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Enhancing Engineers' Communicative Competence through ICT Integration:

Case of Satellite Development Center Oran / Algeria

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Dedication

To my parents ..

To my family ..

To those who love me ..

May Allah bless you all

Acknowledgments

All the praise is due to Allah, the most Gracious and the most Merciful for giving me the patience and strength to finish this work.

I would like to express my deepest gratitude to my respectful supervisor Dr. BENSAFA Abdelkader for his unwavering support, collegiality, insightful comments and precious guidance throughout this work.

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Abstract

Nowadays, learning English as a Foreign Language is becoming more and more important in the world. With the advent of the communicative approaches to language teaching, communicative competence is viewed as a key element in the learning process. Accordingly, it has been observed that some engineers have weaknesses in communicating efficiently in diverse contexts, although their linguistic competence is sufficient. The researchers need to use some activities that help those engineers to be communicatively competent. With the domination of technology in the entire globe, Information and Communication Technologies raise educational quality and open new possibilities for better learning atmosphere that leads to academic achievement. Thus, this study aims at investigating the impact of oral presentations and web based materials on enhancing engineers' communicative competence. For this purpose, a case study including 11 engineers and 5 researchers from the Satellite Development Center in Oran were undertaken. Two research instruments were used to gather data, a questionnaire for engineers and an interview for researchers in order to have perceptions about communicative competence and their attitudes towards the use of oral presentations and web-based materials in the center. The collected data were analysed both quantitatively and qualitatively. The results show that integrating Information and Communication Technology tools and oral presentations into an English as a Foreign Language setting is an effective way to enhance engineers' communicative abilities.

Table of contents

List of Figures

List of Tables

List of Acronyms and Abbreviations

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ICT: Information and Communication Technology

IT: Information Technology

General Introduction

General Introduction

New technologies and ideas were emerged in the 21st century, and the need for better education has been accentuated. During this era, English became the universal language. Knowledge and transmission of knowledge are essential to globalization. This process has made it necessary to help learners getting adopted to todays' competitive society. Effective use of English for communication presupposes the improvement of communicative competence in the users of that language, i.e. the knowledge of how to use one's linguistic system appropriately in a situation. Therefore, language learning has always been in search for suitable methodologies, approaches and techniques that meet learners' demands. Moreover, the teacher is in a better position to account for the specifications of the teaching situation of English as a foreign language (EFL), to know what his learners need, what their interests are, what should be done to overcome their failures, and to contribute to the enhancement toward a greater effectiveness in language teaching. Nevertheless, developing the learner's skills is the main goal to be able to communicate effectively and appropriately. Hence, the aim of the work is to show those learners how to reach their communicative competence through adopting some communication strategies.

On the other hand, when it comes to EFL learners communicating effectively, it appears that oral presentations and web-based materials play a key role in the improvement of their communicative competence. The rapid development of ICT integration in education creates both opportunities and challenges for both students and teachers. At the Satellite development center in Oran, it is critical for researchers to understand how and why ICT can be integrated in teaching, and its influence on engineers' motivation and their communicative competence.

The aim of the current study is to provide insights to the significance of oral presentations and web-based materials, to investigate the extent to which they could develop engineers' communicative competence, and challenges faced by researchers in the satellite development center in Oran. The task of this study is to find answers to the subsequent research questions:

1- To what extent do oral presentations and web-based materials affect the development of engineers' communicative competence?

2- How can researchers help their engineers in improving their communicative competence?

Consequently, the hypotheses of this research are:

1- The use of oral presentations and web-based materials in EFL classes may improve engineers' communicative competence and engagement.

2- Researchers perceive that the use of technology and oral presentations are significant tools to develop engineers' language mastery.

To confirm these hypotheses, this research aims to find out how oral presentations and web-based materials are used at the Satellite development center in Oran. It also checks whether the use of ICT devices could really help engineers develop their communicative abilities. Qualitative and quantitative data were collected from various sources, relying on a set of research instruments: a questionnaire for engineers and a structured interview with researchers.

The present work consists of two main chapters. The first chapter is concerned with the literature review about the concept of communicative competence and its models. Besides, the second chapter is the practical part of this study which focuses on the research design and methodology used to conduct this research. Furthermore, it is also devoted to the analysis and interpretation of data collected from engineers' questionnaire and researchers' interview in an attempt to answer the research questions by confirming or disconfirming the research hypotheses. Finally, it gives some suggestions and recommendations for further investigations related to this research.

Chapter I

A Theoretical Background on Communicative Competence

I.1. Introduction

Learning and teaching a second or a foreign language is not as simple as learning and teaching one's mother tongue, it is a very complex process. Nowadays, with the advent of the communicative approach to language teaching, mainly English, the emphasis is on how to provide learners with more activities and tools in order to enable them to communicate fluently, and to develop their language proficiency level. With the domination of technology in the entire world, things have changed and become much simpler where numerous technical materials such as computers, the internet, and others are accessible. Hence, Information and Communication Technology raises educational quality and makes teaching and learning engaging connected to real life. Moreover, with the help of technology, self-directed learning becomes a means to acquire education and autonomy. As a result, many scholars conclude that ICT materials play a key role in assisting EFL learners to improve their communicative abilities, stimulating them to speak fluently, and developing their communicative competence. Accordingly, this chapter deals with a theoretical background about the concept of communicative competence developed by Hymes and the subsequent taxonomies. Furthermore, a review on ICT is also stated.

I.2. Communication

Communication is a fundamental process for life. Without communication, none of the living systems on Earth could exist, as life itself is an emergent process of interactions between different organisms.

I.2.1. Definition

Communication is the exchanging of feelings, knowledge, ideas, opinions and information among people. We use language to communicate, so we do not just communicate facts to each other, but we also convey what we feel about those facts (Revell, 1979). Similarly, for Richards et al (1985:48) "Communication is an exchange of information, ideas, etc., between two or more persons". Then, Gamble (2002:6) says, "Communication is the deliberate or accidental transfer of meaning".

I.2.2. Types of communication

The different types of communication include verbal communication and non-verbal communication.

I.2.2.1. Verbal Communication

The communication happens through verbally, vocally or through written words which express or convey the message to other is called verbal communication. *Example:* Baby crying (vocal) is verbal communication, which express the hungry, or pain through vocally.

Verbal communication has two types:

a. Oral Communication: A communication which happens through word of mouth, spoken words, conversations and also any messages or information are shared or exchanged between one another through speech or word of mouth is called oral communication. *Example:* Public speech, News reading, Television, Radio, telephone and mobile conversations.

b. Written Communication: A communication happens through any word written or often written sign, which refers the languages uses in any medium, is called written communication. *Example:* Simply any hand written, typed, Newspaper, printed word documents, letters, books and magazines. Today, we can all write and publish our ideas online, which has led to an explosion of information and communication possibilities.

I.2.2.2. Non-Verbal Communication

Any communication without word of mouth, spoken words, conversation and written languages are called Non-Verbal Communication. It happens through signs, symbols, colours, gestures, body language or any facial expressions are known as non verbal communication. Traffic signals are one of the best examples for non-verbal communication.

I.2.3. Models of communication

In order to explain the social process of communication, scholars have developed several models. The three most well known models for communication are Linear,

Interactional, and Transactional. As West & Turner (2007) explain, each model sheds light on the development of communication, but emphasizes different parts of the communication process. The models provide pictures, or visual representations, of complex interactions.

I.2.3.1. Linear Models

Originally developed by Shannon & Weaver in 1948, this model describes communication as a linear process. This model describes how a sender, or speaker, transmits a message to a receiver, or listener. More precisely, the sender is the source of the message. A message may consist of the sounds, words, or behaviours in a communication interaction. The message itself is transmitted through a channel, the pathway or route for communication, to a receiver, who is the target or recipient of the message. There may be obstacles in the communication process, or noise. Noise refers to any interference in the channel or distortion of the message. This is a fairly simple model in which a message is simply passed from sender to receiver as presented in figure I.1.
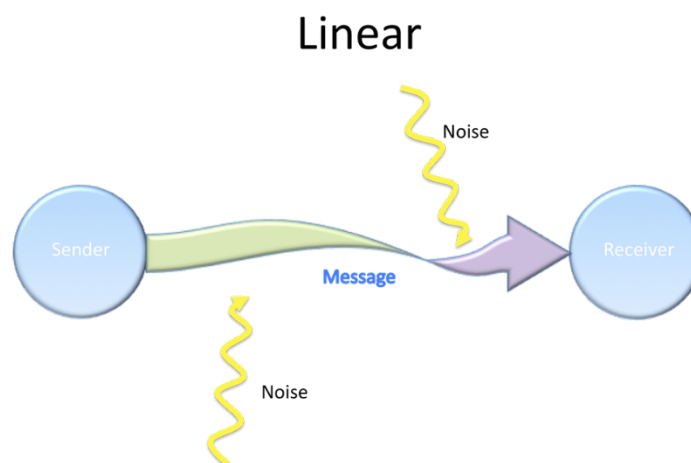
Figure I.1. Linear Model (Shannon and Weaver Model)

(Adopted from https://www.evolutionculture.co.uk/)

First, this model assumes that communication only goes in one direction. Here, a person can be a sender or receiver, but not both. This is problematic because communication in action is more dynamic than the linear model suggests. In action, communication involves a give and take between senders and receivers in which

listeners are not simply passive receptacles for a sender's message. This model is also limited because it offers only one channel for only one message. Finally, it implies that messages themselves are clear-cut with a distinct beginning and a distinct end. However, communication is rarely, if ever, as neat and tidy as a linear model would suggest.

I.2.3.2. Interactional Models

In the move to a more dynamic view of communication, interactional models follow two channels in which communication and feedback flow between sender and receiver. Feedback is simply a response that a receiver gives to a sender. Feedback can be verbal (i.e. "yes") or nonverbal (i.e. a nod or smile). Most importantly, feedback indicates comprehension. It can help senders know if their message was received and understood. By focusing on flow and feedback, interactional models view communication as an ongoing process as figure I.2 illustrates.
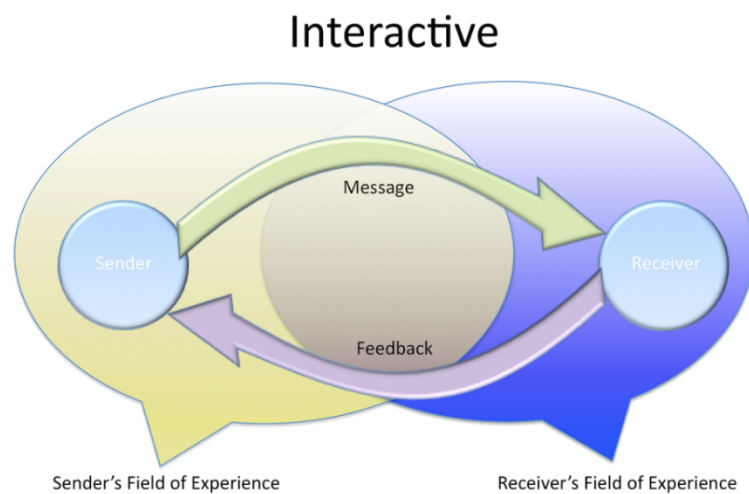
Figure I.2. Interactional Model

(Adopted from https://www.evolutionculture.co.uk/)

The final feature of this model is the field of experience. The field of experience refers to how environment, experiences, culture, and even heredity can influence how a sender constructs a message. Likewise, each communication interaction is unique. While the interactional model is more dynamic than the linear

model, it still contains some limitations. For instance, this model implies that while people can be both senders and receivers, they cannot do so simultaneously.

I.2.3.3. Transactional Models

The transactional is the most dynamic of communication models. One notable feature of this model is the move from referring to people as senders and receivers to referring to people as communicators. This implies that communication is achieved as people both send and receive messages as shown is figure I.3. Fundamentally, this model views communication as a transaction. In other words, communication is a cooperative action in which communicators co-create the process, outcome and effectiveness of the interaction. Unlike the linear model in which meaning is sent from one person to another, also unlike the interactional model in which understanding is achieved through feedback, people create shared meaning in a more dynamic process in the transactional model.
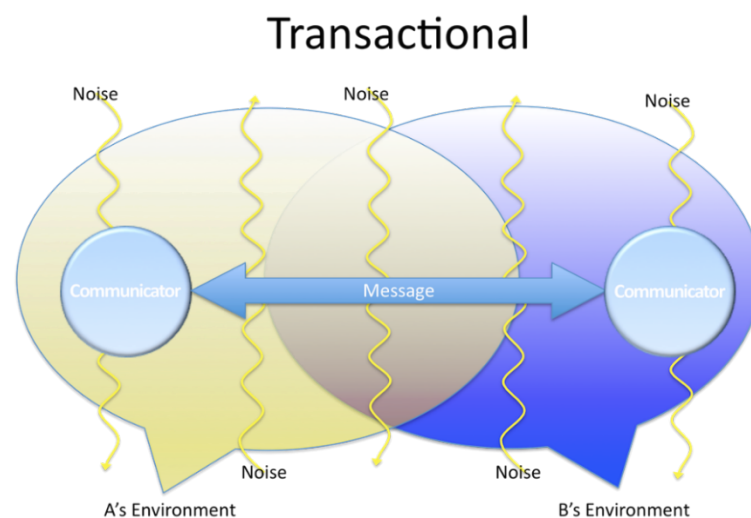
Figure I.3. Transactional Model

(Adopted from https://www.evolutionculture.co.uk/)

This model also places more emphasis on the field of experience. Communicators must share at least some degree of overlap in culture, language, or environment if people are to communicate at all. This model also recognizes that messages will influence the responses, or subsequent messages, produced in the communication interaction. This means that messages do not stand alone, but instead are interrelated.

The principle of interrelation states that messages are connected to and build upon one another. The transactional model forms the basis for much communication theory because (1) people are viewed as dynamic communicators rather than simple senders or receivers, (2) there must be some overlap in fields of experience in order to build shared meaning, and (3) messages are interdependent.

Table I.1 summarizes the major models of communication.

Table I.1. Major Models of Communication

(Adapted from: https://helpfulprofessor.com/communication-models/)

Model of Communication	Type of Model	Brief Description
1- **Aristotle's Model**	Linear	Aristotle argues that we should look at five elements of a communication event to analyze how best to communicate: speaker, speech, occasion, target audience and effect.
2- **Lasswell's Model**	Linear	Lasswell's model is a basic framework for analyzing one-way communication by asking five questions: Who, said what, through which channel, to whom, with what effects?
3- **Shannon-Weaver Model**	Linear	The Shannon-Weaver model is the first to highlight the role of 'noise' in communication, which can disrupt or alter a message between sender and receiver.
4- **Berlo's S-M-C-R Model**	Linear	Berlo's S-M-C-R model explains communication in four steps: Source, Message, Channel, and Receiver.
5- **Osgood-Schramm Model**	Interactive	The Osgood-Schramm model looks at reciprocal communication, showing how we have to encode, decode, and interpret information in real-time during a conversation.
6- **Westley and Maclean Model**	Interactive	The Westley and Maclean model shows that our communication is influenced by environmental, cultural and personal factors.
7- **Barnlund's Transactional Model**	Transactional	Barnlund's Transactional Model of Communication highlights the role of private and public cues that impact our messages.
8- **Dance's Helical Model**	Transactional	Dance's Helical Model sees communication as a circular process that gets more and more complex as communication occurs, which can be represented by a helical spiral.

