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**Ministry of Higher Education and Scientific Research**  
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***The Use of English in Algerian Workplaces:***  
***Case Study of JOKTAL Company***

**Thesis submitted to the Department of English in Fulfillment of the Requirements for  
The Degree of Doctorate 'LMD' in Didactics of English for Specific Purposes**

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## ***General Introduction***

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## **Dedications**

*To my dear parents, my dear sisters, my family, my colleagues, and my dear friends.*

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## Abstract

English for Specific Purposes (ESP) is concerned with the teaching of English with a focus on meeting the learners' needs. In Algerian business contexts, a noticeable gap seems to exist between the employees' current language competencies and the language demands of the workplaces. In this regard, this study examines the use of English and some of its challenges in Algerian business companies, particularly JOKTAL, an enterprise located in the city of Oran. It targets 22 employees holding different positions. It aims to explore the main purposes of using English by these participants in the work environment, the key factors that may influence employees' utilization of English, and the impact of English on the company's transactions with international partners. Using a mixed-methods approach, data were collected through a questionnaire, a semi-structured interview, and observation. Statistical Package for Social Sciences (SPSS) was employed for data analysis using (frequency, cross tabulation, Two-way ANOVA test and Post Hoc Tukey Test). The findings indicate that English is used in this Algerian business company for communication purposes. They also demonstrate that the employees' prior knowledge of English has a significant effect on their English use more than gender does. Moreover, English seems to enhance the company's foreign business interactions. Based on these results and to better address language barriers, the researcher recommends, alongside other proposals, in-company Business English training courses tailored to meet the workers' needs to help them face language obstacles and improve their job's performance.

**Keywords:** Algerian Business Companies, Business English, English for Specific Purposes, English in the Workplace, Gender, Prior knowledge, Training courses

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## **List of Abbreviations and Acronyms**

- 1- BELF:** Business English as a Lingua Franca
- 2- BE:** Business English
- 3- BRICS:** (Brazil, Russia, India, China and South Africa)
- 4- CCLB:** Center for Canadian Language Benchmarks
- 5- CEO:** Chief Executive Officer
- 6- CPD:** Continuous Professional Development
- 7- EAP:** English for Academic Purposes
- 8- EBP:** English for Business Purposes
- 9- EBE:** English for Business and Economics
- 10-EFL:** English as a Foreign Language
- 11-EGP:** English for General Purposes
- 12-EGBP:** English for General Business Purposes
- 13-ELT:** English Language Teaching
- 14-ELF:** English as a Lingua Franca
- 15-ENS:** Ecole National Supérieur
- 16-EOP:** English for Occupational Purposes
- 17-ESP:** English for Specific Purposes
- 18-ESBP:** English for Specific Business Purposes
- 19-FL:** Foreign Language
- 20-FBE:** Formal Business E-mail
- 21-GE:** General English
- 22-HR:** Human Resources
- 23-HRD:** Human Resources Development
- 24-ISTP:** In-Service Training Programs
- 25-LMD:** License, Master, Doctorate
- 26-MNCs:** Multinational Companies
- 27-NA:** Needs Analysis
- 28-TBLT:** Task-based Language Teaching
- 29-TOEFL:** Test of English as a Foreign Language
- 30-TSA:** Target Situation Analysis
- 31-TVET:** Technical and Vocational Education Training
- 32-(T&D):** Training and Development
- 33-UBC:** University-Business Cooperation

# **General Introduction**

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Today, English has emerged as the world's dominant language and is employed across nearly every continent. This global spread of English traces back to the historical influence of the British Empire through which English became adopted by various non-native communities as a second or foreign language. Moreover, in the modern world, English serves as the common language of business, international diplomatic relations, aviation, academic publishing, and social media networks.

A lot of people around the world learn English to access scientific literature, navigate digital systems, and participate in global trade. Consequently, English is regarded as a language that connects individuals from different backgrounds. This global demand is clearly reflected in Algeria, where the teaching of English became a mandatory subject in Algerian schools, and plays a crucial role in the oil and gas industry. Recently, Algeria has witnessed a significant increase in the use of English in the workplace, where it has been widely acknowledged as a language of communication in corporate environments. The English language appears to hold a significant place in the educational system and is likewise widely used in the sector of business. In addition, the value of English in Algerian business companies is increasing among enterprises aiming to enter the worldwide market. Employees, on the other hand are aware that mastering English opens doors to better global and is the preferred language in the business world in Algeria.

Algeria, like many other countries, has been influenced by the global expansion of English as an international language. The emergence of English for Specific Purposes (ESP) as an approach to English Language Teaching (ELT) has been launched within the Algerian universities to meet the learners' needs in the domains of Science and Technology, business and economics and social sciences. ESP has therefore, helped university learners achieve academic as well as professional objectives. Algeria, in this respect, has steadily worked toward implementing ESP in higher education where it has gradually gained value particularly among students, then researchers, scientists, employees in multinational corporations, hotels, airports, and others who started taking ESP courses to fulfil their language requirements for specific specialities or jobs.

Employees in a company setting, for example, need English for Occupational Purposes (EOP) courses to carry out a certain business activity and do their job properly, such as drafting business emails. In this regard, EOP is associated with the teaching or use of English for practical and functional goals, through which the teaching process is



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professionally focused. On the other hand, the field of English for Business and Economics (EBE) has seen tremendous growth as a result of the demand for English in various business communication operations. EOP learners, thus, need the sort of English language required in their future job where EOP courses should be constructed based on the learner's ability to perform effectively in a given field as well as their ability to accomplish specific goals.

This research is a case study carried out at JOKTAL company which is a multinational enterprise with headquarters located in Germany. It addresses three main research questions:

1. To what extent do JOKTAL company employees use English in the workplace?
2. What are the key variables that may affect the employees' English use in the workplace?
3. How does the use of English influence the company's overseas business deals?

To answer the above questions, the following hypotheses are suggested:

1. Employees in JOKTAL Company may use English to accomplish communicative purposes.
2. Gender may be a key variable that influences the use of English in the workplace more than prior knowledge of English.
3. A good mastery of English skills among JOKTAL's employees may have a positive impact on this company's overseas business transactions.

The study adopted a mixed-methods approach, through which both qualitative and quantitative tools were utilized to provide better insights of the research problem, and deeper understanding of participants' perspectives. Furthermore, the quantitative method is seen as a useful tool for describing the characteristics and quantifying variables of any specific issue through measuring and analyzing relationships between variables, while qualitative approach is suitable to explore and comprehend meanings. Three primary data collection methods were used, a questionnaire, a semi-structured interview and observation. The participants consisted of a group of employees who work at the administration and use English on a daily basis. They included males and females occupying different job positions, differing in age and English competence.

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The study is composed of four major parts. The first chapter provides a theoretical framework that offers a review on the literature of English language in the workplace around the world. It deals with several studies that have been undertaken on the same subject and addressed various areas of English in the workplace. It also sheds light on the many roles of English in a variety of professions, and highlights the role of English as a lingua franca utilized among traders in the past, and its key functions as a foreign language, language of business, and a global language have all been extensively addressed. The researcher aimed to discuss several variables, roles, contributions, and examples that show the critical role of English in business contexts.

The second chapter is concerned with the use of English in Algerian business environments. It illustrates the status of English in the workplace in comparison to other languages such as Arabic and French and explains the role of ESP in Algerian workplaces. This chapter examines the need for English for Occupational Purposes courses required by employees to improve their professional performance through assessing their needs, gaps, and desires. It demonstrates how EOP training can incorporate real-life scenarios that allow employees to complete commercial communication transactions. Business English additionally took a significant part in this chapter because of its importance in EOP course design, and due to the fact that it is a popular field of ESP that requires a specific design of activities and materials directed to a specific set of adult learners in order to meet their demands. Many non-native English speakers, as a consequence, study business English, which focuses on the language abilities, in order to fulfill their commercial communication in the workplace. In this regard, one of the most essential parts in ESP/EOP course design is Needs Analysis in business English, which examines the situation and context of English language use. At the end of this chapter, the major elements discussed in detail to explore the role of English in business communication and the most important skills required by employees in their workplace through the role of English as a means of communication as well as English language skills (reading, writing, listening, and speaking).

The third chapter centers on the research methodology, techniques, and data gathering tools. It focuses on the practical interpretation of the findings, displaying and discussing the results in depth utilizing statistical procedures. A questionnaire, a semi-structured interview and observation are the primary data collection instruments, each of them has been assessed differently based on their importance and goals. To analyze the data, the researcher employs

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the Software Program for Statistical Analysis called Statistical Package for the Social Sciences (SPSS) to give valid results through different statistical programs and features for quantitative data analysis such as: (frequencies, cross tabulation, two-way ANOVA test and Post Hoc Tukey Test). The data analysis process is used to investigate three chief points: the use of English in the workplace, the important variable that influences employee's performance and the impact of English on the company's business deals with overseas' partners. The methods and procedures used in this chapter are intended to provide appropriate responses to the research topic addressed. SPSS analysis program, on the other hand, helps researchers to determine valid data and results through the implementation of various of tests and techniques by showing statistical significance that means an existed effect in a study, however; practical significance illustrates that the existed effect could be far away (large enough) to be meaningful or important in the real world due to the small-sample size.

The final section reflects on suggesting practical recommendations to improve employees' English language abilities in the workplace particularly the writing skills. It intends to provide practical solutions linked to ESP/EOP courses, as well as training programs that can help employees develop their language proficiency particularly with foreigners. It also makes clear that higher education and the members of the business sector need to be involved in the enhancement of the linguistic competence of the workers.

A general conclusion summarizes the principal results collected from this investigation. It indicates that employees utilize English to communicate with their international counterparts (headquarters) in Germany. Furthermore, prior knowledge of English, instead of gender, is the most critical variable that influences employees' performance in the business setting, because English prior knowledge and the language level are essential in the realm of business and are required to complete many communication transactions with foreigners. Besides, a good grasp of English has a beneficial impact on the company's global business dealings according to employees' responses. The majority of employees believe that English language can facilitate the organization's commercial operations to gain access to the worldwide market and expand globally. With respect to this, delivering ESP/EOP courses for employees can contribute to the improvement of their English, allowing them to overcome misunderstandings and miscommunication barriers, especially with their collaborators in business. In turn, employees, recommended their institution to offer relevant in-company ESP/EOP training programs that support them in

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handling complex situations at work, and enable them to manage various business communication activities such as writing e-mails, attending business meetings and giving presentations.

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### **1. 1 Introduction**

Nowadays, English has gained prominence as a vital and influential language internationally. English has become the most frequently used language by many people around the world for a variety of purposes by virtue of considering that the emergence of English as a global language facilitated communication, and people from different countries use the same language to speak internationally (Rohmah, 2005). As a result, most individuals all over the world communicate in English via the internet whether traveling or conducting business around the world, thus, have diverse forms of the English language. Furthermore, English was adopted as a second language in a number of multilingual Asian countries such as (India, Singapore and Malaysia), while it was maintained as an official language in numerous African countries such as (Ghana, Nigeria and South Africa). On the other hand, it was taught as a foreign language in several Arab countries' schools (Crystal, 1997). As a result of the scientific, technological, and business revolutions, English has attained a significant place on the planet and achieved the status of a global language.

### **1.2 English around the World**

It has recently been shown that English is the de facto lingua franca that has spread to all corners of the globe. According to Quirk (1985), "English is a language on which the sun does not set and whose users never sleep", (p. 01). English is the pivotal language of global trade, the primary language of international diplomacy, the major language of air traffic, the fundamental language of the majority of academic journals, and the high-priority language of the internet. Furthermore, it is the world's third most common language, after Mandarin and Spanish. English is used as a second language by around 2 billion non-native speakers. Likewise, around 60% of internet users utilize it as a common language. Accordingly, English allows people to advance in many industries and provides them with new international prospects. Perhaps this distinguishes English from other languages and explains why people desire to learn it. Accurately, English language is the mother tongue or native language of only a few countries around the world, mostly in Europe, including the United Kingdom, New Zealand, Ireland, in Africa such as South Africa, and in the United States of America and Australia continents. English as a global language has an important influence on how people from different regions use it and speak it. In other words, the American English included a distinctive spelling, pronunciation and vocabulary which were solely related to business and entertainment. On the other hand, the British English has different characteristics such as

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British convention in spelling, and the use of distinct vocabulary from that used in America such as ‘flat vs apartment’- ‘holiday vs vacation’, and it has varied accents such as Liverpool’s CS (cockney Scouse) and Newcastle’s Geordie accent; besides the RP (Received Pronunciation). Australia also has been influenced by the spread of English in which spelling and vocabulary are similar to the British; however, Australian pronunciation was varied by region where people often use their nasals features. While New Zealand’s English was similar to the British with distinctions in regard to pronunciation of vowels and sounds. The Canadian English was shaped by a combination of American and British English in spelling with exceptional vocabulary, and remarkable characteristics including the use of vowels and sounds which is recognized only among the Canadian people. Irish English, on the other hand, echoed the varieties of English spoken in Ireland where people use mix various dialects of English and Irish languages. Regions such as Cork, Dublin and Belfast vary extensively in Irish English accents in which the intonation of certain vowels and consonants differs on that used in Britain and America. Regarding vocabulary, Irish community use distinctive terms which are used in a different way with different meanings where they often mix words from the Irish and English languages to be utilized in their daily conversations. However, grammar is completely different from English in which Irish grammar is based on subjunctive atmosphere for instance to express wishes. Moreover, Irish people inverse the use of subject and verb in informal speech, instead of saying ‘are you going to the market?’ they say ‘going to the market, are you?’ Another example regarding possession, Irish people often say ‘I have a house at me’ instead of saying ‘I have a house’, or ‘I going’ instead of ‘I am going’, (Masthrine & M. Bhatt, 2008 p. 57).

Through the spread of English, Ireland became an example of distinctive cultural and linguistic legacy with unique Irish English that combines English and local Irish language’s speech sample, grammar structure, tenses and vocabulary. The English used in South Africa typically follows the British in spelling, however, it has a distinctive vowel sounds, accents, pronunciation such as ‘r’ sound is pronounced more significantly compared with the British, vocabulary and phrases are more related to African languages. There is a difference regarding the use of ‘is’ and ‘are’ in grammar in which South Africans use ‘is’ to refer to plural and instead of saying ‘there are many people’, they say ‘there’s many people’. English as a global language has a great influence on variability and regional difference that occurred in terms of diverse dialects which led to the appearance of new languages in many regions of the world,

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(Masthrine & M. Bhatt, 2008). This diversity has been reflected through English status as a global language for communication, business and economy, science and technology, education and tourism. One can conclude that the variability of English dialects around different countries in the world have definately brought rich cultural and historical backgrounds through which it improves languages as well. Yet, it also displays set of challenges related to language consistency of rules and norms of spelling, grammar, use and pronunciation. Many international interactions have been shaped such as cultural and linguistic stock that became the key factor to go forward and adjust it to achieve communication and connectivity on the global scale. Due to the former British Empire, English turned into the language spoken in law courts, government agencies, schools, and colleges throughout Africa and Asia (Crystal, 1997, p.43). However, the world's language would not look significantly different without the influence of American trade firms that employed English as a language of trade in the twentieth century. As a result, English has become the international language of trade in the twenty-first century. Crystal, in this regard, (1997) defined global language as:

*“a language achieves a genuinely global status when it  
develops a special role that is recognized in every country”*

(Crystal, 1997, p. 03)



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**Map 01: English Around the World**

(Retrieved from: <https://www.englishclub.com/study-english/>)

More than 60 countries around the world, including the United Kingdom, the United States, and Canada, use both written and spoken English (Rohmah, 2005, p.108). The growth of English as a worldwide business language, thus, is closely connected to the establishment of financial institutions in the twentieth century (Graddol, 1997, p.09). Moreover, the spread of English as a worldwide business language was significantly influenced by the increased number of English-speaking countries which in turn facilitated the international business and global commerce. Furthermore, Crystal (1997) stated that English is the working language of (85%) of international organizations, followed by Arabic and French in which speaking one language with partners and consumers in a firm contributes to the expansion of English as a business language, as well as the support in the elimination of communication barriers.

The broad employment of the English language in the world leads to the conclusion that trade was a major influence in the spread of English in the past and in the present. However, English has grown in popularity as a result of the technological advancements, making it a global language. Apart from technology, numerous political and socioeconomic considerations support English to become the world's lingua franca (Krajnakova, 2012).

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Furthermore, numerous researchers, including Graddol (1997), Crystal (2003), and Krishnaswamy (2006), have put forward further arguments for the enlargement of English as a world language (see Krajnakova, 2012). Due to its political power at the time, French was the language of diplomatic contacts from the 17<sup>th</sup> to the 20<sup>th</sup> century. Yet, with the rise of the United States of America, the French empire crumbled and since World War II, English has surpassed French as the lingua franca of diplomacy, with the Agreement of Versailles in 1919-1920 (Mehtiyev, 2010). As a result, English as a lingua franca has played an important role in a variety of structures, including organizations and specialized agencies (Crystal, 1997, p. 87).

English is sometimes known as *"the language of the skies"* or the language of air traffic that has been used as the language of aviation since the 1950s; however, it wasn't officially recognized until 2008 by the International Civil Aviation Organization. The English language was chosen as the means of resolving issues of uncertainty and misunderstanding amongst multinational businesses as a result of the revolution in aircraft design and production that took place in English-speaking nations in the middle of the 20<sup>th</sup> century. As a consequence of its dominance, English has fairly earned a place in the aviation organization. Since English is important as a language of communication, its major role was to prevent many air incidents. The aviation industry needed then pilots with strong speaking and listening abilities. It is also seen as a crucial instrument in the process of hiring, where people with limited or inadequate English proficiency may be disqualified from participating in general processes. The safety of individuals and passengers also heavily rely on aviation communication and the fluency of pilots, aircrew, or controllers in the English language because any misunderstanding can result in real problems that typically can lead to fatal occurrences. Decoding pilots' phonetic expressions accordingly is a necessary skill required by air crew and controllers in which phrases such as (homonyms = break/brake) can cause air traffic incidents. Controllers, thus, should take passengers' lives into consideration by improving their English language skills related to aviation, (Seiler, 2009). On this matter, Mekkaoui (2013) noted that:

*"It is essential for reason of safety that aircrew and  
controllers have to follow agreed procedures to  
ensure that every part of the message is understood"*

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(Mekkaoui, 2013, p. 11)

In aviation, concise sentences contribute to understanding and successful communication; hence the pilot's pronunciation and accent are critical. 'Plain English' is essential for communication between aircrew, controllers, and pilots (Trippe, 2018). When two air traffic controllers do not speak the same native language, they should use a common language, which is typically English, because native English pilots and air traffic controllers play a crucial role in rising safety through international aviation communication (Douglas, 2014, p. 02). To ensure safety and clarity, all pilots and air traffic controllers are obliged to display English language proficiency that includes the capacity to comprehend and interact effectively particularly in emergency situations in order to solve technical problems and avoid disasters. Along with thorough trainings and developments, pilots and air traffic controllers can diminish aviation risks that are generally associated with language barriers and accents.

On the other hand, many academic articles are now written and published in English because it allows the worldwide mobility. As a result, several foreign publications adopted English as their essential language and used it to assist readers from all over the world in understanding and reading about new research instruments; as well as it allows researchers to convey and share their expertise with others working in the same subject (Rao, 2018). Furthermore, the position of English as a global language of academic research puts people, particularly non-native speakers, under an obligation to learn English in terms of writing abilities, vocabulary, and sentence structure; otherwise, research articles will be automatically rejected. Likewise, the dominance of English in various sectors demonstrates great diversity in scientific and research progress (Tardy, 2004). Many researchers, particularly non-native English speakers, may face challenges in academic or scientific writing, where poor explanation of knowledge may lead to misunderstanding, misreading, and ambiguity by the reader, even if the discussed topic or illustrated information is relevant. In this context, learning English language writing abilities is critical to ensure article acceptance for publication, especially in foreign journals (Ferguson, Pérez-Llantada, & Plo, 2011).

Academic writing has recently gained much attention on the basis that English is the language of science, particularly among researchers from countries where English is a foreign or second language. In the world of academia, reading plays a crucial role because it allows

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researchers to understand what is written in a scientific study or article, thus, one must have good reading skills. Moreover, a strong understanding of the English language and a rich vocabulary assist the researcher in fully comprehending the important topics covered in scientific research. Reading skills are also an effective approach for developing the researcher's writing skills through variety of articles (Giraldo, 2019). According to Genç and Bada (2010), English has influenced several disciplines like science, technology, and business, and it was chosen as the language of academic and scientific research. Therefore, several international journals made English-language writing a requirement for publishing scientific work by researchers whose first language is not English. Furthermore, elevated ranking in '*the world of scientific publication*' is one of the key aspects in improving journals' *impact factor*. English and research quality thus contribute to the improvement of international indexes of journals as well as university rankings on a global scale (Englander, 2014).

English is the most often used language via the internet, despite the fact that there are many other languages. People from many nationalities have once again chosen English as a common language of communication due to its importance in virtual engagement between people of various nations (Kalaivani, 2018). English, gradually, began to develop with the creation of the internet in the United States of America and the United Kingdom. The internet's original goal was basically made for the transition of information that had occurred between the American military-scientific organizations by native speakers of English scientists and academics (Flammia & Saunders, 2007, p. 1899). As a consequence, English is the most likely language utilized in order to communicate with an extensive amount of people. However, as Crystal (2004) noted, the President of France, Jacques Chirac, commented that French in particular, has strongly impacted by the internet (Crystal, 2004, p. 01). Moreover, the internet has an impact not only on language in general, but also on 'individual languages' in particular. Because of this, multinational corporations around the world highly valued the use of the English language and the internet on a global scale through which they are capable of expanding their business deals globally via the internet. Communication with people from other nations has been facilitated by the use of English via the internet, making it easier to interact, negotiate, send, receive, discuss, and exchange knowledge. Overall, the use of the English language has impacted the most important areas of life. In other words, it has a stronghold over several fields including science, technology,

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business, diplomacy, air traffic, and the internet, and has played an important role in connecting the entire world through a single global language. From the researcher's perspective, English has indisputably made international transactions around the world easier. However, this domination brought also difficult outcomes such as neglecting local languages, dialects and affected also the cultural legacy.

#### **1.3 The Factors Behind the Spread of English in the World**

English is established on every continent as a result of various reasons that contributed to its widespread use as a global language. In fact, English has progressed through stages to become the world's language since many reasons have greatly contributed English for being selected as the preferred foreign language in the world (Crystal, 1997, p.05). The most important reasons (factors) are political (the expansion of the British Empire around the world), economic, social, cultural, and technological (advancements in information and communication tools). The spread of the English language around the world was primarily affected by a number of factors that directly reinforced its domination in every aspect of life. As a result, English has become the most frequently spoken language in the world by many individuals, particularly non-native speakers due to five (05) main factors that led to its spread internationally.

##### **1.3.1 Political Factors**

Due to its colonial power at that time, the British Empire extended over the world in the 16<sup>th</sup> century. However, through doing trade with other continents such as Africa and Asia, English became an imperial tool that grew naturally. Following that, English became the language of commerce, administration, education, literature, poetry, and philosophy. Even after independence, English remained the official or national language of the British territories (Crystal, 1997). Furthermore, the governmental authority contributed directly to the expansion of English as a worldwide language by retaining the language used by its colonies located in various places across the world. The English language, gradually, obtained a stable place throughout the entire world as the dominant language in many political organizations and institutions, which became more superior and worldwide extending as a result of the British Empire's domination. Likewise, due of the colonial power that contributed to its global supremacy, English became a widely used language in a highly useful, natural, and neutral way. Moreover, the British Empire was distinguished by its military strength as well as rapid

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colonial expansion in which English was the language utilized instead of native languages in British colonies, and many independent countries still use English as a lingua franca, giving it the position of a global language even now (Camara, 2021).

#### **1.3.2 Economical Factors**

The Industrial Revolution in machinery manufacturing and production was a significant period in Great Britain through which the expansion of industrial knowledge resulted in the internationalization of English. It was a key period in humans' life that significantly changed economies, technologies and societies. Through this period, a great shift has been witnessed regarding industrial economies that led to increase countries' productivity and economic growth. Despite Britain's dominance in politics, economy, and industry; the United States emerged as an economic superpower in the early twentieth century and had an important part in the spread of English through technological power such as computers (Crystal, 1997). Traders and fishermen, on the other hand, were obliged to learn English as a lingua franca in order to conduct business with Americans and British traders. People, particularly traders, were highly motivated to acquire English principally to communicate with and comprehend other traders from America and Britain (Camara, 2021). It is widely agreed that the English language enables its speakers to make and increase commercial agreements and investments in order to become successful and wealthy (Lekha & Kanthimathi, 2021). The spread of English around the world was reinforced also by its role as a global language of business and commerce in which businesses from different cultural backgrounds were obliged to use English in order to facilitate global trade and investment and to engage collaboration across boundaries. Recently, companies from different regions often use English to conduct business and to enter the global labor market as well since technology; tourism and finance rely greatly on the use of English which made it widely spread around the world.

#### **1.3.3 Social and Cultural Factors**

The rise of English as a global language was reinforced by the technological revolution and the internet besides the development of social media which has successfully enhanced the use of English as a common worldwide language of online communication. Conversely, cultural domination through advertising, radio, popular music, and the film industry contributed to the global expansion of English. Due to its large population, the

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United States was an attractive opportunity for people looking for immigration and who seek better work prospects, (Crystal, 1997). English started to gain popularity around the world, contributing to the expansion of the language in non-English-speaking countries. Due to the fact that people all over the world were constantly bound by American and British TV shows and programs, advertisements, ..... (Camara, 2021). As a result, individuals were more acquainted with and interested in the English language in order to watch and understand speech performed in English.

#### **1.3.4 Technological Factors**

In the twentieth century, the United States controlled the world due to its ability to innovate, in which that period of time witnessed an expansion in computer technology and internet invention, and has accelerated the spread of English over the world. Furthermore, computers, keyboards, hardware, and other smart technologies were invented in English. As a result, these new technologies compelled everyone to acquire English and expanded the vast lexicon of technology (Crystal, 1997). On the other side, many people desired to learn English in order to gain access to new, advanced technology products and science. The advancement of technology and the internet, moreover, enabled the use of English as a medium of communication among individuals from other languages, cultures, and places. As a consequence of the employment of original technologies and the growth of digital devices, technological elements have made it simpler for people to live in a small world. Furthermore, the technical advancement of many different electronic devices and applications enabled English-language speakers, particularly non-native speakers, all over the world to interact using various digital devices, audio-visual devices, and so on (Camara, 2021). Due to these technological innovations, communication process became easier in which people around the world could use innovative devices to effectively interact and speed up manufacturing, transportation and production.

The spread of English globally is related to several key factors that notably played a significant role in its adoption and implementation. Though, this widespread of English language use created several difficulties for non-native speakers to acquire and use it to connect in universal culture, diplomacy and business. Moreover, not only these factors have contributed to the spread of English, but also the use of it by non-native speakers around the world which has undeniable role to be acknowledged as a global language.

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### **1.4 Previous Studies Related to English in the Workplace**

Not long ago, English in the workplace held a significant space in research in general and in ESP in particular. Thus, numerous academics around the world have discussed English in the workplace in various ways, and many results have been disclosed. Casale and Posel (2011) used a questionnaire to study the association between English language competency and incomes, including language skills returns, in South Africa. The survey results demonstrated significant returns (profits) for educated Africans (excellent writing and reading). In a similar vein, Adamchik, Hyclak, and Sedlak (2017) used an online questionnaire to investigate the effect of foreign language skills on the base wage and total salary of full-time workers in Poland. The study's findings revealed an obvious and statistically significant favorable influence of English ability on wages especially private sectors, owned firms and industries. Both studies have addressed only the positive impact of English language proficiency on employees' incomes, however; they neglected the negative impact that directly limits employees' incomes in the workplace.

Sarudin, et al (2013) explored the importance of English competency for employment and employer's needs in Malaysian workplace through questionnaire, focus group discussion and semi-structured interview. The results showed that English is regarded as an important and required skill for employment/requirement process in almost all business companies, multinational companies, factories and industries. Therefore, researchers suggested a reliable test for non-native English speakers to get better employment opportunities as well as communication skills preparation for newly graduates in their future workplace. Similarly, Thomas, Piquette & McMaster (2016) dealt with English communication skills of Bahrainis both employers and students at workplace through the use of telephone interview, students' simulation and employers focus group that revealed that Bahrain employers highly valued employability skills through English as second language. Furthermore, students needed a successful sociolinguistic and cultural background to market as knowledgeable, confident and competent before and after the process of recruitment through which they can perform better in the business setting. Conversely, Setiawan (2018) examined the importance of English language in Indonesian workplace and the role of tertiary institution through interview that revealed a beneficial and important role of English in developing and enriching curriculum ideas especially English learning and teaching process. While previous studies focus on the importance and the role of English language in employment, workplace and education



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through giving theoretical resolutions, they often overlook for practical solutions that can be implemented in real situations.

In a different context, Kassim & Ali (2010) dealt with English communicative events and the needed skills by engineers in Malaysian workplace through a self-developed questionnaire were addressed to engineers in 10 multinational chemical companies in Malaysia. The study revealed that engineers were in a need to improve and develop their oral communication skills rather than written because it's very important and required in accomplishing activities that is mainly based on spoken English abilities. Furthermore, the results showed some significant communicative events as engineers stated were: presentation, teleconferencing and networking. Moslehifar & Noor (2012) investigated English language oral communication needs of HRD undergraduate trainees at the workplace in Malaysia through a questionnaire that revealed a great importance towards oral communication. Moreover, trainees were interested in activities such as setting up social relationships with clients, workshops and discussing with colleague. However, trainees reported that speaking in front of audience was the most challenging skill and they suggested to course developers to focus on conversation skills, oral presentations skills and discussion. Similarly, Bamidele (2016) found through an interview that oral communication skills were the most challenging problems in Nigerians international business communication. Therefore, the researcher proposed some pedagogical innovations for Nigerian learners in order to improve their English oral skills. However, Lee & Schmidgall (2020) revealed through their study the importance of English written communication skills in facilitating international transactions particularly in the international workplace.

Baso (2014) explored English language skills of Indonesian graduates and requirements in the workplace through the use of a questionnaire that showed English language proficiency is mostly used in institutions. Therefore, the researcher suggested TOEFL tests for students in order to meet the companies' requirements in terms of ESP, English for both written and oral communication skills.

Gritsenko & Laletina (2016) explored the use of English language in Russian offices of two international companies through the use of face to face, telephone and Skype interviews that showed the use of Russian language locally, however, language mixing (English and Russian) was both used in international professional contexts for communication

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purposes. Yet, Bulaila & Sdiri (2021) discovered through the use of a questionnaire a significant shift from Arabic to English in more than one context in Bahrain. Moreover, both students and working people showed a positive attitude toward English. Furthermore, English was mostly used in work, schools, universities, government, offices, malls, restaurants, hospitals and sports clubs. While these studies extensively cover the choice of language in international companies, there exists a gap in examining the effect of language choice on the employees' performance and the company's business deals.

Newman, Groom, Handelman & Pennebaker (2008) carried out a study on gender differences in language use through analyzing 14,000 written and spoken text samples of men and women. The study revealed that both men and women use language differently in terms of *different words* (women use more pronouns [I, me, my] and intensive adverbs, while men use numbers, articles and long words), *different phrases* (women were more likely to use polite phrases particularly in writing more than men, and they were no more likely to use *tentative language* [being hesitant such as maybe, perhaps]). Since the study was focused more on how men and women use language in terms of what they say and how they choose to say it, it was found that women were likely to use English language with others to describe what they were doing in which the terms related to thoughts, emotions, present and past tense verbs have highly occurred in their list of words more than men. Eckert & McConnell-Ginet (2003), in the same vein, carried out a study on the relation between gender and language and practice instead of linguistic factor that may occur between male and female employees' conversation through which it has been revealed that gender is socially constructed.

Similarly, a survey done by Holmes (2014) on the influence of gender on language and workplace behavior through which she examined the relationship between gender and workplace discourse through different perspectives. Her research demonstrated that gender has an undeniable impact on employees' performance including workplace talk. It has been also revealed that effective communicators both male and female were capable of choosing their writing and speaking strategies in a certain interactional context thanks to their wide and varied discursive (writing and speaking) background. Moreover, as more women get higher positions such as managerial responsibilities in the workplace, masculine leader begins to decrease. Another study carried out by Appelbaum et al (2021) on the impact of gender differences on negotiations process of salary in the workplace. The study revealed that gender impacts negotiation performance and outcomes in the workplace more specifically stereotypes

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that have a great influence on how people negotiate. It has also revealed that men and women interact differently in order to achieve different purposes depending on the opposite gender (gender they are negotiating with). Therefore, females are more influenced by *gender pay gap* throughout the negotiation process of salary more than men.

Studies related to the effect of English pre-acquisition knowledge on employees' performance were unavailable due to the close-access or available for purchase only. Moreover, many researchers carried out studies on the effect of pre-acquisition knowledge on students' learning process, however; not on employees' performance. In this regard, it was nearly impossible to collect previous information and literature background on this subject. While there is an increasing corpse of research on English language in the workplace, there was a distinguished lack of studies specifically addressing the effect of pre-acquisition knowledge on employees' performance in the workplace and the existing literature suggests relevant results which indicate a possible area for further research.

#### **1.5 The Significance of English as a Global Language**

The importance of English is undeniable, as Crystal (1997) noted, it achieved worldwide prominence due to the might of its people as well as various political, economic, and technological aspects. As a result, people all over the world have a strong passion for learning the language in order to work in business, do research, and use technology. In other words, the individual believes that English has the ability to bring people from diverse cultural backgrounds together. It is simply agreed that learning English facilitates human mobility over the world in which the expansion of English as an international language occurred "apparently at the right place at the right time" (1997, p. 10). Additionally, in the international business world, where people do not share the same mother tongue, English served as a *Lingua Franca* to bridge the communication gap. Furthermore, English is seen as a crucial tool in multinational corporations implemented for communication purposes on the one hand, and for worldwide commercial expansion on the other (Rao, 2019). English became a global language due to its significance in facilitating international communication in which it is regarded as a common means that enable people from different nations to easily interact in global business settings. Moreover, many global conferences heavily rely on using English as an international working language by many professionals in their global surroundings. English as a global language has a positive influence on bringing closer economic

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opportunities through business transactions which high abilities of English permits individual to get more employability chances particularly in crosscultural business companies that solely rely on across communication with foreigners. As a result, the significance of English has been investigated in numerous studies, which discovered that English propels an individual's professional career forward while opening new employment chances (Ilyosovna, 2020).

Due to English supremacy, traveling around the world has never been easier in which people can convey new ideas and discoveries in the domains of science, technology, and business as well. In tourism industry, English is widely used since it makes tourists search and explore new countries, places and cultures around the world. Furthermore, most academic journals only accept research papers written in English in order to exchange knowledge with a large readership. English, indeed, is regarded as an important medium of instruction particularly in education and research in many universities; institutions of higher education including its specific areas. Moreover, access to knowledge is essential elements for researchers to publish and benefit from new advancements related to different fields. Individuals with higher English degrees are also more likely to have a better professional career (Pandey, 2014).

Additionally, the English language played an important role in breaking down communication barriers between people from various cultural origins. English has dominated media and entertainment by influencing literature, music and films and brought new cultural exchange to the global media landscape. In other words, the experience of using English-language media made cultural understanding easier among international relationships. As a result, the strength of the English language appeared in all spheres of life, allowing many inventions and creations to be realized. Moreover, the contribution of English in broadcasting of science and technology influenced scientists to design and develop new technologies. English has always been the language of science and technology since scientific and technological innovations first appeared in the United Kingdom (UK) and United States of America (USA) where digital communication and social media were invented and developed to become the most used tools among people across the globe. Social media users, thus, employ English to connect on worldwide scale. Overall, the English language has been a valuable addition to the world's scientific and technical advancement to become the language of science and technology that has been recognized by many scientists, such as doctors and technicians, who consider language as a means of communication between non-native English

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speakers. On the other hand, English was the primary language used by businesspeople all over the world to conduct business transactions. Doctors, for example, use English to communicate with overseas patients as well as to read, produce, and publish scientific publications and papers (2014). Many studies have shown that English is significant as a global language, however; it can create other issues such as speaking less local languages and disregard cultures. Moreover, on the economic scale for instance, English as a global language can cause not only inequalities between high-low proficiency individuals but also widen the economic gap between diverse socio-economic groups and countries. The heavy focus on English as a global language may affect the access to different educational knowledges due to the lack of proficiency particularly by non-native speakers who generally encounter technological barriers that limit their contribution in the virtual world.

#### **1.6 English in Multinational Workplaces**

Recently, international corporations have been captivated by English and begun to use it in practically every day activity for a variety of purposes. Certainly, worldwide commerce is the driving force behind the use of English in a variety of activities, including commercial communication exchanges. Graddol (1999) remarked that predictably, employees with excellent English language skills are in an increasing demand (p. 43). The use of English in international companies proved quite reliable as a '*one language fits all*' solution for overcoming language hurdles that employees may confront with their counterparts (Feely & Harzing, 2002). English, naturally, became a vital tool for communication with non-native employees in multinational corporations, and operate on a global scale to look for employees who can communicate in English. Furthermore, both English language and communication abilities are critical for freshly graduated employability and future professional development (Wasikiewicz-Firlej, 2013).

Multinational corporations around the world have chosen English as a common language or lingua franca to make the process of communication easy particularly with people from different countries. As a result, English among other languages, is highly appreciated in global contexts and many multinational workplaces expanded around the world by adopting it as a common language and achieved global status in the marketplace, such as Hiroshi Mikitani, the Chief Executive Officer (CEO) of Rakuten Japanese Company, who mandated English as an official language in order to become the world's first company with a large

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internet service. The importance of English as a common language, particularly in global corporations, cannot be overstated due to its contribution in increasing staff productivity. Multinational corporations, on the other hand, that used English as their language of choice to become a common language used in communication between headquarters and subsidiaries, expanded their business globally because they had chosen the right language to achieve professional and global goals.

Furthermore, English is utilized in the workplace not only for commercial communication, but also for a range of other goals, such as enhancing employees' professional careers, performance, and language skills and talents. In this regard, the use of English in global corporations has successfully contributed to the opening of new commercial opportunities in the corporate sector. Adopting English as an official language, especially in multinational companies, is a difficult process due to a variety of challenges such as language barriers, communication skills, and English language ability. Rafafie (2021) asserts that English played a significant role particularly for people to be able to expand their business and to grow in different sectors in the economic world. In this context, international corporations must strengthen their employees' English language skills in order to efficiently communicate with abroad partners. On the other side, language obstacles must be addressed in order to achieve professional goals that lead to globalization and economic progress. English proficiency, therefore, serves as a facilitator in overcoming the language barriers in international settings by facilitating easy, accurate, and effective communication between employers, employees, foreigners, and clients. Furthermore, diversified workplaces necessitate strong communication and language abilities in order to deal with different tongues and cultures. Moreover, varied competency levels in the multinational workplace can be considered as a challenge that impacts employees with different levels of proficiency in English when communicating. For instance, non-native speakers of English often encounter these challenges such as different accents and pronunciations. Furthermore, differences in cultural degrees can negatively influence how English is implemented in different contexts. For example, being direct in communication in some cultures might be regarded as a rude behavior in others. As a result, English language abilities function as an important positive factor in a multilingual context, contributing to the company's economic progress while also enhancing staff performance, productivity, and professionalism. Furthermore, the English language acts as an influential tool that enables employees to communicate effectively with

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various foreigners, while it can also be an impediment when employees lack English skills, particularly in multilingual settings where they cannot practice their day-to-day activities. On the other hand, language hurdles in the multilingual workplace reduce employee productivity, which can have a negative impact on a company's commerce with foreign partners (Salleh et al., 2021). It is very interesting to learn English language to deal effectively with foreigners; however, on the practical level for instance, many people will depend on English as their primary language of communication and neglect to learn other languages which can restrict their chances in the cross-cultural setting. In other words, many other beautiful and rich languages became less-appreciated due to the domination of English language.

#### **1.7 The Role of English in International Business and Trade**

English is very crucial in today's corporate environment. Taking into account its rapid development in many various industries, particularly international business and trade, English has quickly become the most spoken language in the world. English, moreover, is seen as a communication bridge that connects people in communities where individuals may not speak the same native language. Because English has transcended language and communication hurdles, it is now a reliable tool of communication for many enterprises worldwide (Ferro & Ribeiro, 2016). Likewise, the trading process necessitates the presence of at least two persons in order to perform business transactions and interact. As a result, establishing a single common language is critical to avoiding correspondence mistakes in global corporations, allowing traders can save time by exchanging e-mails and messages in English. The use of English has contributed to the expansion of professional opportunities for individuals in a variety of countries and marketplaces. He added that English is essential for worldwide communication between different corporate firms (Reddy, 2016, p. 181). Banking and commerce, on the other hand, regard the English language to be a vital means of conducting commercial transactions in the world's major corporations, such as Google, Korean Honda, and Facebook, and a required language in industries since it enhances communication between employers, employees, and clients (Zivkovic & Sukovic, 2019, pp.34-35).

Hiroshi refers to English as "Englishization" as a worldwide language since it transcends language and communication obstacles, in addition to the global corporate success that makes any English speaker valuable. Considering its importance in worldwide business, it is often known as '*the language of the globalized world*' (Krishna, 2019). Furthermore,



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English has become an add-on more than the lifeblood of every commercial job we encounter in our daily lives. The English language is highly valued as an economic asset as well as a critical component of productivity, commerce, and communication. Indeed, globalization has revolutionized the planet, allowing humans to enjoy modern lives. English, thus, has emerged as the primary language used in global trade and business that made communication in international corporations effortless. The rise of English as a worldwide language has a profound impact on the entire world in a variety of fields, including business, politics, and technology. Doing business, thus, is getting easier than ever in the age of new technology, and it facilitates various actions that were before impossible to carry out. Overall, the use of English has surpassed geographical boundaries due to technological advancements and has become one of the most important languages in international business and trade (Bodapati, 2016). English, on the other hand, has been heavily promoted through international commerce and trade throughout the world to become the most generally used in conducting business operations. As a result, English has risen to prominence as the language of choice for many international organizations around the world. English, definitely, gained a great deal of importance, occupying various positions in practically every field. For instance, businesses who do not share the same mother tongue often use English language to negotiate and make business deals because it ensures clarity and reduces misunderstanding issues.

The role of English, as a result, is undeniable in empowering business companies to compete for global market access through its use as common language for marketing, branding and advertising. Moreover, any international conference or meeting are carried out through the use of English in order to reach more audience and to facilitate the process of communication for those participants coming from diverse countries. Recently, writing business reports, emails and letters through English has an important role in carrying out international business' corporate communication and operations such as planning market analysis, drafting financial reports and exchanging business emails with overseas partners that guarantee consistency, ensure clarity and make information sharing possible with international counterparts. In addition, as Reddy (2016) noted, learning a global language is required to become an international person. The role of English in international business and trade is undeniable, yet; many non-native speakers of English encounter daily communication barriers such as miscommunication and misunderstanding in the international business setting. Moreover, the heavy reliance on English in the international business setting can also



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exclude and underestimate other non-speaking countries' contribution which may limit their chances to compete and collaborate internationally.

#### **1.7.1 English as a Corporate Language**

In general, corporate language is the language that allows people from various language origins to communicate with one another. It is, in particular, the common language used in international commercial situations, particularly multinational corporations, for business and communication objectives. As Louhiala-Salminen and Kankaanranta (2012) pointed out, corporate language has no specific definition since it refers to the extensive spread use of English across multinational corporations by employees who do not share the same language background.

Louhiala-Salminen and Kankaanranta (2012) stated that corporate language utilized for different communicative activities and systems of the organization. For instance, it makes management process easier, enhance organizational learning, and add an important value (2012, p. 05). English is an essential corporate language in commercial operations between organizations and employees who do not share the same mother tongue in which is considered as a straightforward and quick way to regulate the number of languages utilized in global corporations. A Finnish manager at Kone Elevators was interviewed by Marschan-Piekkari et al (1999) about common corporate language, and he declared that at the subsidiary level, a common language, facilitates the company's communication transactions in preference to the company's official language, (1999, p. 430).

The attempt to speak the language of others helps to enhance the quality of team members while also building trust among them. However, Charles and Marschan-Piekkari (2002) observed that the lack of a common language in multilingual environments or between a firm and its subsidiaries might generate significant communication challenges. Likewise, according to Fredriksson et al. (2006), common corporate language is an "*administrative managerial tool*" that facilitates communication and knowledge exchange. As a result of the use of English as a common language, business managers in international corporations are required to master the English language in order to finalize business communication transactions. English, on the other hand, has always served as a common tool of communication within multinational, multicultural and international corporations where employees from different cultural backgrounds were allowed to exchange various

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documentations. It also promoted effectiveness as a corporate medium across organizations through which employees can comprehend and interact with their partners, managers and colleagues effectively. English, as a result, has provided a strategic advantage for multinational companies on a global scale, where English proficiency contributed to expanding their worldwide base of international clients. Recently, many mergers have been operated due to facilitating integration that English language has provided to companies from different cultures, languages and countries. In other words, English has facilitated harmonization to multinational companies by integrating two different cultures into one corporate organization. In this regard, adopting English as a corporate language has an important influence not only on the development of multinational companies' business, but also has a positive impact on employees' performance.

English is used to establish a communication foundation among staff, and its role of as a corporate language is demonstrated by the example of a Romanian company that issued a job offer in newspapers, which accelerated the company's hiring process (Zaharia & Lolesco, 2009). As a result, multilingualism allows employees to function effectively. However, surveys on English as a business language indicated that implementing corporate language policies in multilingual situations created additional obstacles due to the imbalanced link between employees' language competency and company language policy. One of these obstacles for instance, excluding non-native speakers of English from important discussions, meetings and decision making which may lead to lack of contribution in different opinions within the company. Furthermore, employees with different levels of proficiency may not have equal opportunities in career development particularly in multilingual workforce.

#### **1.7.2 English as a Lingua Franca**

It is widely recognized that English has evolved into a worldwide language with global status (Crystal, 1997, pp. 7-9). English, unhesitatingly, is the international commercial lingua franca in which has become an important focus for many linguists and researchers, including McArthur (1998), House (1999), and Seidlhofer (2001). Firth (1996), therefore, defined English as a Lingua Franca (ELF) as a "contact language" between people who do not share the same mother tongue or culture. Likewise, McArthur (1998), Melchers, Shaw and Jenkins (2003) all approved that ELF is an element of what is known as the general phenomenon of 'English as an international language' or "World Englishes" (Seidlhofer, 2005,

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p. 339), while Fiedler (2011) used the UNESCO (1953) definition of ELF as a language that is usually employed by people who do not share the same language for communication purposes (2011, p. 81). In other words, ELF is regarded as a facilitator tool, precisely used in multinational and international organizations to carry out various business communication obligations.

English, as a result, is required in multilingual corporate situations where people from various cultural and language origins can communicate with one another. It is predictable that the majority of today's communicative transactions are conducted in English as a lingua franca (Marlina & Xu, 2018). Non-native speakers, moreover, are regarded as the largest community due to the fact that English is the most commonly spoken language. In other words, the global spread of the English language was linked to the rapid rise of multinational corporations, through which it became employed as an official, second, and foreign language among non-native English speakers. Between the 15<sup>th</sup> and 19<sup>th</sup> centuries, English initially emerged as a Lingua Franca. Following that, it emerged via American and British culture to become the language of choice in many multinational organizations worldwide (Back, 2015).

In addition, Phillipson (2008) underlined that the phrase "Lingua Franca" was first employed at the end of the 11<sup>th</sup> century during the Battles. The word lingua franca, consequently, comes from Italian (roughly "Frankish language"). The word "lingua franca" was coined by traders to describe a method of communication between individuals from various linguistic backgrounds. The Lingua Franca was regarded a "pidgin," which is a "simplified language" or "contact language" that differs from the lingua franca in grammar, linguistics, and context form. In the past, both pidgin and Creole were thought to be the languages of illiterate and primitive people, where they were incorrectly persuaded that these tongues were not accurate. Linguists' ongoing study, however; has revealed that so-called broken English, pidgin and Creole are just "new languages" rather than semi-savage tongues. Many linguists, as a consequence, ignored pidgin and Creole languages in ancient times due to misunderstandings about their true identities and the importance of investigating the idea of languages (Holm, 2000, p. 01). Due to their fast speech and articulation, pidgin and creoles were recognized and developed to become 'academic fields' in the late 1950s and early 1960s (p. 03). As a result of the multiple uses of language, various new ideas such as pidgin and creoles emerged, which were originally used as a communication channel between traders

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from different cultural and language backgrounds to fulfill business arrangements in the early times.

Pidgin and Creole, on the other hand, were spoken rather than written. There are languages spoken in extremely important organizations today that are descended from pidgins and creoles (see p. 04). As a result, pidgin and Creole have become the two most widely used languages in international business environments and continue to be employed in corporate communication exchanges chiefly "trade", (Holm, 2000). English as a lingua franca has lately played an important role, particularly in business in which is widely used as a medium of communication. People, therefore, used to communicate using basic language that allows them to understand each other. A lingua franca, then, brings people of various nations together for economic interests. Furthermore, English as a lingua franca has supported several companies in achieving global prominence, such as Rakuten and facilitated economic dealings both within and outside the workplace. As a result, many global corporations were aware of the ELF role in both written and spoken communication transactions that needed to be long-drawn-out abroad. ELF, on the other hand, supports multinational corporations in interacting on an international level through specific language and context in order to achieve business objectives. In this regard, most international corporations rely on ELF as a corporate communication tool to carry out their everyday operations. In other words, using ELF as a business tool in international communication is critical to achieve professional goals, and it is especially important in multicultural and multinational settings where people from various cultures, languages, and beliefs can exchange knowledge and interact with one another.

By virtue of considering its unusual standing, English is frequently recognized as a lingua franca in which encouraged businesses and entrepreneurs in conducting themselves openly during international negotiations and commercial meetings. English, on the other hand, has served as a primary tool of global communication particularly in international business setting where employees from different cultural background exchange, interact and communicate through negotiations and business meetings. Multinational corporations, thus, can achieve their goals by establishing only one mode of communication to "*get the job done*" (Lichterfeld, 2019). Kankaanranta and Planken (2010) addressed the perception of business professionals' performance through BELF communication and its 'success' at work in their study. They simply discovered that BELF emphasizes on content accuracy and clarity, specialized vocabulary, and business understanding (p. 01). Taking into consideration its

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dominance in practically every aspect of life, English is unlikely to be displaced by another language. In this regard, the use of ELF necessitates common knowledge among speakers in order to be prepared for professional events.

#### **1.8 English as a Language of Choice in Multinational Companies**

Lately, there has been a great flow in multinational corporations all around the world. Multinational Companies (MNCs) are described as a business that includes two important elements which are a parent organization (headquarters) and at least one subsidiary company (branch) in a foreign country (Thomas, 2007, p.82). As a result, multilingualism was widely demanded in MNCs in order to interact among employees from various cultural and language backgrounds operating at subsidiary offices. It is obvious that the choice of language in a multilingual corporate context is dependent on two or more languages. Furthermore, in order to execute business transactions, one common language must be chosen. However, slight attention has been paid to the selection and implementation of language in global corporations where most of scholars and researchers conducted studies on the use of language in the workplace; nevertheless, they failed to explain how the language is chosen and its impact on the company's growth as well as the employee's ability, proficiency, and performance. Undoubtedly, "English" is typically the language of choice in global organizations and the majority of MNCs around the world use two languages: the "local" language and the "common or corporate" language. The original language of the headquarters company is frequently used as the local language. The "common or corporate" language, on the other hand, refers to the contact language used for commercial communication between the headquarters company and its subsidiaries. Moreover, it has been demonstrated that adopting one common language in a multinational context makes work and communication easier than relying solely on the local language, which limits global corporate growth (ibid, 2007).

According to Lonsmann's (2011) research, employees in international corporations have the option of learning either the local language or the common language used at work. Typically, language preference is determined by the majority of employees working in the nation where MNC headquarters are situated. As a result, the contact between native and non-native speakers through language is considered as a source of power in which English is the most commonly utilized language among expatriate in their daily conversations, particularly when communicating with personnel from foreign offices. Researchers, on the other hand,

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explored the elements that impact employees' choice of language in international corporations in various studies. In this regard, it is necessary to assess the impact of using English as a common language on employee performance as well as company production, because employees may be negatively or positively influenced when using one common language instead of their mother tongue, particularly those with poor English language skills. For several practical motives, English is often the language chosen by multinational companies for instance to operate globally and to increase business collaborations with different countries. More importantly, English is often used as a language of choice by multinational companies because it attracts many international clients as well as achieves customer satisfaction.

First, language proficiency serves as a dual purpose in a multilingual setting, on the one hand; it facilitates communication for employees with a high level of proficiency, particularly non-native English speakers who are frequently skilled when using corporate language in professional discussions which has an impact on employees who are less proficient in a language. As a result, in a multinational corporation, language fluency is considered as an influential aspect in employees' selections. Additionally, depending on the nature of the conversation, language proficiency is essential. Second, in terms of language choice, researchers investigated the written and spoken language distinctions, as Louhaila-Salminen et al. (2005) and Lonsmann (2011) reported, in relation to non-native speakers' frequent use of English as a corporate language in written communication, particularly e-mails. However, different findings revealed that employees utilize both local and corporate language in written communication (the case of a Dutch multinational corporation; see Nickerson, 1999).

