reader can immediately access; hence, any word or phrase can be "hyperlinked". Hypermedia for that matter is not restricted to be text-based. Yet the terms multimedia, interactive video, hypermedia and hypertext are often synonymous in much of the literature (Burton et al., 1995).

4.2 Advantages of Using Hypermedia in Learning

The educational technology has various forms and various meanings that aim at addressing educational needs and problems of our students. For that reason, a set of terminology has emereged to talk about the eLearning such as electronic learning, computer assisted learning (CAL), language management system (LMS), computer-based instruction (CBI), and information and communication technology (ICT). Each approach has its own characteristics and specificities. Notwithstanding, hypermedia can be used as an umbrella term to include all digital systems and tools. The integration of hypermedia in the teaching/ learning experience has numerous advantages for both teachers and students.

• Hypermedia is characterized by a non-linear access to information, these learning systems present course content with non-sequential formats, which resemble to a good extent the neuro-pathways of our minds. In this case, thus, so students are required to develop learning paths by themselves that is quite different form the linear traditional learning pattern. (Nielson, 1997)

• Learners can explore a text in depth. Reading through hypertext gives students a focused research, strong context, and easier access to create connections. Learning is more focused on the process and the ability to problem solve instead of the attempt of answering questions. (Collier, 1987)

• Interaction with the instructional material can be self-paced. Recently, self-paced instruction has become more popular as education shifts from the traditional models to the Internet, and that is why learning moved from teacher-centeredness to learner-centeredness. (Barrett, 1988)

• The exposure to hypermedia tools opens up a multitude of creative avenues for both students and teachers. Hypermedia catches attention and engages the learners. It brings about motivation and excitement in language classrooms, increases critical thinking, and encourage students to be proactive learners. (McCarty 1989)

5. Recommendations

The adaption of hypermedia can definitely enrich the scope and quality of education. The literature review show some cases in some pertinent research, which display the impact multimedia technology has had in education in general and communicative competence in specific. In today's classrooms, teachers try to socialize learners through online communication

in their classroom (Kern et al., 2004). For that purpose, we can display some of the digital education tools that will help foster and improve the communicative skills. The teacher can call the students for a computer-based discourse instead of the traditional face-to-face classroom discourse. We can choose Discord where we can create our own servers in accordance to the taught content and intended goals. It also allows interaction at any time, which would give the students the opportunity to help each other while under the supervision

of an instructor. This way we will create a virtual discourse channel that would give us the chance to be introduced to educational software and Communication Platforms.

A lot of similar communicative digital tools that have voice channels, chat channels and suit all the learning styles and different needs, could be used. As examples: Projeqt adequate for project-based activities, Thinglink allows educators to create interactive images with music, sounds, texts, and photographs. TED-Ed is an educational platform that permits the creation and sharing educational lessons.

Conclusion

Well-designed and used hypermedia, which is must be used as an enabler and not a focus, can assist language teachers to bring learners together so that they can improve their communicative skills. The wide success and growth of eLearning methods has increased dramatically during the current age of digitalization due largely to the success and convenience of information and communication technologies. We, as educators and teachers, are responsible for being acquainted to the education trends and possible new technologies to introduce in our classrooms. This way, we will understand and embrace

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