I.3. Information and Communication Technology (ICT)

Information and communication technology (ICT) is an extensional term for information technology (IT). ICT is a broad subject and the concepts are evolving. Academic researchers have used the phrase "information and communication technologies" since the 1980s.

I.3.1. Information

Information is processed, organized and structured data. It provides context for data and enables decision-making processes.

I.3.2 Technology

Technology is the continually developing result of accumulated knowledge and application in all techniques, skills, methods, and processes used in industrial production and scientific research. Technology is embedded in the operation of all machines, with or without detailed knowledge of their function, for the intended purpose of an organization. The technologies of society consist of what is known as systems. Systems apply the intended application of a technology's accumulated knowledge by obtaining an input, altering this input for the system's intended purpose through what is known as a process, and then producing an outcome that alters the ultimate intended purpose of the system.

I.3.3. ICT Definition

Information and Communication Technology (ICT) 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.

ICT is defined as the combination of informatics technology with other, related technologies, specifically communication technology. 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."

ICT has been referred to by the UNESCO (2007) as sorts of technology that are employed in transmitting, processing, storing, creating, displaying, sharing or exchanging information through the use of electronic means. According to Jackson (2003), ICT refers to the computing and communications facilities and features that diversely support teaching, learning and many other activities in education.

"ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information." Blurton (2002:01).

These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony, as Rouse stated:

"ICT (information and communications technology – or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network (…) ICTs in education, health care, or libraries. The term is somewhat more common outside of the United States". (1946:34-42)

Christenson (2010) defines ICT as "ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums".

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 component in the teaching process. The integration of ICT in teaching and learning is not a method; rather it is a medium in which a variety of methods, approaches and pedagogical philosophies may be implemented (Garret, 1991). Using ICT in the

education programs is important since it helps the teacher to make the lecture easier because of the innovation of tools and methods that aide the EFL students too to enhance and develop their communicative competence.

ICT can have a positive effect on the teaching and learning processes if it is used appropriately, since it helps the teachers to meet the individual needs of the students as well as gives equal opportunities for the students.

I.4. Communicative Competence

The notion of communicative competence is one of the theories that underlies the communicative approach to foreign language teaching. The ability to communicate effectively is often included as a primary learning goal along with other key skills like writing, critical thinking, and problem solving.

I.4.1. Definition and History

Nowadays, researchers claim that the aim of language acquisition is based on communicative competence, which is defined as the ability to use the language correctly, effectively and appropriately to achieve communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does. In order to communicate effectively, the speakers should have a good understanding of some aspects of the language, including linguistic, sociolinguistic, and socio-cultural aspects. This will help them to use the language appropriately. However, researchers explain that language teachers observe that their students can produce correct language among themselves, but cannot success in communication when giving oral presentations in front of their teachers, which can be due to the distinction between grammatical competence offered by Chomsky (1965) and communicative competence proposed by Hymes (1972).

Therefore, the term of "Communicative competence" is a term invented by Hymes (1966) in response 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."

Hence, the term of communicative competence is made up of two words that allude to a language user's grammatical knowledge as well as their social awareness of how and when to use utterances appropriately. Communicative competence refers to language learners' ability to use the target language successfully in real world communication. Hymes confirms that:

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

Other 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 happen 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 art 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. By competence, Chomsky means

the shared knowledge of the ideal speaker-listener set in a completely homogeneous speech community. Such underlying knowledge allows a user of a language to produce and understand an infinite set of sentences out of a finite set of rules. Performance, on the other hand, deals with the process of applying the underlying knowledge to the actual language use. That is; the actual use of language in concrete situations. However, since performance can never directly reflect competence, it cannot be relevant to a linguistic theory for descriptive linguists.

The American linguist Hymes finds Chomsky's distinction of competence and performance too narrow to describe the language behavior as a whole system. He believes that Chomsky's view of competence is too idealized to describe actual language behavior, and therefore his view of performance is an incomplete reflection of competence.

Hymes points out that the theory does not account for socio-cultural factors or differential competence in a heterogeneous speech community. Hymes concludes that a linguistic theory must be able to deal with a heterogeneous speech community, differential competence, and the role of sociocultural features.

Moreover, he distinguishes two kinds of competence: linguistic competence that deals with producing and understanding grammatically correct sentences, and communicative competence that deals with producing and understanding sentences that are appropriate and acceptable to a particular situation.

Hence, based on all what is said above, one may say that grammatical or linguistic competence is a part of communicative competence, as shown in the following diagram:

CC: Communicative Competence

LC: Linguistic Competence
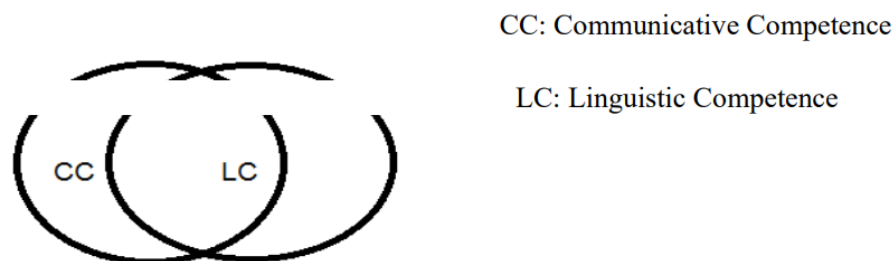
Figure I.4. The Relationship between Communicative Competence and Linguistic Competence
(Adapted from Allwright, cited in Brumfit and Johnson, 1979:168)

In contrast, Hymes explained the term communicative competence as "that aspect of our competence that enables us to convey and interpret message and to negotiate meanings interpersonally within specific context" (Brown 2000:246).

Communicative competence combines both the use of the linguistic system itself and the functional aspects of communication. It is a dynamic, interpersonal construct, it is relative and depends on the cooperation of all the involved participants (Savignon, 1983).

I.4.2. Models of Communicative Competence

The concept of communicative competence has been largely studied and developed over years. Different models have been offered by various scholars:

a- Hymes' Model

The linguistic theory linked with transformational generative grammar is divided into two parts: Linguistic competence a term used by Chomsky 1965 and linguistic performance the process of applying the underlying knowledge to the actual language use. It is considered that both the knowledge of language structure and sociocultural rules are significant in language acquisition. The learner acquire knowledge of language in grammatical as well as in appropriate. "He or she develops the ability to when to speak and when not to speak, as well as to talk about with whom, where, when, and in what manner" (Hymes, 2001, p.60). Based on what he mentioned above, to develop the theory of language and language use he attained the point that must be recognized the judgments and abilities in grammaticality and acceptability as in Chomsky's model of competence and performance, which meant knowledge and ability with respect to:

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

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

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

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

b- Canale and Swain Model

Following Hymes' contribution, two Canadian applied linguists Canale and Swain, developed another model of communicative competence in 1980 referring to the weak and strong versions of Chomsky's competence. They believed that the sociolinguistic work of Hymes is essential to the development of communicative approach to language learning. They argue that communicative competence refers to "the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use" Canale and Swain (1980:06).

Canale and Swain's work focuses on the interaction of social context, grammar, and meaning. However, just as Hymes says that there are values of grammar that would be useless without rules of language use; Canale and Swain maintain that there are rules of language use that would be useless without rules of grammar. The model which they proposed (1980) was restructured by Canale (1983) who added discourse competence into the model, based on the work carried out at the Ontario institute for studies in education (OISE), and developed a four-dimentional framework as shown in the subsequent figure:
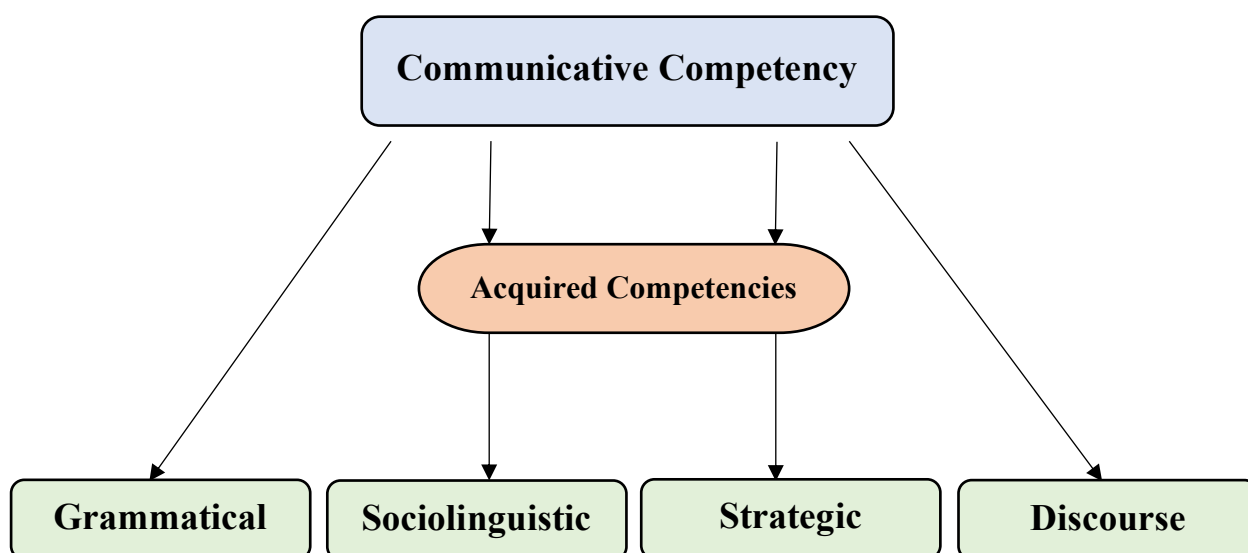
Figure I.5. Canale and Swain Model of Communicative Competence

(Adapted, Canale, 1980:4)

According to Canale and Swain, "the study of communicative competence refer to the basic study of sociolinguistic competence and grammatical one" (p.6). Then taking these principles into account, Canale (1983) proposed four main components of communicative competence in the framework are identified: Grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Grammatical competence is concerned with mastery of the linguistic code, which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic, and orthographic rules. This competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances. Furthermore, Sociolinguistic competence involves both illocutionary and sociolinguistic types of knowledge and its importance of producing and understanding utterances that are appropriate in different social context. However, Strategic competence is made up of verbal and non-verbal communication strategies, which serves to avoid breakdown in communication. These strategies are ways to overcome limitations in language competence, and the learner use to understand and have knowledge of target language.

Moreover, Canale (1983) refined the above model, adding discourse competence, which refers to the mastery of rules that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken or written texts, this unity of text is enabled by cohesion in coherence in meaning.

c-Bachman's Model

Taking into consideration the results of prior theoretical and empirical research, Bachman (1990) proposed a new model of communicative competence or, more precisely, communicative language ability. This model was, however, slightly altered by Bachman and Palmer (1996).

The complexity of the notion of "communicative competence" increased by the development of the term "Communicative Language Ability" by Bachman in 1990. This term refers to both "knowledge, or competence, and the capacity for implementing or executing that competence in appropriate contextualized communicative language use" (Bachman, 1990:84).

Bachman proposed a taxonomy encompassing three components including language competence, strategic competence and psycho-physiological mechanisms. Language competence involves both organizational competence and pragmatic competence, which complement each other in achieving communicatively effective language use. Organizational competence includes grammatical and textual competence, thereby paralleling Canale's (1983) discourse competence. Whereas pragmatic competence is comprised of illocutionary competence which refers to knowledge of speech acts and language functions, and sociolinguistic competence which refers to the knowledge of how to use language functions appropriately in a given context.

Bachman (1990:94) 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 us to perfume language function in ways that are appropriate to that context."

Apart from language competence, this model also includes strategic competence and psycho-physiological mechanisms. On the one hand, strategic competence refers to the mental capacity to implement language competence appropriately in the situation in which communication takes place. On the other hand, the psychophysiological mechanisms, which is a distinctive feature of this framework, refers to the neurological and psychological processes that are involved in language use.

Bachman described:

"Strategic competence is the mental capacity for implementing the components of language competence to determine the most effective means of achieving a communicative goal and psycho-physiological mechanisms refer to the actual execution of a language as a physical phenomenon."
Bachman (1990:81-91)

Besides, the most notable advance in this model, compared with Canale's (1983) model, is that it identifies pragmatic competence as a main component of the construct of communicative competence that is coordinated with grammatical and textual competence (Kasper, 1997).

Ever since then, the importance of this competence has been maintained as, for example, in the pedagogically motivated model of communicative competence proposed by Celce-Murcia et al. (1995). Figure I.6 demonstrates Bachman's model:

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                        ┌─────────────────────────┐
                        │   Language Competence    │
                        └─────────────────────────┘
                   ┌──────────────┴──────────────┐
        ┌──────────────────┐          ┌──────────────────┐
        │  Organizational  │          │    Pragmatic     │
        │    Competence    │          │    Competence    │
        └──────────────────┘          └──────────────────┘
        ┌────────┴────────┐            ┌────────┴────────┐
  ┌───────────┐   ┌───────────┐  ┌───────────┐   ┌───────────────┐
  │Grammatical│   │  Textual  │  │Illocutionary│ │Sociolinguistic│
  │Competence │   │Competence │  │ Competence  │ │  Competence   │
  └───────────┘   └───────────┘  └───────────┘   └───────────────┘
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- Syntax - Vocabulary - Phonetics -Morphology	- Cohesion - Rhetorical Organization	Functions: - Ideational - Heuristic - Manipulative - Imaginative	Sensitivity to: - Dialects - Registers - Naturalness - Cultural Referents

Figure I.6. Bachman Model of Communicative Competence (Adapted, 1990:94)

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

Celce-Murcia et al. (1995) propose a more elaborated and advanced model of communicative competence, which differs in certain aspects from the previous models as shown in figure I.7. This model divides communicative competence into five main components, namely linguistic, sociocultural, strategic, discourse, and actional competencies.

When examining these competences, Celce-Murcia et al. start with discourse competence, or what they called "the core" (1995:13); it concerns the selection and sequencing of words and utterances to achieve a unified spoken or written text. This component is considered as the central competence. Furthermore, linguistic competence comprises the basic elements of communication, such as sentence patterns, lexical resources, morphological inflections, as well as phonological and orthographic systems that are required to realize spoken or written communication. The actional competence entails the ability in conveying and understanding communicative intent by performing and interpreting speech acts sets. However, sociocultural competence refers to the speaker's knowledge of how to express appropriate messages within the social and cultural context of communication, in accordance with the 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.
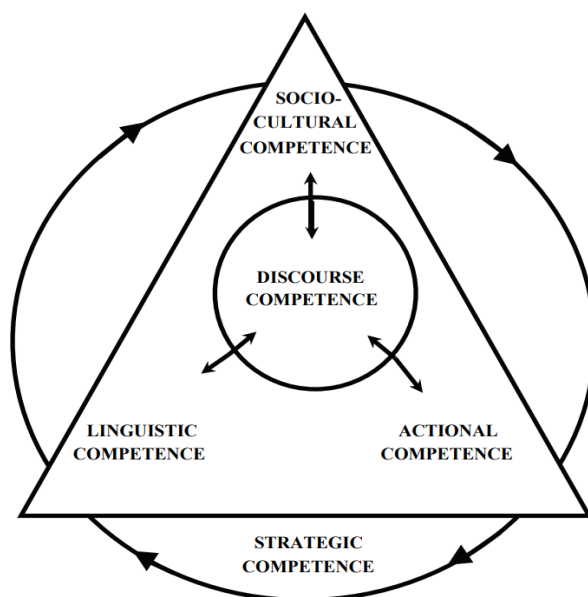
Figure I.7. Cece-Murcia, Dornyei, and Thurrell's model of communicative competence
(Adopted, 1995:10)

I.5. Bachman and Palmer's model

Bachman and Palmer's (1996) influential conceptualization of language proficiency built on the earlier work of Hymes and Canale and Swain. While the two earlier models described different aspects of what is needed to communicate appropriately in a language, that is, sociolinguistic and discourse competences besides

linguistic knowledge (for example grammar and vocabulary), Bachman and Palmer 's model is more comprehensive and better related to actual performance. It specifically acknowledges the intertwinedness of pragmatic, textual, strategic, and grammatical competences and their mutual dependence on context, persons, and purpose. According to this conceptualization, proficiency can be regarded as the purposeful and appropriate application of one's communicative competences.