In terms of spoken communication, Louhaila-Salminen et al. (2005) and Lonsmann (2011) observed that employees generally utilized the local language in spoken transactions. In addition to media consumption, face-to-face or audio-visual communication influences employees' language choices. Third, MNCs are distinguished by the diversity of their personnel' cultural backgrounds in which many researchers focused on language use and communication behavior in preference to language choice, that signifies employees' communication behavior within a specific cultural group. Furthermore, differences in behavior in forms of communication such as meetings and e-mails can be attributed to employees' diverse cultural roots. The employees' level of culture, on the other hand,

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influences their e-mail writings differently depending on whether they are formal or informal correspondences. Fourth, language choice in multinational corporations may be influenced by social identity, given that the individual is a member of a social group. It is indisputable that the role of English as a language of choice in multinational companies is significant in enhancing as well as fostering global communication and integration in the international marketplace.

Overall, as previously noted, the language choice in MNCs is influenced by a variety of factors that MNCs should be aware of these factors in order to overcome language issues and hurdles. Furthermore, numerous studies on language choice in MNCs have been conducted, indicating a variety of factors that may influence employees' language choice such as language skills, written and verbal communication, cultural backgrounds, and social identity. These factors impact employees' language choices, whether they communicate in local or corporate language. Additionally, studies have shown that employees prefer to communicate in their native language in preference to the corporate English that is typically used in professional settings where the diversity of employees' competence levels influences their language choice, either positively or negatively. In this regard, MNCs should evaluate their employees' language management strategy in order to avoid frequent issues that may emerge in communication correspondences and effect employee performance (Louhaila-Salminen et al., 2005).

#### **1.9 The Impact of English on Business Settings**

The use of English in international business can have both beneficial and negative consequences (Welch et al., 2005). On the one hand, globalization is viewed as an economic success instrument and it is a medium of cross-cultural dialogue that connects the entire world. As a result, organizations such as Rakuten adopted English as a corporate language to allow people to achieve cross-cultural communication status and expand their business abroad, yet it can be a barrier. Thus, English is a very useful instrument for carrying out various business activities. In this regard, many corporate firms (national and worldwide) are looking for professional and fluent English language (written and spoken) employees. It is vital to determine the link between language and culture since it is necessary also to identify the relationship between language and its consequences on business in order to create an effective cross-cultural communication, (Louhaila-Salminen & Rogerson, 2010).

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English proficiency in international business contexts is critical for global company success. Japan's example demonstrates the power of international trade despite being cut off from the rest of the world for 200 years, it is today one of the world's strongest economic powers. As a result of the 'period of high-speed growth' that followed the Second World War, numerous Japanese enterprises grew into successful multinational corporations. Taking into account that language is part of culture, and both are vital in cross-cultural circumstances, English was compulsory to serve as a cross-cultural communication tool in Japanese companies. Yoshida et al. (2013), on the other hand, claimed that combining traditional (Japanese) and Western (foreign language) skills is the key factor to intercultural communication success. Japan's experience with the adoption of English as a business language in its MNCs demonstrated a beneficial outcome. In addition to the importance of English in shattering Japan's 200-year isolation, it became a powerful country in international trade and the world economy. As a result, the use of English is seen as having a good impact on Japan's globalization. The precise choice of language to be used in MNCs is critical in accelerating the country's economy toward development in a short period of time, such as the case of Japan.

Language serves as both a facilitator and a barrier. It is viewed as a source of power and an important communication tool, particularly in global corporations. It may, however, create obstacle in cross-cultural activities and corporate contexts. The impact of language on business activities within MNCs, however, has received little consideration owing that language has an impact not only on employee performance but also on the progress of the firm (Marschan-Peikkari, 1999). Additionally, she examined the power of language, demonstrating that an employee with suitable language abilities is more likely to have access to complex information than an individual with less language skills (see the example of Kone MNC and its subsidiaries). Many researchers have examined language as a source of power in various studies while other studies have revealed the negative impact of the English language on business, which can create many communication barriers between people who do not share the same language and culture (1999).

#### **1.9.1 The Positive Impacts**

When language serves as a facilitator in the communication process, it can have a positive impact on either the company's or the employees' performance in the workplace.



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Furthermore, the abilities and understanding of a foreign language are seen as significant qualities that enhance international business communication for personnel. Moreover, language skills provide people with prospects for advancement, better job offers, and advancement in their professional careers. According to Poggensee (2016), one student stated that even though English is not used by Senegal people in their daily life, however; it has a significant role in employment process (p. 25). In a similar way, a faculty member states that individuals looking for a job should have English excellent language skills (p. 25). Dustmann and Fabbri (2003) discovered that English language proficiency has a beneficial effect on career opportunities in the same environment. As a result, employees working for a multinational corporation should take into consideration learning English in order to acquire better job chances on the one hand and to advance in their professional careers and get promoted on the other.

In addition, the importance of English as a worldwide language contributed to its widespread use by many multinational corporations around the world. Similarly, English as a commercial Lingua Franca served as a vehicle for international communication and commercial transactions, allowing numerous communication activities to be readily carried out between different multinational corporations throughout the world. It is widely acknowledged that English is a tool for surviving and competing in the global marketplace, as well as having a positive impact on economic progress. According to a survey conducted by Dogançay-Aktuna (1998), English is viewed not only as a school subject but also as a 'must' for accessing the labor market. Di Paolo and Tansel (2019) discovered that women's earnings returns are influenced more positively by their knowledge of foreign languages, chiefly 'English,' than men, whose wage earners are limited. They also stated that women working in Turkish labor market can increase their performance through the knowledge of English as a foreign language. As a result, employees appreciate the importance of international prospects in furthering their professional careers.

The ability to communicate in a foreign language, then, allows employees to advance in their careers in which many organizations' primary goal is to hire people with advanced language abilities for international employment. The favorable impact of using English as a business language contributed significantly to improving both individuals' professional performance and careers. On the other side, many companies took advantage of this to become globally expanded through English by doing business with as many companies as

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possible around the world through which has aided the globalization of corporate transactions. English language competency has a significant positive impact on both the company's outcomes and employees' advancement opportunities. Another study on the importance of English proficiency to China's economic returns conducted by Wang, Smyth, and Cheng (2015) discovered that English proficient and fluent people were highly required in World Trade Organizations for communication purposes. Therefore, using English as a business language may have a good impact on firms in terms of the competency level that allows staff to communicate effectively with foreigners.

Olney (2016) investigated evidence of English proficiency and labor market performance in the economics profession. He discovered that English speakers had an advantage in the economic profession, which has an impact on labor market performance. In this respect, English is a critical aspect for employees seeking a better chance in the labor market. Similarly, English skills can boost a company's productivity and help people to advance their careers in which can benefit both the organization and the personnel who can communicate easily with foreigners. However, this does not prevent English from having a negative impact on employee performance and productivity in the workplace. Employees with low English language abilities, on the other hand, can be unfavorably influenced while engaging in spoken or written tasks in English. As a result, a lack of competency leads to misconceptions and misinterpretation when the sender's message is misinterpreted and misunderstood by the receiver.

#### **1.9.2 The Negative Impacts**

English has both positive and negative sides in which it played an important role in developing countries, creating new job possibilities and increasing the economic returns of many countries around the world, including China. English, on the other hand, has a negative impact on business, personnel, and the company's outcomes. The absence of English language skills among employees might have a severe impact on day-to-day business operations. Furthermore, a lack of English abilities has an impact on employees' performance at work where non-native speaker employee in international contexts may feel uncomfortable, anxious, and unconfident while speaking English in the workplace, particularly during oral communication activities such as presentations, meetings, and negotiations. Misinterpretation,

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irritation, and language difficulties that employees have when using English can have a negative impact on business (Cheng, Hyeok, and Douglas, 2021).

Likewise, the company may lose business due to their employees' insufficient foreign language skills. According to Dudley-Evans and St. John (1998), incorrect language use can undoubtedly lead to conflict and misunderstanding and many businesses may experience difficulty in making business decisions or connecting with their overseas business partners and clients due to a lack of English language skills. On the other hand, culture is regarded as a multifaceted factor that could include aspects such as, professional, organizational, national and personal cultures (1998, p. 66) in which are regarded as the most common barriers that occur among employees with different cultural backgrounds in multinational companies. Dudley-Evans and St. John (1998) noted that it is critical to take into consideration cultural difficulties, understandings, and behaviors, yet; the English knowledge gap affects employees' working performance in terms of appropriate use of business vocabulary. Consequently, English language has a detrimental impact on employee communication procedures since some accents are difficult to comprehend, (Cheng, Hyeok, and Douglas, 2021).

Though miscommunication has an impact on the company-client connection by creating impediments that destroy relationships, the final outcome could be the loss of a partnership. In today's globalized world, communication is seen as the key to worldwide commercial success in which may be both positive and detrimental in terms of written and spoken commercial interactions, (Cheng, Hyeok, and Douglas, 2021). Employees, furthermore, who utilize English proficiently in business communication and day-to-day operations, are likely to overcome the most typical language barriers that may arise between native and non-native speakers of the language. Poor English language abilities, definitely, can cause major problems in business dealings with international clients and overseas partners and it is vital to improve English language abilities to avoid communication issues such as misinterpretation and misunderstanding. Many negative outcomes can be resulted due to miscommunication such as employees' reduced productivity that leads to inefficiencies in performing business tasks properly which can also create issues in terms of inaccurate information given to the customers.

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### **1.10 Multilingualism in the Workplace**

Many scholars, including Thomas (2007), have shown a strong interest in multilingualism in the workplace over the years. It is critical, thus, to understand the significance of language in economic success in business contexts, principally in global corporations by virtue of considering that English is extensively considered as the language of international trade and commerce, and it was adopted as a key lingua franca in order to carry out day-to-day workplace activities. Additionally, language use, mainly English use, is concerned with communicative occurrences in multinational settings because it is part of their professional needs, in which utilizing a foreign language may have an impact on employees' native language (Machili, 2015). Moreover, there are other studies (Thomas (2007), Worp (2016), and Léglise (2017) that focus on the actuality of language use in schools. Multilingualism in the workplace, however, cannot be denied since it facilitated the globalization of business and many companies around the world are becoming international markets where communication necessitates the use of more than one language to interact with customers, employees and foreign partners. In this regard, multilingual individuals are likely to be hired in diverse workforce where usually business companies seek talents from different countries in order to make the global market diversified which can bridge communication gap that may occur between employees from different cultural backgrounds, (Thomas, 2007). Multilingualism, thus, has a positive impact on business setting where it can facilitate their global access to international markets and find the way to different cultural contexts. Moreover, it enhances individuals' creativity and increases their innovative side in which allows them to find solutions by bringing various points of views.

#### **1.10.1 The Definition of Multilingualism**

The term multilingualism refers to an individual's capacity to speak more than one language, predominantly three languages or more. Many academics, as a consequence, engaged with the topic of multilingualism through numerous studies that, in turn, addressed and defined it differently. Through his research, Worp (2016) intended to define multilingualism term stating that is:

*“...the capacity to engage with more than*

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*one language, but in two or more”*

(Worp, 2016, p.18)

Worp (2016) added that multilingualism is the ability to speak more than one language, not only via the four skills but also through other characteristics like vocabulary and grammar. Many researchers, on the other hand, define multilingualism differently such as Olivier (2011) who defined multilingualism as, the word that focuses on the learner's language variety background rather than their aptitude. Similarly, Kroll and Dussias (2017) stated that the idea of multilingualism refers to the acquisition and use of more than one language in various circumstances where individuals can benefit and acquire knowledge of new languages. Furthermore, Kemp (2009) concentrated on the notion of language more than multilingualism. In other words, multilingualism had to be measured in terms of proficiency and aptitude.

Since multilingualism is prevalent around the world, many experts including Léglise (2017), have investigated how many political and economic variables contributed to the phenomenon's prevalence. Thus, globalization has contributed to an increase in multilingualism among employees who carry out their various professional activities on a daily basis, mostly in an international market (Worp, 2016, p. 03). For Worp, workplace multilingualism differs from others, because it takes many forms in contexts where individuals speak more than one language. As a result, during the multilingualism process, the use of English as a corporate language expanded dramatically such as the case of bilingual in (Canada) or multilingual in (African) countries. In this regard, Lin & Lei (2020) defined bilingualism as:

*“The use of more than one language by  
individuals or a group of people.”*

(Lin & Lei, 2020, p. 01)

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### **1.10.2 The Reasons Behind the Spread of Multilingualism**

Immigration, settlement, and invasions are seen as important factors that contributed to the creation of the multilingualism phenomenon by bringing new languages to various parts of the world. In this regard, the term multilingualism is widely used in previously colonized regions (Léglise, 2017). According to Kemp (2009), multilingualism arose as a result of various factors such as the use of many languages by contributors with diverse purposes, backgrounds, and values. Furthermore, multilingualism has happened as a result of international migration, which has benefited several nations' economies, including Canada and Australia (Martins-Jones, Blackledge, & Creese, 2012). Additionally, as English developed as a global language, it became popular as a corporate language, principally in multinational corporations to allow them to communicate with their subsidiaries in different languages (Thomas, 2007). Taking into consideration that multilingualism has dominated practically every sector, many businesses around the world found themselves obliged to learn English and limited their use of English to the workplace while ignoring the function of the local language in daily oral communication (2012).

Multilingualism in the workplace is viewed as an important feature of 'the modern economy,' permitting businesses to access the international multilingual market (Martins-Jones, Blackledge, and Creese, 2012). Similarly, multilingualism is beneficial for economic and trade success; however, as Martins-Jones, Blackledge, and Creese (2012) pointed out, this does not imply that all employees benefit equally. Furthermore, multilingualism phenomenon is enriching in terms of:

- It's significance for economy.
- It's contribution as a source of profit.
- It's contribution to the market flexibility chiefly for companies' development.

(Martins-Jones, Blackledge & Creese, 2012, p.381)

### **1.11 Multilingualism and Economy**

Since the world is experiencing a period of globalization, it is vital to master more than one language. In this regard, multilingualism is regarded as one of the most important

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aspects in entering the international market. Many researchers, as Zhang and Grenier (2012), Robbins (1945), and Tender and Eichinger (2019), have recently focused on the relationship between language and economy. According to Cruz-Ferreira (2010), only humans, but not languages, may be multilingual. In other words, multilingualism is more concerned with individuals than with languages in which the capacity to acquire a new language is a valuable skill, especially in today's globalized world, where understanding only one language is insufficient to run a worldwide business or even interact effectively. Consequently, multilingual individuals are very required in multinational workplaces to accomplish different business communication transactions in both written and spoken.

As a result, language plays an important role in the economies of globalized states. According to Zhang and Grenier (2012), the term 'economics of language' was used in countries that acquired independence between 1970 and 1980 and had to decide which language would be an official language, such as the case of Canada (2012). Furthermore, language is regarded as a cornerstone to human existence, since it allows him/her to send and receive various messages while language permits humans to convey their way of thinking, thoughts, and ideas. Therefore, the relationship between language and economics can be studied through human behaviors in the process of economics, (Robbins, 1945). Similarly, the term 'economy' can be related to 'gain' and it is defined as "the rule for good administration of a house" (Vicentini, 2003, p.37). Good management is essential for achieving favorable results. The word 'economy', moreover, comes originally from Greek and in its broadest sense, the term "economy" refers to the notion of making the effort required to realize a large possible outcome. On the other hand, Tender and Eichinger (2019) stated that economics is concerned with more than simply the manufacturing and consuming of goods and services, but it is also related to cultural economics, identity economics, religious economics, and linguistic economics. As asserted by Tender and Eichinger (2019), the connection between economics and language can be investigated through how language abilities might affect an individual's professional career and job chances. The term "language economics" was coined by Marschak (1965) and it was characterized by three main stages are:

- In the 1960s, the language was used in domains such as ethnic in order to identify labor returns distinctions.

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- In the 1970s, the language was transformed to be used as “*human capital*” through language skills by which researchers focused on the individual’s profitability.
- In 1980s, is the stage that gathered both theories mentioned before (ethnicity and human capital) to become paradigm of language economics nowadays, (Tender & Eichinger, 2019, p.77).

As a result, studying language issues from an economic standpoint might be beneficial, especially if the variables are quantitative. In terms of human capital, skills contribute to the completion of various corporate tasks as well as the generation of "economic value." Therefore, the link between economic value and human capital is known as "education economics." In other words, the economic value allows an individual with superior language abilities to earn greater wages than others (Tender & Eichinger, 2019, pp. 77-78). Accordingly, the economic factor is not the sole cause for an individual's development; yet, education also serves as fuel, propelling the car forward to its destination. In addition, education is critical to an individual's professional growth in which multilingualism can be seen as a social competence as well as a requirement for obtaining a better work prospect. While multilingualism can be a valuable talent, as in the instance of the English language in India, it can also be a difficult phenomenon, as in the case of the Russian language in the Baltic countries. Moreover, it is widely acknowledged that multilingualism, or studying a foreign language, benefits developing countries' economies, professional careers, and individuals' language repertoire. In this respect, the European public believes that speaking more than one language reduces international disputes, aids the resolution of many international issues between states, and facilitates communication problems because language exists to enable communication and aids socioeconomic growth, (Mkwinda-Nyasulu, 2014, p. 216).

Multilingualism has a significant impact on economy in many different ways taking into consideration its undeniable role in expanding the market globally in which it also enables businesses to enter and engage with diverse partners around the world. Multilingualism, consequently, makes the process of business communication easier in which employees can communicate and negotiate effectively with clients from different cultural backgrounds using multiple languages. International trade, on the other hand, has greatly took



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advantage from multilingualism through which business transactions became smoother than before where trade agreements achievement can be easily carried out. It is known that using different languages in the workplace bring various views which can lead to create new products and services that can be useful to many clients. At any work environment, it is necessary to make use of employees' skills such as multilingualism in attracting, maintaining and the most important to employ it in increasing the company's success. Moreover, multilingualism and economy complete each other in terms of increasing the company's productivity, maintaining the company's reputation and reinforcing product or brand image. Language, like other skills, has many levels of proficiency, beginning with comprehension to speaking. In addition to the social factor, which includes social background, gender, and so on, multilingualism is now a crucial factor that contributes to the success of an individual, a company, and a society. In this regard, Poljakovic and Martinovic (2009) proposed various elements, such as economic, social, and linguistic.

#### **1.11.1 The Economic Factors**

Globalization is one of the world's fastest-growing movements in which the globe has become more connected as a result of the influence of multilingual corporations and new shifts in the function of communication technologies. According to a study conducted by the European Commission (2007) on the impact of language lack on the European economy, language skills were vital for export success in medium-sized enterprises, and a lack of language skills had unfavorable impact on the business. Due to international trade, the spread of multilingualism phenomenon was an expected result in which businesses often carry out business deals across borders. Technological innovations have an important role in sharing knowledge and new discoveries using multiple languages bringing together diverse ideas. In order to offer appropriate services to clients, there must be language services industry where interpretation, translations and giving directions are required. The economic globe has also been influenced by another component known as third-world economics, or what is known as the BRICS (Brazil, Russia, India, China, and South Africa), as Poljakovic and Martinovic (2009) stated. Furthermore, the growth of new economic powers such as China and Brazil resulted in an increase in the number of new languages required to do business, such as Mandarin in Asian countries, which is also required in Europe while Spanish that is growing in importance in South America (2009, p.99). Multilingualism and economy are two

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interconnected elements that countries should embrace for their economic growth in which gaining diverse language skills foster business, competitiveness and make trade easier.

#### **1.11.2 The Social Factors**

The ongoing demographic changes that occur in various countries around the world have an impact on multilingualism. In this regard, the growing number of foreign populations learning new languages, particularly English, was considered a must for immigrants in English-speaking countries. For example, in the United States, numerous languages have received government attention and are being taught in schools, including Arabic, Korean, Chinese, Russian, and Spanish. Cultural diversity in one country has supported the spread of multilingualism phenomenon to become a social norm. On the other hand, migration has greatly contributed to the spread of multilingualism in which migrants from different regions brought their native language and cultures, leading to linguistic and cultural diversity. Furthermore, multilingualism spread was related to the educational institutions' rules that promote bilingualism through education systems that support acquisition of multiple languages and diverse cultural heritage. The globalized media background has directly influenced the spread of multilingualism through TV programs, films, and digital content, music and media platforms. Many companies, on the other hand, have reconsidered their language choices in light of the rise of new languages in the world, since many studies have proven that new languages, such as Chinese, are used over the internet. Other languages utilized in entertainment, foreign news, and channels also add to linguistic variety. Although English is considered as a global language, other languages began to emerge and get widespread attention due to a variety of societal factors (Polojakovic & Martinovic, 2009, pp. 99-100).

#### **1.11.3 The Linguistic Factors**

The reality of the world is either bilingual or multilingual, necessitating the individual's search for or learning of other languages. Furthermore, the most crucial thing for multilingual people to know is when to use each language. Specifically, it is critical to employ the appropriate language in the appropriate situation in which individuals, who are bilingual or multilingual, yet; may manipulate languages through abstract thinking and be more creative due to communicative competencies, (Polojakovic & Martinovic, 2009). Before diving into defining communicative competencies, here is a general explanation of what is

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meant by competency. The word '**competency**' has been introduced by many scholars over the past few years in which they differently defined this word. For example, Guerrero et al (2012) noted that a competence "is conceived to be a complete structure of necessary attributes for application in specific situations", (p.1291). On the other hand, competence was defined as "the ability to respond to demands and carry out tasks properly", (Guerrero et al 2012 quoted from Van-Der Horfstadt & Gomez, 2006, p. 30). A competence can also be related to a specific professional situation and refer to a 'package of knowledge, attitude, skills and relevant experience, which is required to be successful in a particular job', (Guerrero et al, 2012 quoted from International Project Management Association, 2006, p. 19). **Pragmatic competence** focuses on how a person utilizes the language in proper way based on 'context or contextual factors', (Triyono & Dirham, 2023 (p.94), quoted from Kasper 1997; Kasper & Roever 2005) Communicative competencies generally refer to knowing how to use the language effectively and appropriately in a real specific context. Noam Chomsky (1957) referred to '**communicative competence**' "to be able to use language appropriately in specific social/cultural settings", (Quoted from Swann et al. 2004, p.43). The notion of communicative competence, as **DELL Hymes** (1962-1971) noted, "is the ability to use a language well ...in any given context". It also reflects the speaker's ability to understand a language not basically on grammatical knowledge, (Lillis, 2006, p. 01).

Moreover, the mobility of expatriates and their staff is increasing as companies' operations such as buying and selling diverse products and services rise (Worp, 2017). As a result, each multilingual organization has a mother tongue in which refers to the language spoken by the majority of employees as well as the workplace headquarters. However, if the MNC's headquarters relocate, they are obliged to adopt a corporate language instead of the parent language (Thomas, 2007). Many MNCs, therefore, strive to enter the worldwide market by offering high-quality products and services. In order to be internationally successful, the new 'global economy' necessitates new strategies and instruments, such as multilingualism, common business language, and language skills to reach the global economy, (Akujobi, 2019, p .125). The economics-language link is concerned with how people acquire and interact with language. As a result, languages are viewed as a social trait, an economic determinant and a resource for optimizing individual earnings. This means that, education and economics work well together to help people achieve their professional goals.

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### **1.12 Language and Gender in the Workplace**

Metaphorically, men and women speak languages differently. To put it another way, women create patterns through emotions, whereas men speak and create sentences through actions instead of words (Cakici, 2011). Furthermore, men and women interact differently, women typically seeking to establish social connections through polite and expressive conversations. Men, conversely, utilize language to display authority and social dominance (Merchant, 2012). As a result, Tannen (1990) and Gray (1992) conducted numerous academic studies on the relationship between language and gender, as well as how the use of language affects men and women (Cakici, 2011).

Cakici (2011) cited the main six distinctions between language and gender of Holmes (1999):

1. Language use is differently produced by women and men.
2. Women's interaction is based on the emotional functions more than men.
3. Women use language devices that focus on solidarity more than men.
4. Women focus on producing solidarity interactions, while men maintain powerful formal contexts.
5. Women maintain standards forms from the same social groups as well as contexts rather than men.
6. Women are flexible more than men, (Cakici, 2011, p. 645).

Before clarifying what is meant by gender, it is necessary to comprehend and distinguish between gender and sex. In fact, the terms 'gender' and 'sex' have different meanings, sex refers to the biological features that differentiate males from women. Likewise, Rahmi (2015) defined 'sex' as:

*“Designation based on biology “*

(Rahmi, 2015, p. 80)

Gender-based language use has always been a source of disagreement between men and women. Previously, only men had the right to be educated and get a job, while women

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were expected to care for their homes and children. Men, on the other hand, have always been viewed as 'fortunate creatures' in practically every sector of life since the beginning of time, in which he has different administrative positions than women. As a result, women have been marginalized and ignored in education and in the workplace. Therefore, women started to fight for their rights during the 1960s and 1970s. As a result of this historical shift, women now hold similar positions in the workplace to males (Rahmi, 2015).

There were three major sections to the movement. Each segment served a specific purpose. The first section focused on the political equality that permitted women to vote. The second portion focused on gender equality, which included the abolition of all social and cultural discriminations against women. The third segment was concerned with gender equality (Merchant, 2012, p. 2). Women grew more liberated as a result of this movement, and their voices were heard. However, women continue to face a number of challenges, notably in the workplace. Furthermore, women are not salaried the same as males. Women continue to hold fewer positions than men through which women face inequities in management and leadership positions at work.

Men and women have various qualities in which men are distinguished by their ability to use power via the use of language. Women, on the other hand, are distinguished by their politeness and emotional expression. This could explain why women do not hold managerial positions because of their lesser self-confidence as a result of their emotions, as opposed to men's autonomous and unemotional attributes that allow them to be leaders. Gray (1992) claimed that males are goal-oriented, which allows them to achieve their objectives while women are relationship-oriented, which means they are concerned with their feelings. In line with this, Tannen (1990) discovered that women have "common goals" whereas men have "conflicting goals". According to Tannen (1990), women are more likely than males to have jobs that need superior communication skills; however, higher positions are often more prejudiced towards men than women because only men are capable of managing high positions due to their powerful standing, which allows them to be effective as leaders. In the light of the information and education advancement, women have become educated and hired in a variety of jobs in the workplace. Nonetheless, gender bias, particularly against women, persists, and they are denied equal employment opportunities where prejudice against women's involvement in gendered workplaces persists. This is due to a set of societal and cultural beliefs that people still have, such as women being viewed solely as housewives

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(Merchant, 2012). In this regard, gender is considered as socially built through many social and cultural interactions in which made it clearer to understand what is meant by gender.

Men and women communicate differently, particularly in the workplace, due to differences in language practices and views. These communication differences typically result in challenges that influence their effectiveness in business settings as well as the company's business transactions and stability (p. 23). Men and women's conflict in the workplace is not only tied to gender equality, but also to their English language competence, which permits them to receive better job chances and higher earnings. According to Giowka (2014), females are more likely than males to acquire a new language and are more willing than men to learn something new, particularly English, because females compared with men, have the ability to produce valuable and compound sentences in formal situations (Al Harthy, 2017: 125). In other words, women typically demonstrate their capacity and force to learn anything new, not only a foreign language. Through his survey on English as foreign language learning by gender, Al Harthy (2017) explored that the motivation factor of female students is higher than males and have a positive attitude toward learning English. The researcher referred to Arab and non-Arab learners around the world in which females show positive attitude toward learning English rather than men do.

Erdiana, Bahri, and Akhmal (2019) conducted a study on gender competence in speaking abilities in Indonesia in which they discovered that females outperformed males on a speaking exam. Moreover, females outperformed men in terms of English pronunciation, fluency, grammar, vocabulary, and comprehension. Since women are stereotyped as being 'talkative,' their communicative ability to acquire another language is improved. In this study, two (02) women outperformed men in terms of pronunciation and vocabulary utilization, earning a 'great score' and a 'good score,' respectively. However, in comprehension, grammar, and fluency, women once again demonstrated their capacity to bridge the gender difference. Furthermore, women make fewer mistakes than men, who scored worse in pronunciation, grammar, fluency, understanding, and vocabulary. In other words, women are more inclined than males to make extra attempts to study a foreign language in order to demonstrate confidence and assurance. Men, on the other hand, are unconcerned about such matters because their critical and authoritative thinking demonstrates their confidence.

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In the work environment, thus, language and gender represent a topic that highly focuses on how language use can echo and form gender dynamics in which both men and women typically have different communication styles through which these differences in turn can impact how individuals are perceived in a business setting. On the other hand, language has a dynamic power that supports individual's existing power, for instance, in a business meeting; women can be interrupted by men which may impact frequently on their ability to make a significant contribution. Moreover, stereotypes can be increased through certain language patterns such as the term 'bossy' that is typically addressed to women who show assertive manners in the workplace. Similarly, women leaders who show confidence and assertiveness through communication may face criticism and usually being perceived wrongly compared to men in which one of the factors that business should take into consideration is focusing on inclusive language that values men and women in the workplace Erdiana, Bahri, and Akhmal (2019). In this regard, it is very essential to be aware of language and gender particularly for employees' professional development in which training programs can be a great of help for employees and managers to comprehend how language influence workplace communication that aid a company to set policies for inclusive communication through training programs based on gendered language and the behaviors in order to promote the workplace's communicative environments and create equality between employees. Employees, as result, can be influenced by language differences related to how they distinguish these differences in terms of leadership abilities, qualifications and more importantly on how suitable are to carry out certain roles in business setting (Tannen, 1990). Through her survey, Tannen (1990) explored that organizational culture has an important role in forming communication rules and practices and how language and gender can be interconnected to workplace effective communication. To summarize, both men and women are capable of learning new things; nevertheless, women, in particular, want to acquire new languages in order to feel safe.

#### **1.13 Cross-Cultural Communication in the Workplace**

Cross-cultural communication with people from diverse cultural backgrounds has become difficult owing to the current expansion in business around the world. As a result, in an intercultural firm, both employers and employees must be aware of the cultural component, which is seen as an invisible barrier in the workplace. Furthermore, Delecta and

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Raman (2015) stated that attempting to understand diverse cultures is regarded as one of the most significant keys to successful corporate international communication (p. 332). Furthermore, culture has a significant impact on how language is used as well as on how individuals communicate. In other words, workplace culture and communication have an impact on employee performance and it is critical to consider the cultures of others. Understanding the culture of others, then enhances communication, improves employee performance, and generates strong businesses.

Diversity at work allows employees to think creatively and interact effectively with one another. Employees, thus, should generally receive and send messages in either verbal or written form in organizational communication. According to Hendrith (2018), inefficient communication is caused by multitasking (performing more than one activity at the same time), which results in information being delivered to the wrong person, on the other hand; emotions and stress produce misunderstandings when a person relies on his own perceptions, that in turn leads to misjudge others. In addition to body language, when employees use it at the wrong location and wrong time, it can have a detrimental impact on their communication. Many researchers have studied cross-cultural communication (Delecta & Raman (2015), Aneas & Sandin (2009), and Kegeyan (2016). In this respect, cross-cultural communication is necessary factor for human being to understand the meaning of culture, Hofstede (2011). Cross-cultural communication, on the other hand, is vital for conducting several business activities particularly with foreign partners.

Intercultural communication has recently grown in importance in our interconnected society, (Aneas & Sandin (2009). Cross-cultural communication has become a key aspect in the success of businesses as global company has grown. As a result, running a global organization requires not only effective communication and abilities, but also an awareness of how personnel from various cultural backgrounds interact with one another. According to Menaka (2018), cross-cultural communication initially developed during the Cold War and with the growth of corporations, with businesses providing language training to staff in order for them to operate in an international commercial setting. Cross-cultural communication obstacles are common when people from various cultures interact which might exist in the workplace among personnel who are required to conduct business in different countries and cultures. Thus, intercultural and cross-cultural communication has grown in importance, particularly in the workplace, where people and businesses have the opportunity to



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collaborate with foreign partners from other languages, cultures, and regions in which can minimize cultural diversity disputes by increasing employees' knowledge of other people's cultures, beliefs, and values.

Eventually, organizations seeking to become multinational corporations and compete on a worldwide scale must be aware of their foreign partners' cultural elements that many employees may face cross-cultural communication challenges, such as cultural, language, and communication style diversity, which affects employee performance in terms of misunderstandings and body language (gestures and postures). In addition, the use of idioms may cause communication problems between nations where English is not the native language, such as the United States, and South America, where Spanish and Portuguese are spoken. As a result, the availability of numerous languages and dialects creates communication problems, especially in commercial contexts (Castillo, 2018, p. 05). That is to say, a lack of language proficiency might cause problems with the combination of languages that occurs among people from diverse cultures and languages. As a result, the use of body language gestures that indicate something different (a negative thought) to persons from diverse cultural backgrounds in one workplace, for example, may cause misunderstandings.

Society has grown effortlessly connected across numerous civilizations worldwide in our current era of globalization. As a result, understanding each other's cultures is increasingly difficult, especially for firms pursuing worldwide prospects. Furthermore, cross-cultural communication can have a good impact on the firm by allowing employees from different cultures to communicate and share ideas; on the other hand, it can create communication barriers among employees who do not share the same cultural backgrounds. As a result, enterprises should adopt the viewpoint of cross-cultural communication in order to overcome the most prevalent communication barriers and produce adaptability among personnel from diverse cultures in the business setting. Culture is commonly defined as a set of components such as values, beliefs, and material products. To begin, values pertain to how people act, learn, and believe. Second, beliefs are myths and stories that describe how individuals should feel and think. Third, material product refers to music, cuisine, and dress styles. Furthermore, culture gives people a broad perspective of how the world operates (Padhi, 2016).

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The ability to communicate with people from various cultural origins is critical in a global company organization. Similarly, global business required personnel to communicate cross-culturally with foreign partners and customers in order to conduct various company duties. Cross-cultural communication issues, such as misunderstanding and miscommunication, can arise even between two parties who speak the same language. Understanding the impact of globalization on cross-cultural communication is critical for creating competitiveness in the global labor market, (Padhi, 2016). Employees, on the other hand, should be provided with the required information on how to effectively engage with foreign partners, stakeholders, and clients. Furthermore, staff should be great communicators with their consumers in order to explain, negotiate, and advertise various products and services. Likewise, a multicultural workforce is dependent on employees' and managers' ability to connect, perform, and communicate effectively with people from different cultural backgrounds. As a result, cross-cultural competencies and awareness are critical in a global economic framework.

Cross-cultural communication appears to contribute to worldwide effectiveness and competitiveness, as well as global company growth. As a result, communicating with overseas partners is unavoidable. Thus, it is critical for multinational corporations to address cross-cultural communication challenges that arise during employee performance. Furthermore, businesses might construct shared attitudes and rules in order to foster cross-functional cooperation. Similarly, communication is important in the development of businesses, however; differences in culture and language could have an impact on how people present themselves at work. The performance is usually influenced in terms of the lack of interacting with colleagues, issues in understanding their language and culture, (Kegeyan, 2016).

#### **1.14 Cross-Cultural Communication Barriers in the Workplace**

##### **1.14.1. Misunderstanding**

Misunderstanding is regarded as the most common obstacle that many employees face in cross-cultural communication. In other words, miscommunication or misunderstanding occur when two employees from different cultural backgrounds interact in the same workplace and are unable to understand each other's messages, conduct and operate different activities due to differences in language, culture, beliefs, and values. In addition,

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misconceptions are also created by a lack of comprehension of the foreign partners' language and culture. Apart from misinterpretation, other concerns arise among employees, such as anxiety over misinterpreting various messages and information which employees find it challenging to communicate effectively with their coworkers because each country has its own language, culture, and beliefs. As a result, it is crucial for both employees and employers to consider the foreign partner's culture and ideas because the high degree of anxiety and uncertainty in the workplace generates obstacles and has a negative influence on employee performance (Qin, 2011). In this regard, misunderstanding in the workplace can influence negatively the atmosphere, employees' performance and their productivity due to differences in language, culture and different expectations.

Failure to misread different messages and information, according to Delecta and Raman (2015), contributes to conflicts and disagreements not only between corporations but also between nations. Hinner (2015), on the other hand, stated that misunderstandings might occur in terms of denotative and connotative, which particularly refer to the subjectivity of word meaning. The connotative meaning refers to the concept, idea, or feeling that the word contains, as opposed to the denotative meaning (the literal meaning of a word) that it invokes. It generally relates to a word's figurative meaning. As a result, misunderstandings might develop when the same word does not have the same denotative meaning in different cultures. In the United Kingdom, for example, the term '*faculty*' refers to an organizational unit in institutions. However, in America, an organizational unit is referred to as a '*department*' instead of a '*faculty*' (Hinner, 2015, p.887). When non-native speakers establish cross-cultural contact in the workplace, the problem of misunderstanding becomes more complicated. A purchase contract, in other words, is a sort of agreement that governs the process of buying and selling a product or service. However, each country has its own set of restrictions for executing such transactions. Thus, picking carefully a proper vocabulary and crafting statements devoid of grammar errors will help staff avoid being misinterpreted by foreigners. As a result of the person's misinterpretation of the word's meaning, misunderstandings may occur in which word perception is critical for avoiding misunderstandings or confrontations. Furthermore, each individual has a unique impression, sensation, notion, or idea of a term. Through Hinner's (2015) study, it was revealed that every person has the ability to link different meaning with one same utterance, item, phenomenon and behavior, (Hinner, 2015, p.889).

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Qin (2011) believes that, miscommunication, communication difficulties, communication faults, and communication breakdown are all synonyms for misunderstanding. Nonetheless, misunderstanding is a common occurrence, particularly in cross-cultural and multinational situations, and everyone engaged is at risk of being misunderstood or misinterpreted by others. In this regard, taking into account people's cultural and language backgrounds assist to smooth communication among native and non-native English speakers, making employees aware of their counterparts' culture, language, and beliefs. As a result, when a company's policy is based on respecting and understanding people's varied languages, cultures, and values, many cultural conflicts can be avoided. Thus, cultural diversity is a common aspect that employers should assess, structure, and manage in order to overcome many communication difficulties that lead to disadvantages such as poor relationships between business parties, damaging the company's reputation and image, losing clients, losing business deals with other partners, and so on. Ignoring these issues is the primary cause of the emergence of cross-cultural difficulties, however; cross-cultural consciousness particularly in multicultural workplace prevents the company as well as employees from a business loss. Moreover, misunderstanding can influence negatively employees' decision making due to cultural issues in which any decision can be taken based on incomplete information that in turn lead to negative outcomes. Due to misunderstanding issues, conflict and tension commonly occur among employees in cross-cultural settings.

#### **1.14.2. Principles and Roles**

A collection of rules that define what behaviors are acceptable and appropriate are referred to as principles and roles. These criteria classify an employee's attitudes in the workplace. Similarly, each workplace has its own set of standards, values, and culture. The goal of establishing this type of guideline and concept is to lead, organize, and inform staff on how they should behave. As a result, many employees fail to recognize these concepts, which create a set of difficulties. Men and women, husbands and wives, parents, and children, on the other hand, have different norms in different countries. In other words, what is recognized and appropriate as a principle in China is not in the United States, and vice versa. As a result of this, the different norms and principles differ from one country to another and may cause other obstacles such as communication interruption, (Delecta & Raman, 2015). In this regard, certain principles and roles can be difficult to understand and to be aware of particularly in

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multinational business setting where employees from different cultural backgrounds can encounter difficulties in adapting themselves with different principles and roles. Employee's principles and roles can be considered strange and unacceptable to others in which they usually find difficulties in adapting themselves with new cultures and rules. These difficulties often appear in multicultural settings where employees from different cultural backgrounds are obliged to work together regardless misunderstandings and miscommunication issues.

#### **1.14.3. Beliefs and Values**

Beliefs are commonly defined as a collection of ideas, beliefs, and assumptions regarding what people have previously experienced. In other words, people form their own views based on their previous experiences. Beliefs are sensations and concepts that have no connection to reality or logic, and are frequently linked to internal feelings, which pertain to how people think and feel. Individuals, therefore, mostly get influenced by their own views, which they believe are accurate, even if this opinion has yet to be confirmed in fact. Likewise, beliefs influence employees' and employers' decisions of various business deals and activities in the workplace. As a result, employees should not regard their opinions as scientific because no study has found that crossing our fingers brings good fortune (Moise, 2014: 19). According to Moise (2014), beliefs are classified into two types: core beliefs and secondary beliefs. Core beliefs are the assumptions that an individual hold. Secondary beliefs, on the other hand, refer to indicators that arise in settings in which the individual is only indirectly involved; for example, educated people are influenced by their views.

Values are the principles, ethical, and social standards that humanity have earned and acquired. These values reflect the individual's real-world attributions, such as truthfulness, integrity, and dependability. Similarly, there are two kinds of values: objective and subjective. Individual psychology is referred to objective values. Subjective values, on the other hand, refer to a range of social, moral, and ethical qualities of an individual (Moise, 2014). In addition, values help determine what is right and wrong, what is good and bad, and what acts should be evaluated or respected. Individual values are generally derived from a variety of sources, including ethical, social, moral, religious, and ideological considerations as a consequence, it differs from one society to another. Similarly, values guide employees' behavior in the workplace (Sledge & Miles, 2012), on the other hand, White (2006) argued that values include both behavioral and affective components in which managers must respect

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their employees' values in order to achieve satisfying results. Integrity, responsibility, humanism, respect, and compassion are also virtues in which whether present or missing, can have an impact on workplace outcomes (ibid, 2012: 52). Different beliefs and values in one multinational workplace can lead to misunderstanding and miscommunication among employees since they are usually unaware of other's differences in cultures, languages, beliefs and values.

In a multicultural workplace, each employee conducts business without regard for the beliefs and values of the others. According to Su Kei and Yazanifard (2015), culture has a significant impact on an individual's values. Furthermore, employees from various cultural origins working together in a multicultural company context create diversity of diverse points of view. They also stated that employees who retain or urge their views (refusing to accept other people's viewpoints) may cause conflict and obstacles. Managers, thus, should be knowledgeable of each partner's culture, beliefs, and values in order to overcome these disputes and hurdles, as well as persuade them to accept each other's varied cultural origins.

#### **1.14.4. Stereotypes**

Stereotypes are assumptions and pictures that people build about others based on their own experiences and pre-acquisition knowledge, which can be negative or good. Stereotypes are frequent among people of different cultural origins, races, and genders. People categorize and criticize others based on their culture, race, and physical abilities. There are many types of stereotypes that typically occur in multinational workplaces such as cultural stereotyping which refer to assumptions drawn in accordance to a person's nationality and culture. In other words, to believe that, for instance, all employees from Germany are remarkably punctual or all employees from USA are collaborative. Another type of stereotype which is related to gender roles that are influenced by cultural norms considering that women from certain cultures, for instance Arabic countries, are less likely to be in leadership position compared with men who are considered to be more fitting for technical positions. Language competency is also regarded as a common stereotype in multinational workplace where creating assumptions on employee's abilities based on their speaking fluency or accent means that he/or she has a high level in English proficiency which they are less capable of dealing with complex and technical activities. Moreover, educational background can be considered as a workplace stereotype where judging employee's abilities based on his/her status of educational

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institution or university in which giving values to those with degrees from prestigious universities over those with degrees from less famous institutions by neglecting their skills. One more type which is connected to age prejudice or bias in the workplace where assumptions are taken based on age, experience and technological abilities judging that old employees are less flexible than younger employees who are more familiar with new technologies. As a result, preconceptions typically have a detrimental impact on intercultural communication, resulting in major challenges, in addition to a failure to develop effective connections with others (Su Kei & Yazanifard, 2015, p. 05).

A stereotype, in psychology, is a form of psychologically introduction circumstance before engaging in the same activity, which has a specific impact on a person's behaviors during the activity. As a result, the aforesaid reasons lead to the conclusion that stereotypes are a form of guiding mechanism employed for forecasting individuals' behaviors and directing and managing their actions and attitudes toward people from diverse cultural backgrounds (Chuangang, 2019, p.168). Furthermore, stereotypes are predetermined and unavoidable in cross-cultural communication due to the cognitive nature of humans and the way they think in order to understand the world. Thus, knowing how to use stereotypes to direct individuals' views toward different cultures and make cross-cultural communication efficient is critical. According to ibid (2019), focusing overly on stereotypes leads to "conflicts and misunderstandings", for example, consider the following statement: "Americans are thought to be rich and generous." However, this does not imply that everyone in America is wealthy or generous. Thus, dealing with people from different cultural backgrounds using stereotypes can lead to failure and conflict. Stereotypes can be used to prepare the mind for recognizing an individual's behaviors. Consequently, when it comes to certain mindsets, it can lead to conflicts. Therefore, promoting cultural awareness in multinational workplaces may reduce prejudices that are taken based on someone's culture, language and religion, and in order to achieve effective cross-cultural communication, it is critical to have a thorough understanding of how to deploy a stereotype.

#### **1.14. 5. Language**

Obviously, language is the most important tool in the communication process, allowing people to form various social and economic interactions. When relationships are shattered, though, language becomes a barrier. As a result, language is critical for employees

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to convey various messages and information with one another, especially in the workplace. Inability to express opinions clearly can be interpreted incorrectly since the individual fails to articulate his/her ideas for instance in business meeting. Moreover, these ideas might be great and smart, however; they might be neglected due to the lack of suitable expressions and vocabulary. The importance of language in cross-cultural contexts is evident in today's globalized society where language obstacles can arise in cross-cultural businesses and employees might struggle to communicate with foreign partners. Good business is commonly dependent on effective communication; yet, failure to reach this goal is frequently caused by language limitations, which may pose a global threat to conducting business on a global scale (Abuarqoub, 2019, p. 65). Employees with diverse languages are more likely to encounter linguistic problems. Furthermore, inefficient communication is widespread among employees with varying degrees of language competence, causing social distances between them. Similarly, Krishnasamy, Hussein, and Dalib (2014) conducted research on intercultural communication difficulties through which they discovered that misuse and misinterpretation of words and vocabularies affects communication process. Likewise, language can operate as a communication barrier when two or more people have different languages, word meanings, and accents.

Furthermore, these barriers are produced by linguistic, semantic, and word multiplicity (one word with multiple meanings), homophones, and so on. In this regard, many language difficulties can arise due to the fact that they are regarded as one of the most important challenges that managers and employees confront in their daily activities in multicultural workplaces. Disparities in language proficiency particularly English, dialects, and pace of speech generate several problems in cross-cultural communication (Gandhi, 2009). Many difficulties can negatively impact the commercial relationship between overseas partners such as misunderstanding and misinterpretation which are two of the most typical communication issues, particularly in cross-cultural or intercultural commercial environments.

#### **1.14.6. Culture**

Language barriers, as well as cultural differences, influence cross-cultural communication in which cultural distinctions are generally derived from various political, religious, environmental, and educational backgrounds (Gandhi, 2009). Furthermore, culture



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influences people's behaviors and ways of thinking. Cultural variety, particularly in global corporations, leads to distinct perceptions and attitudes (He, Liu 2010, p. 2). Cultural differences can be shaped as diverse communication styles in which many issues can appear due to the confusion between direct and indirect communication and employees might be misinterpreted by others. Disagreements, thus, may occur between employees when they underevaluate and misperceive others' culture. On the other hand, decreased productivity can appear also due to different cultures in the workplace where misunderstanding and conflicts cause low efficiency which one way or another hinder teamwork. As a result, culture operates as a barrier not only between countries but even within the same country. People with cultural and language diversity obviously have more than one culture because they speak more than one language. Furthermore, religious, nationality, ethnicity, language, race, and other factors contribute to cultural variety (Jain & Pareek, 2019, p. 25).

Similarly, cultural differences make people avoid communicating with others who do not share their cultural characteristics, and vice versa (Jhaiyanuntana & Nomniam, 2020: 210). Employee behavioral differences, on the other hand, cause workplace miscommunication when, for example, they use their body language that one way or another increases communication barriers. In American culture, for instance, eye contact is particularly crucial in developing a strong image or relationship with people, yet the same eye expression may be considered disrespectful in Asian society. There are many more gestures and postures that may affect communication with people from other cultures, in addition to eye contact expressions. Employees in a cross-cultural workplace have distinct ideas, norms, values, practices, and traditions, making it challenging for them to understand and adjust to the culture of the other (Martin, 2014). In this context, Martin (2014) conducted research and discovered that cultural differences might have an impact on employees both positively and negatively in the workplace. He added that cultural differences may lead to production loss, difficulties in creating a homogenous team and conflicts (2014). Furthermore, cultural variety is a key factor of inadequate communication (Ationu, 2020). Cross-cultural communication challenges, according to Ationu (2020), have a negative impact not only on personnel within the company, but also on connections across organizations.

Employees' verbal and nonverbal communications are both examples of cross-cultural communication obstacles. Furthermore, cultural differences create a frustrated and confused environment at work (Amaram, 2007). Similarly, a lack of knowledge and comprehension of

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another's culture can lead to inappropriate behavior with people from other cultures. As a result, various challenges arise in the form of conflicts, poor performance, and decreasing outcomes (Berik, 2014, p. 08).

#### **1.15 Overcoming Cross-Cultural Communication Challenges**

Cross-cultural communication difficulties are common in varied companies with personnel from various languages, cultures, views, values, traditions, and religious origins. In most circumstances, these challenges have an impact on employees' performance, conduct, and consequences. However, via numerous studies, researchers (Delecta & Raman, 2015; Su Kei & Yradanifard) attempted to identify solutions to these workplace difficulties. Delecta & Raman (2015) proposed cross-cultural knowledge training for employees to distinguish between various cultures, values, beliefs, and languages. Furthermore, they advised language instruction, particularly for personnel who frequently interact with people from other nations. In terms of organizations, Delecta & Raman (2015) argue that enterprises, particularly those that are multicultural, should develop a new employee strategy in order to accommodate multiple cultures in the workplace.

Furthermore, one should be aware of cross-cultural communication issues and to understand and employ a variety of communication methods. Similarly, emphasize staff solidarity while encouraging teamwork through being conscious of workplace diversity by knowing other people's cultures, beliefs, and religions is one method for dealing with these difficulties in the workplace. Moreover, improving intercultural abilities through language training and generating new corporate cultures through the exchange and mutual understanding of other languages and cultures is necessary (Xie, 2013). Employers and managers, on the other hand, should appreciate employees' unique cultural origins by sharing different components of each other's culture, such as food, tradition, and ceremonies, for successful cross-cultural communication.

Looking for things in common amongst individuals from diverse cultural backgrounds, on the other hand, may help to minimize communication barriers in the workplace. Furthermore, employees that share similar interests, beliefs, and methods of thinking can form strong bonds that lead to good communication through using a translation or interpreter who is experienced, competent, and fluent in more than one language which can

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be a solution to many workplaces cross-cultural communication challenges. As a result, the ability to learn another language may save the company from decline in the business world, where the leading business companies are able to speak more than one language in order to engage in more than one business deal and to expand its business activity in as many countries as possible.

According to Su Kei and Yazadanifard (2015), for a good business, employees from diverse cultural backgrounds should respect each other, and using the other's language should drive them to improve their performance while also encouraging them to create a positive business atmosphere. They added that removing multicultural difficulties enhances organizational progress in which managers must identify these cross-cultural issues in order to accomplish good communication and success when doing business with many foreign countries around the world. As a result, resolving cross-cultural communication issues contributes to successfully overcome the major challenges that arise in workplaces with personnel from many cultures and languages.

#### **1.16 Conclusion**

Due to the United Kingdom's powerful history, the United States' influence and the extensive utilization of English in multiple spheres, this language has indisputably achieved a universal status. In the area of ESP in general and in the world of business and economics English has clearly risen to prominence. Many characteristics related to English have been clarified through this chapter. It has also revealed the increasing need to master English in business sectors, given its significant impact on national economic advancement, corporate expansion and efficiency, and overall workers' performance.

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#### **2.1 Introduction**

Historically, French colonization had a significant impact on the common language spoken in Algeria. Unfortunately, the French language is still used today in government organizations and administrations (hospitals, enterprises, and schools). English has been taught in Algerian middle schools since the country's independence in 1962. However, it was only spoken by 7% of Algerians in 2012. According to the widespread use of English in international business and communication, Algerian businessmen became more aware that the French language should be replaced by another globalized language, which is English (Abid-Houcine, 2007), because they realized that "the French language does not get us anywhere," as the Minister of Higher Education Tayeb Bouzid stated. Furthermore, the English language has become widely employed in the oil business by British and American enterprises based in Algeria's south. As a result of its importance as a corporate lingua franca, English became a highly valued skill, especially in multinational firms.

#### **2.2 The Position of English in the Algerian Workplaces**

Taking into consideration the history of French colonization, it is obvious that French is the most widely spoken foreign language among Algerians. However, the argument over the use of English in a variety of professions became a major issue for the Algerian administration. Nonetheless, the English position after independence (1962) went through numerous stages as a result of political and economic events that occurred after independence. English was considered a foreign language that needed to be taught in schools in order to lift the Algerian educational quality and encourage social development ever since English was renowned as the language of science and technology (Belmihoub, 2017). The existence of English declined in 1980 owing to the economic aspect of oil prices as well as the political difficulties of the Black Decade due to the lack of safety in Algeria at that time. Following that, teaching English has become a mandatory subject in Algerian schools and was also reintroduced through the oil and gas industries between the United States and Algeria. As a result, personnel working in global corporations such as Sonatrach were largely in need of English as a common language to be used mostly by "secretaries, managers, and directors" (p. 06).

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Through his study, Beddiaf (2018) discovered that the English language was widely used in Algerian workplaces where individuals used English in activities such as meetings. Furthermore, the position of English in Algerian corporate environments was highly respected. Another study was carried out to assess the popularity of English among Algerians. The survey found that English gained ground and was embraced as a second foreign language. Moreover, the findings revealed that the participants were aware of the importance of English as a global language of communication (Benrabah, 2013). Since 2000, English has taken a challenging path in Algeria as the second foreign language that many residents are now attempting to acquire because of its worldwide importance. Algerian businesses, particularly multinational ones, regard English as a medium of communication through which employees can conduct their day-to-day commercial operations, as well as a vital language in nearly every field of life.

