Oral communicative competence is the main-primary objective of the Communicative English course at the Community College. This study also coincides with the main focus of this study. The concept of communicative competence by linguists performance is more about the production of a context-specific language appropriate to a context. The context was further elaborated by Dubin & Olshtain (1986) as doing the right thing at the right time to the right person at the right time. An analysis of English Language Teaching Methodology reveals that the achievement of communicative competence in the second language involves not only the grammatical rules of the language, but also the knowledge of when, where, and with whom to use the language, in a contextually appropriate manner. It requires more than mere knowledge of grammar and vocabulary, but most importantly, knowledge requires skills in how to use English in various communicative situations and contexts. This aligns with the objective and outcome of the proposed Communicative and Workplace English courses at the Community College. It was determined that, by the end of those courses, students should be able to communicate competently and effectively in English in context of, e.g., according to the given context for example, doing greetings, self-introduction, making and receiving telephone calls, giving instructions, directions, making purchases, enquiries, and as well as knowledge of how to manage formal and informal language styles. It is The learners are expected that the learners will be able to understand the context, purpose and environment, in order for the communication to be carried out for it to be successfully conducted. The acquisition of
of communicative competence plays a very crucial role in the learning of languages. In order to have an effective communicative language teaching, learners should be allowed to practice at the targeted language, as it is actually used in a speech community, and it need to be conducted as regularly as possible (Brown, 1994).

The traditional method of language teaching seems to have failed in helping students to develop their overall communicative skills competency. The conventional way of teaching communicative languages in the classroom has always been a way of learning the useful phrases and producing written dialogues. The dialogues will then be used as an oral communicative drill and practical material by performing read-aloud or role-play activities. It was also noted that learners are not unable to spend more time communicating in the classroom, primarily due to the learning time constraints, as well as outside of the classroom, due to an unsupportive environment. Taking into account other barriers into consideration, such as poor background knowledge, eventually leading to the lack of motivation, interest and anxiety presence, the challenges remain being apparent. These barriers and the conventional way of instruction demonstrate how challenging it was/is to achieve the overall total success of the Community College’s for English communicative competence in community college. It is therefore believed that in order to address this challenges it requires a range of interventions, including the integration and the use of information and communications technology, are needed to address these challenges (Aburezeq & Jishtaiwa, 2013). In order enable
learners to achieve their intended level of communicative competence, a technological intervention is needed in order to help minimise the learning barriers and challenges as much as possible, as well as and to provide a broad opportunity for language learning in general.