In this model, language knowledge consists of two general interacting components: (i) *organizational knowledge*, or how individuals control language to produce grammatically correct utterances and texts, and (ii) *pragmatic knowledge*, or how individuals communicate meaning and how they produce contextually appropriate utterances, sentences, and texts.

The scholars divide organisational knowledge into *grammatical knowledge* (e.g., knowledge of vocabulary, syntax, and phonology/graphology, similar to Canale and Swain's grammatical competence) and *textual knowledge* (e.g., knowledge of cohesion, rhetorical organization, and conversational organization, similar to Canale and Swain's discourse competence).

Pragmatic knowledge refers to abilities for creating and interpreting discourse. It includes three areas of knowledge: *lexical knowledge* (knowledge of the meanings of words and the ability to use figurative language), *functional knowledge* (knowledge about the relationship between utterances and language user's communicative goals), and *sociolinguistic knowledge* (similar to Canale and Swain's sociolinguistic competence).

Bachman and Palmer defined strategic competence as a set of metacognitive strategies, or components, which can be considered as higher order executive processes implementing a cognitive management function in language use. Based on their definition, strategic competence consists of three main components: goal-setting, assessment, and planning.

Goal-setting includes identifying a set of possible tasks, choosing one or more of them and deciding whether or not to attempt to complete them. Assessment is a means by which language use context is related to other areas of communicative language ability: topical knowledge and affective schemata. Planning involves deciding how to

make use of language knowledge and other components involved in the process of language use to complete the chosen task successfully.

Bachman and Palmer's model of communicative language ability is more complex, more comprehensive and much clearer than the model of Canale and Swain. It is preferable because of its detailed and at the same time very organisational description of basic components of communicative competence.

The model can be summarized as follows in the following diagram:

```
                         ┌──────────────────────┐
                         │  Language Knowledge   │
                         └──────────┬───────────┘
            ┌───────────────────────┴─────────────────────────────┐
    ┌───────────────┐                                     ┌──────────────┐
    │ Organizational │                                     │  Pragmatic   │
    │   Knowledge    │                                     │  Knowledge   │
    └───────┬────────┘                                     └──────┬───────┘
      ┌─────┴──────┐                            ┌──────────────┬──┴──────────────┐
┌───────────┐ ┌──────────┐              ┌──────────┐   ┌────────────┐  ┌──────────────────┐
│Grammatical│ │ Textual  │              │ Lexical  │   │ Functional │  │ Sociolinguistic  │
│ Knowledge │ │Knowledge │              │Knowledge │   │ Knowledge  │  │    Knowledge     │
└───────────┘ └──────────┘              └──────────┘   └────────────┘  └──────────────────┘
```

Grammatical Knowledge

- Vocabulary
- Syntax
- Phonology/ Graphology

Textual Knowledge

- Cohesion
- Rhetorical and Conversational Organization
- Imaginative Functions

Lexical Knowledge

- Meanings of Words
- The ability to use Figurative Language

Functional Knowledge

Functions:
- Ideational
- Manipulative
- Heuristic Cultural References and Figures of Speech

Sociolinguistic Knowledge

- Dialects and Language Varieties
- Registers
- Natural and Idiomatic expressions

Figure I.8. Bachman and Palmer Model of Communicative Competence

(Adapted, 1996:68)

I.6. Conclusion

In this theoretical chapter, we have dealt with the concept of Information and communication technologies (ICTs) and Communicative Competence. Teachers can benefit from technological teaching methods. Communicative competence is considered as an important area and started gaining high status, especially with the development of the communicative approaches to language teaching. Hence, it is very important to develop the learners' communicative competence, which can enhance their language proficiency level. Technological teaching methods are also ideal for teachers because they have enough time to work individually with students who are struggling. Overall, this chapter is intended to be a theoretical complement to the main role of ICTs in teaching EFL students and applying Communicative Language Teaching (CLT) to improve learners' communicative competence.

Chapter II

Research Design And Analysis

II.1. Introduction

The present chapter intends to introduce the data collected from the two research tools: engineers' questionnaires and researchers' interviews and then a detailed analysis and interpretation of the results. It focuses more on the positive effect of oral presentations and using web-based materials on the development of engineers' communicative competence. To achieve this, the researcher has tried to investigate how engineers of Satellite Development Center in Oran consider the effectiveness of using oral presentations and web based materials in achieving better results in their communicative proficiency level. Therefore, this chapter starts with presenting the research design and methodology. It also describes the participants, and the instruments used in this study; namely a questionnaire with engineers and an interview with researchers. In addition, the present chapter provides a clear idea about the procedures used to analyse the collected data, which can be described as a combination between quantitative and qualitative approaches.

II.2. Research design

Our research design comprises:

II.2.1. Research Setting

This research took place in the Satellite Development Center in Oran, which is a part of the Algerian Space Agency, taking the engineers and the researchers as a case study. The engineers and the researchers in the center have different fields of study including Telecommunications, Computer Sciences, Electronics, System control and others.

II.2.2. Case study

Yin (1993: 11) defines the case study as: "an event, an entity, an individual, or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence". Moreover, according to Jordan (1997), case study is a way of obtaining in-depth information and insights. Accordingly, there are three types of case study: case study according to the purpose of research, case study in terms of the number of cases, and case study

according to the unit of analysis. The case study according to the purpose of research includes three subcategories: descriptive, explanatory, and exploratory. Furthermore, the case study in terms of the number of cases comprises two main types: single and multiple.

In order to conduct a considerable study and achieve an effective piece of research, one of the most challenges a researcher faces is choosing the appropriate research methodology that best fit the research objectives. Thus, the present wörk is a descriptive exploratory case study. Its major concern is to investigate both researchers and engineers' perceptions towards the notion of communicative competence, in addition to the extent to which oral presentations and web-based activities can improve engineers' communicative competence. Besides, it collects data from diverse sources relying on a set of research instruments: a questionnaire for engineers and an interview for researchers, in order to gather the data required to provide the glue that holds the research project together and furnish a good understanding and valuable information to this topic.

A mixed approach between quantitative and qualitative was employed. The quantitative approach was used in engineers' questionnaire about their use of technology aids in the center, while the qualitative one was used in researchers' interview asking them and taking their opinions about the use of technological tools and oral presentations to improve engineers' communicative competence. The data from engineers' answers were statistically and graphically represented, while researchers' answers were clearly stated.

II.3. Sample population

It is crucial that in any empirical work, there must be a selected population sampling on which to build the experiment. In this respect, Dörnyei (2007: 96) distinguishes between sample and population asserting that: "the sample is the group of participants whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about".

Therefore, the sample is selected randomly to participate in this research. This work is built upon 11 engineers who responded to the questionnaire, and 05 researchers

who responded to a structured interview. All the participants are from the Satellite Development Center in Oran. They were assured that the data collected would only be used for the purpose of the study.

II.3.1. Engineers' profile

The sample who participated in this extended essay are 11 engineers from the Satellite Development Center in Oran, randomly chosen to answer the questionnaire, aged between 30 and 45 years old. There are more males than females. The participants have diverse proficiency levels in English language, which differs from one to another. Besides, the engineers belong to different majors including Telecommunications, Computer Sciences, Electronics, Control systems, Power systems, etc. All of them are master holders from different stream.

II.3.2. Researchers' profile

The target sample consists of five researchers at the Satellite Development Center in Oran. All of them are full time researchers, holding their "Doctorate" degree from a national or an international university. In addition, their experience ranges from five to ten years. They are aware about the problems that may stand as a barrier in front of any possible progress.

II.4. Data collection

In order to reach the study's goal, two research instruments have been used to gather information from participants in a clear way. The questionnaire was addressed to engineers in addition to interviewing researchers using a structured interview. The engineers are kindly requested to answer the questionnaire by putting a cross (x) in the appropriate box, or whether are Strongly Agree (SA), Agree (A), Not Sure (N), Disagree (D), or Strongly Disagree (SD), or comment, in any language, whenever necessary.

Respondents should use those close-ended questions to arrive at fast and effective conclusions, since these types of questions are easier to answer on the part of respondents. These types of questions, in general, should not waste anyone's time in reaching their conclusions, which makes it simpler to interpret the results. Researchers' interview was structured allowing them to answer freely about the subject.

This survey was held at Satellite Development Center in Oran. The participants were told that their contribution would be of a great help toward ensuring that the research work achieve its objectives in enhancing the ICT engineers communicative competence.

II.5. Research Instruments

In the current work, two main research instruments have been used in gathering information from both engineers and researchers in a detailed, clear and easy way. The questionnaire was for engineers and the interview with researchers. These instruments of research are presented as follow:

II.5.1. Engineers' Questionnaire

A Questionnaire is a tool for collecting information about a particular issue of interest. It is mainly made up of a list of questions related to one topic that include clear instructions and space for answers or details. It should have a definite purpose that is related to the objectives of the research. The questionnaire is defined in a more structural way as "a method for the elicitation, and recording and collecting information" (Kirakowski, 1998).

Questionnaires have advantages over some other types of research instruments in that they provide a relatively cheap, quick and efficient way of obtaining large amount of information from a large group of people. Usually, a questionnaire uses both open and closed questions to collect data. This is beneficial as it means that both quantitative and qualitative data can be obtained. However, close-ended question ask the respondents to pick an answer from a given number of options, whereas open-ended questions ask the respondents to formulate their own answers and express freely their opinions about the issue. Furthermore, in order to gather useful and relevant information, it is essential that careful consideration should be given to the design of the questionnaire.

In this work, the questionnaire contains different types of questions, including closed questions to choose the appropriate answer from a number of choices, mixed questions that ask the informants to opt for one of the proposed possibilities then justify the answer, in addition to open questions, which request the participants to

express freely their points of view. Moreover, a likert scale is used from which the participants choose one option that best aligns with their views, and which is arranged from strongly agree, agree, not sure, disagree, or strongly disagree.

The engineers' questionnaire consists of 51 questions. Accordingly, the questionnaire was administered to eleven engineers; these questions mainly focused on the engineers' perception about communicative competence and the impact of oral presentations and using web-based materials and ICT devices in the center as a particular means on enhancing their communicative competence.

It is divided into four rubrics, the first one opts for general information about the informants; it contains three questions asking for their gender, age, and their level in the English language. The next nine questions are designed for asking the engineers about using oral presentations in the center. Moreover, the third rubric, which contains eight questions, is reserved to ask the participants about the use and the influence of the web based materials. Finally, the last rubric from question 21 to question 51 which are in the form of a likert scale and aim at checking the engineers' perception about communicative competence.

II.5.2. Researchers' Interview

The interview refers to face-to-face interaction between interviewee and interviewer; it involves asking questions and getting answers from participants in a study. Its purpose is to explore the views, experiences, beliefs, and motivations of individuals on specific matters.

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."

Interviews are different from questionnaires as they involve social interaction with the oral form. Additionally, when designing an interview schedule, it is imperative to ask questions that are likely to yield as much information about the study phenomenon as possible, and also be able to address the aims and objectives of the research.

There exist three main types of interviews, namely: structured, semi-structured, and unstructured interviews. Structured interviews consist of a series of pre-determined questions that all interviewees answer in the same order. They are quick to conduct which means that many interviews can take place within a short period of time. In unstructured interviews, no questions are prepared prior to the interview. Unstructured interviews can be associated with a high level of bias and comparison of answers given by different respondents tends to be difficult due to the differences in the formulation of questions. On the other hand, semi-structured interviews can be seen as containing components of both structured and unstructured interviews. In this type of interview, the interviewer prepares a list of questions to be answered by all interviewees; however, additional questions might be asked during the interview in order to clarify or further expand certain issues, these are considered as strength in this type of interview.

Therefore, a structured interview is used in this research in order to obtain information about the researchers' experience, their attitudes towards English level of the engineers, and their views about the use of oral presentations and web based materials in enhancing engineers' communicative competence. Every researcher was interviewed individually through fourty seven questions in order to get the opportunity to explore and discuss their responses about the topic.

The interview is divided into four rubrics, the first one consists of two questions asking for general information about the researcher (i.e., what they hold as a degree and their professional experience). The second part contains nine questions, which turns around their use of oral presentations with engineers in the center. Besides, the third rubric investigates the use of web-based activities in the center; it comprises five questions. The remaining rubric (from question 17 to question 47) looks for the researchers' perceptions about the engineers' communicative competence.

II.6. Data Analysis

Data analysis is an important phase of the research process in order to examine the data obtained through engineers' questionnaires and researchers' interviews, with the purpose of illustrating information and suggesting conclusions. According to Cohen et

al (2007), "Data analysis is a body of methods that help to describe facts, detect patterns, develop explanation, and test hypotheses. It is used in all of the sciences".

In order to test the research hypotheses of this study, two means of data collection were used, engineers' questionnaire and researchers' interview, which are analysed quantitatively and qualitatively.

II.6.1. Engineers' Questionnaire

This questionnaire aims at investigating engineers' perceptions about the communicative competence and their views on the use of oral presentations and web based materials in enhancing their communicative competence.

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

Rubric One : General information

Question 1: Are you a male or a female?

It is seen from the following figure that the majority of the sample are males; out of 11 participants, 8 males (73%) in opposition of 3 females (27%).
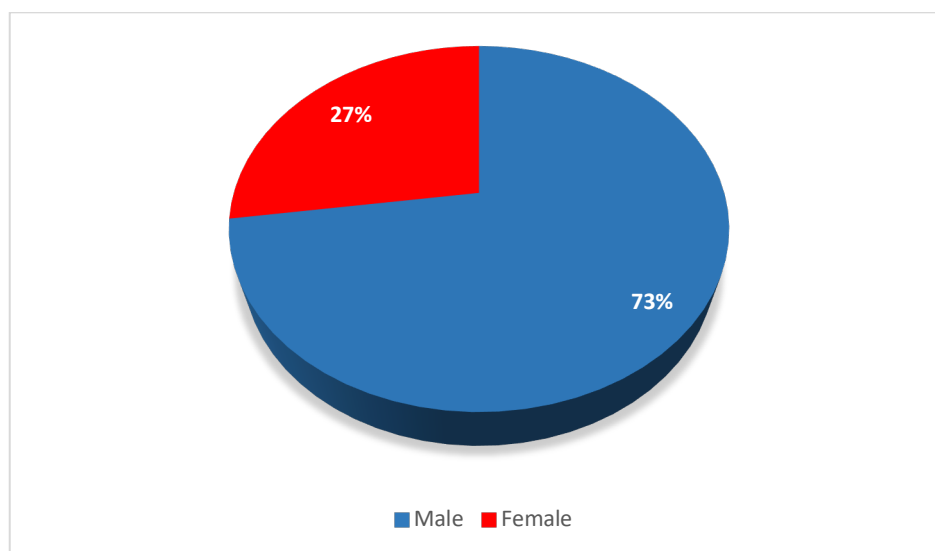
Figure II.1. Gender Distribution

Question 2: How old are you?

