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Submitted by:

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**The Role of English as a Lingua Franca in Facilitating Intercultural  
Communication in Multilingual Companies from Workers' Perspectives**

**A Case Study of Workers at Hyundai Engineering Co. Ltd, Biskra,  
Algeria**

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## **Declaration**

I, BOUCETTA Fatma, do hereby declare solemnly that this submitted work is solely my own effort, and has not previously been submitted for any institution or university for a degree.

Certified.

Miss. Boucetta Fatma

## *Dedication*

*To my precious grandmother Djouama Salima*

*To my dear mother Debabeche Ouassila*

*To my lovely brothers Waël & Taky Eddine*

*Thank you for being always next to me and supporting me...*

## Acknowledgments

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## Abstract

With the globalization of business and diversification of the workforce, an increasing number of companies implement a corporate language policy based on the use of a lingua franca, often English. The aim of this descriptive study was to have a closer look at employees' perceptions of the use of English in a multilingual environment and how it was constituted within at a workplace. Eventual communication difficulties based on different cultural origins, different languages and working conditions in the enterprises, had been analysed as possible reasons for eventual communication difficulties. This research had the further aim of looking for eventual benefits from multiculturalism, when it was seen as a resource rather than a possible reason for conflicts. The study examined the case of employees and managers at Hyundai Engineering Co, Ltd. Biskra from which 46 respondents participated in the study. The outcomes indicated using English as a lingua franca can solve the communication problems among overseas workers.

**Key concepts:** Intercultural communication, multilingualism, Lingua Franca, English as a lingua franca (ELF)

## List of Acronyms

**%:** Percent

**&:** And

**(n.d.):** No Date

**(n.p.):** No Page

**BELF:** Business English Lingua Franca

**e.g:** For Example

**ELF:** English as a Lingua Franca

**Et al.:** Et alii (And Others)

**GA:** General American

**H:** Hypothesis

**i.e.:** Id est

**IC:** Intercultural Communication

**L1:** First Language

**L2:** Second Language

**LFC:** Lingua Franca Core

**P:** Page

**Q:** Question

**RP:** Received Pronunciation

**RQ:** Research Question

## List of Tables

Table 3.1: Managers' Gender.....	52
Table 3.2: Managers' Status in Algeria.....	53
Table 3.3: Managers' Native language.....	55
Table 3.4: Managers' Language Variation.....	56
Table 3.5: Managers' Interaction with Their Foreign Co-workers/ Managers.....	58
Table 3.5.1: Frequency of Managers' Interaction with their Foreign Co-workers.....	59
Table 3.6: Languages Used by Managers to Communicate with Their Colleagues...	60
Table 3.7: The Main Communication Problems that Occur among Workers.....	61
Table 3.8: Types Communication Problems.....	62
Table 3.9: Main Reasons behind Communicative Problems.....	63
Table 3.10: The Effect of Communicative Problems on the Working Atmosphere...	64
Table 3.10.1: The Effects of Communicative Problems.....	65
Table 3.11: Managers' Communication Difficulties with Their Foreign Work Mates/Managers.....	66
Table 3.12: Managers' Feeling about Their Communicating Difficulties.....	67
Table 3.13: Managers' strategies to overcome with Communicative Difficulties with Their Foreign Co-workers and Managers.....	68
Table 3.14: Managers Use of English at Work.....	69
Table 3.14.1: The Frequency of Managers' Use of English at Work.....	70
Table 3.15: Managers' English Language Learning.....	71
Table 3.16: Managers' Way of English Language Learning.....	72
Table 3.17: Managers responses about whether English Language is required in their Company or not.....	73

Table 3.18: Managers' Opinions about the Use of English as a Means of Communication in Multilingual Companies.....	74
Table 3.19: Managers' Most used Language as a Means of Communication with Their Coworkers/ Managers.....	76
Table 3.20: Managers' Agreement / Disagree.....	77
Table 3.21: Company Provision of Employees Training.....	80
Table 3.22: Managers' Responses about Whether the Training Includes the Use of English for Business Communication or Not.....	81
Table 3.23: The Degree of Usefulness of English Language in Facilitating the Process of Communication in Managers' Company.....	83
Table 3.24: Employee's Gender.....	84
Table 3.25: Employee's Nationality.....	85
Table 3.26: Employee's Status in Algeria.....	86
Table 3.27: Employee's Experience.....	87
Table 3.28: Employees' Educational Degree.....	88
Table 3.29: Employee's Native Language.....	89
Table 3.30: The Number of Languages Mastered.....	91
Table 3.31: The Main Languages Used as Means of Communication.....	92
Table 3.32: Interacting or Communicating with Foreign Co-Workers/Mangers.....	94
Table 3.32.1: Frequency of Communicating or Interacting with Foreign Coworkers/ Mangers.....	95
Table 3.33: Language(s) Used to Communicate with Foreign Co-Workers/ Mangers	96
Table 3.34: Employees' difficulties encountered when communicating with foreign	

workmates/managers.....	97
Table 3.35: Employees' Feelings When Facing Communication Difficulties.....	98
Table 3.36: Employee's Reaction to Communication's Difficulties.....	100
Table 3.37: The Use of English at Work.....	101
Table 3.37.1: Frequency of Using English at Work.....	102
Table 3.38: Studying English Previously.....	103
Table 3.38.1: Period of Studying English.....	104
Table 3.39: The Need of English for Any Job in the Company.....	105
Table 3.40: Employees' Attitudes towards the Use of English in Multilingual Companies.....	106
Table 3.41: The Most Used Language with Foreigners.....	107
Table 3.42: Employees' Views about Whether Using English at Work Can Facilitate the Process of Communication with Their Foreign Co-Workers and Their Bosses or Not.....	109
Table 3.43: Employee's Degree of Agreement about the Following Statements.....	110

## List of Figures

Figure 2.1: The Spread of English language in the World (Wikipedia, 2020) .....	32
Figure 2.2: A family tree representation of the spread of the English language around the world (The Cambridge Encyclopedia of the English Language, 2018, as cited in Rao, 2019) .....	33
Figure 3.1: Managers' Gender .....	52
Figure 3.2: Managers' Status in Algeria.....	53
Figure 3.3: Managers' Native language.....	56
Figure 3.4: Managers' Language Variation.....	57
Figure 3.5: Managers' Interaction with Their Foreign Co-workers/ Managers.....	58
Figure 3.5.1: Frequency of Managers' Interaction with their Foreign Co-workers/ Managers.....	59
Figure 3.6: Languages Used by Managers to Communicate with Their Colleagues...	60
Figure 3.7: The Main Communication Problems that Occur among Workers.....	61
Figure 3.8: Types Communication Problems.....	62
Figure 3.9: Main Reasons behind Communicative Problems.....	63
Figure 3.10: The Effect of Communicative Problems on the Working Atmosphere of the Company.....	64
Figure 3.10.1: The Effects of Communicative Problems.....	65
Figure 3.11: Managers' Communication Difficulties with Their Foreign Work Mates/ Managers.. ..	66
Figure 3.12: Managers' Feeling about Their Communicating Difficulties.....	67
Figure 3.13: Managers' Strategies to Overcome Communicative Difficulties with Their Foreign Co-workers and Managers.....	68

Figure 3.14: Managers Use of English at Work.....	69
Figure 3.14.1: The Frequency of Managers' Use of English at Work.....	70
Figure 3.15: Managers' English Language Learning.....	71
Figure 3.16: Managers' Way of English Language Learning.....	73
Figure 3.17: Managers responses about Whether English Language Is Required in Their Company or Not.....	74
Figure 3.18: Managers' Opinions about the Use of English as a Means of Communication in Multilingual Companies.....	75
Figure 3.19: Managers' Most used Language as a Means of Communication with Their Coworkers/ Managers.....	76
Figure 3.20: Managers' Agreement / Disagreement.....	78
Figure 3.21: Company Provision of Employees Training.....	81
Figure 3.22: Managers' Responses about Whether the Training Includes the Use of English for Business Communication or Not.....	82
Figure 3.23: The Degree of Usefulness of English Language in Facilitating the Process of Communication in Managers' Company.....	83
Figure 3.24: Employee's Gender.....	84
Figure 3.25: Employee's Nationality.....	85
Figure 3.26: Employees' Status in Algeria.....	86
Figure 3.27: Employee's Experience.....	88
Figure 3.28: Employees' Educational Degree.....	89
Figure 3.29: Employee's Native Language.....	90
Figure 3.30: The Number of Languages Mastered.....	91
Figure 3.31: The Main Languages Used As Means of Communication.....	93
Figure 3.32: Interacting or Communicating with Foreign Co-Workers/Mangers.....	94

Figure 3.32.1: Frequency of Communicating or Interacting with Foreign Coworkers/Managers.....	95
Figure 3.33: Language(s) Used to Communicate with Foreign Co-Workers/Managers	96
Figure 3.34: Employees' Difficulties Encountered When Communicating with Foreign Workmates/Managers.....	97
Figure 3.35: Employees' Feelings When Facing Communication Difficulties.....	99
Figure 3.36: Employee's Reaction to Communication's Difficulties.....	100
Figure 3.37: The Use of English at Work.....	101
Figure 3.37.1: Frequency of Using English at Work.....	102
Figure 3.38: Studying English Previously.....	103
Figure 3.38.1: Period of Studying English.....	104
Figure 3.39: The Need of English for Any Job in the Company.....	105
Figure 3.40: Employees' Attitudes towards the Use of English in Multilingual Companies.....	106
Figure 3.41: The most Used Language with Foreigners.....	108
Figure 3.42: Employees' Views about Whether Using English at Work Can Facilitate the Process of Communication with Their Foreign Co-Workers and Their Bosses or Not.....	109
Figure 3.43: Employee's Degree of Agreement about the Statements.....	111

## **List of Appendices**

**Appendix 1:** Managers' Questionnaire

**Appendix 2:** Employees' Questionnaire

**Appendix 3:** The Arabic Version of Employees' Questionnaire

**Appendix 4:** Permission to Administrate the Questionnaire for Managers and Employees in Hyundai Engineering Co. Ltd, Biskra, Algeria.

## Table of Content

Declaration.....	I
Dedication.....	II
Acknowledgments.....	III
Abstract.....	IV
List of Acronyms.....	V
List of Tables.....	VI
List of Figures.....	IX
List of Appendices.....	XII
Table of Contents.....	XIII

### General Introduction

1. Statement of the Problem.....	1
2. Research Questions.....	1
3. Research Hypothesis.....	2
4. Aims of the Study.....	2
5. Significance of the Study.....	3
6. Research Methodology.....	3
6.1. Research approach.....	3
6.2. Population and sample.....	3
6.3. Data gathering tools.....	3
6.4. Data Analysis Methods.....	4
6.5. The Selection of the Writing Style.....	4
7. Structure of the Study.....	4

## **Chapter One: Intercultural Communication and Multilingualism in Workplace**

Introduction.....	7
1.1. Intercultural Communication.....	7
1.1.1. Meaning of Communication.....	8
1.1.2. Intercultural Communication.....	9
1.1.3. International Business Communication in International Companies...	10
1.1.4. Intercultural Communication Barriers in Workplace.....	12
1.1.5. Overcoming Intercultural Communication Barriers in Workplace.....	14
1.1.5.1. Intercultural Communicative Competence.....	14
1.2. Multilingualism.....	16
Introduction.....	16
1.2.1. Definition of Key Concepts.....	17
1.2.1.1. Monolingualism.....	17
1.2.1.2. Bilingualism.....	18
1.2.1.3. Multilingualism.....	18
1.2.2. Multilingualism in workplace.....	20
1.2.2.1. Language barrier.....	22
1.2.3. One language fits all.....	23
Conclusion.....	24

## **Chapter Two: English as a Lingua Franca**

Introduction.....	27
2.1. The History of Lingua Franca.....	27
2.2. Definition of Lingua Franca.....	29
2.3. Characteristics of Lingua Franca.....	31
2.4. English as a Global Language.....	32

2.4.1. The status of English in the world.....	32
2.4.2. The status of English in Algeria.....	34
2.5. English as a Lingua Franca.....	37
2.6. ELF Approach.....	38
2.7. ELF Features.....	38
2.7.1. The core features of phonology.....	39
2.7.2. The non-core features.....	39
2.8. Characteristics of ELF.....	39
2.8.1. Pronunciation.....	40
2.8.2. lexicogrammar.....	40
2.9. Using English as a Lingua Franca in Multilingual Companies.....	41
Conclusion .....	43

### **Chapter Three: Fieldwork and Data Analysis**

Introduction.....	46
3.1. Research Approach.....	46
3.2. Research Design.....	46
3.3. Sampling.....	47
3.4. Data Collection Methods.....	47
3.4.1. Questionnaire.....	47
3.4.1.1. Aims.....	48
3.4.1.2. Description of the Questionnaires.....	48
3.4.1.2.1. The Managers' Questionnaire.....	48
3.4.1.2.2. The Employees' Questionnaire.....	50
3.5. Data Analysis Procedure.....	51

3.5.1. Analysis and Interpretation of the Managers' Questionnaire.....	52
3.5.2. Analysis and Interpretation of the Employees' Questionnaire.....	84
3.6. Discussion and Interpretation of the Findings.....	114
3.6.1. Discussing Managers' Questionnaire.....	114
3.6.2. Discussing Employees' Questionnaire.....	117
Conclusion.....	119
General Conclusion.....	119
Recommendations.....	121
Limitation of the Study.....	122
Bibliography	
Appendices	
المخلص	

# **General Introduction**

## Introduction

In any company or workplace, co-workers must communicate and collaborate together to achieve the business goals. Communication among colleagues is the most important aspect to develop the performance of the work in general. However, working in multicultural team involves many challenges, disagreements and conflicts, especially when there is a misunderstanding. These challenges may affect, in a way or another, the performance of individuals. Thus, crossing communication difficulties where people have diverse cultures should be effective to avoid disagreements and in turn to achieve the business objectives. In an international company, workers need to find out a solution to bring clarity in communication. In order to cross these barriers caused by language diversity, workers have to understand the problem in communication process and to identify the means of overcoming such barriers.

### 1. Statement of the Problem

Language barriers are a common challenge in international business companies, where workers from different cultures speak different languages must find a way to communicate and to understand one another. Crossing these barriers is important in order to boost collaboration among workers and the organisational work climate. In Hyundai Engineering, a multicultural company situated in the city of Biskra, workers whose native languages are different suffer from language barriers. They cannot understand each other, and this affected their collaboration and performance as well. In response to this problem, our study proposed to investigate an option for overcoming the language barriers to communication in workplace, which is using English as a lingua franca by workers. This could be a linguistic bridge to ease communication in a multi-lingual and multi-cultural workplace.

## **2. Research Questions**

Through this research, the researcher attempted to answer the following questions:

**RQ1:** What are the main languages used by workers whose native language is different in Hyundai engineering company?

**RQ2:** Do workers from different cultures in Hyundai Engineering Company face difficulties in communication?

**RQ3:** What kinds of difficulties are faced by these workers?

**RQ4:** What are the workers' attitudes towards using English as a lingua franca in facilitating communication?

## **3. Research Hypothesis**

As a first attempt to answer our main questions, the researcher hypothesised that using English as a lingua franca by workers in a multilingual company will facilitate communication and reduce misunderstanding problems among Algerian and foreign workers in Hyundai Engineering Company, Biskra.

## **4. Aims of the Study**

Through this study, the researcher aimed at:

- 1- Exploring whether or not workers in multilingual companies face difficulties in communication.
- 2- Exploring workers' communication difficulties in multilingual companies.
- 3- Identifying which language (s) they use to communicate.
- 4- Exploring workers' attitudes towards using English as a lingua franca to facilitate communication in multilingual companies.

## **5. Significance of the Study**

The present study was significant in reviewing many concepts related to multilingualism in international companies. It is beneficial for overseas employees and managers when it can improve their communication's skills while discussing issues in international companies. Moreover, this study provided strategies that could help workers who speak different native languages to communicate effectively with each other, leading to create connexion among all workers.

## **6. Research Methodology**

### **6.1 Research approach**

As the nature of the present study determined, the qualitative and the quantitative approaches both are used for their appropriateness since the major aim of this study was to describe the role of English as a lingua franca in facilitating communication among overseas workers.

### **6.2 Population and sample**

The population and the sample of the researcher's study were consist of employees and managers of Hyundai Engineering Company in Biskra city, Algeria.

### **6.3 Data gathering tools**

Since this research study followed a mixed method for gathering the needed data, it was based on two semi-structured questionnaires, one for workers and one for managers of the company to explore their communication difficulties and their attitudes towards the use of English as a lingua franca to overcome the communication barriers.

#### **6.4 Data Analysis Methods**

To analyze the data collected, the research adopted a descriptive method for the questionnaire for its appropriateness.

#### **6.5 The Selection of the Writing Style**

In this study, the researcher opted for the American Psychological Association (APA 6th edition) writing style. This choice was nurtured by the nature of the study, the field of research that is educational research.

### **7. Structure of the Study**

This work was divided into two basic parts: a theoretical part which was composed of two chapters. The first chapter dealt with intercultural communication and its barriers in the workplace, in addition to multilingualism in the workplace and its related aspects and problems. The second chapter presented a general overview about the status of English in Algeria and in the world. Also, it spotted the light on the use of English as a lingua franca in multilingual companies in Algeria especially in Hyundai Engineering Company in Biskra. However, the second part of the dissertation devoted to the fieldwork and data analysis.

# **Chapter One**

## **Intercultural Communication and Multilingualism in the Workplace**

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## Table of Content

Introduction.....	7
1.1. Intercultural Communication.....	7
1.1.1. Meaning of Communication.....	8
1.1.2. Intercultural Communication.....	9
1.1.3. International Business Communication in International Companies...	10
1.1.4. Intercultural Communication Barriers in Workplace.....	12
1.1.5. Overcoming Intercultural Communication Barriers in Workplace.....	14
1.1.5.1. Intercultural Communicative Competence.....	14
1.2. Multilingualism.....	16
Introduction.....	16
1.2.1. Definition of Key Concepts.....	17
1.2.1.1. Monolingualism.....	17
1.2.1.2. Bilingualism.....	18
1.2.1.3. Multilingualism.....	18
1.2.2. Multilingualism in workplace.....	20
1.2.2.1. Language barrier.....	22
1.2.3. One language fits all.....	23
Conclusion.....	24

## **1.1. Intercultural Communication**

### **Introduction**

Over the past decades, language has become an increasingly important variable in the modern workplace. In a changing globalised economy, the demands of the workplace are changing as well. It becomes essential to learn how to interact with international co-workers and to acquire the necessary knowledge and skills to be competent in intercultural communication. Indeed, communicative interaction and the involved aspects are particularly important in the multicultural workplace. As Ting-Toomey (1999, p.5 as cited in Cañado & García, 2007) points out, “Acquiring the knowledge and skills of mindful intercultural communication is a necessary first step in becoming a global citizen of the 21st century”. In other words, intercultural communicative competence is the most important step to interact with the rest of the world.

This section attempts to outline the research carried out in the intercultural communication in the workplace, reviews the key concepts used in the literature and emphasizes on the language barriers happen in the multicultural company. This will lead us to the consideration of surveying the importance of knowing about “intercultural communication” as a field of research, and how it can help the multinational employees in an international company such as Hyundai Engineering Co., Ltd. That is located in the city of Biskra, Algeria. This range from identifying communication and intercultural communication as well as the intercultural communication barriers faced by workers, and how to overcome these barriers.

### **1.1.1. Meaning of Communication**

Communication is the activity of conveying information. It is a means of transmitting, receiving or sharing ideas, data, information, signals or messages, allowing individuals or groups to convince, obtain information, provide information and express themselves. Moreover, communication can be a verbal and a non-verbal process.

Velentzas and Broni (2014) believe that the term "communication" has been derived from the Latin "communis," that means "common". Thus "to communicate" means "to make common" or "to make known", "to share" and includes verbal, non-verbal and electronic means of human interaction. They continue defining communication as it is any act by which one person gives to or receives from another person's information about that person's needs, desires, perceptions, knowledge, or affective states. Moreover, Anaeto, Onabajo & Osiyesi (2012, as cited in Issa, Ali-Garga, & Yunusa, 2015) posit: "Communication is an exchange of meaning, despite the economy of its wordings; the definition has incorporated the most important gist of the concept of communication". Also, communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2005). In addition, Tead (1959, as cited in Tutorialspoint, 2016, p.3) states that:

Communication is a composite of (a) information given and received, (b) of a learning experience in which certain attitudes, knowledge and skills change, carrying with them alternations of behaviour, (c) of a listening effort by all involved, (d) of a sympathetic fresh examination of issues by communicator himself, (e) of a sensitive interaction of points of view leading to a higher level of shared understanding and common intention.

Communication is a complicated process not just sending and receiving information, it is a learning experience.

In conclusion, Cañado and García (2007) point out: “Communication is a complex process, which requires the successful implementation of numerous skills and devices”. They continue explaining that Communication can be defined as an option or process of exchanging ideas or information. For a successful communication, there must be interaction between the participants in the exchange; we cannot say that communication has taken place unless one person speaks and the other person understands what has been said (Cañado & García, 2007).

### **1.1.2. Intercultural Communication (IC)**

Intercultural communication is an approach to evaluate communication through cultures and languages, and how culture affects communication. In other words, it is the verbal and non-verbal interaction among individuals from different cultural backgrounds.

Ting-Toomey and Dorjee (2019, p.22 as cited in Dimitrova, 2019) state that intercultural communication (IC) is: “The symbolic exchange process whereby individuals from two (or more) different cultural communities attempt to negotiate shared meanings in an interactive situation and in a larger sociocultural-macro environment, in which sharing of meaning is influenced by individual expectations based on cultural perceptions”. However, Chitakornkijasil (2010) believes that intercultural communication is the interaction between people with different cultural backgrounds.

Similarly, (Hua, 2014) defines IC as: “An area of study which is interested in understanding how people negotiate intercultural differences perceived or made relevant to interactions”. In other words, it is the study of communication between people whose ‘cultural perceptions and symbol systems are distinct enough’ to alter their communication (Samovar & Porter, 1997, p.70). Thus, IC happens with people whose cultural background differs but clear enough to understand each other.

Additionally, while intercultural communication scholarships have contributed a great deal to understanding and facilitating conversations among individuals from diverse cultures, modern world circumstances are pushing us to explore a more inclusive, equitable and creative theorizing for reaching the technological, immigration, peace and demographic challenges facing humanity today, of which culture is but one element, but still remains (Chen, 2017). In simple terms, intercultural communication (IC) is need in immigration and refugee patterns, international interaction and social contact (Hamdan, 2014).

### **1.1.3. International Business Communication in International Companies**

With the growing globalization of companies' settings, today's managers need a more detailed understanding of intercultural communication. Obviously, intercultural communication is a support system in society and business companies i.e., without contact, a business can hardly be developed.

A business can flourish when all objectives of the organization are achieved effectively. For efficiency in an organization, all the people of the organization must be able to convey their message properly (Velentsaz & Broni, 2016). In other words, Chitakornkijasil (2010) states that, "Nowadays an augmenting of the revenues of major international companies in many nations comes from international activities". That is to say that the international interaction helps companies to increase their revenues. He also added that competition among companies over who get the best status can lead to communication problems and resource wastage. For example, one group may prevent information for the benefit of a subgroup, .i.e., staffing affects communication networks.

According to Chitakornkijasil (2010), the company that needs to improve its intercultural communication should re-inspect its employees' activities and patterns.

In order to minimize communication issues, a company can:

1. Hire host country personnel who are familiar with the home country culture
2. Have a mixture of home country and host country nationals in the subsidiary
3. Build specialists in certain regions
4. Train personnel in the international division in intercultural communication.

Mautner and Rainer (2017, p.221) point out: “The challenge that intercultural (business) communication presents to researchers is to reduce cultural complexity to an extent that will not unduly reduce cultural specificity, but still avoid the consolidation of stereotypes”. Namely, in business intercultural communication, researchers seek to reduce cultural complexity without reducing the culture of a specific area, but also avoid the accumulation of stereotypes. It has long been known that the majority of top managers’ work consists of communication, whether intracultural or intercultural; as early as 1973, Mintzberg establishes that spoken communication alone took up 50 – 90% of working hours (p.39, as cited in Mautner & Rainer, 2017, p.222). Thus, the most of managers in national or international companies depend on verbal communication.

According to Ganapathi (2019, p.43), efficient workplace communication in multicultural settings could be useful for:

1. Stimulate inspiration
2. Benefit in policymaking
3. Amend the individual’s approach
4. Help in engaging
5. Regulate one’s behaviour

The achievement of an organization depends on the flow of clear communication among employees, the network between managerial decisions and their practice apart from

understanding that the organizational culture is a guarantee of the functional behavior of employees. Nevertheless, effective cross-cultural communication facilitates businesses to run more efficiently and positively in international organizations. Failing to understand cultural gaps and differences leads to miscommunication (Ganapathi, 2019, p.43).

#### **1.1.4. Intercultural Communication Barriers in the Workplace**

In international companies, cultural barriers are obstacles to cross-cultural communication. For workers from different cultures who may speak different languages, have different cultural beliefs or use different gestures and symbols to communicate, their cultural differences can become barriers to success in the workplace.

Hausser (2002) believes that the language barriers blamed on the natural languages are of two different kinds. One consists in misunderstandings caused by the alleged ambiguity and imprecision of the natural languages and arises between speakers of the same language. The other arises between speakers of different languages (Hausser, 2002).

Many problems arise in the workplace today because of the barriers that cultural diversity imposes on cross-cultural communication, such as anxiety, uncertainty, stereotyping, and ethnocentrism, which are caused by inadequate cultural knowledge and the lack of intercultural communicative skills (Delecta & Raman, 2015). Including the accent, which is often listed as a major contributor to communication barriers even among native speakers; so, the accented speech can be particularly challenging to understand (Stevenage, Clarke, & McNeill, 2012, as cited in Evans & Suklun, 2017).

Additionally, Chitakornkijasil (2010, p.7) states: “Culture strongly affects values, beliefs, world views, nonverbal behavior, language, and how to have relationship with others”. The author revealed that working with people with foreign languages, cultural values and beliefs can complicate the method of communication and should result issues within the working environment. Also, Ganapathi (2018, p.42) observes that when

cultural variances play a main part in the communication process, the result is intercultural communication that includes effective relations, barrier breakdowns, and the creation of foundations for new ideas.

Delecta and Raman (2015) outline the cross-cultural communication barriers in workplace as following:

### **1) Misunderstanding**

Misunderstanding is the first barrier to communication in a multicultural environment. This is common among people of different cultural backgrounds whose values and beliefs vary. The variation in the different cultures results in high level of anxiety and uncertainty and end up into misunderstanding. The misunderstanding, which is a result of anxiety and uncertainty, continues in their entire tenure.