Algeria has recently seen a significant increase in the use of English in several official areas. As a result, "the majority of users, not specifically university teachers and learners, chose to use English in formal communications in addition to Arabic" (Rahmani, 2021: 1200). Furthermore, Hadj Djelloul (2021) stated, "Here in Algeria, English plays a role in business as the language of computer and internet applications" (p. 527). Hadj Djelloul (2021), moreover, discovered through her survey that personnel in commercial contexts such as banks frequently experience scenarios where they need the English language in business interactions with international clients (p. 530). Our corporate environment is growing increasingly dependent on information and communication in which English language important advancement in Algeria has forced it-self as much as the predictable requirements for success (Bouabdesselam, 2022).

The English language, thus, is useful not only in a corporate setting, but also as a method of achievement for the student's career. Since English is the primary business language, an increasing number of people acquire and use it in global communications and multilingual corporate situations such as natural gas and oil production (p. 30). As a result, English is recognized since its main objective is to make easier for younger generations to expand their foreign language abilities and allow them to effectively communicate particularly multilingual workplaces. It is clear that the English language has a bright future in Algeria by virtue of considering that it is becoming more valuable in Algerian workplaces and

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enterprises who seek an international presence in the global market. Employees, on the other hand, are aware of the importance of English in obtaining better work possibilities on a global scale. Algeria has always searched for diversity in economy by welcoming foreign investments; therefore, there was an increasing demand for English by Algerian businesses to communicate effectively particularly in oil and gas industry.

#### **2.3 The Role of English in the Algerian Business**

English is viewed as the language of global commerce and many multinational corporations attempt to enter the international market using English. Algerian businesses and individuals use English in business to seek opportunities to access the international market through a qualified image of their products and services. Given its importance in international commerce, English is increasingly being used in business. Equally, Hutchinson and Waters (1987) observed that people wish to learn English for international trade and technology (p. 06). Furthermore, employees rely on English to communicate with overseas partners all around the world in which many experts have claimed that English is the language that binds people who do not share the same culture and business purposes.

The foremost purpose of using English in Algeria was to conduct various activities connected to day-to-day business communication, such as meetings, writing emails, and presentations. Many business settings thereupon consider English proficiency to be a necessity for job performance (Djaileb, 2012). Furthermore, the English language permits businesses to develop abroad and contributes to the country's economic progress. As a result, Algerian recently graduated students believe that English is required for a job opportunity and higher pay in global corporations where it is commonly demanded. Many overseas cooperation and economic prospects can be achieved through the English language which is critical to the country's economic prosperity and it also ensures business communication among overseas partners and generates a positive impact on the Algerian economy by helping to expand its economic and business dealings and create more economic chances, (Bouabdesselam, 2022).

Since globalization is accelerating, Algeria set on start-ups projects to create various sources of economic growth and succeed the battle of globalization through the support of networks, which took numerous shapes (Benachenhou & Kara Mostefa, 2022). Furthermore,

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via the government's support and interest, 'Emerging Institutions' play a critical role in boosting the Algerian economy. Many bright young individuals are inspired to launch their own enterprises by putting their ideas and plans into action. Thus, the Algerian government plays an important role in advising, supporting (particularly financially), and assisting people to achieve their personal and professional goals while also boosting the country's economy. Furthermore, in order for the start-up to be successful, the Algerian government and experts in the field should work together to provide the younger generation, who are interested in establishing their own business, with the necessary English language skills to perform better, particularly on an international level (2022).

Many researchers have addressed the significance of English as a global language (Crystal, 1997) in which the English played an important role as an international language (Mouili, 2021). Additionally, English has established itself as a foreign language, a second language, a lingua franca, a corporate language, and a business language. In turn, Benmoussat (2015) analyzed the Future Prospects of English in Algeria, stating that English has naturally become the linguistic instrument through which the need is no longer left behind, conversely; it is demonstrated out of the world (p. 11). According to Boubekour (2021), the position of English is out of control particularly in Algeria through which business can benefit from this advantage. In other words, the English language has dominated almost every field in the world, where it is strongly preferred by researchers to publish their articles in English; it is also the language preferred by educators and higher education; and it is the language preferred by many businesses who want to establish business relationships with foreigners and carry out business communication operations both written and spoken, (Negadi & Belhadj-Tahar, 2022). Many different studies have been carried out on the utility of learning or teaching English in the world in general and in Algeria in particular, (ibid, 2022). Marouf (2017), on the other hand, explained the global shift regarding the positive side of globalization on the world in general and on individuals' professional lives through her study, (p. 22).

Respondents in the same study as Marouf (2017) demonstrated positive opinions regarding English-language thinking, which is critical in opening up various work prospects for individuals. English is now the language of international communication; the most often used language on the internet and social media, and the language of global business. As a result, "English deserves to be regarded as a world language" (Slimani, 2016, p. 35). On the



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other hand, it is widely acknowledged that English is undoubtedly the international language of communication, with many people all over the world attempting to acquire it in order to conduct business with foreigners, communicate with them, and even send business e-mail, (Belmerdaci and Tobbi, 2018). In other words, English has already paid a high price to fly across the world and see the world from above, as well as to dominate the entire world by forcing itself as the language of everything, or even the language required by everyone who wants to be internationally and professionally successful, Kouicem (2019).

#### **2.4 English and Economics in Algeria**

Since English is recognized as the language of trade and business, Algeria has placed a high value on this language as a crucial component of its economic development. Furthermore, employees, professionals, and managers seek to develop commercial ties with foreigners in order to help the country's economy. Countries from all continents are looking for opportunities to reach the global market through the English language in our competitive globalized world. By reason of considering that English became the first language, it is utilized as a means of communication in a variety of fields, including commerce and the economy. Language and economy are thus intertwined, with each facet complementing the other. In other words, in a corporate setting, communication procedures cannot be carried out without a 'language' and vice versa, Ali Chaouche (2022).

The English language has always been an important element in the economic growth of countries in many different parts of the world, (Ali Chaouche, 2022). During the previous few decades, the Algerian economy has become more open to global capitalism that has promoted cross-cultural exchange initiatives, and has paid close attention to economic investments, which are critical to the country's progress (Mohdeb & Mammeri, 2020, p. 54). The relationship between English and economics in Algeria has increasingly developed to become significant for the country's growth through seeking new business integrations into the international market. In this regard, Algerian businesses and exporters are searching for European or American markets in order to create a diversive economy beyond hydrocarbons industry. As a result, many Algerians are attempting to acquire foreign languages in order to meet market needs, and the demands of both the globalized and technological world. The necessity of adopting the English language in Algerian society has thus been extended and reinforced by the country's socioeconomic revolutions. In turn, the English language plays a

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critical function in boosting the country's economic advancement, assisting in the enhancement of the economy's long-term strategies, and facilitating foreign investment in the country. Algeria's gas and oil industry drew the attention of many international and multinational corporations from around the world in which being a multilingual country, has benefited from the use of English as an important foreign language for business and economic purposes.

Learning foreign languages, particularly English, is viewed as a critical aspect in obtaining job in a multilingual business environment. Similarly, many Algerian youths believe that learning English opens doors to better job prospects and advances their professional careers. As a result, many students and businessmen learn '*the language of the day*,' which is English, for commercial, business, and economic purposes, allowing them to practice and perform well in their professional jobs on the one hand, and accomplish business communication transactions and operations with foreign partners on the other, where the country can benefit from foreign investments that require English as a medium of communication, (Mohdeb & Mammeri, 2020).

English, economy, and knowledge all contribute to the creation of successful human capital by enhancing their intellectual aspects, (Ennebati & Lenba, 2020, p. 76). Human capital can play a role in the economy of a developing country by focusing on humans' knowledge, and attributes that lead to the production of economic value. Furthermore, the concept of human capital relates to the improvement of humans' intellectual capabilities, attitudes, and habits that promote economic growth through education. For instance, a graduate with a degree in Information Technology has specific technical abilities that are required in programming languages and problem-solving skills. In other words, human capital consists of education, training, skills and competencies. Besides experience that comes after a long journey of work, applying knowledge and skills in the real situations, for example, an employee with long years of experience is capable of managing team by bringing insightful advices and ideas. Language is an 'exchange-facilitating' factor in many commercial organizations, and it is an economic variable that can help the country's economic development. In addition, linguistic education boosts a person's efficiency in his or her professional situation, (2020).

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Language abilities can help to enhance human capital in which humans can be more productive and receive better income. According to Ennebati and Lenba (2020), people should consider the effectiveness of their language choice. Furthermore, when it comes to learning clients' languages, language (English) and economy are highly related, which in turn adds to improving engagement as well as the production process through a language that is primarily considered as a medium of communication. Countries, as a consequence, can expand their business and integrate the global labor market by selecting the suitable language and economy. Foreign languages, particularly English, are seen as human capital because they enable individuals to boost their financial opportunities and improve their lives. Studying a foreign language, then, is regarded as an investment that allows individuals to obtain a wide range of business options, (Ennebati & Lenba, 2020, p.78).

#### **2.5 English for Specific Purposes**

Algeria, like many other countries, has been influenced by the expansion of English as an international language. For this reason, within the Algerian higher educational system, universities, ESP teaching has been integrated in academic programs to achieve specific goals. Many scholars, including Hutchinson and Waters (1987), Dudley Evans and St. John (1998), and others, have defined English for specific purposes. Generally, ESP is a branch of Applied Linguistics and particularly, is a field of Teaching English as a Foreign Language as Dudley Evans and St John (1998) reported:

*” ESP is an identifiable element of applied linguistics  
and an independent activity within ELT”*

(Dudley-Evans & St John, 1998, p. 01)

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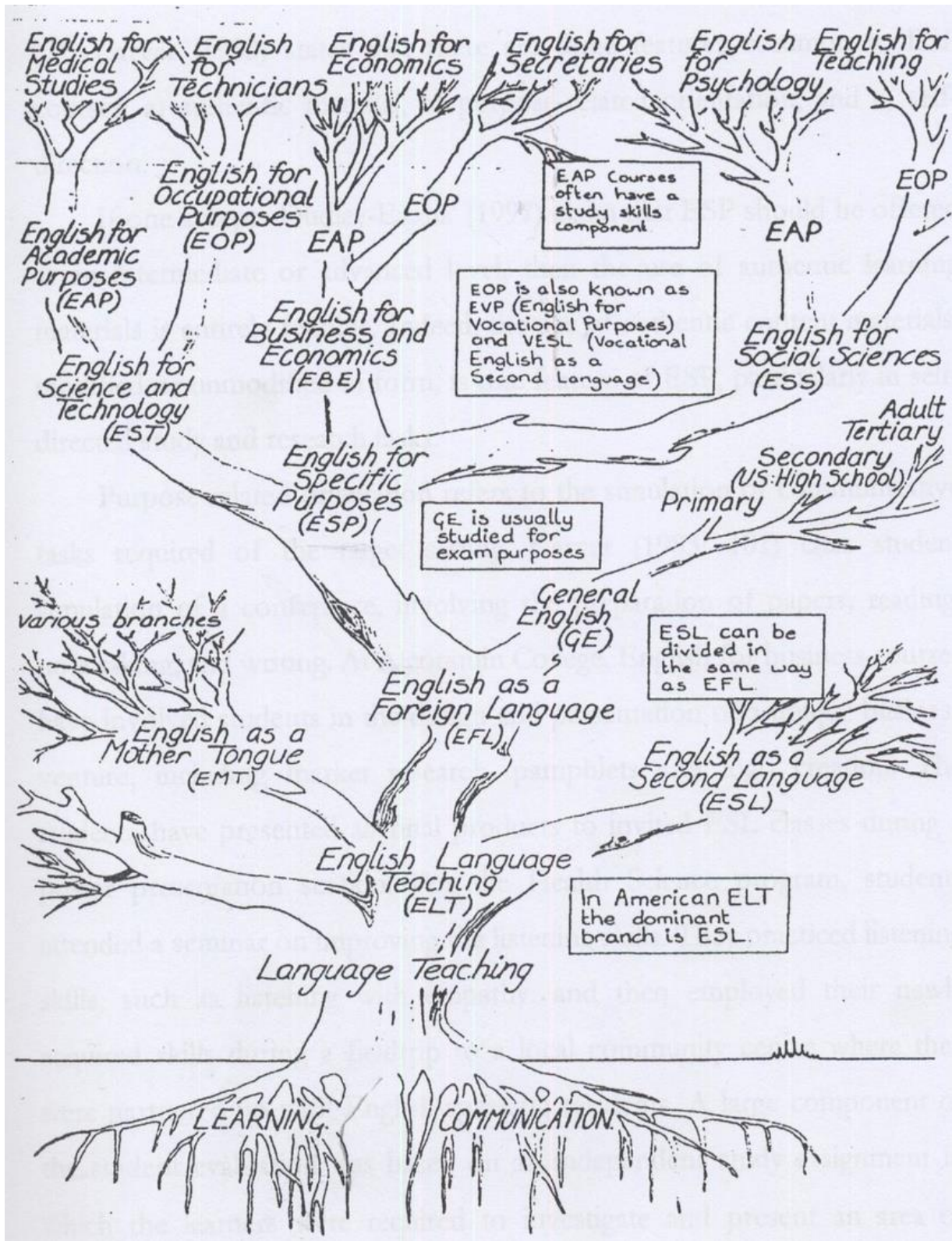


Figure 1: ELT Tree (Hutchinson & Waters, 1987)

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According to many researchers (Hutchinson & Waters 1987; Dudley-Evans & St John 1998), the main goal of English for Specific Purposes (ESP) is to provide English language instruction that enables learners from various fields of study to meet their communication, academic, and professional needs through English. ESP, thus, cannot be limited to a single domain; rather, it should be considered as a method of teaching English to a specific group of learners who need to do certain tasks at work. ESP, according to Hijuelos-Cruz, Medina-Carballosa, and Pérez-Almaguer (2020), known as a vital and distinguishing division of English Language Teaching (ELT) that specifically concentrates on realistic aspects drawn from needs analysis, genre, and effective communication. In other words, teaching English for Specific Purposes (ESP) is based on the distinctness of the aims and objectives that should be obtained from a language, as well as the specific talents and skills that should be attained in order to be implemented in real and day-to-day settings. Students, consequently, can readily understand how and when to apply these abilities and skills in their future professional careers, where they will be able to solve problems and cope with various challenges that may arise in their field of specialization. ESP bridges then the gap between linguistic theory and language teaching through applying linguistic knowledge that should be used in real life situations in order to create new teaching methods that can fulfill learners' communicative and professional needs. ESP, therefore, represents a significant connection between linguistics and language teaching as a branch of ELT. While linguistics provides the theoretical foundation on understanding how language functions in professional and academic setting and language teaching translates these insights into practice; ESP connects the study of language with the practice of teaching by focusing on real-world communication and the linguistic features characteristic of particular domains.

The role of ESP in the business setting, then, entails providing learners with the specific needs of their specific domain and allowing them to use these skills (specific vocabulary, grammar, speaking, listening, reading, and writing) at the right time, place, and with the appropriate person. Students, on the other hand, will be able to improve both their professional performance and their career (p. 118). Hijuelos-Cruz, Medina-Carballosa, and Pérez-Almaguer (2020) noted that the most important goal of teaching and learning from this perspective is focused on learner encouragement to acquire information and build up his/her cognitive and needed skills on critical attitude basis. Dudley-Evans & St John (1998) believed



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that ESP should echo the fact that ESP teaching is specifically related to a particular occupation or discipline (1998).

The development of ESP was linked to the rise of English as a global language and the need to use English in specific settings. ESP, gradually, has emerged as one of the most important aspects of EFL education in the early 1960s and its expansion was echoed at numerous universities throughout the world, including the University of Birmingham and Aston University in the United Kingdom. Similarly, ESP is intended to be used in both educational and professional situations-as Dudley Evans and St John (1998) noted- that:

*” ESP is likely to be designed for adult learners, either  
at a tertiary level institution or in a professional work  
situation ”*

(Dudley-Evans, 1998, p. 06)

ESP should be considered not as a distinct language product, but as a method of language teaching guided by specific and obvious reasons for learning (Hutchinson & Waters, 1987, p. 19), in which the primary goal of students learning English is for academic or professional goals. As a result of teaching English for daily needs, a new generation of learners was produced through which the needs change from context to context, and the English used by businesses is vastly different from that used by doctors. In this context, analyzing the linguistic characteristics of any subject matter of work or study helps identifying the learner's needs as it was stated by Hutchinson & Waters (1987):

*“Tell me what you need English for and I tell you the English you need.”*

(Hutchinson & Waters, 1987, p. 08)

According to Hutchinson and Waters (1987), three major reasons affected the rise of ESP. The advancement of linguistics, education, and psychology all contributed to the high need for English to suit specific demands. As stated by Hutchinson & Waters (1987), the

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linguistic element was the primary essential function of ESP development in terms of specific types of language use. Similarly, taking into account the learner's views toward learning was seen as one of the most important components in the emergence of ESP. As a result, verbal descriptions or variety contributed to the emergence of ESP in both fields of knowledge and use (ibid, 1987). ESP, as defined by Hutchinson & Waters (1987) thus, does not take the shape of a special language, but rather focuses on what people do with language and the talents that enable them to do so.

#### **2.5.1 The Development of ESP**

Hutchinson and Water (1987) stated that ESP emerged due to three common causes: the demands of a bold world, a linguistic revolution, and an emphasis on the learner. ESP originated as a result of the Second World War in 1945, which witnessed the emergence of a scientific, technological, and commercial revolution, as a result of which English began to be employed as a worldwide language. Furthermore, the linguistic revolution contributed to the move from defining the properties of language to investigating how language is employed in real-world communication situations. Three major aspects influenced the creation of ESP: register analysis, discourse analysis, and target situation analysis (1987). The establishment of ESP was linked to a number of factors that supported its rise, including "the Second World War" in 1945. As science and technology advanced, English became more widely utilized as an international language; in addition to the influence of English by the economic strength of oil-rich countries around the world.

ESP is concerned with linguistic context rather than language structure and grammar. It covers a variety of areas, including business, management, medicine, and tourism, where English is not taught as a distinct subject from the students' practical needs; yet, it is blended with the subject matter. Learners' language skills, consequently, may be easily determined using the process of needs analysis in ESP to establish whether the course is correctly structured. Through ESP classes, students can also improve their writing abilities, for example, for those interested in working in corporate administration, or their speaking skills, for those interested in working as a tourist guide, (Rahman, 2015, pp. 24-25).

ESP began by analyzing the register of both technical and scientific language writing, focusing on sentence form, structure, and combination. In this regard, ESP was recognized as

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an academic discipline as a result of an increasing number of studies conducted not only within the United States and the United Kingdom, but also around the world. In the 1960s, ESP concentrated on grammatically analyzing technical writings. However, ESP gained prominence in 1970 through discourse analysis by determining pupils' required capabilities in which the learner-centered method was then used to combine material development and strength in the 1980s (Ramirez, 2015, pp. 380-384-385).

ESP is related to linguistics in general and specifically applied linguistics. It was then well-positioned to establish a distinct discipline of English language teaching (ELT). By the end of 1980, ESP had been subdivided into EBP, discourse/genre analysis, and computer-based analysis, all of which focused on a thorough understanding of how certain written and spoken texts work. Educators and applied linguists, in the past, used to refer to the concept of "English language" as what is now known as "general English", (Ramirez, 2015). As a result, perceptions of the teaching approaches required to improve educational quality have shifted and programs were developed and executed to fulfill the individual needs of learners.

ESP specialists became attracted to the most popular job-oriented language learning programs, which resulted in the development of tailored ESP programs and trainings aimed at providing learners with specific requirements and career goals. Taking into consideration the growing number of occupational training and learning opportunities available around the world, ESP has become increasingly significant. Meanwhile, the world became more globalized and English turned to be the international language of communication. In addition to the growing number of people using English, particularly in occupational settings, ESP was distinguished by another discipline in which it should be directed to adult learners at intermediate or advanced colleges or institutions. The ESP training is based on the use of realistic and authentic learning resources through which ESP teachers can investigate students' knowledge during the course by preparing them for the task, coaching them, and assessing their comments. Furthermore, English language teaching was substituted by how students learned the language. Thus, the pioneers of ESP educators emphasized the learners' demands and methods of learning as a crucial component in building an ESP course that allowed them to meet their individual needs such as a learner-centered or learning-centered strategy that has arisen as a result. Therefore, the most significant goal that ESP practitioners intended to achieve in the 1960s was to teach technical terminology pertaining to a certain job



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or field, (Hutchinson and Waters, 1987). However, emphasis began to shift toward the significance of "sub-technical vocabulary" in which technical terms and phrases were used in ESP instruction and later, requires analysis, with ultimate inclusion of discourse and genre analysis.

The emphasis in ESP teaching is related to language in context rather than grammar and structure through which it interacts with students' subject matter that is motivated by real-life problems. In other words, both the English language and the subject matter are blended in an ESP course, allowing students to utilize their newly acquired skills in a variety of scenarios. Learners will be able to engage and improve their vocabulary store if they can utilize the new vocabulary and expressions in relevant ways in real-life circumstances. Therefore, ESP teacher might assist his or her students in acquiring knowledge by presenting them with subject-matter information expressed in English (Hutchinson and Waters, 1987).

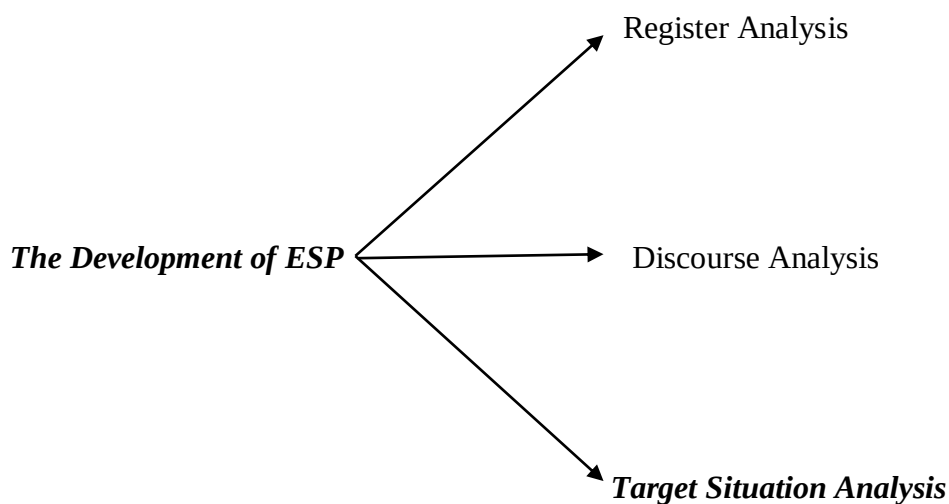


**Figure 2 ESP Development (Hutchinson & Waters, 1987)**

Register analysis is concerned with translating the sentence's lexical and grammatical elements into a syllabus. Stevens, Halliday, and McIntosh (1964) focus on the phrase level, i.e., register analysis. Present simple and nominal compounds through the structure of a phrase in scientific English, in addition to incorporating specific types of passive voice. The authors previously mentioned that the objective of constructing the curriculum was to focus

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on the type of language that helps students satisfy their needs. Nonetheless, Hutchinson and Waters (1998) discovered that some of the language grammar types that are typically included in school textbooks, particularly in scientific textbooks, such as modal verbs, compound nouns, passive voice, and conditionals, were overlooked. Register analysis, according to Dudley-Evans and St. John (1998), is the study of how frequently grammatical structures are utilized in texts. Discourse analysis, on the other hand, concentrates on the sentence meaning, or 'above sentence'. Discourse analysis, according to Dudley-Evans and St. John (1998), is the study of how sentences in spoken and written language construct larger units at a level above the sentence.

**Target Situation Analysis (TSA)** is the process of focusing on the situation, in which the language is used, then defining the goal circumstance and assessing the linguistic aspects to create an ESP course. Munby (1978) developed a communicative syllabus design that included communicative situations, language skills, communication purpose, functions, and structures, among other elements. Furthermore, the target situation analysis method incorporated new systematized plans for ESP course design, where the learner's demands are recognized as the center of the course design process. Furthermore, Munby (1978) communicative needs technique consists of a series of inquiries about communication factors for any group of learners, which led to ESP development (Hutchinson & Waters, 1987, p. 12). The term 'Target Needs' was defined by Hutchinson & Waters (1987) as:

*“an umbrella term, which in practice hides a number  
of important distinctions. It is more useful to look at  
the target situation in terms of necessities, lacks and  
wants”*

(Hutchinson & Waters, 1987, p.55)

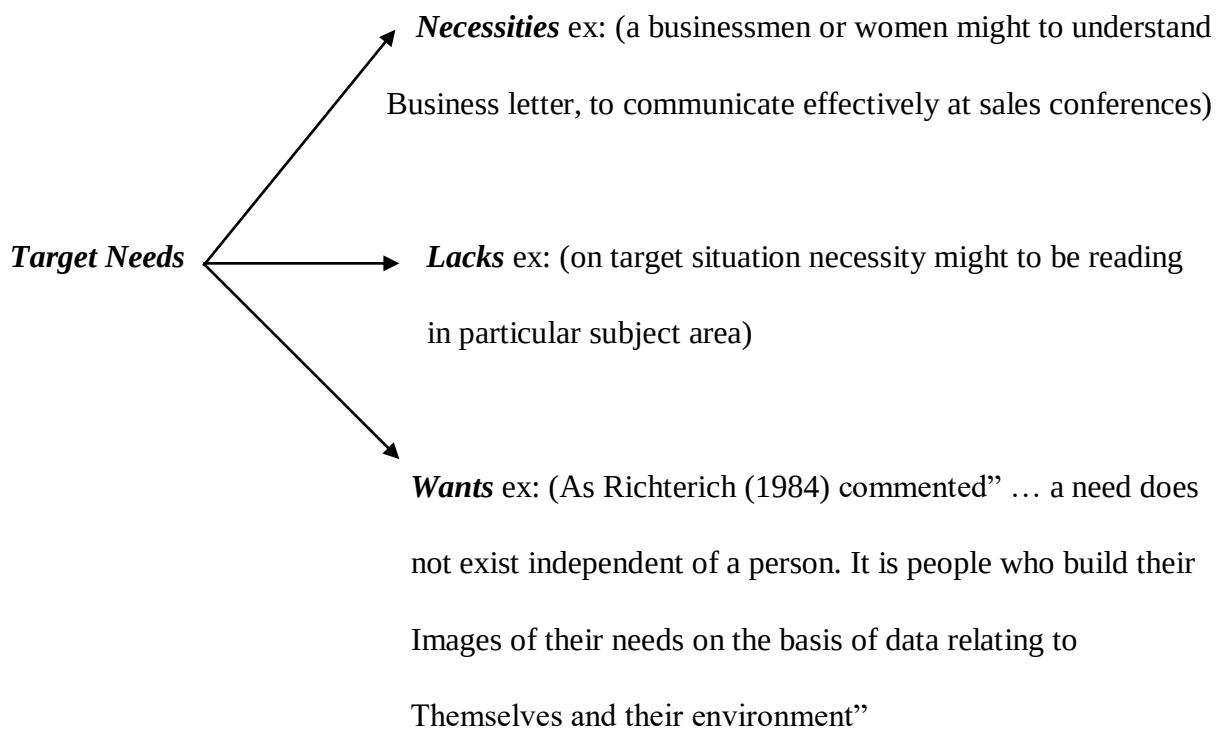
Typically, target situation analysis focuses on learners' needs and how they wish to be used in a certain circumstance. In other words, target situation analysis focuses on how the

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English language is used in a specific target circumstance. In this sense, establishing ESP course design using target situation analysis should be based on researching the linguistic features, tasks, and activities that will be employed by a group of learners in their specific situation. TSA generally enable us to predict how people will use the language in academic and professional settings such as it is illustrated in the following diagram.



(cited by Hutchinson & Waters, 1987, p. 56)

**Figure 3 : Target Needs (Hutchinson & Waters, 1987)**

According to Hutchinson and Waters (1987), the difference between target needs and learning needs is that target needs focus on what the learner has to do in the target circumstance. Learning, on the other hand, must concentrate on what the learner must do in order to learn (1987, p.54). Therefore, focusing on defining learners' target purposes throughout the course in terms of the wants, lacks and necessities, in target needs situation, is necessary for both academic and professional circumstances. Furthermore, target situation is primarily concerned with the tasks that learners will execute in a certain situation using English as well as all language skills are vital in the learning process in both academic and professional settings, Remache's (2017). As such, priority should be assigned to ESP teaching

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to develop students' skills and empower them to apply their newly acquired knowledge in various day-to-day tasks. Consistently, Remache (2017) discovered that speaking is the most important skill for which learners can improve their oral abilities in order to convey various business opinions on business-related topics. Reading, on the other hand, is seen as a necessary skill for learners to be able to read and grasp many technical vocabularies featured in business documents. In addition, listening was identified as the weakest skill among the others that needed to be developed in order to understand various business issues they would encounter in the future. Writing, as well is viewed as less significant than other English language abilities because learners are not focused on drafting various business reports and emails.

Remache and Kamal Ibrahim (2018) declared that the following professional needs should be met by a business English course: speaking, reading, listening, and writing. Students devoted great attention to the importance of conveying information, issuing instructions, and carrying out various presentations and conversations linked to their future job. As a result, reading was required to read various e-mails and business reports. Listening, on the other hand, is regarded as a "highly desirable workplace skill" that students must develop in order to comprehend various English-spoken discussions relating to their career while they consider writing to be the least important skill.

A well-structured needs analysis method leads to better course design that is based on the actual needs of students in which it is important to understand learners' desires and goals for specific subject content. Furthermore, providing students with the appropriate course design supports the development of their communication skills, business vocabulary, and technical report writing. Students, as a consequence, will have the opportunity to study and develop their future target situation competencies through good business course design (Remache & Kamal Ibrahim, 2018). Moreover, the role of experts in designing a Business English Course is to encourage students to improve various professional abilities such as communication skills, note taking and business vocabulary. Teachers as well can identify prospective educational requirements through the needs analysis process, allowing them to build practical programs in response to the demands of learners. In this regard, identifying the 'needs' of a certain group of learners or employees refers to comprehending their 'necessities' for a specific 'target circumstance' by expressing their purpose in a language. Data collection

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for professional needs, however, raises questions about the English language requirements and skills required for a specific business profession. Teachers, thus, should supply learners with appropriate and necessary knowledge for the course design as well as what students should acquire as activities from the business course in order to develop an effective requirements analysis process, (2018, p. 92).

The use of authentic materials assists students in performing effectively in their future employment and teachers should be aware of business experts' perspectives when acquiring knowledge from various sources as part of the needs analysis process. By virtue of considering that teachers have difficulty gathering professional content while teaching English, particularly ESP, they should be given the opportunity to gain both teaching and pedagogical skills. Thus, needs analysis is a vital phase in the design of an ESP course; yet, it has a disadvantage which is keeping up with the learners' ever-changing needs (Martins, 2017). Therefore, the development of activities related to specific content and linguistic structure is crucial to the design of the ESP course, (Todea & Demarcsek, 2017, p. 09).

The activities and tasks in ESP classrooms should be exactly the same as what students would do in their future employment to help learners perform successfully in their future workplaces, and ESP teachers should provide real-world communication models and encourage them to participate in speaking activities. In this respect, the resources used in the ESP classroom should have a clear target through which learners can achieve their communication goals as well as advocate establishing a realistic circumstance or setting similar to their future vocation. In order to govern the learners' diverse and mixed competencies in one classroom, researchers also recommend professional development and training for ESP teachers. According to Poedjiastutie and Puspitasari (2018), ESP teachers should adjust and adopt new teaching methods for better results because describing the lesson by the teacher and taking notes by the learners is no longer an effective method of teaching in an ESP classroom because instructors believe that learners should be allowed to select the appropriate materials to practice in the ESP course.

#### **2.5.2 ESP in Algeria**

For the past 50 years, the notion of ESP has existed in Algeria as an essential component of English Language Teaching (ELT). Algeria, thus, aimed to make English a

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second foreign language after French, which was the dominant language spoken by practically all African countries due to colonization. The English language also made its way into Algeria through the oil and gas business, where many employees, managers, and professionals wanted to acquire it for international communication purposes. Since the new world necessitates English as a foreign language, Algeria has progressively advanced toward embracing a second foreign language to be used in the educational system, industries, and multinational companies, as well as the first language used by professionals and businesses, (Assassi, 2022, p. 440). Following that, the English language proceeded to gain value in Algeria, particularly among students, employees of international corporations, hotels, airports, researchers, scientists, and others in which people from all categories and industries were aware of the importance of the English language on an international and professional level, and they began to take ESP classes to fulfill their linguistic requirements for a specific career or purpose.

Assassi (2022) discovered from respondents' responses that English is the most vital feature in developing countries. Furthermore, ESP teachers predict that Algeria will undergo a complete transformation in terms of both its economy and social issues. This transition could have a broad impact on the Algerian educational system. Meanwhile, ESP courses are in high demand, owing to ESP teachers' confidence in the Algerian government's support for the economic development that the English language can bring and achieve through foreign partnerships with multinational corporations and businesses. In this regard, the demand for ESP courses is increasing every day by students, businesses and professionals, (Benmansour, 2014, p. 34).

Taking into account the growing demand for English for specific purposes courses or training that allowed them to accomplish various daily activities (written and spoken), ESP has gained a significant value in the Algerian societal as well as economic domain. As a result, the ESP statue was regarded as the ideal solution and "relay language" for many employees, businesses, technicians, and scientists to enable their employees and administrative staff to accomplish different types of activities in international corporations such as Sonatrach, (Benmansour, 2014).

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In recent years, ESP has grown in importance and popularity in Algerian society, with many teachers, students, and business professionals expressing concern about the critical role of ESP as a branch of specialized areas addressed to a specific group of people who want to improve, develop, and fulfill their needs and desires through the English language which is utilized as an supplementary language and is acquired either for future carrying out postgraduate studies or developing a professional career (Outemzabet, 2022). As our globalized culture becomes more competitive, the need for studying and teaching English (ESP) grows. As a result, English has become a key communicative factor to the global world market, (Bouafia, 2022, p. 1016). According to the valuable status that English/ESP has attained, it has become the language that represents reputation and open-access for better opportunities to make use of English as a tool of gaining global knowledge (Khetir, 2022). Furthermore, English made specialization more accessible to those who needed to acquire English for specialized goals. Many people, thus, consider ESP as a tool that helps them do well in their particular industries, such as finance, accountancy, and tourism, furthermore, it allows a businessman to communicate with and conduct a variety of business transactions. In a commercial setting, an employee may require an EOP to carry out a certain business activity and adequately practice his or her job, such as drafting business emails, (Benmansour Benyelles, 2013).

The globalized world and technological advancements, information and networking demand access to the English language all over the world. ESP has been widely acknowledged in a variety of fields, where it was shaped into different ways and at different speeds around the world, (Makhlouf & Arar, 2022, p.249). Algeria, thus, embraced ESP as a branch of education in the curriculum since its fundamental goal is to increase students' English language abilities that permit them to use it in their future workplaces, (Sartorio & Hamitouche, 2021). Since ESP serves as a channel of connection between learners and their needed abilities for certain vocations, it has achieved considerable standing among teachers, learners, scientists, researchers, and businesses in Algeria. Many professionals, managers, and employees, as a consequence, can practice their professions more easily thanks to various ESP courses, (Boudersa, 2018, p.03).

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#### **2.5.3 EGP Vs ESP**

From a theoretical viewpoint, English for general purposes (EGP) and English for specific purposes (ESP) share the same aspects; however, they are completely different in practice-as Hutchinson & Waters (1987) distinguished by stating that:

*“in theory nothing, in practice a great deal”*

(Hutchinson & Waters, 1987, p. 53)

ESP focuses on the restricted use of language (teaching or learning) for a specific set of learners to fulfill specific aims and needs, whereas General English attempts to teach English for universal purposes (an unlimited range of languages), and it is frequently studied for test reasons. That is to say, students in junior and senior high schools are required study general English in order to pass the exam and receive a grade (mark). In addition, ESP courses are designed for learners who are mature and aware of their language needs, allowing them to move from A to B; however, general English courses are not concerned with learners' needs analysis because they are intended to be taught as a school subject. In this regard, ESP and EGP are completely separated in terms of course design and goals, as well as subjects and learner categories (Lamri, 2016). As a result, ESP course design is based on the learner's needs and goals; conversely, general English course design focuses on providing the learner with general knowledge and culture of language through which the learner seeks to learn a language, particularly in schools, in order to achieve average grades in the exams. For learners who desire to gain knowledge through infinite general goals, General English has significant restrictions. In this regard, GE teachers should focus on the knowledge that should be included in GE courses. Nonetheless, teachers of a language ultimately make a decision of what to teach and how to teach for a group of people from different age with different purposes (Zohrabi, 2015). The age of EGP learners' ranges from youngsters to adults, as does the subject covered in English language learning courses which are often based on the fundamental components of a language (general grammar, vocabulary, and language structure). ESP, on the other hand, focuses solely on the demands of the learners for a specific goal, which can differ from one learner to the next and from one specific field to the next. ESP, unlike EGP, is intended to help the learner satisfy his or her needs by providing ESP courses that focus on improving the student's deficiencies and skills (Popescu, 2010, p. 51).



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#### 2.5.4 The Main Three Branches and Types of ESP

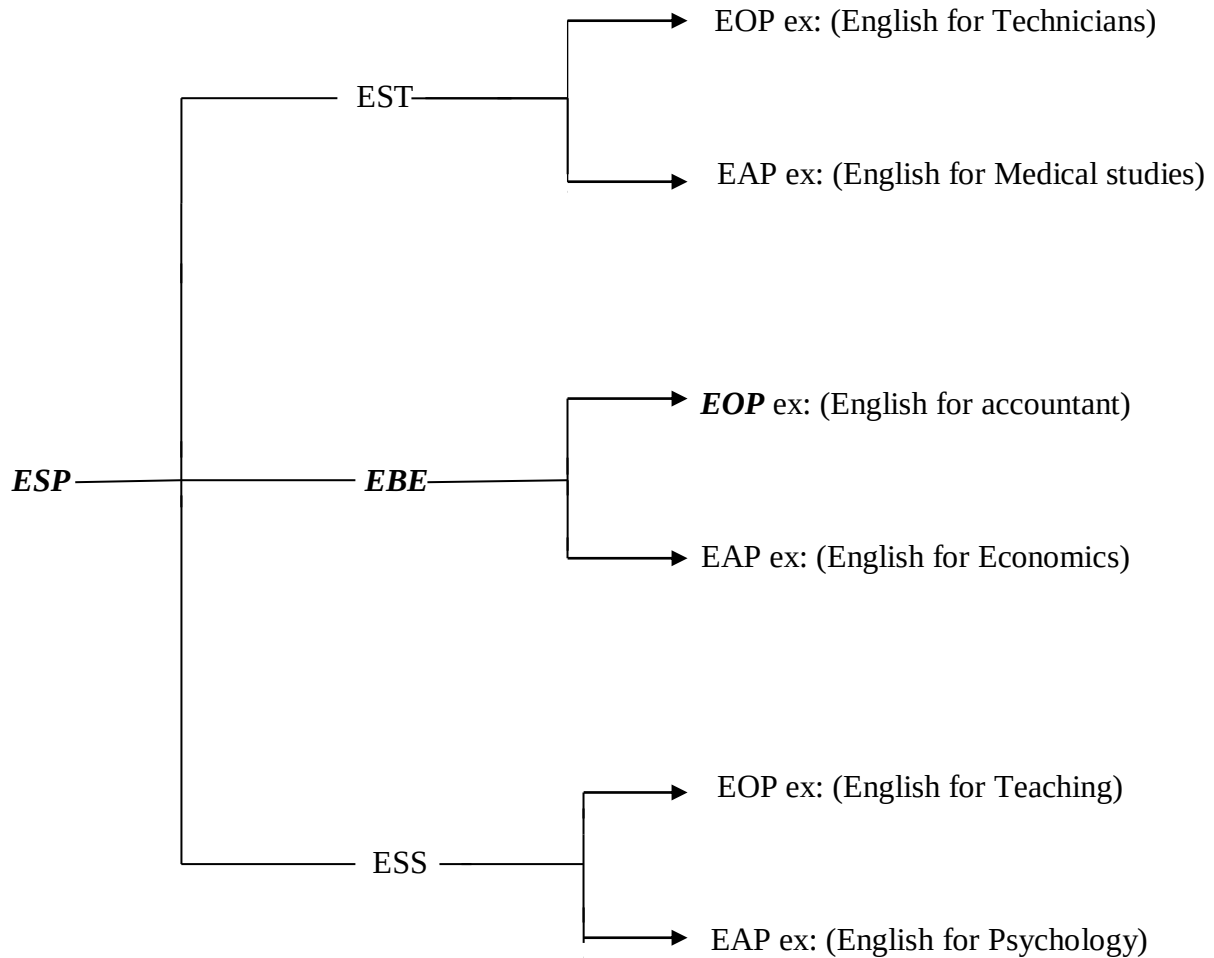


**Figure 4: The Main and Sub-divisions of ESP, Tree of ELT, Hutchinson & Waters, 1987)**

ESP is divided into three major areas, according to Hutchinson and Waters (1987): English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Sciences (ESS). However, there are two varieties of ESP: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). For example, an EOP for the EBE branch is "English for Bankers," while an EAP for the EBE branch is "English for Economics".

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#### **2.5.5 EOP Vs EAP**

Hutchinson & Waters (1987) noted that there is no precise distinction between EOP and EAP since people are allowed to study and work at the same time. In this regard, EOP is designed to meet the requirements related to English teaching and learning and to achieve both professional and education objectives (Nimasari, 2018). Professional Purposes in Administration, Business, Law, and Medicine are abbreviated as EOP. EAP, on the other hand, is used in educational institutions where students study it for academic objectives since it concentrates on the English required for academic writing purposes such as economics. Similarly, EAP is required by business students for additional studies such as reading textbooks, writing reports, and attending meetings.

Unlike EOP, the goal of EAP courses is to teach specific skills to learners in order to improve their academic careers while also achieving essential abilities that will allow them to do well in the workplace. Robinson (1991) agreed that EAP necessitates academic needs for study. EOP, on the other hand, is associated with the teaching or use of English for practical and functional purposes, through which the teaching process is professionally focused. There is an obvious and sensible contrast between EAP and EOP (Hutchinson & Waters, 1987), because both are feasible for work and study (Hassan Ibrahim, 2019).

The demand for English in various business communication operations has recently resulted in tremendous growth in the field of English for Business and Economics (EBE). As a result of the expansion of English as an international language of trade, the number of multinational corporations has expanded. Furthermore, English for Business and Economics is linked to professional need which is regarded as one of the most important areas of growth in ESP since it offers employees with specific objectives for professional demands while also allowing them to apply specific language and communication abilities in the business setting. EBP, as a category, is also seen as distinct from EOP. A commercial objective, on the other hand, is logically included within the scope of EOP (Dudley-Evans & St. John, 1998, p.07).

##### **2.5.5.1 The Need for EOP in the Workplace**

The rise of ESP was linked to economic expansion as well as the scientific revolution, through which English became the world language. As a result, employee demand for EOP

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has significantly expanded in the workplace. In this context, special emphasis has been given to EOP courses for learner who should be taught the English language use required to achieve prospective career. EOP courses, on the other hand, are based on the learner's ability to perform well in a given profession, as well as their ability to complete specific occupational activities in the workplace. Furthermore, the need for EOP is growing on a daily basis, posing a challenge to build English courses that contain workplace real-life scenarios. In addition, in order to equip students to function in professional settings, schools should prioritize EOP courses over GE (Rautenbach; Mann & Ryneveld, 2018, pp. 240-242-252).

Similarly, Kim (2008), the goal of EOP training is to improve employees' workplace performance and to obtain better communication results in their working environment. Kim (2008) noted that common training usually combines both training and development (T&D) specifically in the human resource development field, T&D in this sense, is a systematic process through which employees can improve their performance and grow their work-related knowledge in a professional setting. Kim (2008) noted that effective ESP courses should be focused on both the teacher and the learner; as well, the teacher's practical expertise and experience are very important in ESP course design for employees in the workplace (2008, pp. 02-18).

In light of the growing number of graduates with inadequate skills, higher education should prioritize EOP courses given at the institution level in which it should be based on learners' abilities needed for the employability process and the student should have Basic English communication abilities. In addition, EOP courses should focus on developing learners' business knowledge and skills required for oral tasks such as presentation and meeting skills, English language skills (speaking, listening, reading, and writing), orally expressing ideas and thoughts, writing reports and emails, and improving their persuasive skills. EOP courses, on the other hand, should contain specific communication skills required in the industry such as productive skills (writing and speaking) that are the most usually necessary communicative abilities in the business. In other words, it is critical for higher education and ESP teachers at the university level to consider both productive and receptive skills in addition to business vocabulary, grammar, and pronunciation in order to prevent future employees from failing to understand different accents in a work setting (Kim, 2008).

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As a result, ESP designers should include all language skills in EOP courses without missing any out. The absence of one of the language abilities, however, might have an impact on an employee's performance and lead to create difficulties in the workplace. In order for a learner to better grasp an EOP course, it should include an important item called "authentic material," which allows them to practice their language abilities in a real business environment. According to Sarudin et al. (2013), an EOP course should cover both oral and writing communication skills relevant to the students' subject of study. Furthermore, instructors' job experience in commercial contexts, as well as faculty collaboration, serves as essential design elements for the EOP course. Likewise, according to students' perspectives, the EOP course should include a practical component on language skills through entertaining and interactive assignments, and the time should be increased, (2013, pp. 73-81).

According to the Cocca et al. (2015) survey, 96.7% of students believe that mastering English language skills during EOP courses allows them to get better employment offers. However, the mismatch between English courses and learners' needs has a detrimental impact on their motivation. As a result, professional capabilities, new teaching pedagogical methods, and new training methods provide a clear understanding of what should be included in EOP material. The study also found that students consider listening and speaking as important, demanding, and necessary skills. Thus, it is proposed that speaking and listening exercises be prioritized because they play an important role in the design of an EOP course and student-centered strategy was required to help students build their EOP skills. As a result, before establishing an EOP program, a high level of English is required for a successful EOP course application, on the other hand, GE teachers should be highly qualified in the targeted specialized field, (2015, pp.2530-2533).

Due to their inadequacies in understanding business contracts and conversing with clients from various cultural backgrounds, students became less competitive in the employment market. Thus, in order to adjust English language skills and students' real demands for a specific career, philosophy instruction should be innovative and the instructional topic should be varied, taking into account cultural knowledge disparities (Cocca et al., 2015). A diverse teaching strategy is necessary to provide learners with a variety of communication activities that will assist them in completing work-related tasks as well as variety of techniques to developing the EOP curriculum are required, including content-based

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instruction, task-based learning, project-based learning, and problem-based instruction. In this regard, short-term training is suggested to assist learners improve certain abilities, such as spoken English, for occupational objectives.

To provide possibilities for students' practical skills, institutions and businesses should collaborate to develop EOP courses that serve their practical side. Thus, university authorities and companies should discuss collaboration in order to develop mutual teaching for specialists in a professional context as well as participate in the teaching process by supplying learners with lessons and knowledge. Furthermore, experts can contribute to the design of EOP courses in order to assist learners toward improved work chances (Ke & Yang, 2018). Since society is always evolving, specialists and educators should keep this in mind while adjusting their teaching techniques and content, because the more communication occurs between companies and schools, the more advantages students will attain. That is to say, generating qualified students for the labor market contributes to the country's development (2018, pp.37-40). EOP courses do not only address one aspect of a job; rather, they cover a variety of business areas that the learner may meet in the workplace in which he/she can improve their job abilities by practicing different tasks employing business expressions and words through EOP courses (Supriadi, 2019, pp. 2-6).

Students, through specific English program or EOP courses, will be able to converse in English with clients and engage with foreigners in order to be properly equipped for their professional employment as employees. Irawan's (2018) observation at the workplace revealed that staff struggled to communicate in English with foreigners. They are embarrassed and apprehensive, and their heartbeats and respiration patterns are asymmetric. As a result, the company was obligated to provide EOP training to its employees in order to avoid them from being apprehensive when conversing with clients or foreigners in English and to strengthen its employees' communication skills, particularly those linked to speaking. However, the corporation might encourage its staff to establish good relations and cooperation with foreigners by offering profits and promotions.

Irawan (2018) discovered a link between foreign language anxiety and English learning achievement. In other words, he found that language anxiety decreases when English learning accomplishment increases. Furthermore, students feel nervous when speaking a

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foreign language in front of their classmates or native speakers. In addition, they are concerned about unfavorable teacher ratings. Irawan (2018) revealed that EOP students relied on compromise behaviors through data gathering, classroom observation, and interviews. In other words, they were employing this method to reduce the speaking anxiety of EOP students. To reduce EOP students' speaking anxiety, he proposed that teachers explore different teaching and learning methods through establishing encouraging and sociable environments that allow students to speak in English without fear, as well as improve their speaking abilities in both classroom and work contexts (Irawan, 2018: 194-201). Due to the random selection of instructional materials that focuses solely on grammar rules and translating technical words, the level of English knowledge at the university is inadequate while the role of universities is to educate learners with high-quality language abilities to be used in real-life circumstances and conversations in the business setting.

Professional needs are regarded as the core of English language teaching in order to equip graduates with necessary skills that allow them to be effective employees for job opportunities in the future. This can be achieved through teachers' suitable guidance to enhance learners' English proficiency and conversational capacities. As a result, the effectiveness of ESP teaching at universities and higher education institutions is linked to the important roles performed by professors and students, as well as curriculum designers. Students, on the other hand, might encounter difficulties due to the lack of prior knowledge in the workplace environment. Similarly, a shortage of realistic English-language materials for real-business contexts leads to a mismatch between students' true EOP needs and the requirements of professional settings. In this regard, teachers and students should get intensive training to prevent graduate students from suffering at work (Masadeh & Alahmed, 2016, pp. 54-65).

#### **2.6 The Current and Possible Prospects of ESP Status**

At the end of the 1960s, ESP's approaches changed, and it was used in communicative English education courses all around the world. ESP was once thought to be a type of language feature; nevertheless, as a linguistic aspect, it now demands greater awareness and attention. Nowadays, ESP is seen as a distinct movement involving both education and practice. It is founded on three important areas of knowledge: language, pedagogy, and the learners' specific subject matter, such as business, science, and law, among others. In other

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words, 'content-based training' rather than 'the standard grammarian approach' that focuses on linguistic aspects is the center of interest. ESP courses, therefore, are often goal-oriented and designed to equip learners with the necessary skills for either academic or workplace (professional) reasons. ESP classes were designed to enable students to communicate more effectively and understand material more efficiently in their own language. Furthermore, the timeframe of conducting ESP classes is marked by its briefness. In Algeria, for example, English language teaching in general and ESP in particular has become a basic necessity for all types of interactions in the business settings (Akkar & Idri, 2021). Algeria, being a bilingual country, has publicly supported the use of English as a second foreign language in education, institutions, and businesses, resulting in an increase in demand for ESP courses among people who want to meet their demands. However, the status of ESP in Algeria is still in its early phases, and it must establish itself as an unavoidable feature that benefits both individual and national professional growth.

Senhadji (2020) predicts that the future of ESP will be firmly linked to various types of the internet and other components of digital media, such as computer graphics and new technologies related to videos and sounds. The researcher remarked in this regard that manuscript of ESP may no longer be print-based but a digital media component, which will unlock new fields of the research development. That is to say, ESP will be realized through novel sorts of technology. Furthermore, Senhadji (2020) forecasted the future of ESP in particular and the English language in general, noting that the language of research and scientific publication was English and will remain the same commonly used language for knowledge and technological exchange purposes because English has an extra prestige influence and mobility on a research in general and article in particular. Laborda and Litzler (2015), on the other hand, discussed the future of ESP, pointing out that investigating ESP through the EFL context has amplified student access and put into practice the language in formal structures and situations. They also highlighted the role of technology and its impact on scientific, technical, and professional fields such as English for linguistics studies that have improved new pedagogical thoughts regarding theoretical applications of language use.

In light of advancements in technology, business, and globalization, ESP theory and practice will undergo significant change in the future. As a result, altering our usual lessons to more up to date styles of teaching, either implementing multimedia or even e-learning will

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become the norm (Idrees Ibrahim, 2010, p. 203). Similarly, the availability of the internet and online learning- teaching have a positive impact on learning while students are allowed to achieve their professional, technical and academic purposes, (Hyland, 2022). The researchers expressed similar thoughts in the statements above, predicting that the future of ESP will be heavily reliant on new kinds of the internet and technologies. They also stated that the instructional materials and methodology will be delivered via distance learning or online. Overall, globalization and technical and scientific developments will have an impact on the future of ESP in some way.

The future of ESP is seen as hopeful not only in terms of English teaching and learning techniques and materials, but also in how it continues to be the language of science, technology, and business at the same time. The fact that globalization is ongoing, ESP/English status, as well as continual development in terms of teaching and learning methodologies, ESP materials and methods, and theory in terms of new circumstances and educational ideas, the use of the internet has had a significant impact on the ESP move from traditional to modern practice. Furthermore, the English language is regarded as prominent, which makes scientific research visible on an international scale and accessible to a large number of individuals worldwide. In this regard, ESP as a branch facilitates the meeting of numerous researchers', scientists', and enterprises' needs and the carrying out of various operations relevant to their specialist area. Many researchers, consequently, have addressed ESP aspects, status, and future, and they have anticipated various common outcomes that demonstrate the impact of globalization on ESP theory and practice in general, and on ESP methods and materials in particular. As a result, we, as researchers, must keep up with new developments in ESP teaching/learning, as well as in ESP practice and pedagogy, in order to be prepared for future difficulties (Hyland, 2022).