This question tried to look after the different ages of the engineers. It is noticed that all of them are mature, and conscious about their learning needs and interests.

According to the results shown in the following figure, one may notice diversity in age. 37 % engineers are ranged between 30 and 35 years old; 36 % engineers are ranged between 36 and 40 years old. However, 27 % of the sample are ranged between 41 and 45 years old.
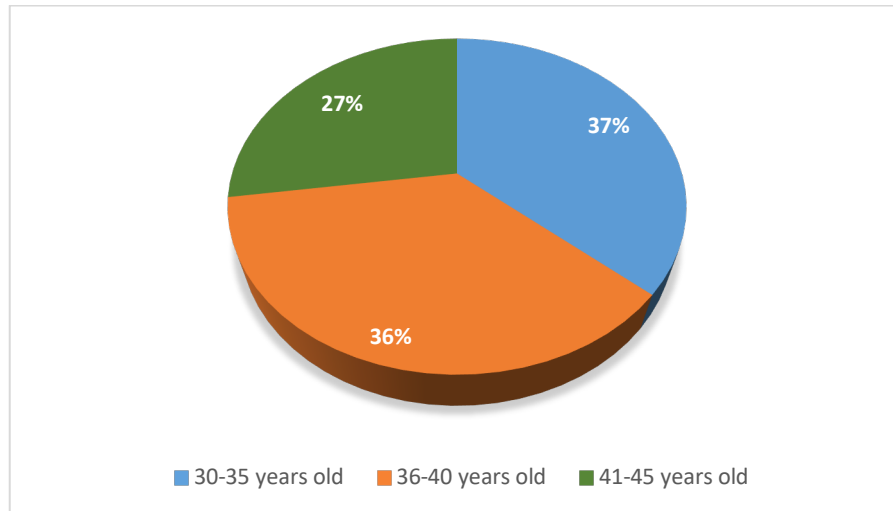
Figure II.2. Age Distribution

Question 3: How do you evaluate your proficiency level in English?

This question is addressed to know the engineers' proficiency level in English. The findings are represented in the following figure:
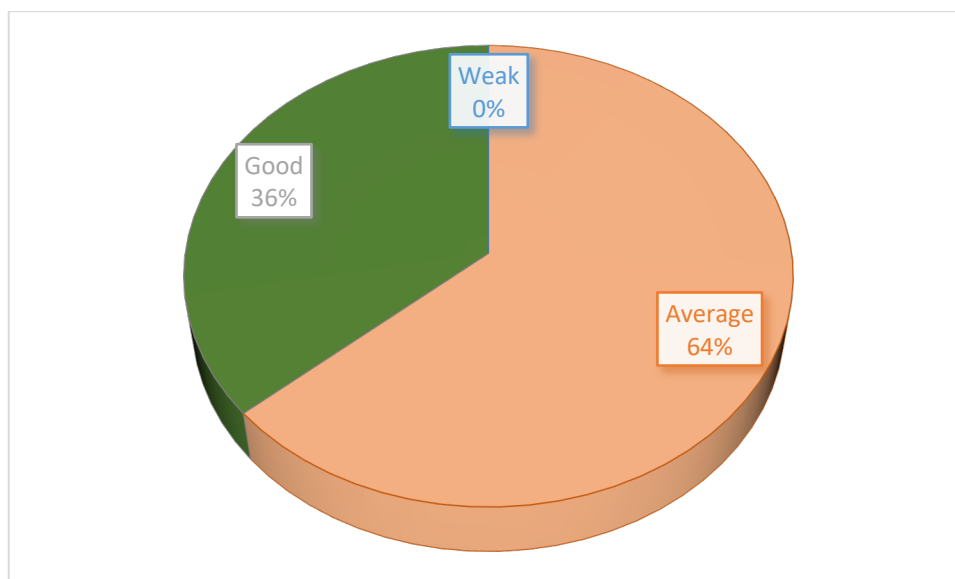
Figure II.3. Engineers' proficiency level in English

The results releaved that the majority of engineers (7 engineers, 64 %) assessed themselves as average and the remaining (4 engineers, 36 %) rated themselves as good in English.

The majority of participants (64 %) state that their level is average because their English is not that fluent since it is not their mother tongue. They still make mistakes in grammar and pronunciation. Besides, they do not practice English language in their daily life since they use only Arabic and French. They know little English vocabulary, and they can write correct sentences in English but they cannot speak well.

On the other side, 36 % engineers admit that they have a good level in English since they read technical papers every day, so they have no difficulties in speaking or writing English. Most of them have professional experiences in different countries. Moreover, they get in touch with foreign cultures via tourism, travelling and social media interaction.

Rubric two: from Question 4 to Question 12 - Using oral presentations

4- Do you deliver oral presentations in your professional activities?
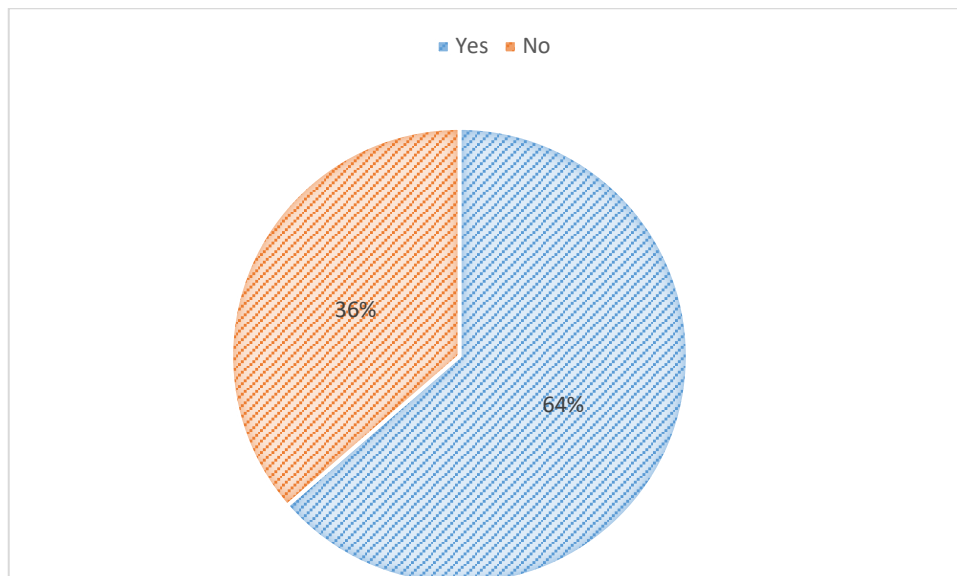
Figure II.4. Engineers' Delivery of Oral Presentations

The figure above shows that 64 % of participants deliver oral presentations in English, because they see it as an opportunity to improve pronunciation and self-confidence. However, 36 % engineers do not deliver oral presentations in English, since they have the choice to use French language instead.

5- Through delivering research oral presentations, what do like to improve?
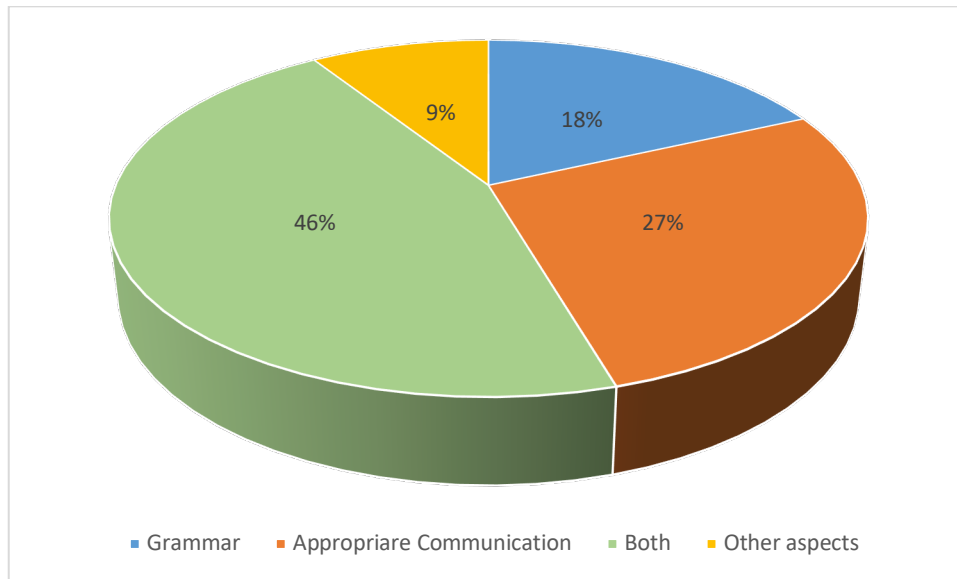
Figure II.5. Objectives behind delivering Oral Presentations

This question is delivered to determine which aspect engineers want to enhance through delivering oral presentations. From the figure above, it is clear that 18% of engineers want to improve the grammatical aspects of the English language since they see that grammar is the basic part in learning any language. Moreover, 27% of participants choose to improve the appropriate communication side in English since they see that speaking is more difficult than writing. Whereas, the majority of engineers (46%) need to improve both grammatical and appropriate communication aspects simultaneously to became more fluent in English. According to these engineers, grammar is needed to communicate effectively. The rest of engineers (9%) prefer to choose other aspects like enriching their technical terms and vocabulary.

6- Oral presentations teach you the grammatical system of the English language, including tenses and sentence structure.

Answers	AF	RF
SA	5	45%
A	6	55%
N	0	0%
SD	0	0%
D	0	0%

AF: Absolute Frequency

RF: Relative Frequency

7- Oral presentations help you to acquire a good amount of English vocabulary.

Answers	AF	RF
SA	4	36%
A	6	55%
N	1	9%
SD	0	0%
D	0	0%

8- Oral presentations help you to learn the supra-segmental features of the English language such as stress, intonation, etc.

Answers	AF	RF
SA	2	18%
A	5	46%
N	3	27%
SD	0	0%
D	1	9%

9- When delivering oral presentations, you can develop your understanding to other speakers' intentions, and respond to them appropriately.

Answers	AF	RF
SA	3	27%
A	5	46%
N	3	27%
SD	0	0%
D	0	0%

10- Oral presentations teach you how to express ideas positively using the appropriate language with respect to the audience, setting, and the topic.

Answers	AF	RF
SA	5	45%
A	6	55%
N	0	0%
SD	0	0%
D	0	0%

11- Oral presentations help you to learn how to start, develop, and end a conversation, and to produce a cohesive spoken text.

Answers	AF	RF
SA	6	55%
A	4	36%
N	1	9%
SD	0	0%
D	0	0%

12- Do you think that delivering oral presentations can help you to develop knowledge of verbal and non-verbal (body language) communication strategies, and how to use them to compensate breakdowns of communication?
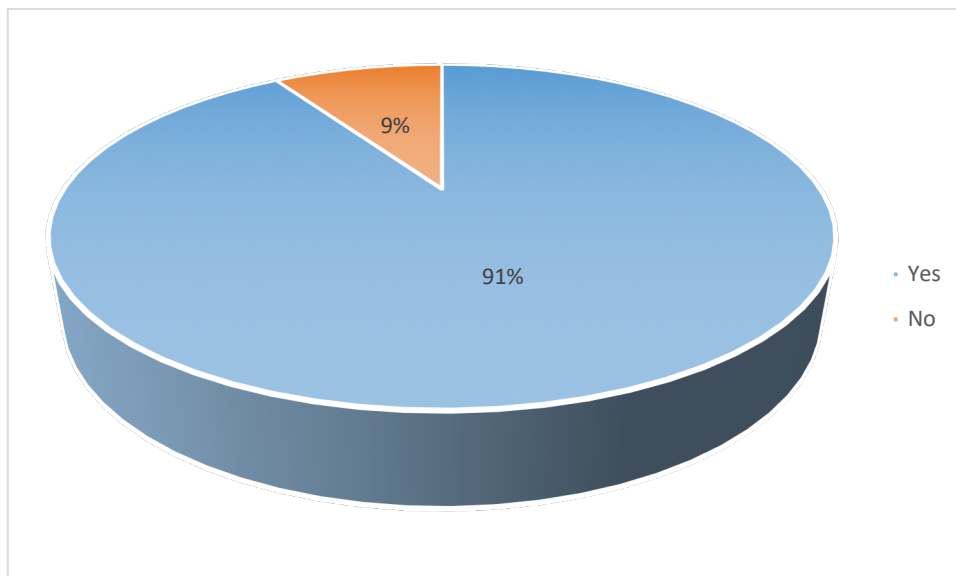
Figure II.6. Oral Presentations help in developing engineers' body language

It can be noticed from the above figure that the majority of engineers (91%) agree that oral presentations help them to develop knowledge of verbal and non-verbal (body language) communication strategies to compensate breakdowns in communication.

They claim that using those strategies is seen as an alternative and a perfect approach to convey the message and to express the ideas whenever the appropriate terms missed.

Rubric three: from Question 13 to Question 20 - using Web based Technology

13- Do you support the use of technology in the center?

This question is designed to know if engineers are using technological tools in the center. The following figure summarizes the findings:
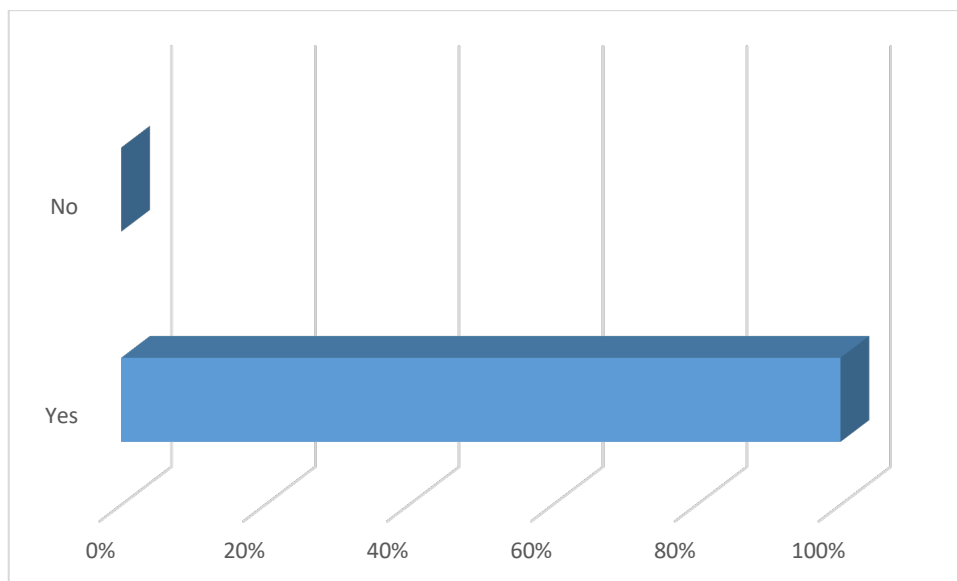
Figure II.7. Engineers' attitudes toward the Use of Technological Tools

The obtained results showed that all the engineers stated that they support the use of technology in the center because it makes learning easier and more attractive. Besides, technological tools improve the engineers' performance.

14- Do you think that the use of technologies influences your level in English?