### **2) Norms and Roles**

Norms are the socially characterised rules for determining the acceptable and appropriate behaviour. People frame rules for themselves; also expect others to do so. Each culture has its own norms and proper behaviour. People working in multicultural environment often fail to understand the norms of the other culture and act accordingly. Roles are a set of norms applicable to specific groups. In a particular culture, various roles are appointed to people. These roles vary from culture to culture and in a multicultural group, one can discover a few infringements of the roles. This further leads to anxiety and interrupt the communication process.

### **3) Beliefs and values**

Beliefs and values are not quite the same from one person to another. In a multicultural working community, each person's beliefs and values rely upon his

culture. The culturally diverse in beliefs and values should be known to the person in order to communicate efficiently.

#### **4) Stereotyping**

Inadequate information about the people leads to unintelligent choices in the multicultural communication. Cultural stereotypes exaggerate or overgeneralize what we perceive about people, and increase anxiety. Every person enacts one stereotype on other person or group of people. Generally, stereotypes are born out of fear of the group we stereotype or lack of knowledge of the group. These stereotypes are the major reasons for opinions' distinction about the other culture and leads to miscommunication.

#### **5) Ethnocentrism**

Thinking about our culture and behaviours as the standard against all the opposite groups, one's own cultural experience unintentionally makes us feel that our culture is different. This ethnocentrism increases anxiety especially in work places, where it is directly proportional to anxiety level. Thus, Multicultural team members face many issues due to ethnocentrism.

### **1.1.5. Overcoming Cross Cultural Barriers in the Workplace**

#### **1.1.5.1. Intercultural communicative competence**

According to Delecta and Raman (2015), cross-cultural competence is the capacity to engage in a series of tasks, the center of which is the universal communication language. This ability is aided by knowledge, skills & attitudes. They also add that the successful development of cross-cultural competence rests on three components that facilitate orderly cross cultural communication would be cross-cultural sensitivity, cross-cultural awareness and cross-cultural ability (Delecta & Raman, 2015).

Equally important, Kiss (2005, p.222) states that: “ The importance of intercultural communication competence to the performance of multicultural teams is highly determined”. She continues explaining that managers of multicultural companies asserted that the success of their common job would depend on how well their employees are able to deal with cultural complexity and to understand, accept, and respond to cultural differences. However, Kiss (2005) assumes that the friendly part of culturally diverse communication is recognized as intercultural affectability, which provides people with the flexibility to understand other cultures’ differences.

Delectate and Raman (2015) believe that through the development of cross-cultural sensitivity, a person will be able to understand self-concept, neutrality and self-possession. They also add that the cognitive dimension of cross-cultural communication is known as cross-cultural communication. Intercultural understanding increases not only cultural awareness but also self-knowledge in the process (Delectate & Raman, 2015).

Delectate and Raman (2015, p.334) suggest that the cross-cultural competence could be improved through the following methods:

**1) Cross cultural knowledge training**

Employees need to recognize and admit the existence of cultural such as values, beliefs, perceptions and interpretations. They should take a basic cross culture training which will make them aware of the differences of cultures in the work place.

**2) Language training**

Language barrier is the greatest problem encountered in multi-cultural team. Language training should be given for those who have contact with foreigners.

### **3) Enforcement of mutual benefit policy**

Organizations should insist on mutual benefits for all the cultures in the work place. Workers while getting similar advantages as like foreign workers will confront a success win circumstance.

Furthermore, Valdes (1998) and Lentil (1999) argue that IC is to interact with people from various cultures, given that the way of acquiring the competence of a non-native culture and language is different from that of the native basically, not a full mastery of another culture, including the knowledge and motivation to identify with the members of the target culture. Rather, the issue is to have the abilities to engage with otherness and to gain cooperation in order to achieve mutual satisfaction in intercultural interactions (as cited in Houghton, 2013, p.26).

To sum up, communicative competence designates the capability to install intersubjective interactions, which means that communication is an inherent social interaction (Mansour, 2016). He also confirms that Intercultural competence is a communication behavior that is appropriate and effective in a given context.

## **1.2. Multilingualism in the workplace**

### **Introduction**

In a changing globalised economy, the demands of the workplace are changing and language has become an increasingly important variable in the modern workplace as well. The multilingual workplace has been a site for educational intervention rather than for research. Singh (2013, p.16) states: “With globalization, the focus of language education has shifted from monolingualism towards bilingualism and multilingualism, in that multilingual practices have become norms rather than the exception in most part of the

world”. This means, in the modern world, the majority of countries have become bilingual or multilingual and not monolingual like in the past.

This section attempts to provide insights about multilingualism in multinational companies, as it also sheds the light on the linguistic diversity management in the work environment. In addition, it spots the light on the option of one-language fits all workers as a solution to multilingual communication in the workplace. The section ends by identifying terms related to multilingualism and multilingualism in the workplace as well.

### **1.2.1. Defining the Key Concepts**

#### **1.2.1.1. Monolingualism**

There is currently no serious literature, which argues for monolingualism, but some researchers mention it. According to Richards and Schmidt (2010), the monolingual is a person who knows and uses only one language. In addition, it is a person who has an active knowledge of only one language, though perhaps a passive knowledge of others. Meanwhile, Monolingualism is an unexamined and dangerous phenomenon which has profoundly negative effects on the development and application of social and educational policy (Ellis, 2008).

On the other hand, Skutnabb-Kangas (2013) outlines four widespread myths, which support what she calls “the ideology of monolingual reductionism”: (1) monolingualism is normal; (2) monolingualism is desirable; (3) monolingualism is sufficient; and (4) monolingualism is inevitable. That is to say, Skutnabb-Kangas overlooked monolingualism and believes that it is a normal, desirable, sufficient and inevitable phenomenon. However, Dorian (2004, p.438) argues, “Monolingualism, now usually considered the unmarked condition by members of the dominant linguistic group in modern nation-states, was in all likelihood less prevalent before the rise of the nation-state gave special sanction to it” (as

cited in Canagarajah & Wurr, 2011, p.9). Thus, Monolingualism is a recent invention even in the west.

### **1.2.1.2. Bilingualism**

Bilingualism is the phenomenon of speaking and understanding two languages. It can refer to individuals as well as to an entire society. Ianco-Worrall (1972) believes that bilingualism is defined as dual acquisition of language in one-person, one-language home environment. Additionally, Appel & Muysken (2006, p.3) state: “Somebody who regularly uses two or more languages in alternation is a bilingual”. A bilingual is the person who speaks two or more languages on a daily basis.

Moreover, Baker (2000, p.34, as cited in Camilleri, Huss & King, 2002, p.12) explains: “The bilingual is a different language creation from the monolingual. For many bilinguals, bilingualism is their language. For those who acquire two languages from birth, bilingualism is their first language. Two monolinguals they are not”. In simple terms, the bilingual is born with two languages while the monolingual is born with one language.

Interestingly, Grosjean (2010) observes that bilinguals rarely evaluate their language competencies as adequate. He also added that bilingualism is the regular use of two (or more) languages, and bilinguals are those people who need and use two (or more) languages in their everyday lives. Earlier, Grosjean (1989) indicates that since the bilingual is a human communicator, he or she has acquired communicative abilities that are appropriate for daily life. Then, this ability can use one language, the other language, or both together (in the form of mixed speech) depending on the circumstance, the subject, the interlocutor, etc. (Grosjean, 1989).

### **1.2.1.3. Multilingualism**

The organization of languages and their relationships in a global context are explained by de Swaan (2001, as cited in Singh, 2013): “It is multilingualism that has kept

humanity, separated by so many languages, together...It is this ingenious pattern of connections between language groups that constitutes the global language system” (p. 1).

To put it in another way, multilingualism is the key major that connects between individuals or groups from different languages.

Multilingualism has become increasingly focused with studies that emphasize trilingualism and how it can differ from bilingualism (Hoffmann and Ytsma 2004). To illustrate, multilinguals are permitted to use a variety of languages for many different social, cultural, and economic purposes; they may live in multilingual communities, they may overlap bilingual cultures, or they may be in contact with many monolingual groups (Aronin & Hufeisen, 2009).

According to Edwards (1994, p.39-40), in most cases, multilingualism arises through contact and necessity, and is maintained; yet multilingualism also imposes another requirement, that of breaking language barriers. He also investigates that, it is evident that given the widespread multilingual competence several times occur when certain means are required to bridge a language gap. He continues demonstrating that there are two main solutions to this: the first is the use of some sort of lingua franca, is either part of the existing multilingual picture, or necessitates an extension of it; the second is translation.

Besides, Edwards (2012, p.29) states: “Multilingualism is a world phenomenon, but since official or prestige status is often restricted, it is clear that attitudes towards multilingualism and language diversity in general are important”. This means that multilingualism is a global phenomenon that must be taken into consideration. In addition, Edwards (2012) defines multilingualism as it is both a simplistic definition of global linguistic diversity and, at the same time, a reflection of the abilities of individuals and groups that evolved due to this very diversity. He also adds that since languages are many

and life is short, important Lingua Francas have always existed which serve as aids for cross-group communication.

Additionally, Coleman (2006) and Graddol (2006) argue: “English most certainly plays a key role in the development of multilingualism in Europe” (as cited in Studer, Werlen & Fishman, 2012, p.180). In other words, English has succeeded throughout multilingual contact in Europe.

### **1.2.2. Multilingualism in the Workplace**

Multilingualism in the work environment is widespread in many different places around the world, and has been developed into its current state for a number of reasons. Today’s employees face many challenges at work including multilingualism, which lead them to develop their language skills in order to communicate successfully.

According to Hua (2014, p.233), multilingualism in the workplace is different from multilingualism at home or in other domains of social life. It has more direct, yet entangled, economic and social implications and serves interactional purposes, which can be at any point on the continuum of goal-orientation and relationship building. Hua (2014, p.233) added that it is common in the workplace, an environment where employees not only work in the positions specified in their contracts, but also come into contact with those of different interests and status such as supervisors , managers, workers , customers, visitors, etc.

Hua (2014, p.238) advances that: “The workplace is not only a physical space where people work, but also a social space where people meet, interact and build relationships”. She also adds that studies on workplace multilingualism need to recognize the fact that a workplace is not only a physical space in which people work, but also a

social space in which people meet, connect and create relationships. It is expected that workers will do the job and 'win collegiality' (Hua, 2014, p.238).

Similarly, according to Ramlan, Abashah, Abu Samah, Rashid, & Radzi (2018, p. 660): "The differences of nationalities and culture cause different working style in one organization. The cooperation of expatriates with local employee will bring confluences in working place because expatriates have difference working style with local employee". Furthermore, Yanaprasart (2016) points out that language practices are central to establishing cultural and linguistic boundaries within a company, in the sense that they are communicated communication is used to define, problematize and negotiate cultural and linguistic group memberships and thus to create, alter, reinforce or deconstruct barriers between organizational members.

Hua (2014, p.236) argues that:

Although the 'multi' part of multilingualism in the workplace implies the use of multiple languages as desirable, which language(s) and to which extent the languages available are represented and supported by whom and why have been of core concern for researchers in multilingualism in the workplace.

In other words, no matter how many languages are in the multilingual workplace, there will be always dominant language(s) rather than others.

Languages are not equal in terms of socio-politico-economic value. Evidence of 'selective multilingualism' in which certain languages were given priority rather than others, even though the languages concerned were supposed to be used in parallel, was identified in several articles in the special issue (Phillipson, 2003).

**1.2.2.1. Language barrier**

Language barriers often go hand-in hand with cultural differences, posing additional problems and misunderstandings in the workplace Morris (2002, as cited in Ramlan, Abashah, Abu Samah, Abd Rashid & Radzi, 2018). Thus, language barriers can obviously have an effect on work efficiency, as messages can easily be misinterpreted (Ramlan, Abashah, Abu Samah, Abd Rashid & Radzi, 2018, p.661). They indicate that language barriers influence the output of an expatriate in several ways.

Rubin & Rubin (2011) attest that a research shows that 65 % of companies were faced with language barriers between their company managers and other workers, and 67 % of respondents said that miscommunication led to inefficiency, and more than 40 % noted that miscommunication made collaboration difficult, and a similar percentage noted that productivity was lower than it should be due (as cited in Ramlan, Abashah, Abu Samah, Abd Rashid & Radzi, 2018). These findings indicate that the effect of these barriers can be important, and language barriers make it difficult for foreigners to communicate with other workers, and lack of communication may lead to a low productivity for employees (Ramlan, Abashah, Abu Samah, Abd Rashid & Radzi, 2018, p.661).

Kiss (2005) believes that people in today's world spend a tremendous amount of time interacting with other individuals and organisations across the world through cultures. Intercultural communication skills of multicultural organizations workers have gone up to a higher degree of significance. She states that in the current world, there is a significant portion of contact between individuals of various cultural backgrounds in multicultural organisations. She also adds that due to the disparity in the understanding of what

professional communication is; team members of different cultural backgrounds are likely to have difficulties understanding one another.

Kiss (2005) reveals that multicultural company administrators need to learn about the culture of the person they deal with, but also about his or her temperament, behaviour patterns in conflict situations, backgrounds, and life experiences to work efficiently with diverse people. In order to be able to operate in a diverse workplace, administrators need to become professional intercultural communicators (Kiss, 2005).

### **1.2.3. One Language Fits All**

Managing language diversity in the multilingual workplace is not an easy task. Nevertheless, since there are dominant languages rather than others, the company could use one language that all of the employees can speak. Hua (2014, p.237) shows that the workplace multilingualism differs across spaces, employment, positions, places, interactional activities and languages and is responsive to language ideologies and to political, social, economic and local factors. It's no surprise that there are different models of multilingualism compared to models with a clear 'designed' and 'controlled' flavour, some models emerge as a 'normal and organic communication facilitator' at grass roots stage (Hill & Zyl, 2002, p.33). Accordingly, within these primarily minority language businesses, interaction with partners and clients is carried out by bilingual agents located at strategically significant 'nodes' (Hua, 2014, p.237).

The problems of internal integration by Schein's (1984) and Schulz's (2001) view on organisational learning are the participant and the organization also demonstrated that they adapted to this communication issue by switching to either their mother tongue or foreign business language (as cited in Elze & Podlesny, 2014). Hence, they show how

necessary it is to have a shared language for communication and understanding one another in a multilingual work environment.

Additionally, Delecta and Raman (2015) mention that employees need to recognize and admit the existence of differences between cultures; for instance, the differences in values, beliefs, perceptions and interpretations. They add that employees should be given a basic cross culture training which will make them aware of the cross culture in the work place. Thus, language barrier is the greatest problem encountered in multi-cultural team. Thus, Language training should be given for those who have more chances of coming into contact with foreigners (Delecta & Raman, 2015).

## **Conclusion**

Multilingualism in the intercultural workplace is a circumstance, in which workers from diverse cultural backgrounds and different native languages interact with one another; that created a communication barrier among workers. These Language barriers lead to misunderstanding, conflicts and disagreements. Moreover, the lack of communication or any gap in the communication process could lead to lower productivity of workers. Furthermore, intercultural and multilingual communication competences have become a need in today's international workplace, where employees from different cultures and languages have to communicate and interact with each other to reach their business goals. Consequently, workers need to find a shared language that fits them all in order to communicate successfully with each other and improve their business productivity at work.

# **Chapter Two**

## **English as a Lingua Franca**

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## Table of Content

Introduction.....	27
2.1. The History of Lingua Franca.....	27
2.2. Definition of Lingua Franca.....	29
2.3. Characteristics of Lingua Franca.....	31
2.4. English as a Global Language.....	32
2.4.1. The status of English in the world.....	32
2.4.2. The status of English in Algeria.....	34
2.5. English as a Lingua Franca.....	37
2.6. ELF Approach.....	38
2.7. ELF Features.....	38
2.7.1. The core features of phonology.....	39
2.7.2. The non-core features.....	39
2.8. Characteristics of ELF.....	39
2.8.1. Pronunciation.....	40
2.8.2. lexicogrammar.....	40
2.9. Using English as a Lingua Franca in Multilingual Companies.....	41
Conclusion .....	43

## **Introduction**

Across many countries of the world, including Europe, America, Africa and Asia, local languages now often coexist alongside other languages, with the apparent predominance of English being used as both, as a lingua franca and as an international business language. However, the social and economic developments have an effect on professional communication in a number of ways, including the use of English as a Lingua Franca (ELF) in intercultural communication.

This chapter attempts to shed the light on the implementation of English as a Lingua Franca in multilingual companies. Furthermore, it displays the different definitions of Lingua Franca (LF) and English as a Lingua Franca, their characteristics, and distinguishes in multilingual companies in addition to the historical overview of Lingua Franca. Besides, it deals with the status of English in both, the world and Algeria. By the end of this chapter, the importance of using English as a lingua franca in multilingual companies in order to facilitate communication among workers whose native languages are different is mentioned briefly.

### **2.1. The History of Lingua Franca**

Lingua Franca is a mixture of Italian with French, Greek, Arabic, and Spanish, formerly used in the eastern Mediterranean ports. It was first used verbally by people whose mother languages are different, in order to facilitate communication among them. Throughout human history, Lingua Franca (LF) has developed around the world, not only for commercial purposes, but also for cultural, religious, diplomatic and administrative use, and as a means of exchanging knowledge between scientists and other scholars of different cultures.

The original Lingua Franca was a standardized pidgin that is a contact language formed spontaneously in order to cross language barriers with simple grammar and a lexicon restricted to the expression of the required notions only for communication purposes of the participants, mostly traders (Brosch, 2015). Similarly, Edwards (2012, p.48) states: “Although there must have been earlier examples, the ‘original’ lingua franca (that is to say, the ‘language of the Franks’) was a medium for trade and commerce, dating from the time of the Crusaders’ struggles in the eastern Mediterranean”. This means, Lingua Franca is originally a language medium between traders in the eastern Mediterranean.

Additionally, Brosch (2015, p.72) rightly says: “It was spoken around the Mediterranean, especially on its southern and probably eastern coast between at least the 14th (probably earlier) and the 19th century AD”. Thus, Lingua Franca is first used in the Mediterranean region since 14<sup>th</sup> century. On the other hand, Brosch (2015) points out that Lingua Franca has never evolved into a Creole, i.e., a pidgin that has become the mother tongue of monolinguals, but extends its reach and capabilities to all kinds of communication in their society. Therefore, Lingua Franca vanished quickly after the national languages, in particular French, took over its fields of use (Brosch, 2015).

In addition, Brosch (2015) states that Lingua Franca was a medium of oral communication used to facilitate the commercial activities between Europeans, Africans and Arabs, but there are few written attestations of the language that are noted only by interested travellers who did not speak Lingua Franca themselves, which means that the scant information available is mostly of low quality. He adds that there is one exception which is a dedicated small dictionary and phrase book intended to train leaders of the French military forces for the conquest of Algeria in 1830, where Lingua Franca was

apparently widely spoken. He also indicates that it is unclear when and where Lingua Franca emerged and where it got its name from.

According to Schuchardt (1909, p.450 as cited in Brosch, 2015), Lingua Franca was a result of a mixture of eastern, Italian-based pidgin with a western, Spanish-based one, which allied forces in Algiers. However, Brosch (2015) mentions that with the emergence of national languages after the end of the Middle Ages, especially after the French conquest of the pirate fortress of Algiers in 1830, Lingua Franca faded from use and was largely lost by the end of the 19th century. Aside from possibly some Italianisms in Arabic and Greek (which, however, may have originated directly from Italian), no trace has been left (Brosch, 2015).

Moreover, Edwards (2012, p.48) states: “In the seventeenth century, the poet Dryden thus observed that a lingua franca was a compound language of ‘all tongues’; this is apparently the first recorded use of the term in English”. That is to say, Lingua franca was a complex language that includes many languages. By the end of the 19th century, the concept had been generalized to include occasions where a common language offered the required bridging (e.g. Urdu in India; Swahili in East Africa), but the earlier notion of a combination of varieties had also been preserved (Edwards, 2012).

## **2.2. Definition of Lingua Franca**

There are as many definitions of Lingua Franca (LF) as there are rich sources concerned with it. Although they may have different views on the concept of lingua franca, they all believe, in general, it is a language that is implemented as a shared language amongst individuals/speakers whose native languages are different. Moreover, Lingua Franca can be considered as a world language, i.e., a global language spoken internationally and by many people.

According to Wodak (2011), LF is the oldest registered pidgin language and it is a popular term for a second language used to communicate to people who speak different first languages (as cited in Brosch, 2015). In addition, Seidelhofer (2005, p.339) points out: “A lingua franca stands for a common language used for communication between people who do not share their first language”. In other words, speakers who do not share the same native language use Lingua Franca as a shared language for communication.

Moreover, Benrabah (2014, p) states: “Lingua francas, i.e., languages which extend over several language areas. They are also spoken as vernaculars by non-native populations ethnically different from the nationality of those languages, and they function as languages of business/trade and scholarship”. Thus, LF is also spoken as a dialect by non-native people that are culturally different from the nationality of those languages and seek to communicate together. As to House (2003, p.557) indicates, the lingua franca speaker is not perfectly competent in part of his or her language skills under study. In addition, Zikmundová (2016, p.7) points out that:

Successful communication between speakers who do not share a first language demands a language that is mastered by both interlocutors. The language used in such situations could be either a native language of one of the interlocutors or a language acquired as a foreign language by both parties. A language used in such settings is known under the term ‘lingua franca’.

Expressly, Lingua Franca is a language used to succeed communication between speakers whose native languages are different; yet, it can be a foreign language acquired by both speakers and a native language of one of them.

Also, Jenkins (2007, p.1) confirms: “A lingua franca is a contact language used among people who do not share a first language, and is commonly understood to mean a

second (or subsequent) language of its speakers”. This means, Lingua Franca can be considered as a second language when it is understood by both interlocutors. In addition, Edwards (2012, p.25) states: “Since languages are many and life is short, there have always existed important lingua francas that serve as aids to cross-group communication”. Thus, Lingua Franca is a solution to the multilingual-group communication barriers.

### **2.3. Characteristics of Lingua Franca**

As James (2005, p.133 as cited in Mollin, 2006, p.43) emphasizes, “while the functional essence of the lingua franca (LF) is generally recognized, there is nonetheless a serious striving to adduce empirical evidence for the existence of structural commonalities characterizing the LF in its various manifestations”. To explain more, Lingua Franca is widely acknowledged, but there is still a serious attempt to provide empirical indication of the existence of Lingua Franca’s characteristics in its different forms.

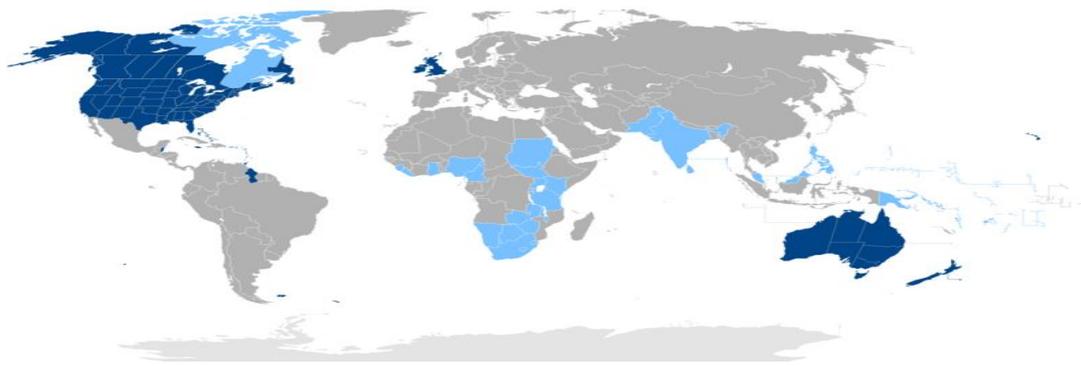
According to Samarin (1987, p.371), the characteristics of Lingua Franca are not defined by the number of speakers, manner, mode of use, and quality of comprehension, but all of these factors determine the social and linguistic consequences of its use. Similarly, he notes that a language or a dialect learned as a second language by other speakers would not necessarily become a lingua franca, but only when these latter linguistically diversified groups of people use the second language among themselves. However, Samarin (1987, p.371-372) states: “For non-specified functions of more-or-less brief duration or intensity there are contact language, contact vernacular, marginal language, auxiliary language, and in French *langue d'appoint*”. To sum up, contact language, contact vernacular, marginal language, auxiliary language and French substitute language are used for nonselective roles of more or less short duration or severity.

## 2.4. English as a Global Language

English has gained its dominant status by being the most commonly used language in the world. Therefore, English has an important role in connecting the world together and in creating a link of communication between international companies.

### 2.4.1. The status of English in the world

According to Melitz (2016), English is quite well superior of all other languages as a language learned by non-native speakers, and it is the only language widely known on all five continents. He continues stating: “There has never been in the past a language spoken more widely in the world than English is today” (p.2). That is to say, English is the dominant language in the modern world. Moreover, Twenty-five percent of the world’s population speaks English, and it is the official language of more than 50 countries (Desai, 2008 as cited in Gundersen, 2009). Additionally, Greek, Latin, French, Spanish and Arabic were usually the languages of the most influential and affluent societies, but currently, English got the power and it has a very strong influence (Edwards, 2012).



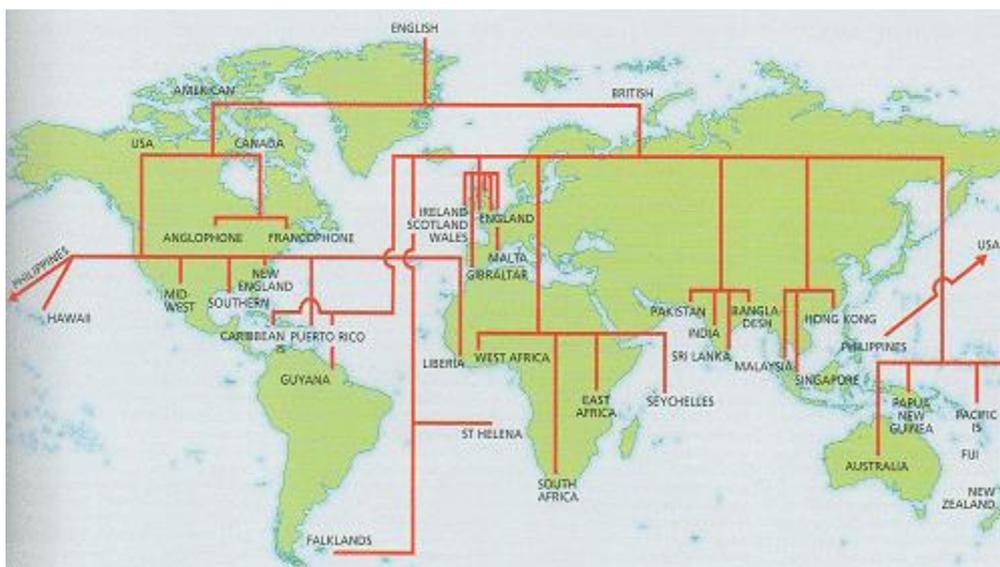
■ States where English or an English-based creole is the native language of the majority.

■ States where English is an official language, but not the majority language.