#### **2.7 Needs Analysis**

*“from each according to his abilities, to each  
according to his needs”*

(Karl Marx)



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#### **2.7.1 Definition of Needs Analysis**

Needs analysis is important in both the learning and teaching processes. In the 1960s, needs analysis was focused with understanding the 'what' and 'how' of scientific and technological discourse (Dudley-Evans & St John, 1998, p. 122). On that account, ESP courses focus on teaching specific language and communication skills and are founded on a critical stage known as "needs analysis." It is defined as the process of determining the needs of a group of learners. In different words, needs analysis "is the process of collecting evidence and information" (Nimasari, 2018, p. 24). The needs analysis process emerged in the 1970s and quickly became a well-known component of language teaching and it is generally agreed that need analysis is a pre-course procedure that focuses on the target condition. Furthermore, requirements analysis tends to highlight specific abilities that learners wish to acquire in order to apply in their academic or professional environments. The needs analysis approach aids in establishing the sort of English that must be taught based on the learner's needs in which Needs Analysis process was considered as desire, lack or necessity- according to Hutchinson & Waters (1987), a 'Need':

*"is the reason for which the student is learning English"*

(Hutchinson & Waters, 1987, p.03)

Needs analysis has become a required condition in the design of ESP courses that allows the teacher to understand about what the student already knows and what he needs to learn (Lee, 2016). Furthermore, the needs analysis approach can be used to create an effective and appropriate course design for learners (Yulia & Agustiani, 2019). In this regard, the primary goal of needs analysis is to establish a connection between students' backgrounds and lack of resources (Nimasari, 2018, p. 26).

#### **2.8 Business English as an Area of Interest in ESP**

Business English has witnessed a considerable expansion in the field of ELT, particularly in ESP. The development of the ESP was especially important in the field of

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business English. In this respect, Business English, in general, refers to the use of the English language in commercial contexts. As a result, business English is viewed as crucial for persons working in business settings (Rao, 2017). EBP or BE sharing the same definition because-as Dudley-Evans & St John (1998) described EBP as:

*“an umbrella term...concerned mainly with  
adult learners, working or preparing to work  
in a business context”*

(Dudley-Evans & St John, 1998, p. 53)

Business English is a type of English language used in corporate settings, with specific grammar structures and terminology. Furthermore, according to Dudley-Evans and St. John (1996), the phrase BE emphasizing on "people, purpose, and jobs." In addition, they stated that BE is a subfield of ESP that necessitates the development of activities and materials tailored to a specific set of adult learners in order to satisfy their needs. In general, business English is considered a branch of English education and learning. More specifically, it is a subset of English used for certain objectives, and many non-native English speakers study it for business purposes. Furthermore, BE focuses on the language abilities needed for global business communication which is classified as English for business purposes and/or English for business. Likewise, business English is tied to the professional requirements of both learners and employees (Potega, 2016, p. 79). Business English, moreover, is viewed as a "process, not a product" as Hutchinson and Waters (1987) maintained.

Thus, business English encompasses a variety of qualities, the most important of which is the business situation through which businesspeople perform a variety of activities within specific business environments for specific business reasons, and where they can easily negotiate, interact and make phone calls with foreigners and clients. In general, business requires a language made up of numerous tasks, and the business setting can be considered as a resource where employees interpret and change these actions in various ways. Potega (2016), likewise, emphasized that business English appears to be more than merely talking about business and/or language; however, it is focused with using the English language

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through communication and completing business activities in the workplace. Business English vocabulary, on the other hand, differs from one employee to the next due to knowledge and ability levels. In other words, a more knowledgeable employee is permitted to utilize a broader range of phrases and expressions that contribute to his or her professional communication and development in a business context. There are several lexical words and phrases that have no connection to technical English but are permitted to be used in general English because it concentrates on specific or specialized words and vocabulary that are directly connected to the business world.

Business English and ESP share a common element in terms of specialized goals that an employee needs to prepare for business presentations in business English, which is distinct from that utilized on social media and networking. In this regard, presentations in English, for example, necessitate the use of formal, correct, and professional words, idioms, and phrases. Thus, business English is all about employing the right language in the right form and place to convey a clear message. According to Čepon (2005), English language use success can be achieved through business transaction thriving results. In other words, employees' business expertise, abilities, and extensive business English vocabulary assist business communication, particularly with foreigners. The selection of business terms, whether written or spoken, is critical for accurate, precise presentation with suitable information. As a result, business English allows individuals to increase their English language skills in order to better professional communication. Employees, as a consequence, can advance their business English skills and boost their confidence to form good relationships with coworkers and clients (Lopez, 2022, p. 234). Companies such as Coca-Cola have recognized that employees who are always attempting to invest in their English or business English skills are capable of being proficient in the workplace.

The lack of business English knowledge and abilities can lead to workplace issues in which employees feel limited in carrying out their day-to-day business activities. To overcome this problem, employees should have a clear goal for learning English and whether they can meet the necessary needs to perform better in their jobs. Thus, it is important to be competitive in any business setting and acquiring additional knowledge in terms of language skills can be an advantage to increase employees' abilities which leave a positive impression to their colleague (Huang, 2022). In other words, mastering business English can help

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individuals improve their abilities and knowledge while also enhancing their communication skills, particularly with clients. Furthermore, business English courses should primarily focus on the learners' (workers') required needs in the workplace in order to satisfy both the employees' and the company's requirements, and for better results, business English classes should have a clear aim and course plan to follow.

#### **2.8.1 Needs Analysis in Business English**

Needs analysis, as previously said, "depends on the situation and context", (Dudley-Evans & St. John, 1998, p. 57) According to Pilbeam (1979), target situation analysis should be carried out through Business English's needs analysis in order to build a target profile of the language skills of the participant's current activities (as cited by Dudley-Evans & St John, 1998, p.58). Brieger (1997) noted in the same context that a needs analysis for business English should be conducted in order to determine professional communication skills. Brieger (1997) defined Business English's Needs Analysis, or Pre-course, as pedagogically connected to ESP. Brieger (1997, p. 87) identified course objectives based on learner's needs in terms of:

- The learner's professional background should be considered as a content base
- The learner's knowledge should be taken from his professional background
- The learner's communication skills needs should be used in real professional situations
- The learner's wants should be taken into consideration regarding training style

According to Brieger (1997), Business English's needs analysis includes two main elements are:

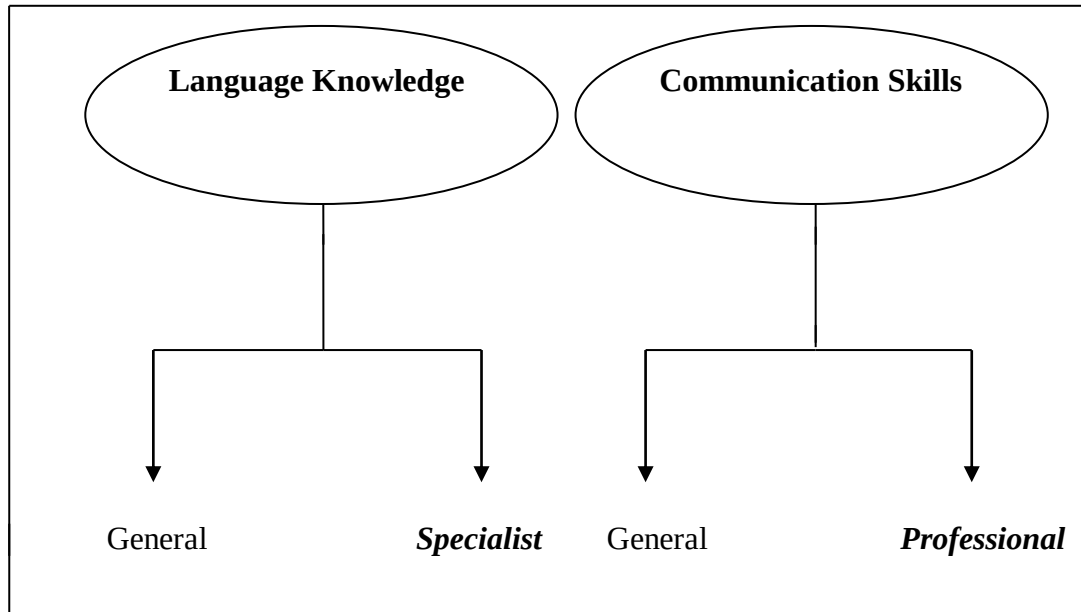


**Figure 5: Business English's Needs Analysis (Brieger, 1997, p.88)**

In Business English, the 'Needs Analysis' method focuses on specific business communicative settings and language abilities. Dudley-Evans & St John (1998) stated in this regard that the objective of needs analysis is to discover how the language and discourse are implemented in business context, (1998). Actually, language knowledge and pre-acquisition are related but not the same. Language knowledge generally refers to the person's awareness and mastery of a language system that includes grammar, vocabulary, pronunciation and how language is used appropriately in context. On the other hand, pre-acquisition knowledge refers to the knowledge and experience a person already has before learning a new language.

- **Specialist Language Knowledge:** this element, generally, contains specific terminology (vocabulary) related to professional context. It refers to the ability to utilize and comprehend the specific terms, expressions and communication styles related to a particular professional context such as in business, for example (revenue, delegation, budget, negotiation, networking, etc.).
- **Professional Communication Skills:** this element refers to the four skills including listening, speaking, reading and writing. Both speaking and listening exist in activities that require communicating as well as understanding such as: negotiations, meetings and presentations. However, listening skill is based on understanding

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different sorts of conversation produced for instance by native speaker because they speak fast and formal. Then, reading skill focuses on comprehending various types of professional written texts and documentation as memos, e-mails, letters, reports, manuals, instructions, magazines and journals. Finally, writing skill concentrates on the ability of writing different types of texts regarding technical or professional communication as well as correspondence, (Brieger, 1997, pp. 88-89).

This diagram clearly illustrates the dual nature of both language knowledge and communication skills in professional contexts. On the other hand, language knowledge is divided into general and specialist fields, which shows that an individual first needs a broad understanding of language structures before developing the specialized linguistic competence required for specific disciplines such as business. However, communication skills are also represented through two levels (general and professional) emphasizing that effective communication goes beyond everyday interaction since it requires adapting one's language use to formal and work-related situations, where clarity and purpose are crucial. Personally, I believe this distinction highlights how professional success depends on the integration of both general and specialist language knowledge with the ability to communicate effectively in professional settings. In other words, linguistic and communicative competencies complete each other through forming the foundation of successful professional communication.

#### **2.8.2 Types of Business English**

The term "business English" is a lingua franca that is necessary in globalized and professional organizations. Furthermore, BE is the language utilized by businesspeople to execute many day-to-day tasks. There are two types of business English: (English for general business and English for specific business)

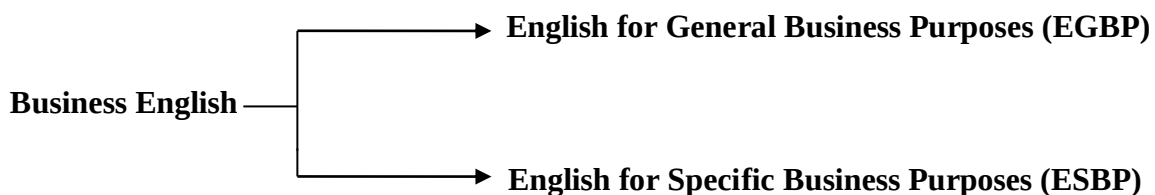


**Figure 6 : Types of Business English**

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#### **2.8.3 English for General Business Purposes**

EGBP specifically refers to teaching English for the purpose of learning a language rather than for work purposes. As a result, numerous scholars created EGBP courses based on providing general business information in terms of vocabulary and grammar via the four language skills. Through these courses, learners can improve their skills by completing various assignments in EGBP classes which are directed toward learners who require business English for work rather than those who need it for exams (Dudley-Evans & St John, 1998, p.56). EGBP learners typically begin their academic or professional learning by acquiring a language using materials similar to those used in GE, whether in academic or business settings.

#### **2.8.4 English for Specific Business Purposes**

ESBP courses, on the other hand, focus on specific business communicative events, which are further divided into oral (telephoning, socializing, presentations, meetings, and negotiations), written (corresponding and reporting), and language skills. ESBP is mostly taught to experienced and qualified professionals with an extensive knowledge base, notably in a foreign language. The ESBP courses are then adjusted and addressed to train and provide learners with the necessary explicit abilities, such as speaking, listening, or writing, as well as in specific business activities and events, such as meetings, presentations, and conferences. Furthermore, ESBP courses necessitate the use of materials carefully selected from a variety of specialist textbooks in order to accomplish high-level training for learners and to improve their performance as future employees working in business firms (Strapasson, 2015, p. 18). An ESP teacher's cross-cultural background is regarded as a requirement and a crucial core aspect of awareness in business context communication. Strapasson (2015), on the other hand, advocated that business experts are not obliged to become teachers. In this aspect, a BE teacher is more of a language consultant than a language knowledge supplier (***provider***) since learners share their own knowledge in their specific field of study. One feature that should be highlighted is that effective and accurate ESBP courses boost the level of engagement in the classroom between the teacher and the students, allowing both to easily meet their requirements and objectives. In other words, the goal of ESBP courses is to practice English in business environments. Furthermore, these courses enable businesses to achieve additional goals in their work where an EBP instructor should not act like a businessperson since he

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must comprehend the relationship between business aspects and language (1998). Rao (2018), moreover, claims that ESBP emerged as a response to a rising understanding of particular sort of learners with focused requirements that cannot be realized through general English. ESBP, in particular, is directly related to both the learner's and the employer's professional and business demands at work.

#### **2.9 English as a Means of Communication in the Workplace**

The need for English as a communication tool, particularly in business contexts, is growing among international corporations by virtue of considering that effective English is one of the most critical keys to worldwide commercial success. Furthermore, communication in English at work refers to the exchange of many sorts of information, both written and spoken, between employees. In addition, English serves an important role as a communication tool, helping to facilitate various commercial transactions both internally and externally. As a result, numerous global corporations seek to employ individuals who have strong communication and language skills for the sake of accomplishing its targeted goals, increase production through motivating employees to be more confident by making efforts at work.

##### **2.9.1 Definition of Communication**

All humans are born with the ability to speak and produce words, sentences, sounds, and signals that allow them to communicate with one another by sending and receiving messages from others. According to Sharma (2017), the capacity to communicate through words and sounds is considered a talent. People nowadays are more attached to social media communication than to other things. As a result, the use of social media greatly facilitates people's interaction with one another, allowing them to perform a variety of tasks such as thinking, listening, talking, and sharing ideas, experiences, and culture; asking and answering inquiries; exchanging knowledge and information with colleagues at work; participating in public presentations; watching TV shows and programs; and so on. Communication, therefore, has always been an important part of everyone's societal, private, and professional lives (p. 259).

Communication, on the other hand, is defined as the ability of producing and exchanging ideas, and the value of those thoughts makes the communication process successful. He added that communication is the process of conveying and comprehending



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verbal and nonverbal information between sender and receiver (Sharma, 2017). Much information, knowledge, thoughts, and sentiments can be transferred through communication, whether verbally or nonverbally (through gestures or body language). As a result, communication can be also defined as the exchange of various forms of communications, whether verbally (such as ideas, information, and writing words and sentences) or nonverbally (such as emotions, thoughts, and gestures) via signs, behaviour, and body language. In other words, different methods of communication allow people from various languages, cultures, and distant places around the world to freely express their ideas and feelings, exchange information and knowledge, and interact with different cultures. Interaction, thus, is one type of communication between individuals all over the world. Additionally, the need for communication by humans has been defined as a biological requirement (feeding, drinking, and sleeping) for survival in our planet due to the fact that the fundamental desire of humans for communication can possibly related to the early process of lower-class mankind's evolution.

The process of communication encompasses several elements of connections that occur between persons from social, behavioral, physical, and biological viewpoints; yet, it is not the case for those who have been alone for long periods of time or who do not have friends in which they may experience nightmares, sleeping problems, and illusions. In this respect, the communication process allows engagement with people from different countries throughout the world; however, it can create serious obstacles when communication serves as a barrier through which individuals cannot convey, receive, or share knowledge or experiences.

#### **2.9.2 Types of Communication**

In general, people communicate with one another through the use of various gestures and signals that occur in a variety of formats exchanged between individuals and can be both vocal and nonverbal. However, it is critical to understand how people transmit and receive these signals in various ways. Communication is known as a necessary technique for survival and building relationships with people from various backgrounds and areas. It is the process by which a piece of information or a message is sent and decoded by the receiver. Communication can be verbal, nonverbal, and written. All three types of communication

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enable people to determine which type to utilize while speaking with others. The choice of communication type is critical in knowing when and how to communicate with the target audience in specific scenarios (Kapur, 2020).

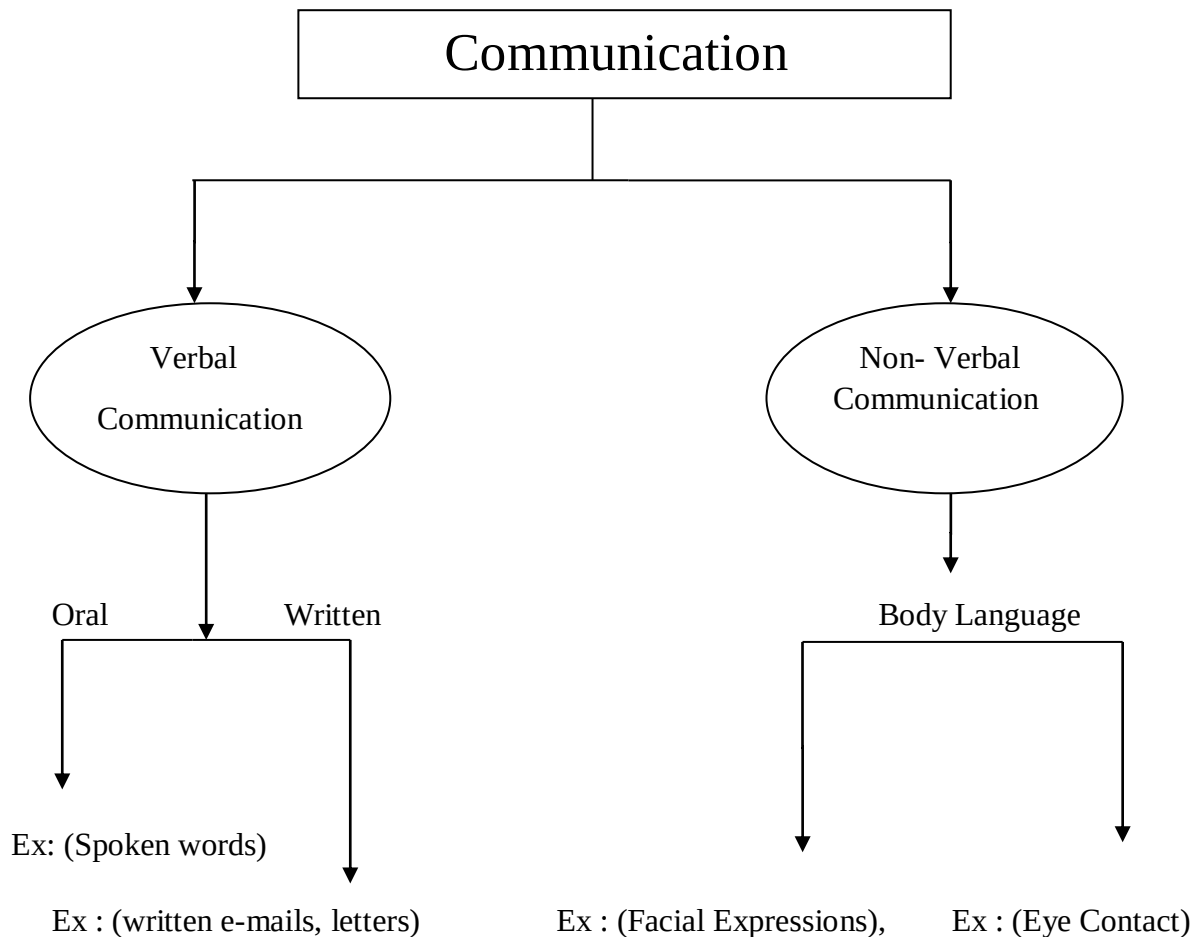


**Figure 7 : Types of Communication**

#### **2.9.2.1 Verbal Communication**

Verbal Communication refers to the words by which the message is conveyed either through oral or written communication. Hence, verbal communication consists of two main forms are:

- **Oral Communication:** it includes the words produced orally in situations such as meetings, conferences and presentations. Theses produced words take many forms as informal discussions, face-to-face... etc. (Kapur, 2020).

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- **Written Communication:** it includes the words produced through e-mails, reports and letters. This produced communication is founded in formal interactions especially in business documentations, (Kapur, 2020).

#### **2.9.2.2 Non-Verbal Communication**

Nonverbal communication refers to the various gestures and postures produced by an individual's body language, such as facial expressions (smile: refers to happiness and a sign of satisfaction for Western cultures; however, it can cause a problem for Asian cultures) and gestures (saying "stop" with the hand and doing a good or bad job by raising or lowering the thumbs). Furthermore, eye look conveys a range of emotions, including anger and threat (Kapur, 2020, p. 07).

#### **2.10 The Importance of Communication Skills in the Workplace**

Communication is an important element of our daily lives; it entails both spoken and written skills, which the individual employs to deliver and receive various types of information. Communication skills are commonly used to refer to the abilities required in both written and spoken performances. People with effective communication abilities, thus, can write as well as speak in public due to the fact that good communication equips the individual with the proper use of language and grammar, as well as the capacity to select acceptable words and sentences. Communication skills are defined as the abilities that allow an individual to be understood, to understand others and to be an effective business communicator, it is necessary to develop the personal skills. According to Dudley-Evans and St John (1998), there is a link between language and communication skills; thus, in several fields, language and abilities, of course, cannot be divided. (1998). Professional workplaces, as a consequence, require communication abilities for a variety of business operations which boosts employee effectiveness, as well as the company's business progress. In addition, excellent communication creates a cohesive team in which members can share, express, and discuss their ideas, making the communication process more effective and enjoyable. In this regard, employees with advanced communication abilities can also boost their confidence (Zambas, 2021).

It is critical to identify innovative approaches and strategies for improving employees' communication skills in the workplace to increase work efficiency and performance.

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Furthermore, good workplace communication brings together people from various social, professional, and cultural backgrounds for the same business goal. Thus, in a business context, comprehending diverse messages and emails among staff is critical for clear communication and being able to utilize proper words, expressions, and phrases to acquire a better comprehension and relay the correct meaning of the message is necessary for effective interaction. As a result, increasing workplace communication skills allows employees to understand their employers' conversation and avoid misunderstandings by allowing them to boldly speak up to supervisors about work-related concerns. Employee feedback might improve as a result of motivation on the one hand, and it makes them feel valued and appreciated by their employers on the other. To avoid conflicts and simplify information transmission between employees, open, mutual and straightforward communication is required in the workplace (Zambas, 2021).

Furthermore, students at the university should be addressed with effective training and communication strategies in order to prepare them for future professional job where they can communicate fluently and handle workplace problems. Taking into account that oral communication is one of the most crucial communication abilities, it is highly required considered as a prerequisite for the hiring process because employers believe that effective speaking skills help to the reduction of various workplace communication challenges and "get the job done" at the same time. In this respect, Shrivastava and Prasad (2019) devised strategies that can be used as part of training activities for students studying business and management during their education. They noticed favorable effects on the sample group's performance after using these strategies and trainings, and they suggested using them at business schools (p. 161-167).

Many graduates remain unemployed in business firms due to a lack of communication and language abilities, despite the fact that the government provides job chances. As a result, graduates are hesitant to seek for jobs due to their lack of proficiency in both oral and written English communication skills. In this regard, the teacher at the university plays a crucial role in persuading students to participate in programs that help them improve not only their writing and communication skills, but also their speaking abilities. Higher education institutions, on the other hand, should provide students with programs that prepare them for employment (Shrivastava & Prasad, 2019). These programs should concentrate on students'

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English communication abilities, which will be necessary in their future corporate context. Additionally, students should be equipped with strong communication skills in order to perform well during a job interview such as adopting the English for Occupational Purposes Program which is critical in producing highly knowledgeable, skilled, and well-trained graduates for the workplace. Likewise, this program is intended to apply the teaching English approach and to disclose the state of teaching English as a communication tool for employees' professional careers. Industrial training, consequently, is extremely beneficial to graduates since it exposes them to the real world of professional job where they can improve their English communication abilities by gaining expertise in various commercial matters that allow them to deal with clients from various cultural backgrounds.

Companies, in turn, should look for ways to improve their employees' professional performance and establish strategies for them to increase the company's prospects of accessing the international market in order to participate in the global economy. In this respect, Shahrniza and Abdul Jalal (2016) discovered that employees struggle with specific skill areas (listening and reading) that cause issues with understanding different foreign accents and pronunciation, comprehending idiomatic expressions, slang, and technical terms. In addition, employees' lack of speaking abilities was related to pronunciation correctness, choice, and proper grammar use. Writing skills, on the other hand, require the use of proper terms as well as the correct grammatical choice of words to avoid misunderstanding. Professionals, therefore, need English in the job to perform various tasks such as writing emails, letters, answering phone calls, giving presentations, attending meetings, and attending conferences. Providing employees with training that focuses on both writing and speaking abilities can resolve many communication issues such as when and where to utilize the appropriate words and expressions for the right situation. Employees not only should improve their written and spoken skills, but also business language and technical terminology which are significant to expand their knowledge of various business terms, idioms, and abbreviations.

As a result, listening tasks as well help employees to improve their pronunciation, acquire new technical or business phrases, and apply the relevant knowledge in the right place. Before conducting the communication requirements analysis process, some elements should be considered in order to build an effective training program for employees' English

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communication abilities in the workplace such as working experience, age, education, English proficiency, and position are among these criteria. Training programs, thus, can be designed to provide the specific requirements of employees at specific level of language, the content of abilities, and situation. Work-related tasks, the, will be completed successfully without wasting resources and money and the mismatch between employees' requirements and curriculum content, on the other hand, will be reduced (Shahraniza & Abdul Jalal 2016, pp. 24-25).

#### **2.11 The Use of English according to Gender in the Algerian Workplaces**

According to the research carried out by Barry and Dandachli (2020), Algeria, as a large North African country, is characterized by a youth population (53%), through which the Algerian economy can be strengthened by creating job opportunities, particularly for the youth category. However, in recent years, women's employment in several sectors (public and private) has increased relative to men through which bridging the gender gap became one of the world's key concerns as (Namane & Saqfalhait, 2020) stated. Gender has long been an issue in Algerian society, causing various disputes between men and women, particularly in the workplace. This problem is linked to socio-cultural backgrounds (traditions) as discovered through a study on the gender gap in Algeria conducted by Namane & Saqfalhait (2020), that women's contribution to the Algerian economy and job opportunities is weak compared to men due to several factors such as: traditions, women's role as housewives, work conditions (farm positions, limited means of transportation, lack of security, religious and conservative society, etc.).

Algerian women, yet, are now more educated and driven to participate in a variety of activities in which they are more likely than males to get hired by a variety of companies. Furthermore, individuals have the complete right and freedom that allow them to participate in the labor market, (Ratoul & Boudjelal, 2020) which it is stated that Algeria has to raise women's contributions in order to strengthen their abilities, advance their economic outcomes, and achieve job-career equality with males (Ratoul & Boudjelal, 2020: 64). According to Algerian traditions, only men are capable of working in industries that require the English language, such as the hydrocarbons business. In this regard, Belmihoub (2017) claimed that men are viewed as more adept in the English language than women since men are more engaged in scientific and technology industries and require English to learn more. Therefore,

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in Algerian organizations for example, positions of director and manager are mainly held by men rather than women. Women, on the other hand, held fewer important positions than men while only abilities and skills enable individuals (including men and women) to advance to top positions in a firm.

Language and communication skills, moreover, assist people to advance in their professional jobs and enable them to achieve their goals in a straightforward manner. Gender inequality, on the other hand, leads to poverty, according to Namane and Saqfahait (2020), particularly in developing countries. Confirming that, numerous studies have indicated that women's empowerment is important for economic development rather than creating gender difficulties which Algeria had addressed by enacting a series of legislation and processes that enabled women to be integrated and included in the socioeconomic environment. According to industrialized countries, where women are distinguished by their social and economic engagement in the labor market, Algeria, as a country on the path to economic growth, is still struggling to reach gender equality objectives particularly in the workplace. For instance, women tend to change their language at the workplace through strategic communication habits to have their voices heard. Generally, this technique is called “strategic softening” to convey likability in certain situations. On the contrary, men are not concerned with this technique simply because they do not worry about it. Additionally, in a workplace meeting for instance, men tend to show assertiveness while expressing data or business results such as (this business plan will grow our profits by 25%); on the other hand, women may discuss the same results differently and by hesitating to express opinions such as (I think this strategy could assist our company ‘s profits rise by 25%. In other words, the way both man and woman use language differently echoes their pre-acquisition knowledge in which may influence their performance in the workplace. As a professional result, in the workplace, these differences can significantly impact for instance their career development especially women who use similar language style may confront challenges related to work-promotion. On the other hand, gender equality, in general, refers to men and women having the same responsibilities, opportunities, rights, and duties. In other words, just as males have the right to study, be intelligent, and work, women have the right to be well-informed and gain greater labor market chances. In terms of women's access to the labor force, it has been demonstrated that women face greater challenges connected to equality in obtaining a job in the labor force

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than males. Gender equality, then, between women and men is based on the attainment of equal rights and duties, and unlock doors for women and men and boys and girls to perform a certain job. They added that equality does not entail that women and men will have the same roles, however; that women and man's rights, duties and chances will not be restricted to the idea of they have come to the world as male or female, (Shanthi & Mitravinda, 2020).

Algerian researchers, particularly in the professional field, have not placed a high value on the use of English according to gender in the workplace in their studies. In contrast, many scholars concentrated on socio-linguistic viewpoints and political perspectives rather than professional perspectives. As a result, it is critical to investigate the use of the English language according to gender in Algerian workplaces in order to gain a clear understanding of which gender mostly utilizes English at work and to investigate men's or women's skill level that allows them to use English in their professional settings.

#### **2.12 The Relationship between Pre-Acquisition Knowledge and Employees' Performance in the Workplace**

Pre-acquisition knowledge is regarded as an important variable in educational psychology because of the amount of knowledge obtained by a learner can have a substantial impact on the learning process. Dochy (1988) asserts that using pre-acquisition knowledge expertise as a variable in study "clarifies 30% to 60% of the variance" (p. 04). Obviously, pre-acquisition knowledge of languages is essential in the learning process in order to gain additional information on the same issue. Thus, it enhances an individual's memory to catch information readily and effectively, allowing him or her to learn more about a specific subject (Shapiro, 2004). Pre-acquisition knowledge is generally determined by an individual's first perception when hearing a specific word that is directly tied (or refers to a specific situation, image, color, or place) to his or her different way of thinking. In other words, everyone has their own interpretation when hearing a specific word in a specific context in which the individual's pre-acquisition knowledge of that specific word influences its interpretation in terms of the availability of previous information or not. For example, students' comprehension of a speech in the classroom may be dependent on one word; if he or she understands this specific word, it may help them understand the whole presentation well. In other words, pre-acquisition knowledge of one phrase may lead to comprehension of the whole subject, and



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vice versa. The richness of pre-acquisition knowledge thus makes the connection between existing and new information easy to interpret and decode (Svinicki, 1993).

The individual's memory and how the brain recalls, retains, and comprehends information are thus linked to pre-acquisition knowledge when his/her level of knowledge has a significant impact on their understanding of the subject matter. Chomsky (1986) stated that language knowledge is concerned with the condition of person's mind knowledge about a specific language. In this regard, employees with in-depth knowledge of a particular issue, for example, improve their professional and personal performance in the workplace, where they may effectively carry out corporate communication activities (Svinicki, 1993). This type of language-related information assists comprehension of sentences and words written in English in which the quantity of information that employees have on a specific issue identifies the relationship between pre-acquisition knowledge and job performance. The realization of knowledge, then, differs from one person to another and from one gender to another, from one language to language and from one context to another; likewise, learning the English language is not the same as learning the Chinese language. Furthermore, as Chomsky (1986) emphasized, pre-acquisition knowledge focuses on information richness, the amount of common knowledge, and the difficulty and specificity of the existing information.

Chomsky (1986) noted that language knowledge is frequently recognized as a practical ability to produce and understand a speech simultaneously. Employees in the workplace, for example, have varying abilities and knowledge about a particular subject and the use of language may differ between two persons who have identical expertise. In other words, language knowledge is practiced in order to be well spoken and understood because the knowledge system that one way or another established in our minds and has certain outcomes in which it connects sound with meaning in certain ways to produce useful speech (1986). Knowledge, in turn describes the ability in terms of delivering significant information at short period of time, (Tsai, 2010). Knowledgeable people, in this regard, use their prior information appropriately to deliver it at the appropriate time and place. As a result, knowledge of language is very important for employees as well as business professionals in the workplace, where they need prior language information to achieve different business operations, because language, as Derewianka (2012) noted, known as an essential element that takes a part of our lives, (p.128). In other words, language is an important part of the

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communication and interaction process since it allows people to share their knowledge. Pre-acquisition knowledge thus constitutes a significant portion of an individual's intellectual and professional background, determining its ability to operate in various domains through the use of language and is vital aspect in improving employees' professional effectiveness in their future commercial workplace.

#### **2.13 The Role of Workplace English Language Skills**

Employees with outstanding communication and English language abilities are required in every professional corporate setting since English plays a significant role in the communication process between partners on the other side of the world. As a result, industries seek out occupational graduates who are not only fluent in English but also capable of engaging effectively in it. Ranasuriya (2015) noted that being able to engage with other organizations needs not just knowledge of one's unique job but also entire English language ability. In this context, Ranasuriya (2015) discovered that English, along with four other abilities, plays an important function in an industry where employees are required to be able to write, read, speak, and listen well to effortlessly accomplish various activities such as writing and reading emails, reports, and letters, as well as speaking and listening to presentations, conferences, and meetings.

##### **2.13.1 Writing Skills**

Being able to write effectively in order to conduct various communication tasks related to a given career is one of the most crucial workplace abilities. In general, English is recognized as the language of communication in the global commercial workplace, through which numerous duties are carried out (Lee & Schmidgall, 2020). English writing skills, according to Lee & Schmidgall (2020) make corporate communication in the workplace simple and contribute to the use of written correspondence both internally and externally. As a result, employees can perform different business-related tasks such as writing business emails and letters in business setting.

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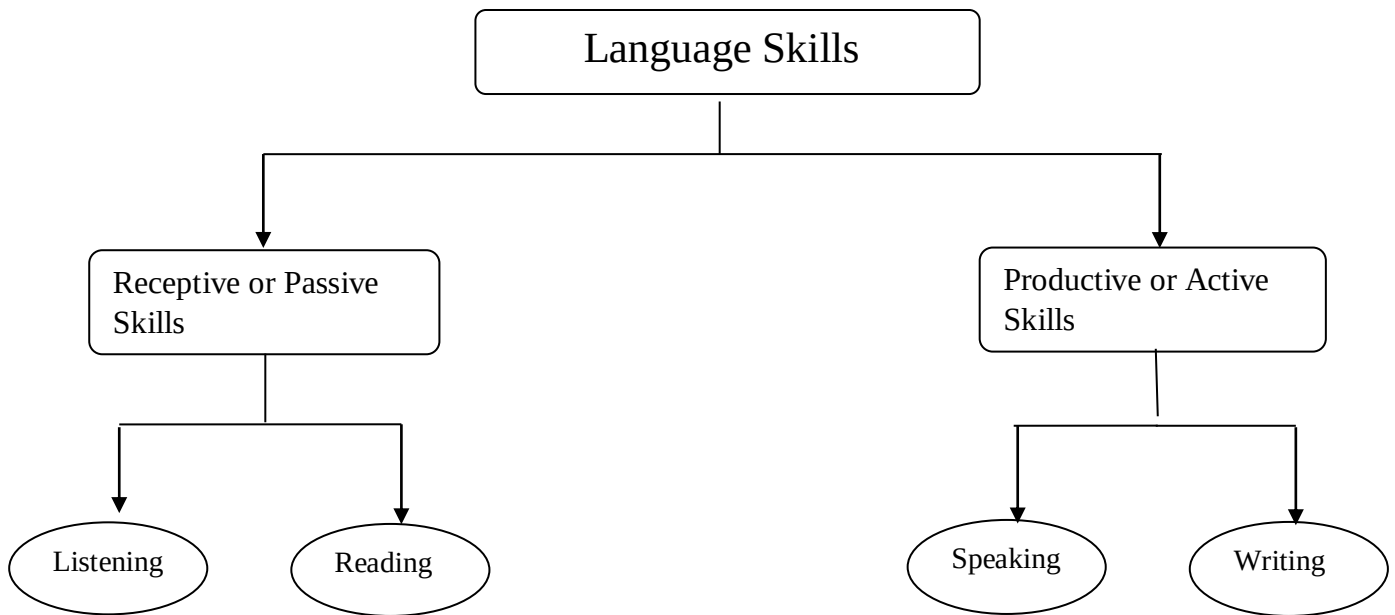


**Figure 8 : English Language Skills (Retrieved from Rao, 2019)**

Language is important for employees to express their thoughts and feelings; nevertheless, language skills assist them to advance in their careers (Rao, 2019). Thus, the above-mentioned English language abilities comprise both receptive and/or passive skills such as listening and reading, as well as productive or active skills such as speaking and writing. Listening and reading are referred to as receptive or passive skills since they require the individual to receive, listen to, or read various records, speeches, texts, and reports. Speaking and writing can be referred to as productive or active talents since the individual employs his abilities to produce both spoken and written forms. Writing, according to Rao (2019), is the hardest ability to master when compared to listening, reading, and speaking because learning how to write flawlessly takes a long time. Employees, for example, need to write down their notes, notices, and key dates and events at work in which writing phrases should be free of spelling and grammar errors.

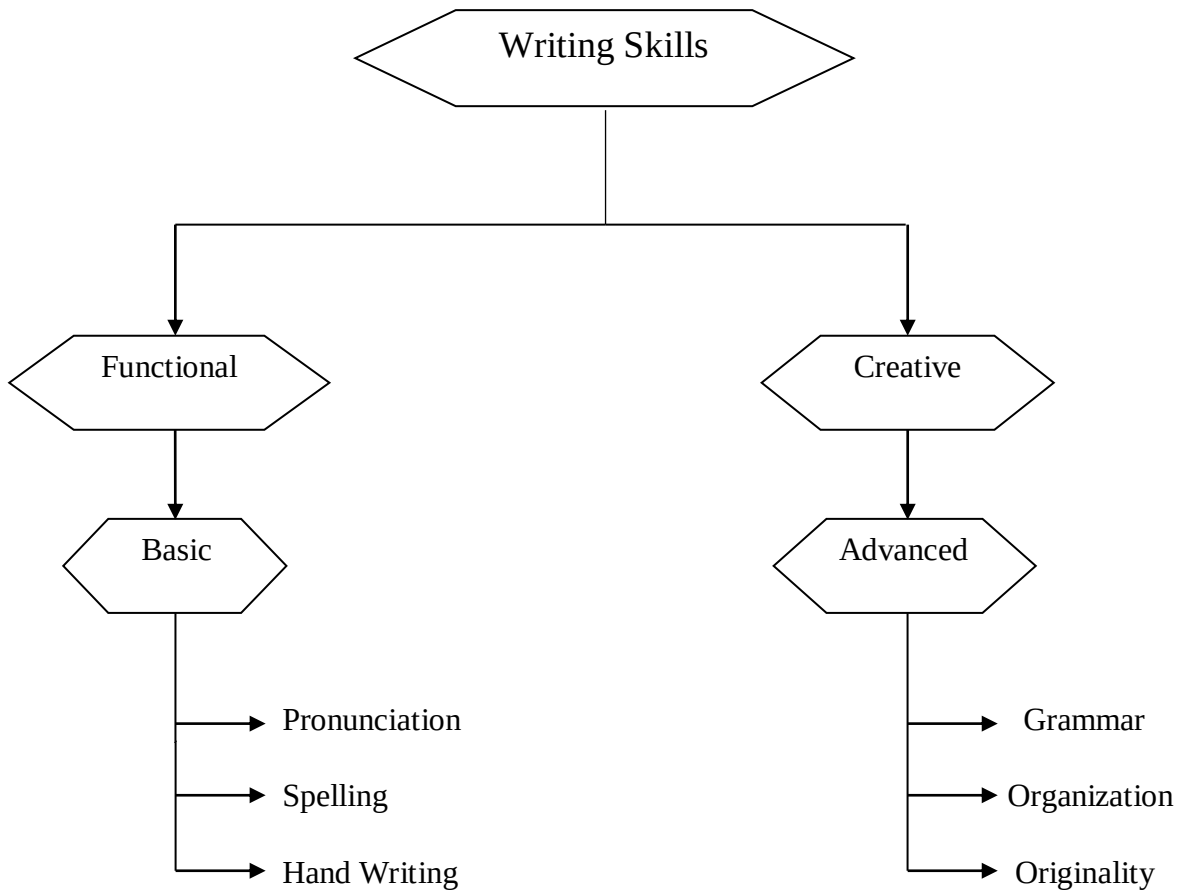


**Figure 9 : Writing Skills Classifications (Rao, 2019, retrieved from Ong'Ondo, 2001)**

According to Ong'Ondo's (2001) diagram of writing skill classifications, writing skills are classified into two categories: functional and creative skills. Functional skills include sentences that are free of errors in pronunciation, spelling, and handwriting, whereas creative abilities include superior levels in grammar, organization (well-organized or structured), and originality of ideas.

#### **2.13.2 Reading Skills**

Reading is regarded as a complex, concentrated, realizing, and adaptable task that may be accomplished through time as well as via the use of reading sources and materials. Reading quickly increases a reader's vocabulary, knowledge, and word flow at an adequate speed to create

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associations and derives full comprehension, (Bojovic, 2010). Reading a book, novel, short story, or article can be carried out for the purpose of gaining knowledge and information, as well as for research or entertainment. Reading abilities are thus viewed as 'interactive action' in which the reader gains access to a diverse variety of illustrated information and knowledge in order to use it as intellectual and cultural backgrounds. As a result, reading is an interaction in the sense that a variety of abilities can be put together in the process of reading at the same time. Understanding the reader's prospects after reading a book, novel, or scientific paper is critical to determining the reading process's goals taking into consideration that reading is a skill that consist of flexibility in which the reader utilize a variety of plans to read competently and reach fluency, (ibid, 2010). Furthermore, the reading process fosters the reader's critical thinking skills, imagination, and ability to learn various sorts of information and knowledge (ibid, 2010). It is critical to read a lot in order to improve one's writing skills since reading is a crucial skill to develop language proficiency. Habib (2016), on the other hand described reading skill as a communicative operation that occurs usually between the reader and any written work.

Reading is a task utilized to generate an apprehension of a certain subject, (Mckee, 2012), in which is a skill that consist of both a receptive and active tasks, (p. 45). In addition, reading skill is an active method in which the reader can seek for connections that occur between ideas in a given text. Similarly, Mckee (2012) stated that reading is an important skill that adds to an individual's personal development as well as is viewed as a perceptive ability through which the reader is capable of connecting with any piece of written passage. Excellent readers, on the other hand, relate their reading knowledge and information to their prior experiences, prior knowledge that helps readers gain a general sense of the meaning of any written piece. Teachers, in particular, should excite, inspire, and improve their students' reading skills so that they can draw on their earlier experiences (Haq, Khurram, & Bangash, 2019, p. 87). Overall, the main goal of teaching reading as a fundamental skill is to develop students' abilities, attitudes, thinking, and skills necessary for obtaining various information and new, critical ideas, as well as to increase their interests through reading impressive, inspiring, informative, and knowledgeable texts (Abdellah, 2010, pp. 05-06). According to Abdellah (2010), the reading process can be influenced by the reader's inadequate knowledge of the language being read that is usually unable to make accurate predictions and estimates, leading to misunderstandings.

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According to studies, information learnt by individuals is "stored for the long term," allowing new information to be linked to existing knowledge (Cadena, 2006, p. 34). Reading abilities, then, are extremely important since they improve employee performance and communications which enable them learn more about their areas of interest. As a result, reading is a key component of employees' self-confidence and intellectual abilities that employees need in writing tasks such as emails, business reports, and letters. Yet, in order to write competently, employees have to read extensively in order to increase their creativity, inventiveness, and expertise. Each business sector has its own set of terminology, in this regard; reading assists employees to learn, increases, enriches, and improves their vocabulary storage in which any potential employee has to choose the appropriate vocabulary. Reading additionally allows employees to learn new words, meanings, and linguistic abilities that aim at being professional performers in the workplace through reading. In other words, reading promotes employees become better communicators and writers (Goswami, 2020). On the other hand, it allows employees in multicultural organizations to learn and know diverse languages, cultures, and religions, which decreases misconceptions and miscommunication obstacles.

#### **2.13.3 Listening Skills**

Listening is most likely the important skill in English language learning. Grognet and Van Duzer (2002-2003) noted that listening is the skill that individual use it at least three times as much as speaking and four to five times as much as reading and writing particularly in the workplace. Listening, in particular, is regarded as a vital ability for the communication process by the reason of it is one of the most difficult skills in the process of learning the English language. Moreover, it has a significant impact, especially in the workplace, where people can offer significant value to the firm as a whole as well as employees with good listening abilities can perform better than others. A high level of listening capacity necessitates a great deal of concentration and attention, and as a result, the listener can become thoroughly involved and engaged to the speaker's conversation, however; the listener may lose interest in a speech if it is of low importance and of poor quality (Kluger & Itzchakov, 2021). According to Asemota (2015), listening is the procedure that allows individual to determine a sort of sounds and sequences through which common terms are noticeable, (2015, pp. 27-28).

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According to Kluger and Itzchakov (2021), good listening has a favorable impact on organizational outcomes in which excellent listening contributes to achieving more esteem among listeners. Listening also builds the bond between the speaker and the listener, particularly in a corporate situation, where the high quality of listening among employees, employers, supervisors, and clients is necessary to build relationships as Kluger & Itzchakov (2021) noted that listening helps develop a solid relationship, which in turn improves the company's outcomes. Furthermore, it highly improves employees' satisfaction with their jobs and allows them to be well speaker, productive, and creative. The four skills are extremely crucial in the communication process, however; listening is sometimes recognized as the most important communication ability. Employers, in this regard, should pay more attention to the need of listening skills because most of workplace issues are result of inadequate listening skills. To put in other way, Employees as well are required to develop their listening abilities in order to have an excellent quality in receiving information, and it should not be ignored by them due to the fact that poor listening skills can create several issues in the workplace. Every successful workplace needs to focus on all the skills because they are recognized as the factor behind successful professional careers (Duwadi, 2014, p. 100).

Employees in the workplace should expect to go through several types of listening depending on the speaker's history, relationship type, and job position because listening to a coworker is not the same as listening to a client. In this regard, answering phone calls and trying to accomplish another occupation while listening with one ear are not regarded as easy tasks, (Duwadi, 2014, p. 103). Performing many jobs at the same time can have a negative impact on employee performance at work, therefore; adopting 'critical listening,' helps employees to think rationally about what they hear from the speaker and whether the information is correct or not.

Listening carefully and focusing, then, are crucial, and remembering what has been said through the speaker's speech is the most significant element because it increases employees' attention, concentration, thinking and comprehension. Moreover, listening and comprehension are becoming increasingly important as the world's economy and technological advancements advance, particularly in the corporate sphere in which employers and employees should focus on developing their listening skills by being more attentive, alert, and engaging on the speaker's speech rather than worrying about possible answers (Raina,

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Roebuck, & Lee, 2014, p. 01). Non-verbal communication, on the other hand, is another component that contributes to great listening skills that assists to the development of trust between employees and employers, as well as the elimination of cultural, political, religious, and social gaps. Listening, as a skill, enables managers build great leadership in their workplace in which employees can perform better in a corporate context when they can communicate with supervisors and colleagues through careful listening so that information may be easily and safely preserved for a long period. Focusing on strengthening employees' listening abilities, as a consequence, is critical in completing various company communication operations in one hand, and enable employees analyze and think critically about the speech of others on the other hand. Many employees and employers disregard listening skills, believing it is less important than writing, reading, and speaking, however; without good listening skills, they will not be able to hear, gain knowledge, vocabulary, expressions by their employers. By receiving words, sentences, and vocabulary and developing new expressions and utterances while listening, one can easily build a conversation with others.

#### **2.13.4 Speaking Skills**

Speaking is the medium via which an individual can readily communicate his feelings, express his ideas, beliefs, and points of view. Furthermore, one of the most crucial and most difficult abilities in the English language is speaking practically in every corporate context, speaking is the most important ability since speaking is considered as a necessity particularly in the employment procedure, (Ranasuriya, 2015, p. 93). Employees, thus, need speaking abilities when performing tasks such as in a presentation, meeting, or negotiation in order to peruse the others.

Speaking is a productive ability that necessitates the creation of speech, phrases, and vocabulary in direct way in front of a group of people which demands mental effort and focus. As a result, the most challenging and complex mental activity is speaking (Torky, 2006). It may appear that producing words and sentences through accurate and good speech is a challenging activity, however; practice can increase a person's speaking and oral ability. Speaking, as a productive ability, focuses on producing more words, sounds, and utterances by simultaneously using one's tongue and attention through delivering an effective speech,



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and it necessitates a high level of concentration and attention. Due to the fact that each critical business operation is a sequence of dialogues as Zanola (2015) noted, employees in the workplace are required to have good communication skills that contribute to the organization's productivity (Kakepoto, 2013). According to Putra (2017), speaking skill is utilized by people who want to communicate with others from different cultures, to transmit an idea, message, or feeling, (2017). In this regard, speaking abilities facilitate the process of communication with foreign partners as well as clients.

Good communication skills support the interactive dialogue between employees and employers, which fosters a positive atmosphere at work where the speaker is capable of putting together meaningful terms that reflect his/her thoughts and opinions as well as capturing the listener's attention and ensures that the information is absorbed. Likewise, employees with strong communication skills are more likely to advance in their professional careers and have good abilities in receiving information well particularly if it is delivered in a straightforward and well-structured manner. In this regard, successful corporate communication focuses on two primary aspects: communicating (sending and receiving) information and knowledge while respecting the counterparts' culture and language background, Zanola (2016). Speech creation in real-life situations is more difficult than it appears, yet; it is extremely vital and necessary to develop one's productive skills. Language and communicative abilities, on the other hand, are required in a society where people from all origins can engage with one another as well, speaking remains one of the most important and hardest abilities for performing oral corporate communication operations (Harroug, 2022).

#### **2.14 Conclusion**

Algeria, as a developing country and a vital player in the oil and gas industry necessitates a common language to communicate effectively with foreign partners, particularly within multinational corporations. From this perspective, the adoption of English proved indispensable serving as a crucial medium for professional communication between native and non-native speakers. This chapter highlighted that its use in Algerian business work sites facilitated day-to-day operations including electronic communications, collaboration and meetings, while enhancing organizational efficiency, reinforcing

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international partnerships , and promoting the nation's growth and global competitiveness .It has also clarified that relevant Business English classes based on a strong needs analysis and a well- designed syllabus can equip employees with strong English skills that can help them break down cultural barriers, foster mutual respect,minimize conflicts, prevent misunderstandings, and thus create a more inclusive work environment.

# **Chapter Three: Research Methodology and Discussion of Findings**

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#### **3.1 Introduction**

The main purpose of this chapter is to determine the fundamental aspects that influence the employees' performance in English when interacting with foreign partners through a case study carried out in a multinational company called JOKTAL located at the city of Oran in Algeria. This part outlines the essential procedures of data collection and analysis. Furthermore, it presents a discussion of the variety of references and sources, such as books, journals, and dissertations that helps the researcher in gathering valid data regarding the issue to be researched as Rajasekar et al. (2013) noted that through research only, researcher can achieve a remarkable advancement in a given field. It explains also how a well-planned approach is required for good research in order to organize the job and to properly simplify research methodology process. As asserted by Igwenagu (2016) who defined methodology as structured, conceptual examination of the tools enforced to a certain field of study.

#### **3.2 Methodology**

This study adopted a mixed-methods procedure to provide a more comprehensive understanding of the research problems, decrease bias, and improve the validity of the research.

#### **3.3 Research Questions**

Through this case study the following research questions are examined:

1. To what extent do JOKTAL company employees use English in the workplace?
2. What are the key variables that may affect the employees' English use in the workplace?
3. How does the use of English influence the company's overseas business deals?

#### **3.4 Hypotheses**

The present work attempts to discover the characteristics related to the use of English language in the Algerian workplaces, as well as suggesting adequate solutions for the issues encountered by the Algerian employees when using English. According to Anupama (2018), a hypothesis is a declaration made by the researcher's forecasting or prediction about the connection between study and its variables.

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Three hypotheses were proposed in this study:

1. Employees in JOKTAL Company may use English to accomplish communicative purposes.
2. Gender may be a key variable that influences the use of English in the workplace more than prior knowledge of English.
3. A good mastery of English skills among JOKTAL's employees may have a positive impact on this company's overseas business transactions.

#### **3.5 Research Approaches and Data Analysis Tools**

The study adopts a mixed-methods approach that is the procedure of acquiring and analyzing amounts, quantities, or numerical in relation to participants' perspectives, attitudes and experience. Quantitative research, then, refers to the numerical assessment of a research problem converted into statistics. On the other hand, qualitative research focuses on understanding phenomena in depth through people's interactions. In light of the factors that should be examined as well as the necessity to investigate the relationship between these variables, the survey is a descriptive type in which authentic data can be illustrated as it occurs in the real world using descriptive design, and it is also an exploratory research since it explores why employees for instance prefer using English in the workplace. As an Analysis tool, SPSS is used to examine and evaluate data through statistical program for quantitative as well as qualitative data analysis such as (frequency, cross tabulation and two- way ANOVA test and Post Hoc Tukey Test).

**3.5.1 Frequency** shows how many participants answered each question on a given inquiry or (variable) and illustrates its percentage.