This question tried to know if the use of technology affected the proficiency level of engineers. The results are presented in the following figure:
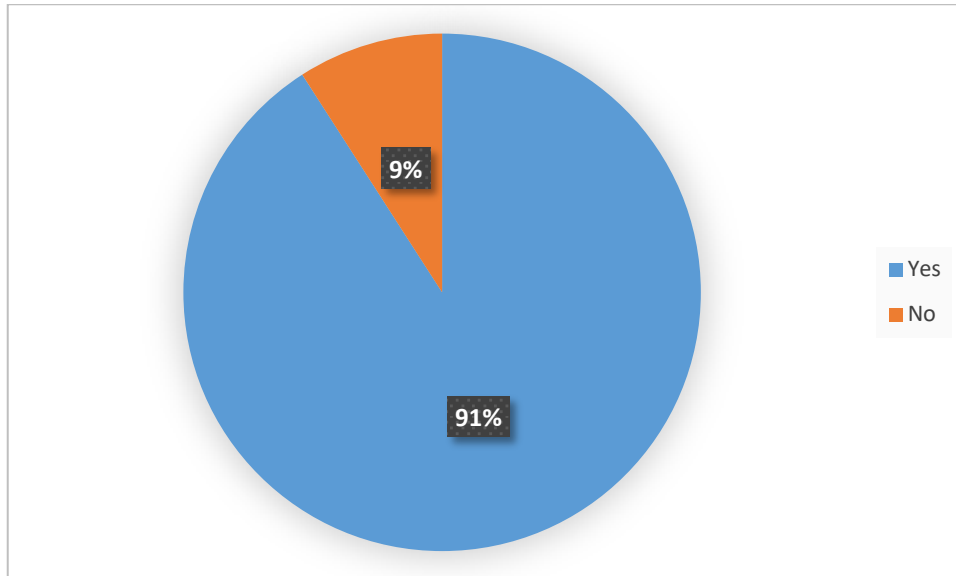
Figure II.8. Effect of Technology on Engineers' English Level

The majority of engineers (91%) stated that the use of technological tools enhanced their proficiency level in English.

15- Do you suggest that computers, broad casting technologies, internet, electronic dictionary, email, videos should be in your work to improve your communicative competence?

The outcomes obtained from this question showed that all the participants (100%) agreed on fact that the use of different technological tools in the center enhanced their communicative competence. These findings are represented in the subsequent figure:
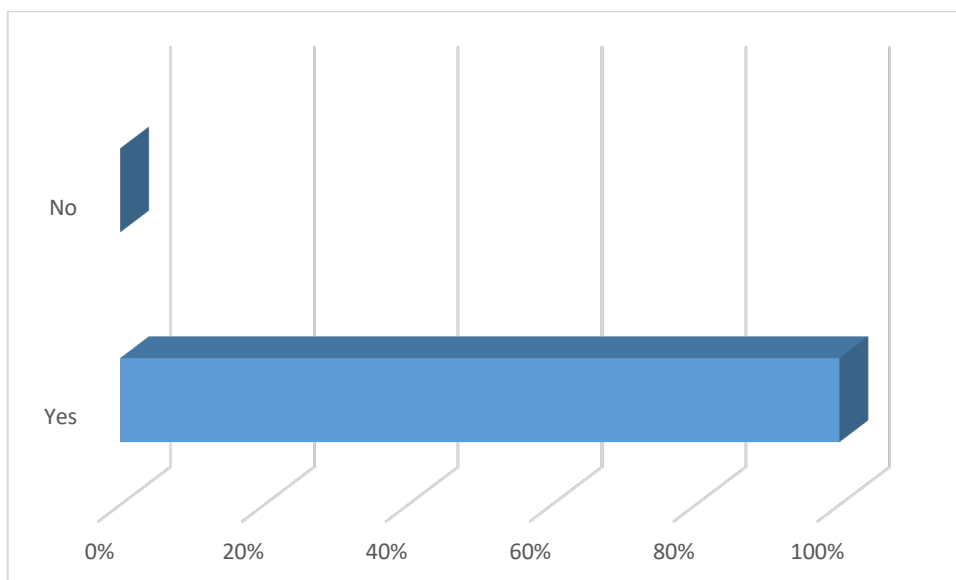
Figure II.9. Using Technological tools in the center

Some engineers proposed some materials that help them better, others did not answer. The following figure illustrates the results:
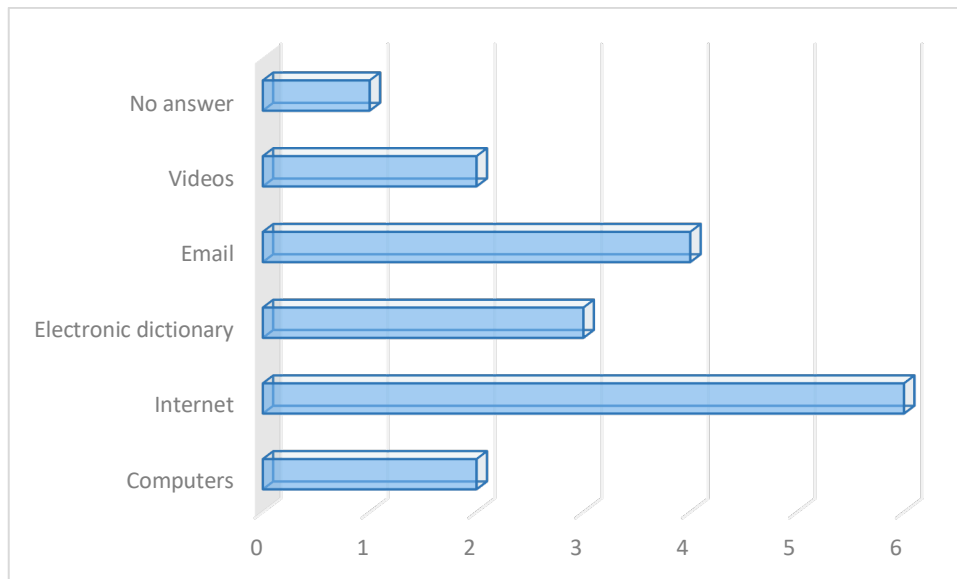
Figure II.10. Materials proposed by Engineers

The results show that the largest number of engineers preferred the use of internet in the center, followed by writing emails and reports, the use of electronic dictionaries, the use computers and watching videos to improve their communicative skills.

16- How can web-based materials help you to improve your communicative abilities?

The participants were asked in this question to give their opinion about in which way web-based materials can help them to improve their communicative abilities. The outcomes attained showed that some of them are profiting free lessons from YouTube to learn. Other engineers are developing their listening skills by watching videos, especially to improve their accent. The rest of engineers stated that they prefer to create groups in different social websites with foreigners and native speakers to learn English. All the engineers pointed out that the learning process would be easier when using such materials.

17- Do you find difficulties to ask questions in national and international conferences?

This question was formulated to see if the engineers faced difficulties in asking questions in national and international conferences. The following figure illustrated the findings:
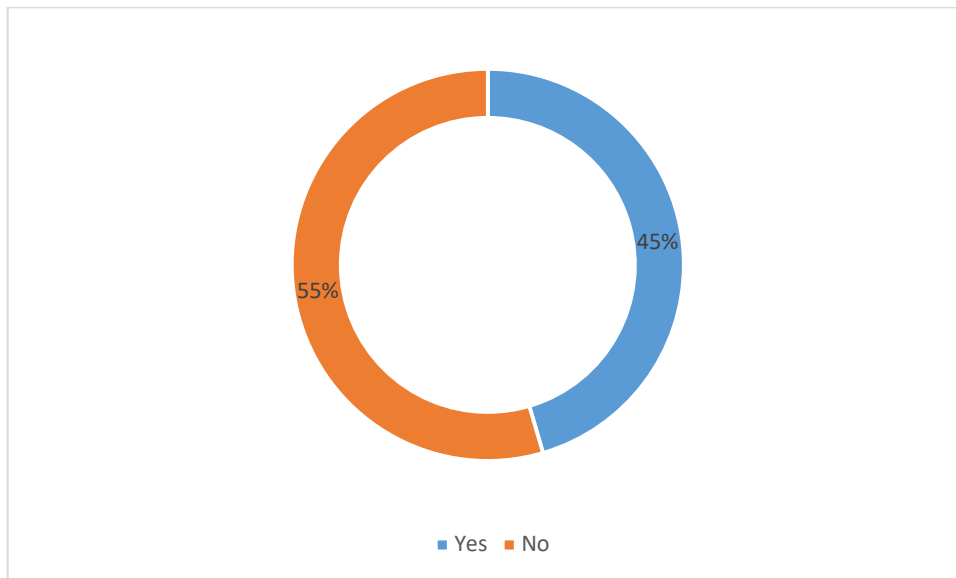
Figure II.11. Engineers' difficulties in asking questions in national and international conferences

The results obtained showed that 45% of engineers faced difficulties in asking questions in national and international conferences, whereas the rest of participants (55%) did not face difficulties.

18- Do you think that technology-based lessons and e-learning classes are more effective than traditional ones?

This question was asked to know if the engineers support the use of technology-based lessons, or traditional ones .The following figure demonstrates the outcomes:
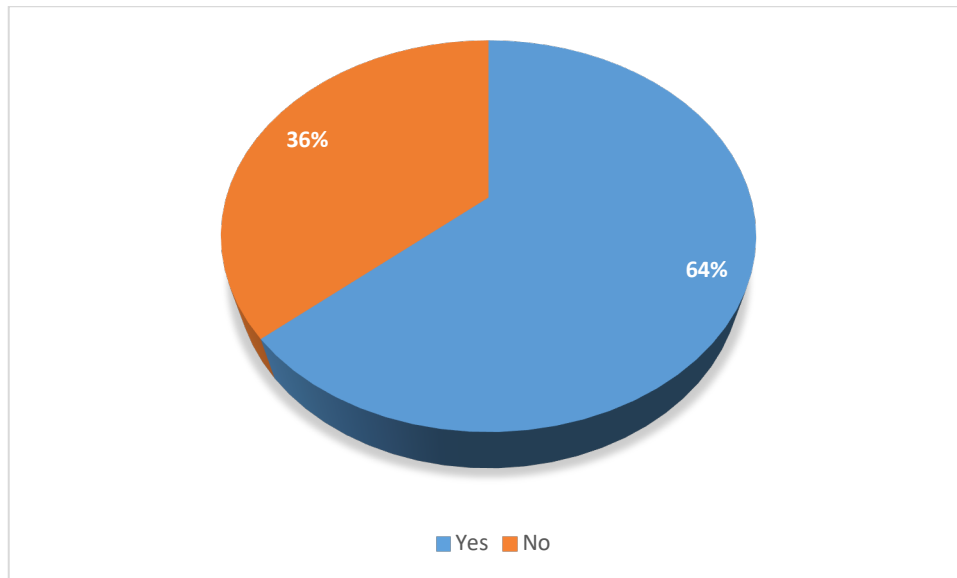
Figure II.12. Technology-based Lessons and e-learning Vs Traditional Lessons

The results showed that 64% of engineers think that technology-based lessons and e-learning classes are more effective than traditional ones because these lessons increase engineers' motivation towards learning. The remaining engineers (36%) did not support the technology-based lessons since they see that face-to-face learning provides teachers with opportunities to have more interaction with students and engineers. Lastly, combining both technology-based lessons and traditional ones would be the appropriate method of teaching.

19- According to you, what are the positive and negative aspects of using technology to learn English?

This question was designed to the participants in order to give their opinions about the positives and the negative aspects of using technology to learn English. On the one side, most of engineers believed that these technological tools were beneficial to them since they saved time, facilitated the learning process, accelerate the exchange of information, and get easily electronic books and research papers. On the other side, engineers did not neglect the negative part of using these technological tools, since technology kills the creativity of them. Engineers would spend all their time in front of internet without giving importance to the information given by their teachers.

20- What suggestions do you have to improve your communication abilities?

The participants suggest the following:

- Watching English programs and movies on TV or internet.

- Reading books and research papers.

- Communicate everyday with friends and colleagues to practice and improve your English.

- Online communication with native speakers.

- Listening to English native speakers accents.

- Attending national and international conferences.

- Making oral presentations frequently.

Rubric Four: Question 21 to Question 51 – Engineers' perceptions about the communicative competence

The questions are grouped into five categories:

1- Language learning definition: five questions on the definition of language learning are prepared.

2- Linguistic competence: linguistic competence covers three aspects: pronunciation, grammar, and vocabulary. Six questions are prepared to ask perceptions on these aspects.

3- Sociolinguistic competence: sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation.

4- Discourse competence: discourse competence is used to refer to two related, but distinct abilities. Discourse competence could also refer to the ability to participate effectively in conversations.

5- Strategic competence: this is about knowing how to recognize and repair communication breakdown, how to work around gaps in one' knowledge of the language, and how to learn more about the language in the context. This includes paraphrasing, appeal for assistance, gesture, filling gaps.

Question 21 to Question 25: Definition of language learning

21- You learn English in order to became able to use the target language communicatively

Answers	AF	RF
SA	2	18%
A	8	73%
N	0	0%
SD	0	0%
D	1	9%

22- You learn English in order to became able to read research papers and books written in the target language

Answers	AF	RF
SA	8	73%
A	3	27%
N	0	0%
SD	0	0%
D	0	0%

23- The goal of learning English is to enable you to communicate in the target language appropriately within a special social context

Answers	AF	RF
SA	3	27%
A	6	55%
N	1	9%
SD	0	0%
D	1	9%

24- The purpose of your learning English is that people learn how to communicate by learning to think in the target language

Answers	AF	RF
SA	2	18%
A	4	37%
N	2	18%
SD	0	0%
D	3	27%

25- The desired outcome of learning English is the ability to read and understand texts written in English

Answers	AF	RF
SA	5	45.5%
A	5	45.5%
N	0	0%
SD	1	9%
D	0	0%

Question 26 to Question 31: Linguistics Competence

26- You are able to distinguish English vowel and diphthong sounds pronounced by native speakers

Answers	AF	RF
SA	1	9%
A	4	36%
N	5	46%
SD	0	0%
D	1	9%

27- You are able to pronounce English vowels and diphthong perfectly

Answers	AF	RF
SA	2	18%
A	3	27%
N	5	46%
SD	0	0%
D	1	9%

28- You are able to distinguish English consonant sounds pronounced by native speakers

Answers	AF	RF
SA	1	9%
A	4	36%
N	5	46%
SD	0	0%
D	1	9%

29- You are able to pronounce English consonants perfectly

Answers	AF	RF
SA	1	9%
A	5	45.5%
N	5	45.5%
SD	0	0%
D	0	0%

30- You are able to distinguish English stress and intonation pronounced by native speakers

Answers	AF	RF
SA	1	9%
A	2	18%
N	7	64%
SD	0	0%
D	1	9%

31- You are able to pronounce English sentences in accurate stress and intonation

Answers	AF	RF
SA	1	9%
A	3	27%
N	6	55%
SD	0	0%
D	1	9%

Question 32 to Question 34: Phonology

32- You are able to master all types of English words including content and function words

Answers	AF	RF
SA	1	9%
A	3	27%
N	7	64%
SD	0	0%
D	0	0%

33- You are able to arrange simple English sentences grammatically correct

Answers	AF	RF
SA	1	9%
A	7	64%
N	3	27%
SD	0	0%
D	0	0%

34- You are able to arrange complex English sentences grammatically correct

Answers	AF	RF
SA	1	9%
A	2	18%
N	6	55%
SD	0	0%
D	2	18%

Question 35 to Question 39: Vocabulary

35- You are able to recognize and use words in a language in the way that speakers of the language use them

Answers	AF	RF
SA	1	9%
A	4	36%
N	6	55%
SD	0	0%
D	0	0%

36- You are able to understand the rules of noun phrases and constructing and presenting description texts which describe objects by using noun phrases