**Figure 2.1:** The Spread of English language in the World (Wikipedia, 2020)

The above map shows where English is the native language, and where it is just an official language.

Crystal (2003) claims that English now has an official and a special status in over 70 countries across Africa, Asia and the Pacific, and is the most widely used language in books, journals, academic conferences, science, technology, international business and medicine. English has gained this role at the centre of the global language system for a number of historical factors, according to Leitner (1992, p.186 as cited in Singh, 2013), including "large-scale migration and the settlement of native speakers, military conquest (colonialism), economic or political influence and recognition resulting from technological, cultural or other achievements"



**Figure 2.2:** A family tree representation of the spread of the English language around the world. (The Cambridge Encyclopedia of the English Language, 2018, as cited in Rao, 2019)

The above figure represents a family tree of the spread of the English language around the world; to all the countries of all the continents. So English has got the status

global language. A global language emerges largely because of the political and economic influence of its native speakers.

More importantly, another benefit of learning English is getting a job, as most employers are asking for language skills, especially English communication skills (Rao, 2019, p.73). He also adds that English as a global language reflects the interests of international organization and it is used as a communication medium between business companies. Additionally, Rao (2019, p.73) states that: “Using the latest technologies in business, the mode of communication such as emails, letters, documentations, video, fax, telephone, etc. are mainly done in English”. In other words, English has become the language of technologies that are used in the modern workplace.

Furthermore, Graddol (1997, as cited in Rao, 2019, p.74) confirms: “About 80% people use English while they are in Europe. Not only in Europe, it is also used in global business which is happened under the control of World Trade Organization (WTO)”. Thus, the majority of people in the world speak in English in business context, which means that the modern business require English language knowledge.

#### **2.4.2. The status of English in Algeria**

Recently, English in Algeria is getting more interest than before. As Belmihoub (2018) states that there is a rapid spread of English in Algeria. In 2012, ETS Global, a seminar on English language training and testing among Algerian companies and schools of management and engineering was held by a subsidiary of Educational Testing Service (Liberte, 2012b, as cited in Belmihoub, 2018). Earlier, in 1984, a detailed sociolinguistic profile of English in Algeria was reported by the British Council identified English as a third language (British Council, 1984, as cited in Belmihoub, 2018).

Back in time, in the 1980s, English in Algeria was supported by the British and Americans; for instance, the British Council offered to the formers a direct teaching of English Project in Algiers, which also helped to train teachers and offered scholarships to study in Britain (Belmihoub, 2018). Also, Belmihoub (2018) states that: “One of the forces behind the spread of English in Algeria is the US Embassy's involvement in cultural and academic exchange programs”. That is, the programs and activities provided by the US Embassy also have an important role in the development of English in Algeria. He, further, adds that the British Council announced that certain people, including Francophones, claimed that English should be the main foreign language to be learned.

Another advantage is that English as the first foreign language is considered to have the ability to help boost the level of education in Algeria and to encourage social development since English was known as the language of science and technology (Belmihoub, 2018).

In addition, Belmihoub (2018) mentions that several companies have taught their workers English to promote communication with co-workers internationally, such as Radio Television Algérienne, the Ministry of Defense and the Institute of Petroleum Studies. As an example of that, Professionals in the oil and gas industry in Algeria's southern Sahara desert, however, tend to be on either the central or ambilingual point of the cline as they need English fairly regularly for professional purposes and in many instances receive formal language training to be able to reach the required level (Belmihoub, 2018). Hence, English is necessary in big companies in the gas and oil industry including Sonatrach (Algerian company), Anadarcho (American company) and Total (French company) (Euromonitor, 2012, as cited in Belmihoub, 2018).

Furthermore, excluding the oil and gas sector, English users in big companies with such occupations as secretaries, administrators and supervisors prefer to receive more English users for the same work (Euromonitor, 2012, as cited in Belmihoub, 2018). Additionally, Belmihoub (2018) states that, mostly, the educated Algerians such as students use English language; these educated English language users usually tend to develop their English level. For this, Borni (2017) asserts:

English-using Algerian students' use of the language outside of the classroom. Surveying 30 English Master's students, the author reports that 89% agree and strongly agree that it is important for Algerians to learn English. The author adds that 70% use English at home, while the rest do not, mainly because they use Derja instead and do not know anyone else with whom to use English. While 53% of respondents do not use English with 'native speakers', 46% do so sometimes, which is still a large segment by Algeria's standards. The majority of participants (70%) set their phones in English and use the language in public. In terms of feeling capable of communicating about daily activities, 76% reported the ability to do so well (as cited in Belmihoub, 2018, p.8).

All in all, these data show that Algerian masters' students of English attempt to improve their English proficiency by using English outside universities in public, with native speakers, social media and technologies' devices.

Eventually, Belmihoub (2018) explains how Algerians are improving their English level: "The advent of such social media spaces as Facebook and YouTube offers a platform for Algerian youth to express themselves in English and [to] become users of this language in an unprecedented fashion". So today, the internet is of a great help for Algerian English

users in facilitating the learning process and the use of English language through the different social platforms.

## **2.5. English as a Lingua Franca (ELF)**

Many scholars and researchers propose a number of views and definitions that English as a Lingua Franca (ELF) are using English as a shared language of communication among people whose mother tongues are different.

The concept 'English Lingua Franca' is described by Seidlhofer (2005, p. 339) to be “a way of referring to communication in English between speakers with different first languages”. That is to say, English as a Lingua Franca is a means of communication for speakers whose mother languages are not the same. According to the definition of Smit (2005, p.67, as cited in Smit, 2010, p.60), ELF is usually spoken in a country or region where English is not used in everyday life. She continues saying, although English has been a Lingua Franca for a long time, the socio-political and economic developments of the late twentieth century have made this function more important.

In the world of globalization, it has constantly been argued that English is more commonly used as a lingua franca than as a medium of communication amongst L1 speakers (Smit, 2010, p.60). Moreover, Seidlhofer (2005) believes that: “approximately three out of every four users of English in the world, have it as their second language”. In other words, most of English language speakers use English as a foreign/second language.

## 2.6. ELF Approach

Some researchers claim that the ELF variety is not yet a well-developed strategy. As Kachru (1990, as cited in Firth, 1990, p.269) argues that non-native English research studies have been driven by either 'deficit' or 'deviational' approaches. Firth (1990) explains that both 'deficit' and 'deviational' approaches consider the non-native speakers use English as approximations of or variations from native speaker targets. Therefore, acts have been identified in accordance with structured and idealized skills of native speakers (Firth, 1990, p.269).

Moreover, the English as a lingua franca movement aims to the elimination of discrimination against the non-native speakers (Seidlhofer 2002, as cited in Firth, 1990, p.269). Also, ELF as a future language target by studying the language that functions in the sense of the ELF; we should shift towards rational and clear language goals for global English speakers, based on analytical results (Mauranen, 2005, p.275, as cited in Hulaja, 2009, p.30).

Additionally, Kachru (as cited in Firth, 1990, p.269) maintains an 'interactional' approach to the non-native language use which takes into account the social networks generated by language as it is used in social interaction. The aim of the 'interactional approach' is not to analyse language neither to make clear parallels with the output of native speakers; however, it is to explore how the language is used dynamically to achieve social objectives (Firth, 1990, p.269).

## 2.7. ELF Features

The Lingua franca core (LFC) was developed by Jenkins (2000, as cited in Hujala, 2009, p.30-31) as most problems appear to arise in the pronunciation; it serves as a guideline for instruction of pronunciation as follows:

**2.7.1. The core features of phonology:** these are important for intelligibility,

LFC are:

- Consonant sounds except voiced/voiceless *th* and dark *l*
- Vowel quantity
- Consonant deletion
- Nuclear stress

**2.7.2. The non-core features:** these are not important for intelligibility purposes:

- Vowel quality except the sound in RP *fur*
- Vowel addition
- Weak forms
- Consonant sounds *th* and dark *l*
- Word stress
- Pitch direction
- Stress-timed rhythm

## **2.8. Characteristics of ELF**

Research on ELF is under studies for many years, yet it still in its beginning phases. Seidlhofer (2005, p.340) states that: “Empirical work on the linguistic description of ELF at a number of levels has in fact been under way for several years now”. That is to say, the studies on the characterization of ELF have been ongoing for many years. He further adds that the study has been performed at the level of phonology (Jenkins 2000), pragmatics (Meierkord 1996) and lexico-grammar (Seidlhofer 2004), and also provides a summary of descriptive studies to date. Consequently, Jenkins (2000, as cited in Seidlhofer, 2005, p.340) notices that being able to utter some of the sounds that are frequently known as 'especially English' but are often extremely difficult, specifically the 'th' sounds /u/ and /d/ and 'dark l' allophone[ɫ], is not sufficient for foreign intelligibility via ELF.

In his work, Smith (n.d) outlines a set of characteristics of English as a Lingua Franca (ELF) of both Jenkins (1996) and Seidlhofer (2004), are described as follows:

### 2.8.1. Pronunciation

Jenkins (1996, as cited in Smith, n.d) found that a variety of typical 'departures' from native-speaking pronunciation patterns (RP or GA) did not necessarily cause a misunderstanding:

/θ/ as /t/ or /s/ /ð/ as /d/ or /z/

'Mixing' rhotic 'r' into RP-based accents: Rhotic 'r' is recommended. However, the following are important for understanding:

- a. Aspirate word-initial /p/, /t/, /k/
- b. Shorten vowels before voiceless consonants: not /bi:t/ but /bit/ in 'The dog bit the man'
- c. Pronounce all consonants in a cluster at the beginning of a word: 'promise', 'string'

Thus, attaching vowels to a cluster is more coherent than deleting the components (Smith, n.d).

### 2.8.2. Lexicogrammar

Seidlhofer (2004, as cited in Smith, n.d) found that the following regular 'departures' from native speakers' grammar do not intervene with comprehension in communications with non-native speakers:

- a. Using the same form of verbs for all verbs in simple present, e.g. 'He look very sad'
- b. Not placing definite and indefinite article in front of nouns, e.g. 'our countries have signed agreement'

- c. Using the verb stem only (not ‘-ing’ form) in constructions, e.g. ‘I look forward to see you tomorrow’.
- d. Using ‘isn’t it?’ or ‘no?’ as a common tag question, e.g. ‘You’re very busy today, isn’t it? / no?’.
- e. Use of “that” clauses rather than infinitive-constructions, e.g. ‘I want that we go’.
- f. ‘Redundant’ explicitness (e.g. ‘black colour’, not just ‘black’)

The following factors cause communication problems:

- 1. Lack of familiarity with a vocabulary object (especially when there is lack of competence in communication, e.g. paraphrasing).
- 2. Unilateral idiomaticity (e.g. ‘this drink is on the house’, ‘can we give you a hand?’)

## **2.9. Using English as a Lingua Franca in Multilingual Companies**

There is a need for competent workers in a multiplicity of languages in the international marketplace. Even though English had been a lingua franca for a long time, in the late twentieth century the socio-political and economic developments made this feature extremely relevant.

According to Gerritsen and Nickerson (2009), under such common situations in overseas business communications, often when Person A with native language A speaks to Person B with native language B, they outline four solutions for this situation:

- a. Both speakers use language A.
- b. Both speakers use language B.
- c. Person A uses his or her mother language A, and Person B uses his or her mother language B.

- d. Person A and Person B opt for a third language, language C, that both speakers are able to speak and understand well enough to communicate, i.e., they opt for a lingua franca.

Consequently, the process of internationalisation has given rise to a rapid increase in the use of English by companies (Truchot, 2002). As Gundersen (2009) points out: “Even though the contemporary global marketplace suggests a multilingual business environment, English prevails as the lingua franca in business”. In other words, English does exist as a Lingua Franca in business because the modern companies impose a multilingual work environment.

English is the foreign language of commercial aviation and is the most common second language taught in the world, and it is the common language of several major industries (Gundersen, 2009). More foreign business is currently carried out in English between non-native speakers than between native speakers, which facilitate the shift from English lingua franca (ELF) to Business English Lingua Franca (BELF) (Charles, 2007).

In 1982, the companies used to have several workers who can speak English, but not at the high level to carry out specialized activities; for example sales and negotiations (FiN, 2007, as cited in Gundersen, 2009). However, FiN (2007, p.12, as cited in Gundersen, 2009) believes that: “During the 80s and 90s, awareness increased about the fact that communication is not all about language, but also the ability to communicate across borders”. That is to say, a successful communication does not depend only on having a good linguistic competence, but also on having a good awareness of others’ culture. Since, English is already identified as the universal language of business; smooth communication and mutual comprehension are the main strategies for success in the new workplace (Gundersen, 2009).

**Conclusion**

Since English is considered as the first international language and it is taught and learned in all countries of the world, it was selected as a shared language amongst people whose native languages are different. Therefore, English as a lingua franca was adopted as an appropriate method for communicating in the international and multilingual companies.

Working in a multilingual environment is not an easy task. It necessitates the use of English language basics and communicative competence in order to reinforce and ease the business communication process. For this, it would be better for workers to have a good awareness of the linguistic and intercultural aspects of the English language to facilitate the business communication process.

# **Chapter Three**

## Fieldwork and Data Analysis

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## Table of Content

Introduction.....	46
3.1. Research Approach.....	46
3.2. Research Design.....	46
3.3. Sampling.....	47
3.4. Data Collection Methods.....	47
3.4.1. Questionnaire.....	47
3.4.1.1. Aims.....	48
3.4.1.2. Description of the Questionnaires.....	48
3.4.1.2.1. The Managers' Questionnaire.....	48
3.4.1.2.2. The Employees' Questionnaire.....	50
3.5. Data Analysis Procedure.....	51
3.5.1. Analysis and Interpretation of the Managers' Questionnaire.....	52
3.5.2. Analysis and Interpretation of the Employees' Questionnaire.....	84
3.6. Discussion and Interpretation of the Findings.....	114
3.6.1. Discussing Managers' Questionnaire.....	114
3.6.2. Discussing Employees' Questionnaire.....	117
Conclusion.....	119
General Conclusion.....	119
Recommendations.....	121
Limitation of the Study.....	122

## **Introduction**

The two previous chapters of the present study conducted the theoretical parts which are related to intercultural communication and multilingualism in the work environment. While the current chapter deals with the field work through investigating the effectiveness of implementing English as a lingua franca to facilitate communication among overseas workers in multilingual companies to find answers for the raised research questions and to check the credibility of the hypothesis. Furthermore, this chapter provides a detailed description of the research methodology followed in the under-investigated study in terms of research approach, design, sampling, data collection methods, and data analysis procedures. Furthermore, it presents a detailed analysis and interpretation of the gathered data through two semi-structured questionnaires, one designed for managers and one for normal employees.

### **3.1. Research Approach**

The present study mainly aims to investigate the use of English as a lingua franca in facilitating communication among employees in multi-lingual companies, as it also seeks to highlight their English communication skills. Therefore, the research approaches adopted to carry out this study are the qualitative and quantitative approach because both serve the nature of the study. Besides, these approaches are appropriate to answer the research questions and ensure the realization of its aims.

### **3.2. Research Design**

In relevance to the qualitative and quantitative mixed approaches adopted for the present study, a case study design is considered the most suitable to provide a clear description to understand the current issue. This case study is focused on exploring, understanding, confirming and quantifying. Accordingly, the case study strategy is used

since the present study aims to understand and describe the interrelationship between the use of English as a lingua franca and workers' intercultural communication skills.

### **3.3. Sampling**

The two questionnaires are designed as an online form, one for 42 (n=42) employees and one for 4 (n=4) managers of an international company. This sample is randomly chosen and it is based on the consideration that overseas employees and managers of multilingual companies will help to conduct the necessary data that serve the topic since they have a significant role in selecting what is the suitable technique of communication used by them.

### **3.4. Data Collection Methods**

The nature of the research study dictates what research approach, research design, and data collection methods to use. For the sake of accomplishing the present study, two semi-structured questionnaires are used as a data collection tool that goes in parallel with the nature of the study to achieve the desired results.

#### **3.4.1. Questionnaire**

The questionnaire is a method of data collection that is used by most of social sciences researchers because it suits most of their studies. It can be described as a booklet (more than two pages) that contains researcher's personal information and a series of questions divided into sections. Moreover, the questions can be (open-ended, close-ended, or mixture between them) and this determines the type of the questionnaire (structured, semi-structured, or unstructured).

**3.4.1.1. Aims**

The most important aim behind using a questionnaire for managers and another questionnaire for normal employees is to know about their attitudes towards the use of English as a lingua franca to facilitate communication in multilingual companies.

**3.4.1.2. Description of the Questionnaire**

This study uses an online survey website called Google Form ([www.google.com/forms/](http://www.google.com/forms/)), which provides an online service for collecting and organizing information. And it is chosen because it is easy to use, trusted, and widely known.

The two online questionnaires are published on 20<sup>th</sup> of April, 2020. The process of collecting answers took a couple of weeks to obtain finally the required number on 3<sup>rd</sup> of June, 2020. It is provided in English language and Arabic language.

**3.4.1.2.1. Managers' questionnaire**

It is designed as follows:

A cover page which consists of a short passage as an introduction in which it presents the current research and the instructions for managers to answer it as required.

The body of the questionnaire is composed of twenty-six (26) questions that vary between close-ended questions for which managers are supposed to give a “yes” or “no” answer, or to choose the appropriate answer from a predetermined set of answers. In addition to this type of questions, there are open-ended questions, also called “follow-up” questions that take the form of “justify your answer” or “explain please”. These questions leave room for the respondents to freely express their opinions, offer suggestions, or make comments.

The questionnaire is organized in three (3) major sections which are: general background, managers' communicative competence, and the status of English in the multilingual company.

### **Section one: General Background**

This section consists of six (6) questions to gather some personal information about the employees' qualification and working experience.

### **Section two: Managers' Communicative Competence**

This section is devoted to collect information about the communicative competence of employees. It includes ten (10) questions which are varied between close-ended and open-ended questions. These questions aim to gather information concerning the importance of the communicative competence in the work environment; the native language of each manager, the foreign language(s) mastered by each manager, the communication problems and the main reasons behind them, and the main language(s) are used in the company.

### **Section three: The Status of English in the Multilingual Company**

The last section is about the status of English in the multilingual company, it contains eleven (11) questions that aim to determine the effectiveness of English and prove its efficiency to improve employees' communicative competence. The questions are close-ended for employees to tick in the corresponding answer. These questions seek to know whether or not the participant managers do face difficulties in communicating with co-workers, also their feeling towards these difficulties. The questions also are asked to know managers' reactions on the use of English as a lingua franca, and finally to collect managers' opinions if implementing ELF can be suitable for them to enhance their communication performance.

At the end of the questionnaire, some space is left for the respondents to make comments, offer suggestions, or give opinions about the questionnaire's form and questions, additional information about the communication difficulties or the status of English in their company, or personal observation in the company that might help during the process of analysis and interpretation of the questionnaire.

#### **3.4.1.2.2. Employees' questionnaire**

It is designed as follows:

A cover page which consists of a short passage as an introduction in which it presents the current research and the instructions for employees to answer it as required.

The body of the questionnaire is composed of twenty-one (21) questions that vary between close-ended questions for which managers are supposed to give a "yes" or "no" answer, or to choose the appropriate answer from a predetermined set of answers. In addition to this type of questions, there are open-ended questions, also called "follow-up" questions that take the form of "justify your answer" or "explain please". These questions leave room for the respondents to freely express their opinions, offer suggestions, or make comments.

The questionnaire is organized in three (3) major sections which are: general background, employees' communicative competence, and the status of English in the multilingual company.

#### **Section one: General Background**

This section consists of six (6) questions to gather some personal information about the employees' qualification and working experience.

**Section two: Employees' Communicative Competence**

This section is devoted to collect information about the communicative competence of employees. It includes six (6) questions which are varied between close-ended and open-ended questions. These questions aim to gather information concerning the importance of the communicative competence in the work environment; the native language of each employee, the foreign language(s) mastered by each employee and the main language(s) are used as a means of communication in the company.

**Section three: The Status of English in the Multilingual Company**

The last section is about the status of English in the multilingual company, it contains nine (9) questions that aim to determine the effectiveness of English and prove its efficiency to improve employees' communicative competence. The questions are close-ended for employees to tick in the corresponding answer. These questions seek to know whether or not the participant employees do face difficulties in communicating with each other, also their feeling towards these difficulties. The questions also are asked to know employees' reactions on the use of English as a lingua franca.

At the end of the questionnaire, some space is left for the respondents to make comments, offer suggestions, or give opinions about the questionnaire's form and questions, additional information about the communication difficulties or the status of English in their company, or personal observation in the company that might help during the process of analysis and interpretation of the questionnaire.

**3.5. Data Analysis Procedure**

The data obtained from the two questionnaires will be analysed through counts and percentages by using statistics, besides a descriptive analysis to see employees' and

managers' attitudes towards the use of English as a lingua franca in the multilingual company.

### 3.5.1. Analysis of the managers' questionnaire

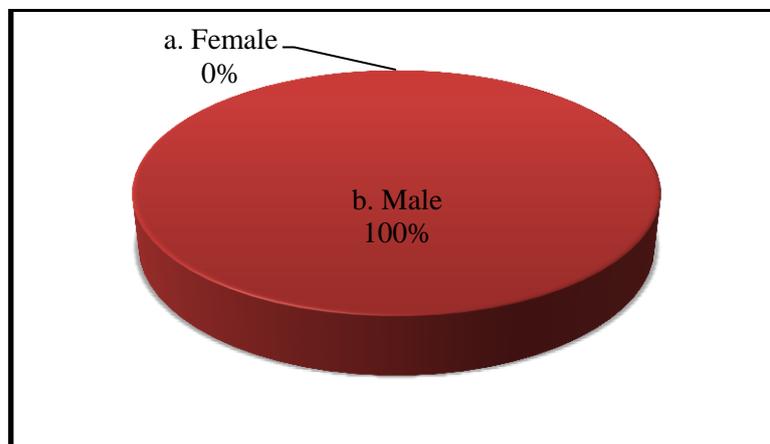
#### Section One: General Background

Specify your:

**Item 1.** Gender

**Table 3.1:** Managers' Gender

Option	Respondents	Percentage
a. Female	0	0%
b. Male	4	100%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 3.1:** Managers' Gender

This question examines the gender differences among managers. Using the data displayed above, one can notice that the whole chosen sample are males, which represents the percentage of (100%). This indicates that this kind of professional environment probably require male gender more than females.

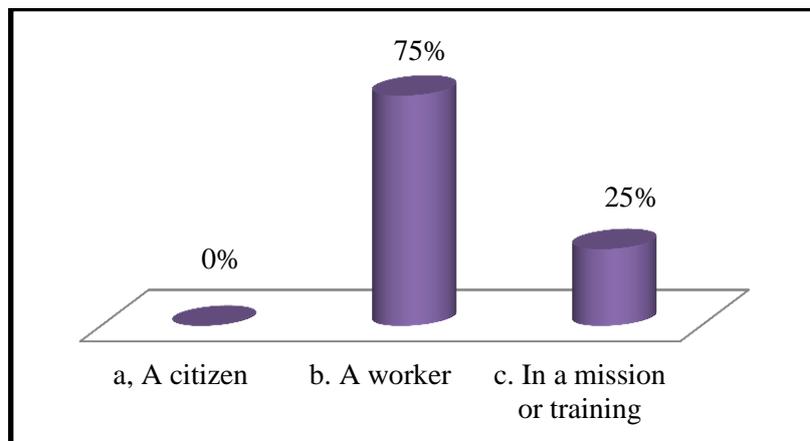
**Item 2.** Your nationality:

- Korean
- Korean
- South Korean
- Korean

The data of question two reveals that the four participants, which form the average of (100%), carry out a Korean citizenship. The results denote that foreign investors like Koreans prefer to start business in Algeria rather than other countries; they may find it suitable for their project work.

**Item 3.** Your status in Algeria:**Table 3.2:** Managers' Status in Algeria

Option	Respondents	Percentage
a. A citizen	0	0%
b. A worker	3	75%
c. In a mission or training	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Figure 3.2:** Managers' Status in Algeria

Based on the data displayed above, the majority of participants claimed that their status in Algeria is as “workers”; whereas, only one respondent reported to be in mission or in training state. The former represents the average of (75%); while, the latter forms the percentage of (25%) out of the sample. This signifies that Algeria may be a good gate for Korean investors to work better or to be more productive than other countries.

**Item 4.** Your profession:

- Civil engineer
- Mechanical engineer
- Electrical engineer
- Quality engineer

The data gathered from the question shows the diversity in the managers’ profession. The four participants introduced a list of their occupation and they are as follows: one participant is Civil engineer, another one is Mechanical engineer, one more is Electric engineer, and the last one answered with Quality engineer. To illustrate, having engineering abilities possibly means understanding how the business community in companies works, being competent enough to reduce complex issues, and being able to effectively manage the work concerns.

**Item 5.** Your experience:

- Power planet in Iraq /Power planet in Philippines
- 23 years bachelor
- Construction of plant
- 31 years

According to the results collected, all the participants have different working experience. One of them has been working for 31 years; however, a split participant reported with “construction of plan” and the remained two participants answered differently, one experienced 23 years holding bachelor diploma; while the other one

claimed “power planet in Iraq/power plant in Philippines”. That is to say, workers with long term experience have encountered many challenges and worked enough to understand the workplace atmosphere; they know how to work under pressure.

**Item 6.** Your academic degree:

- Bachelor
- Bachelor
- Bachelor
- BS

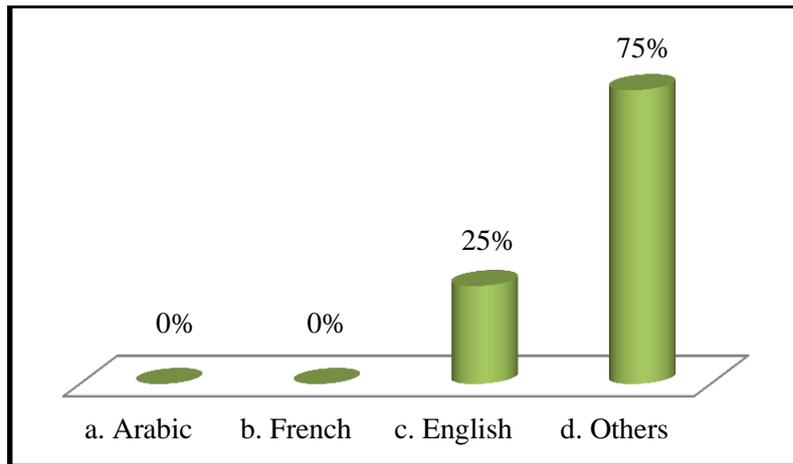
This question aims to know the managers’ educational qualifications. The provided data revealed that all the respondents hold bachelor academic degree. This entails that managers in multilingual companies may have enough educational level to be in position of greater responsibility; they may also have foundational knowledge of how to manage the company business.