**3.5.2 Cross tabulation** shows the frequency for two variables together in one table.

**3.5.3 Two- way ANOVA** is a test used for comparing the mean differences between two variables (independent variables and dependent variable) by illustrating the (*sig*) significance ( $p < 0.05$ ) or less. For multiple comparisons, this research utilized **Post Hoc (Tukey) test**.

The case study in this research was based on a specific set of individuals working for an Algerian multinational company. As a result, using case studies in research technique,

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particularly in data collection, "enables a researcher to closely examine the data within a specific context", (Zainal, 2007, p.01).

#### **3.6 Case Study Method**

Case studies in research allow the researcher to assess the acquired data in terms of both number and quality. The quantitative approach, on the other hand, is entirely dependent on case studies because it requires numerical proof. Zainal (2007) noted that quantitative or qualitative research, the use of case studies can be a useful and practical key to examine large sample of participants, (2007).

This research is focused on studying only one sample organization (**subsidiary**) that utilizes English in its daily activities with its **headquarters** located in Germany. To obtain accurate findings on the subject under consideration, it is vital to target a specific group of employees who use English on a daily basis. The number of participants in this study is limited in comparison to the company's size and activity; only 22 employees (both men and females) working in administration were requested to complete a questionnaire and a semi-structured interview. However, the majority of employees' primary responsibility was to work with machines and equipment of manufacture.

#### **3.7 Population (Participants)**

The research is based on 22 Algerian employees who work for a multinational company called **JOKTAL** located in the city of Oran. There were 10 men and 12 women among the administration staff. In the company, both men and women operated in various jobs such as (purchase assistant, engineers, commercial agent, accountant, human resources responsible, sales and executive assistant and purchasing manager). The participants ranged in age from 25 to 40 and up and both men and women have diplomas in economic and business sciences with almost the same educational level.

#### **3.8 Data Collection Tools**

Any research project necessitates the use of data collecting tools for collecting and calculating data related to variables of interest, (Kabir, 2016), since it enables the researcher to discover answers to study questions and hypotheses. As Kabir (2016) noted, the goal of data collection is to create a center of attention quality then transform it to valuable data

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analysis and permits the establishment of a persuasive and realistic answers to questions that have been raised by the researcher.

Data gathering is required for any research to be carried out and completed which supports the research by designing the proper instrument for acquiring information and selecting the targeted population needed for the study. The data collecting step equips the researcher with a variety of tools for gathering trustworthy information, such as surveys, interviews, observation, focus group discussions, and so on.

#### **3.8.1 Questionnaire**

This survey is firstly based on the most common tool of data collection is questionnaire that is usually adopted in quantitative research to gather information on a particular topic. In this regard, Roopa & Rani (2017) defined questionnaire as collection of proposed questions made by the researcher in order to obtain statistical results about a certain topic. (2017).

The questionnaire is an efficient tool of exploration utilized to pull together information from great amount of participants (Zaghar, 2007). A questionnaire, then, is an appropriate instrument for estimating quantitative data in the occupational sphere where researchers mostly use it due its assistance in gathering data, the obtainment of practical answers on a certain subject, as well as they are considered inexpensive and do not necessitate as much effort from the researcher as verbal such as structured-interview, (Kabir, 2016). The questionnaire in this work was delivered to employees working for a multinational company which written in both English and French. It also featured two categories of questions: open-ended, closed-ended, and yes-or-no. There were 24 questions in all, divided into five (05) sections. Each component had multiple questions; the first portion asked about the employees' personal information (age, gender, and position). The second component concentrated on the employees' English language learning history (time and level of English).

The third section discusses the significance of utilizing English in the workplace (the reasons for using and learning English). The fourth element focused on the extent to which employees used English in the workplace (languages used in the workplace, frequency of

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English language use, type of English, and skills). The final phase focused on gathering employees' own thoughts about English language influence (both good and negative).

#### **3.8.2 Observation**

Observation is one of the most significant techniques for not only exploring our surrounds but also for gaining a thorough understanding of any given subject. When observation is employed to achieve specific research goals, it becomes a scientific tool that researcher can use it to observe through and check the information directly using his sense of watching, inspecting and monitoring. Furthermore, rather to other methods, observation can reveal a lot of concealed facts as Baker (2006) states that it permits investigators to examine individuals in their spontaneous situation in order to discover new '*things*' from their viewpoint.

Observation approach entails not only observing things or how individuals act, but also listening, evaluating, and questioning, (Becker, 2006). Researcher who employs the observation method is likely to gather accurate data and to avoid inaccuracies that may occur during data analysis and evaluation processes. The researcher frequently uses the observation technique to measure an individual's values, interests, and attitudes (cognitive and non-cognitive). Furthermore, it is viewed as a direct method of appraising people based on their actions in which among other data collecting instruments, observation is a natural instrument through which the researcher can collect genuine data that plays a vital part in the study approach (Pandey, 2015, p. 64). To moderate a human's conduct, the researcher needs to logically evaluate and define their manners using his sensory organism, such as his ears and eyes as pointed out by Fox (1998) observation is not only related to what researcher observes through his/her own eyes, however; it contains all researcher's senses.



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#### 3.9 Interpretation of the Questionnaire

**Question one:** participants' gender

|        |        | Frequency | Percentage |
|--------|--------|-----------|------------|
| Valide | Male   | 10        | 45,5       |
|        | Female | 12        | 54,5       |
|        | Total  | 22        | 100,0      |

**Table 1 : The Gender of Participants**

The gender of the workforce is highlighted in the table above. This table has 22 members, 10 of whom are men (45.5%) and 12 of who are women (54.5%). The proportion of females is higher than that of males.

**Question Two:** Participants' Age Range

|       |              | Gender |        | Total |
|-------|--------------|--------|--------|-------|
|       |              | Male   | Female |       |
| Age   | 25-30        | 5      | 4      | 9     |
|       | 30-35        | 3      | 4      | 7     |
|       | 35-40        | 1      | 2      | 3     |
|       | 40- and more | 1      | 2      | 3     |
| Total |              | 10     | 12     | 22    |

**Table 2 :Participants' Age by Gender**

The output shown above represents the age of participants by gender. Out of (22) participants, (05) males age range {25-30} and (03) of them range {35-40} (02) of them ranges {35-40} and only one (01) male age ranges {40- and more}. On the other hand, (04) females age ranges {25-30} and (04) of them ranges {30-35} and (02) of them ranges {35-40} and only (02) are above 40 years.

**Question Three:** What is your position in the company?

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|             | Job position |                             |          |            |                  | Total |
|-------------|--------------|-----------------------------|----------|------------|------------------|-------|
|             | Manager      | Human Resources Responsible | Employee | Accountant | Commercial Agent |       |
| Gender Male | 1            | 2                           | 5        | 0          | 2                | 10    |
| Female      | 2            | 0                           | 9        | 1          | 0                | 12    |
| Total       | 3            | 2                           | 14       | 1          | 2                | 22    |

**Table 3 : Participants' Job Position in JOKTAL Company**

The table above shows the job positions occupied by participants in the company in which (01) male holds manager position, and (02) males hold human resources responsible position, (05) of them hold employee position and only (02) males hold commercial agent position. On the other hand, (02) females hold manager position, (05) of them hold employee position, and only (01) female holds accountant position.

**Question Four:** How long have you been studying English?

|             | How Long have you Been Studying English? |           |           |             | Total |
|-------------|------------------------------------------|-----------|-----------|-------------|-------|
|             | 0-1 Year                                 | 2-3 Years | 4-6 Years | 7- and more |       |
| Gender Male | 4                                        | 3         | 2         | 1           | 10    |
| Female      | 1                                        | 3         | 3         | 5           | 12    |
| Total       | 5                                        | 6         | 5         | 6           | 22    |

**Table 4 :Participants' English Language Learning Background**

From the table shown above, we can conclude that out of (22) participants, (04) males have studied English for one year (01), (03) of them learned English from (02-03) years, (02) of them have experience of {04-06} years, and only one (01) male has more than (07) years of English language learning. Females, on the other hand, only (01) has learned English for {0-01} year, (03) of them studied English for {02-03} years, (3) of them have learned English for {04-06} years, and (5) of them have more than (07) years of English language learning experience.

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**Question Five:** Were you motivated to learn English?

|                           | Gender |        | Total |
|---------------------------|--------|--------|-------|
|                           | Male   | Female |       |
| Were You Motivated to Yes | 8      | 12     | 20    |
| Learn English? No         | 2      | 0      | 2     |
| Total                     | 10     | 12     | 22    |

**Table 5 :Participants' Motivation Towards Learning English**

According to the data in the table, out of (22) participants, (08) males show motivation to learn English language; however, (02) of them state their unwillingness to learn English. However, (12) females show high level of motivation toward English and none of them show unwillingness.

**Question Six:** English language is mostly used in the workplace by:

|                          | Gender |        | Total |
|--------------------------|--------|--------|-------|
|                          | Male   | Female |       |
| English Language is Men  | 1      | 2      | 3     |
| Mostly Used in the Women | 2      | 8      | 10    |
| Workplace by Both        | 7      | 2      | 9     |
| Total                    | 10     | 12     | 22    |

**Table 6 :The Use of English in JOKTAL**

The table above displays the participants' use of English at work by gender. Out of (22) participants, (01) male states that they use English more than female in the workplace and (02) females as well. (02) Males state that English is mostly used by women, however; (08) females declared that they use English more men. Moreover, (07) Males and only (02) females state that English is used by both Men and women.

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**Question Seven:** Which of the following situations that makes you feel uncomfortable when using English?

|            |                                                       |                                 | Gender              |                       | Total           |
|------------|-------------------------------------------------------|---------------------------------|---------------------|-----------------------|-----------------|
|            |                                                       |                                 | Male                | Female                |                 |
| Situations | Women are more motivated to learn English than men    | Effectif<br>% Gender<br>% total | 4<br>40,0%<br>18,2% | 4<br>33,3%<br>18,2%   | 8<br><br>36,4%  |
|            | Making spelling mistakes                              | Effectif<br>% Gender<br>% total | 6<br>60,0%<br>27,3% | 10<br>83,3%<br>45,5%  | 16<br><br>72,7% |
|            | Men are more confident than women                     | Effectif<br>% Gender<br>% total | 2<br>20,0%<br>9,1%  | 1<br>8,3%<br>4,5%     | 3<br><br>13,6%  |
|            | Women have an advanced level of English more than men | Effectif<br>% Gender<br>% total | 3<br>30,0%<br>13,6% | 2<br>16,7%<br>9,1%    | 5<br><br>22,7%  |
|            | Feeling anxious to make grammar mistakes              | Effectif<br>% Gender<br>% total | 7<br>70,0%<br>31,8% | 8<br>66,7%<br>36,4%   | 15<br><br>68,2% |
|            | Lack of English writing skills                        | Effectif<br>% Gender<br>% total | 3<br>30,0%<br>13,6% | 5<br>41,7%<br>22,7%   | 8<br><br>36,4%  |
|            | Women use English more than men                       | Effectif<br>% Gender<br>% total | 4<br>40,0%<br>18,2% | 3<br>25,0%<br>13,6%   | 7<br><br>31,8%  |
|            | Insufficient pre-acquisition knowledge                | Effectif<br>% Gender<br>% total | 7<br>70,0%<br>31,8% | 12<br>100,0%<br>54,5% | 19<br><br>86,4% |
|            | Lack of Business English vocabulary                   | Effectif<br>% Gender<br>% total | 8<br>80,0%<br>36,4% | 4<br>33,3%<br>18,2%   | 12<br><br>54,5% |
|            | Total                                                 | Effectif<br>% total             | 10<br>45,5%         | 12<br>54,5%           | 22<br>100,0%    |

**Table 7 : Situations that Impact the Use of English by Employees**

The table above exhibits the situations that impact the use of English by employees by cases. According to both male and female participants' answers, pre-acquisition knowledge

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impact negatively the use of English by employees rather than gender in which (19= 86.4%) cases {(07) males and (12) females} indicate their insufficient pre-acquisition knowledge. Moreover, (16= 72.7%) cases {(06) males and (10) females} confirm that making spelling mistakes impact their performance in the workplace besides (15= 68.2%) cases {(07) males and (08) females} show their anxious feeling to make grammar mistakes when writing in English. Furthermore, (12=54.5%) cases {(08) males and (04) females} express their lack of business English vocabulary as one of the negative factors that impact the use of English language in the workplace. Additionally, only (08=36.4%) cases {(03) males and (05) females} show that lack of English writing skills can interrupt their performance. On the other hand, (08= 36.4%) cases {(04) males and (04) females} confirm that women are more motivated to learn English than men and (07= 31.8%) cases {(04) males and (03) females} show their extensive use of English by women rather than men. In addition to (05= 22.7%) cases {(03) males and (02) females} who affirm that women have an advanced level of English more than men, (03= 13.6%) cases {(02) males and (01) female} note that men are more confident than women in the workplace.

**Question Eight:** how do you evaluate your English language level?

|                                                  |                    | Gender |        | Total |
|--------------------------------------------------|--------------------|--------|--------|-------|
|                                                  |                    | Male   | Female |       |
| How Do You Evaluate Your English Language Level? | Beginner           | 5      | 3      | 8     |
|                                                  | Intermediate       | 3      | 3      | 6     |
|                                                  | Upper-Intermediate | 2      | 3      | 5     |
|                                                  | Advanced           | 0      | 3      | 3     |
|                                                  | Total              | 10     | 12     | 22    |

**Table 8 : Participants' English Language Evaluation**

The table above indicates the English language level in which out of (22) participants, (05) males and (03) females are beginners, (03) males and (03) females are intermediate, (02) males and (03) females are upper-intermediate, and no (0) male has an advanced level, on the contrary, (03) females are advanced.

**Question Nine:** what is the most important reason that you need English for?

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|                              |                                                  | Responses |         | Percent of Cases |
|------------------------------|--------------------------------------------------|-----------|---------|------------------|
|                              |                                                  | N         | Percent |                  |
| Reasons for Learning English | Business Meetings                                | 18        | 40,0%   | 81,8%            |
|                              | Attending Conferences                            | 6         | 13,3%   | 27,3%            |
|                              | Reading and writing E-Mails, Letters and Reports | 10        | 22,2%   | 45,5%            |
|                              | Answering Telephone Calls                        | 10        | 22,2%   | 45,5%            |
|                              | Other, Please Specify                            | 1         | 2,2%    | 4,5%             |
|                              | Total                                            | 45        | 100,0%  | 204,5%           |

**Table 9 : The Reasons Behind the Need for English in JOKTAL Company**

The table above demonstrates the most important reasons behind the need for English by employees in terms of percent of cases in which the data is analyzed according to the employees' responses but not to employees' number. The majority {40.0%} of participants require English for business activities, particularly "business meetings" in which its equivalence of response number rated (18). Furthermore, Reading and writing emails and reports rated as the second reason {22.2%} besides answering telephone calls {22.2%}. On the other hand, attending conferences rated as the third reason with {13.0%}.

**Question Ten:** according to you, why learning English is important in our present time?

|                                |                        | Responses |         | Percent of Cases |
|--------------------------------|------------------------|-----------|---------|------------------|
|                                |                        | N         | Percent |                  |
| Importance_of_Learning_English | A Global Language      | 9         | 36,0%   | 42,9%            |
|                                | A Language of Business | 12        | 48,0%   | 57,1%            |
|                                | A Useful Language      | 1         | 4,0%    | 4,8%             |
|                                | All of Them            | 3         | 12,0%   | 14,3%            |
| Total                          |                        | 25        | 100,0%  | 119,0%           |

**Table 10 : The Importance of Learning English Language for Employees**

According to the responses of participants, English is vital as a business language nowadays because {48.0%} of them agreed. However, {36.0%} of participants stated that English is essential as a global language, and only {04.0%} of those respondents believe English is a useful language. As a result, the majority of participants understands and urges to learn it due to its significance of English as a business language.

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**Question Eleven:** what are the languages used in the workplace?

|                                 |         | Responses |         | Percent of Cases |
|---------------------------------|---------|-----------|---------|------------------|
|                                 |         | N         | Percent |                  |
| The_Languages_Used_at_Workplace | Arabic  | 7         | 15,2%   | 31,8%            |
|                                 | French  | 22        | 47,8%   | 100,0%           |
|                                 | English | 17        | 37,0%   | 77,3%            |
| Total                           |         | 46        | 100,0%  | 209,1%           |

**Table 11 : Languages Used in JOKTAL Company**

The table above shows that French is the most commonly used language at the company {47.8%}. Furthermore, English was identified as the second most commonly used language by participants {37.0%}. Among French and English, Arabic {15.2%} was recognized as the least used language. As a result, JOKTAL company's employees rely on foreign languages to communicate with overseas partners.

**Question Twelve:** who among the following employees use English language in the workplace?

|                              |                        | Responses |         | Percent of Cases |
|------------------------------|------------------------|-----------|---------|------------------|
|                              |                        | N         | Percent |                  |
| The_Use_English_By_Employees | Managers               | 16        | 40,0%   | 72,7%            |
|                              | Administration Staff   | 20        | 50,0%   | 90,9%            |
|                              | Others, Please Specify | 4         | 10,0%   | 18,2%            |
| Total                        |                        | 40        | 100,0%  | 181,8%           |

**Table 12 : The Utilization of English at Work Based on Employees' Job Positions**

Table 12 displays the use of English based on participants' job position in the workplace. Administration employees {50.0%}, followed by managers {40.0%}, is the most common category that employs English in the workplace. Furthermore, it is clear that most employees in the workplace utilize English more than their bosses. This could be due to the nature of the employment or activities that need the use of English.

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**Question Thirteen:** how often do you use English at workplace?

|        |        | How often do you use English in the workplace? |       |           |        |       | Total |
|--------|--------|------------------------------------------------|-------|-----------|--------|-------|-------|
|        |        | Daily                                          | Often | Sometimes | Rarely | Never |       |
| Gender | Male   | 5                                              | 0     | 4         | 0      | 1     | 10    |
|        | Female | 4                                              | 1     | 6         | 1      | 0     | 12    |
| Total  |        | 9                                              | 1     | 10        | 1      | 1     | 22    |

**Table 13 : The Frequency of English Language Use in JOKTAL Company**

These results indicate the frequency with which English is used in the workplace by gender. Out of (22) participants, (05) males and (09) females state that they utilize English on a daily basis at work. Moreover, (01) female states that English is used often, yet; (04) males and (06) females noted that they sometimes use English in the workplace. On the other hand, (01) male and (01) female rarely use English and only one (01) male never used English in his daily work.

**Question Fourteen:** which English do you use at workplace?

|        |        | Which English do you use at workplace? |                  | Total |
|--------|--------|----------------------------------------|------------------|-------|
|        |        | General English                        | Business English |       |
| Gender | Male   | 5                                      | 5                | 10    |
|        | Female | 4                                      | 8                | 12    |
| Total  |        | 9                                      | 13               | 22    |

**Table 14 : The The Type of English Language Used in JOKTAL**

This table reflects the type of English used among males and females in the workplace. Out of (22) participants, (05) males and (04) females maintain that General English is mostly used in the workplace. However, (05) males and (08) females report that Business English is highly used in the workplace. These findings underscore the significant role of Business English as a functional means in the workplace, enabling the completion of multiple professional activities.

**Question Fifteen:** which type of communication does require the use of English?



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|             | Which type of communication does require English? |                        | Total |
|-------------|---------------------------------------------------|------------------------|-------|
|             | Internal Communication                            | External Communication |       |
| Gender Male | 6                                                 | 4                      | 10    |
| Female      | 4                                                 | 8                      | 12    |
| Total       | 10                                                | 12                     | 22    |

**Table 15 : The Type of Communication Used in JOKTAL**

The output represents the type of communication used by employees in the workplace in which out of (22) participants, (06) males and (04) females claim that the use of English is required for internal communication purposes. However, (04) males and (08) females state that English language use is restricted to external communication purposes.

**Question Sixteen:** what type of English is mostly used in the workplace?

|                                           |                 | Responses |         | Percent of Cases |
|-------------------------------------------|-----------------|-----------|---------|------------------|
|                                           |                 | N         | Percent |                  |
| The_Type_Of_English_Used_In_The_Workplace | Written English | 19        | 67,9%   | 86,4%            |
|                                           | Spoken English  | 9         | 32,1%   | 40,9%            |
| Total                                     |                 | 28        | 100,0%  | 127,3%           |

**Table 16 : The Most Used English Skills by Employees in JOKTAL**

The table represents the sort of English that is commonly used in the workplace. According to the responses of participants', written English (67.9%) is more commonly utilized in the workplace than spoken English (32.1%). As a result, participants use written English more than spoken English since they need to compose various e-mails, letters, and reports more than they need to answer phone calls, negotiate, and hold meetings.

**Question Seventeen:** what are the activities that require the use of English with your foreign partners?

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|                                                    |                | Responses |         | Percent of Cases |
|----------------------------------------------------|----------------|-----------|---------|------------------|
|                                                    |                | N         | Percent |                  |
| The_Activities_That_Necessitate_The_Use_of_English | E_mails        | 22        | 25,9%   | 100,0%           |
|                                                    | Reports        | 9         | 10,6%   | 40,9%            |
|                                                    | Telephone_Call | 12        | 14,1%   | 54,5%            |
|                                                    | Negotiations   | 6         | 7,1%    | 27,3%            |
|                                                    | Presentations  | 9         | 10,6%   | 40,9%            |
|                                                    | Letters_Faxes  | 3         | 3,5%    | 13,6%            |
|                                                    | Conferences    | 6         | 7,1%    | 27,3%            |
|                                                    | Meetings       | 18        | 21,2%   | 81,8%            |
|                                                    | Total          | 85        | 100,0%  | 386,4%           |

**Table 17 : The Activities that Require the Use of English Language**

The table above highlights the most typical workplace activities that necessitate the use of English. According to participants' responses, E-mails {25.9%} were rated as the most prevalent activity that necessitates the use of the English language. Furthermore, meetings {21.2%} are the most likely to demand the use of English. Phone conversations {14.1%}, presentations {10.6%}, negotiation and conferences {7.1%}, and letters and faxes {3.5%}, on the other hand; rated as the less common activities that require the use of English.

**Question Eighteen:** which language skills do you think are most needed at workplace?

|                                              |           | Responses |         | Percent of Cases |
|----------------------------------------------|-----------|-----------|---------|------------------|
|                                              |           | N         | Percent |                  |
| The_Most_Needed_Language_Skills_By_Employees | Listening | 10        | 20,0%   | 45,5%            |
|                                              | Speaking  | 17        | 34,0%   | 77,3%            |
|                                              | Reading   | 4         | 8,0%    | 18,2%            |
|                                              | Writing   | 19        | 38,0%   | 86,4%            |
| Total                                        |           | 50        | 100,0%  | 227,3%           |

**Table 18 : The Skills Needed by Participants in JOKTAL**

The table above explains the most important workplace abilities. According to participants' responses, writing {38.0%} was identified as the most needed skill in the workplace followed by speaking {34.0%}. Surprisingly, listening {20.0%} was rated as the third most required skill by employees rather than reading {8.0%}. As a result, participants

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need writing abilities more than others {speaking, listening, and reading} because they need English for emails and reports.

**Question Nineteen:** do you think that English is necessary at workplace?

|                      |     | Gender |        | Total |
|----------------------|-----|--------|--------|-------|
|                      |     | Male   | Female |       |
| Do You Think That    | Yes | 10     | 11     | 21    |
| English Is Necessary | No  | 0      | 1      | 1     |
| At Workplace?        |     |        |        |       |
| Total                |     | 10     | 12     | 22    |

**Table 19 : The Necessity of English Language in JOKTAL**

The table above exhibits the necessity of English language in the workplace. Out of (22) participants, (10) males and (11) females state that English is necessary in their workplace. However, only (01) males did not answer the question and (01) female states that English is not necessary in the workplace which is very small number compared to those who agreed of English necessity.

**Question Twenty:** could you perform your job without using English at workplace with foreigners?

|                   |        | Gender |        | Total |
|-------------------|--------|--------|--------|-------|
|                   |        | Male   | Female |       |
| Could You Perform | Yes, I | 8      | 9      | 17    |
| Your Job Without  | Can    |        |        |       |
| Using English At  | No, I  | 2      | 2      | 4     |
| Work?             | Can't  | 0      | 1      | 1     |
| Total             |        | 10     | 12     | 22    |

**Table 20 :The Importance of English Language in JOKTAL Job Performance**

The table illustrates that participants are able to finish their tasks without utilizing English. Out of (22) participants, (08) males and (09) females claim that they can perform the task using another language instead of English, which is usually French. On the other hand, only (02) males and (02) females state that they cannot perform their job without English. As

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a result, the majority of respondents claim that the absence of the English language has no effect on their job performance because they can use French instead of English.

**Question Twenty-One:** do you think that employees' lack of English mastery can negatively impact the company's deals with foreign partners?

|                                  |     | Gender |        | Total |
|----------------------------------|-----|--------|--------|-------|
|                                  |     | Male   | Female |       |
| Can The Lack Of English Mastery  | Yes | 8      | 12     | 20    |
| Impact Business With Foreigners? | No  | 2      | 0      | 2     |
| Total                            |     | 10     | 12     | 22    |

**Table 21 : The Impact of Employees' Lack of English on The Company's Business Deals**

The accompanying table indicates that employees' lack of English has a detrimental influence on the company's business transactions. As a result, out of (22) participants, (08) males and (12) females agree that the employees' lack of English language abilities could have a detrimental impact on the organization. On the other hand, only (02) males state that the lack of employees' English language mastery has no negative impact on the company's business deals with foreign partners.

**Question Twenty-Two:** do you think that the use of English in the company can increase its business deals globally?

|                                                          |     | Gender |        | Total |
|----------------------------------------------------------|-----|--------|--------|-------|
|                                                          |     | Male   | Female |       |
| Can The Use of English Increase Business Deals Globally? | Yes | 10     | 11     | 21    |
|                                                          | No  | 0      | 1      | 1     |
| Total                                                    |     | 10     | 12     | 22    |

**Table 22 : The Benefits of Using English in JOKTAL**

The table clearly explains the significance of using English in the workplace. Out of (22) participants, (10) males and (11) females state that English can improve a company's business relationships on a global scale. However, only (01) male did not answer and (01) female disagree. The participants are aware of the importance of English as a global language

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in business in which the majority of them believe that English is the key to worldwide corporate development.

**Question Twenty-Three:** what do employees need to improve their English abilities?

|                                                     |                               | Gender |        | Total |
|-----------------------------------------------------|-------------------------------|--------|--------|-------|
|                                                     |                               | Male   | Female |       |
| What Do You Need To Improve Your English Abilities? | Professional Trainings        | 7      | 8      | 15    |
|                                                     | Online Courses                | 3      | 3      | 6     |
|                                                     | Communicating with Foreigners | 0      | 1      | 1     |
| Total                                               |                               | 10     | 12     | 22    |

**Table 23 :Suggestions Proposed by Participants for Enhancing their English Abilities**

The table below contains some tips for improving employees' English language skills. Out of (22) participants, (07) males and (08) females believe that professional training would be sufficient to improve their English language skills. Furthermore, (03) males and (03) females state that the English courses offered by the company can assist them enhance their English abilities. Only (01) female suggests that communicating with foreigners can enhance employees English language skills. As a consequence, the participants strongly believe that the company's professional training is important in enhancing employees' English skills.

#### **3. 10 Interpretation of Observation in JOKTAL Company**

The objective of observation process is to examine extra information through the use of the researcher's senses (observing, listening and analyzing participants' behaviors). Therefore, observation provides the researchers with valuable data that the questionnaire cannot reveal. According to the observation carried out inside the company particularly with Human Resources manager and his assistant, three main points have been examined:

1. Employees of multinational company typically use English as their primary language of communication. As a result, they understand the fundamentals of the language, for example, allowing them to write and read emails. Through observation, the HR assistant has demonstrated the ability to write emails in English on a particular subject for instance (request for plastic machinery or request for immediate new equipment). In other words,

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employees have an upper-intermediate level of English proficiency and they prefer to improve their English skills through training.

2. In order to develop the English language skills, practice is the appropriate way to achieve that. Therefore, employees seem to be motivated to practice English through the field of study of each job position such as economics (accounting, marketing and advertising), electro-mechanics (reading machines manuals, instructions and directions), human resources (employment process and job interviews) etc. As a result, employees will be attracted and motivated to practice English in accordance to each area of business in order to enhance their level. On the other hand, female employees seem to have high level of motivation more than males since they show their eager to learn new foreign language particularly English.
3. Employees prefer to learn English language through trainings held by native speakers because they believe that it allows them to be in direct contact with the original language which in turn help them to learn fast as well as to gain knowledge related to their field of study. Therefore, the majority of employees prefer to be provided with professional trainings as well as English lessons to develop their communication abilities that facilitate job performance in the workplace. Moreover, they state that the role of the company in providing its employees with professional trainings is very necessary in increasing their productivity, and they hope to receive these types of trainings by the company in the future.

#### **3. 11 Interpretation of the Semi-Structured Interview**

The interview included four (04) employees occupy different positions in the company (HR manager, Finance director, and two assistants of HR and Finance sectors). There are three (03) questions included in the interview about the English language use and difficulties in the workplace.

**Question one:** what are the main difficulties that employees face through the use of English?

The interview was carried out through the use of French language with two participants (Human Resources and Purchasing managers) who occupy high positions in the workplace. The HR and purchasing managers hold 'License Diploma' in Economic and

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Commercial Sciences. Both participants have been through previous experiences as trainers in different companies before being employed in the current company. According to the use of English, participants do not have enough background in English language learning. As a result, a lack of English language abilities causes numerous challenges with English implementation that may affect employees' communication process, particularly with foreign partners.

Further, the interviewee noted that they face many difficulties related to English language use in the workplace. One of these issues is related to the total dependence on the French language which creates another problem when they transfer (switch) the use of language from French to English. This reveals that most of employees have enhanced French background rather than English. Regarding the dependence on French language, the interviewee (HR) added that *“we depend on the English language only for communicating as well as conducting business deals with foreign partners”*. That is to say, participants face difficulties through the use of English because of their dependence on French language more than English language. Moreover, the use of English in the workplace is only implemented for communicating (exchanging e-mails, attending meetings and conferences) as the interviewee stated: *“we use English language only for communication purposes with our foreign partners”*. Thus, participants encounter certain difficulties because of their shortage of English language skills, knowledge and competency to conduct several activities that require the use of English in the workplace. Through the interview process, many difficulties have been appeared particularly that related to producing a correct structure of sentence in English, difficulties of choosing the right technical terms, grammar and the lack particularly in spoken skills.

Additionally, the company-as the interviewee noted- offers only trainings in order to acquire knowledge about techniques and machines that allow them to develop their technical skills as well as obtain experiences related to their job. That is to say, the company does not provide its employees with English language lessons programs and professional English language trainings such as Sonatrach that put forward teachers of English (ESP) as well as structured programs for employees that allow them to communicate well with foreign partners through both written and spoken abilities.

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**Question two:** what type of English used in the company?

According to both interviewees' answers, the type of English used in the workplace is 'Technical English'. However, the questionnaire's data showed that General English is the common type implemented by employees. This means that both of general and technical English are used in the company. Thus, technical English is the English commonly used in specific professions related to the fields of technology and sciences. Moreover, most of employees are electro-mechanical engineers and technicians. As a result, technical English is the mostly used by employees working particularly with machines and industrial tools. On the other hand, general and business English (specific English) are mostly used by employees who work in the administration sector.

**Question three:** what do you suggest to overcome English language learning issues?

According to the HR's Assistant:

*“there is no longer any problem with the sources of  
acquiring English language (learning English)”*

(Interviewee, HR's assistant)

Regarding what has been stated by the HR manager (see question one) about the trainings offered by the company is only related to their profession in the workplace rather than learning foreign languages particularly English. The statement mentioned by the assistant, it is clear that employees learn English language through different available sources of acquiring the language in which they depend on themselves (self-directed) in learning English through online courses, private schools, texts books or technical books.

Employees stated throughout the interview process that the organization does not provide formal programs for learning English. Furthermore, it does not offer its staff with trained English tutors to assist them in overcoming challenges. As a result, employees were forced to seek alternative sources in order to improve their job performance, facilitate contact with foreign partners, and build their written and spoken abilities that allow them to carry out various duties. They also noted that reading specialized texts linked to their jobs helps them



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strengthen their professional terminological foundation. A range of listening chores, such as listening to music, tapes, and news, will help them understand the language and varied accents and focusing on activities that develop employees' oral skills, such as discussion and conversation tasks.

#### **3.12 Research Findings**

The results indicate that the use of English in the multinational company of JOKTAL in Algeria is correlated to communication purposes in the first place. Secondly, the variable that impacts the use of English in the JOKTAL Company is pre-acquisition knowledge instead of gender. Thirdly, the influence of English on company's business deals is positive more than negative.

##### **3.12.1 Discussion of the Findings**

According to the first result, it has been explored that English is used only for communication purposes through which employees can conduct different business activities with foreign partners. In the line with the first expected hypothesis and the result explored through the research, there is a positive correlation between them as it has been found through a study carried out by Hassaine (2012) in which the results revealed that most of Algerian multinational companies require the use of English language to accomplish its business communication different tasks as writing e-mails. In similar vein, Gritsenko & Laletina (2016) found that English language is used for communication purposes in Russian international companies. This explains that English is only implemented for communication objectives particularly in multinational workplaces. Moreover, according to the SPSS feature of frequency that can describe more than one variable, the extent of using English in the workplace among other language is rated (37.0%) compared to French language that occupied an immense percentage (47.8%). That gives an explanation about the use of English only for specific objective as mentioned before. Further, employees utilize English language daily through different activities as e-mails (25.9%) as well as meetings (21.2%). In other words, English language is operated to accomplish particular activities related to business communication because it is the most common language used among multinational companies. Similarly, employees agreed that English is typically used for Business meetings reasons (40.0%) followed by reading and writing e-mails and answering phone calls (22.2%).

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Additionally, it is revealed that employees use written English (67.9%) more than spoken English (32.1%) which is similar to Green & Evans (2001) results when they explored that English is used for written communication purposes.

This clarifies that employees working in JOKTAL company use mostly written communication rather than spoken because it is associated with the activities that require the use of English. In other words, using written English more than spoken is related to the type of business conducted between multinational companies as well as the type of business communication established. For instance, the most common type of communication means is e-mails; therefore, it is regarded as the easiest and fastest way to exchange information. On the other hand, the use of written English more than spoken English makes clear understanding that employees have difficulties in spoken or oral skills. Moreover, this clarifies that employees in multinational companies depend on written English rather than spoken English which in turn creates complexities during activities such as presentations, conferences and meetings. Equally, Kassim & Ali (2010) found that engineers need to improve their oral communication skills more than written in which they stated that they seek to develop their oral skills in order to participate in events such as teleconferencing, networking and presentations.

The second result of this study revealed that the key variable that impacts the use of English by employees in JOKTAL Company is pre-acquisition knowledge in preference to gender. Thus, the correlation between the second hypothesis expected and the result was negative. Unlike studies carried out on the effect of gender on English language use in the workplace-such as Newman, Groom, Handelman & Pennebaker (2008), Eckert & McConnell-Ginet (2003), Holmes (2014) and Appelbaum et al (2021)- which found a significant interaction between them, this research on the contrary, revealed that gender has no significant effect on English language use by employees in the workplace.

Through the questionnaire analysis, it was revealed that the number of females (12) is elevated than males (10). Moreover, it is explored that pre-acquisition knowledge impacts the use of English by employees in the workplace in terms of their background of learning the language. In this regard, most of employees (68%) studied English for (06) six years. In other words, employees studied English for (03) three years in the middle school and for (03) three

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years in the high school. Further, (24%) employees studied English for (03) three years. Additionally, only (04%) studied English for more than (07) seven years. As explained before, employees' English language background is varied from one category to another. The first category of employees studied English language for three years (03). i.e., they finished their study in the middle school that includes those who are above the age of 50 years. The second category of employees studied English language for six years (06). i.e., they completed their study in the high school that consists of those who are above the age of 30 years. However, the third category of employees studied English more than seven years (07). i.e., they completed their study at the university that contains those who are under the age of 30 years. In other words, the majority of employees working in the company represent those who have an average background in studying English language. As a result, the insufficient abilities of English language impacted the greater part of employees' performance in the workplace in terms of facing difficulties in accomplishing different activities that require English. On the other hand, the shortage of employees' English language skills particularly communication skills can create many obstacles with foreign partners such as (misunderstanding).

To confirm that pre-acquisition knowledge impact employees' English language use, they were asked to express their discomfort through set of situations that are related to both gender and pre-acquisition knowledge in order to examine which key variable impact the use of English by employees in the workplace by measuring number of cases rather than participants. According to both male and female participants' answers, pre-acquisition knowledge impact negatively the use of English by employees rather than gender in which (19= 86.4%) cases {(07) males and (12) females} indicate their insufficient pre-acquisition knowledge. Moreover, (16= 72.7%) cases {(06) males and (10) females} confirm that making spelling mistakes impact their performance in the workplace besides (15= 68.2%) cases {(07) males and (08) females} show their anxious feeling to make grammar mistakes when writing in English.

Furthermore, (12=54.5%) cases {(08) males and (04) females} express their lack of business English vocabulary as one of the negative factors that impact the use of English language in the workplace. Additionally, only (08=36.4%) cases {(03) males and (05) females} show that lack of English writing skills can interrupt their performance. On the other

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hand, (08= 36.4%) cases {(04) males and (04) females} confirm that women are more motivated to learn English than men and (07= 31.8%) cases {(04) males and (03) females} show their extensive use of English by women rather than men. In addition to (05= 22.7%) cases {(03) males and (02) females} who affirm that women have an advanced level of English more than men, (03= 13.6%) cases {(02) males and (01) female} note that men are more confident than women in the workplace. In the same vein, it has been strongly confirmed that pre-acquisition knowledge factor impacts the use of English by employees through SPSS cross-tabulation process in which the impact was measured in terms of {high-low} and the results were displayed based only “*the high impact (value.1)*” as shown in the next table:

|       |                                                               |                 | Gender |        | Total |
|-------|---------------------------------------------------------------|-----------------|--------|--------|-------|
|       |                                                               |                 | Male   | Female |       |
| High  | Gender                                                        | Count           | 10     | 0      | 10    |
|       |                                                               | % within Gender | 100,0% | 0,0%   |       |
|       | The impact of Gender on the use of English                    | Count           | 3      | 1      | 4     |
|       |                                                               | % within Gender | 30,0%  | 8,3%   |       |
|       | The impact of Pre-acquisition knowledge on the use of English | Count           | 8      | 11     | 19    |
|       |                                                               | % within Gender | 80,0%  | 91,7%  |       |
| Total |                                                               | Count           | 10     | 12     | 22    |

**Table 24 :The High Impact of Gender and Pre-acquisition knowledge on English**

The table clearly shows that pre-acquisition knowledge has a high impact on the use of English by employees in which {11=91.7%} females and {08=80.0%} males; in contrast gender has a slight impact on the use of English in which {03=30.0%} males and {01=8.3%} females. In this regard, the use of English by employees is highly influenced by the pre-acquisition knowledge factor more than gender in which they feel anxious to make grammar and spelling mistakes when writing business emails to their foreign partners or even clients. Moreover, they feel unsecure because of the lack of English pre-acquisition knowledge that

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includes insufficient business vocabulary and expressions that one way or another impact their performance in the workplace.

In order to examine the effect between the dependent variable (English language use) and the two independent variables (Gender and Pre-acquisition knowledge), Two-Way ANOVA test has been utilized. In other words, two-way ANOVA was conducted to compare and test the effect of independent variables (gender or pre-acquisition knowledge) on the dependent variable (the use of language by employees in the workplace). To test whether this hypothesis is correct or not, there should be a statistical significance at the ( $\alpha =$  alpha 0.05) level, i.e. ( $p$  value  $\leq 0.05$ ) which means that the obtained results are unlikely to have occurred by chance. Moreover, ‘statistically significant’ term refers to the difference between samples groups (the dependant and independent variables) is unlikely to have occurred by chance.

#### Tests of Between-Subjects Effects

Dependent Variable: English language use

| Source                                              | Type III Sum of Squares | df | Mean Square | F       | Sig.        |
|-----------------------------------------------------|-------------------------|----|-------------|---------|-------------|
| Corrected Model                                     | 10,171 <sup>a</sup>     | 6  | 1,695       | 7,745   | ,001        |
| Intercept                                           | 96,450                  | 1  | 96,450      | 440,633 | ,000        |
| English_language_pre-acquisition_knowledge          | 8,542                   | 3  | 2,847       | 13,007  | <b>,000</b> |
|                                                     | ,120                    | 1  | ,120        | ,547    | ,471        |
| English_language_pre-acquisition_knowledge * Gender | ,625                    | 2  | ,313        | 1,428   | ,271        |
| Error                                               | 3,283                   | 15 | ,219        |         |             |
| Total                                               | 146,000                 | 22 |             |         |             |
| Corrected Total                                     | 13,455                  | 21 |             |         |             |

**Table 25 :Two-Way ANOVA Test to Compare the Variance of Sample Means**

The output above represents the results of two-way ANOVA test that shows the effect of independent variables (gender and pre-acquisition knowledge) on the dependent variable (the use of English by employees) and according to the class level of variable ( $p = .001/ .000$  and  $.005$ ;  $p \leq 0.5$ ). i.e. the  $P$  value should be less than 0.5. In this regard, the table (25) shows that the  $p$  value ( $p = .000 = .001$ ) is less than 0.05, then, we reject the null hypothesis and accept the alternative hypothesis. There was a significant main effect for English language level or pre-acquisition knowledge on the use of English  $F(3, 15) = 13.007$ ,  $p = .001 < 0.5$ . i.e.

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there was a statistical significant interaction at least in one group (English language level or pre-acquisition knowledge). As a result, we conclude that there was a significant effect by employees' English language pre-acquisition knowledge or level on the use of English in the workplace. However, there was no significant main effect for gender,  $F(1,15) = 547$ ,  $p = .471 > 0.5$ , and English language pre-acquisition knowledge and level as well as between gender and the use of English. **Post-Hoc (Tukey Honesty Significant Difference)** test, thus, was carried out to determine which groups are significantly interacted.

#### Multiple Comparisons

Dependent Variable: English language use

Tukey HSD

| (I)<br>English<br>language<br>level | (J) English language<br>level | Mean<br>Differenc<br>e (I-J) | Std.<br>Error | Sig. | 95% Confidence Interval |             |
|-------------------------------------|-------------------------------|------------------------------|---------------|------|-------------------------|-------------|
|                                     |                               |                              |               |      | Lower<br>Bound          | Upper Bound |
| Beginner<br>(A)                     | Intermediate (B)              | ,96*                         | ,253          | ,009 | ,23                     | 1,69        |
|                                     | Upper-intermediate (C)        | 1,17*                        | ,270          | ,003 | ,39                     | 1,95        |
|                                     | Advanced (D)                  | 2,33*                        | ,382          | ,000 | 1,23                    | 3,43        |
| Intermed<br>iate (B)                | Beginner (A)                  | -,96*                        | ,253          | ,009 | -1,69                   | -,23        |
|                                     | Upper-intermediate (C)        | ,21                          | ,253          | ,842 | -,52                    | ,94         |
|                                     | Advanced (D)                  | 1,38*                        | ,370          | ,010 | ,31                     | 2,44        |
| Upper-<br>intermed<br>iate (C)      | Beginner (A)                  | -1,17*                       | ,270          | ,003 | -1,95                   | -,39        |
|                                     | Intermediate (B)              | -,21                         | ,253          | ,842 | -,94                    | ,52         |
|                                     | Advanced (D)                  | 1,17*                        | ,382          | ,036 | ,07                     | 2,27        |
| Advance<br>d<br>(D)                 | Beginner (A)                  | -2,33*                       | ,382          | ,000 | -3,43                   | -1,23       |
|                                     | Intermediate (B)              | -1,38*                       | ,370          | ,010 | -2,44                   | -,31        |
|                                     | Upper-intermediate (C)        | -1,17*                       | ,382          | ,036 | -2,27                   | -,07        |

**Table 26 :Post Hoc(Tukey) Test for Multiple Comparison of Independent Variables**

The output above of **Post-Hoc test using (Tukey HSD)** exhibits pair-wise comparisons of the means. According to the two-way ANOVA test results, (**sig**) column shows a significant difference  $F(3, 15) = 13.007$ ,  $p = .001 < 0.5$  between the use of English and employees' English language level or pre-acquisition knowledge. Similarly, post hoc tukey test shows a significant difference between B, C and D (intermediate, upper-intermediate and advanced levels) with A (beginner level). i.e. in the first row,  $p = (.009, .003 \text{ and } .000 < 0.5)$ ,

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that is to say, all of which show that the p value is less than 0.5. Consequently, employees who have an advanced level of English (*M diff* = 2.33) (*mean difference is higher*) use English more than those at beginner, intermediate and upper-intermediate levels. The mean difference of (2.33) indicates a remarkable increase in English language use within advanced employees compared to other groups. In the second row, there was a statistical significant difference ( $p=.009$ ,  $.010 < 0.5$ ) between A, B and D (beginner, intermediate and advanced) however; there was no significant difference between A (intermediate) and C (upper-intermediate) because it *has lower mean difference than other levels* (*M diff*= 21). In the third row, there was a statistical significant difference between C (Upper-intermediate) and A (beginner) levels ( $p= .003 < 0.5$ ) in terms of English language use, however; there was no statistical significant difference between B (intermediate) and D (advanced) with C (Upper-intermediate). Finally, the fourth row shows a statistical significant difference ( $p= .000$ ,  $.010 < 0.5$ ) between D, A and B in terms of English language use, however; there was no statistical significant difference between D and C.

According to the results, (88%) of employees showed a high tendency toward learning English language and more specifically women expressed their eager to learn English more than men and it can increase employees' ability to learn English. However, it can affect their performance in the workplace negatively throughout the absence of motivation factor. As a result, the implementation of English in the workplace is affected positively by the factor of motivation through which employees can improve their language skills by learning. That is to say, the process of motivation is regarded as one of the reasons that can impact the use of English in the workplace in positive as well as negative way. The results, furthermore, showed that the majority of employees are beginners particularly men. In other words, employees' language level impacts the use of English negatively in the workplace where it plays an important role in facilitating the use of English for accomplishing different activities. However, the unsatisfactory level of the language in multinational settings can create daily obstacles through which employees may face communication barriers with foreign partners. Through the interpretation of the questionnaire and employees' written answers, it was clear that employees encounter several difficulties in choosing the right technical vocabulary, correct structure of a sentence, issues in spelling, punctuation and grammar that in turn leads

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to being misunderstood by foreign partners. Therefore, the inadequate level of employees influences the use of English negatively when the simplest activities cannot be accomplished.

The results showed that females use English language in the JOKTAL Company more than males in which clarify the elevated number of females more than males as well. Through the study, it has been revealed that gender variable does not impact the use of English in the workplace since pre-acquisition knowledge is the controlling key factor alongside gender. Moreover, females showed positive attitude toward learning English rather than males which explains females' extensive use of the language in one hand, and their elevated level of English compared with males on the other. Further, the extensive implementation of English by females is also related to their position in the workplace (sales representative, purchasing and sales assistant and purchasing manager) that requires the use of English in representing their products and advertising for the company's products. Through this study, females' English abilities were better compared with males. According to employees' responses, we are going to compare their English writing abilities between female and male:

- ❖ Female's responses on section '05' personal comments, question '01': *"It's an important point for communication"*. Moreover, she answered on question '03' in the same section: *"Professional training and the willingness of leaning more **if they see** that English is important for their careers"*. Further, she answered the last question included in the same section: *"English can facilitate your improving and learning **in each** company and even your daily business and work"*.
- ❖ Male's responses on the same questions included in the same section mentioned before: *"because **german** people **speak just English** so we love to learn English **for speaking** with them"*. He added: *"Trainings, learning English in schools..."* Moreover, *"focus in his work, **steal information**, do your best to improve yourself"*.

Through reading the employees' personal comments (female and male), one can observe a clear difference in their English writing abilities. It is clear that female's writing skills are slightly elevated compared with male's skills. Regarding the first comments, one can recognize that both sentences are clear of grammar mistakes. Moreover, she has chosen the right vocabulary in each sentence (professional training, career ...etc.). Further, her



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sentences do not contain punctuation (capital letter) mistakes. However, she has difficulties in using the appropriate verb in the right situation. Conversely, male's sentences show many mistakes as (capital letter in the word 'german' 'German', sentence meaning, the lack of vocabulary). In other words, females' writing skills are improved rather than males. In this regard, the use of English is not influenced by gender because both males and females occupy different positions in the workplace through which they use English equally and in accordance to the activities that require English. On the other hand, employees' pre-acquisition knowledge is the key variable that impacts negatively the use of English in terms of (English language background, level of English and motivation factor). Moreover, the majority of employees have confirmed that the lack of English language mastery can impact negatively on not only employees' performance but also the company's business deals with foreign partners.

The third result of this research showed that English impacts JOKTAL's overseas business deals positively more than negatively. In the line of the third predictable hypothesis, there is a positive correlation between the result achieved and the hypothesis. As a result, the majority of employees agreed that English can increase the company's business deals with foreign partners. Likewise, Adamchik, Hyclak & Sedlak (2017) found a positive effect of English language use on wages especially private sectors, owned firms and industries in Poland. Moreover, employees believe that English language global status contribute to not only growing the company's overseas business deals but also increases employees' returns and their base wages. Multinational companies, therefore, seek for entering the international market opportunities through the use of English language in which many companies around the world adopted English as their business language. Thus, Crystal (1997) estimated that English is the working language and the first choice by 85% of the international organizations among Arabic and French. Essentially, employees believe that English has the power of connecting people from different cultural backgrounds. Particularly, in the area of business that contains people who do not share the same mother tongue; English played the role of a Lingua Franca to bridge the gap of communication. As well, English is considered as an essential tool in multinational companies for communication purposes in one hand, on the other hand, *to expand its business on the international level*, (Rao; 2019). In this regard, Hutchinson & Waters (1987) highlighted that the suitable language of technology and

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commerce is English through which businessmen and women who are interested in trading products, apparatus who need to read manuals, doctors who desired to remain in the development of the field are only offered through English, (Hutchinson & Waters, 1987). Consequently, international business is the reason behind using English in different activities such as communication. In this context, Graddol (1999) forecasted that English could be the language implemented in multilingual settings for communication purposes among non-native speakers of the language. Not surprisingly, English became a necessary tool to converse with non-native staff members in multinational companies.

Companies that operate on a worldwide scale, as a result, prefer to hire employees who can communicate in English. Similarly, several organizations chose English as a common language to improve performance and communication across other global corporations, such as Renault, Samsung, and Microsoft. English, among other languages, is highly appreciated in global contexts where employees consider English as a tool that helps them execute their daily tasks as well as communicate with their overseas counterparts.

Regarding employees' English language lack, the majority (see table 21) of them agreed that the business relationships between the company and its foreign partners can be influenced by the insufficient skills and level. Moreover, the lack of employees' English language mastery may create communication barriers as (misunderstanding, cultural barriers, language barriers and religion barriers). Therefore, the ability to write and speak English permits employees to perform their job properly in the one hand, to increase their productivity and promotions and to get high wages on the other hand. Further, the current study revealed that employees need to promote their writing skills more than the speaking ones which explains that the type of business in the company depends on developed writing skills (e-mails) rather than speaking (presentations) and illustrates why workers avoid getting involved in speaking tasks (such as oral presentations and meetings).

#### **3.13 Conclusion**

This chapter dealt with the interpretation of English language use in the workplace. It offers a discussion from different angles in order to explore the nature, the key variables that impact the use of English as well as its influence on the company's business deals. Through the interpretation of the questionnaire, observation and semi-structured interview, the use of

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English in the workplace was differently examined in accordance to the data collected by each tool used in the research. The results that have been obtained through the data analysis process (SPSS) were typically brought to research questions. While hypotheses 1 and three were confirmed, the findings revealed that hypothesis 2 was not supported. Through this research, it has been revealed that employees need series of English lessons programs designed by ESP teachers in cooperation with specialist of the subject area through needs analysis process in order to overcome difficulties related to written as well as spoken skills. On the other hand, the company should offer professional trainings for its employees to develop their English language and technical skills, to explore the latest technological updates and learn how to utilize and read manuals of industrial machines.

# **Chapter Four:**

## **Recommendations and Limitations of the Study**

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#### **4.1 Introduction**

This chapter proposes a sum of courses addressed to employees in order to help them overcome the difficulties they may encounter in the workplace when using English. We have tried to provide possible solutions and assess the outcomes in order to equip the staff with practical alternatives and help them boost their business performance. On the other hand, there is another aspect that needs to be addressed which is the study's limitations. This section highlights the various problems and difficulties encountered when undertaking the research.

#### **4.2 Recommendations**

In international settings around the world, and particularly in Algeria, the use of English is required for day-to-day business activity. Employees therefore have to be able to write and speak English in order to communicate with their overseas counterparts. However, because of their insufficient level, many employees confront daily challenges connected to the use of English in the workplace. In this context, many employees suggested that professional training will be a great of help and allow them to overcome communication and linguistic barriers. Employees can benefit from these professional trainings by learning about new technologies, keeping up with technical developments, and improving their language abilities. Furthermore, they suggested online English classes and daily communication practice to enhance their English level because the company does not provide such lessons to its employees, and they were obliged to study English language (technical) on their own through online learning and courses. In addition, employees advocated communicating with foreigners may assist them to overcome these issues. As a result, the company's responsibility is to take into consideration its employees' recommendations about the English language and to find solutions for improved performance in the workplace and with their overseas partners.

After understanding the dissertation's problem, several solutions associated with the use of the English language in the workplace have been displayed as a result of the current investigation. There should be radical and prior recommendations for learners at universities before becoming employees at the real world of work. The recommendations stated in this chapter are not restricted only to learners who are concerned with these recommendations, but also included teachers in order to cover a whole range for such challenges and to investigate feasible remedies in both university and the business workplace.