Answers	AF	RF
SA	1	9%
A	5	45.5%
N	5	45.5%
SD	0	0%
D	0	0%

37- You are able to understand rules of word and sentence formations or structural skills of tenses

Answers	AF	RF
SA	1	9%
A	9	82%
N	1	9%
SD	0	0%
D	0	0%

38- You can understand rules of word and sentence formations or structural skills of active and passive voices

Answers	AF	RF
SA	1	9%
A	9	82%
N	1	9%
SD	0	0%
D	0	0%

39- You can understand rules of word and sentence formations or structural skills of direct and indirect speeches

Answers	AF	RF
SA	1	9%
A	7	64%
N	3	27%
SD	0	0%
D	0	0%

Question 40 and Question 41: Structure

40- You can understand rules of word and sentence formations or structural skills of conditional sentences

Answers	AF	RF
SA	1	9%
A	9	82%
N	1	9%
SD	0	0%
D	0	0%

41- You can understand rules of word and sentence formations or structural skills of relative/adjective clauses

Answers	AF	RF
SA	1	9%
A	5	45.5%
N	5	45.5%
SD	0	0%
D	0	0%

Question 42 and Question 45: Sociolinguistic

42- You are able to apply your English knowledge to communicate narrative action

Answers	AF	RF
SA	1	9%
A	6	55%
N	4	36%
SD	0	0%
D	0	0%

43- You are able to apply your English knowledge to communicate descriptive function

Answers	AF	RF
SA	1	9%
A	7	64%
N	2	18%
SD	0	0%
D	1	9%

44- You are able to apply your English knowledge to communicate request function

Answers	AF	RF
SA	1	9%
A	7	64%
N	3	27%
SD	0	0%
D	0	0%

45- You are able to apply your English knowledge to communicate rejecting function

Answers	AF	RF
SA	2	18%
A	6	55%
N	3	27%
SD	0	0%
D	0	0%

Question 46 to Question 48: Discourse

46- You are able to combine grammatical forms and meanings to achieve texts in the genre of reports

Answers	AF	RF
SA	1	9%
A	4	36.5%
N	5	45.5%
SD	0	0%
D	1	9%

47- You are able to combine grammatical forms and meanings to achieve texts in the genre of descriptions

Answers	AF	RF
SA	1	9%
A	6	55%
N	4	36%
SD	0	0%
D	0	0%

48- You are able to combine grammatical forms and meanings to achieve texts in the genre of expositions

Answers	AF	RF
SA	1	9%
A	4	36%
N	6	55%
SD	0	0%
D	0	0%

Question 49 to Question 51: Strategic

49- You are able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way

Answers	AF	RF
SA	1	9%
A	5	45.5%
N	5	45.5%
SD	0	0%
D	0	0%

50- You are able to use relevant language contents such as language functions/English expressions clearly according to the genre and communicative situation

Answers	AF	RF
SA	1	9%
A	4	36%
N	6	55%
SD	0	0%
D	0	0%

51- You are able to select the relevant contents and expressing them using the appropriate tones of voice, body language, and gestures

Answers	AF	RF
SA	1	9%
A	6	55%
N	4	36%
SD	0	0%
D	0	0%

II.6.2. Researchers' Interview

The second research instrument used in this study was the interview. A structured interview that consist of 47 questions was addressed to 5 researchers of the satellite development center in Oran. This interview aims at investigating researchers' perceptions about enhancing their engineers' communicative competence, and their views regarding the use of oral presentations and technological tools.

The teachers' interview is analyzed as in the following:

Rubric One (Question 1&Question 2): Researchers' Profile

The first two questions of the interview ask general information about the researchers. The first question asks about the degree that those researcher hold. All the participants are full time researchers with a Doctorate degree. Moreover, the second question tries to find out how many years those researchers have as professional experience. As presented in the following table, all researchers involved in this study have reasonable years of experience, which range from five to ten years. This is positive in the sense that they will have different points of view and perspectives towards the issue under examination.

Table II.1. Researchers' Years of Experience

Researcher 01	Researcher 02	Researcher 03	Researcher 04	Researcher 05
05 years	07 years	07 years	10 years	08 years

Rubric Two (Question 3 to Question 11): The use of Oral Presentations

Moreover, the second rubric of the interview is about the use of oral presentations by researchers; it contains nine questions from question 3 to question 11.

3- How often do you ask engineers to give oral presentations?

Most of researchers (60%) usually ask their engineers to prepare oral presentations about their work. While the other informants (40%) respond that, they sometimes do that.
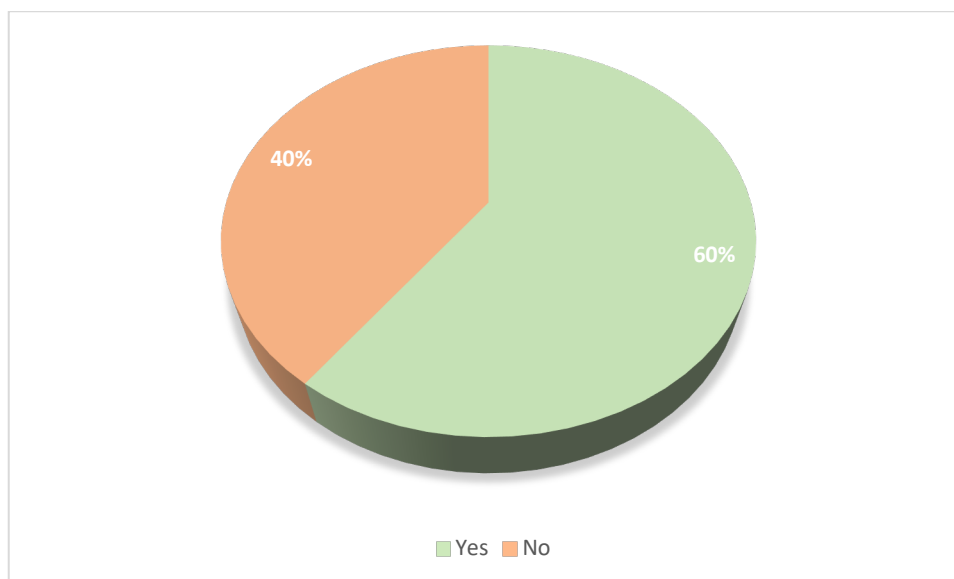
Figure II.13. Researchers' asking engineers for oral presentations

4- Do you think it is sufficient for them to develop their communicative needs?

60% of researchers claim that oral presentations is sufficient for the engineers to develop their communicative needs. Whereas, the remaining researchers (40%) see that the engineers need more tools beside the oral presentations to improve their communicative competences.

5- Are the engineers motivated in delivering oral presentations? If no, Why?

Regarding researchers' answers, only 40 % of them state that their engineers are motivated in delivering oral presentations in front of the other researchers and colleagues. While 60 % say that the engineers are not motivated in doing so, because of many reasons such as the lack of self-confidence, they find difficulties in speaking English, the fear from making mistakes.

6- Do you think that oral presentations help the engineers to produce accurate pronunciation of English sounds and to use spelling rules?

All the participants (100%) agree that oral presentations help the engineers to produce accurate pronunciation of English sounds and to use spelling rules. This is because when engineers are preparing a presentation, they must make efforts, for example to look for the correct pronunciation of the words in dictionaries and this will help them to improve their communicative competence.

7- Do you think that oral presentations help the engineers to construct and improve a good range of English vocabulary and grammar?

All researchers (100%) agree that oral presentations help the engineers to construct and improve a good range of English vocabulary and grammar, according to the answers obtained.

8- Do you see that oral presentations teach the engineers how to behave and respond appropriately in different situations?

Three researchers (60 %) agree that oral presentations teach the students how to behave and respond appropriately in different situations. The other two researchers (40%) disagree with this, explaining that it is useful only in one situation and one context, and it cannot be generalized to other situations.

9- Could you explain the extent to which oral presentations can help the engineers to produce cohesive and coherent language?

The researchers agree that oral presentations can, to a large extent, help the engineers to produce a cohesive and coherent language. According to them, and when preparing a presentation, engineers are supposed to organize their talk, which trains them to be coherent and cohesive. In addition, it helps them to enhance their pronunciation.

10- Do you think that oral presentations can teach the engineers how to use communication strategies to repair breakdowns in communication?

All the researchers answer that oral presentations can teach the engineers how to use some communication strategies to repair breakdowns in communication, in order to perfectly convey the message by using verbal (paraphrase, correct mistakes, etc.) and non-verbal (body language) features. Whereas, one research added that engineers should also be aware of these strategies and their functions, which may be learned through interacting with native speakers.

11- According to you, what are the difficulties and problems that the engineers face when delivering oral presentations?

The collected outcomes illustrate that most difficulties that engineers face when delivering oral presentations are psychological problems, which can be summarized in the lack of motivation and interest, shyness, fear and stress due to speaking in front of their colleagues, and the lack of self-confidence. Besides, engineers may not aware of how to attract others' attention.

Rubric Three (Question 12 to Question 16): The use of Web-based Activities (Technological Tools)

Furthermore, the third rubric of the interview is about the use of technological tools by researchers; it contains five questions from question 12 to question 16.

12- Do you implement Web activities in your work with the engineers? How?

The target of this question is to know if researchers employed Web activities when interacted with engineers. The subsequent figure demonstrates the results:
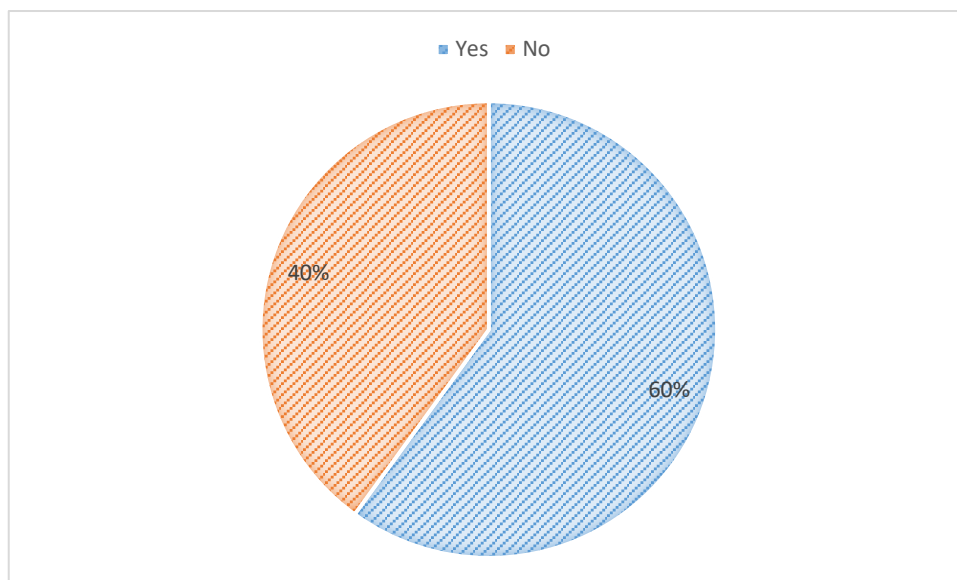
Figure II.14. The Use of Web-based Activities by researchers

The majority of researchers (60%) used web activities and technological tools with their engineers. While the rest (40%) did not use them.

13- Do you use e-learning strategy in your work?

This question is asked to know if researchers used e-learning strategy with their engineers. The following figure illustrates the findings:
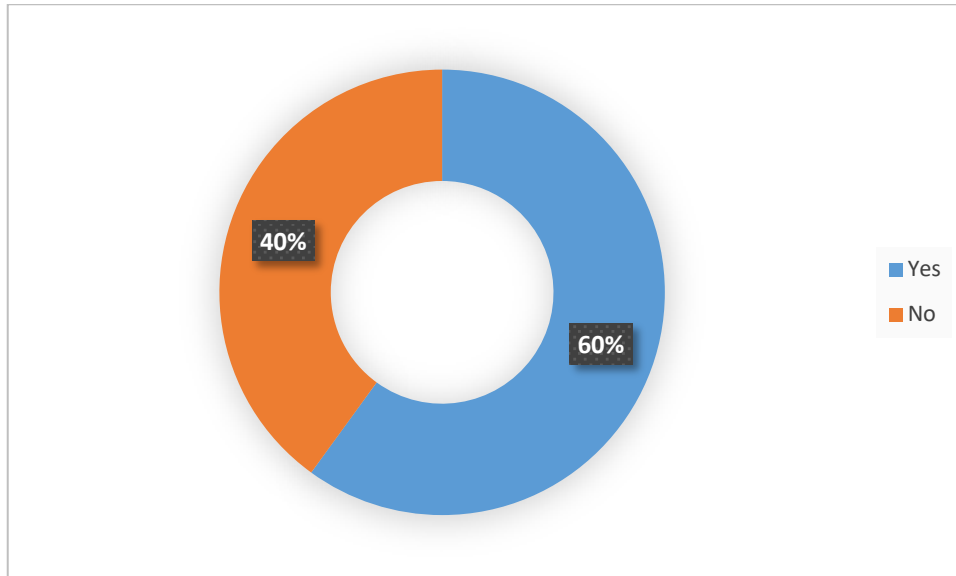
Figure II.15. The Use of E-Learning Strategy by researchers

The outcome shows that 60% of researchers used e-learning strategy with their engineers, whereas 40% of them did not.

14- Which kind of activities do you suggest to be used in order to help engineers to well communicate?

In this question, each researcher suggested such a kind of activities in order to help engineers to well communicate.

The next opinions were selected:

- The use of oral activities or debates modeling real conversations.

- Ask them to use dictionaries.

- The use of social networks to create chat rooms and discuss only in English.

- Watch movies and English series.

15- What is the suitable kind of education for you? Traditional education or the web-based one?

The aim of this question is to know the type of education researchers implemented.

Researcher 1: Traditional education.

Researcher 2: Traditional education is good, but the modern one is the future; we have to get along with it.

Researcher 3: A combination of both.

Researcher 4: Both.

Researcher 5: Both are good, but in our country "traditional" education has achieved better results than online education.

From these answers, we can notice that most of researchers agree that both of the traditional and the web based educations are beneficial, efficient and productive and depends on engineers' capabilities and motivation.

16- What do you suggest to the engineers to improve their communicative competence in the English language?

The informants provide a variety of suggestions including providing their engineers with multiple opportunities for interaction with each other. Besides, engineers need to listen and get in touch with native speakers, through which they may improve their speaking skill. Moreover, reading English books and papers as much as possible can help, and trying to use English everywhere, not only inside the center.