## Section Two: Managers’ Communicative Competence

**Item 1.** Specify your native language, please.

**Table 3. 3:** Managers’ Native language

Option	Respondents	Percentage
a. Arabic	0	0%
b. French	0	0%
c. English	1	25%
d. Korean	3	75%
<b>Total</b>	<b>4</b>	<b>100%</b>



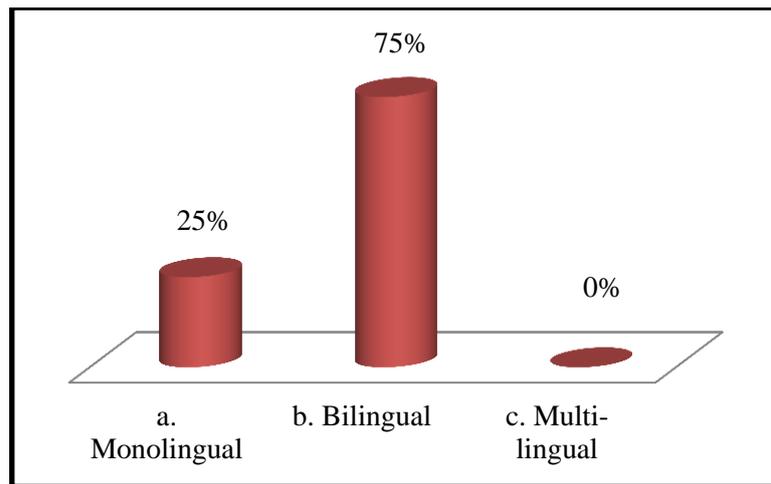
**Figure 3. 3:** Managers’ Native language

This question attempts to identify the managers’ native language. The difference between English language and Korean language is utterly immense. The former is rated with (25%); whereas, the latter outlined (75%) out of the sample. The results reveal that the majority of managers of this company are non-native speakers of English which in return will support the study under-investigation with positive feedback.

**Item 2.** Are you

**Table 3.4:** Managers’ Language Variation

Option	Respondents	Percentage
a. Monolingual	1	25%
b. Bilingual	3	75%
c. Multi-lingual	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 3.4:** Managers' Language Variation

The figure above shows data about managers' language variation. Overall, the vast majority of participants (75%) consider themselves bilingual comparing to others; unlike the one who confessed of being able to speak only one language. The results denote that bilingual speakers outnumber the monolingual ones in companies business.

**Item 3:** If you are bilingual or multilingual please specify the languages that you master in addition to your native language.

This sub-question shows the languages that managers' master beside their mother tongue. All the participants (100%) declared that the alternative way to communicate with co-workers is English language; each one of them probably has sufficient English skills in delivering and receiving the messages. In other words, due to the status of English language in the world, workers perhaps, in professional companies, tend to mostly use it instead of other languages.

**Item 4.** Since you are working in a multilingual company, mention the main languages that you use as means of communication

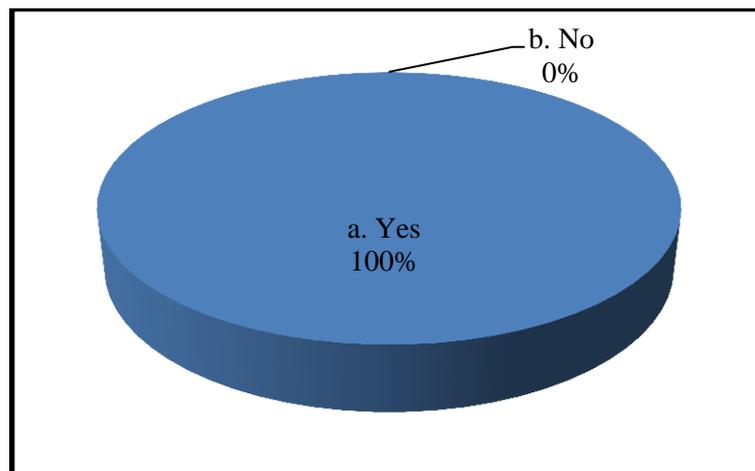
A quick look at the data obtained reveals that the entire chosen sample (100%) opted for English language as a way to communicate with their foreign colleagues in work.

To clarify, since the majority of managers masters English language (sub-item 8.1), they tend to use it as code to facilitate the communication process and the business performance.

**Item 5.** Do you interact or communicate with your foreign co-workers/ managers

**Table 3.5:** Managers' Interaction with Their Foreign Co-workers/ Managers

Option	Respondents	Percentage
a. Yes	4	100%
b. No	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>



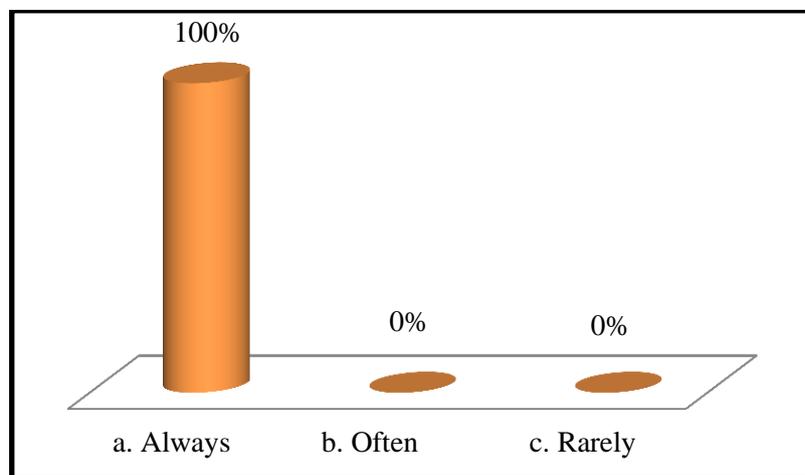
**Figure 3.5:** Managers' Interaction with Their Foreign Co-workers/ Managers

Within this question, the researcher wanted to know if managers interact with their foreign co-workers. Each one of the respondents (100%) claimed that they make contact with their international colleagues and no one opted for “no”. Results reveal that communication in multilingual companies is an essential aspect for the managers in order to perform the basic functions of management.

If yes, how often

**Table 3.5.1:** Frequency of Managers' Interaction with their Foreign Co-workers/ Managers

Option	Respondents	Percentage
a. Always	4	100%
b. Often	0	0%
c. Rarely	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>



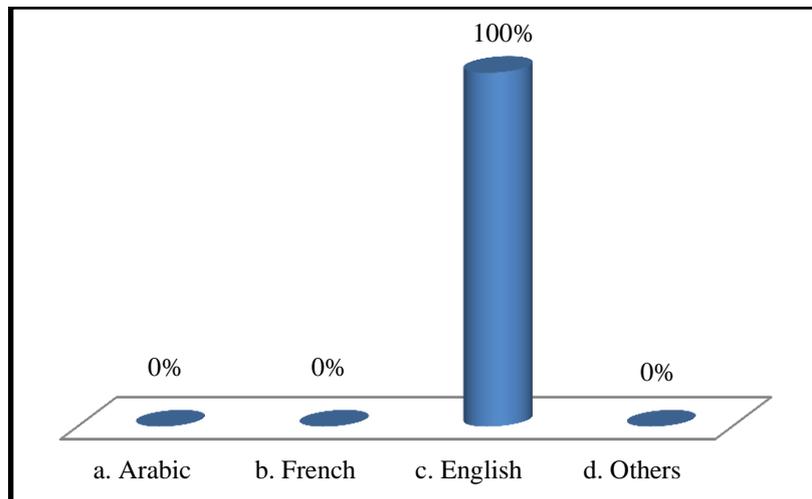
**Figure 3.5.1:** Frequency of Managers' Interaction with their Foreign Co-workers/  
Managers

In this question, the researcher tries to determine the frequency of managers' interaction with their foreign co-workers. Based on the data, (100%) of the respondents do always share and exchange ideas and/or information with their subordinates or colleagues. This means that managers of company business likely devote a great proportion of their time in communication.

**Item 6.** Which languages do you use to communicate with them?

**Table 3.6:** Languages Used by Managers to Communicate with Their Colleagues

Option	Respondents	Percentage
a. Arabic	0	0%
b. French	0	0%
c. English	4	100%
d. Others	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>



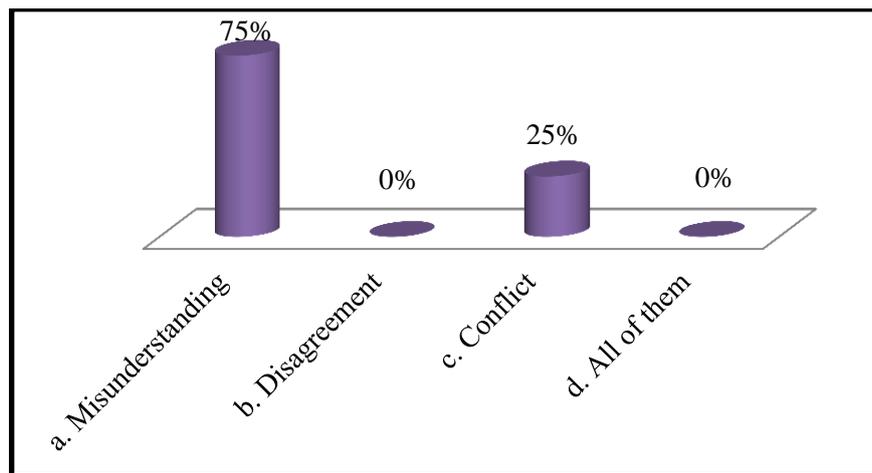
**Figure 3.6:** Languages Used by Managers to Communicate with Their Colleagues

The result from the table above brings to light the main strategy that managers use to communicate with their overseas colleagues. The total number of participants (100%) declared to use English language as a medium of communication. This denotes, in today's business oriented world, English is used as a major medium of communication by the majority of multilingual companies' managers for business concerns.

**Item 7.** What are the main communication problems that most occur among workers in your company?

**Table 3.7:** The Main Communication Problems that Occur among Workers

Option	Respondents	Percentage
a. Misunderstanding	3	75%
b. Disagreement	0	0%
c. Conflict	1	25%
d. All of them	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>



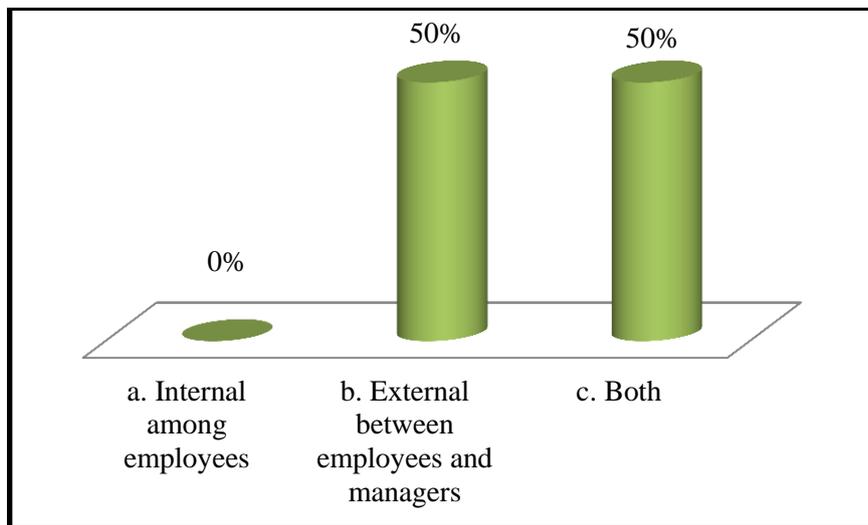
**Figure 3.7:** The Main Communication Problems that Occur among Workers

This item aims at determining the main communication problems that encountered among workers. An obvious challenge shown from the table is “misunderstanding”, which forms the percentage of (75%). However, a single participant opted for “conflict” as major issue that occurs among employees. To demonstrate, poor internal communication among workers from other cultures leads to misunderstanding then to conflict.

**Item 8.** Do they occur internal among employees or external between employees and their managers?

**Table 3.8:** Types Communication Problems

Option	Percentage	Percentage
a. Internal among employees	0	0%
b. External between employees and managers	2	50%
c. Both	2	50%
<b>Total</b>	<b>4</b>	<b>100%</b>



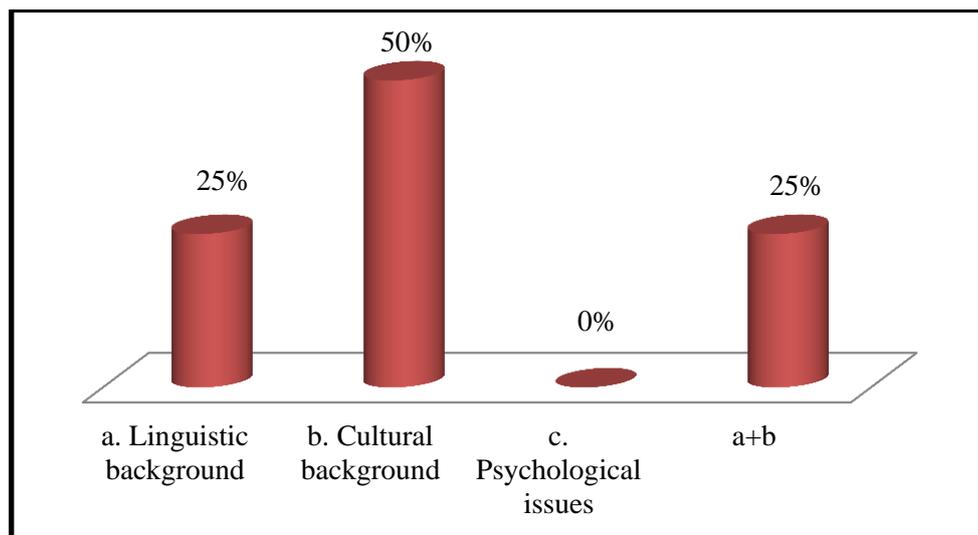
**Figure 3.8:** Types Communication Problems

It was found that half of the entire participants (50%), which is represented by 2 managers, believe that external problems between employees and managers are considered as communication issue that hinders the business relationship; however, the remained half part (50%) claimed that both, Internal and External problems contribute in breaking down the contact among workers. To simplify what is illustrated, communication barriers occur not only among employees but among employees and managers as well.

**Item 9.** According to you, what are the main reasons behind these problems?

**Table 3.9:** Main Reasons behind Communicative Problems

Option	Respondents	Percentage
a. Linguistic background (poor vocabulary, grammar, pronunciation, etc)	1	25%
b. Cultural background (lack of knowledge about the others' cultural aspects)	2	50%
c. Psychological issues (anxiety, apprehension, low self-confidence, etc.)	0	0%
a+b	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 3.9:** Main Reasons behind Communicative Problems

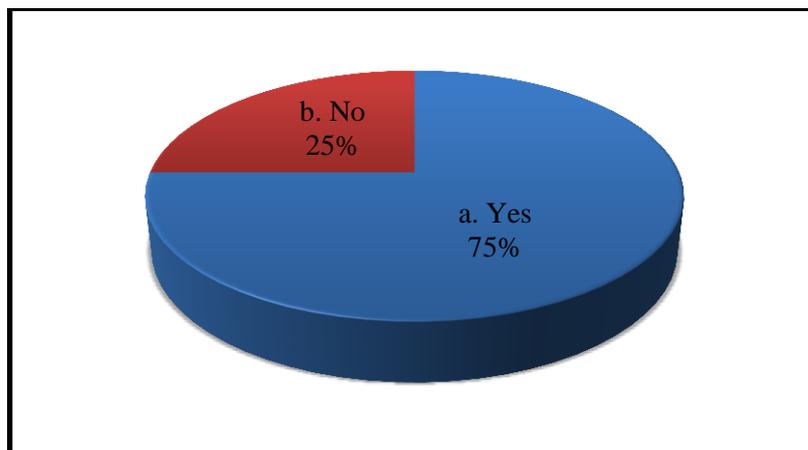
It can be noticed from the results above that the majority of respondents (50%) selected cultural background as the main reason behind communicative problems; however, the least percentages go for: linguistic background with (25%), and both, linguistic background as well as cultural background with (25%); which they considered as a source of interaction barriers. This signifies that the communicative issues are mainly

caused by cultural variation; therefore, staff members of multilingual companies possibly should take into account the cultural considerations.

**Item 10.** Do you think that these problems can affect the working atmosphere in your company?

**Table 3.10:** The Effect of Communicative Problems on the Working Atmosphere of the Company

Option	Respondents	Percentage
a. Yes	3	75%
b. No	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 3.10:** The Effect of Communicative Problems on the Working Atmosphere of the Company

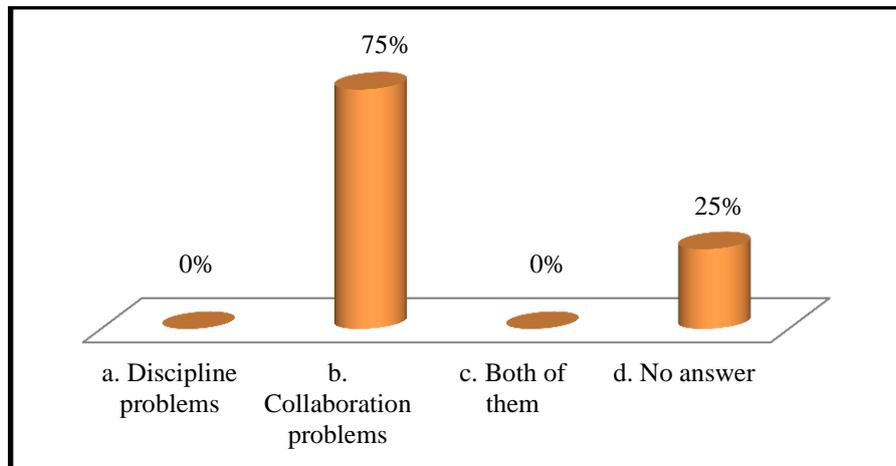
As it is shown in the figure above, a considerable number of participants confirmed that communicative problems affect the working atmosphere of the company; whereas, only one participant showed his refusal with the item. The former represents 75% of the sample; while, the latter forms the rate of (25%). To elucidate, difficulties caused by

communication barriers can lead to negative atmosphere which it may in return lower the productivity of the workers.

**If yes, do they cause?**

**Table 3.10.1:** The Effects of Communicative Problems

Option	Respondents	Percentage
a. Discipline problems	0	0%
b. Collaboration problems	3	75%
c. Both of them	0	0%
d. No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 3.10.1:** The Effects of Communicative Problems

The figure above reveals that poor communication performance between workers lead to collaboration problems as (75%) of the respondents claimed; while, a single participant (25%) did not reply on the provided question as he denied that there is no effect of communicative problems on the working atmosphere of the company (like it is stated in table 3.9). Ultimately, unhealthy communication can be a root of the cooperation

problems; likewise, it may lead to distorted messages and therefore, it causes them confusion and misunderstanding (like it is stated in item 12).

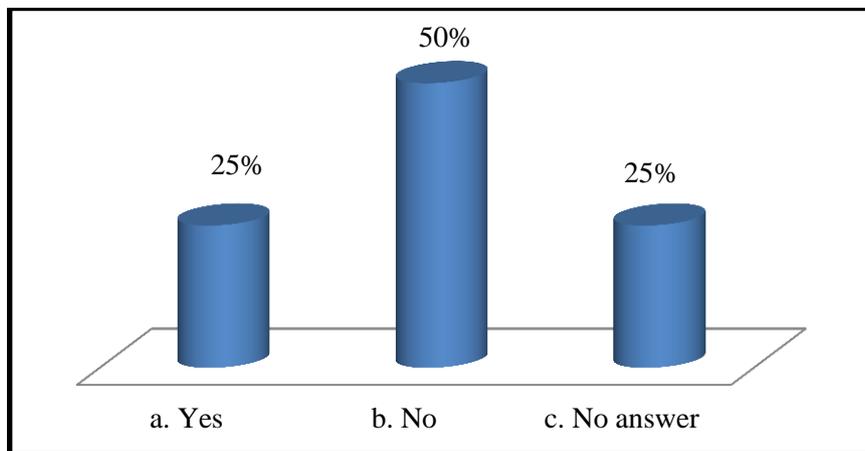
**Section Three: The Status of English in the Multilingual Company**

**Item 1.** Do you find any difficulties when communicating with your foreign workmates/managers?

**Table 3.11:** Managers’ Communication Difficulties with Their Foreign Work Mates/

Managers

Option	Respondents	Percentage
a. Yes	1	25%
b. No	2	50%
c. No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 3.11:** Managers’ Communication Difficulties with Their Foreign Work Mates/

Managers

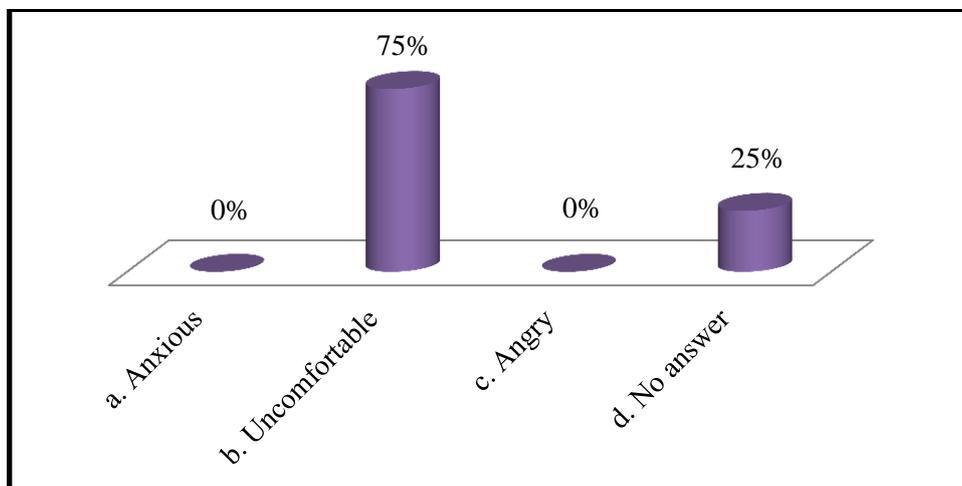
Overall, half of the respondents (50%) declared that they encounter no difficulties when communicating with foreign team-workers; while on the contrary, (25%) of

informants answered differently “no” in addition to a distinctive result which is “no answer”. This indicates that most of the managers in this company probably maintain good communicative skills which facilitate the delivery of the message among workers.

**Item 2.** How do you feel about those difficulties?

**Table 3.12:** Managers’ Feeling about Their Communicating Difficulties

Option	Respondents	Percentage
a. Anxious	0	0%
b. Uncomfortable	3	75%
c. Angry	0	0%
d. No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 3.12:** Managers’ Feeling about Their Communicating Difficulties

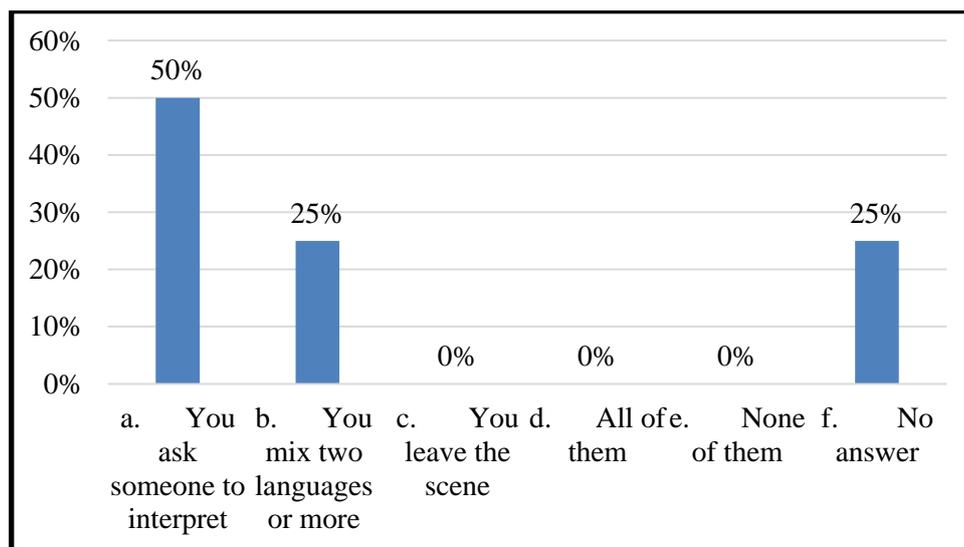
Regarding the managers’ answers, out of 4 participants, three (3) participants (75%) stated that they feel uncomfortable when communication breakdown takes place. On the hand, one participant (25%) gave no answer on this question. This entails that

communication barriers can prevent important interactions from happening which in return causes the managers not feeling at ease.

**Item 3.** What do you do when you find a difficulty to communicate with your foreign co-workers or managers?

**Table 3.13:** Managers’ strategies to overcome with Communicative Difficulties with Their Foreign Co-workers and Managers

Option	Respondents	Percentage
a. You ask someone to interpret	2	50%
b. You mix two languages or more	1	25%
c. You leave the scene	0	0%
d. All of them	0	0%
e. None of them	0	0%
f. No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



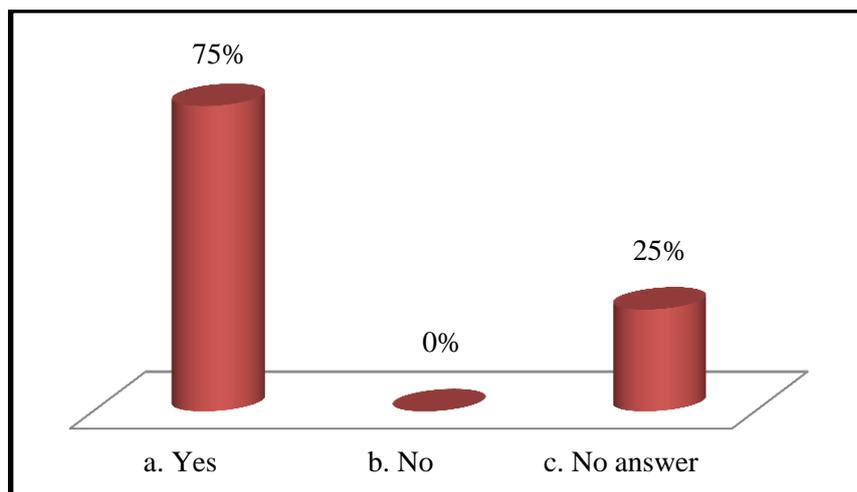
**Figure 3.13:** Managers’ Strategies to Overcome Communicative Difficulties with Their Foreign Co-workers and Managers

The managers' answers show that the major strategy to overcome communication difficulties is "ask someone to interpret", with rate of (50%); however, only one participant (25%) tends to mix two languages or more in order to be easily understood by the listener. On the other hand, one participant (25%) provided no answer. To clarify, these strategies can help reducing communicative conflicts and build up a harmonious partnership among foreign managers and/or employees.