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#### **4.3 At the Level of the Higher Education**

Higher education should bridge the gap between students and job market requirements in order to keep up with the continuous changing of society, knowledge, and technology. As a result, providing an education curriculum that focuses on students' needs as well as market requirements supports economic development on the one hand while increasing educational quality on the other. Collaboration between higher education and business organizations results in an innovative structure that links business goals with course design. To reach an educational satisfaction and quality, there should be a university managing system, (Petrovskiy & Agapova, 2016). The involvement of researchers, scientists, businesspeople, practitioners, and specialists in the teaching process at the university level can improve education quality. Higher education institutions should also transform traditional teaching (lecture-based) into a student-centered process to promote a variety of methods for adequate feedback.

#### **4.4 University-Business Cooperation (UBC)**

According to a developed and digital society, universities should take into account the new changes that occur in our globalized world. As a result, universities should adapt their programs and curricula to reflect technological advancements. In order to suit the demands of students for their professional careers, the educational curriculum should be updated in partnership with business entities. This cooperation should be supplied by suitable system that mainly concentrate on students' learning outline, lesson core and conveying tools and abilities needed. The collaboration, thus, ought to contain three main elements or 'actors': learner, teacher and employer, (Epure, 2017, pp. 346- 347). On the other hand, Larbi & Bensafa (2020) reported that BE teachers have a significant role to play in upgrading this subject area and people in charge should take into consideration teachers' training policy.

Teachers can receive training in both BE schools (on how to design a BE course based on the needs of the students, what topics should be included in the course, and what skills should be emphasized through the course) and multinational companies (on how to gain more practical knowledge in the field of economics and business) through University-Business (Company) Cooperation. Furthermore, this form of training leads to students' demands being met in their future profession (professional life in the workplace). This form of

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collaboration between universities and multinational corporations assists business English teachers in obtaining the topics and knowledge that should be covered in BE courses so that students may meet their professional needs (Epure, 2017).

University-business collaboration allows, on the one hand, the university to update curricula to meet labor market needs, and on the other, it assists business enterprises in bridging the gap between employees' skills and labor market needs. Since higher education is recognized as a vital component in generating well-prepared graduates for their future professional lives, it is critical to follow the constantly changing environment through new technologies in teaching and learning. Students used to be more connected to the internet than ever before in our worldwide environment. In this regard, the employment of innovative technology instruments (courses or classes taught and explained through videos, photos, signs, recordings, etc.) simplifies and improves the learning and teaching process. Course design should include not only ESP teachers but also corporate representatives and stakeholders in order to increase the quality of teaching and learning processes, particularly in business. As a result, ESP teachers, company representatives, and students' contributions to business course design support in establishing students' required competencies and skills for the labor market. It is critical to encourage collaboration between higher education and business enterprises in order to bridge the gap between universities and labor market entities (Epure, 2017). Businesses can provide economic students with training programs that will allow them to apply their knowledge in their future professional careers. On the other hand, the university is able to assist the company with business research. Businesses and organizations should work more closely with universities to improve the quality of teaching and learning processes and to generate graduates with the necessary skills to meet the job market's expectations.

#### **4.4.1 The Advantages of UBC**

- Enhance the quality of Education.
- Strengthen the relationship between university and industrial sectors/business companies.

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- Provide the learners/students with the necessary skills and knowledge through effective/oriented programs and training.
- Bridging the gap between the learners' needs and labor market expectations.
- Creating/building a strong partnership between university and business companies through the mutual exchange of innovation, knowledge and strategies.
- The cooperation between university and business companies reduces the unemployment among new graduated students.
- Increases the scientific research as well as improves the profile of business/university credibility.
- The cooperation between university and business contributes to high competitiveness and generate positive outcomes among businesses.
- Facilitates business operations implementation in the workplace.
- Through university-business cooperation, students from all different levels (license, master and PhD students) are permitted to participate in collective projects where they can improve their skills, knowledge and find job opportunities effortlessly.
- Mutual exchange between ESP/BE teachers and businesses regarding the lessons/topics should be included in the educational system.
- University-business cooperation brings the real-world of business to students by suggesting business topics that they should know about.
- UBC supports teachers to effortlessly select the appropriate business subjects for economic students.
- Through UBC, businesses can simply access to the latest scientific knowledge/innovation as well as updates themselves to the new business changes.
- UBC contributes to the development of the country's economy through the investment of human capital and prepare competent, knowledgeable, and skillful students who can effectively operate in their future professional life.



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The lack of cohesive ESP courses, documentation, and publications linked to economics and commerce science is one of the factors affecting the quality of business English teaching. The absence of certain teaching materials contributes to ineffective teaching and learning. Furthermore, due to a lack of necessary teaching materials, there will be no interaction between teacher and student during the course. To address these challenges, the institution should provide its professors and students with the essential books, textbooks, and technical and business English materials to assist teachers in designing relevant courses. Professional BE teachers should construct appropriate unified courses for economic and commercial students in order to facilitate the teaching process and improve students' learning processes, abilities, and knowledge. ESP and TBLT (task-based language teaching) concentrate on a critical component: tasks in which specialized context knowledge can be used to teach language material in order to accomplish specified outcomes in real life. In this regard, TBLT has been widely employed in the ESP teaching process. As Zúñiga (2016) noted that the role of TBLT is to assist and restore the mixture of competencies throughout carrying out day-to-day activities that expand learners' communicative skills since it provides learners with the opportunity of continually putting into practice the targeted-language. Furthermore, language acquisition can be successfully performed through the right use of vocabulary, which both improves task completion and contributes to the functioning of "knowledge of target vocabulary" in a specific ESP scenario.

#### **4.5 Continuing Professional Development (CPD)**

To attain education quality and professionalism, teachers' professional development programs that suit the changing requirements of students are required. Teachers' traditional methods of transferring information should be revised in light of the ongoing development of technology and knowledge. Teachers can thus cope with new trends in teaching and learning methods through CPD. As a continuous intellectual process, Priajana (2017) noted that PD is believed to be a tool of maintaining and improving the quality of education successfully with the use of ongoing adjustments, (2017).

This type of professional development assists instructors in providing unique ideas and information to their students in their particular sector, where teachers can be "*generators of knowledge*." Furthermore, CPD supports educators in developing instructional skills and brings them into contact with shared professional knowledge. Likewise, in ELT

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environments, teachers are permitted to play '*active role*' rather than a '*passive role*'; as a result, ESP teachers should adjust their knowledge in continuous way to continuous through, for instance, searching, reading and learning about new updates regarding their field of study (Larbi & Besafa, 2020). Continuing professional development programs tend to improve the quality of teachers, which in turn improves students' learning processes in the classroom. Furthermore, CPD facilitates both instructor knowledge transmission and student knowledge consumption. As a result, CPD is viewed as a critical component of both teacher proficiency and student learning quality (Lee, 2011). The mutual exchange of experience, skills, and knowledge, on the other hand, is one of the factors that assists instructors improve their professional development. However, higher education plays a critical role in providing instructors with ongoing professional development opportunities (Richards & Farrell, 2005: 2-3). In accordance with professional development, not only less-experienced (***novice***) teachers, but also experienced instructors, are permitted to develop their professional abilities. Consequently, even though a teacher is extremely well-informed, has enough teaching experience or trained, he/she always is in need of professional development, (Khan, 2011, p.119).

#### **4.5.1 Continuous Training and Development for ESP Teachers**

Before diving into demonstrating options for ESP teachers, let us first define the term "***Training.***" Training is defined by Milhem et al. (2014) as "a planned operation aimed at modifying skills through the application of experiences and education" (p. 13). In this aspect, there are many new, certified, and knowledgeable ESP teachers; yet, they lack experience and struggle to meet the diverse demands of their students in a single classroom. Furthermore, the diverse educational levels of the students make it difficult to manage the session. In this sense, experienced ESP teachers and novices should share their expertise and experiences in order to bridge the experience gap. This collaboration aims at improving the quality of ESP teaching. The relevant information, abilities, experience, and training should be included to improve the quality of ESP teachers, on the other hand; teaching ESP necessitates not only an understanding of the English language but also an understanding of how to offer students with the necessary abilities and terminology during the class. The fundamental issue with ESP instruction in Algeria is not a lack of quality and expertise among ESP teachers, but a lack of experience and professional training. Students, in this regard, are taught differently through

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independent topics in the ESP syllabus, specifically BE classes due to disagreements over what topics, expertise, and activities should be covered. Furthermore, novice ESP teachers, particularly BE teachers, frequently encounter issues related to the content and syllabus of BE courses. Thus, ESP and BE teachers should collaborate to discuss relevant lessons for students, develop a unified ESP/BE curriculum and contribute to effectiveness, quality, and cohesiveness (Zhang, 2017).

Furthermore, because the world is continuously changing, both ESP and BE teachers have to participate in a life-long learning process in order to get further training, experience, and knowledge to offer students with the essential information. Additionally, through the professional and technical continuous development, innovative information, novel terminology, and original learning thoughts can easily appear, Zhang (2017). Continuous learning allows ESP teachers to improve their teaching skills while also contributing to the accurate guidance of students into the new era of knowledge and technology. Thus, cooperation between professional and English language teachers should be formed in order to improve the quality of ESP education. Moreover, higher education and business should work together to create better conditions for ESP teachers to obtain the necessary professional knowledge from business experts or instructors on the one hand, and to enhance the contribution in training of ESP teachers on the other (p.1001). As a result, continuing education and training help to improve ESP teachers' professional knowledge and skills, as well as the overall quality of the ESP teaching system. Consequently, by being updated with innovative researches and advancements, ESP teachers are required to promote their awareness and act competently, (Alebaid, 2020, p.06).

Through the necessary tools, competences, and traits to deal with unanticipated obstacles in the classroom, an ESP teacher can change himself from a knowledge provider to a knowledge acquisition facilitator. Currently, ESP instructors begin teaching immediately even (before without taking any of professional teaching trainings), and after receiving their MA or PhD without any preparation or special training. As a result, they are having difficulty bringing students to satisfy their needs. According to Ziani (2016), in the 1980s, after passing their bachelor examinations, teachers were employed and taught for two years in courses such as British and American civilization, educational psychology, phonetics, and so on. Teachers can then apply their expertise in real-life settings (p. 58-59). However, with the introduction

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of the LMD system, things have changed, and this type of teacher preparation has all but vanished. Therefore, university teachers were forced to jump into teaching without any parachutes, (p. 59).

Higher Training Teachers' Schools known as les Ecoles Normales Supérieures (ENS) for example, produce a limited number of qualified trainers. Ziani (2016) defined the circumstance in which teachers educate without training as "*laissez-aller*," which results in challenges in the teaching and learning process (p. 60). This means that the authentic integration of science and art contributes to effective teaching by allowing teachers to successfully apply their gained knowledge and experience in the classroom. Furthermore, the following factors contribute to the success and effectiveness of the teaching process: teachers' past knowledge, existing knowledge, and the science and theories of the teaching profession (p. 61). With regard to this, it is necessary for future teachers, and more specifically, ESP ones, to be equipped with clear understanding about the teaching profession, (p. 61). In order to attain effective teaching, "*the science of teaching*" must be included in any teaching training in which the development of teachers' professional abilities entails both knowledge and practice. It is agreed that the restricted use of technological tools only in classrooms does not mean success because our educational institutions failed to reach a high quality rate of education (p. 62). One of the reasons of academic failure is that the majority of teachers, particularly ESP teachers, begin their careers as teachers without any reliable training that approaches both theory and practice of teaching as well as teachers can perform better when they understand the science of teaching.

The shifting student demographic and education impose new demands on FL instructors today. To address this void, educational institutions hire unqualified teachers, making it difficult for teachers to prepare proficient students who can communicate in other languages at an international level. According to Ziani (2016), developing teachers' interpersonal and technological skills is critical in order to deal with issues associated to the target population. In this context, she proposed evening courses, summer seminars, and workshops to keep teachers up to date with new scenarios that may arise in the classroom (p. 64).

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Ziani and Lahma (2020) identified two key components to consider when designing professional development programs for teachers: "*teacher training*" and "*teacher development*." Furthermore, the primary purpose of teacher training is to increase teachers' abilities and knowledge so that they can operate effectively in the classroom. In general, training is job-related and focuses on how specific tasks can be accomplished. Similarly, teaching as a profession should be linked to training that allows instructors to advance their knowledge, abilities, and professional careers. In this aspect, Continuing Professional Development is a sort of training that allows instructors to broaden their abilities, knowledge, and professional career while also engaging them in effective professional learning and improving teachers' teaching skills. CPD, as well, is a broad category of training that covers a variety of activities such as attending conferences, taking part in digital and e-learning, undertaking action research, etc. CPD focuses on improving instructors' abilities to help them address the demands of their profession and carry out their duties and obligations in effective ways.

Teachers, then, are required to complete pre-service training as their initial step in the teaching career by acquiring theoretical information linked to the intended topic matter which is part of the training. Similarly, the higher the level of pre-service training, the higher the achievement and teaching quality of students. The government, thus, plans pre-service teaching programs in most developed nations, which institutions can employ to train teachers for future careers (p. 95). Teachers move on to the next critical portion of their teaching career as a second step: in-service training, where they can improve their teaching efficacy. Furthermore, it encourages teachers to continue their training, research, and action, as well as to be responsible for completing the in-service training program by applying what they have learned in a real-life setting.

#### **4.6 In-Service Training Programs (ISTP)**

In light of the constant change in technological development, the educational system needs to be updated to the new circumstances, and teachers are required to regulate themselves in order to keep up with the new transformation; thus, teachers are required to gain knowledge about teaching through continuous training programs in order to perform well in their jobs (Kazemi & Ashrafi, 2014, p. 1063). Furthermore, ISTP refers to teachers' lifelong learning through designed courses that address practical concerns relating to the teaching

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process. (ISTP) is term described as a collection of tasks and needs usually designed to enhance teachers' teaching abilities and develop their performance within classrooms, (2014, p. 1064).

Teachers are allowed to tackle practical obstacles connected to teaching quality, knowledge, abilities, and performance in order to overcome teaching issues. Furthermore, the goal of these proposed courses included in (ISTP) is to identify challenges that teachers face during the teaching process and to provide teachers with ready programs that improve their teaching effectiveness. This type of program is concerned with what and how teachers should be trained, as well as the procedure and substance of the suggested training courses. Additionally, in-service training program contribute to:

- ✓ Identifying teachers' needs and level of experience through which the design and adjustment of training course can be set up.
- ✓ Focusing on teachers' practical side, up-dated knowledge and experience-exchanging as aspects of ISTP content.
- ✓ Enhancing teaching skills of teachers through how to solve classrooms' problems as well as how to control it.
- ✓ Developing teachers' expertise through determining their flawlessness points and helping them to find solutions.
- ✓ Encouraging teachers to participate in such training programs through showing them the importance to achieve professionalism in their careers (Kazemi & Ashrafi, 2014, p. 1071).

This type of training program is intended for those who found themselves teachers overnight and by chance and without taking any appropriate professional training or development (Khan, 2011, p. 06). Obviously, there are ESP teachers who get their job by coincidence. As a result of their lack of prior teaching experience, teachers face numerous challenges during the ELT process, particularly in business English situations. Due to a shortage of training programs, most BE teachers at the level of Economic and Commercial Sciences Faculty in Oran University's '2' Mohamed Ben Ahmed are teaching without

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sufficient experience or meeting the essential requirements. Consequently, a graduate or postgraduate of an organization are not ready yet to become teachers, and instructors should be supplied with lifelong education to improve both their teaching process and their professional development. Khan (2011) reported that in our fast-changing and dynamic society, training and professional development are continuously required (p. 07). In this aspect, the teaching and learning process necessitates professionalism in order for teachers to accomplish their desired outcomes.

#### **4.7 Technical and Vocational Education Training (TVET)**

In order to overcome employees' English language use and competency issues in the workplace, multinational companies should offer (TVET) programs that focus on employees' English language lack and needs. (TVET), thus, is described as long-term learning of vocational and technical training designed for those who want to prepare and to improve their future working jobs, (Suhaili & Masalwati, 2021, p. 1859).

(TEVT) attributes employee skill and ability enhancement to proper 'education' and 'training' programs. Furthermore, multinational corporations around the world, and particularly in Algeria, seek out personnel who are proficient in both technical tasks and the English language. Employees' technical abilities, however, are insufficient to carry out several operations, notably those that demand the use of the English language in global corporations. As a result, a lack of employees' competency might have a detrimental impact on their performance at work. TEVT programs and organizations, in this respect, would play a critical role in addressing employees' lack of English language abilities by providing English classes to graduate students in order to prepare them for professional life. In this regard, (Suhaili & Masalwati, 2021) noted that TEVT organizations have a significant target to achieve in the job market due to the fact that technical abilities are the most needed worldwide and individual with elevated communication skills have a great chance to leave good impression, specifically those who can speak English fluently, (2021, p.1860).

The establishment of these types of (TEVT) institutions or classes serves as a bridge between job market demands and graduate students' current knowledge and abilities through programs that provide the student with a variety of skills (technical, vocational, and communicative). Through this type of training, the student can learn both technical skills

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linked to the company's business, such as accounting and marketing, as well as how to send an email or initiate a dialogue with foreign partners in accurate English. In the modern globalized world, students should be aware of the importance of English language competency and need to master not only communication skills but also 'English for the workplace'. As a result, ESP teachers in general and BE professors in particular should collaborate to build courses based on what students would encounter in their future workplaces such as 'English for the workplace' subject that should be covered, in addition to English language abilities (reading, writing, listening, and speaking), the most prevalent themes found in international corporations, such as accounting, marketing, human resources, communication, and so on. As a result, with advanced language abilities, the industry could increase its benefits, particularly when there is a necessity to deal with foreign investors, workers or even customers (Suhaili & Masalwati, 2021, p. 1863). Since English language proficiency is regarded as a requirement for the job market, particularly in the business field, Algerian higher education and multinational corporations should collaborate to improve the marketability of economic and commercial sciences graduate students in their future workplaces.

#### **4.8 Business English as a Part of Teaching English for Specific Purposes (ESP) to Economics students**

The approach of teaching business English to economics students is first and foremost dependent on the teachers' subject matter background as well as their business knowledge. In this regard, the combination of business knowledge, English language, and skills is critical to put students in situations where they can utilize their newly acquired information. Teaching English language, on the other hand, provides students with a comprehensive understanding of daily conversation as well as the use of language in specific business contexts, allowing them to advance in their professional careers. As a result, the role of business English teachers is to provide students with the required knowledge and materials that meet their demands in which they are responsible for teaching students the necessary abilities to participate in activities relating to their subject matter. Students who study business are more knowledgeable about the subject than their teachers. In this regard, the instructor is responsible for providing students with the necessary language skills, as well as for bridging



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the gap in language skills through the use of real materials and knowledge relevant to their future professional careers, (Fitria, 2019).

Teaching business English should be focused on the following points: determining the students' specific targets, identifying what contexts require the use of English, and carefully selecting appropriate materials, such as various reports, business newspaper ads, interviews, company documentation and transactions, financial reports, and so on. Furthermore, the use of technology and the internet facilitates the design of business English syllabus for teachers by providing current materials, (Fitria, 2019).

#### **4.8.1 The Role of ESP Practitioner as Business English Teacher**

The activities that separate the teacher from the trainer include education, training, and teaching. While a trainer's role is to deal with an individual's ability and behavior to successfully perform specific activities, business English teachers as trainers refer to teachers of business English working in education organizations where they put forward tailored training programs planned for specific participants for short period of time, (Chibi, 2018, p.202). Essentially, a trainer's responsibility is to assist students in acting appropriately, both linguistically and pragmatically. As a result, ESP instructors, particularly BE teachers, must be adequately equipped and pedagogically prepared in order to acquire a high level of competency. Furthermore, BE professors should be qualified, experienced, and informed in order to assist students in better understanding their professional approach. Chibi (2018) reported that Business English teachers should be trained enough through supporting them with profound information and understanding of English language purpose in business communication, (p. 202).

Furthermore, ESP in general, and BE in particular, should focus not only on teaching English through business, but also on developing students' language abilities. In this regard, mutual collaboration between the teacher as "***English expert***" and the students as "***business expert***" contributes to the improvement of both teaching and learning processes, where the teacher's role is to provide learners with English pre-acquisition knowledge and learners can use, practice, and express their business knowledge through learning English. ESP teachers have a twofold role in which they can teach students English language skills and knowledge in the classroom, as well as providing English knowledge to employees in the workplace. In

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this sense, ESP/BE teachers play a significant role in bringing employees closer to learning English and providing them with the knowledge, abilities, vocabulary, and grammar that they need to accomplish their jobs. Since ESP teaching and learning is more of a "*psychological trend than a linguistic one*," teachers should pay special attention to this factor in needs analysis, course design, ESP teaching and learning methods, selecting appropriate teaching materials and syllabus, objectives, and the evaluation process. ESP teachers have then wide roles to achieve focused on both learning situations and needs (Ghafournia & Sabet, 2014, p. 02). Furthermore, ESP teachers play a significant role as '*collaborators*' and '*cooperators*' in course design and instructional materials. The cooperative/collaborative feature of teaching and learning ESP in a business setting assists teachers of a language to handle different difficulties that may occur in the teaching process through new approaches rather than traditional ones (p. 04).

There is a critical distinction to be made between ESP/BE teachers and trainers. The role of teachers is to educate, teach, and instruct students. A trainer is someone who impacts people's attitudes and actions in order to practice and complete a certain business activity. The use of ESP/BE teachers as trainers appears to be an effective method for improving employees' performance and professional skills in the workplace. In this regard, the teaching process is referred to as "*person-oriented*," whereas training is referred to as "*job-oriented*" (Chibi, 2018, P. 202). Chibi (2018) attempts to define the function of a BE teacher as a trainer who teaches a specific group of employees working in a business context with the necessary information linked to a specific profession through this statement. To be useful both linguistically and pragmatically, such a combination should be designed by ESP/BE teachers as well as business specialists. In other words, Business English teachers have to develop and train participants on acceptable practical, linguistic, and professional behavior.

To avoid contributing two aspects independently to attain one specific goal, it is preferable to combine these two elements into one effective tool in BE education. In other words, rather than using a BE teacher and a trainer separately, they can be combined to achieve the result of a BE teacher as a trainer (coach), which is regarded as an effective instrument in improving employees' BE teaching and learning due to its dependability to teach, orient, instruct, train, and guide participants to perform appropriately in their business setting. The teacher could provide business English knowledge and abilities while also acting

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as a trainer to guide individuals to become more confident, professional, and practical in their employment. This combination is critical in strengthening employees' business communication and professional capabilities. Additionally, well-trained BE teachers can become effective trainers due to the fact that coaching is thus considered an additional task of teaching. As a result, teachers cover 80% of the process and left 20% for training or coaching in which teachers can act as trainers through BE teaching and learning. Moreover, BE teachers' dual position as coaches is highly encouraged in business settings where employees can acquire both English language knowledge and practical abilities required to complete various business tasks (Gai, 2017).

#### **4.9 Selecting New Teaching Materials**

Instead of relying solely on text books in ESP instruction, teachers should strive to substitute books by employing memos from time to time during ESP classes. According to Alebaid (2020), using memos in ESP classrooms improves students' note-taking skills, inspires them to write paragraphs and essays, and assists students in readily understanding, memorizing, and remembering the lesson. Furthermore, taking notes improves students' memory by recording various facts and information in the classroom, and those who take notes, are less likely to forget what they have learnt in class. As a result, note-taking technique allows learners to gain better chances of learning and collecting knowledge from their trainers (2020). Memos are regarded as superior teaching materials to books since they capture students' attention and motivate them to follow and listen attentively throughout the ESP lecture. Furthermore, Memos can be an ideal tool that improve the contact between students and teachers and allow them to stay focused during lesson (2020).

##### **4.9.1 The Importance of Selecting ESP Teaching Materials**

Selecting proper resources, on the other hand, facilitates the process of teaching and learning ESP, and on the other hand, it assists students in meeting their targeted needs. According to Mirela (2017), ready-made courses have both positive and negative effects on both students and ESP teachers because relying solely on one teaching resource is not always the best option. As a result, ESP teachers must carefully select realistic books and materials that satisfy the diverse needs of their students. Teaching ESP focuses on the language skills, structures, functions, and terminology that a particular group will use in their workplace. In

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this regard, teachers and students can collaborate to help their learners gain more vocabulary and specialized knowledge, as well as provide them with the required information on the use of language in their field of study. According to Mirela (2017), the selection of ESP materials is split into four major conditions: age, personality, needs, curriculum, and linguistic proficiency.

In one classroom, it is challenging to manage students of various ages and personalities that ESP teachers should consider this key feature while selecting instructional materials through various exercises to maintain students' interest and enthusiasm throughout the class. Moreover, ESP teachers should focus on both adult learners who learnt English at a young age and those who studied English later in life. This means that ESP teachers should take into consideration the needs of each of these groups and demands that required be taught in accordance with the teaching materials as well as the subject when teaching ESP. In other words, students will be able to recognize and translate various technical terms to those who are already in a professional environment, on the other hand, require particular skills, such as how to answer phone calls, make presentations, write business emails, and so on. In terms of curriculum, the ESP textbook can be selected based on the students' field of study, content, language ability and student's language backgrounds. There is a distinction to be made between general and subject-specific materials. According to Mirela (2017), general teaching materials typically focus on broad aims; while, subject-specific resources focus on a specific target connected to a given profession. In this regard, the ESP teacher needs to select the appropriate material for the right scenario because with appropriate content selection, students can successfully enhance their abilities, vocabulary, and knowledge. ESP students are typically drawn to familiar subjects linked to their academic area and their future occupations in which can effectively facilitate the learning process.

Creating a balance between language use and content should be incorporated in the ESP syllabus since students feel disoriented and unmotivated when they read texts full of ambiguous knowledge. As a result, ESP teachers have to carefully choose texts and subjects that capture the students' interest in order to increase their vocabulary and improve their communication abilities. Mirela (2017) noted that ESP students with job experience and specific knowledge are very valuable to the ESP learning and teaching process because they can share their knowledge in the classroom. Since learners differ from one another, it is

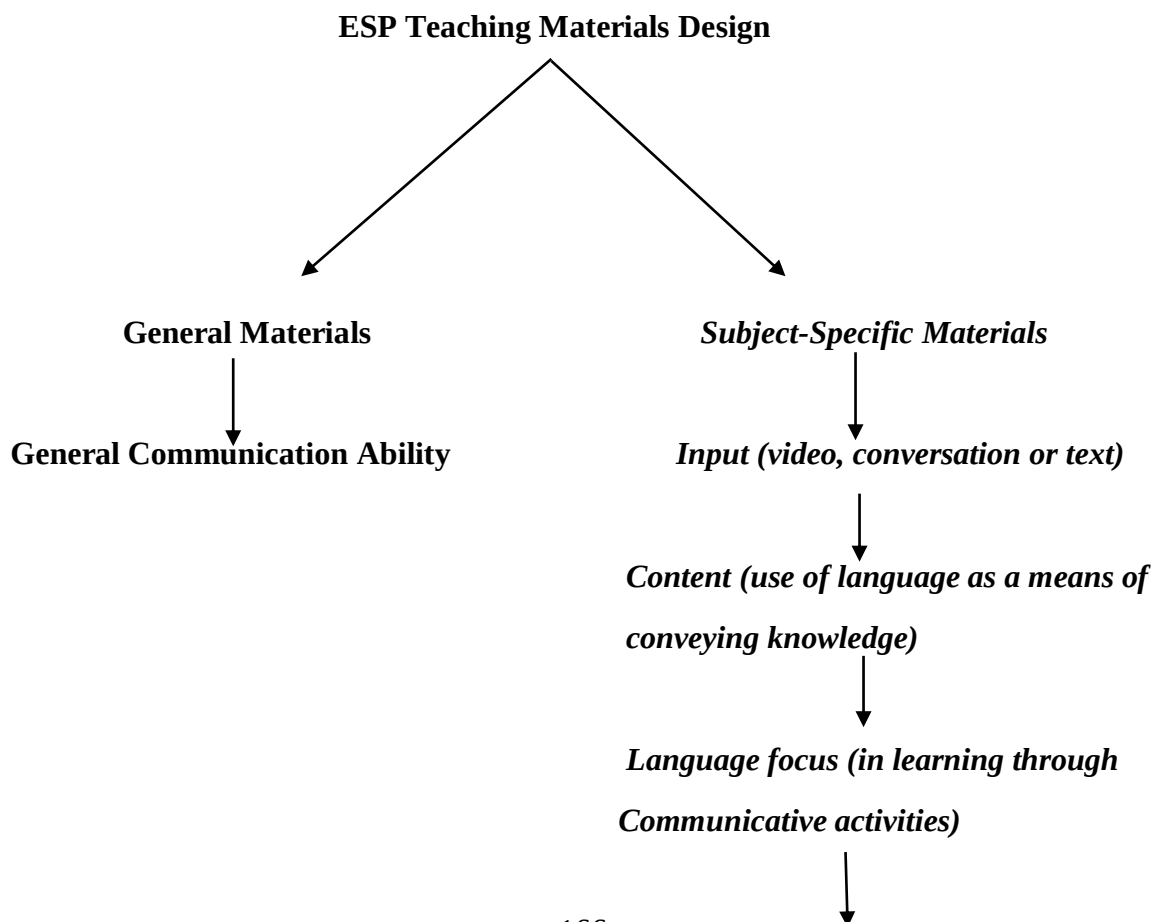
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unnecessary to employ material that is uninteresting and includes unfamiliar knowledge. The most significant aspect, however, is that the course book includes appealing facts in which students feel free to learn. According to Mirela (2017), authentic materials should reflect the real world of students' future occupations, yet; creating authentic material takes time. Furthermore, authentic resources often require difficult language skills and may not match the specific demands of students. Then, ESP teachers can provide natural exercises and literature relating to their subject area for students to practice their language, and they can raise the students' awareness that understanding every language or technical phrase is not required to understand the overall concept of the world's technological progress.

There is no defined criterion for teaching and learning ESP in which teachers can select appropriate instructional materials, whether authentic or not, ready-made or personalized. The most important thing is to choose a method and materials that are specifically tailored to the needs of the students, as well as to learn knowledge, vocabulary, phrases, and technical words. Hutchinson & Waters (1987) divided teaching materials design as next:



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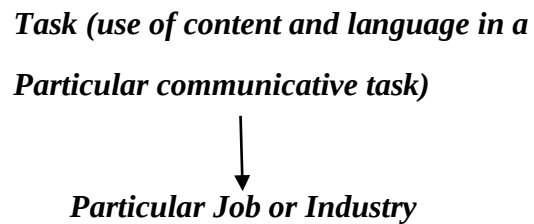


**Figure 10 :ESP Teaching Materials Design, (Hutchinson & Waters, 1987)**

According to Hutchinson and Waters (1987), the design of ESP teaching materials focuses on four primary areas connected to language skills and knowledge (input, content, language, and task). Nonetheless, subject-specific materials address learners' individual needs. On the other hand, Marcu (2020) claimed that textbooks or ESP courses that include images, videos, and dialogues relating to students' subject areas can greatly improve their language skills. In this regard, two primary factors are crucial in the process of teaching and learning the ESP process: "*fun and creativity*" that stimulate students to learn new things and maintain their attention throughout the class. However, before choosing teaching materials, ESP teachers should replace themselves rather than the students which is regarded as an ideal strategy for selecting acceptable information that can meet the needs of students.

#### **4.10 The Quality/Effectiveness of Teaching Business English in the Algerian Universities**

Teaching ESP, particularly BE, has grown in importance among the universe's intellectuals and the majority of BE instructors, on the other hand, are suffering and undergoing difficult circumstances. BE instructors, according to Larbi and Bensafa (2020), are "material providers." In other words, the BE teacher is responsible for carefully selecting appropriate instructional materials that will allow learners to reach their target needs. According to ibid (2020), many BE professors are newly graduated and concentrate in fields of study unrelated to BE or the economic field. As a result, they lack BE expertise, which affects the quality of teaching in some way, and the learners will meet their criteria ineffectively. Furthermore, in most Algerian universities, ESP and BE subjects lack an approved syllabus or curriculum, forcing BE teachers to choose topics at random and develop unproductive courses in which students miss out on the opportunity to meet their predicted demands. Djaileb and Bendiabdellah (2017), on the other hand, noted that the major focal

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point in learning a foreign language is the ability to put into practice in real world situations. As a result, course and syllabus design should primarily focus on students' expectations as well as authentic use of language in a specific circumstance. Similarly, according to ibid (2017), selecting authentic materials could be more effective if teachers work hard to design teaching materials that take into account learners' needs in order to know what words to say and how to put it in correct and structured sentence and to say in an appropriate way and situation.

#### **4.10.1 Teaching English for Business and Economics**

There is a high demand for business and economics through ESP advanced expert masters in today's globalizing market. Although there aren't enough graduates who can interact successfully in professional contexts, even if their level of English is intermediate or advanced because their knowledge is limited to general English rather than English for business and economics. In this sense, there is a need to improve students' communication skills for future careers (Basta, 2017, p. 553) to become employees with competitiveness and high employability prospects. Therefore, focusing on original teaching and learning tasks that support and help the integration and use of necessary economic and business knowledge and skills is very important. The utilization of case studies in the process of teaching and learning ESP has a favorable impact, (2017), in which it has been discovered that examining the particular information through performing presentations and make a conversation based on describing, comparing and discussing the graphs, charts, and tables can be beneficial for students' professional competencies.

The purpose of employing case study analysis in business and economics classes is to improve students' business abilities and expertise as successful businesspeople. In addition, including case studies into "*in-class activities*" improves students' bargaining abilities, which become required for completing a business culture and ethics exercise. Furthermore, Basta (2017) stated that varied business tasks could assist students improve their self-assurance and push them to share their points of view and thoughts. The use of case study analysis as a technique for ESP teaching and learning improves cooperative assimilation and fosters student teamwork. Students, consequently, can really handle business challenges by including case studies into the ESP teaching and learning process, utilizing not only language

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background but also non-linguistic ability. In light of the continuous changes in the workplace, it is necessary for students to acquire new knowledge and skills in order to properly get adjust themselves with the modern business setting and guarantee success in our present competitive workplace, (Maouche, 2021, p.72). She added that there must be a need for developing a relationship between work and education by involving government experts who effectively reduce the gap between educational programs and workplace requirements (p. 73).

Teaching English for business and economics through real materials is critical, and the teacher should primarily focus on strengthening students' four language abilities (reading, writing, listening, and speaking) as well as supplying them with the required business terminology. In addition to the use of audio and video materials to improve learners' comprehension and listening abilities, regular surveys and evaluation activities should be included in ESP courses in order to properly adjust students to their targeted requirements (Sartorio & Hamitouche, 2021, p.38). Furthermore, Sampath and Zalipour (2010) asserted once more that using authentic resources is a convenient way to increase students' abilities by planning and producing situations from the real world where they stated that there are numerous sources from which ESP/BE teachers can choose authentic resources for the teaching and learning process, such as ads, Business Today, The Times, The Economist, commercial documents and diagrams, and so on. Learners can modify their knowledge to the most recent business vocabulary and concepts by using these materials, allowing them to keep in touch with the knowledge and terminology used in the real world of business.

#### **4.10.2 The Lack of English for Economic and Business Syllabi and Reviewing the Existed Ones at the Level of Commercial and Economic Sciences Faculty**

There is a severe absence of English syllabi at the level of faculty at the University of Oran "2" Mohamed Ben Ahmed, and distinct (non-unified) business English courses are taught or even found. As a result, ESP teachers face challenges in determining what themes and activities to include in which students of the same level or grade level learn various and non-unified topics. Students, on the other hand, may miss out on the opportunity to fully learn the English language. To tackle these challenges, ESP teachers should ***collaborate*** and begin ***reviewing*** business English syllabi (if existed) for economic and commercial students at the faculty level. As a secondary alternative, they should ***create*** and ***design*** an adequate,



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dependable, and cohesive syllabus or curriculum based on grammar, vocabulary, and English language abilities. Tenses such as past/present simple, past/present perfect, and past/present continuous should be included as fundamental aspects of English language grammar in the grammar section. Additionally, the tenses can be utilized to describe and compose business letters, reports, and e-mails through which students can improve their grammar on the one hand and their writing skills on the other by using this strategy. Tenses, furthermore, enable students express themselves in everyday settings and motivates them to employ the appropriate tense to convey or for the appropriate communication task, and allow them to express their real-life events and lives, which helps them also to become acquainted with the language as well as their topic of study. Filling in the gaps and using the correct tense in examinations and exams are beneficial activities in which learning English grammatical tenses by speaking, on the other hand, is far superior (Krarcia, 2013).

That is to say, ESP teachers can teach English grammar tenses to students via verbal conversations through ***conversation*** and ***dialogues***. For example, an ESP teacher can act out a dialogue between two students to play role of two employees from the same organization. The ESP teacher should instruct both students to fill in the blanks with the appropriate tense and grammar form, but ***orally*** or through speaking rather of writing. Students can create an effective base of communication skills through verbal discourse in tenses. Furthermore, using English tenses correctly helps learners speak efficiently and clearly in which it also enhances their English grammar and their oral ability. According to my experience as a teacher, students' English grammar at the level of Commercial and Economic Sciences faculty have issues understanding what the teacher is saying. In other words, they do not understand every sentence produced by the teacher in English and they always request translations of speeches into Arabic while the teacher is explaining the lecture.

As a teacher, I was surprised when I asked them, "Why do you want me to translate my speech into Arabic?" they replied, "... because our previous teacher was explaining the lecture into Arabic." It is very usual to use the mother tongue to explain an uncertain term, which helps students understand faster, however; exaggerating the use of Arabic (instead of English) to explain the entire lesson is not a feasible method. As a result, instead of acquiring English, students will rely on the Arabic language. Another reason behind that is because they do not regard English as a fundamental module (subject matter) when compared to

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finance or marketing, for example. To address this issue, ESP teachers should only utilize English when explaining lessons in the classroom and they are only permitted to utilize the mother language in case students are unable to understand some difficult or confusing words or terms. Students, as a consequence, will become more used to the English language as it is used in the classroom, as well as pay greater attention and interest to the language itself.

There are no available English syllabi or courses at the faculty level for ESP teachers to use as a reference and, thus; teachers have to create and design syllabi that fit the demands of their students. Obviously, the needs differ from one class or group to the next, from one level to the next, and from one student to the next in which it is critical to address students' diverse requirements. A Business English course should have two major components: grammar and vocabulary. Grammar, as previously said, can be taught not only in written form, but also in spoken or verbal form. This strategy will improve student's capacity to learn rapidly and verbally memorize. Students can quickly learn and practice English grammatical principles, tenses, and verbs by using verbal grammar. The use of speak, dialogue, and discussion in grammar teaching can benefit students' learning, whereas written activities and tasks are also helpful for teaching vocabulary, particularly business terminology, through games is both productive and pleasant. For example, the teacher could put many business vocabulary words on a sheet of paper and instruct students to choose one of the words at random, such as (finance, employ, recruit, commercial," etc.,) and ask students to deduce the noun, adjective, or verb of each word that he or she has chosen. Grammar and vocabulary games, for example, boost students' productivity and skills. Furthermore, students can increase their vocabulary stock through verbal exercises and enjoy learning English in the classroom. This task can be done with a single student, in couples, or in groups. On the other hand, it fosters competitiveness among students in the same class, improves the environment of working as a team, and encourages students to participate in such activities and games (Wahyuni, 2018).

#### **4.11 Recommendations for Employees' English Language Difficulties in the Workplace**

##### **4.11.1 in-Company ESP Courses**

According to the current study's findings, employees' English language abilities, particularly writing, speaking, and listening, need to be improved. Managers (employers) should pay greater attention to their employees and provide them with relevant ESP courses

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*(business English)* or *in-company ESP training* to address this issue. This latter can be characterized as the type of training that is typically provided in businesses and is intended to assist a certain set of employees achieve specific goals related to the business context. This sort of training contains a specialized and detailed syllabus aimed at employees who need to develop, improve, and advance their professional careers as well as their skills. An in-company course imparts the relevant knowledge (common business terms and skills) to employees. Furthermore, in-company training is designed to address the company's concerns as well as employees in their job. Similarly, developing in-company ESP/BE training is the appropriate answer for overcoming the problems that employees have on a daily basis when utilizing the English language for business purposes where these courses are primarily designed to meet the English language needs of employees. As a result, administration personnel, managers, and engineers can all benefit substantially from in-company ESP courses (Bulgarelli, Lettmayr, & Kreiml, 2010).

This type of training brings together employees who share the same purpose of learning business English and enable them to learn theoretical syllabuses while also putting them into practice, increasing productivity and feasibility in the business setting. Through in-company ESP courses, employees can acquire various terminology (business vocabulary and basic words), important expressions connected specifically to business English and putting relevant knowledge into use. Similarly, learning to write and speak English in the workplace improves employees' performance, communication, and interaction with coworkers, especially with foreign partners and clients. To enhance employees' ability and qualifications through English language use, they must initially acquire the essential professional vocabulary and learn when, how, where, and with whom it should be executed. Thus, business English classes allow employees strengthen their English language skills and create professional jobs in the future in which employees will be able to handle a variety of situations, such as sending and receiving emails, answering phone calls, etc. In order to master any language, one should be able to build or repair grammatical structures using the appropriate vocabulary, (Bulgarelli, Lettmayr, & Kreiml, 2010).

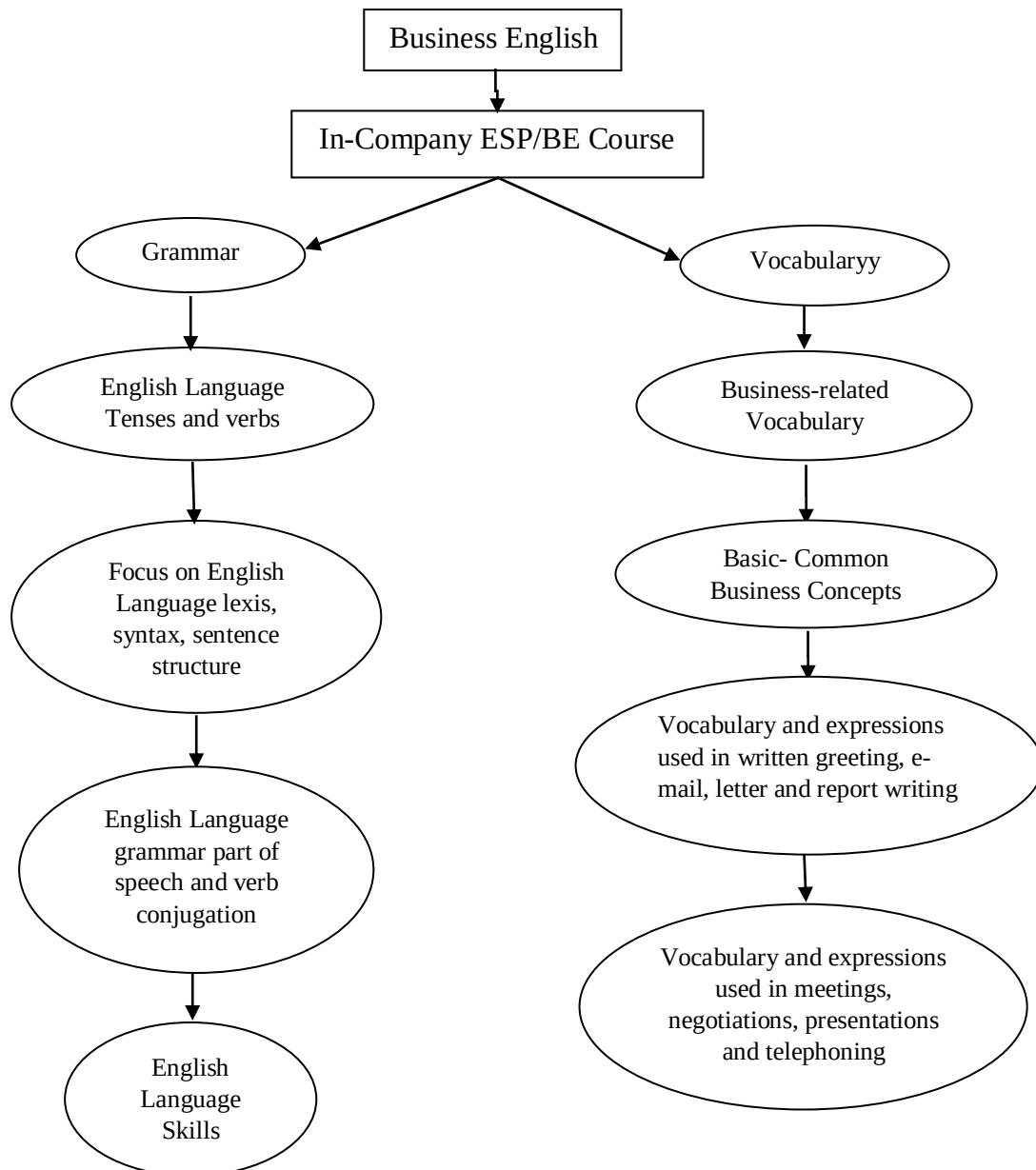
Business English classes should also cover writing techniques such as ***compare*** and ***contrast***, ***describe***, and ***discuss***. Employees can practice the language through business activities in which they might describe a service or product or they can learn how to describe

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and discuss various areas of product quality, features, and characteristics. For example, the new generation is inextricably linked to technology and new ideas. In this regard, ESP/BE teachers can ask learners to compare and contrast two prominent phone brands, such as I phone and Samsung. The aim is to compare and contrast these two products in terms of attributes, shape, size, specifications, characteristics, capacity, etc. Furthermore, teachers might ask students to express their thoughts and experiences with both products. Thus, language practice, or '*input*,' contributes to employees' capacity to easily express their business knowledge in English.



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**Figure 1 : In-Company ESP/BE Course Suggested Model**

In-company ESP/BE trainings should emphasize accuracy and mastery of English grammar in which employees can control their English grammar as well as vocabulary. Business English trainings in a company should fulfill the demands of employees in all areas, because employees in the HR department have different needs than those in the finance department. In this sense, in-company courses should concentrate on the finer details and the demands of each department inside the organization in order for employees to reach their objectives. Since the type of English differs from department to department, so will the technical terminology in which supplying staff with the necessary technical or business terminology for each department (finance, communication, marketing, HR, administration, and accounting) is very critical due to the fact that employees who properly control their English language accuracy are likely to succeed in making the process of communication with clients go smoothly on the one hand and convincing them to buy different products on the other (Bulgarelli, Lettmayr, & Kreiml, 2010).

Employees in industries' various sectors such as finance, administration, accounting, marketing, and human resources require a general understanding of the English language in order to converse, read, and write various business documents. However, each industry necessitates the use of specific business language and grammar. As a result, precision and clarity are seen as critical aspects in achieving a high degree of English language accuracy because it is critical to utilize the appropriate lexis in the right situation to avoid ambiguity. In this regard, it is critical that organizations and managers seek support from specialists or ESP teachers in order to collaborate, create, and design BE syllabuses that meet the needs of employees in the workplace. Furthermore, both ESP teachers and employers' associations contribute to the suitable selection of business topics as well as the essential knowledge, vocabulary, and grammatical norms to build an effective course. ESP teachers, on the other hand, play a vital role in analyzing employees' needs and requirements in their jobs, (Popescu, 2017).

Concerning the topics that should be covered in the BE course, companies may provide ESP teachers with the knowledge they need about the types of activities that take place in the workplace in which the collaboration between ESP professors and companies can

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play a significant role in developing a BE syllabus that fulfills the needs of all employees working in various sectors. Furthermore, in-company ESP/BE courses should involve not only ESP professors and employers, but also employees, who are well aware of what they lack and require to complete any activity. Taking into account employees' opinions, ideas, and participation inspires them to learn and improve their English grammar, vocabulary, and skills and also understand what their profession requires in terms of English language grammatical structures and rules, vocabulary use, and abilities because an in-company course is built on their demands through which they can recognize the English language's deficiencies and shortages, as well as its strengths and flaws, that should be addressed through suggesting whatever type of learning approach such as (face-to-face, e-learning, or pair/group learning). As a result, they can recommend the learning technique and equipment used in the in-company course as a way to study business English in a group of professionals where they can communicate, ask questions, and fully interact during the course (Popescu, 2017).

Interaction among a group of employees improves the dependability of the learning process and stimulates individuals to participate and express themselves effectively through the same group raises the level of competition during the course. Putting what they have learnt into practice is one of the most effective ways to improve employees' English language skills, for example, learn how to compose proper business emails. As practice, they can rewrite the formal business email to their colleagues in order to put what they have learned into practice immediately. This activity will assist learners improve their writing skills in a professional setting and keep what they have learnt fresh in their minds. As a result, practice immediately following theoretical learning is especially beneficial in retaining and executing the stages of producing formal and professional business e-mails utilizing the right structure, professional and business vocabulary, and English language writing. The in-company ESP/BE course, thus, should be divided into two parts: theory and practice -as (Popescu, 2017) stated- in which both are critical components of the business English syllabus learning process, and allows employees to gather knowledge and information on a certain issue and apply that knowledge in their writing of business documents. Employees, on the other hand, are often familiar with stimulating activities and assignments because they believe that it's necessary to increase productivity, participation, motivation, and learning ability.

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#### **4.11.1.1 On-Job and Off-Job Training**

In the world of business and professional settings, technology and human resources are regarded as the two areas of greatest importance that in-company training programs should focus on. The addressed group and subjects should be incorporated in identifying the goal of the in-company program, allowing instructors to know when, when, why, and how to design the courses. In this regard, dealing with the various needs of employees is a necessary stage that has to be completed before designing an in-company training program. The involvement of specialist trainers and experienced employees is thus critical in developing appropriate in-company training. As a result, two basic methods of in-company training have been identified: *on-the-job training* and *off-the-job training* (Vasanthi & Basariya, 2019).

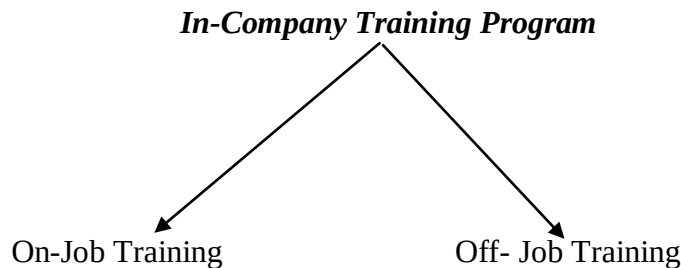


**Figure 2 Methods Used in In-Company Training Programs**

Employees can learn and apply their skills in the workplace through on-the-job training that is a type of *practical training* which takes place *within a company context* where employees can gain the necessary information related to a certain activity. Furthermore, on-the-job training allows individuals to both perform and produce while learning. Typically, this type of training exposes employees to the real world of work and permits them to become acquainted with the various business situations that may arise. The same strategy can be used to teach employees English in terms of ESP and BE abilities, allowing them to study and practice at the same time (Vasanthi & Basariya, 2019). In this regard, ESP/BE On-Job Training can be framed as follows:

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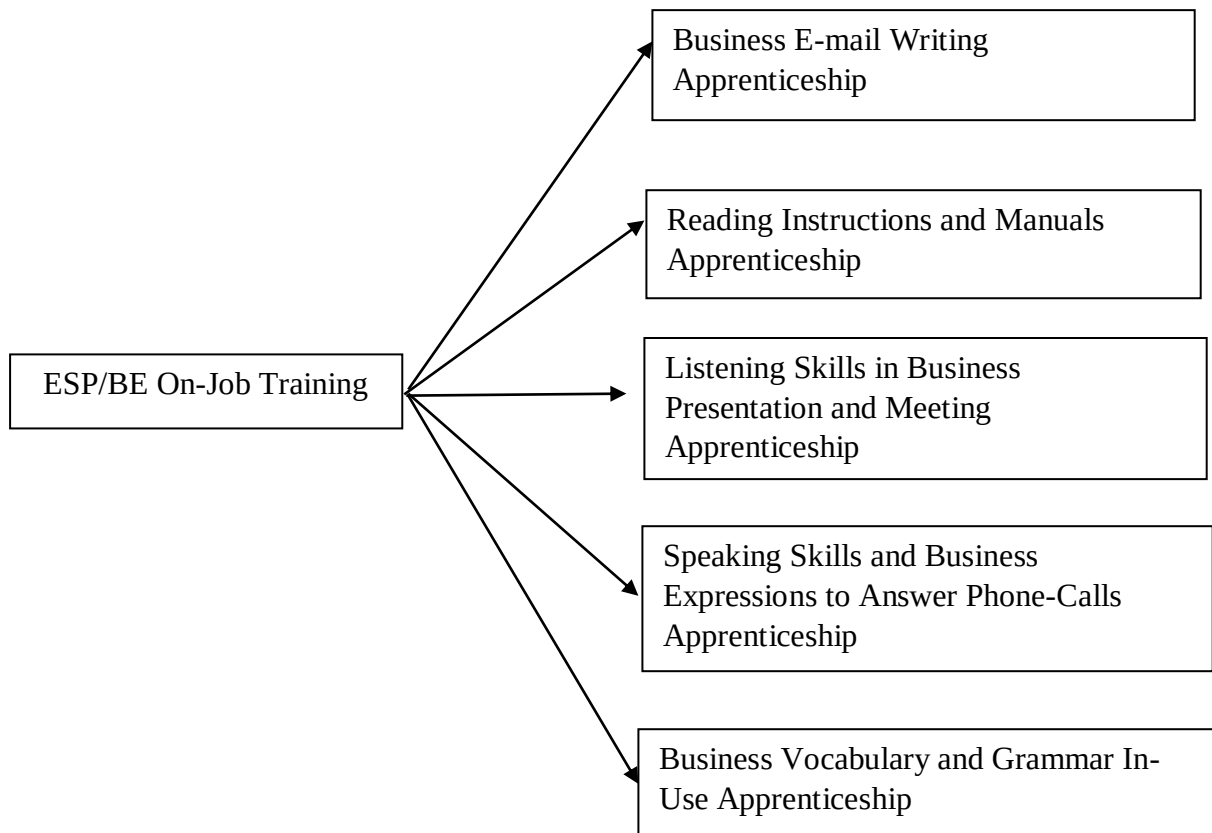


**Figure 3 :Suggested Sample of ESP/BE On-Job Training for Employees, retrieved from Vasanthi & Basariya, 2019,p. 672)**

This type of training makes it easier to do specific duties and activities in the business setting where focusing on-the-job training is extremely beneficial for employees' day-to-day business operations because it is based on "*learning while doing*" (Vasanthi & Basariya, 2019, p. 671). Researchers, moreover, confirmed that on-the-job training is an extremely effective method for developing employees' professional skills in the workplace in which they will be given '*hands-on experience*' that will assist them grow, strengthen, and expand their skills to deal with various real-world business situations, equipment, machines, etc. Similarly, employees in multinational companies who need to improve their business English communication skills should be provided with this type of training so that they can learn the relevant information and use it in real-world situations such as email writing, answering telephone calls, presenting data and information. On-the-job training therefore stimulates employees to be productive, introduce innovative ideas, and solve business-related problems. Vasanthi & Basariya (2019) proposed that apprenticeship is also an effective way



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to teach employees a certain skill. They added that apprenticeship is known as an organized training course designed to train a specific ability in a regular way, (p. 672) Training is thus an investment in both the organization's and its employees' long-term development.