Rubric Four (Question 17 to Question 47): Researchers' perceptions about the communicative competence

17- Your engineers learn English in order to became able to use the target language communicatively

Answers	AF	RF
SA	1	20%
A	4	80%
N	0	0%
SD	0	0%
D	0	0%

18- Your engineers learn English in order to became able to read research papers and books written in the target language

Answers	AF	RF
SA	3	60%
A	1	20%
N	1	20%
SD	0	0%
D	0	0%

19- The goal of learning English is to enable you to communicate in the target language appropriately within a special social context

Answers	AF	RF
SA	2	40%
A	3	60%
N	0	0%
SD	0	0%
D	0	0%

20- The purpose of learning English is that people learn how to communicate by learning to think in the target language

Answers	AF	RF
SA	0	0%
A	4	80%
N	1	20%
SD	0	0%
D	0	0%

21- The desired outcome of learning English is the ability to read and understand texts written in English

Answers	AF	RF
SA	3	60%
A	2	40%
N	0	0%
SD	0	0%
D	0	0%

Question 22 to Question 27: Linguistic competence

22- Your engineers are able to distinguish English vowel and diphthong sounds pronounced by native speakers

Answers	AF	RF
SA	0	0%
A	2	40%
N	3	60%
SD	0	0%
D	0	0%

23- Your engineers are able to pronounce English vowels and diphthong perfectly

Answers	AF	RF
SA	0	0%
A	3	60%
N	0	0%
SD	0	0%
D	2	40%

24- Your engineers are able to distinguish English consonant sounds pronounced by native speakers

Answers	AF	RF
SA	0	0%
A	2	40%
N	2	40%
SD	0	0%
D	1	20%

25- Your engineers are able to pronounce English consonants perfectly

Answers	AF	RF
SA	0	0%
A	3	60%
N	1	20%
SD	0	0%
D	1	20%

26- Your engineers are able to distinguish English stress and intonation pronounced by native speakers

Answers	AF	RF
SA	0	0%
A	3	60%
N	0	0%
SD	1	20%
D	1	20%

27- Your engineers are able to pronounce English sentences in accurate stress and intonation

Answers	AF	RF
SA	0	0%
A	0	0%
N	4	80%
SD	0	0%
D	1	20%

Question 28 to Question 30: Phonology

28- Your engineers are able to master all types of English words including content and function words

Answers	AF	RF
SA	1	20%
A	2	40%
N	2	40%
SD	0	0%
D	0	0%

29- Your engineers are able to arrange simple English sentences grammatically correct

Answers	AF	RF
SA	2	40%
A	3	60%
N	0	0%
SD	0	0%
D	0	0%

30- Your engineers are able to arrange complex English sentences grammatically correct

Answers	AF	RF
SA	0	0%
A	2	40%
N	1	20%
SD	0	0%
D	2	40%

Question 31 to Question 35: Vocabulary

31- Your engineers are able to recognize and use words in a language in the way that speakers of the language use them

Answers	AF	RF
SA	1	20%
A	2	40%
N	0	0%
SD	0	0%
D	2	40%

32- Your engineers are able to understand the rules of noun phrases and constructing and presenting description texts which describe objects by using noun phrases

Answers	AF	RF
SA	1	20%
A	2	40%
N	0	0%
SD	0	0%
D	2	40%

33- Your engineers are able to understand rules of word and sentence formations or structural skills of tenses

Answers	AF	RF
SA	3	60%
A	2	40%
N	0	0%
SD	0	0%
D	0	0%

34- Your engineers can understand rules of word and sentence formations or structural skills of active and passive voices

Answers	AF	RF
SA	2	40%
A	2	40%
N	1	20%
SD	0	0%
D	0	0%

35- Your engineers can understand rules of word and sentence formations or structural skills of direct and indirect speeches

Answers	AF	RF
SA	1	20%
A	3	60%
N	1	20%
SD	0	0%
D	0	0%

Question 36 to Question 37: Structure

36- Your engineers can understand rules of word and sentence formations or structural skills of conditional sentences

Answers	AF	RF
SA	0	0%
A	2	40%
N	2	40%
SD	0	0%
D	1	20%

37- Your engineers can understand rules of word and sentence formations or structural skills of relative/adjective clauses

Answers	AF	RF
SA	0	0%
A	2	40%
N	2	40%
SD	0	0%
D	1	20%

Question 38 to Question 41: Sociolinguistic

38- Your engineers are able to apply your English knowledge to communicate narrative action

Answers	AF	RF
SA	1	20%
A	2	40%
N	2	40%
SD	0	0%
D	0	0%

39- Your engineers are able to apply your English knowledge to communicate descriptive function

Answers	AF	RF
SA	0	0%
A	4	80%
N	1	20%
SD	0	0%
D	0	0%

40- Your engineers are able to apply your English knowledge to communicate request function

Answers	AF	RF
SA	1	20%
A	2	40%
N	1	20%
SD	0	0%
D	1	20%

41- Your engineers are able to apply your English knowledge to communicate rejecting function

Answers	AF	RF
SA	1	20%
A	2	40%
N	1	20%
SD	0	0%
D	1	20%

Question 42 to Question 44: Discourse.

42- Your engineers are able to combine grammatical forms and meanings to achieve texts in the genre of reports

Answers	AF	RF
SA	2	40%
A	3	60%
N	0	0%
SD	0	0%
D	0	0%

43- Your engineers are able to combine grammatical forms and meanings to achieve texts in the genre of descriptions

Answers	AF	RF
SA	1	20%
A	2	40%
N	2	40%
SD	0	0%
D	0	0%

44- Your engineers are able to combine grammatical forms and meanings to achieve texts in the genre of expositions

Answers	AF	RF
SA	1	20%
A	1	20%
N	1	20%
SD	0	0%
D	1	20%

Question 45 to Question 47: Strategic

45- Your engineers are able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way

Answers	AF	RF
SA	0	0%
A	4	80%
N	1	20%
SD	0	0%
D	0	0%

46- Your engineers are able to use relevant language contents such as language functions/English expressions clearly according to the genre and communicative situation

Answers	AF	RF
SA	0	0%
A	2	40%
N	2	40%
SD	0	0%
D	1	20%

47- Your engineers are able to select the relevant contents and expressing them using the appropriate tones of voice, body language, and gestures

Answers	AF	RF
SA	0	0%
A	2	40%
N	1	20%
SD	1	20%
D	1	20%

II.7. Data Interpretation

The engineers' questionnaire and the researchers' interview gave a major number of data and answers. Every one expresses his personal opinion and thoughts, to find out their perceptions about enhancing their communicative competence, and to understand

the significance of oral presentations and web-based materials in developing communicative competence.

The first hypothesis in this study, which denotes that the use of oral presentations and web-based materials by engineers might improve their communicative competence, was proved after data collected were analyzed. The engineers expressed positive opinions about the benefits of technology tools and oral presentations with reference to some problems like shyness, lack of confidence, fear of failure when asking questions and presenting their works. Thus, ICTs could help engineers to improve their communication skills.

The second hypothesis is that researchers perceived that the use of technology tools and oral presentations is significant to develop engineers' communication abilities. As shown in this study, the researchers of the satellite development center agreed on the importance of using web-based materials and oral presentations with engineers to enhance their communicative competence. Therefore, according to them via the use of oral presentations and web-based materials, the learner will understand the aspects of the language easily. ICT could help researchers to design activities appropriate to their engineers' language levels in order to motivate them to improve all their language skills not only the speaking one. These results have asserted the second hypothesis proposed in this study.

Finally, the findings of this work showed that using oral presentations and web-based tools was useful in enhancing the learning processes.

II.7.1. Interpretation of the Questionnaire's Results

From the analysis of engineers' questionnaire, it has been shown that our study relies on a sample population of satellite development center whose ages range from thirty to fourty five years old, the majority of them are males (8 males and 3 females). More than half of them think that their level in English is average, as shown in the first three questions.

Moreover, 64 % of participants deliver oral presentations in English, because they see it as an opportunity to improve pronunciation and self-confidence. However, 36 % engineers do not deliver oral presentations in English, since they have the choice to use French language instead. Additionally, 18% of engineers want to improve the

grammatical aspects of the English language since they see that grammar is the basic part in learning any language. Besides, 27% of participants choose to improve the appropriate communication side in English since they see that speaking is more difficult than writing. Whereas, the majority of engineers (46%) need to improve both grammatical and appropriate communication aspects simultaneously to became more fluent in English. According to these engineers, grammar is needed to communicate effectively. The rest of engineers (9%) prefer to choose other aspects like enriching their technical terms and vocabulary.

The majority of engineers agree that oral presentations teach them the grammatical system of the English language including tenses and sentence structure. It help them also to acquire a good amount of English vocabulary, to learn about stress, and intonation, to develop their understanding to other speakers' intentions, and to express ideas positively using the appropriate language with respect to the audience, setting, and the topic.

Most engineers strongly agree that oral presentations help them to learn how to start, develop, and end a conversation, and to produce a cohesive spoken text. Besides, it help them also in developing the body language communication strategies to compensate breakdowns in communication.

On the other hand, all the engineers support the use of technology since it tools enhanced their proficiency level in English and their communicative competence, according the majority of them (91%). Additionally, the largest number of engineers preferred the use of internet in the center, followed by writing emails and reports, the use of electronic dictionaries, the use computers and watching videos to improve their communicative skills. 45% of engineers faced difficulties in asking questions in national and international conferences, whereas the rest of participants (55%) did not face difficulties. The results also showed that 64% of engineers think that technology-based lessons and e-learning classes are more effective than traditional ones because these lessons increase engineers' motivation towards learning. The remaining engineers (36%) did not support the technology-based lessons since they see that face-to-face learning provides teachers with opportunities to have more interaction with students

and engineers. Lastly, combining both technology-based lessons and traditional ones would be the appropriate method of teaching.

The majority of engineers' answers on question 21 to question 25 about definition of language learning, ranged between agree and strongly agree. Whereas, most their answers on question 26 to question 34 about linguistics competence and phonology are 'Not sure'. Concerning vocabulary from question 35 to question 39, the most engineers' answer was 'Agree'.

The majority of participants can understand rules of word and sentence formations or structural skills of conditional sentences. Besides, most of engineers are able to apply their English knowledge to communicate narrative action and to communicate descriptive, request or rejecting functions.

In term of discourse, most answers are between 'Agree' and 'Not sure'. Finally, many engineers agree that they are able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way, according to the genre and communicative situation and they can use the appropriate tones of voice, body language, and gestures.

II.7.2. Interpretation of the Interview's Results

From the analysis of researchers' interview, all the participants are full time researchers with a Doctorate degree. Moreover, the second question tries to find out how many years those researchers have as professional experience. All researchers involved in this study have reasonable years of experience, which range from five to ten years. This is positive in the sense that they will have different points of view and perspectives towards the issue under examination.

It can be noticed from the outcomes that oral presentations and using web based materials are important that researchers may use to give their engineers the opportunities they need to improve their communicative competence, since it helps them improve their English language abilities. Hence, both researchers and engineers should be encouraged to use such type of activity. Yet, this validates the first and second hypotheses of this research, which state respectively that the ideal way to improve engineers' communicative competence is through delivering oral presentations and

using web based activities, which can, to a large extent, develop and improve engineers' communicative competence.

II.8. Suggestions and Recommendations

The main focus of this study is to analyze the effects of using oral presentations and web-based materials in developing engineers' communicative competence. Therefore, based on the analysis and some scholars, it is considered to make the following recommendations:

- Researchers must oblige engineers to communicate and engage in interaction, as well as eliminate shyness, fear and anxiety. It is the researchers' responsibility to build an enjoyable learning environment and help engineers to communicate.
- 'Use a Team Approach': the collaborative nature of scientific and technological work should be strongly reinforced by frequent group activities in the center.
- Teacher must develop activities and tasks and try to integrate activities with existing tools used in the center.
- Arrange strategies so that every engineer can relax and help him to speak freely.
- Researchers must force the engineers to speak, participate and present to remove shyness and fearfulness.
- Materials design should be in line with pre-determined objectives and goals.
- Applying ICT in the center, to engage in a real conversation with native speakers.
- Interaction with native speakers.

II.9. Conclusion

The second chapter of this extended essay is devoted to the analysis and interpretation of the data collected from the research instruments used in this study. Accordingly, it has been noticed that both engineers and the researchers are aware of the importance of oral presentations and the use of web-based materials and the technological aids as learning tools, and how it is crucial in developing the communicative competence. Furthermore, the results show that grammatical, discourse, sociolinguistic and strategic competences could be improved, to a large degree, through using oral presentations and the technological tools.

General Conclusion

General Conclusion

The ability of EFL learners to achieve their objectives in any language speaking contexts depends mainly on their communicative competence. Thus, those learners try to overcome their communication difficulties by adopting some strategies. Accordingly, the current study has strived to answer the research questions already formulated in the General Introduction. The aim is to identify the role of oral presentations and web-based materials in improving engineers' communication skills. This work took place at the satellite development center in Oran. Consequently, it is believed that the integration of ICT in the learning environment is necessary. Thus, EFL teachers and researchers were supposed to be aware of the use of those materials to enhance the learning results.

This study consists of two main chapters. The first chapter is concerned with the literature review about the concept of communicative competence and its models. Besides, the second chapter is the practical part of this study which focuses on the research design and methodology used to conduct this research. Furthermore, it is also devoted to the analysis and interpretation of data collected from engineers' questionnaire and researchers' interview in an attempt to answer the research questions by confirming or disconfirming the research hypotheses. Finally, it gives some suggestions and recommendations for further investigations related to this research.

A case study research design is used with a combination of both qualitative and quantitative approaches for data collection and analysis. Thus, the following research questions were asked:

1- To what extent do oral presentations and web-based materials affect the development of engineers' communicative competence?

2- How can researchers help their engineers in improving their communicative competence?

Consequently, the hypotheses of this research are:

1- The use of oral presentations and web-based materials in EFL classes may improve engineers' communicative competence and engagement.

2- Teachers perceive that the use of technology and oral presentations are significant tools to develop engineers' language mastery.

The first hypothesis deals with the use of oral presentations and web-based materials by engineers in the center. Based on collected data from engineers' questionnaire, it is confirmed that oral presentations and web-based materials can enhance the engineers' communicative competence.

Furthermore, the second hypothesis deals with the center' researchers and their opinion about the employment of technology tools in the center. Based on gathered data from researchers' interviews, it is confirmed that oral presentations and web-based materials are used in the center to enhance the engineers' communicative abilities.

Finally, this research offers valuable insights about the use of oral presentations and web-based materials to enhance communicative competence of learners, especially ICT engineers. It should be noted that the results obtained from this study cannot be generalized because the study still undergoes some limitations like sample size and objectivity. The topic is vast and requires keeping the door open for further studies. So, hopefully this piece of research will pave the way for future investigations.

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APPENDICES

Engineers' Questionnaire

The present questionnaire is a part of an academic research for the fulfillment of the requirements of the Master degree in English Language Studies. The questionnaire is designed for ICT engineers, and conducted for the sake of gathering data in order to enhance communication competence among those engineers. Your contribution will be of a great help toward ensuring that the research work achieve its objectives. Therefore, you are kindly requested to answer the following questions by putting a cross (x) in the appropriate box, or whether you Strongly Agree (SA), Agree (A), Not Sure (N), Disagree (D), or Strongly Disagree (SD), or comment, in any language, whenever necessary.

1- Are you?

a- Male ☐   *b-* Female ☐

2- How old are you? ………………………………………...

3- How do you evaluate your proficiency level in English?

a- Weak ☐

b- Average ☐

c- Good ☐

and why? …………………………………………………………………………………..

4- Do you deliver oral presentations in your professional activities?

a- Yes ☐   *b-* No ☐

If not, why?...

5- Through delivering research oral presentations, what do like to improve?

a- Aspects related to the grammar of the English language

b- Aspects related to effective and appropriate communication in English

c- Other aspects

Comment, and Why?...

6- Oral presentations teach you the grammatical system of the English language, including tenses and sentence structure.

a- SA   b- A   c- N   c- D   d- SD

7- Oral presentations help you to acquire a good amount of English vocabulary.

a- SA   b- A   c- N   c- D   d- SD

8- Oral presentations help you to learn the supra-segmental features of the English language such as stress, intonation, etc.

a- SA   b- A   c- N   c- D   d- SD

9- When delivering oral presentations, you can develop your understanding to other speakers' intentions, and respond to them appropriately.

a- SA   b- A   c- N   c- D   d- SD

10- Oral presentations teach you how to express ideas positively using the appropriate language with respect to the audience, setting, and the topic.

a- SA   b- A   c- N   c- D   d- SD

How?...