**Item 4.** Do you use English at work?

**Table 3.14:** Managers Use of English at Work

Option	Respondents	Percentage
a. Yes	3	75%
b. No	0	0%
c. No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 3.14:** Managers Use of English at Work

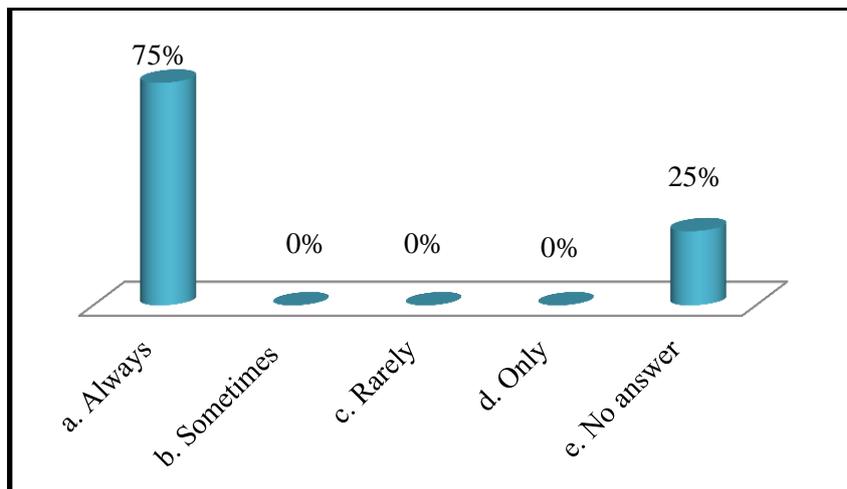
The results in the table surveys that (75%) of the informants utilize English language at work as a mean of communication in order to maintain the business

collaboration between them. Whereas, only one participant (25%) did not choose any of the provided options. In other words, in order to make sure that the message delivered is understood, English language is considered as a basic strategy to fulfill the communication objective between subordinates and/or superiors in multilingual companies.

**If yes, how often**

**Table 3.14.1:** The Frequency of Managers’ Use of English at Work

Option	Respondents	Percentage
a. Always	3	75%
b. Sometimes	0	0%
c. Rarely	0	0%
d. Only	0	0%
e. No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 3.14.1:** The Frequency of Managers’ Use of English at Work

This question is sought to know the frequency of using English language at work. As it is shown in the above figure, three managers with percentage of (75%) do always use

English in workplace instead of other languages, maybe because this language simplifies the communication for the workers and help them to act on information quickly, rather than wade of unnecessary words. Equally important, one participant (25%) did not answer.

**Item 5.** Did you study English before?

**Table 3.15:** Managers’ English Language Learning

Option	Respondents	Percentage
a. Yes	3	75%
b. No	0	0%
c. No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 3.15:** Managers’ English Language Learning

As the data shown in the figure (3.14), the high percentage of participants (75%) reported that they previously studied English language whether in academic institutions or private schools; while only one participant (25%) showed no opinion to the item. The results of this question indicate that the majority of managers in a way or another are knowledgeable enough about the English language in the company.

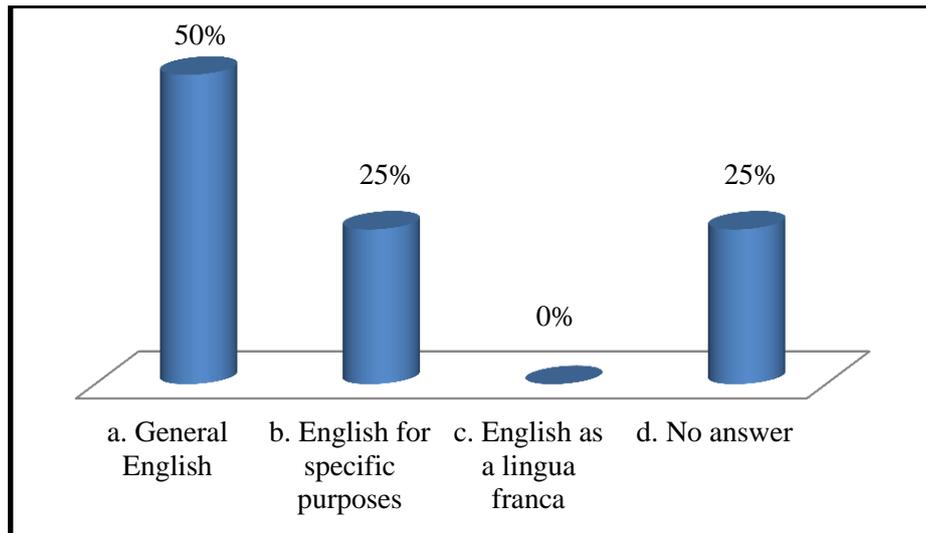
**If yes, for how long?**

- 10 years
- Always
- 6 years

According to the data provided, one of the respondents has been studying English for 10 years, another one for (6) six years; however, a different participant answered with “always”. This signifies that the majority of managers may have sufficient practice in English which in return will have positive effects on the company performance.

**Item 6. How did you learn English?****Table 3.16:** Managers’ Way of English Language Learning

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a.</b> General English	2	50%
<b>b.</b> English for specific purposes	1	25%
<b>c.</b> English as a lingua franca ( used by people whose native languages are different)	0	0%
<b>d.</b> No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



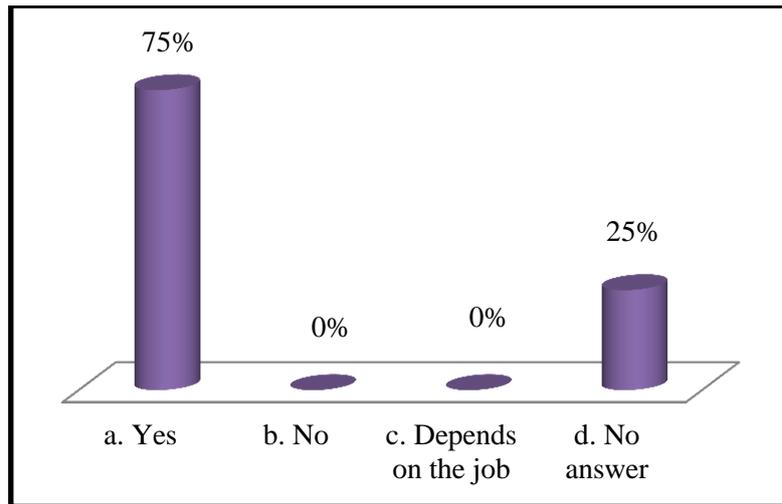
**Figure 3.16:** Managers’ Way of English Language Learning

The results show that most of the managers (50%) chose to learn general English rather than other branches; these participants are considered as regular second language learners; however, one participant opted for “English for specific purposes” with an average of (25%). This means that the managers of this company normally have the basic conversation skills. Apart from that, no answer was provided by one participant.

**Item 7.** Is English required for any job in your company?

**Table 3.17:** Managers responses about whether English Language is required in their Company or not

Option	Respondents	Percentage
a. Yes	3	75%
b. No	0	0%
c. Depends on the job	0	0%
d. No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



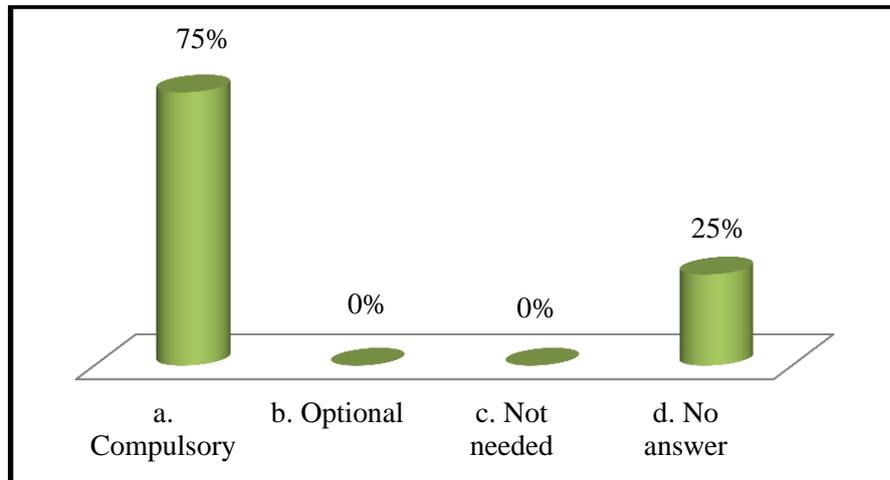
**Figure 3.17:** Managers responses about Whether English Language Is Required in Their Company or Not

The results shown in the figure above illustrate that the majority of participants (75%) asserted that English language is required in their company for a survival process of work. Another note to mention is that one participant (25%) did not choose any of the provided options. All in all, this company has created or adopted a mode of speech so that team dynamics and their performance will not be damaged.

**Item 8.** How do you consider using English as a means of communication in multilingual companies?

**Table 3.18:** Managers’ Opinions about the Use of English as a Means of Communication in Multilingual Companies

Option	Respondents	Percentage
a. Compulsory	3	75%
b. Optional	0	0%
c. Not needed	0	0%
d. No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



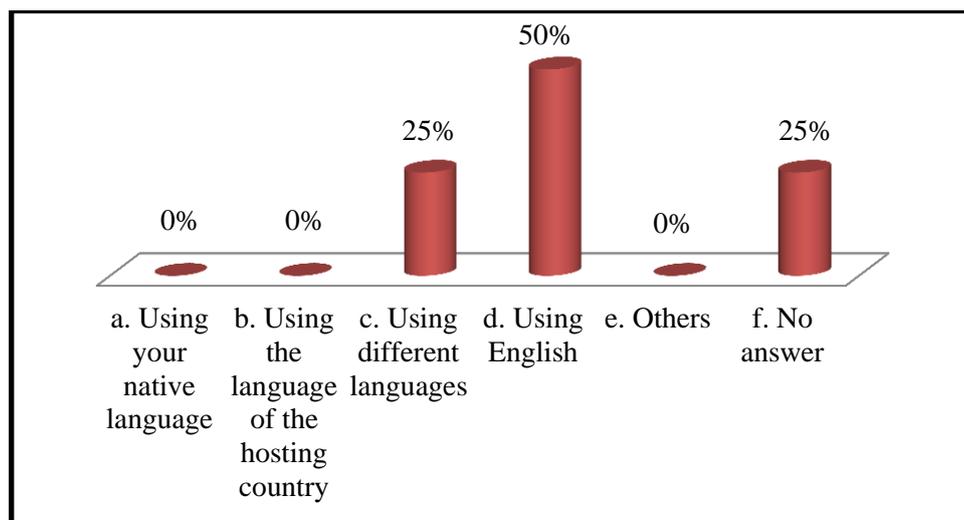
**Figure 3.18:** Managers' Opinions about the Use of English as a Means of Communication in Multilingual Companies

The managers' were asked about the use of English as a means of communication in multilingual companies. The given opinion leads to results that (75%) of the participants nominated English as a compulsory language in these companies; this latter contributes to create link between overseas workers. Apart from that, one answer (25%) was not provided by a participant. This entails that employees who adopt English speaking policy may have more job opportunities in multilingual companies.

**Item 9.** From the following, please mention the language that you use the most to communicate with your foreign co-workers/ bosses:

**Table 3.19:** Managers’ Most used Language as a Means of Communication with Their Co-workers/ Managers

Option	Respondents	Percentage
a. Using your native language	0	0%
b. Using the language of the hosting country	0	0%
c. Using different languages	1	25%
d. Using English	2	50%
e. Others	0	0%
f. No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 3.19:** Managers’ Most used Language as a Means of Communication with Their Co-workers/ Managers

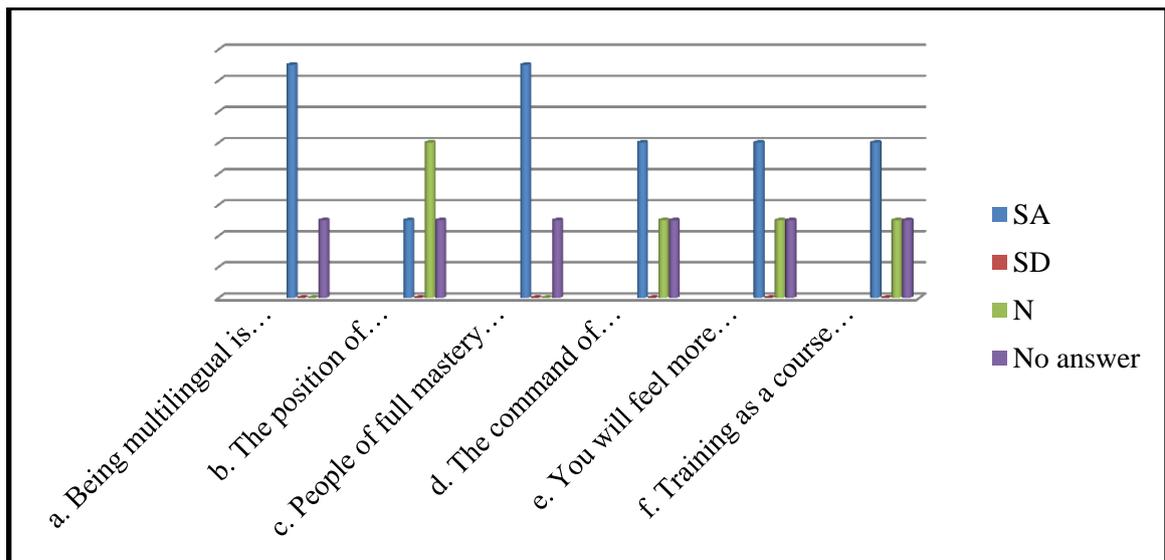
The presented data portrayed to the following results: half of the participants (50%) mostly use English as a means of communication with their team-workers and this, for them, is because many countries opt to a large extent for this language. Lastly, it is important to mention that one participant (25%) did not reply on the question. The results

denote that English is probably the official business language for the managers or workers, which offers to them better working atmosphere and help them to faster the progression of their work.

**Item 10.** Specify to what extent you agree or disagree with the following statements.

**Table 3.20:** Managers' Agreement / Disagreement

Statement	SA	SD	N	No answer
<b>a.</b> Being multilingual is the more suitable profile for the company business	3 75%	0 0%	0 0%	1 25%
<b>b.</b> The position of occupation within your company is the more related to the languages mastered	1 25%	0 0%	2 50%	1 25%
<b>c.</b> People of full mastery of English regardless efficiency or deficiency in other languages are more qualified for promotion	3 75%	0 0%	0 0%	1 25%
<b>d.</b> The command of some languages is more prioritized over other(s) in a certain position within your company	2 50%	0 0%	1 25%	1 25%
<b>e.</b> You will feel more comfortable if the company is more Anglicized	2 50%	0 0%	1 25%	1 25%
<b>f.</b> Training as a course of action contributes in adjusting, refining and improving existing competencies	2 50%	0 0%	1 25%	1 25%



**Figure 3.20:** Managers' Agreement / Disagreement

Statically speaking, the presented data are analysed individually as follows:

**Statement a:** “Being multilingual is the more suitable profile for the company business”

This statement aims to measure the usefulness of being multilingual for the company business. With one respondent not replying, the high proportion of participants (75%) strongly agreed on that “being multilingual is suitable profile for international business”; this shows the great role that multilingual speaker plays in diverse business environment; whereas, none of them opted for “strongly disagree” position.

**Statement b:** “The position of occupation within your company is the more related to the languages mastered”

Based on the data above, a single participant (25%) strongly agreed that mastering the language is related with working position in the company. However, half of the sample who represents (50%) had neutral position with the aforementioned statement. Equally distinguished, only one informant (25%) showed no opinion.

**Statement c:** “People of full mastery of English regardless efficiency or deficiency in other languages are more qualified for promotion”

Similarly, the statement “people of full mastery of English language regardless efficiency or deficiency in other languages are more qualified for promotion” scored the percentage of (75%) for those who strongly agree; whereas, one of the respondents (25%) had no answer.

**Statement d:** “The command of some languages is more prioritized over other(s) in a certain position within your company”

Additionally, the statement above scored the percentages as follows: (50%) of respondents strongly agree with it, (25%) of them opted for “neutral” position to describe their opinion; while, the remained participants (25%) had no answer.

**Statement e:** “You will feel more comfortable if the company is more Anglicized”

Regarding the managers’ answers, a high proportion of respondents (50%) goes for “strongly agree”; however, only one informant (25%) preferred to choose “neutral” option and the other one (25%) provided no answer.

**Statement f:** “Training as a course of action contributes in adjusting, refining and improving existing competencies”

Concerning the role of training as a course in adjusting, refining and improving competencies, a large number of managers selected “strongly agree” with the positive contribution of this training, which represents percentage of (50%); yet, (25%) of them preferred to take neutral position. Whereas, (25%) of the sample opted for no answer.

To simplify what is illustrated above, the aforementioned statements (a, c, d, e, f) scored the highest percentage with “strongly agree” comparing to the other provided

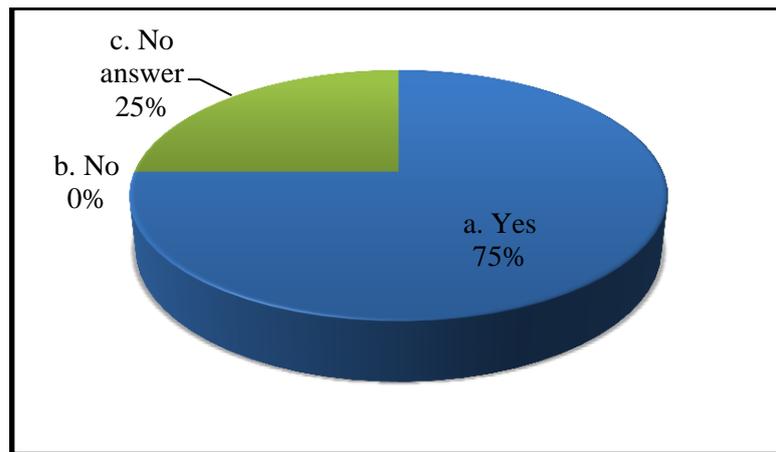
options. However, none of the participants opted for “strongly disagree” position. Accordingly, these statements expressed the efficacious side of being multilingual speaker; i.e., speaking more than one language, including English language, opens up new stream for the workers to be more qualified for promotion.

In addition, Anglicized companies seem to be a preferred business environment for the participants who speaks English well, and this, because it helps them to feel more comfortable and at ease when working. Additionally, in certain position within the participants’ company, the command of some languages, for small or large business concerns, is more prioritized over other(s). Meanwhile, half of the participants stated that it is a good idea to bring training courses into the real world and give employees the opportunity to practice and improve their existing competencies. Lastly, from workers’ perspective, multilingual profiles are suitable more for the company business than monolingual states; these profiles have an effective role in workplace environment; especially at the level of communication.

**Item 11.** Does your company offer training opportunities for its employees?

**Table 3.21:** Company Provision of Employees Training

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a. Yes</b>	3	75%
<b>b. No</b>	0	0%
<b>c. No answer</b>	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



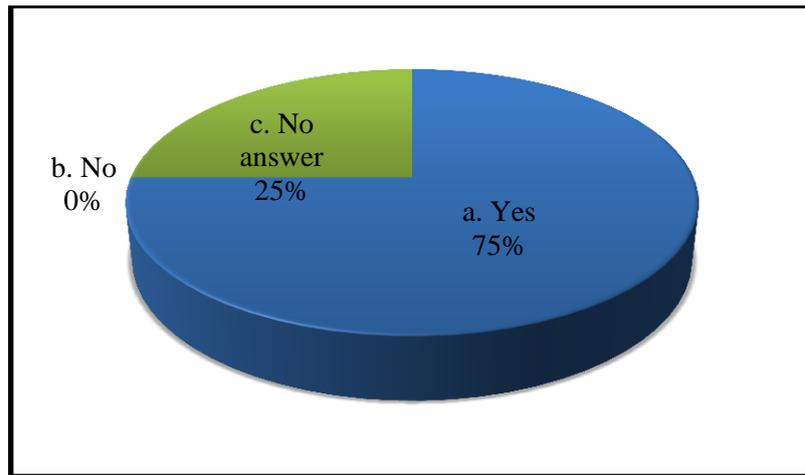
**Figure 3.21:** Company Provision of Employees Training

The results in the table above displays that the respondents' company offer training opportunities for its employees to broaden their skills and be more effective in their current roles, this answer forms the average of (75%) out of the sample. On the other hand, no reply (25%) was provided by one respondent. This signifies that upgrading employees skills by training them may increase productivity and performance.

**If yes, does this training include how to use English for business communication in multilingual companies?**

**Table 3.12:** Managers' Responses about Whether the Training Includes the Use of English for Business Communication or Not

Option	Respondents	Percentage
a. Yes	3	75%
b. No	0	0%
c. No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



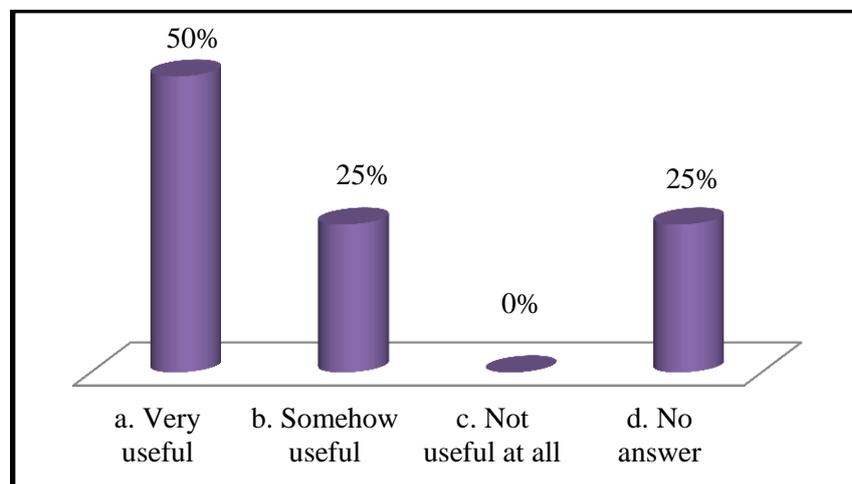
**Figure 3.22:** Managers' Responses about Whether the Training Includes the Use of English for Business Communication or Not

This sub-question is asked in order to know if the training includes the use of English or not. The collected data, particularly for those who opted for “yes”, shows that English in business communication’s traineeship is crucial; meanwhile, one participant (25%) did not provide any answer. To rephrase it, since English language is required in this company (item 23), managers tend to include it in the training courses as valuable skill; it seems that the ability to communicate in English is the biggest asset in business community.

**Item 13.** To what extent do you find using English language useful in facilitating the process of communication in your company?

**Table 3.23:** The Degree of Usefulness of English Language in Facilitating the Process of Communication in Managers' Company

Option	Respondents	Percentage
a. Very useful	2	50%
b. Somehow useful	1	25%
c. Not useful at all	0	0%
d. No answer	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 3.23:** The Degree of Usefulness of English Language in Facilitating the Process of Communication in Managers' Company

The managers were asked to rate the usefulness of English language in facilitating the process of communication. Half of the respondents (50%) stated that using this language is very useful in order to easier the interactions process between them; while, one participant answered differently and opted for “somehow useful” with percentage of (25%). Lastly, single participant (25%) had no reply on the question. This indicates that the respondents found their comfort using English language; i.e., it helps them to get along with each other and this in return will develop good business relationship.

If you have any concern(s) about the language at work, comments or suggestions, please feel free.

- Since the use of English is in a global trend, it is necessary to have basic English conversation skills.

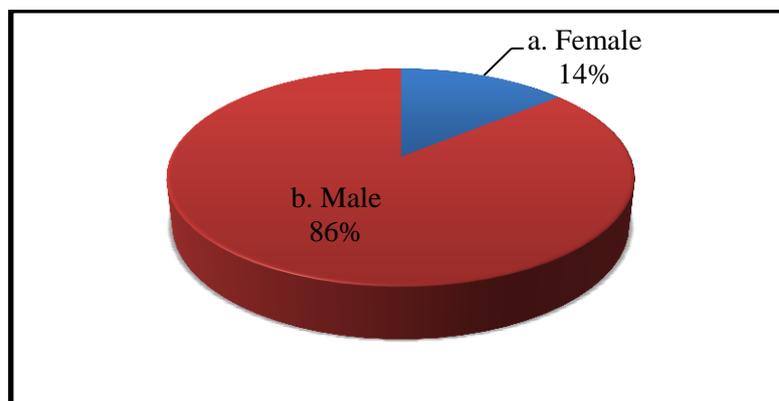
### 3.5.2. Analysis of employees' questionnaire

#### Section One: General Background

##### Item 1. Gender

**Table 3.24:** Employee's Gender

Gender	Respondents	Percentage
a. Female	6	14%
b. Male	36	86%
<b>Total</b>	<b>42</b>	<b>100%</b>



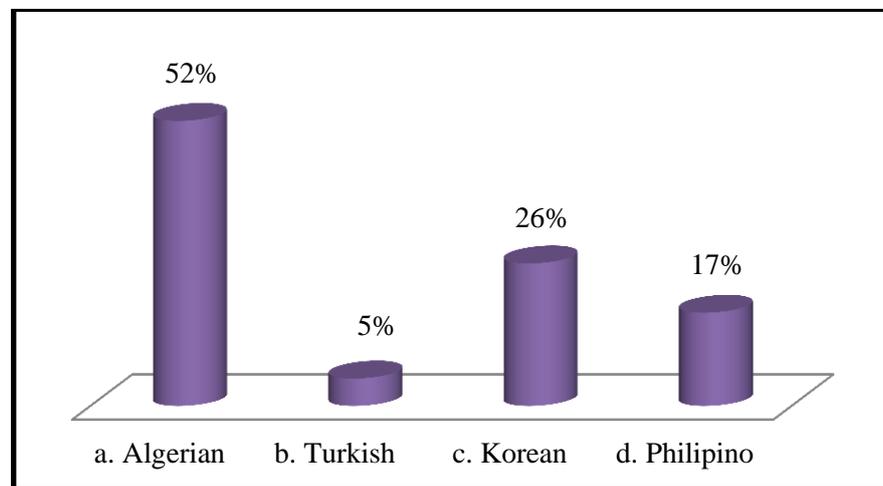
**Figure 3.24:** Employee's gender

The results shown in the table (3.23) distinguishes gender differences among employees. Using this terminology, the majority of participants are males with percentage of (86%); however, females represent only (14%) of the sample. To illustrate, this kind of jobs attract men more than women who prefer other type of works.