Off-job-training, on the other hand, is based on ***theoretical knowledge*** rather than hands-on experience, and the learning process occurs ***outside*** of the workplace. Furthermore, off-the-job training includes a variety of tools, such as virtual classes and data discussion using tables and charts through which employees can explore, learn, and consume more theoretical knowledge about a business relating to a given field using this training strategy (Ivypanda, 2019). Similarly, this form of training is ideal for employees who want to expand their theoretical knowledge of English grammar and vocabulary in order to learn when, when, and how to utilize the proper tense, business terminology, and expressions in the appropriate context. As a result, off-job-training is an excellent tool for broadening and expanding employees' business English expertise to perform better in various business responsibilities at work (2019). Off-the-job training, then, is a good fit for newly employed employees in order to acquire knowledge and become acquainted with the corporate environment and it can be structured as next:

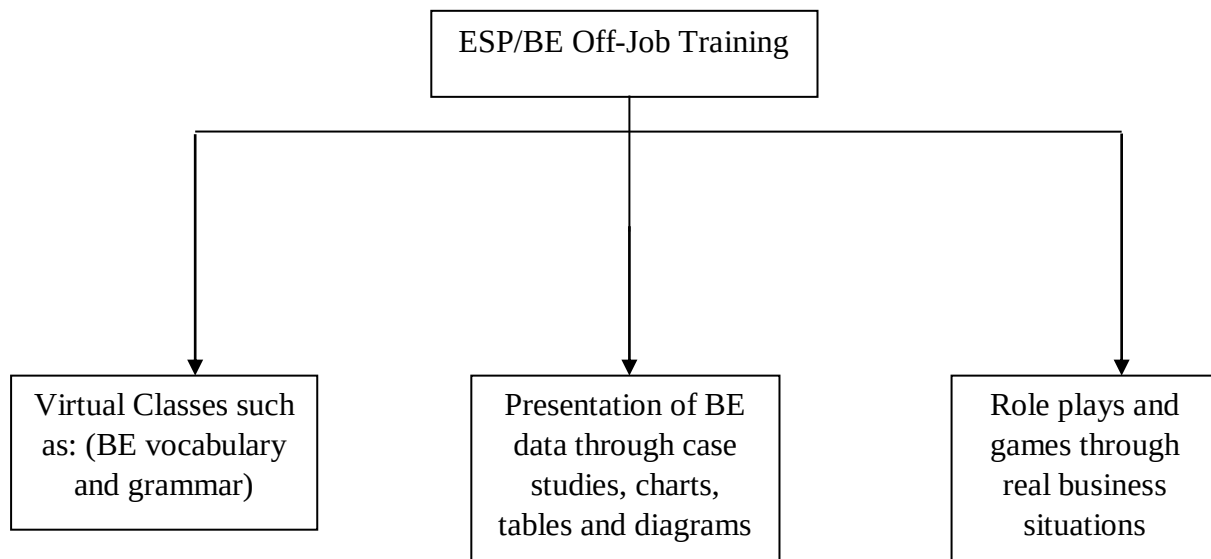


**Figure 4 : Suggested ESP/BE Off-Job Training for Employees (Retrieved from Vasanthi & Basariya, 2019, p. 672)**

Employees can improve their speaking skills by presenting data and information, particularly numbers and percentage calculations, through the use of charts, tables, diagrams

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and taking virtual classes. Furthermore, employees can improve their ability to evaluate, analyze, and discuss data. In this regard, trainers might require employees to examine data and write it down, allowing them to enhance both theoretical and practical skills. On the other hand, role playing is a useful strategy for developing employees' speaking and oral abilities through organized business situations in which they can play the roles of boss, manager, accountant, client, and so on, and conduct discussions and conversations about a specific issue. Within the training, experts can involve workshops and seminars that enhance employees' language skills through interactive gatherings such as a quarterly workshop based on how effective business communication should be. On the other hand, pairing employees with mentorship programs can be useful for improving their English language skills, as mentors with a good level of English can assist through informal conversations to help develop grammar and vocabulary. Furthermore, games based on business content may assist employees acquire practical skills among colleagues and teams where they can also improve their business communication skills (Vasanthi & Basariya, 2019, pp.672-673).

#### **4.12 ESP/BE Coaching Strategies in the Workplace**

Coaching obviously adds to professional growth in a variety of settings, including corporate organizations, higher education institutions, etc. Since the 1980s, coaching strategy has been recognized as the most widely used method for improving business firms' professional performance and leadership development. Involving effective English language coaching strategies in the workplace has a great influence on employees' language competencies and self-assurance. However, coaching has an important role to be utilized as both a professional development instrument as well as as a central part skill for enhancing social work practice related to management, and organizational level, (Hernandez & Douglas, 2022, p. 856) Before discussing coaching as a method for ESP/BE learning, it is vital to define the term. The term "coaching" is described as a focused and planned technique planned to allow individuals to gain knowledge of more about themselves, evaluate the perspectives of others toward them, and investigate inquiries linked to their professional skills, (Cited by Hernandez & Douglas, 2022, retrieved from Cameron & Ebrahimi, 2014: 857). The process of coaching as ESP/BE tool of learning in the workplace can be framed as next:

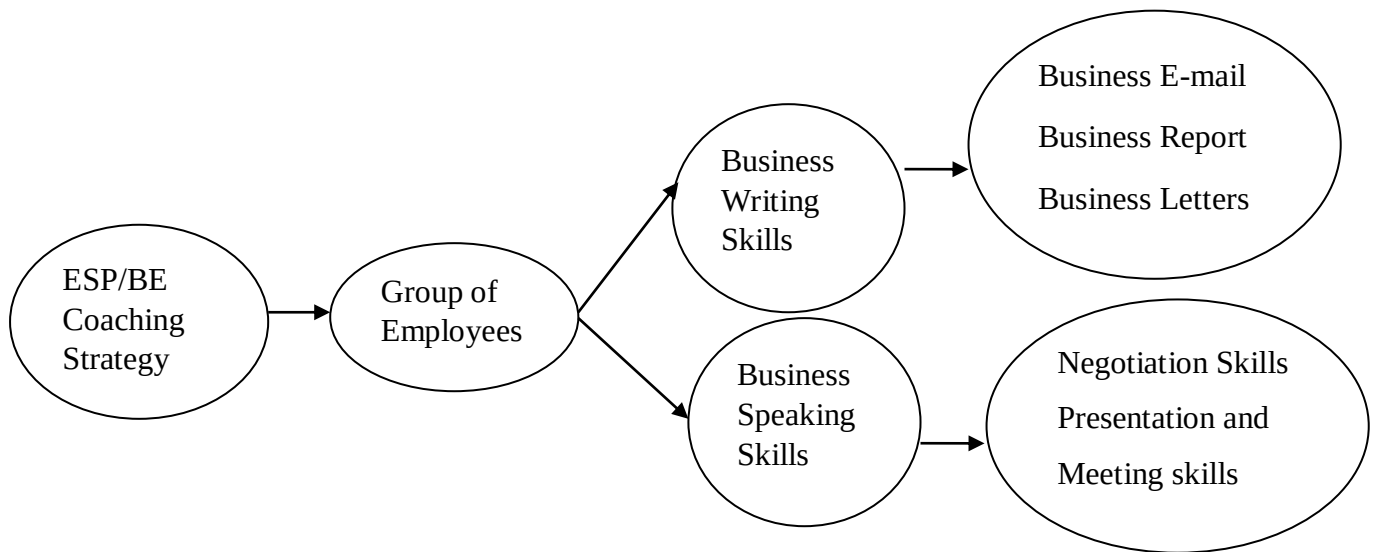


**Figure 5 : Suggested ESP/BE Coaching Strategy for Workplace**

One of the effective coaching strategies is that personalized coaching tutorials that depend on one-on-one coaching addressed to employees who face difficulties for instance in business writing by providing specific knowledge, expressions and vocabulary, (Hernandez & Douglas, 2022). Moreover, giving chance to employees to practice and use English in different contexts can improve their English language abilities such as weekly English practice sessions that focus on enhancing employees' presentations and communication through planned discussions and role-playing. 'English only' sessions in the workplace encourage employees' English speaking skills through an environment where only English language is spoken. Through these strategies, the company can create an encouraging atmosphere for employees to learn English.

#### **4.13 Improving Employees' Writing Skills in the Workplace**

##### **4.13.1 The Value of English Writing Skills in Professional Settings**

It is evident that written abilities are largely essential and used, especially in the commercial settings. As a result of good communication, employees write various business documents, however; many of them struggle when it comes to writing business emails, letters, and reports. Writing business documents, in this regard, is not a simple task, but it is not impossible. Furthermore, both employees and managers fear of composing and conveying useless signals to their international counterparts, feel anxious when sending and receiving emails or being misunderstood their partners. As a result, precise professional

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communication, particularly written skills, has become increasingly important in obtaining a better job opportunity and many business-related activities, such as writing reports, e-mails, memos, and letters, rely heavily on written communication rather than verbal communication. Language, on the other hand, is very important in the communication process since it allows employees to interchange various business documents. Employees' performance and productivity in the workplace improve as a result of their writing ability through writing business emails, letters, and reports, which is therefore vital to determine the objectives to establish a clear direction through incorporating relevant knowledge in the creation of a comprehensive business document and allows for effective communication with the correct person at the right time (Stapa et al., 2008).

Business professionals usually need advanced writing abilities in order to effectively transmit and receive business information via effective communication with both overseas partners and clients, in order to protect the company's image, reliability, and reputation. A well-written, accurate language and spelling, and well-organized business email attracts the reader's interest and creates a favorable first impression and in order to establish professional performance with clients, business writing should be free of grammar errors, spelling, and ambiguity that put consumers, employees, and the firm on the wrong track of professionalism. Employees' competency, on the other hand, can be improved through business writing training through which they can not only demonstrate their writing skills but also positively represent their company through professional business writing. The capacity to have accurate knowledge and convey thoughts through written words and sentences is a skill that can be improved with practice. Similarly, writing is an essential soft ability in every commercial situation, particularly in business writing (Stapa et al., 2008).

Clients should be sold various products and services in any business situation. As a result, written persuasive skills are critical in persuading clients to buy goods. Therefore, a wise choice of words is critical in order to persuade or even capture the clients' attention. Furthermore, the strength of good business writing skills in advertisements, e-mails, and letters readily sells products and services, as well as brilliant concepts are critical to a successful business. Writing skill is regarded as a creative activity generated and produced by the minds of humans who can write creatively by using beautiful words, attractive expressions, and persuasive and critical concepts, and they also might so improve their

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writing abilities through reading. Writing abilities, on the other hand, are mostly determined by distinct and unified style that keeps employees from being misunderstood by others (Stapa et al., 2008).

Employees typically have anxiety toward making mistakes while writing e-mails, letters, and reports, and they are fearful of sending incorrect information, which includes grammar and spelling errors as well as a failure to use the appropriate vocabulary. In this regard, choosing the right words is critical to avoiding misunderstandings and misconceptions. Furthermore, selling a company's products or services via websites and social media necessitates amazing, inventive, creative, and professional writing skills that may readily entice the majority of clients to learn more about the company's business activity. In addition, only talented people can write in a beautiful manner and generate writing that is comparable to art. In a business environment, every well-written, clear, convincing, and concise piece of business writing positively reflects the company's image and many business decisions can be made based on what has been put down through professional writing. As a result, professional writing has become a significant difficulty in today's business world (Stapa et al., 2008). Likewise, writing skills are dynamic and will continue to evolve as a result of new technologies, research, and tremendous technical advancement, in which many people, particularly those working in a corporate setting, have become more familiar with the various social media apps and technology gadgets such as smart-phones and computers that make communication much easier. Since the business environment is very active on a daily basis, it necessitates the use of communication skills, particularly writing, as employees are typically needed by their employers to prepare and write business documents addressed to clients in a very short amount of time. As a result, newly employed employees may struggle to understand how to manage all company transactions. Many individuals consider writing to be a fundamental mode of communication; thus, employees, in particular, should acquire this critical skill before entering the workforce (2008).

The current investigation is being conducted in a multinational company that typically exchanges business e-mails with its headquarters in Germany. These two entities provide information and messages in English in which the company only employs English as a tool for external communication with its counterparts. Employees frequently struggle to write professional business emails due to a lack of knowledge and writing skills. Furthermore, they

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are frequently concerned about presenting incorrect information to their international counterparts. Thus, "**double-checking**" or "**proofreading**" is critical in the writing of any form of business document since it allows employees to rewrite and examine any textual errors (grammar, spelling, punctuation, and vocabulary) before transmitting them. As a result, double-checking and proofreading have become a must-do step following any form of writing to avoid misunderstandings. Furthermore, writing has the ability to easily impact people's thinking and change their point of view in which many businesses throughout the world are seeking individuals who are capable of dealing with various sorts of business correspondence (Mertens, 2019).

Individuals initially utilize written communication to exchange information and messages. Thus, the objective of written communication in an organization is to inform a group of employees about the company's internal policies and rules, the types of activities, and the procedures. Every employee will be kept up to date with an exact written business email or message. A second goal of communication is connected to organizational direction and integration. In this sense, communication is mostly utilized by employers to offer or display directives to their staff. As a result, communication particularly written, contributes to the integration of multiple entities and departments inside one organization through effective writing skills. Furthermore, corporate written communication is designed to persuade individuals through excellent persuasion skills. A strong written business communication, likewise, strengthens the company's alliances and links with its counterparts, suppliers, employers, and employees, (Stapa et al., 2008).

#### **4.13.2 Enhancing Formal Business E-mail Writing**

In a globalized environment, business firms all over the world have become more reliant on business e-mails to exchange various knowledge and messages in which company e-mails are currently an unavoidable tool for communicating with company partners. E-mails are extremely important for achieving commercial transactions purposes easily, effectively, and quickly. Writing an appropriate business email, in this regard, has become an essential ability in the workplace, and people looking for work should first examine and take into consideration this criterion in order to have a better chance in the job market (Martins, 2016).

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#### **4.13.3 Definition of Business E-mail**

E-mail, also known as electronic or digital mail, is a widespread method for sharing various written messages and information via the internet. Electronic mail is a computer-stored message that may be sent and received rapidly and easily. E-mail, moreover, is inexpensive and allows users to exchange messages whenever and anywhere they want. A business email, on the other hand, is a type of email that is used specifically in business contexts and organizations in order to send information, projects, drafts, schematics, and schemes relevant to commercial matters. As a result, e-mail reduces distances and time between people who are separated by large distances and makes it easier to communicate, receive, and discuss various projects, ideas, and files with a single click. E-mail has mostly replaced the traditional method of communication used between people, in which the "letter" of ancient time is nowadays called "modern-age-letter" (Martins, 2016).

#### **4.13.4 Types of Business E-mail**

E-mail as a common tool of written business communication that can be written differently as well as can be delivered to many different people according to the intended purpose. In this regard, e-mail is divided into two main types are: ***formal and informal e-mail***. However, the following section will only focus on formal business e-mail writing.

#### **4.13.5 Formal Business E-mail**

A formal business email is typically addressed to a person or people we are unfamiliar with or do not know well enough (a person in a high position or position of power in an organization or a commercial corporation). Formal business e-mail is a type of message that can be exchanged between companies, partners, and clients through formal and specialized tone, Standard English and formal phrases. Furthermore, FBE provides an appropriate framework based on a defined purpose presented in a polite and professional manner. To write FBE, the formal sentence structure, which comprises whole sentences, should be prioritized, for example, it should be written in a way that is formal and in a certain and defined format, and usually include complex sentences. Formal e-mail, thus, is the ideal choice that fits be sent or written to serious and official contexts such as: schools, universities, authorities, business companies and government. On the other hand, formal e-mail should not

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include slangs (ASAP= as soon as possible, TTYT= talk to you tomorrow, pls= please, IDEK= I don't even know, u= you, addy= address, NSFW= not safe for work, 411= information, cuz= because, 2day= today, mtg= meeting, mgmt.= management, WIP= work in progress, deets= details, PFA= please find attached, fwd= forward, TWIMC= to whom it may concern, tel= telephone, CTA= call-to-action, EOBD= end for business day, sw= software, YS= yours sincerely, thru= through, 4= for, NWR= not work related, em= e-mail, 4n= foreign, Yr= your, SIT= stay in touch, MIME= multipurpose Internet Mail Extensions ... etc.), short words or abbreviation, emojis or Gifs, comma splice and sentence fragments. More specifically, formal e-mail focuses on the use of formal vocabulary, accuracy and proper greeting (salutation) and closing (ending), (Martins, 2016), (Whitmell, 2014).

#### **4.13.6 Formal Business E-mail Format and Structure**

Formal business e-mail usually contains five (05) main steps (elements) are:

Subject line

Salutation (greeting/openers)

Body text (message)

Closing (ending) line

Signature

#### **4.13.7 Subject Line**

The subject line of a formal business email is the first item that the receiver will read. In this regard, the subject line should be brief, clear, significant, simple, instructive, and straightforward. A preview of what is written in the body text should also be included in the subject because it is highly recommended to use a few straightforward terms. Furthermore, to ensure that the recipient clicks, the subject should be eye-catching and appealing through keeping the length and number of characters to no more than 10 characters. In other words, one sentence of six (05) to ten (07) words is considered reasonable. Catching the reader's attention through using vocabulary that conveys mystery, importance, and urgency, on the other hand, is a critical step in ensuring that the email gets read. As a result, a well-written email topic will influence whether or not your email is worth reading. The subject line of an



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email is quite significant; thus, failing to reference it is a mistake because the recipient will undoubtedly consider this a lack of professionalism. Furthermore, it is critical to write the subject in order to avoid illiteracy or having the email marked as spam or as cold-emails. Using logical keywords to select the right terms that are closely related to the e-mail subject, thus; makes it easier for the recipient to search. In other words, including relevant keywords makes the email topic more searchable. One of the most crucial elements that should be included in a professional business email is the use of straightforward and convincing language that motivates the reader to take action. In this sense, action verbs such as "buy now," "look here," and "learn more" are perfect choices to influence the reader's decision to take action.

#### **4.13.8 Examples on Formal Business Email Subject Line**

##### **a. Curiosity:** “Explore our new strategies for business success”

“The secret is behind being good businessmen”

“You are invited!”

“Good news!”

“Avoid these three things when starting any business!”

“We have been waiting for your e-mail!”

“Business top secret!”

“Do not ask me about how to earn double today?”

“This e-mail is only addressed to you!”

“Here is your good news for successful business plan”

“Our company does not want to sell you anything!” (Whitemell, 2014),

(Martins, 2016)

##### **b. Urgency :** “Hurry up! and buy the limited-number available of our products”

“Do not miss this job opportunity!”

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“This chance will not last long”

“ACT NOW! It is limited edition”

“URGENT! You have got only one day to buy our product”

“Just ONE seat left for business training”

“WARNING! This is your final opportunity to save millions”

“TIME SENSITIVE! Check out our 10% offer”

“ENDS TODAY!”, (Whitemell, 2014), (Martins, 2016).

**c.Eye-Catching:** “Fast money earning! Check this out”

“Discover new products”

“Let us turn your dreams come true”

“Let us help you to establish your own business”

“Looking for a good investment opportunity? We can help”

“First steps to improving your business communication skills! Let us help you”

“From one small business to another bigger! We suggest reading this e-mail”

“Find out what is missing for growing your business!”

“Everything you need to know to start-up your own company! Do not miss reading this e-mail”

“Be the first one to experience it!” (Whitemell, 2014), (Martins, 2016).

**d.Informative:** “Reminder: open staff meeting tomorrow at 10:00 o’clock p.m.”

“A note addressed to newly promoted employees”

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“We are updating our company’s internal policy”

“We are making new changes regarding working hours”

“Newly hired employees are invited to join at the upcoming webinar”

(Richards, 1994)

#### **4.13.9 Salutation (greeting/opening)**

A greeting or salutation is a polite and respectful means of recognizing or welcoming someone, and it is also a crucial step in writing a professional business email. Salutation usually contains the recipient's name and refers to a polite word or phrase that expresses warmth, greeting, and respect to the reader. As a result, the salutation or greeting phase is critical for grabbing the reader's attention. To effectively introduce yourself, you have to pick the appropriate greeting words and phrases based on the context. Furthermore, in order to impress the reader, the writer should carefully use strong salutation vocabulary and expressions, and beginning with an acceptable tone and proper content assists the writer in delivering the relevant information in a professional manner. In order to find the appropriate phrases for a formal business email salutation, the writer should be aware of the type of relationship with the recipient. Since a greeting is considered the opening line of an email, it should also have professionalism, a pleasant emotion, and polite words and should be brief in order to elicit the essential information or response from the receiver. Formal business e-mail greetings, on the other hand, involve less familiarity than informal e-mail greetings in a professional situation in which it usually demonstrates a courteous attitude through words and expressions, however; sending a professional business email without a greeting is considered impolite to the receiver (Collins, 2012).

#### **4.13.10 Greeting/Salutation and Opening Lines Examples**

Dear Mr./Ms. (name),

Dear Sir/ Madame (name), (in case you are not sure of the recipients’ gender)

Good morning,

Good afternoon,

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Good evening,

Greetings, (to a group of people)

To (name),

To whom it may concern, (usually used in business letters)

I trust you are having a productive day (opening salutation)

I hope this e-mail finds you well (opening salutation)

With reference to (replying to an e-mail)

#### **4.13.11 Body text**

Formal business e-mail comprises an important aspect in which the recipient can be adequately informed via "body text." Body text content typically contains an informative message that provides the recipient with the relevant knowledge in details about a specific issue. Furthermore, the body text of an email begins with a brief introduction that explains why the email is being written and should contain more particular, crucial, and extensive information. The body content of a professional business email should also include a first self-introduction to persons you do not know well. A text body in professional business email should have a brief, clear, and direct objective because no one has time to waste reading a novel email and focusing on one or two primary points in the body text, on the other hand, is sufficient to make your purpose for writing the email evident. There should be no unnecessary content in the body text of a formal business email because that is regarded as the most crucial element of sending an email through which the key information may be given. A few concise paragraphs are also an excellent choice in this section to refer to all of the most important elements of the email (Collins, 2012). The selection of an appropriate words and phrases, thus, is very necessary to make the recipient understand the purpose of the e-mail clearly such as:

#### **4.13.12 Purpose of Writing**

I am writing with regard to

I am emailing you to inform you that (...)

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I am writing to let you know that (...)

I am contacting you about (...)

I am writing in reference to (...)

I am writing in response to (...)

I am writing to thank you for (...)

I would like to know (...)

I am interested to know more information about (...)

I would be so grateful if you could send me the necessary information about (...)

#### **4.13.13 Asking for Information and Making a Request**

I would like to know if there is any information about (...)

Could you please provide me with the necessary information about (...)?

I would appreciate it if you could send me the file within one week

#### **4.13.14 Complaining Phrases**

I really regret to say that I was not entirely satisfied with the products you send us

I am writing to complain about (...)

I am writing to express my disappointment with (...)

I am interested to know how your company can pay us for the damages

#### **4.13.15 Providing Someone with Information and Offering Help**

We would like to inform you that we will be arranging our yearly meeting in (...)

We apologize to inform you that conference has been cancelled due to (...)

We would be so happy to send you the necessary information about (...)

Please let me know if I can help you, (Collins, 2012).

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A well-written, well-structured, and brief purpose, on the other hand, captures the reader's attention and leaves a positive impression. To avoid dissatisfied and confused terms, it is critical to use basic and uncomplicated wording in a professional business email. In this regard, it is strongly advised to utilize simple terminology to assist the receiver understand the content and avoid wasting time hunting for unclear terms, however; in the realm of business, standard business/technical terminology is necessary to exhibit your familiarity and professionalism (Collins, 2012).

#### **4.13.16 Closing line (ending)**

One of the most critical elements in writing a proper business email is closing or ending that should be written before the final step, "signature." Furthermore, the closure of a business email includes a collection of terms and phrases that refer to the communication's ending and completion. As a result, this sentence expresses gratitude and respect for the recipient. To capture the recipient's attention, the close or ending should be written in an appropriate, professional, and respectful manner. Choosing acceptable vocabulary for the end of an email, as a result, can impress the reader. The conclusion of an email highlights the aim of the message and may include a call to action if the writer is looking for work or a job interview. Furthermore, the relationship between the writer (sender) and the reader (receiver) influences how an email is closed or ended. A clear, correct, and purposeful e-mail conclusion, on the other hand, might create a pleasant image and feeling, through which the recipient becomes motivated and may take action in response to the sender's request. To establish a suitable tone in writing a formal business email, the writer should pay special attention to both the opening and closing lines, which are regarded as vital parts in writing an accurate and professional business email. As a result, completing an email assists the sender in conveying the information as desired through showing gratitude to the recipient at the end of an e-mail that boosts professionalism in formal business e-mails, (Collins, 2012).

#### **4.13.17 Closing lines, expressions and Vocabulary Examples**

I look forward to hearing your thoughts

I appreciate your time

I would be grateful to continue our cooperation

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Thank you for your attention

Thank you for your assistance

Respectfully,

Sincerely,

Cordially,

Best regards,

Warm regards,

We would be so lucky to have you as a client, (Collins, 2012).

#### **4.14 The Language Used in Writing Formal Business E-mail**

Incredibly, e-mail has become the primary adaptable tool used for transferring messages, information, knowledge, documents, projects, and plans between employees, managers, and foreigners in the corporate sector. Literal, unambiguous, and straightforward language is essential in writing that formal business e-mail requires in order to reach professionalism through concise language (tone). Thus, using literal and particular language enables your message get to the point and supports the writer in expressing and saying explicitly the aim of composing an email. When writing a professional business email, the writer needs to get familiar with the language, particularly writing skills (Richards, 1994). On the other hand, using technical English in business e-mails assists the writer in communicating effectively with the recipient as well as focuses primarily on some specific expressions that are closely relevant to a given area or field. It is thus preferable to be familiar with the majority of technical terminology in English since it allows the writer to readily comprehend connected themes to a given career or profession. Technical English is typically distinguished by being direct and clear in expressing any type of information and it also requires the logical citation of events and acts in straightforward and consistent language. Furthermore, technical English emphasizes the use of short sentences, which are typically written in the passive tense and necessitates the use of specific language and vocabulary related to a specific field and profession. Technical English frequently referred to as "The

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Language of Business," enables individuals to advance in their jobs and to provide them with value to a professional profile, (Collins, 2012).

Technical writing is commonly referred to as a type of business communication that is primarily utilized by corporations and professionals to deliver and exchange various information related to a specific domain. Technical writing, on the other hand, is highly valued and considered one of the most in-demand abilities in any professional field. As a result, learning specialist language and idioms is critical in any form of technical writing. In order to present complex information and permit the audience grasp it properly using short and brief language, the writer should have good writing skills. Undoubtedly, not everyone is permitted to write technically since only technical authors have the ability to write technically and it focuses on the creation, dissemination, and exchange of various technical communications, particularly in a corporate context. As a result, businesses and industries rely extensively on technical writing to attain specific goals and explain topics relating to their particular specialty. The basic goal of technical writing is to *'simplify the complex,'* which means making ambiguous terms and phrases understandable to a general audience (Collins, 2012; Martins, 2016).

Business English and technical English appear to be similar; yet, they are not identical. Business writing is a large category of writing, whereas technical English is a sub-field or branch of business English. In this regard, corporate English differs from technical English in terms of objectives, procedure, and outcomes. The primary goal of technical English is to assist the audience readily understand complicated data as well as put the written information to use. For example, reading the manuals of certain equipment necessitates technical English that is clear, cohesive, and easy to understand by the audience who will be using the machine. Furthermore, the material contained in manuals should be closely relevant to a specific field, such as industrial machinery, medical machines, etc. Formal business email also necessitates some technical writing and vocabulary relating to a certain issue that is related to an industry or factory in which use highly specialist phrases, technical vocabulary, and technical expressions addressed to an audience with a similar area of interest who will surely understand the goal of the e-mail (Martins, 2016; Whitemell, 2014).



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As a result, formal business e-mail differs from other types of formal writing in terms of vocabulary and writing style. Every organization, industry, or factory has a different area of interest and employs a different set of business or technical English vocabulary and phrases. In this regard, it appears that '*simplifying the complex*' through linguistic writing is a difficult task in which necessitates specific knowledge in order to demonstrate directions, give instructions, and explain things to the audience. Technical English, as a subset of business English, has traditionally appeared to be objective rather than persuasive. A businessman, for example, is always looking for ways to persuade his clients to buy his services and products; however, a technical writer informs the targeted audience how to operate a product or machine. Professional and technical writing are also recognized as the most important abilities in any form of business in order to complete various duties and contribute to the success of any commercial collaboration (Collins, 2012; Whitmell, 2014).

#### **4.15 Business Writing Vs Technical Writing**

| <b><i>Similarities</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b><i>Differences</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Both are fields of expertise.</li><li>2. Both need accurate, clear and concise language and format.</li><li>3. Both focus on accurate, correct grammar, spelling and pronunciation.</li><li>4. Both business and technical writing have clear purposes addressed to a specific category of audience.</li><li>5. Both business/technical writing share the common aspects such as: well-detailed, well-structured and concise information.</li><li>6. Both of them use the same numbered lists include well-organized information.</li><li>7. Both of them include demonstrating information and giving instructions.</li><li>8. Both of them are implemented only in business/professional business settings.</li></ol> | <ol style="list-style-type: none"><li>1. Business English is a broadened type, however, technical English is a sub-field of business English.</li><li>2. The target audience of Business English is different from that of technical English.</li><li>3. The purpose of Business writing is different from technical writing.</li><li>4. Technical writing copes with technology and science, engineering and explains specific terms related to each particular field, while business English deals with creative writing of e-mails, reports and letters.</li><li>5. Business English focuses on persuasion style; however, technical English always depend on objective and neutral style.</li><li>6. Business English is different from technical English in terms of language, content and writing skills.</li><li>7. The main goal of business writing is to</li></ol> |

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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>convince audience to buy products and services, while technical writing focuses on simplifying complex information/data and helps the reader to understand and use the product, and provide them with solutions to their problems.</p> <p><b>8.</b>Business writing is reader-focused; however, technical writing is product-focused.</p> <p><b>9.</b>Business English depends on informative language; however, technical writing focuses on illustrative language.</p> <p><b>10.</b>Business writing uses language that is impressive; while, technical writing is simple and clear language, (Veski, 1991).</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Table 27 : Similarities and Differences between Business and Technical English**

#### **4.16 The Need for Designing Suitable ESP/BE Syllabus/Trainings for Employees in Their Workplace**

The design of the ESP/BE syllabus/Trainings for employees should prioritize practice of English language skills rather than theory. Thus, ESP/BE teachers should address the practical aspect of constructing an ESP/BE syllabus in which employees can apply their newly gained knowledge and abilities in their jobs (Ulfah, Pertus, & Mirizon, 2021). Since most business settings rely on communication skills, one of the most crucial parts that the teacher should incorporate in the ESP/BE course design is speaking and writing.

Business e-mails, presentations, and meetings necessitate both oral and written communication abilities by virtue of considering that English is considered as a common language that is utilized to interact with clients from international backgrounds (Fareen, 2017, p. 59). One of the most important aspects in creating ESP/BE training for employees is "*needs analysis*." As a result, English language teachers and companies should work together to provide employees with a relevant curriculum that meets their demands and empowers their proficiency in both grammar and vocabulary related to business purposes. On the other hand,

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Fareen (2017) stated that both speaking and writing are regarded as two crucial language abilities recognized by almost all employers in industries, (2017, p. 60).

The ESP and BE curricula are at the heart of employee growth in terms of English language skills, knowledge, and professional competences. BE syllabuses are literally very useful for enhancing, boosting, and improving employees' performance, especially with overseas partners. As a result, the needs analysis process should be focused on employees' actual needs in their corporate context, beginning with identifying a specific goal and ending with fulfilling that goal. Language skills, knowledge, and teaching and learning tools will be easily recognized using the ESP requirements analysis framework. Furthermore, the ESP/BE curriculum enables employees to learn, acquire, and consume more knowledge in a shorter period of time. The involvement of general subjects-as Kobayashi (2019) noted- is very necessary more than technical subjects because both items are completely separated since the latter is only concerned with employees' job-related tasks rather than language skills and knowledge.

In a corporate setting, it is critical for employees to understand what, when, and how to utilize proper words or expressions in the appropriate context. In other words, precise terminology selection by ESP teachers, specialists, and designers is required for employees to perform better in real-life situations. The key to every corporate workplace's success, then, is the appropriate selection of terminology in order to complete various business tasks. Needs analysis, on the other hand, is crucial for achieving the company's and its employees' intended goals, which assist them, grow skills and abilities through instructional tests, tools, and assignments. Therefore, determining employees' linguistic skills is regarded as the most important step for a suitable ESP syllabus topic selection as well as language use activities in specific occupations, according to Kobayashi (2019).

These aims and objectives should be translated into an ESP/BE syllabus that includes tasks, courses, lectures, and workshops to assist employees enhance their skills through which they can exchange, share, and explore additional English language knowledge, abilities, vocabulary, phrases, and grammar by fulfilling a variety of tasks. A well-designed ESP/BE syllabus encourages employee interaction and rapid learning by incorporating presentations,

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meetings, and negotiating activities based on actual and real business situations. In this regard, ESP/BE syllabus design can be framed as next:

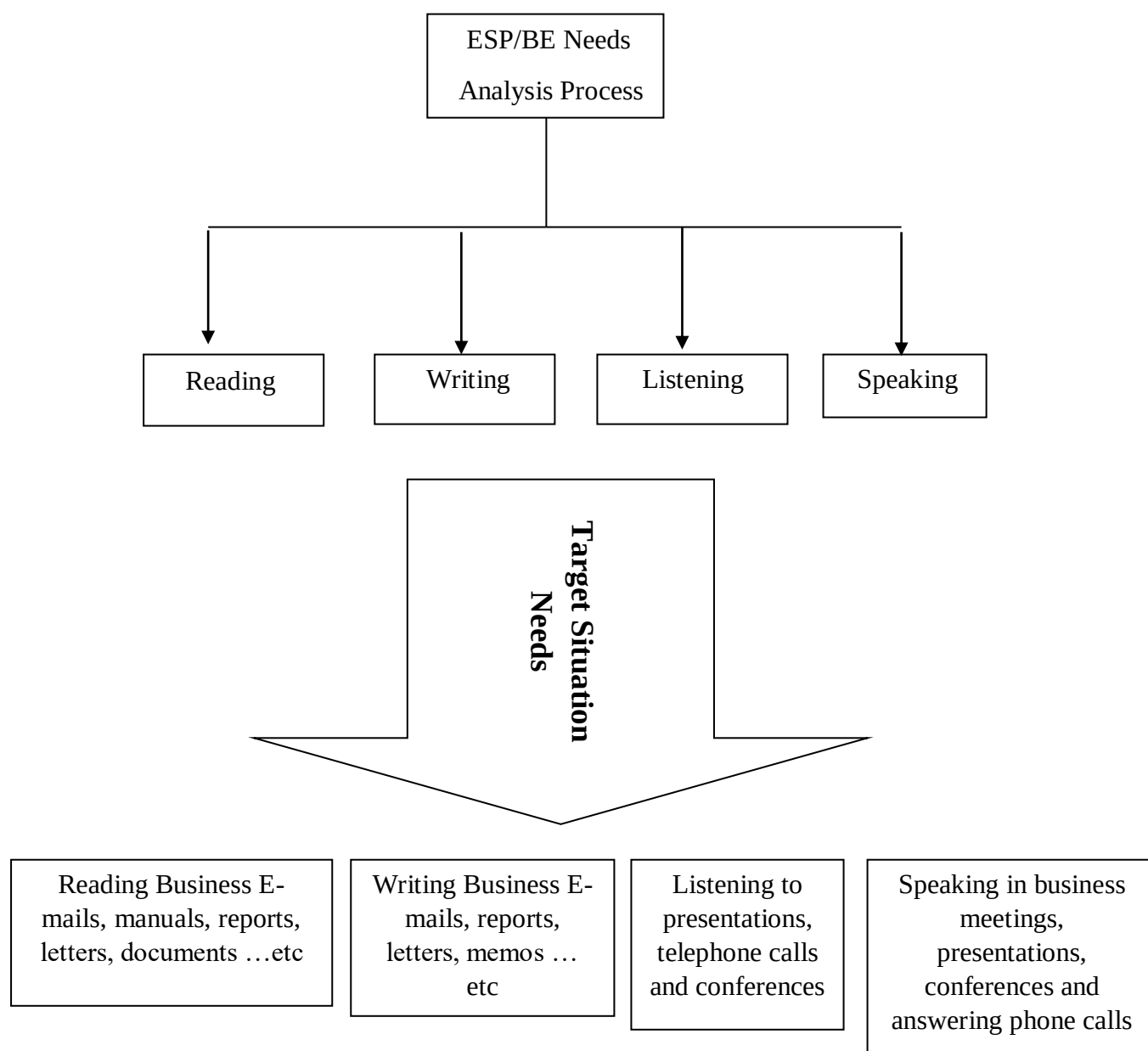


**Figure 6 : Suggested Model of ESP/BE Syllabus Design for Employees**

#### **4. 17 Improving Employees' Speaking Skills in the Workplace**

Better communication skills, particularly in writing and speaking, are required in the commercial sector where this latter is considered the most important ability in the workplace,

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as employees cannot practice speaking tasks without it. Business meetings, negotiations, and presentations rely heavily on employees' oral abilities, which allow them to complete various oral-business-related activities. Verbal communication is critical in business transactions since it allows employees to send and exchange various messages and information through conversation. Daniel (2020) highlighted that communication abilities provide managers with tools that he could make use of to guarantee the success and efficiency of his business (p. 26). Furthermore, effective negotiation skills among employees contribute to the organization's success. As a result, corporations that support its employees with appropriate training programs can successfully improve their skills and performance in the workplace (2020, p. 38). In other words, training programs are critical for employees' improved performance and professional development at work through which the organization can meet its objectives by providing appropriate courses and syllabi that focus on increasing employees' English language skills, particularly speaking. Training programs, on the other hand, reduce mistakes that may occur in the workplace and allow employees to increase their competencies that are necessary to perform a certain task, (2020, pp. 38-39). That is to say, effective training programs based on appropriate courses allow employees develop their professional and linguistic skills. It also improves employee performance by overcoming errors that may occur when speaking verbally and increasing their productivity in the workplace.

Multilingual employees are highly valued in international corporations for their ability to perform a variety of tasks, particularly oral communication, which occurs frequently during business transactions with foreigners. Many misunderstandings issues can thus be minimized with the assistance of multilingual employees; at the same time, multilingualism improves their performance, professional abilities, and productivity (Moron & Mujtaba, 2018, p.23). To break the quiet and improve employees' oral skills, a good plan that allows them to express themselves freely and, most significantly, increases their English language fluency should be used.

Anxiety is recognized as one of the most typical obstacles that employees experience while using their English language verbal abilities, and they always believe that speaking in front of a large group of people is too '**risky**,' especially when mistakes occur throughout the speech. As a result, employees typically avoid public speaking, presentations, and negotiation situations. On the other hand, these situations may result in a '*wall of silence*' in the

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workplace, according to individuals who lack communication skills (Premeaux, 2001). Since spoken abilities are regarded as an important feature in any business setting-as (Crosling & Ward, 2002) noted- employees should be thoroughly taught and prepared for workplace business-related responsibilities in particular speaking skills because a lack of training produces a variety of issues, including nervousness, lack of confidence, frustration, and shyness can create obstacles. Essentially, enhancing employees' speaking skills can boost efficiency while also expanding the company's internal and external commercial dealings. Students, on the other hand, should be well-prepared before graduation for effective oral communication abilities in corporate settings. ESP/BE professors at the university level should provide students with the required skills, knowledge, and techniques to meet their demands in their future careers. In other words, the university curriculum and workplace requirements should be balanced, (Crosling & Ward, 2002)

According to CCLB (Center for Canadian Language Benchmarks) (2006), oral communication in the workplace can be developed through:

- ✓ Talk with co-workers to exchange information about a customer's requirements and to coordinate work.
- ✓ May speak with suppliers to place orders and to seek product information
- ✓ Speak with helpers (assistants, partners) to provide instructions and supervise them
- ✓ Interact with their supervisor to receive work assignments, discuss production problems and clarify procedures.

(CCLB, 2006, p.02)

CCLB (2006) reported that, in various business setting, 80% of all employees use spoken abilities, (p. 04). In other words, speaking is an essential ability in the commercial workplace, where employees typically use it to give instructions, especially to newly hired workers, to acquire information about a certain issue, and to ask for directions and orientations. Many business-related jobs require verbal communication in multilingual firms, such as answering phone calls, negotiating, attending business meetings, making business presentations, and participating in international conferences. Due to the nature of the business and the employees' lack of language abilities, multinational corporations in Algeria, for

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example, rely more on writing skills than speaking skills. Speaking is thus not commonly necessary in Algerian multinational corporations since Algerians, as non-native English speakers, lack verbal communication skills. Business people, on the other hand, rarely require oral communication with foreigners because they prefer to communicate in writing. In this regard, several strategies will be covered in the following section to improve Algerian employees' speaking skills.

#### **4.18 Asking Questions and Receiving Answers Strategy**

According to Vogt, Brown & Isaacs (2003), the type of questions is classified from 'more powerful' to 'less powerful' questions.

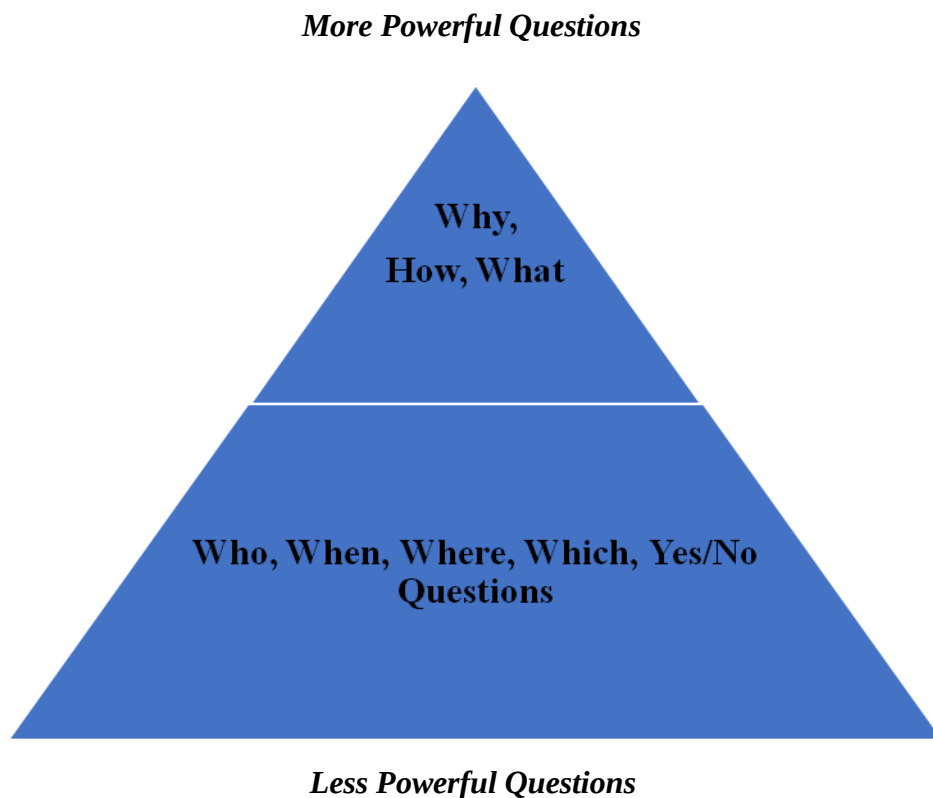


**Figure 7 :The Classification of Questions (taken from Vogt, Brown & Isaacs, 2003)**

Using the classification described by Vogt, Brown, and Isaacs (2003), individuals should carefully select their queries in terms of greater and less powerful classifications. Furthermore, one of the best strategies to gain information is to ask questions, because questions lead to the discovery of something new. Inquiring or asking the appropriate question in the middle of any verbal communication is so beneficial in acquiring further

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information. As a result, asking questions plays a significant role in gaining knowledge, building excellent relationships, and obtaining additional information. Choi, Land, and Turgeon (2005) agreed that efficient verbal communication is required for knowledge building (p. 484). In this regard, effective questioning amongst employees fosters knowledge as well as interaction and information exchange. There are questioning tactics that should be used when asking inquiries such as:

#### **4.18.1 Open/closed Questions**

Open questions can be defined as the question that expects long, unlimited and more details, on the other hand; closed question that expects limited and short answers such as: yes/no questions

#### **Open Questions Examples (with clients)**

- What are your interests?
- What is your attitude towards our company customer service?
- What is the reason behind purchasing our products?
- What would you say about the characteristics of our services and product?
- What do you expect from our company?
- Which products of our company were you most satisfied with?
- What do you suggest to develop our services?
- How could our company enhance its outline business?
- Why did you choose to purchase our products?
- What do you propose to increase our company's productivity?
- How could our company assist its employees' performance?
- What is your favorite product? (Choi, land & Turgeon, 2005)

#### **Closed Questions Examples**



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- Do you know our company? (yes/no)
- Did you ever use our products?
- Would you like to know more about our business?
- Are you curious about buying cosmetics products?
- Will you try our products again?
- Do you have any comments on our services?
- Are you one of our loyal clients?
- Do you like our new launched line of skin care products?
- Do you want to change the product?
- Do you want a special offer on beauty products?
- Do you want to know more information about this product?
- Would you like to buy one of our new products? (Choi, land & Turgeon, 2005)

Employees can improve their verbal abilities by asking and answering questions in the workplace since excellent questioning techniques are required for a better future professional career in presentations, meetings, conferences, and negotiations. Through reasonable, logical, and critical questioning, employees are permitted to assume a managerial role or position. The use of questioning strategies to develop employees' speaking ability appears to benefit both the organization and the employees. Asking for and responding to feedback is one of the best methods to improve staff' performance and interactions with customers. This instrument contributes to the development of strong relationships between the company and its employees on the one hand, and between employees and customers on the other. A positive relationship between employees and customers makes it easier for a company to sell its products and services by employing effective negotiation skills. Selling a product is difficult in this aspect unless staff is capable of persuading their consumers to acquire items using questioning skills (Choi, Land, & Turgeon, 2005). Furthermore, individuals in the job typically practice verbal communication skills, particularly answering phone calls and

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receiving phone calls, on the other hand, necessitate the use of effective questioning techniques in order to ask and answer customer inquiries. Consequently, good questioning methods can assist you meet customers' service goals.

In this regard, employers should take this strategy into consideration, where employees can learn the necessary knowledge related to answering phone calls etiquette through training programs that include real-life situations and activities such as customer service centers, phone calls, and so on. Questioning methods are extremely necessary in the business setting, since they allow employees to improve their verbal communication while also increasing efficiency. Training programs, for example, can include a variety of situations in which an employee can be taught how to inquire, answer, instruct, provide information, orient, make suggestions and solutions, provide advice, connect with, and persuade clients, (Choi, Land, & Turgeon, 2005).

#### **4.19 Small-talk Strategy in the Workplace**

The proper use of language can be useful in the workplace such as small-talk strategy that can be beneficial if they include more dynamic themes connected to the work environment. Small-talk is usually a friendly conversation that occurs among two or more strange people to get to know each other. Verbal communication, on the other hand, is regarded as one of the most difficult abilities to master, alongside writing, reading, and listening. e.g., in business negotiations, it is very useful to use small talk as a technique to purposefully enhance the power of social conversation, (Dietmann, 2019, pp. 05-06). According to the researcher, it is critical to involve employees in small-talk situations where they can not only improve their speaking abilities but also their business negotiation skills. Algerian commercial companies, on the other hand, should provide their employees with a variety of small-talk skills to assist them perform better at work and gain confidence when speaking in front of people or even having a safe conversation with strangers. Furthermore, small-talk methods can cover a wide range of issues such as negotiation, presentations, meetings, and conversations with coworkers. Small talk should also be used as a "*management tool*" to help employees develop and strengthen their social discussions and verbal communication in general. On-the-job topics, on the other hand, should concentrate on

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daily workplace interactions that encourage employees to participate in the business setting environment (2019). Small talk, then, can be framed as next:

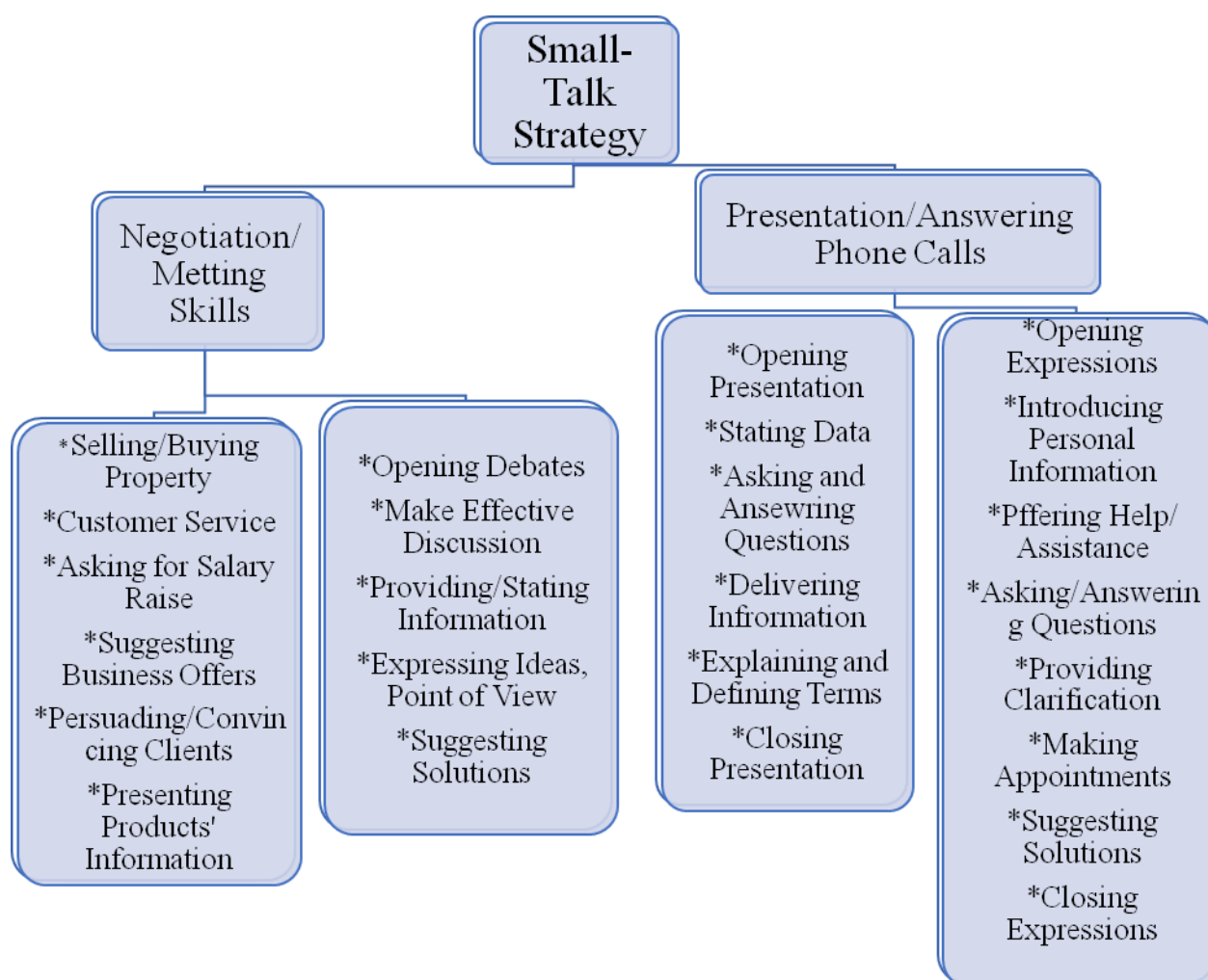


**Figure 8 :Suggested Small-Talk Model for Employees**

#### **4.20 Involving Role-Playing as a Tool of Teaching in ESP/BE Training**

Role-play is a common tool used mainly in Academic contexts to enhance students' verbal communication abilities. Moreover, role-play is a technique that has been discussed by many researchers in their studies such as Rozmel, Zarina & Khaidzir (2018), Rojas & Villafuerte (2018) and Shankar (2018), where they discovered its effectiveness in Teaching/ learning English language. Recently, students at the university were exposed to role-play as a teaching tool in oral expression lectures.