11- Oral presentations help you to learn how to start, develop, and end a conversation, and to produce a cohesive spoken text.

a- SA   b- A   c- N   c- D   d- SD

12- Do you think that delivering oral presentations can help you to develop knowledge of verbal and non-verbal (body language) communication strategies, and how to use them to compensate breakdowns of communication?

a- Yes ☐   b- No ☐

Explain ………………………………………………………………………………………

13- Do you support the use of technology in the center?

a- Yes ☐   b- No ☐

Why? …………………………………………………………………………………………

14- Do you think that the use of technologies influences your level in English?

a- Yes ☐   b- No ☐

15- Do you suggest that computers, broad casting technologies, internet, electronic dictionary, email, videos should be in your work to improve your communicative competence?

a- Yes ☐   b- No ☐

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

16- How can web-based materials help you to improve your communicative abilities?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

17- Do you find difficulties to ask questions in national and international conferences?

a- Yes ☐   b- No ☐

18- Do you think that technology-based lessons and e-learning classes are more effective than traditional ones?

a- Yes ☐   b- No ☐

Justify………………………………………………………………………………………………

……………………………………………………………………………….......................

19- According to you, what are the positive and negative aspects of using technology to learn English?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

20- What suggestions do you have to improve your communication abilities?

…………………………………………..

....

21- You learn English in order to became able to use the target language communicatively

a- SA   b- A   c- N   d- D   e- SD

22- You learn English in order to became able to read research papers and books written in the target language

a- SA   b- A   c- N   d- D   e- SD

23- The goal of learning English is to enable you to communicate in the target language appropriately within a special social context

a- SA   b- A   c- N   d- D   e- SD

24- The purpose of your learning English is that people learn how to communicate by learning to think in the target language

a- SA   b- A   c- N   d- D   e- SD

25- The desired outcome of learning English is the ability to read and understand texts written in English

a- SA   b- A   c- N   d- D   e- SD

26- You are able to distinguish English vowel and diphthong sounds pronounced by native speakers

a- SA   b- A   c- N   d- D   e- SD

27- You are able to pronounce English vowels and diphthong perfectly

a- SA   b- A   c- N   d- D   e- SD

28- You are able to distinguish English consonant sounds pronounced by native speakers

a- SA   b- A   c- N   d- D   e- SD

29- You are able to pronounce English consonants perfectly

a- SA   b- A   c- N   d- D   e- SD

30- You are able to distinguish English stress and intonation pronounced by native speakers

a- SA   b- A   c- N   d- D   e- SD

31- You are able to pronounce English sentences in accurate stress and intonation

a- SA   b- A   c- N   d- D   e- SD

32- You are able to master all types of English words including content and function words

a- SA   b- A   c- N   d- D   e- SD

33- You are able to arrange simple English sentences grammatically correct

a- SA   b- A   c- N   d- D   e- SD

34- You are able to arrange complex English sentences grammatically correct

a- SA   b- A   c- N   d- D   e- SD

35- You are able to recognize and use words in a language in the way that speakers of the language use them

a- SA   b- A   c- N   d- D   e- SD

36- You are able to understand the rules of noun phrases and constructing and presenting description texts which describe objects by using noun phrases

a- SA   b- A   c- N   d- D   e- SD

37- You are able to understand rules of word and sentence formations or structural skills of tenses

a- SA   b- A   c- N   d- D   e- SD

38- You can understand rules of word and sentence formations or structural skills of active and passive voices

a- SA   b- A   c- N   d- D   e- SD

39- You can understand rules of word and sentence formations or structural skills of direct and indirect speeches

a- SA   b- A   c- N   d- D   e- SD

40- You can understand rules of word and sentence formations or structural skills of conditional sentences

a- SA   b- A   c- N   d- D   e- SD

41- You can understand rules of word and sentence formations or structural skills of relative/adjective clauses

a- SA   b- A   c- N   d- D   e- SD

42- You are able to apply your English knowledge to communicate narrative action

a- SA   b- A   c- N   d- D   e- SD

43- You are able to apply your English knowledge to communicate descriptive function

a- SA   b- A   c- N   d- D   e- SD

44- You are able to apply your English knowledge to communicate request function

a- SA   b- A   c- N   d- D   e- SD

45- You are able to apply your English knowledge to communicate rejecting function

a- SA   b- A   c- N   d- D   e- SD

46- You are able to combine grammatical forms and meanings to achieve texts in the genre of reports

a- SA   b- A   c- N   d- D   e- SD

47- You are able to combine grammatical forms and meanings to achieve texts in the genre of descriptions

a- SA   b- A   c- N   d- D   e- SD

48- You are able to combine grammatical forms and meanings to achieve texts in the genre of expositions

a- SA   b- A   c- N   d- D   e- SD

49- You are able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way

a- SA   b- A   c- N   d- D   e- SD

50- You are able to use relevant language contents such as language functions/English expressions clearly according to the genre and communicative situation

a- SA   b- A   c- N   d- D   e- SD

51- You are able to select the relevant contents and expressing them using the appropriate tones of voice, body language, and gestures

a- SA   b- A   c- N   d- D   e- SD

Researchers' Interview

Dear researchers,

We are currently conducting a research on enhancing communication competence among ICT engineers.

Consequently, you are kindly invited to answer the following queries to help me in my research for a Master degree in English Language Studies:

1- What is your degree? ………………………………………………………………………..

2- How many years do you have as professional experience? ……………………………………..

3- How often do you ask engineers to give oral presentations? ……………………………………...

4- Do you think it is sufficient for them to develop their communicative needs? ………………………

5- Are the engineers motivated in delivering oral presentations? If no, Why? .... ……

6- Do you think that oral presentations help the engineers to produce accurate pronunciation of English sounds and to use spelling rules? …………………………………………………………………………

7- Do you think that oral presentations help the engineers to construct and improve a good range of English vocabulary and grammar? ……………………………………………………………………..

8- Do you see that oral presentations teach the engineers how to behave and respond appropriately in different situations? ……………………………………………………………………………………

9- Could you explain the extent to which oral presentations can help the engineers to produce cohesive and coherent language? …………………………………………………………………………………

10- Do you think that oral presentations can teach the engineers how to use communication strategies to repair breakdowns in communication? ……………………………………………………………….....

11- According to you, what are the difficulties and problems that the engineers face when delivering oral presentations? ……………………………………………………………………………………….. ……

12- Do you implement Web activities in your work with the engineers? How? ……………………….. ……

13- Do you use e-learning strategy in your work? …………………………………………………

14- Which kind of activities do you suggest to be used in order to help engineers to well communicate? ……

15- What is the suitable kind of education for you? Traditional education or the web-based one? ……

16- What do you suggest to the engineers to improve their communicative competence in the English language? ....…………………………………………………………………………………....

17- Your engineers learn English in order to became able to use the target language communicatively

a- SA   b- A   c- N   d- D   e- SD

SA: Strongly Agree, **A:** Agree, **N:** Not Sure, **D:** Disagree, or **SD:** Strongly Disagree

18- Your engineers learn English in order to became able to read research papers and books written in the target language

a- SA　　　　b- A　　　　c- N　　　d- D　　　　e- SD

19- The goal of learning English is to enable you to communicate in the target language appropriately within a special social context

a- SA　　　　b- A　　　　c- N　　　d- D　　　　e- SD

20- The purpose of learning English is that people learn how to communicate by learning to think in the target language

a- SA　　　　b- A　　　　c- N　　　d- D　　　　e- SD

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22- Your engineers are able to distinguish English vowel and diphthong sounds pronounced by native speakers

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23- Your engineers are able to pronounce English vowels and diphthong perfectly

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27- Your engineers are able to pronounce English sentences in accurate stress and intonation

a- SA　　　　b- A　　　　c- N　　　d- D　　　　e- SD

28- Your engineers are able to master all types of English words including content and function words

a- SA　　　　b- A　　　　c- N　　　d- D　　　　e- SD

29- Your engineers are able to arrange simple English sentences grammatically correct

a- SA　　　　b- A　　　　c- N　　　d- D　　　　e- SD

30- Your engineers are able to arrange complex English sentences grammatically correct

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31- Your engineers are able to recognize and use words in a language in the way that speakers of the language use them

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32- Your engineers are able to understand the rules of noun phrases and constructing and presenting description texts which describe objects by using noun phrases

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33- Your engineers are able to understand rules of word and sentence formations or structural skills of tenses

a- SA　　　　b- A　　　　c- N　　　d- D　　　　e- SD

34- Your engineers can understand rules of word and sentence formations or structural skills of active and passive voices

a- SA   b- A   c- N   d- D   e- SD

35- Your engineers can understand rules of word and sentence formations or structural skills of direct and indirect speeches

a- SA   b- A   c- N   d- D   e- SD

36- Your engineers can understand rules of word and sentence formations or structural skills of conditional sentences

a- SA   b- A   c- N   d- D   e- SD

37- Your engineers can understand rules of word and sentence formations or structural skills of relative/adjective clauses

a- SA   b- A   c- N   d- D   e- SD

38- Your engineers are able to apply your English knowledge to communicate narrative action

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39- Your engineers are able to apply your English knowledge to communicate descriptive function

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40- Your engineers are able to apply your English knowledge to communicate request function

a- SA   b- A   c- N   d- D   e- SD

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a- SA   b- A   c- N   d- D   e- SD

42- Your engineers are able to combine grammatical forms and meanings to achieve texts in the genre of reports

a- SA   b- A   c- N   d- D   e- SD

43- Your engineers are able to combine grammatical forms and meanings to achieve texts in the genre of descriptions

a- SA   b- A   c- N   d- D   e- SD

44- Your engineers are able to combine grammatical forms and meanings to achieve texts in the genre of expositions

a- SA   b- A   c- N   d- D   e- SD

45- Your engineers are able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way

a- SA   b- A   c- N   d- D   e- SD

46- Your engineers are able to use relevant language contents such as language functions/English expressions clearly according to the genre and communicative situation

a- SA   b- A   c- N   d- D   e- SD

47- Your engineers are able to select the relevant contents and expressing them using the appropriate tones of voice, body language, and gestures

a- SA   b- A   c- N   d- D   e- SD

Abstract

Nowadays, learning English as a Foreign Language is becoming more and more important in the world. With the advent of the communicative approaches to language teaching, communicative competence is viewed as a key element in the learning process. Accordingly, it has been observed that some engineers have weaknesses in communicating efficiently in diverse contexts, although their linguistic competence is sufficient. The researchers need to use some activities that help those engineers to be communicatively competent. With the domination of technology in the entire globe, Information and Communication Technologies raise educational quality and open new possibilities for better learning atmosphere that leads to academic achievement. Thus, this study aims at investigating the impact of oral presentations and web based materials on enhancing engineers' communicative competence. For this purpose, a case study including 11 engineers and 5 researchers from the Satellite Development Center in Oran were undertaken. Two research instruments were used to gather data, a questionnaire for engineers and an interview for researchers in order to have perceptions about communicative competence and their attitudes towards the use of oral presentations and web-based materials in the center. The collected data were analysed both quantitatively and qualitatively. The results show that integrating Information and Communication Technology tools and oral presentations into an English as a Foreign Language setting is an effective way to enhance engineers' communicative abilities.

Key words: Information and Communication Technology (ICT), Web-based materials, Oral Presentations, Communicative Competence, Engineers.

Résumé

De nos jours, apprendre l'anglais comme une langue étrangère devient de plus en plus important dans le monde. Avec l'avènement des approches communicatives de l'enseignement des langues, la compétence communicative est considérée comme un élément clé du processus d'apprentissage. En conséquence, il a été observé que certains ingénieurs ont des faiblesses pour communiquer efficacement dans divers contextes, bien que leur compétence linguistique soit suffisante. Les chercheurs doivent utiliser certaines activités qui aident ces ingénieurs à être compétents en communication. Avec la domination de la technologie dans le monde entier, les Technologies de l'Information et de la Communication augmentent la qualité de l'éducation et ouvrent de nouvelles possibilités pour une meilleure atmosphère d'apprentissage qui mène à la réussite scolaire. Ainsi, cette étude vise à étudier l'impact des présentations orales et des moyens sur le Web sur l'amélioration de la compétence communicative des ingénieurs. A cet effet, une étude de cas a été réalisée impliquant 11 ingénieurs et 5 chercheurs du Centre de Développement des Satellites d'Oran. Deux instruments de recherche ont été utilisés pour recueillir des données, un questionnaire pour les ingénieurs et un entretien pour les chercheurs afin d'avoir des perceptions sur la compétence communicative et leurs attitudes à l'égard de l'utilisation de présentations orales et des moyens sur le Web dans le centre. Les données collectées ont été analysées à la fois quantitativement et qualitativement. Les résultats montrent que l'intégration d'outils des Technologies de l'Information et de la Communication et des présentations orales dans un environnement d'anglais comme une langue étrangère est un moyen efficace d'améliorer les capacités de communication des ingénieurs.

Mots clés: Technologies de l'Information et de la Communication (TIC), Activités basées sur le Web, Présentations Orales, Compétence Communicative, Ingénieurs.

الملخص

في الوقت الحاضر، أصبح لتعلم اللغة الإنجليزية كلغة أجنبية أكثر أهمية في العالم. مع ظهور الأساليب التواصلية لتدريس اللغة، أصبح يُنظر إلى الكفاءة التواصلية كعنصر أساسي في عملية التعلم. وبناءً على ذلك، لوحظ أن بعض مهندسي تكنولوجيا المعلومات والاتصالات لديهم نقاط ضعف في التواصل بشكل فعال في سياقات مختلفة، على الرغم من أن كفاءتهم اللغوية كافية. يجب على الباحثين استخدام أنشطة معينة تساعد هؤلاء المهندسين على تحسين مهارات تواصلهم. مع هيمنة التكنولوجيا في جميع أنحاء العالم، تعمل تكنولوجيا المعلومات والاتصالات على تحسين جودة التعليم وتفتح إمكانيات جديدة لمناخ تعليمي أفضل يؤدي إلى النجاح الأكاديمي. وبالتالي، تسعى هاته الدراسة إلى التحقيق في تأثير العروض التقديمية الشفوية والوسائل المستندة على شبكة الأنترنت على تعزيز الكفاءة التواصلية للمهندسين. لهذا الغرض، تم إجراء دراسة حالة شملت 11 مهندسًا و5 باحثين من مركز تطوير الأقمار الصناعية في وهران. تم جمع البيانات من خلال أداتين للبحث، استبيان للمهندسين ومقابلة مع الباحثين من أجل الحصول على تصوراتهم حول الكفاءة التواصلية للمهندسين ومواقفهم تجاه استخدام العروض التقديمية الشفوية والوسائل المستندة على شبكة الأنترنت في المركز. تم تحليل البيانات التي تم جمعها من الناحيتين الكمية والنوعية. تظهر النتائج أن دمج أدوات تكنولوجيا المعلومات والاتصالات مع العروض التقديمية الشفوية في بيئة تعليم اللغة الإنجليزية كلغة أجنبية هو وسيلة فعالة لتحسين قدرات المهندسين التواصلية.

كلمات مفتاحية: تكنولوجيا المعلومات والاتصالات، الوسائل المستندة على شبكة الأنترنت، العروض التقديمية الشفوية، الكفاءة التواصلية، المهندسون.