**Item 2.** Your nationality:

**Table 3.25:** Employee's nationality

Nationality	Respondents	Percentage
<b>a.</b> Algerian	22	52%
<b>b.</b> Turkish	2	5%
<b>c.</b> Korean	11	26%
<b>d.</b> Filipino	7	17%
<b>Total</b>	<b>42</b>	<b>100%</b>

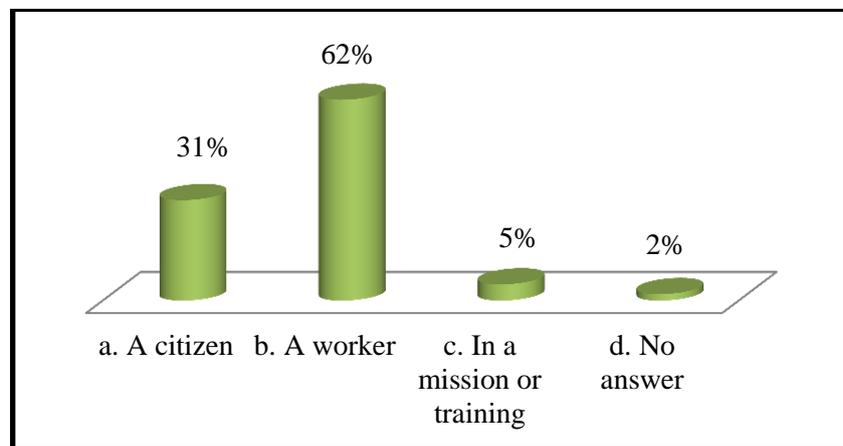


**Figure 3.25:** Employee's nationality

This question aims to know the employees' nationality within this company. One can notice the diversity in citizenship contribution. In this sample, out of (42) participants, (22) of them (52%) hold the Algerian nationality; while Korean comes next with rate of (26%); however, the remaining participants go for: Filipino with percentage of (17%) and Turkish with average of (5%).

**Item 3.** Your status in Algeria:**Table 3.26:** Employee's status in Algeria

Options	Respondents	Percentage
a. A citizen	13	31%
b. A worker	26	62%
c. In a mission or training	2	5%
d. No answer	1	2%
<b>Total</b>	42	100%

**Figure 3.26:** Employees' status in Algeria

The above table (3.25) demonstrates that out of (42) participants, 13 (31%) of them are “Citizens”; however, (62%) of them are workers in Algeria; while, only two participants (5%) answered differently “in mission or training” and one respondent (2%) did not choose any of the provided options. To conclude, the majority of employees in multilingual company are workers rather than other status.

**Item 4.** Your profession:

The employees were asked about their profession according to the given results, the respondents' profession were introduced as follows: (11) of the employees hold the HSE (Health and Safety Engineer) position whether assistance or supervisor; however, for those

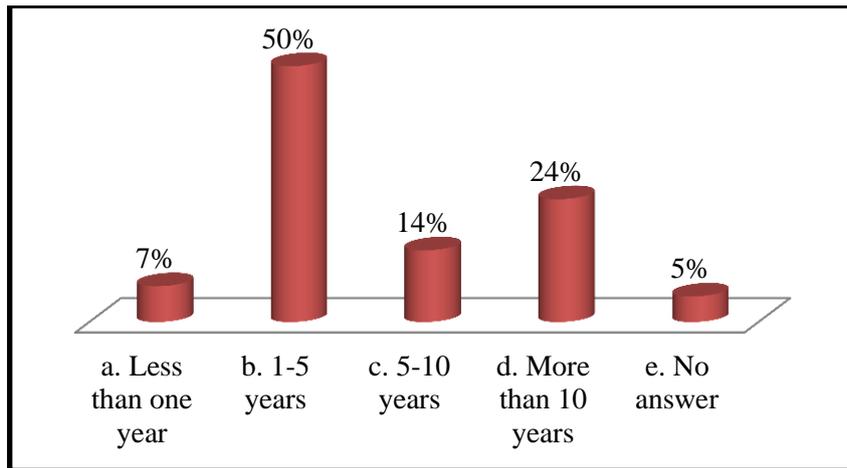
whose profession is Material controller represent (4) of the sample. To continue, (2) of the employees are Mechanical Engineers; other (5) employees work as Quality Controller and Supervisor. On the other hand, (2) of the respondents are Purchase Assistance and Manager and sum of (2) work as IT (Information and Technology Engineer).

Additionally, this item distinguished some other different occupation positions and they are as follows: (2) are Chemical Engineers, one is Coordinator, another one is Administrator, one is Architectural Engineer and the last one is Electrical Engineer. In addition to these, the company also appointed a Lawyer and Translator. It can be noted that the majority of employees are Engineers in various area of work, which in return will improve the quality of the company performance.

**Item 5.** Your experience:

**Table 3.27:** Employee's experience

<b>Experience</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a.</b> Less than one year	3	7%
<b>b.</b> 1-5 years	21	50%
<b>c.</b> 5-10 years	6	14%
<b>d.</b> More than 10 years	10	24%
<b>e.</b> No answer	2	5%
<b>Total</b>	<b>42</b>	<b>100%</b>



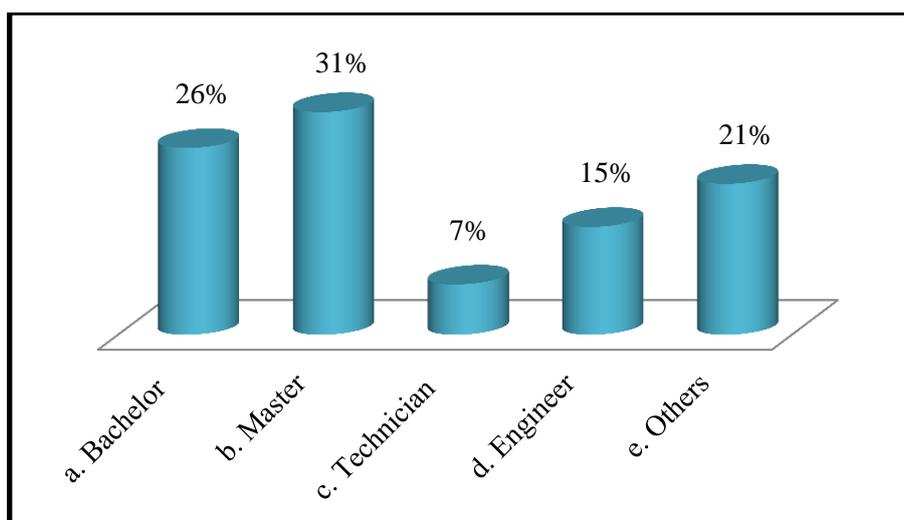
**Figure 3.27:** Employee’s experience

The fifth question provided data about employees’ experience. The large part of respondents (50%) had an experience from 1 to 5 years. In addition, more than 10 years are those who represent (24%) of the sample; however, six employees (14%) obtained an experience between 5 and 10 years; whereas, the least percentage (7%) goes for “less than one year”. Equally important, only two respondents (5%) did not answer the question. This may indicate that the majority of employees have a reasonable working experience which means they are not newbie in the domain of company business.

**Item 6.** Your academic degree:

**Table 3.28:** Employees’ educational degree

Academic Degree	Respondents	Percentage
a. Bachelor	11	26%
b. Master	13	31%
c. Technician	3	7%
d. Engineer	6	15%
e. Others	9	21%
<b>Total</b>	<b>42</b>	<b>100%</b>



**Figure 3.28:** Employees' educational degree

The aim of this question is to identify the respondents' level of education. All the employees have an education qualification; (26%) of them hold Bachelor's degree; sum of (31%) obtained Master certificate; whereas, the remaining percentages are the following: (7%) of the informants are Technicians and (15%) of them are Engineers; while, a different proportion selected "others". This signifies that almost all the employees pursued an academic level for specific enrichments such as: to fulfill occupational requirements.

### Section Two: Employees' Communicative Competence

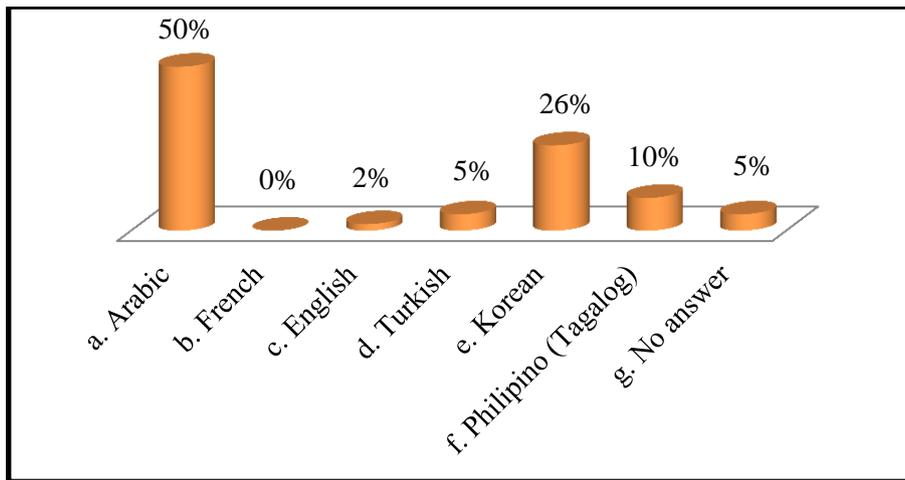
Put a tick (✓) in the right answer.

**Item 1.** Specify your native language please.

**Table 3.29:** Employee's native language

Native Language	Respondents	Percentage
a. Arabic	21	50%
b. French	0	0%
c. English	1	2%
d. Turkish	2	5%

e. Korean	11	26%
f. Filipino (Tagalog)	4	10%
g. No answer	3	7%
<b>Total</b>	42	100%



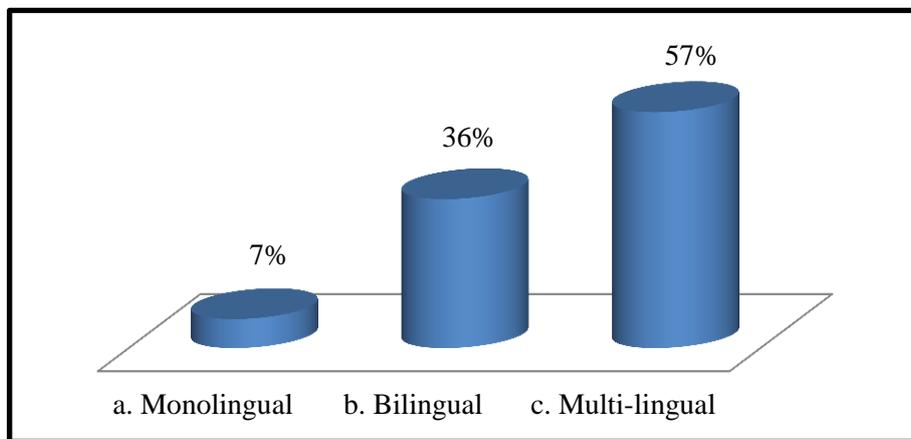
**Figure 3.29:** Employee's native language

The displayed data demonstrate the employees' native language. As long as languages are concerned, Arabic scored the highest percentage among other mother tongues with rate of (50%) out of the sample; however, the second place goes to Korean with percentage of (26%) comparing to others. With three respondents not replying, Filipino comes next with the rate of (10%) of the participants, only one of them is an English speaker (2%) and two of the respondents are Turkish with percentage of (5%). This means that workers of this company can use their L1 as part of their regular job; they can also use it in their personal time such as: breaks, etc.

Item 2. Are you:

**Table 3.30:** The number of languages mastered

Options	Respondents	Percentage
a. Monolingual	3	7%
b. Bilingual	15	36%
c. Multi-lingual	24	57%
<b>Total</b>	<b>42</b>	<b>100%</b>



**Figure 3.30:** The number of languages mastered

According to the table (3.29), seven (36%) of the respondents asserted that they are able to communicate in two different languages at work; not only that, (57%) of the employees confessed that they have linguistic abilities in more than two languages beside their native language, those are called “multilingual”. Yet, the use of one single language has been selected by (7%) of the sample. This means that the employees who speak more than one or two languages surpass the number of monolingual speakers because at some point this can be positive for the business concerns at international level.

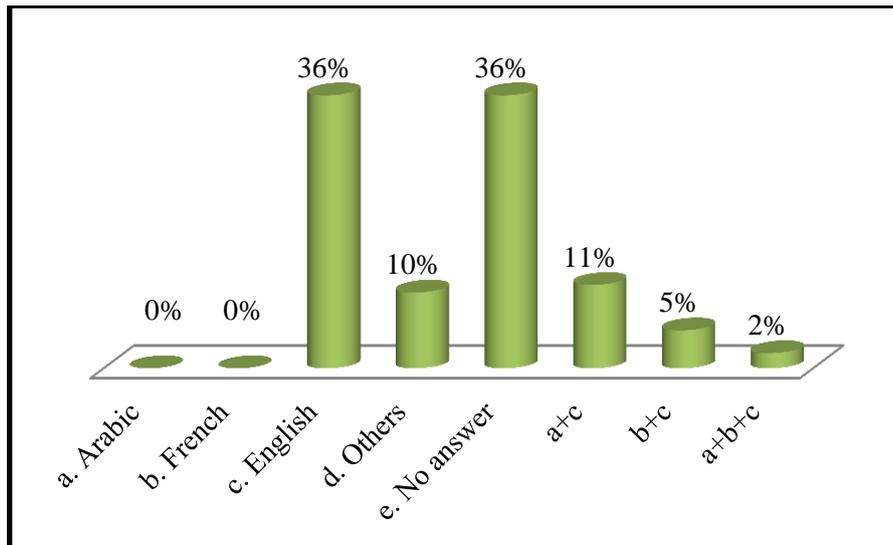
**Item 3.** If you are bilingual or multilingual, please specify the language (s) that you master in addition to your native language.

Regarding this question, its aim is to specify the language mastered in addition to the mother tongue. According to the gathered data, English language has been mentioned by the majority of respondents; whereas, only two of them indicated some other different languages such as: Indonesian, Vietnamese, Arabic, and Spanish; in addition to Turkish, French, German and Korean. To demonstrate, the main languages outlined by the participants are: English, French, Turkish, Korean and German; these latter are mastered by the majority of them.

**Item 4.** Since you are working in a multilingual company, mention the main languages that are used as means of communication.

**Table 3.31:** The main languages used as means of communication

Options	Respondents	Percentage
a. Arabic	0	0
b. French	0	0
c. English	15	36%
d. Others	4	10%
e. No answer	15	36%
a+c	5	11%
b+c	2	5%
a+b+c	1	2%
<b>Total</b>	<b>42</b>	<b>100%</b>



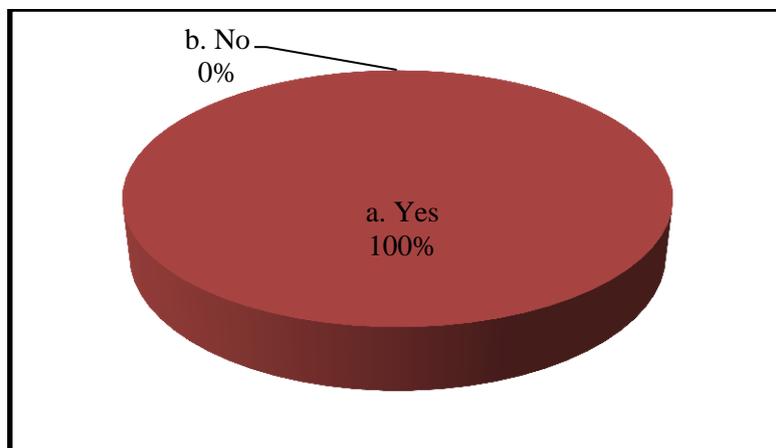
**Figure 3.31:** The main languages used as means of communication

This question is sought to determine the main used language as means of communication. The table (3.30) shows that the large part of respondents (36%) opted for English language as a common working language; however, the remaining participants outlined other different answers: (11%) of them picked “Arabic and English”, two other employees (5%) selected “French and English, (2%) for those who chose “Arabic, French and English”. Whilst, (10%) of them mentioned other languages. An exception was made by (15) participant (36%) who did not provide any answer. Consequently, English language is considered as a main language in order to exchange ideas, information, or news.

**Item 5.** Do you interact or communicate with your foreign co-workers/managers?

**Table 3.32:** Interacting or communicating with foreign co-workers/mangers

Options	Respondents	Percentage
a. Yes	42	100%
b. No	0	0%
<b>Total</b>	<b>42</b>	<b>100%</b>



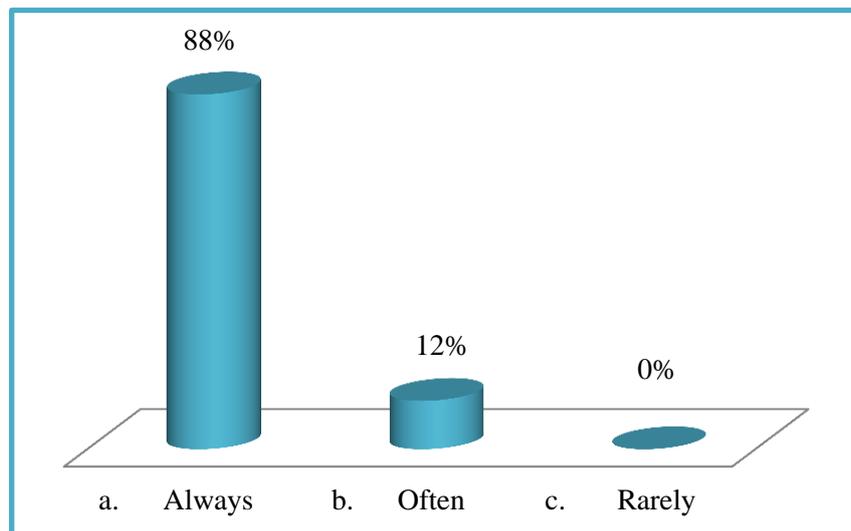
**Figure 3.32:** Interacting or communicating with foreign co-workers/mangers

This item intends to know whether communication among employees takes a place or not. The graph (3.31) reveals that the entire chosen sample (100%) stressed on interacting with foreign co-workers; yet, no one (0%) out of (42) answered the opposite. Accordingly, all the employees and the foreign co-workers have an exchangeable kind of relationship.

**Item 5.1** If yes, how often?

**Table 3.32.1:** Frequency of communicating or interacting with foreign co-workers/managers

Options	Respondents	Percentage
a. Always	37	88%
b. Often	5	12%
c. Rarely	0	0%
<b>Total</b>	<b>42</b>	<b>100%</b>



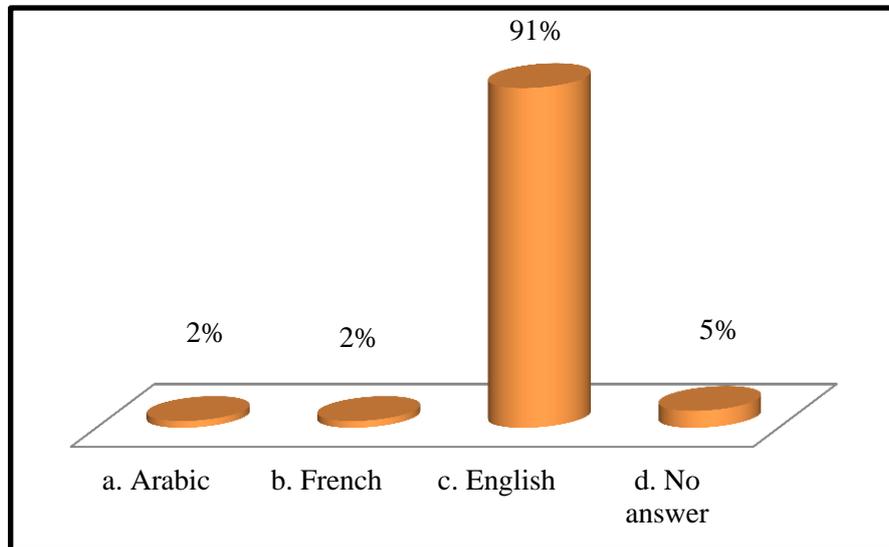
**Figure 3.32.1:** Frequency of communicating or interacting with foreign co-workers/managers

According to the table (3.31.1) above, the percentage of (88%) represents those who always share an interaction engagement with their co-workers/managers; nevertheless, (12%) of the participants often have a regular communications in the workplace. While none of them opted for “rarely” option. The aforementioned results indicate that communication is a key element for the workers to keep up the business performance.

**Item 6.** Which language (s) do you use to communicate with them?

**Table 3.33:** Language(s) used to communicate with foreign co-workers/mangers

Options	Respondents	Percentage
a. Arabic	1	0%
b. French	1	0%
c. English	38	100%
d. No answer	2	0%
<b>Total</b>	<b>42</b>	<b>100%</b>



**Figure 3.33:** Language(s) used to communicate with foreign co-workers/mangers

This item attempts to identify the most used language for communication. Based on the provided data, English language, which represents (91%), is considered as the basic language for communication with foreign co-workers; however, the least percentages go for: Arabic (2%) and French (2%). Equally distinguished, some participants added other extra languages used such as: mother tongue with those of the same nationality to understand the job well; while some others use different languages like Turkish and

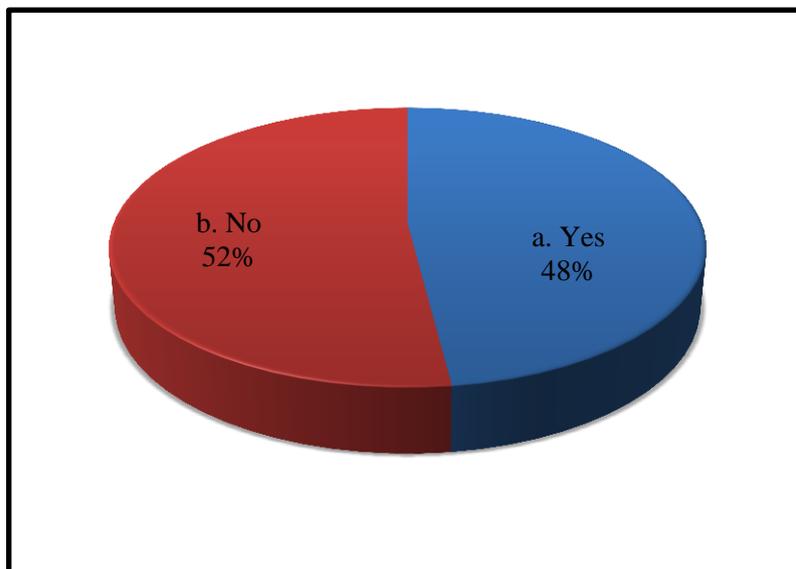
French. A remark to indicate, two of the participants (5%) did not answer the question. Indeed, English is the language that helps with the employees’ workplace communication.

**Section Three: The Status of English in the Multilingual Company**

**Item 1.** Do you find any difficulties when communicating with your foreign work mates/managers?

**Table 3.34:** Employees’ difficulties encountered when communicating with foreign work-mates/managers

Options	Respondents	Percentage
a. Yes	20	48%
b. No	22	52%
<b>Total</b>	<b>24</b>	<b>100%</b>



**Figure 3.34:** Employees’ difficulties encountered when communicating with foreign work-mates/managers

The table (3.33) shows that less than half of employees (48%) encounter difficulties when communicating with foreign work-mates or managers; whereas, (22) employees out of (42) participants (52%) claimed to have no interaction problems. Evidently, employees seemed to be able to cooperate in way or another effectively with their colleagues from different nationalities.

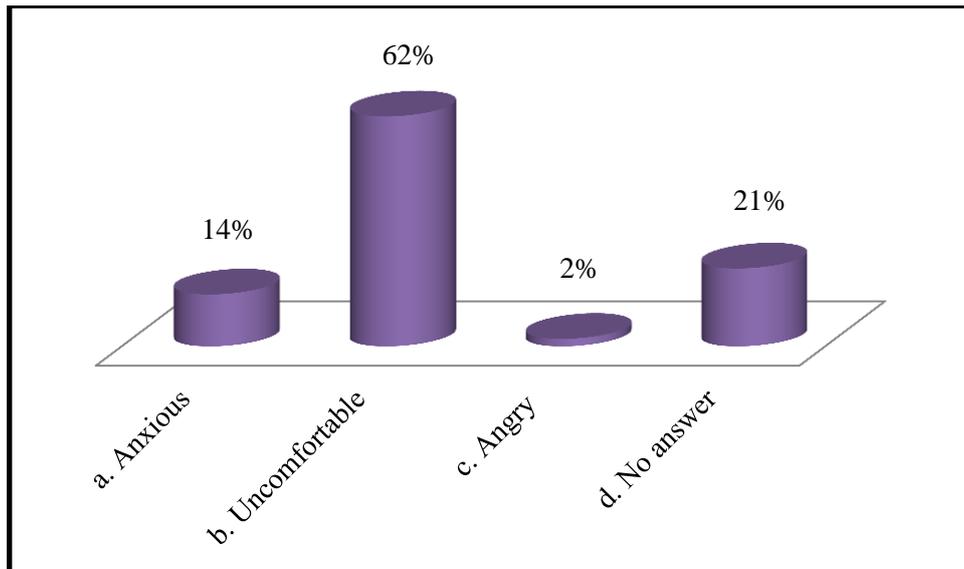
**Item 1.1** If yes, what kind of difficulties?

Specifying the kind of difficulties when communicating, some of the respondents confessed that their foreign co-workers use inaccurate pronunciation in their speech; therefore, the employees find it hard to understand them correctly. Additionally, others added that distorted messages, because of the accents, make it even more troublesome for them to communicate; some members in this company have insufficient level in English language. On the other hand, the remaining participants agreed on the following difficulties: cultural background, interference of other languages or mother tongue and unfamiliarity with the technical terms of the work.

**Item 2.** How do you feel about those difficulties?

**Table 3.35:** Employees' feelings when facing communication difficulties

Options	Respondents	Percentage
a. Anxious	6	14%
b. Uncomfortable	26	62%
c. Angry	1	2%
d. No answer	9	21%
<b>Total</b>	<b>42</b>	<b>100%</b>



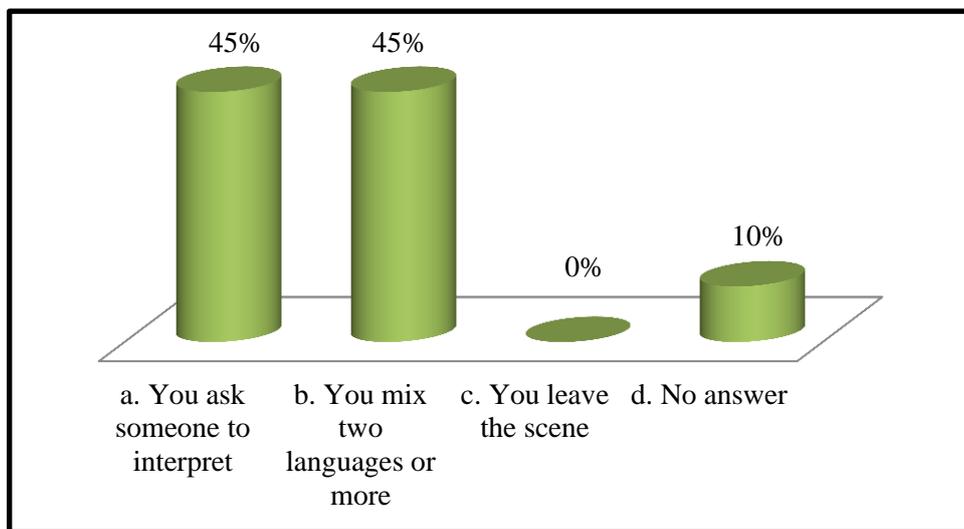
**Figure 3.35:** Employees' feelings when facing communication difficulties

This item aims at identifying the employees' attitude towards the effect of the aforementioned difficulties (item 1.1). Through this data, the high percentage of respondents (62%) feel uncomfortable when communication collapse arise; however, with six participants not replying, (14%) of them experience anxious state and only one participant (2%) feels angry towards those conflicts; however, there are (21%) of participants did not answer. To put it differently, difficulties in communication among company members can lead the employees to experience range of negative emotions; these difficulties can make it hard for them to accomplish the communicative objectives.