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According to Rojas and Villafuerte (2018), role-play evolved from "psychodrama," which is primarily a sub-field of "psychotherapy," and was discovered by 'Levy Moreno'. Furthermore, Moreno argued that to create psychodrama, "the stage, the actor, the director, the staff, and the audience" are required (quoted by Rojas & Villafuerte, 2018). Shankar (2018), on the other hand, described role-playing as an educational method utilized for developing human connections, management training, and interpersonal abilities in any business setting, (p. 1274). In other words, business organizations can use role-playing as a training tool to improve employees' communication abilities due to the fact that role play considered as a managerial tool that can be used in both business training and in higher educational institutions learning. Employees, on the other hand, have the opportunity to strengthen their interactions with colleagues, superiors, clients, and foreigners by carrying out real-life situations such as presentations, negotiations, and business meetings in which they may practice their spoken English abilities. According to the researcher's definitions, role-play is an educational tool used for teaching purposes that includes a set of communication tasks addressed to EFL students in order to improve their English language speaking fluency on the one hand and to meet their needs in a future job on the other. In this regard, the role-play as a practical model made it easier for learners to discover, connect with, and perform the job as the way they forecast when they will join the workforce in the future, (Rozmel, Zarina, & Khaidzir, 2018, p.129).

The role-play technique, therefore, is intended to assist recently graduated students improve their English verbal communication abilities so that they can face the challenges of their future profession. In this regard, the role-play technique can be applied as a teaching tool in employees' ESP/BE training, which primarily focuses on building English-language verbal communication abilities in the workplace. In other words, employees can develop their speaking skills by acting as a manager, boss, accountant, or HR director in real-life circumstances, dialogues, and discusses with two or more people. These real-life scenarios should be based on real-life actions, themes, and events that occur frequently in corporate environments. Similarly, role-playing techniques can be used in the workplace to help employees to improve their verbal communication skills while on the job through BE/ESP training classes.

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Employees can develop their speaking skills through dialogue and conversation in which they communicate and exchange knowledge in a real-world corporate setting. Employees, on the other hand, are not only permitted to improve their speaking abilities through interaction and conversation, but they have the opportunity to raise their public speaking confidence in front of the public. Employees are expected to gain additional knowledge, information, expressions, and vocabulary pertaining to their specialized sector while strengthening their speaking skills through a variety of assignments generated from real-life business settings. The approach of role-playing has a positive impact on the development of EFL learners' speaking abilities since it put forward chances to put into practice a foreign language in realistic business situations (Rojas & Villafuerte, 2018: 726) A combination of conversational skills can be established for learners to strengthen their English language speaking abilities that are directly relevant to their everyday professional situations through collaboration with learners and teachers. e.g., the ESP approach makes it easier for learners to be able to learn English naturally and to increase their competitive spirit to enter the job market, (p. 726). As a result, the role-play technique can be an effective teaching tool in ESP contexts where not only students in the classroom can improve their verbal skills, but also employees in the workplace can develop their speaking abilities by incorporating it as a teaching tool in ESP/BE training courses.

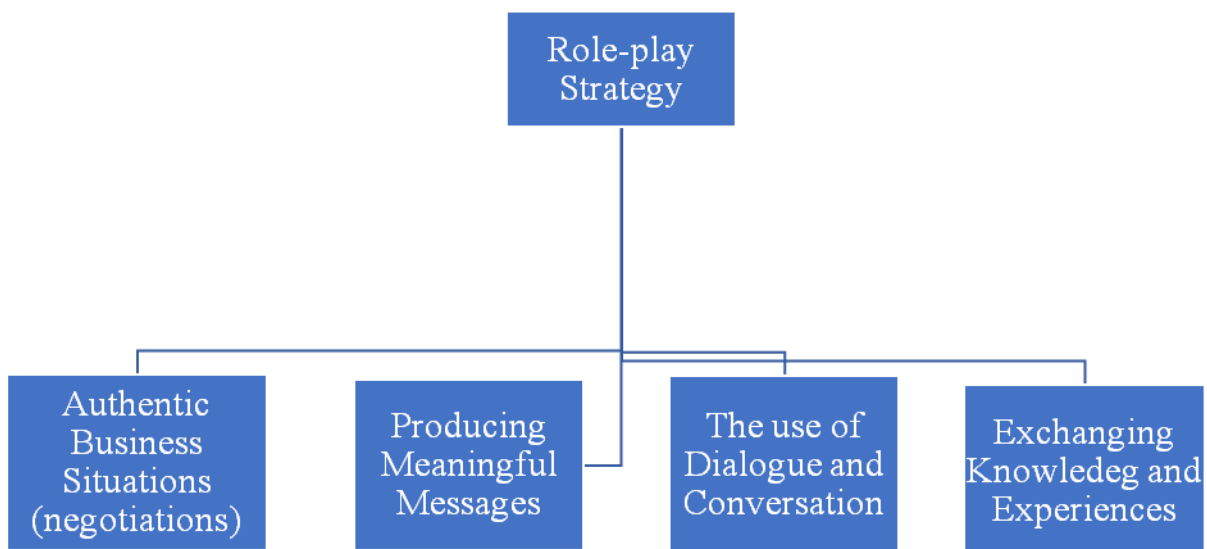


**Figure 99 Role-Playing as a Teaching Tool in Employees' ESP/BE Training Courses**

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The growing demand for Lingua Franca in business settings contributed in the development of the ESP approach in the business field. In this sense, ESP lessons have become an important component that enables EFL learners who need to develop a specific purpose related to a given field to do so. Therefore, role-playing as a strategy can be a beneficial tool in workplace ESP/BE training where employees are given the opportunity to improve their verbal communication (Rojas & Villafuerte, 2018: 730). Role-play, is one of the critical factors that effectively contribute to the professional growth of employees in the workplace which has reached significant position in business setting and developed to become a practical tool of reflecting real-life situations (Shankar, 2018: 1274). As a result, the application of role-playing instruction is not limited to educational institutions but also to corporate settings. The daily business context and conversations that commonly occur among employees, such as dialogues, specific topics, specific vocabulary and expressions, a range of actions, and the practice of different characters, are all useful to inspire role-play situations and examples. Employees can exchange knowledge, skills, and experiences through the role-playing technique. Furthermore, the role-play method is believed to bridge the gap between what a person believes and what they perform. To get better outcomes, the crucial factor is that the reflection of an organization or industry in generating role-play scenarios should be realistic and accurate. However, role-playing is an essential strategy in both education and business.

#### **4. 21 Enhancing Employees' Presentation Skills in English through Training**

Presentation abilities are one of the most crucial abilities necessary in business settings which are required for business meetings, negotiations, and international conferences. To successfully deliver correct information to the audience, the presentation should be adequately prepared, planned, and organized. On the other hand, presentation skills are regarded as crucial element of any business and professional setting, (Metha & Metha, 2019: 124) Thus, the role of English presentation is critical for improving employees' speaking skills, which allow them to communicate with international professionals in business meetings, conferences, workshops, study days, seminars, and lectures. Employees learn, practice, and perform better when presenting business data as a result of the contribution of ESP/Business English training in the workplace. As Metha & Metha (2019) noted, "*practice makes perfect*," in which organizations can make profit out of the new added value produced by competent

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employees in particular those who have an excellent presentation skills and of course who can dynamically contribute to gain business deals finalizing and providing customer with practical solutions, (p. 124). In this regard, effective presentation abilities not only enhance employee performance but also increase productivity and assist the firm in finding solutions for clients by paying attention to word choice to prevent ambiguity and achieve accuracy and clarity.

In addition to the proper choice of words in a presentation, the presenter should consider the correct pronunciation, tone (falling or rising), speed, and pauses of the speech. Considering the aforementioned factors when presenting data in English results in a better and more accurate presentation where the audience can receive and comprehend the information, increasing interaction between the presenter and the receiver because efficient presentation skills can transform superior performance into success in business setting specifically at multicultural or multilingual workplaces (p. 129). As a result, presentation abilities are usually necessary in multilingual workplaces to complete corporate verbal communication responsibilities such as business meetings and negotiation. Presentation skills, on the other hand, are recognized as an important factor in employees recruiting process. A well-organized presentation should be based on the following elements:

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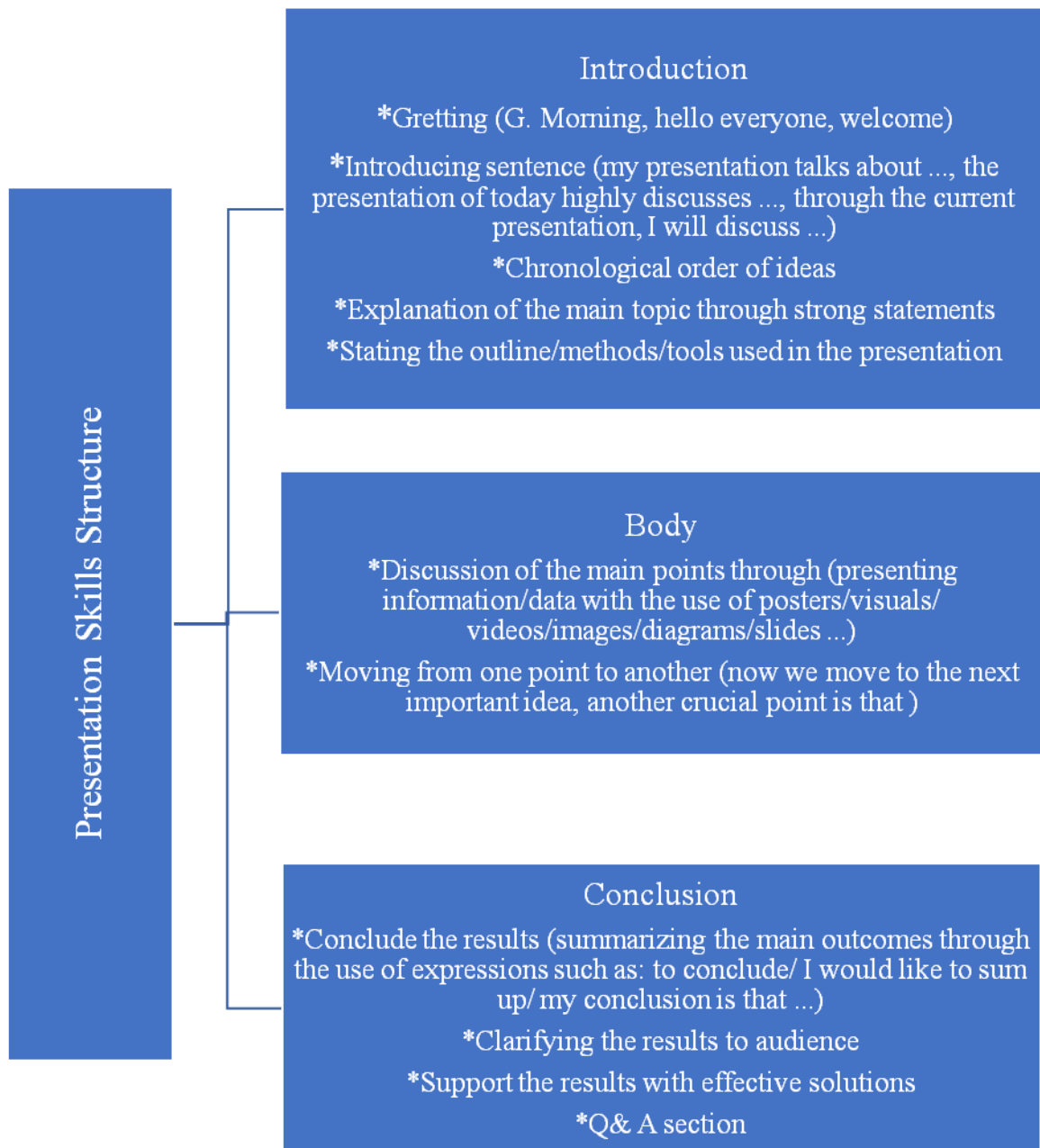


**Figure 10 Suggested Sample for Better Presentation in the Workplace**

#### **4.22 Professional Training for JOKTAL Company's Employees on Business E-mail Writing:**

Taking into consideration that employees have difficulties in writing skills, the researcher decided to design and perform (execute) professional training that improve their business e-mail writing abilities. The professional training was 100% English language



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writing skills-focused and was intended to administrative staff since they exchange e-mail on daily basis with their headquarters located in Germany. The training course was addressed to (22) employees occupying different job positions in the workplace. Moreover, the training course was based on four key components are:

1. Learners/ trainees
2. Methods used in teaching process
3. Objectives of training course and learning process
4. Tools used in evaluation process

The training course was designed through instructional design **ADDIE Model** (Analysis- Design- Development- Implementation- Evaluation):



1. **Analysis:** in this phase, needs assessment process revealed that employees need to improve in the first place their '**writing skills**'. They lack of the basics of English language writing skills in which make lot of errors regarding **sentence structure**, **grammar**, **punctuation** and **spelling**. Moreover, employees seem to have difficulties in making difference between formal and informal language. In this regard, the objectives of this training course were set in order to solve employees' English language writing issues and improving their performance in the workplace. On the other hand, employees often face difficulties regarding '**speaking skills**' through **answering phone calls**, **meetings** and **presentations**. This training course, therefore, provides employees with instructions in order to develop their speaking abilities in the workplace.
2. **Design:** this training course has triangle aspects are objectives, assessments, and instruction. The training course is designed as follow:

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#### **Training Course Design**

**Course Title:** How to Write a Professional Business Email? Tips and Implementations

| <b>Name</b> | <b>Title/Job Role</b> | <b>Hours</b> | <b>Training Role</b> |
|-------------|-----------------------|--------------|----------------------|
|             |                       |              |                      |

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#### **Course Description**

This course is an introduction to professional business e-mail writing in the workplace. Through this training course, employees will study the basic elements of a professional business email, tips and implementations for advanced business writing, and practical activities that improve their writing skills. This course is designed as an introduction to the activities associated with workplace business writing abilities, grammar, punctuation, spelling examples and tasks, and email etiquette in a business setting. Moreover, it includes additional information about different types of business e-mail's topics and templates that most employees need, particularly when dealing with foreign partners. As a result, employees will be able to learn more tips, implementations, and information about how to write professional business email. In addition, there will be various tasks and activities that will allow employees to practice and evaluate their English writing level simultaneously.

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#### **Course Objectives**

- Understand the importance of business writing in the workplace.
- Identify the principles of a professional business email.
- Improve employees' professional writing skills, more specifically, business emails.
- Demonstrate effective workplace communications, teamwork spirit, and professional workplace business English writing.
- Distinguish the functions and principles of formal and informal writing.
- Resolve basic business writing mistakes, including grammar, punctuation, and spelling.
- Illustrate examples on different topics and templates for business email.
- Explore practical activities for advanced business writing in the workplace.

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#### Course Content

| Section        | Title                                                              | Detailed information                                                                                                                                                                                                                                                                                                                                                       |
|----------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course content | Training plan                                                      | <ol style="list-style-type: none"><li>1. Introduction</li><li>2. Why professional e-mail is important?</li><li>3. What should be included in professional business e-mail?</li><li>4. What you should write?</li><li>5. What you should avoid?</li><li>6. Tasks and activities</li><li>7. Evaluation</li></ol>                                                             |
| Section 1      | Introduction to Business Writing in the Workplace                  | Introductory paragraph on business writings particularly business email                                                                                                                                                                                                                                                                                                    |
| Section 2      | Importance of professional business email writing in the workplace | Enabling employees to explore the importance of professional business writing in business setting and why it is the most common utilized means of communication in worldwide companies.                                                                                                                                                                                    |
| Section 3      | What should be included in professional business e-mail?           | Providing employees with real examples and business e-mail's templates to distinguish between formal and informal writing.                                                                                                                                                                                                                                                 |
| Section 4      | What you should write?                                             | A collection of tips that employees should take into consideration when writing business e-mail.                                                                                                                                                                                                                                                                           |
| Section 5      | What you should avoid?                                             | A collection of common mistakes that most of employees make when writing business e-mail.                                                                                                                                                                                                                                                                                  |
| Section 6      | Tasks and activities                                               | A set of various tasks and activities (grammar) that enhance employees' professionalism in business writing.                                                                                                                                                                                                                                                               |
| Section 7      | Evaluation                                                         | <ol style="list-style-type: none"><li>1. Allowing employees to evaluate their level of Business English writing (how many correct tasks have you achieved? Did the training content meet your expectations?).</li><li>2. Assessment materials (Teamwork Exercises, Reading, discussion and questions, Observation and participation, think-pair-share, debates).</li></ol> |

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**3. Development:** the content of this training course, as mentioned below in the table, is totally based on English language writing skills and more specifically, professional email writing. The training was in-person (on-job-training) that occurred inside the company among group of employees. Out of (22) employees, only (15) of them attended the training due to the high level of workload, responsibilities, and lack of personnel. Different methods are implemented through this training course such as: PowerPoint or slide presentations for which employees could read, interact and understand the teacher's speech. Another method was used to develop employees' listening and speaking skills is audios. Moreover, printable handouts were used as a tool for employees to read and gain more information about email essentials. Furthermore, group-discussions method was intentionally involved in training course teaching to give chance to employees to use their speaking skills while discussing, asking and giving answers. In addition to tests and quizzes games that was used as method to evaluate employees' English language background as well as giving real examples related to business setting which was very effective method of teaching and transmitting and receiving information between the teacher and employees.

**4. Implementations:** this training encountered several difficulties during implementation phase where it was impossible to set a suitable date and time due to –as mentioned before- the workload and the lack of personnel. Through a number of attempts, it was possible to arrange a date and time to perform the training. The training time, however; was not enough to tackle all the aspects particularly writing skills. Fortunately, three (03) hours were enough to discuss the fundamentals of professional business email writing in only half-day. At the beginning of the training course, employees were strongly engaged and interested in learning new things and they were interacting with the course in a positive way. However, employees started lose focus

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because of duty call and responsibilities left behind. This was the only obstacle that this training course encountered during the implementation phase. Employees expressed their motivation and pleasure toward learning new knowledge they need to perform their daily work through using new tips and tools. The training course was not based on financial targets; on the contrary, it was free of charge. Throughout the training course implementation, there were no issues regarding the availability of materials in which the company's managers put into service all the required materials and equipments such as: a room equipped with data show, whiteboard, tables and chairs and open-access to internet (WIFI).

5. **Evaluation:** This phase is considered crucial to assess the effectiveness of this training course through employees' feedback. English language training course was a new type of experience to employees because the company does not offer such language training. According to employees' English language level, this training course was very beneficial in which they noticed that new knowledge, techniques and tips were included. Employees, as a result, expressed their satisfaction toward the training course noting that ***“they have learned new things they did not know before”***. The knowledge that employees acquired through the training course was related to writing skills, more specifically (punctuation, grammar, spelling, vocabulary, formal, informal, and sentence structure). In this regard, the first objective of this training course was achieved, and taking into consideration employees' English language level, it was an important supplement to enhance their professional English language writing skills.

During the training course, and even though the number of employees was small, they showed a high level of interaction in which they were reacting and answering questions immediately. This means that employees were focused during the training course and interested in acquiring new knowledge related to professional business writing. To evaluate that the intended knowledge, skills and tips were successfully conveyed through the training course, employees were asked to do tasks and activities related to email writing and English grammar. According to employees' answers, 10/10 of email writing tasks were realized effectively through which they answered correctly on the activities that require for example to (suggest a subject line

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for several email models on different topics, and to write an email to a colleague using BCC and CC). That is to say, employees have effectively acquired the knowledge on how to write a subject line of a business email. The purpose of providing employees with written documents (handouts) is to enhance their performance in the workplace, more specifically writing skills. Therefore, employees expressed their happiness to make use of this handout as guiding tool in their business email writing because it includes a set of templates and models related to various topics.

During the assessment procedure, it was estimated that 100% (all of them) of employees participated in the evaluation process, and 80% of them have completed 7/10 of tasks and activities. Moreover, the activities that have been answered by employees are related particularly to business email writing, however; they did not extensively answer English language grammar tasks. All in all, 60% of employees were successful in accomplishing the assessment process in which they showed their enjoyment with the training course through participating in the evaluation process.

When we provided employees with suggested tasks and activities, we have noticed remarkable changes among employees. These changes are in the following levels:

#### **4.23 Linguistic Competence (Writing)**

Linguistic competence, particularly in a business setting, refers to the capability of an employee to use language in an effective way in different situations. In this regard, the training included a variety of tasks and activities related to grammar and vocabulary that enable employees to understand and produce meaningful utterances. Therefore, the purpose of the training was based on how to improve employees' writing skills, more specifically business email writing.

#### **4.24 Grammatical Competence**

Before the training, most of the employees were facing difficulties in their professional English writing skills, where they struggled to write sentences with correct grammar structure, correct word order, word formation and sound, verb form, misuse of

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pronouns, and coherent meaning. Here are some examples of different writing mistakes made by employees before completing their English language training:

#### **4.24.1 Before the English Training**

\*Male employee response from a questionnaire (Q 22): “Trening” =training (***spelling mistake***)

\*Male employee response from a questionnaire (Q 20): “because german people speak just english so we have to learn english for speaking with them” (***punctuation= capital letter*** in german= German and english=English, and ***semantic mistakes*** in people, just, so and for speaking).

\*Female employee response from a questionnaire (Q 22): “because there are a German company” (***spelling mistake*** in there=their).

\*Female employee response from a questionnaire (Q 20): “Because almost all forms business communication such as emails presentations sales and marketing: and speaking is the most important skill in workplace and majority accepted they needed to improve their speaking skills” (***punctuation and syntax mistakes=*** word order).

\*Female employee response from a questionnaire (Q 22): “Professional Training and The willingness of learning more if they see that English is important for its career” (***syntax mistake*** in its=their).

\*Female employee response from a questionnaire (Q 22): “think that with more practise and may be some training, the *employe* can perform his English” (***spelling mistake*** in employe= employee).

\*Female employee response from a questionnaire (Q 22): “proffessional training” (***spelling mistake*** in proffessional= professional).

Moreover, employees seem to be unaware of when to adjust language tone (formal and informal language), particularly through written business communications. It has been revealed that they use informal English language tone in writing business emails rather than formal because it is difficult for them to make a difference between formal and informal

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situations, in which they usually get confused between how to use formal tone and with whom and when to be informal.

#### **4.24.2 After the English Training**

After completing the English language training, we have noticed a remarkable development regarding employees' writing skills, more specifically in grammar. Through employees' answers during the evaluation process, a remarkable development has been noticed in which employees avoided making punctuation and spelling mistakes. Employees, thus, were asked to read carefully and suggest suitable subject lines for different business emails, and their responses were free of spelling and punctuation mistakes because they utilized the correct order of words and structure. Moreover, employees understood well how to write a sentence with the correct grammar structure. Before the training, employees faced difficulties in writing a sentence with the correct order of words, as was shown in the previous examples. In this regard, we intended to include similar tasks in order to evaluate their answers. During the evaluation process, observable progress has been revealed when they were asked to complete writing different sentences by choosing the correct word, and the majority of them have selected the correct word for each sentence.

To improve employees' grammar competences, they were also asked to read carefully (02) two different business emails and to underline the appropriate preposition, in which they moderately succeeded in completing the task. The English training seems to have positive feedback on employees' performance that will allow them to communicate effectively with foreign partners using correct English grammar. Additionally, employees were provided with tips, solutions, and expressions to be used in formal business email writing, as well as an informal tone that should be avoided when writing business emails, particularly to foreigners.

#### **4. 25 Linguistic Competence (Speaking)**

The training was not limited only to improving employees' writing skills but also their speaking abilities, in which they were provided with recorded voices (audio) of oral business emails on different topics to offer them the chance to express their ideas and to improve their oral skills. Through the listening process, employees found difficulties comprehending the speech for the first time. However, after repeated attempts, they were able to understand the



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topic of the recorded audio, and it was easy for them to answer questions. During the phase of answering questions, employees faced difficulties in expressing their ideas due to a lack of business knowledge and vocabulary. In this regard, we involved several written business emails to permit employees to read, comprehend, and more specifically, enrich their vocabulary and knowledge at the same time.

Employees have weak speaking skills, as mentioned before. In this regard, the English training included a session of oral expression, which was placed as a first element through which they were asked to introduce themselves (name, job position, and describe your duties or responsibilities in the company) using English only. It was difficult for them to use English only because of a lack of knowledge, vocabulary, and expressions. However, at the end of the evaluation step, employees were able to use the knowledge and vocabulary offered through the training to express their thoughts and exchange views among the members of the group. The purpose of using audio as a tool to improve employees' speaking abilities is to know how to articulate business vocabulary in a clear way while speaking, particularly with foreign partners because misarticulating words could create communication issues such as misunderstandings.

#### **4.25.1 Before English Language Training**

According to employees' answers, speaking is regarded as the most needed skill to be improved in order to accomplish business activities such as meetings, negotiations, answering telephone calls and presentations with both foreign partners and clients. Employees had difficulties communicating when using English, in which they were unable to express their ideas and opinions. Moreover, they stated that speaking skills are rarely utilized in the workplace since they totally rely on written communication instead.

#### **4.25.2 After The English Training**

During the debate session, a remarkable advancement has been noticed among employees, in which they were able to answer questions using English, discussing and exchanging ideas with each other. Moreover, a friendly environment motivated employees to try to share their expertise with others and increase the teamwork spirit in the business setting. On the other hand, female employees were likely to speak more than male employees, who had difficulties expressing themselves confidently. Employees were able to use the obtained

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knowledge in their daily activities, in which they utilized different business expressions related to how to answer telephone calls, how to negotiate prices, and how to present data to an audience. These expressions were useful to improve employees' speaking abilities among them and with foreigners as well, and they were asked to use these expressions in the session of debate. Accordingly, they were able to apply new knowledge, such as asking and answering questions in English, by applying grammar rules in the correct way.

Employees, after the training, were able to engage in and participate in a discussion actively, which will assist them to speak confidently with foreign partners or clients in different business situations, whether in business meetings, through phone calls, discussions, negotiations, or presentations. The training was necessary and informative, and employees were able to learn more about the basics of business email writing in the workplace.

#### **4.26 Intercultural Competence in Business Contexts**

Since JOKTAL is a multinational company, it was necessary to provide employees with a general background on different intercultural abilities that can be improved through English language training. Generally, employees did not encounter any intercultural issues with the headquarters since their business email writings are restricted to exchanging information about requesting industrial materials only. However, focusing on raising employees' awareness of these abilities was one of the targeted goals of the training. Before the training, employees did not know the name of crucial components in multicultural or multinational companies, such as the ***headquarters company*** and its ***subsidiary***. However, after completing the training, employees became more aware that the headquarter company is the head of the main office or administration (headquarters), where important decisions are made by the executives and managers of an organization. On the other hand, employees became conscious that JOKTAL is called a subsidiary company in English, which is owned or controlled by the parent company located in Germany.

As is globally known, German citizens are recognized for being punctual, which means they highly value, appreciate, and respect time more than anything else. In this regard, employees at JOKTAL Company may not take this crucial point into consideration, which

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can create miscommunication and intercultural issues. Moreover, Germans believe that meetings and appointments should start and end on time, and being late without a convincing reason is regarded as disrespectful behavior. Before the training, employees were not aware of how Germans value time and **punctuality**. However, after providing them with real studies, examples, and situations through the training, they became fully aware that respecting appointments is a necessary cultural aspect in intercultural business contexts. On the other hand, confusing words in English may also create miscommunication in intercultural business settings in which employees were not fully conscious that **homophones** such as “*principal and principle*, » “*profit and prophet*, » “*stationary and stationery*,” and “*board and bored*” can create intercultural issues between the headquarters and its subsidiary.

Employees at JOKTAL Company rarely carry out virtual meetings with their counterparts since they heavily rely on written communication. Before the training, they lacked awareness of the types of intercultural communication, such as verbal and **non-verbal**. Therefore, improving employees’ intercultural competence and raising their cultural attentiveness were necessary in their business context, where they were allowed to learn more about gestures, body language, and facial expression and their influence on business performance from one culture to another. In this regard, employees were asked to speak about similar situations that happened with their foreign counterparts due to non-verbal communication.

It is very crucial to train employees that learning intercultural business communication is important, particularly in a multinational business context where people from different cultural backgrounds can exchange, communicate, discuss, and share ideas with one another. In intercultural business contexts, employees should respect each other's language, culture, and religion in order to achieve effective communication (Zheng, 2015). Improving employees’ intercultural competence and sensitivity allows them to deal appropriately with different people from different cultural backgrounds. Integrating intercultural competence in the English training has positive results, which contributed to raising employees’ awareness of the importance of intercultural communication in the multinational business setting. It was very beneficial to expose employees to different non-verbal communication types and learn more about their counterparts’ cultural differences, which made the communication process easier.

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As a result, employees should improve their cultural knowledge and practical skills that allow them to perform a particular task in a specific context. In this vein, intercultural competence seems to have an important role to play in business negotiations, which depend on a lot of preparations and abilities. In an intercultural business context, it is necessary for employees to develop good negotiation skills that allow them to deal with more complex situations by acquiring knowledge about others' cultural backgrounds, negotiation styles, and decision-making processes. Therefore, integrating intercultural competence in business contexts through English language training is a crucial step in developing employees' intercultural abilities with their foreign partners and increasing the company's opportunities to seek new international business deals. In some situations, having enough knowledge about the counterpart's culture is more useful than knowing the language.

#### **4.27 Language Proficiency in an Intercultural Business Context**

In an intercultural business context, it is important to understand different cultural knowledge in communication styles, negotiations, and more specifically, non-verbal. In other words, language proficiency involves understanding the context in which cultural differences may occur. In this regard, understanding the context of these cultural differences facilitates the process of communication and helps professionals adjust their communication strategies in different situations. Intercultural competence thus ensures mutual understanding of other cultures, even if the employee has an average level of language proficiency. Similarly, the majority of employees at JOKTAL Company have a beginner to upper-intermediate level of English, which means they need to improve their language proficiency through training. The training, in turn, included a collection of tasks and activities that focused on increasing employees' language proficiency in intercultural business contexts.

#### **4.28 Cultural Awareness and Sensitivity**

Cultural awareness and sensitivity are regarded as critical components in any intercultural business context since they heavily rely on understanding, respecting, and adjusting to cultural differences. Cultural awareness is very crucial in an intercultural business context, in which many communication issues can be avoided through the understanding of different values, norms, beliefs, and behaviors. As a result, employees at JOKTAL Company have no intercultural issues with their headquarters in Germany because the type of

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communication is limited to conveying business emails to exchange information about the needed machines and tools for production purposes. However, it does not mean that cultural awareness and sensitivity should not be taken into consideration in intercultural contexts.

#### **4.29 Written Communication Skills**

In an intercultural business setting, communication skills are regarded as necessary competence to accomplish various business activities, in which employees at JOKTAL Company use only English as business and contact language with their foreign counterparts. Through training activities, for instance, employees were asked to write two business emails (the first introducing yourself and your company to foreign clients and the second apologizing to your foreign partners for the delayed response). Moreover, the English training included different tips and methods on how to write a business email to foreigners using a clear and formal tone and correct English grammar and structure. They were also provided with the necessary vocabulary and expressions that should be utilized when writing formal business emails. After completing the English training, employees were able to make a difference between formal and informal tones and when to utilize each one in the appropriate context. That is to say, communication skills, particularly written, play a significant role in facilitating the process of communication in intercultural business contexts.

#### **4.30 Developing Clients Services and Relations**

Intercultural competence involves not only cultural and communication knowledge but also relies on building a good relationship with clients, both local and international. In this sense, language proficiency helps employees to enhance customer service delivery and achieve satisfaction through both linguistic and intercultural competencies. Intercultural competence in business context also involves dealing with clients from different cultural and language backgrounds, in which creating good relationship with them may strengthen and extend business opportunities on the global scale.

### **5.Limitations of the Study**

This study, as any other research, has encountered numerous obstacles and issues that have impacted the entire survey procedure in a certain way. The study's limitations are thus viewed as a set of constraints that frequently occur throughout the drafting of research and

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make it harder for the researcher to complete the dissertation. As a result, these concerns have an impact on the study's findings, design, and methods (Akanle, Ademuuson, & Shittu, 2020). This research has thus encountered numerous difficulties, which will be discussed in the following section.

#### **5.1 The Spread of COVID-19**

Many people around the world were unable to carry out their normal daily activities during the lockdown. Similarly, researchers were not permitted to undertake study due to the virus's proliferation. This issue heavily influenced the current research, in which the researcher was limited and unable to look for companies that use the English language and collecting accurate data. Many readers will obviously reply, for example, that in circumstances such as COVID 19, the researcher can utilize alternate approaches such as virtual or online means to collect data. However, in Algeria, employees are still distant from what is known as "virtual communication," particularly in the workplace, and the researcher will merely waste time questioning people working for multinational companies to fill out an online questionnaire or even an interview. As a result, the lockdown has squandered nearly three (03) years of this research. Because of the unexploited lengthy period of time, COVID-19 is one of the most relevant constraints of this research. Unfortunately, the corona-virus has forced researchers all over the world to change their research methods and find alternative ways to produce academic works by shifting from traditional tools to modern or 'digital' tools that allow researchers to draft a study and collect data and knowledge without having to go out and find participants or tools.

COVID-19 was the major impediment to my present work as a researcher and I attempted to shift my research methodology to virtual technology; nevertheless, I came into another severe issue: the poor quality of the internet and the lack of interest of international corporations in Oran toward my request to collect data. Many corporations, institutions, and organizations, on the other hand, were shuttered and began working online during the lockdown, with researchers unable to design new studies and tests due to safety considerations. As a result, researchers find it difficult to work from home, particularly those attempting to collect data, which is a difficult process fraught with complications such as ignorance, late responses from companies, refusals, etc.

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Through the present research experience, finding international companies and participants was more difficult than the research itself. This impediment hindered current research in terms of squandering time, gathering reliable data and knowledge, locating a suitable and large number of participants, drawing valid findings, and employing acceptable instruments and methodologies. Finding a large number of participants was also regarded a challenge in this regard, because drawing inferences from small samples leads to erroneous results connected to a given topic. Another challenge that I encountered when gathering data is that most Algerian businesses are unaware of the relevance of scientific research in the development of the country. Master's students in general and PhD students in particular, are frequently rejected by firms for participating in academic or scientific research. Unawareness and rejection, on the other hand, have a negative impact on researchers' emotional and physical health, reduce their motivation, and waste a lot of time, which might lead to abandoning the project. All of the difficulties listed have a negative impact on both the researcher and the findings of the research process.

#### **5.2 Lack of the Ability to Collect Sufficient Data**

Nepotism, on the other hand, was identified as one of the major challenges encountered throughout the present research. Algerian corporations such as Sonatrach, where nepotism, discrimination, and favoritism are regarded as critical factors in gaining access to and developing scientific research, as a result, ordinary students or (individuals) are not permitted to access or even have a simple conversation with employees on a daily basis. Unfortunately, this phenomenon restricts data collecting for research because the researcher has been forbidden to collect a significant number of participants or suitable sample sizes from various companies that allow the drawing of reliable data.

#### **5.3 Scientific Research Obstacles in Algeria**

Algeria as a country encourages scientific research and new discoveries. In reality, though, the situation is quite different. Unfortunately, Algerian businesses are still far away from partnering on scientific or academic research. As a result, researchers encounter numerous challenges in this field.

Algerian companies are still not aware of the value of research and its contribution to new technological, scientific, and social discoveries. Therefore, many researchers face

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challenges linked to ignorance, refusals, and a lack of a sense of collaboration in study. Producing a study in Algeria, then, involves a variety of obstacles because Algerian businesses and employees neglect and disregard scientific research, and most of the time, individuals in high-level positions delay researchers' requests to collect data in order to keep their economic jobs from being interrupted or postponed while others flatly refuse to gather data requests made by researchers. Likewise, this investigation encountered several company refusals, resulting in a waste of time, money, and effort seeking for answers.

#### **5.4 Small Sample Size**

Algeria has several global corporations that allow academics to carry out studies and gather sufficient information on a specific topic. It is considered fortunate, though, if a researcher can find only one company to undertake his or her research. In this regard, one of the major limits of research that occurs not only in Algeria but also in other countries is a ***limited sample size***. When it comes to creating a study, researchers are limited by the insufficient number of participants. Any study should include a significant number of participants and samples, allowing the researcher to draw conclusions. As a result, a high sample size enables researchers to study, discuss, inspect, assess, criticize, compare, and contrast the variables utilized to discover new findings as well as answer research questions. Consequently, conclusions drawn by researchers with small sample sizes cannot be generalized and considered valid results.

#### **5.5 Limited Access to Information**

Many books, articles, and dissertations contribute to other studies; nevertheless, it might be difficult when journals or websites are closed-access. In this regard, the researcher is required to make a purchase in order to gain open access, which allows him or her to read and collect material that is useful to the research. On the other hand, most Algerian PhD academics do not work full-time, limiting their access to such expensive sources.

Due to a lack of financial assistance, researchers are unable to gain open-access to many information resources that could be advantageous to research value. In this regard, a shortage of information sources may have an impact on the credibility of study because many beneficial facts might not be used as valid previous research or evidence that supports researchers' viewpoints.



## ***Chapter Four***

### ***Recommendations and Limitations of the Study***

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#### **6. Conclusion**

Through this chapter, we have proposed practical courses and solutions. We have assessed the employees' outcomes before and after the training sessions with the aim of equipping them with the necessary strategies and tools that can help them strengthen their business performance. While this research explores several factors influencing the staff's English language use in the workplace, the findings demonstrate that prior English knowledge has a more significant effect than gender. Workers with insufficient language skills often experience anxiety due to concerns about being misunderstood by foreign business partners.

# **General Conclusion**

## ***General Conclusion***

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The growth of English as a worldwide language has become a fact, as demonstrated by numerous studies conducted by scholars all around the world. English as an international language has dominated every aspect of society, including science, technology, research, politics, and business. In this sense, many multinational and worldwide corporations use English for communication reasons in order to complete business communication operations. Companies are increasingly interested in English for Specific Purposes, believing that it is the appropriate option to overcoming a lack of English language abilities in the workplace. As a prominent field of ELT, ESP continues to face a number of obstacles in terms of course design that fits employees' demands in the workplace.

This research aimed to present an investigation on the use of the English language in Algerian business company called JOKTAL. The first section of this dissertation covered the global status of English, while the second part discussed the situation of English in general, and ESP in particular, mainly in Algerian business situations. It also examined in various aspects pertaining to the EOP domain. The third chapter was concerned with the interpretation of English language use. The concluding section of the thesis outlined the proposed solutions to employees' English language shortages. As a result, the current thesis demonstrates the main purpose of employees utilizing English in the workplace, as well as the major challenges they face when using the language. Moreover, it discovers the impact of using English with foreigners. According to the findings, employees communicate with their international counterparts through the use of English. In this aspect, English has demonstrated its trustworthiness as the lingua franca between corporate *headquarters* and their *subsidiaries*.

This research, on the other hand, highlights through the use of SPSS analysis (two-way ANOVA and Post Hoc Tukey Test) significant variables that influence employees the use of English and it has been found that pre-acquisition knowledge, instead of gender, is the major factor that affects employees' performance in the workplace, unlike other studies-such as Newman, Groom, Handelman & Pennebaker (2008), Eckert & McConnell-Ginet (2003), Holmes (2014) and Appelbaum et al (2021)- which revealed that gender has a great effect on English language use by employees. Through the use of Post Hoc Tukey Test, it has been revealed that employees with advanced, intermediate and upper-intermediate levels are likely to develop their communication skills through the heavy use of English more than those with beginner levels. On the other hand, it has been found that employees commonly face difficulties at work in terms of writing and speaking skills. As a result, employees have to

## ***General Conclusion***

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finish written business communication transactions such as e-mails, letters, and reports. In this regard, they are concerned about being misinterpreted by their foreign partners due to their inability to write in English. They claimed, on the other hand, that ESP/EOP training programs for technical English writing would be an effective solution to improve their writing skills. Employees feel anxiety and get frightened to give a speech in front of the public due to their poor English language speaking skills. They also fear participating in English-language speaking activities since they make mistakes when speaking in front of others. SPSS analysis program, indeed, helps researchers to determine valid data and results through the implementation of various tests and techniques by showing statistical significance which means an existed effect in a study, however; practical significance illustrates that the existed effect could be far away (large enough) to be meaningful or important in the real world due to the small-sample size.

The development of ESP training programs appears to be a difficult undertaking based on this research because the world is still changing due to scientific and technological factors. In this regard, ESP teachers as well as business specialists should address these current and future issues of the globalization period. The new scientific and technical movement has an impact on how employees learn and acquire information. Thus, building an ESP training program should focus primarily on the demands of employees through the use of innovative materials and teaching and learning methods through, for instance, the integration of AI as a teaching and learning tool. On the other side, motivation is a significant factor in improving employees' learning process. Employees must be highly motivated and eager to improve their English language abilities in order to perform better at work. Algerian enterprises, in general, lack ESP training programs and courses for employees, and the existing ESP training programs are frequently ineffective in meeting their needs. As a result, a special request for the development of appropriate ESP training programs is directed at employees who require English to complete business communication transactions in the workplace.

There is a huge lack of ESP training programs and BE courses at the JOKTAL Company where employees are self-directed learners who seek out other methods and sources to acquire and increase their English language skills, such as online courses and private schools. Employers and employees appear to be unaware of their true demands for a specific activity or job, which may have an impact on their learning process. In this regard, the organization should seek the assistance of ESP teachers and professionals in order to develop

## ***General Conclusion***

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appropriate ESP training programs for better performance among workers. New methods, styles, and strategies are strongly advised for infusing new energy into English language teaching and learning. This research has demonstrated that employees have issues in writing and speaking. In terms of writing, the majority of employees (both males and females, but primarily males) do not know how to write basic and proper phrases in English, in which several mistakes such as punctuation, grammar errors, and misuse of appropriate language can be identified. As a result, such mistakes might have a negative influence on the use of English in commercial communication transactions, such as business e-mail, particularly with overseas partners. In other words, the lack of ESP training programs in the company has a negative impact on employees' performance because of their random selection of English language learning sources via the internet and online courses, which are not specialized for a specific job and typically focus on general English rather than business or technical English, i.e., online English courses available on the internet do not meet the specific needs of employees. Employees' demands are meant to be translated into ESP training programs and courses that cover extremely specific topics, focus on specific English language abilities, and improve employee shortages.

There have been numerous studies on the use of English in the workplace in Algeria; however, none of these have suggested ESP training programs or courses for employees because designing such programs requires ESP/BE teachers, business specialists (experts), and the support of both companies and higher education as well as universities. In this context, designing an ESP training program appears to be a challenging procedure; nonetheless, it is not impossible. Employees can improve their English language skills through new teaching and learning methods and strategies through ESP/BE training programs. Since English language and globalization go hand in hand through creative science and technology, ESP appears to have bright potential in Algeria, which may lead to the increasing demand for ESP training programs and courses by the companies. In this regard, the current study suggests an ESP training course that focuses on improving employees' writing skills since they heavily rely on productive skills. The ESP course targets learners or employees (professionals) using English in the JOKTAL Company. The problem identified is that employees rely on written communication but lack proficiency. The purpose of this ESP course is to improve employees' writing and professional correspondences. This ESP course is designed and delivered using an integrated methodological framework such as teaching methods (CLT) Communicative Language Teaching because learners needed to write for real

## *General Conclusion*

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communicative purposes, (TBLT) Task-based Language Teaching because writing activities were goal-oriented and reflected real world tasks, Genre-based Approach (GBA) since the ESP course focused on one specific text type which is the email. These methods emphasized the development of employees' written communication skills through authentic workplace related tasks such as: composing professional emails.

The course adopted key ESP pedagogical principles including needs analysis, learner-centred instruction and authenticity of materials. A process writing approach was applied to guide participants through drafting, revising and editing stages, supported by continuous formative feedback. Evaluation is performance-based as it enables educators to determine whether learners can use English correctly and appropriately in professional correspondence. Feedback sessions and reflective activities are integrated to enhance learners' self-awareness and long-term writing skills.

The study concludes that effective Business English has become a fundamental requirement in business contexts throughout the world in general and in Algeria, in particular. It demonstrates that it plays also a decisive role in business success at multiple levels. First, for employees, strong Business English skills decrease communication barriers, enhance workplace performance, and support career development. Thus, companies become better positioned to conduct international transactions, maintain successful partnerships, and increase profitability. In turn, this will contribute to national economic growth by improving competitiveness, promoting advancement, and supporting integration into the global economy.

Finally, this research has attempted to contribute to the existing literature in English for Specific Purposes within its defined scope and limitations. It provided findings and highlighted areas that may serve as a foundation for other studies. As such, we see that further research is highly recommended to enrich this specialized field.

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# Appendix

### **Employees' Questionnaire**

Dear participants,

This questionnaire's objective is to collect data about the use of English language in Joktal's Company. I would be very grateful if you could answer the questions below for research purposes.

#### **Section I: Personal Information**

1-What is your gender?

☐

Male

☐

Female

2- How old are you?

☐

25- 30

☐

30-35

☐

35-40

☐

40- and more

3-What is your position in the company? (Quelle est votre position dans l'entreprise ?)

.....

#### **Section II: English Language Learning Background**

4- How long have you been studying English? (Depuis combien de temps étudiez-vous l'anglais ?)

☐

0-1 year

☐

2-3 years

☐

4-6 years

☐

7- and more

5-Were you motivated to learn English? (Étiez-vous motivés pour apprendre l'anglais ?)

☐

Yes

☐

No

6-English language is mostly used in the workplace by:

☐

Men

☐

Women

## Appendix

7-How do you evaluate your English language level? (Comment évaluez-vous votre niveau en anglais ?)

☐ Beginner      ☐ Intermediate      ☐ Upper-Intermediate      ☐ Advanced

8- Which of the following situations that makes you feel uncomfortable when using English?

- 1- Women are motivated to learn English more than men ☐
- 2- Making spelling mistakes ☐
- 3- Men are more confident than women in the workplace ☐
- 4- Women have an advanced level of English language more than men ☐
- 5- Feeling anxiety to make English grammar mistakes when writing emails ☐
- 6- Lack of English language writing skills ☐
- 7- Women use English more than men in the workplace ☐
- 8- Insufficient prior English language knowledge ☐
- 9- Lack of Business/technical English vocabulary ☐

### **Section III: Importance of Using English in the Workplace**

8-What is the most important reason that you need English for? (Quelle est la raison la plus importante pour laquelle vous avez besoin d'utiliser l'anglais ?)

- Business meetings ☐
- Attending conferences ☐
- Reading and writing E-mails, letters and reports ☐
- Answering telephone calls ☐

Other, please specify

.....

9- According to you, why learning English is important in our present time? Because it is:

(Selon vous, pourquoi apprendre l'anglais est-il important de nos jours ? parceque c'est :

## Appendix

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Global language ☐

Language of business ☐

Useful language ☐

All of them ☐

### **Section IV: The Degree of Using English in Joktal Company**

10- What are the languages used in Joktal Company? (Quelle sont les langues utilisées dans la société Joktal ?)

☐ Arabic

☐ French

☐ English

11- Who among the following employees use English language in Joktal Company? (Qui sont les employés qui utilisent la langue anglaise dans l'entreprise Joktal ?)

☐ Managers

☐ Administration staff

☐ others, please specify.

12- How often do you use English at workplace? (A quelle fréquence utilisez-vous l'anglais sur le lieu de travail ?)

☐ Daily

☐ Often

☐ Sometimes

☐ Rarely

☐ Never

13- Which English do you use at workplace? (Quel anglais utilisez-vous sur votre lieu de travail ?)

General English ☐

Business English ☐

Other, please  
specify.....

14- Which type of communication does require the use of English? (Quel type de communication nécessite-t-il l'utilisation de l'anglais ?)



## Appendix

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☐ Internal communication

☐ External communication

15- What type of English is mostly used at workplace? (Quel type d'anglais est le plus utilisé sur le lieu de travail ?)

☐ Written English

☐ Spoken English

16- What are the activities that require the use of English with your foreign partners? (Quelles sont les activités qui nécessitent l'utilisation de l'anglais avec vos partenaires étrangers ?)

☐ E-mails

☐ Presentations

☐ Reports

☐ Letters and Faxes

☐ Telephone calls

☐ Conferences

☐ Negotiations

☐ Meetings

Other, please

specify.....

17- Which language skills do you think are most needed at workplace? (Quelles sont les compétences langagières que vous pensez être nécessaires sur le lieu de travail ?)

☐ Listening

☐ Speaking

☐ Reading

☐ Writing

18- Do you think that English is necessary at workplace? (Pensez-vous que l'anglais est nécessaire sur le lieu de travail ?)

☐ Yes

☐ No

19- Could you perform your job without using English at workplace (with foreigners)? (Pensez-vous effectuer votre travail (avec des étrangers) sur le lieu de travail sans utiliser l'anglais ?)

## *Appendix*

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☐ Yes, I can      ☐ No, I can't      ☐ I use another language .....

### **Section V: Personal Comments**

20- Do you think that the employees' lack of English mastery can negatively impact the company's business deals with foreign partners? (Croyez-vous que le manque de maîtrise de l'anglais par les employés pourrait avoir un impact négatif sur les offres d'affaires avec des partenaires étrangers ?)

☐ If yes, why? .....

☐ If No, why? .....

21- Do you think that the use of English in Joktal Company can increase its business deals globally? (Pensez-vous que l'utilisation de l'anglais dans l'entreprise Joktal peut accroître ses offres d'affaires à l'échelle mondiale ?)

☐ Yes

☐ No

22- What do Joktal Company's employees need to improve their English abilities? (De quoi les employés de La compagnie Joktal ont-ils besoin pour améliorer leurs compétences en anglais ?)

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

23- According to your experience at Joktal Company, what pieces of advice can you offer to newly-employed persons? (D'après votre expérience à la compagnie Joktal, quels conseils pourriez-vous offrir aux personnes nouvellement recrutées ?)

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

**Thank you for your cooperation**

### الملخص

تركز هذه الدراسة على استخدام اللغة الإنجليزية في الشركات الجزائرية، وخصوصاً في شركة JOKTAL الواقعة في مدينة وهران. وتهدف هذه الدراسة إلى استكشاف ثلاثة نقاط رئيسية: تحديد الهدف الرئيسي من استخدام اللغة الإنجليزية في الشركات الجزائرية، تحديد المتغيرات الرئيسية التي تؤثر على استخدام الموظفين للغة الإنجليزية، وفحص تأثير اللغة الإنجليزية على المعاملات التجارية للشركة مع شركائها الأجانب.

تشير النتائج إلى أن اللغة الإنجليزية تُستخدم فقط لأغراض التواصل في الشركات التجارية الجزائرية، وأن المعرفة اللغوية السابقة لها تأثير أكبر على كيفية استخدام الموظفين للغة الإنجليزية في العمل. علاوة على ذلك، للغة الإنجليزية تأثير إيجابي أكبر على المعاملات التجارية مع الشركاء الأجانب.

تمثل برامج التدريب على اللغة الإنجليزية لأغراض محددة واللغة الإنجليزية للأعمال المقدمة داخل الشركة، بالإضافة إلى الدورات المصممة بناءً على احتياجات الموظفين، جزءاً من التوصيات التي قدمتها هذه الدراسة لمساعدة الموظفين على تجاوز الحواجز اللغوية والثقافية التي يواجهونها وتحسين أدائهم المهني.

الكلمات المفتاحية: الشركات التجارية الجزائرية، الإنجليزية في مكان العمل، اللغة الانجليزية لأغراض خاصة، المعرفة المسبقة للغة، البرامج التدريبية الخاصة باللغة الانجليزية للأعمال

Cette recherche se focalise sur l'utilisation de l'anglais dans les entreprises algériennes, en particulier au sein de l'entreprise JOKTAL située à Oran. Cette étude vise à explorer trois points principaux : identifier l'objectif principal de l'utilisation de l'anglais dans les entreprises algériennes, déterminer les variables principales qui influencent l'usage de l'anglais par les employés et examiner l'impact de l'anglais sur les transactions commerciales de l'entreprise avec ses partenaires étrangers. Les résultats indiquent que l'anglais est utilisé uniquement à des fins de communication dans les entreprises algériennes, les connaissances linguistiques antérieures en Anglais a plus importé sur la manière dont les employés utilisent l'anglais au travail. En outre, l'anglais a un effet positif sur les transactions commerciales avec des partenaires étrangers.

Les programmes de formation en anglais à des fins spécifiques et en anglais des affaires assurées au sein de l'entreprise ainsi que les cours conçus en se basant sur les besoins des employés, représentent une partie des recommandations formulées par cette recherche pour aider le staff à surmonter les obstacles linguistiques et interculturels auxquels ils font face et à améliorer leur performance professionnelle.

**Mots-clés :** L'anglais à des fins spécifiques, l'anglais sur le lieu de travail, les connaissances linguistiques antérieures, les entreprises algériennes, les programmes de formation en anglais des affaires

This research focuses on the use of English in Algerian business firms, particularly within JOKTAL company, located in Oran. The study aims to explore three main points: identifying the primary purpose of using English in Algerian companies, determining the main variables that influence employees' use of English, and examining the impact of English on the company's commercial transactions with its foreign partners.

The results indicate that English is used mainly for communication purposes in Algerian companies, and prior language knowledge has a greater impact on how employees use English at work. Furthermore, English has a more positive effect on commercial transactions with foreign partners.

Training programs in English for specific purposes and Business English conducted within the company, as well as courses designed based on employees' needs, represent a part of the recommendations formulated by this research to help staff overcome linguistic and intercultural barriers and improve their professional performance.

**Keywords:** Algerian business companies, Business English training programs, English for Specific Purposes, English in the workplace, Prior language knowledge