**Item 3.** What do you do when you find a difficulty to communicate with your foreign co-workers or managers?

**Table 3.36:** Employee's reaction to communication's difficulties

Options	Respondents	Percentage
a. You ask someone to interpret	19	45%
b. You mix two languages or more	19	45%
c. You leave the scene	0	0%
d. No answer	4	10%
<b>Total</b>	<b>42</b>	<b>100%</b>

**Figure 3.36:** Employee's reaction to communication's difficulties

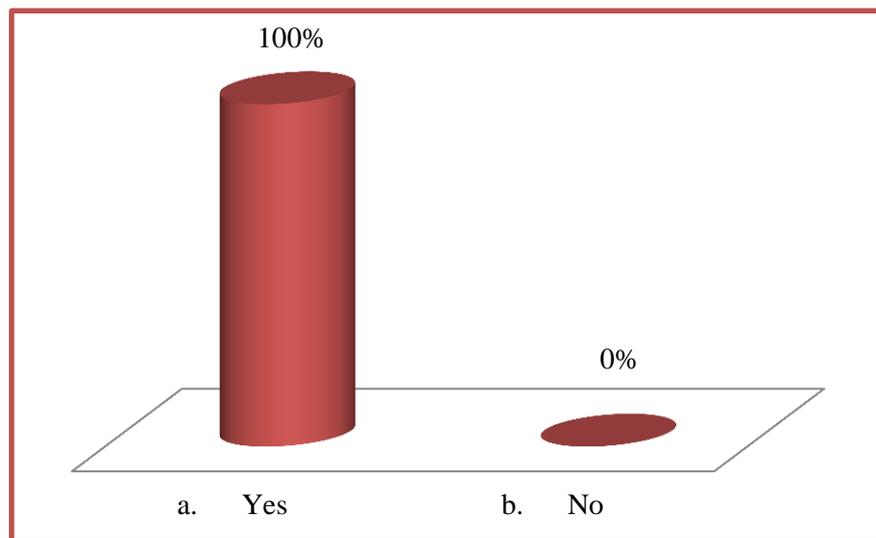
The ultimate objective of this item is to identify the strategies used to overcome the communicative difficulties. To sum up the yielded results, less than half of the participants (45%) opted for “you ask someone to interpret” strategy to manage the conflicts of interaction; however, the other part of participants (45%) selected “mix two languages or more” as way to avoid interaction problems. Nevertheless, some participants added other extra ways such as: pictures, gestures, speak their language or using easy terms. Apart from that, two participants did not provide any answer. Thus, employees of this company

could adopt some strategies to control the communication barriers when two distinguish languages or cultures interact together.

**Item 4.** Do you use English at work?

**Table 3.37:** The use of English at work

Options	Respondents	Percentage
a. Yes	42	100%
b. No	0	0%
<b>Total</b>	<b>42</b>	<b>100%</b>



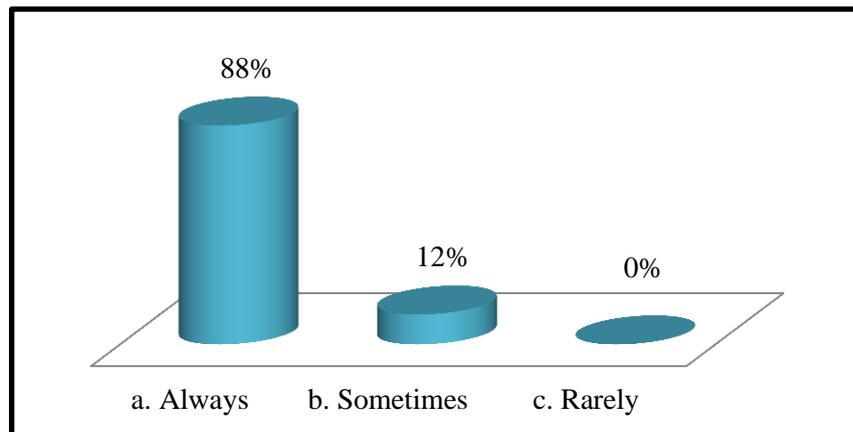
**Figure 3.37:** The use of English at work

To illustrate what is displayed above, all the participants (100%) use English language as a medium of communication at work; whereas, none of the sample opted for “no” option. This demonstrates that the use of English language in the respondents’ company is required.

**Item 4.1** If yes, how often?

**Table 3.37.1:** Frequency of using English at work

Options	Respondents	Percentage
a. Always	37	88%
b. Sometimes	5	12%
c. Rarely	0	0%
<b>Total</b>	<b>42</b>	<b>100%</b>



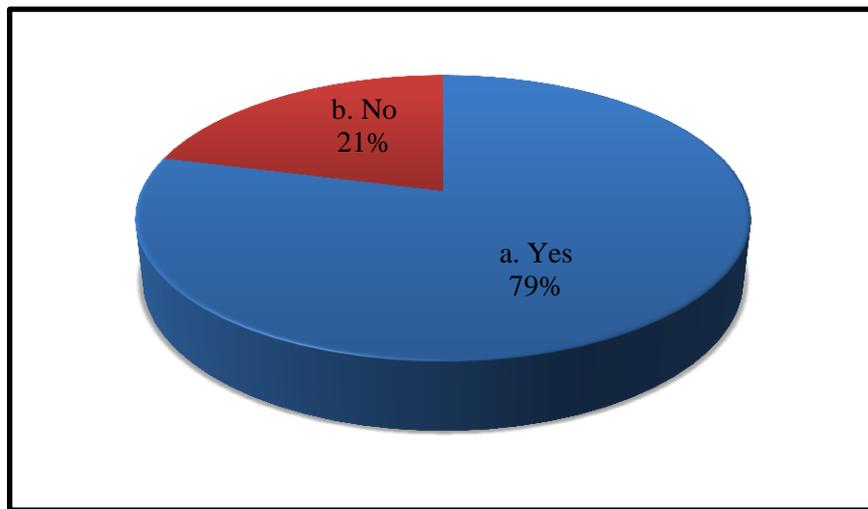
**Figure 3.37.1:** Frequency of using English at work

To illustrate, this question is related to the previous one. It can be noticed that the majority of employees (88%) do always cooperate with their teamwork by using English language at workplace; however, only (12%) of the sample declared that using English language is sometimes needed. That is to say, the use of English seems to be a priority in international communicative situations.

**Item 5.** Did you study English before?

**Table 3.38:** Studying English previously

Options	Respondents	Percentage
a. Yes	33	79%
b. No	9	21%
<b>Total</b>	<b>42</b>	<b>100%</b>



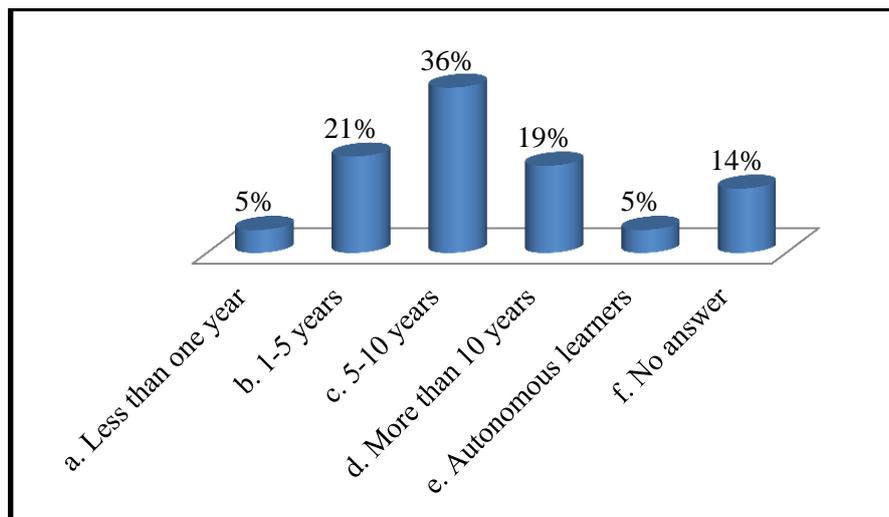
**Figure 3.38:** Studying English previously

Concerning studying English, the high percentage of participants (79%), which is represented by (33) of employees, studied the target language previously whether in private schools or academic institutions; whereas, (21%) of the sample picked “no” option because perhaps they are autonomous learners.

**Item 5.1** If yes, for how long?

**Table 3.38.1:** Period of studying English

Experience	Respondents	Percentage
a. Less than one year	2	5%
b. 1-5 years	9	21%
c. 5-10 years	15	36%
d. More than 10 years	8	19%
e. Autonomous learners	2	5%
f. No answer	6	14%
<b>Total</b>	<b>33</b>	<b>100%</b>



**Figure 3.38.1:** Period of studying English

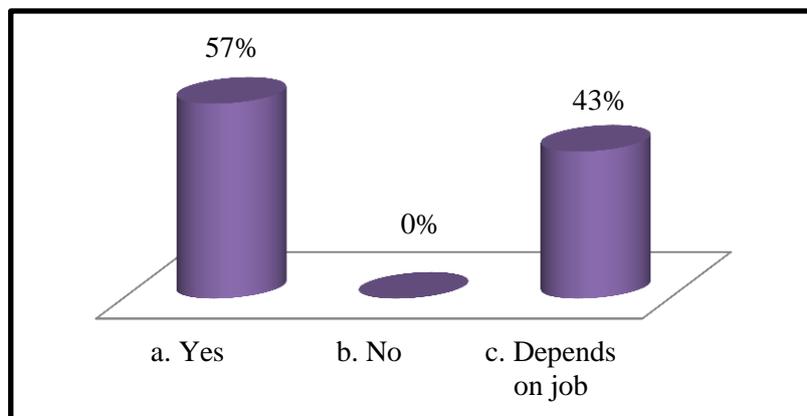
As the table (3.37) classifies, there is diversity in employees' period of studying English. It illustrates that the dominant part of participants, which is 15 (36%), are those who studied English language from 5 to 10 years; however, for the employees, representing (21%), have been learning the target language from 1 to 5 years. Additionally, the remaining participants go for: some of (19%) who devoted time for English for more

than 10 years and some other for less than one year with percentage of (5%). Equally important, autonomous learners scored only (5%) of the sample; while, (6) participants (14%) preferred to not answer. This diversity shows that the majority of participants received courses or information containing enough English knowledge and skills.

**Item 6.** Is English required for any job in your company?

**Table 3.39:** The need of English for any job in the company

Options	Respondents	Percentage
a. Yes	24	57%
b. No	0	0%
c. Depends on job	18	43%
<b>Total</b>	<b>42</b>	<b>100%</b>



**Figure 3.39:** The need of English for any job in the company

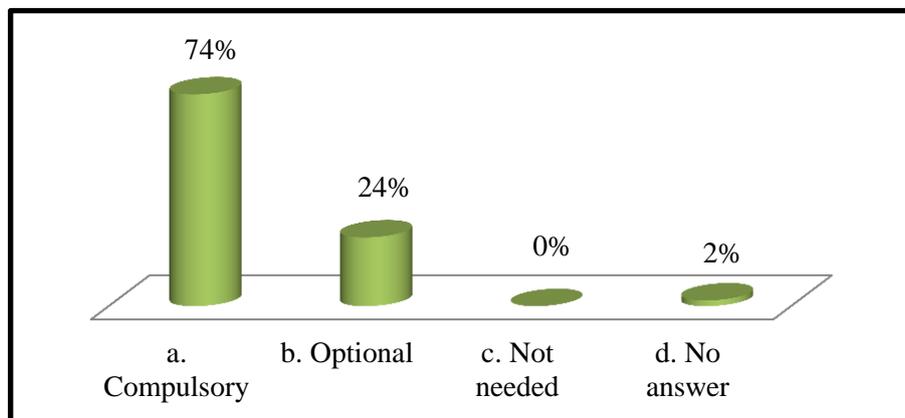
The results of this question conclude that the highest number of employees (57%) reported that a good command of English is essential in the business environment; however, (43%) of the sample believe that it depends on the job; there are jobs that require this language and some other may prefer different ones. To simplify, a good knowledge of

English or the ability to use English in workplace can be beneficial because the majority of multilingual companies require the use of English among the workers even this company.

**Item 7.** How do you consider using English as a means of communication in multilingual companies?

**Table 3.40:** Employees' attitudes towards the use of English in multilingual companies

Options	Respondents	Percentage
a. Compulsory	31	74%
b. Optional	10	24%
c. Not needed	0	0%
d. No answer	1	2%
<b>Total</b>	<b>42</b>	<b>100%</b>



**Figure 3.40:** Employees' attitudes towards the use of English in multilingual companies

This item aims at determining the participants' views towards the use of English in multilingual companies. The provided opinion led to the results that out of the sample, (74%) 31 of the employees selected "compulsory"; whereas, (24%) of them find it optional; however one (1) participant (2%) did not answer. To know the justification of the respondents, one can mention them clearly as follow: for those who opted for the first

option believes that English is a global language especially in business fields; it fundamentally helps them to communicate easier with the overseas workers as well as facilitate the working process.

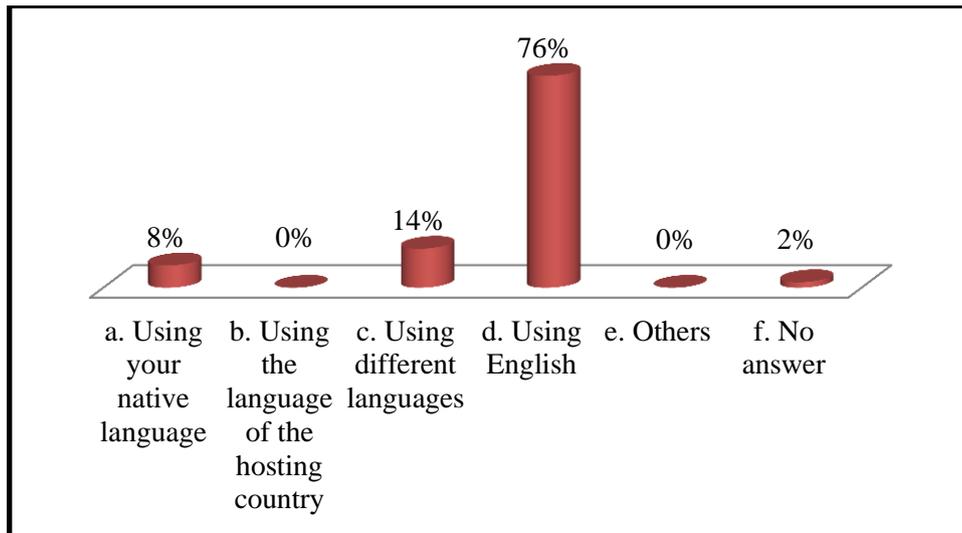
Others added that dealing with English is very important since it is an international company whose employees and superiors are from different cultures. One participant summarized it all and we quote, “if you can’t speak English, you will waste time and effort”. On the other side of the coin, for those who opted for “optional” explained that it depends on the nature of the job’s requirements; some companies use different language rather than English as way of communication.

To digest, most of the companies with different background cultures use English as a standard language for communication, getting the job easily done and for overcoming interaction issues.

**Item 8.** From the following, mention the language that you use most to communicate with your foreign co-workers/bosses:

**Table 3.41:** The most used language with foreigners

Options	Respondents	Percentage
a. Using your native language	3	8%
b. Using the language of the hosting country	0	0%
c. Using different languages	6	14%
d. Using English	32	76%
e. Others	0	0%
f. No answer	1	2%
<b>Total</b>	<b>42</b>	<b>100%</b>



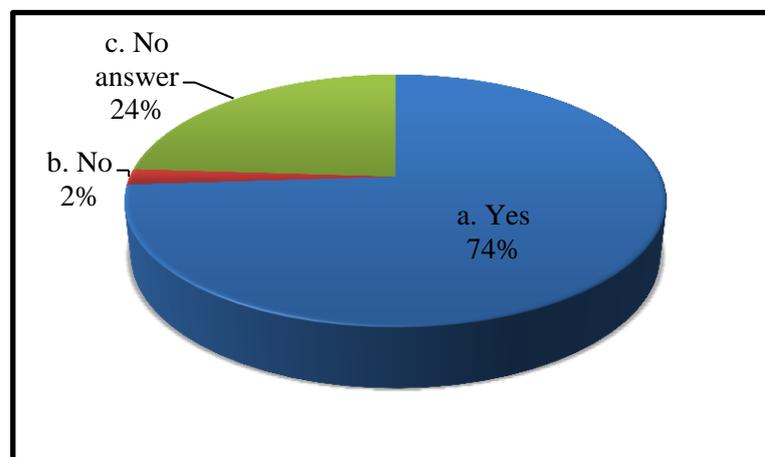
**Figure 3.41:** The most used language with foreigners

The presented data shows that the largest number of participants (76%) use the target language for the sake to raise comprehensibility of communication between employees and their foreign workers; while on the contrary, the remaining participants use whether different languages or native language to interact with each other, which they represent (14%) and (8%) respectively. Another result to be noticed, one participant (2%) provided no answer to the question. Therefore, the data indicates that English language seems to be an essential medium of communication among participants.

**Item 9.** Do you think that using English at work can facilitate the process of communication with your foreign co-workers and your bosses?

**Table 3.42:** Employees' views about whether using English at work can facilitate the process of communication with their foreign co-workers and their bosses or not

Options	Respondents	Percentage
a. Yes	31	74%
b. No	1	2%
c. No answer	10	24%
<b>Total</b>	<b>24</b>	<b>100%</b>



**Figure 3.42:** Employees' views about whether using English at work can facilitate the process of communication with their foreign co-workers and their bosses or not

According to the previous answers of some questions, it is not surprising that almost all the participants, presenting (74%), showed their affirmation to the item; i.e., English language is used mainly as means to facilitate the working process, especially communication phase. To understand the reason behind their choices, the respondents were asked to justify their answers. Most of the employees consider English as a mandatory language in this company because, for them, it is the only alternative way; it also simplifies the communication and understanding when it is necessary. Some others stated that English language is common working language, it is used by superiors and subordinates as

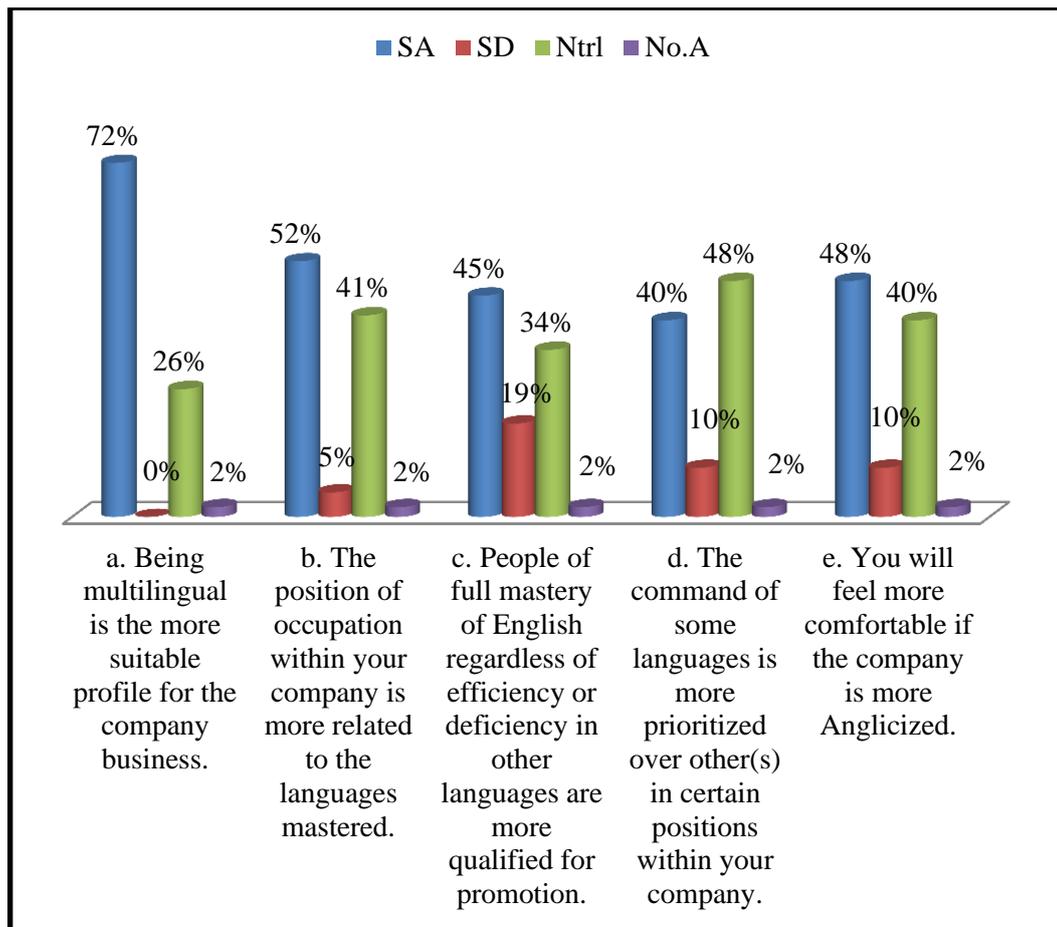
a participant mentioned and we quote “it is the most common language that workers can use together because we both understand it”.

To sum up, English language is a very helpful strategy for the staff members of the respondents’ company in order to communicate easily with each other. In the second part of this, only one respondent (2%) showed her/his refusal by selecting “no” option and this because most of the work done in this company is through gestures. Equally important, (24%) of them did not choose any of the provided options.

**Item 10.** Specify to what extent you agree or disagree with the following statements.

**Table 3.43:** Employee’s degree of agreement about the following statements

Statement	S A		S D		N		NA	
Being multilingual is the more suitable profile for the company business.	30	72%	0	0%	11	26%	1	2%
The position of occupation within your company is more related to the languages mastered.	22	52%	2	5%	17	41%	1	2%
People of full mastery of English regardless of efficiency or deficiency in other languages are more qualified for promotion.	19	45%	8	19%	14	34%	1	2%
The command of some languages is more prioritized over other(s) in certain positions within your company.	17	40%	4	10%	20	48%	1	2%
You will feel more comfortable if the company is more Anglicized.	20	48%	4	10%	17	40%	1	2%



**Figure 3.43:** Employee’s degree of agreement about the statements

Statically speaking, the results of the table above are illustrated as follows:

**Statement 1:** “Being multilingual is the more suitable profile for the company business.”

The aforementioned statement scored (72%) of the respondents who selected “strongly agree”, (26%) of them picked “neutral” option; whereas, none of them (0%) opted for “strongly disagree”. Beside these, one respondent (2%) did not answer on the question.

**Statement 2:** “The position of occupation within your company is more related to the languages mastered.”

This statement is sought to explore the relation’s degree of agreement between the position of occupation and languages mastered. The provided opinions led to the data that

the vast majority of respondents opted for “strongly agree”, with an average of (52%); however, (5%) of them “strongly disagreed” with the statement; while (41%) of the employees had “neutral” position to present their opinion. Additionally, a distinguished note shows that one respondent (2%) did not choose any of the options.

**Statement 3:** “People of full mastery of English regardless of efficiency or deficiency in other languages are more qualified for promotion.”

Although the deficiency and efficiency in other languages, people full mastery of English are more qualified for promotion. This latter scored (45%) of the participants who strongly agree with it, (19%) of them took different position “strongly disagree”; whereas, (34%) of employees selected “neutral” option to describe their opinion. Equally important, a single participant (2%) showed no specific position.

**Statement 4:** “The command of some languages is more prioritized over other(s) in certain positions within your company.”

Through this statement, the researcher intended to know the respondents’ opinion concerning the command of languages in certain positions within their company. As it is noticed, the first part of respondents (40%) strongly agreed that some languages are more prioritized over others in multilingual company; however, the second part of percentage (48%) goes for those who preferred to remain “neutral”. Equally important, some of them (10%) strongly disagreed with the aforesaid statement. To mention, one participant (2%) did not provide any answer.

**Statement 5:** “You will feel more comfortable if the company is more Anglicized.”

Feeling more comfortable in Anglicized company scored the following percentages: (48%) of the participants “strongly agree” with aforementioned statement;

sum of (10%) selected “strongly disagree”; while, sum of (40%) preferred to have neutral position for some reasons. Lastly, only one participant (2%) did not answer the question.

Based on the data above, the participants were given three options to describe their opinion on some statements. The high proportion of participants opted for “strongly agree” rather than other options (statement 1, 2, 3, 5) to express the positive side of being multilingual. Accordingly, linguistic abilities and cultural awareness of L2 are considered as additional qualifications for the workers; they seem to be a valuable asset in company business. Therefore, for the people who master the English language will increase their chances to be more qualified of getting job promotion. Additionally, due to the cultural diversity among workers, some languages are more prioritized over others in certain positions within the respondents’ company. On the other hand, Anglicized company seemed to be preferred company by the L2 speakers of English; it makes them more comfortable and at ease when communicating or working. Consequently, being able to speak more than one language may increase the employments options.

**Employees’ concerns**

- The dialect sometimes causes difficulties for communicating easily
- They need to work on their English to prevent misinterpretations
- Language has to be in the equipment office printer computer or any equipment otherwise it will be so hard to work with different equipment with different languages
- Languages in general are the first key to start your career in multinational Companies.
- It doesn't matter if you are good or excellent or fluent in English language to start working on multilingual companies but you should can speak the

language that they use almost the time even if you can explained yourself in certain situations and you need to have many skills beside your diploma that you have to create a good profile that the multilingual companies look for

- Difficulties in understanding the words of the foreign manager, especially the Korean managers, as if he uttered the Korean dialect

### **3.6. Discussion and Interpretation of the Main Results**

To review, the objective of the present study is to investigate the effectiveness of English as a Lingua Franca in multilingual companies to improve workers' communication process. Based on the findings obtained from the analysis of the two questionnaires; the first one is designed for managers and the second one is designed for normal employees, we confirm that the results are part of the current research which is entitled "The Role of English as a Lingua Franca in Facilitating Communication in multilingual Companies".

According to the analysis, it is deduced that workers are highly aware of the importance of English language knowledge in the international companies. As they also show appreciation to the usefulness of English as a Lingua Franca for a better alternative method of communication in the multilingual work environment. The analysis of the questionnaires provides different and valuable responses that support the research hypothesis that English as a Lingua Franca can be an effective strategy for workers whose native languages are different to improve their business communication process.

#### **3.6.1. Discussing the results of managers' questionnaire**

Initially, the data obtained in the first section that provides general information about managers reveals that 100% of the participants hold a Korean citizenship. The results reveal that the majority of managers of this company are non-native speakers of English. In

addition to that, the majority of participants (75%) consider themselves bilingual comparing to others. The results denote that bilingual speakers predominate the monolingual ones in international companies. Also, the language that managers' master beside their mother tongue is often English. Due to the status of English language in the world, international professional companies tend to mostly use it instead of other languages.

As the findings show, the main communication problems that encountered among workers are (75%) misunderstanding and (25%) conflict. To demonstrate, poor internal communication among workers from other cultures leads to misunderstanding then to conflict. It can be noticed that the majority of respondents (50%) selected cultural background as the main reason behind communicative problems; however, 25% of the participants chose linguistic background; while the rest of participants (25%) selected both, linguistic background and cultural background; which they considered as a source of interaction barriers. This means that communication problems are primarily caused by cultural variation; thus, staff members in multilingual companies can need to take cultural factors into account.

The study reveals that poor communication performance between workers lead to collaboration problems as 75% of the respondents claimed that the effect of communicative problems on the working environment of the company lead to unhealthy communication and cooperation problems; likewise, it may lead to distorted messages that cause confusion and misunderstanding. These difficulties caused by communication barriers can lead to negative atmosphere which it may in return lower the productivity of the workers. Consequently, 75% of managers stated that they feel uncomfortable when communication breakdown takes place. This indicates that communication barriers prevent

important interactions among workers which in return cause the managers' uncomfortableness.

The gained results show that the main strategies used by managers to overcome communication barriers are "asking someone to interpret" and "mixing two languages or more", in order to be easily understood by the listener. To clarify, these strategies can help reducing communicative conflicts and build up a consistent partnership among foreign workers. Moreover, the results surveys that 75% of the participants use English language at work as a mean of communication in order to maintain the business collaboration between them. Thus, English language is considered as a basic strategy to reach the communication objective between workers in multilingual companies. In addition, English language is studied by the most of participants (75%) whether in academic or private schools. As 50% of the managers chose to learn general English, these participants are probably regular second language learners; however, 25% of participants learned "English for specific purposes". This means that the managers of this company normally have the basic conversation skills. Apart from that, no participant answered for "English as a Lingua Franca".

As a final say, the majority of managers nominated that the use of English as a means of communication in multilingual companies is compulsory, as it contributes to link between all workers from different cultures and different languages. This entails that employees who can use English language have more job opportunities in multilingual companies. In addition, anglicized companies are preferred for the participants who speak English well, because it helps them to feel more comfortable when working. Moreover, half of the participants stated that it is a good idea to make trainings for employees in order to practice and improve their competencies. Finally, from workers' perspective,

multilingual employees are the suitable ones for the international company; these profiles have an effective role in workplace environment; especially at the level of communication.

### **3.6.2. Discussing the results of employees' questionnaire**

As the findings show, the first section indicates the general background of the employees that we can notice the diversity in citizenships. The majority of employees are Algerians (52%) while Koreans (26%) come next, then Filipino (17%) then Turkish (5%). As long as languages are concerned, according to the participants, Arabic scored the highest percentage among other mother tongues; however, the second place goes to Korea. Filipino comes next, only one of them is an English speaker and two of the respondents are Turkish. This means that the company has a variety of cultures and different languages. Moreover, the participants were asked about the languages they use to communicate with each other. The majority of respondents (36%) opted for English language as a common working language; however, the remaining participants outlined other different answers including Arabic, French, English and other languages. Consequently, English language is considered as a means of communication in multilingual companies.

Since almost the half of the participants stated that they face communication difficulties with their foreign co-workers, some of the respondents confessed that their foreign co-workers use inaccurate pronunciation in their speech; therefore, the employees find it hard to understand them correctly. While others added that distorted messages, because of the accents, make it even more troublesome for them to communicate; some members in this company have insufficient level in English language. On the other hand, the remaining participants agreed on the following difficulties: cultural background, interference of other languages or mother tongue and unfamiliarity with the technical terms of the work. Consequently, the employees' towards these communication barriers are

uncomfortableness, anxiety and sometimes anger. In other words, communication difficulties among workers in the multilingual company can lead the employees to experience range of negative emotions; which make it hard for them to achieve the objectives of a successful communication.

According to the data provided, 100% of the participants claimed that English language is a medium of communication among workers to reach the business goals. Thus English language knowledge is compulsory in companies with different background cultures and languages. Additionally, almost all the respondents (74%) showed their affirmation to using English language at work can ease the communication process with foreign co-workers; considering English is a mandatory language in the company as it is the only solution for linguistic diversity at work.

As a final say, Linguistic and cultural knowledge of L2 are perceived to be supplementary credentials for workers; they tend to be a significant advantage in company activity. For those who master the English language are more eligible to get a work promotion. Additionally, owing to the cultural diversity of employees, in some positions within the respondents' company, certain languages are more prioritized than others. In the other hand, the Anglicized companies seemed to favour the L2 speakers of English to the business; because it makes the workers comfortable and secure while communicating or working together.

To sum up, these questionnaires are a useful tool of gathering data from managers and employees of a multilingual company, and providing deeper insights about the topic in general and the implementation of English as a Lingua Franca in particular. The findings obtained through this study answer the research questions and achieve the study aims; thus, the research hypothesis is confirmed. Initially, all workers highlight the importance of

English language at the multilingual workplace which is a pillar of success in business communication. In addition, the study divulges the positive attitude of both managers and normal employees towards the use of English as a Lingua Franca. Moreover, it is concluded that workers' inability to communicate effectively is due to low level of English language; therefore, adopting ELF strategy can help to some extent to minimize workers' difficulties and improve their business communication process.

## **Conclusion**

To conclude, this chapter discussed the fieldwork of the present study that aims at investigating the use of English as a Lingua Franca in enhancing multilingual companies' workers' communication. The chapter provided a clear description of the methodology adopted namely: research approach, research design, sampling, data collection methods, and data collection procedures. Besides, it displayed the data gathered through the study and followed by a detailed analysis of the findings.

The results obtained showed that the large majority of the participant managers and employees have a positive attitude towards the implementation of English as a Lingua Franca strategy in their company, and it is a suitable technique that can facilitate the business communication process for both managers and employees. However, managers also declared that using this strategy is a necessity that connects all co-workers and reduce communication difficulties in the company. By doing so, employees will gradually improve their English performances by themselves. Based on the data analysis, the research hypothesis is confirmed and the research questions are answered.

## **General Conclusion**

To conclude, this study is an attempt to shed light on the role of English as a Lingua Franca in facilitating communication in multilingual companies. For this, the

ultimate aim of the current research is to attempt to answer the research questions and to confirm the research hypothesis which states that using English as a lingua franca by workers in a multilingual company could facilitate communication and reduce misunderstanding problems among Algerian and foreign workers in Hyundai Engineering Company, Biskra.

This study consists of three chapters; the first two chapters are devoted to the theoretical background of this study, while the last chapter represented the fieldwork. Through the first chapter, the researcher attempted to highlight the most important intercultural and multilingual communication barriers and how to overcome them. Initially, a general overview was provided about intercultural communication and multilingualism. Later in this chapter, the researcher spot lights on multilingual communication in international companies and highlighted several of its barriers and solutions.

The second chapter dealt with a general overview of the status of English in the world and in Algeria in addition to Lingua Franca. Then, the focus was shifted to English as a Lingua Franca for which the researcher attempted to provide the most important elements related to English as a Lingua Franca. The third chapter of this study is devoted to the field work which represents the practical part of this research study in which the researcher attempted to analyse and interpret the data collected through the data collection tool; namely the managers' questionnaire and the employees' questionnaire; in addition to a thorough discussion of the findings.

In order to check the validity of the research hypothesis and to attain the research's aims, the researcher conducted a descriptive research for which two questionnaires were chosen as a data collection tool, namely managers' questionnaire and employees' questionnaire. The former was administered to four (4) managers and forty-two (42) employees precisely those who work in the project control management section. Moreover,

the managers and normal employees were chosen randomly from Hyundai Engineering Company in order to investigate their views and attitudes toward using English in the multilingual companies and to test the proposed hypothesis.

Through the analysis and interpretation of the data collected; as well as the thorough discussion of the findings, the research questions including the ones that inquire about the workers attitudes toward using English as a Lingua Franca, and the role of English in enhancing multilingual communication were all answered. Furthermore, the collected findings confirmed the validity of this research hypothesis which states that using English as a lingua franca by workers in a multilingual company will facilitate communication and reduce misunderstanding problems among Algerian and foreign workers in Hyundai Engineering Company, Biskra.

As a final say, the dissertation provided some recommendations for managers and employees to incorporate this approach as an essential part of business communication in multilingual companies.

## **Recommendations**

In light of the results of the current study, further recommendations and suggestions can be highlighted. For later proceeding studies:

- The multilingual company should hire employees with English language basics in general and business English knowledge in particular.
- The international company should provide language training for new employees where they learn English as a Lingua Franca.
- The ELF training should be taught by a professional teacher of ELF, and should be done for at least two months.

- The multilingual company should provide electronic translator devices at work, in order to enable workers to translate ambiguous words immediately when needed.
- Cultural activities and excursions are also recommended in order to allow the foreign workers discover the culture and the language of the hosting country.

### **Limitation of the Study**

The present study aimed to investigate the use of English as a Lingua Franca in multilingual companies to overcome communication barriers among workers with different first languages in order to improve business communication process. The findings of the survey revealed that this strategy is efficient in the international company and can help workers to enhance the business communication. Even though the study achieved its intended aim, it; however, represented some pedagogical issues.

First, the pandemic Corona virus caused the forced shutdown of the companies which in turn led to our inability to use the interview as a second data collection tool that was planned for this study. This was the major limitation of this study which does not allow the researcher to go in depth within this research. Second, the questionnaire was supposed to be administered to the company of Hyundai Engineering, Biskra, but many workers showed their unwillingness to answer it; therefore, we chose to post it online. Third, in terms of reviewing the literature, there were a lack of research studies and references on the topic, especially the ones concerning the characteristics of ELF in multilingual companies as the research studies are still in the first phases.

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# Appendices

**Appendix 1: Managers' Questionnaire**

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**MOHAMED KHEIDER UNIVERSITY – BISKRA**

**FACULTY OF LETTERS AND FOREIGN LANGUAGES**

**DEPARTMENT OF FOREIGN LANGUAGES**

**SECTION OF ENGLISH**

**A Questionnaire for Managers**

Dear manager,

You are kindly requested to answer this questionnaire, which is a part of my Master dissertation. This latter is about 'The Role of English as a lingua franca in facilitating communication in multilingual companies'. Your contribution will be of immense importance for the success of my study. Please tick the appropriate answer(s) and write full statement(s) whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

**Thank you for your time, effort and collaboration**

**Prepared by:**

BOUCETTA Fatma

**2019-2020**

## Section One: General Background

Specify your:

1- Gender

a) Female

b) Male

2- Your nationality:

.....

3- Your status in Algeria:

a) A Citizen

b) A worker

c) In a mission or training

4- Your profession:

.....

5- Your experience:

.....

6- Your academic degree:

.....

## Section Two: Managers' Communicative Competence

Put a tick (√) in the right answer.

1- Specify your native language please.

a) Arabic

b) French

c) English

d) other

If other, mention it please

.....

2- Are you:

a) Monolingual

b) Bilingual

c) Multi-lingual

3- If you are bilingual or multilingual, please specify the language (s) that you master in addition to your native language.

.....  
.....

4- Since you are working in a multilingual company, mention the main languages that are used as means of communication.

.....  
.....

5- Do you interact or communicate with your foreign co-workers/managers?

a) Yes

b) No

If yes, how often?

a) Always

b) Often

c) Rarely

6- Which language(s) do you use to communicate with them?

a) Arabic

b) French

c) English

d) Others

If others, please specify.

.....  
.....

7- What are the main communication problems that most occur among workers in your company?

- a) Misunderstanding
- b) Disagreement
- c) Conflict
- d) All of them

Others, please specify

.....

.....

Do they occur internal among employees or external between employees and their managers?

- a) Internal among employees
- b) External between employees and their managers
- c) Both

8- According to you, what are the main reasons behind these problems?

- a) Linguistic background (poor vocabulary, grammar, pronunciation, etc.)
- b) Cultural background (lack of knowledge about the others' cultural aspects)
- c) Psychological issues (anxiety, apprehension, low self-confidence, etc.)

9- Do you think that these problems can affect the working atmosphere in your company?

- a) Yes
- b) No

If yes, do they cause?

- a) Discipline problems
- b) Collaboration problems

Others, specify

.....  
.....

### Section Three: The Status of English in the Multilingual Company

1- Do you find any difficulties when communicating with your foreign work mates/managers?

- a) Yes                       b) No

If yes, what kind of difficulties?

.....  
.....

2- How do you feel about those difficulties?

- a) Anxious   
b) Uncomfortable   
c) Angry

3- What do you do when you find a difficulty to communicate with your foreign co-workers or managers?

- a) You ask someone to interpret   
b) You mix two languages or more   
c) You leave the scene

4- Do you use English at work?

- a) Yes                       b) No

If yes, how often?

- a) Always
- b) Sometimes
- c) Rarely
- d) Only

5- Did you study English before?

- a) Yes
- b) No

If yes, for how long?

.....

6- How did you learn English?

- a) General English
- b) English for specific purposes
- c) English as a lingua franca (used by people whose native languages are different)

7- Is English required for any job in your company?

- a) Yes
- No
- Depends on the job

8- How do you consider using English as means of communication in multilingual companies?

- a) Compulsory
- b) Optional
- c) Not needed

9- From the following, please mention the language that you use the most to communicate with your foreign co-workers/bosses:

- a) Using your native language
- b) Using the language of the hosting country
- c) Using different languages
- d) Using English
- e) Others

Please justify your answer briefly.

.....

.....

10- Specify to what extent you agree or disagree with the following statements.

<b>Statement</b>	<b>Strongly agree</b>	<b>Strongly disagree</b>	<b>Neutral</b>
Being multilingual is the more suitable profile for the company business.			
The position of occupation within your company is more related to the languages mastered.			
People of full mastery of English regardless of efficiency or deficiency in other languages are more qualified for promotion.			
The command of some languages is more prioritized over other(s) in certain positions within your company.			
You will feel more comfortable if the company is more Anglicized.			

Training as a course of action contributes in adjusting, refining and improving existing competencies.			
--	--	--	--

11- Does your company offer training opportunities for its employees?

- a) Yes                       b) No

12- If yes, does this training include how to use English for business communication in multilingual companies?

- a) Yes                       b) No

If you have any concern(s) about the language at work, comments or suggestions, please feel free.

.....

.....

.....

.....

.....

**Thank you for your time, efforts and collaboration.**

## **Appendix 2: Employees' Questionnaire**

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**MOHAMED KHEIDER UNIVERSITY – BISKRA**

**FACULTY OF LETTERS AND FOREIGN LANGUAGES**

**DEPARTMENT OF FOREIGN LANGUAGES**

**SECTION OF ENGLISH**

### **A Questionnaire for Employees**

Dear employee,

You are kindly requested to answer this questionnaire, which is a part of my Master dissertation. This latter is about 'The Role of English as a lingua franca in facilitating communication in multilingual companies'. Your contribution will be of immense importance for the success of my study. Please tick the appropriate answer(s) and write full statement(s) whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

**Thank you for your time, effort and collaboration**

**Prepared by:**

BOUCETTA Fatma

**2019-2020**

## Section One: General Background

Please specify your:

1- Gender

a) Female

b) Male

2- Your nationality:

.....

3- Your status in Algeria:

a) A Citizen

b) A worker

c) In a mission or training

4- Your profession:

.....

5- Your experience:

.....

6- Your academic degree:

.....

## Section Two: Employees' Communicative Competence

Put a tick (√) in the right answer.

1- Specify your native language please.

a) Arabic

b) French

c) English

d) other

If other, mention it please

.....

2- Are you:

a) Monolingual

b) Bilingual

c) Multi-lingual

3- If you are bilingual or multilingual, please specify the language (s) that you master in addition to your native language.

.....  
.....

4- Since you are working in a multilingual company, mention the main languages that are used as means of communication.

.....  
.....

5- Do you interact or communicate with your foreign co-workers/managers?

a) Yes

b) No

If yes, how often?

a) Always

b) Often

c) Rarely

6- Which language (s) do you use to communicate with them?

a) Arabic

b) French

c) English

d) Others

If others, please specify.

.....  
.....

### Section Three: The Status of English in the Multilingual Company

1- Do you find any difficulties when communicating with your foreign work mates/managers?

- a) Yes                       b) No

If yes, what kind of difficulties?

.....  
.....

2- How do you feel about those difficulties?

- a) Anxious              
b) Uncomfortable      
c) Angry

3- What do you do when you find a difficulty to communicate with your foreign co-workers or managers?

- a) You ask someone to interpret      
b) You mix two languages or more      
c) You leave the scene

4- Do you use English at work?

- a)     Yes                       b) No

If yes, how often?

- a) Always              
b) Sometimes        
c) Rarely              
d) Only

5- Did you study English before?

a) Yes

b) No

If yes, for how long?

.....  
.....

6- Is English required for any job in your company?

a) Yes

No

Depends on the job

7- How do you consider using English as a means of communication in multilingual companies?

a) Compulsory

b) Optional

c) Not needed

8- From the following, please mention the language that you use most to communicate with your foreign co-workers/bosses:

a) Using your native language

b) Using the language of the hosting country

c) Using different languages

d) Using English

e) Others

Please justify your answer briefly.

.....  
.....

9- Specify to what extent you agree or disagree with the following statements.

Statement	Strongly agree	Strongly disagree	Neutral
Being multilingual is the more suitable profile for the company business.			
The position of occupation within your company is more related to the languages mastered.			
People of full mastery of English regardless of efficiency or deficiency in other languages are more qualified for promotion.			
The command of some languages is more prioritized over other(s) in certain positions within your company.			
You will feel more comfortable if the company is more Anglicized.			

If you have any concern(s) about the language at work, comments or suggestions, please feel free.

.....

.....

.....

**Thank you for your time, efforts and collaboration**

## Appendix 3: The Arabic Version of Employees' Questionnaire

جامعة محمد خيضر بسكرة

كلية الآداب واللغات

قسم اللغات الأجنبية

شعبة اللغة الإنجليزية

إستبيان خاص بالعمال

عزيزي الموظف،

أرجو منك الإجابة على هذا الاستبيان، الذي يعد محاولة لجمع معلومات من أجل اتمام مذكرة ماستر في اللغة الإنجليزية تخصص علوم اللسان حول "دور اللغة الإنجليزية كلغة مشتركة في تسهيل التواصل في الشركات متعددة اللغات". ستكون مساهمتك ذات أهمية كبيرة لنجاح دراستي. لذا يرجى منك وضع علامة (√) على الإجابات المناسبة وكتابة إجابات كاملة عند الضرورة. تأكد من أن إجاباتك ستكون مجهولة وسيتم استخدامها لأغراض البحث لا غير.

شكرا لك على وقتك وجهدك وتعاونك.

من إعداد الطالبة:

بوسنة فاطمة

2020-2019

## القسم الأول: الخلفية العامة

من فضلك قم بتحديد:

1- جنسك

أ- أنثى  ب- ذكر

2- جنسيتك

.....

3- وضعك في الجزائر

أ- مواطن  ب- عامل  ج- في مهمة مؤقتة أو تربص

4- مهنتك

.....

5- سنوات خبرتك

.....

6- شهادتك الأكاديمية

.....

## القسم الثاني: الكفاءة التواصلية لدى العمال

ضع علامة (√) في الإجابة الصحيحة

1- حدد لغتك الأم

أ- العربية  ب- الفرنسية  ج- الإنجليزية  د- أخرى

إذا اخترت أخرى، حددها من فضلك

.....

.....

2- هل انت؟

أ- أحادي اللغة

ب- ثنائي اللغة

ج- متعدد اللغات

3- إذا كنت ثنائي اللغة أو متعدد اللغات، فيرجى تحديد اللغة (اللغات) التي تتقنها بالإضافة إلى لغتك الأم

.....  
.....

4- بما أنك تعمل في شركة متعددة اللغات، اذكر اللغات الرئيسية التي تستخدم كوسيلة للتواصل

.....  
.....

5- هل تتفاعل أو تتواصل مع زملائك في العمل أو مسؤوليك؟

أ- نعم  ب- لا

إذا كانت إجابتك نعم، كم مرة

أ- دائما

ب- غالبا

ج- نادرا

6- ماهي اللغة (اللغات) التي تستخدمها للتواصل معهم؟

أ- العربية  ب- الفرنسية  ج- الإنجليزية  د- أخرى

إذا اخترت أخرى ، يرجى تحديد ذلك

.....

القسم الثالث: وضع اللغة الإنجليزية في الشركات متعددة اللغات

هل تجد أي صعوبات عند التواصل مع زملائك / مديري العمل الأجانب؟

أ- نعم  ب- لا

إذا كانت الإجابة بنعم، فما نوع الصعوبات؟

.....  
.....  
.....

2- كيف تشعر حيال تلك الصعوبات؟

أ- بالقلق

ب- بعدم الارتياح

ج- بالغضب

3- كيف يكون رد فعلك عندما تجد صعوبة في التواصل مع زملائك أو مسؤوليك الأجانب؟

أ- تطلب من شخص أن يترجم لك

ب- تقوم بدمج لغتين أو أكثر

ج- تغادر المكان

4- هل تستخدم اللغة الإنجليزية في العمل؟

أ- نعم  ب- لا

إذا كانت إجابتك نعم، كم مرة؟

أ- دائما

ب- غالبا

ت- نادرا

5- هل درست الانجليزية من قبل؟

أ- نعم  ب- لا

إذا كانت إجابتك بنعم، فكم من الوقت؟

.....

6- هل اللغة الإنجليزية مطلوبة لأي وظيفة في شركتك؟

أ- نعم  ب- لا  ج- حسب نوع الوظيفة

7- حسب رأيك، كيف تعتبر استخدام اللغة الإنجليزية كوسيلة للتواصل في الشركات متعددة اللغات؟

أ- إلزاميا  ب- إختياريا  ج- غير ضروري

8- من بين اللغات الآتية، قم بتحديد اللغة التي تستعملها أكثر كوسيلة للتواصل مع زملائك الأجانب أو مع مسؤوليك؟

أ- تستخدم لغة بلدك

ب- تستخدم لغة البلد المضيف

ج- تستخدم لغات مختلفة

د- تستخدم اللغة الإنجليزية

هـ- أخرى

يرجى تبرير إجابتك

.....

.....

.....

9- حدد إلى أي مدى توافق أو لا توافق على العبارات التالية:

حيادي	أوافق بشدة	أوافق	العبارة
			كونك متعدد اللغات يعطيك الميزة الأكثر ملاءمة للعمل في هذه الشركة.
			يرتبط موقع الوظيفة داخل الشركة التي تعمل فيها باللغات التي تتقنها.
			الأشخاص الذين يتقنون اللغة الإنجليزية بشكل جيد، بغض النظر عن الكفاءة أو النقص في اللغات الأخرى، هم أكثر تأهيلاً للترقية.
			يتم إعطاء الأولوية للغات معينة على غيرها في وظائف معينة داخل شركتك.
			ستشعر براحة أكبر إذا كانت الشركة تستوجب استعمال اللغة الإنجليزية أكثر من اللغات الأجنبية الأخرى.

إذا كان لديك أي مخاوف بشأن اللغة في العمل أو تعليقات أو اقتراحات، لا تتردد بذكرها

.....

.....

.....

نشكركم جزيل الشكر على وقتكم وجهدكم وتعاونكم معنا

**Appendix 4: Permission to Administrate the Questionnaire for Managers and Employees in Hyundai Engineering Co. Ltd, Biskra, Algeria.**

الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي و البحث العلمي



كلية الآداب و اللغات  
قسم الآداب و اللغات الأجنبية  
رقم : 48... / ش. / 2020  
شعبة الانجليزية

إلى السيد: مدير(ة) شركة : Hyundai engineering LTD.CO

**الموضوع : طلب تصريح لإجراء تربص**

يشرفني أن أتمس من سيادتكم تمكين الطالب (ة): بوسنة فاطمة صاحبة رقم التسجيل :

15/35040104 من إجراء تربص مع العمال في مؤسستكم .

أحيطكم علما سيدي أن هذه الطالبة تدرس لغة إنجليزية في السنة الثانية ماستر بجامعة

محمد خيذر ببسكرة وهي بحاجة إلى هذا التربص من أجل بحثها.

وفي إنتظار قبول هذا الطلب ، تقبلو منا سيدي فائق الإحترام وخالص الشكر و الإمتنان.

بسكرة في : 2020/02/19

نائب العميد المكلف بما بعد التدرج والبحث العلمي  
والعلاقات الخارجية

نائب العميد المكلف بما بعد التدرج  
و البحث العلمي و العلاقات  
الخارجية  
د / عمار ربيح

مسؤول الشعبة

مسؤول شعبة الانجليزية

ابو حنينم الطيب



## الملخص

مع عولمة الأعمال التجارية وتنويع القوى العاملة، فإن عدداً متزايداً من الشركات تطبق سياسة لغوية لشركات استناداً إلى استخدام لغة مشتركة، وهي اللغة الإنجليزية في كثير من الأحيان. والهدف من هذه الدراسة الوصفية يتلخص في إلقاء نظرة فاحصة على تصورات الموظفين بشأن استخدام اللغة الإنجليزية في بيئة متعددة اللغات وكيفية تشكيلها داخل مكان العمل. حيث تم تحليل الصعوبات التي ظهر أنها قد تنشأ في مجال الاتصالات والتي يرجع أصلها إلى تعدد الثقافات و اختلاف اللغات في ظروف عمل مختلفة في المؤسسات، باعتبارها أسباباً محتملة لصعوبات في الاتصال في نهاية المطاف. وتهدف هذه الدراسة إلى البحث عن فوائد التعددية الثقافية عندما يُنظر إليها باعتبارها مورداً وليس سبباً محتملاً للصراعات. وفحصت هذه الدراسة حالة الموظفين والمديرين في شركة هيونداي للهندسة الموجودة بولاية يسكرة و التي شارك فيها 46 عاملاً. أشارت النتائج إلى أن استخدام اللغة الإنجليزية كلغة مشتركة من الممكن أن يحل مشاكل الاتصال بين العمال الأجانب و المحليين.