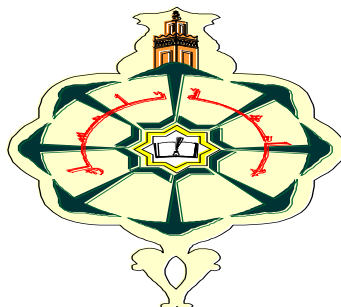**People's Democratic Republic of Algeria**
Ministry of Higher Education and Scientific Research

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DEPARTMENT OF ENGLISH

Attitudes towards English as a Common Corporate Language at the Workplace.

The Case of Algerian Employees at Weatherford Company in Hassi Messaoud

Dissertation submitted to the Department of English as partial fulfilment of the requirements for the degree of Master in Language and Culture.

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Declaration of Originality

I declare that*"Attitudes towards English as a Common Corporate Language at the Workplace: The Case of Algerian Employees at Weatherford Company in Hassi Messaoud."* is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Maya MEDJAHED

Dedication

I thank Almighty Allah who gave me such strength to achieve this work successfully.

I dedicate this work to my beloved parents and brothers.

To my relatives and my best friends: Amine, Sara, Iman, Souad,Chahinez, Naziha, and Leila.

Finally, I would like to extend my appreciations to all who helped me in one way or another to achieve this work.

Acknowledgements

Abstract

The present research explores the use of English as a global language in a multinational setting. It particularly focuses on the use of and the attitude towards English in a multinational business communication context in Algeria. Therefore; it stresses the necessity of developing the communicative skills in the workplace. Based on the results obtained from a questionnaire and observation of the communicative practice of employees in a petroleum and gas services in Hassi Messoud, it was revealed that the vast majority of the respondents hold a positive attitude towards the use of English given its importance in today's globalised world. The study also displays the wider use of the English language in multiple activities in this field, such as mailing, conferences, meetings and phone communication.

Keywords: English Language, attitudes, multinational companies, workplace, communication skills, business communication

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List of Acronyms/ Abbreviations

ANC Algerian National Charter

EFL English as a Foreign Language

EIL English as an International Language

ELF English as a Lingua Franca

ENL English as a Native Language

ESL English as a Second Language

HQ Headquarter

MNCs Multinational Companies

NNS Non-Native Speaker

NS Native Speaker

TFT Tin Fouyè Tabenkort

General Introduction

In today's rapidly internationalizing business world, companies that practise business in one country can suddenly find themselves challenging situation of having substantial assets in countries far and wide. The cause to which companies are able to challenge this new cross-cultural challenge would be either their success or failures.

English as an international language is considered to be the most widely used language in the globe. In Algeria, which is the main interest of our memoir, English is regarded as an important medium for communication between Algerian and foreigners in many fields such as politics, tourism, economics and business. Communicating in business context implies two main language skills: speaking and writing. English become also as a lingua franca over the world. This makes it needed in business context as a medium of communication where Algerian people usually use either Arabic or French language in their daily life.

In fact, in Algeria, a country where the system of education is giving importance to English language it is introduced it in the first year in the middle school and at the university level in which it is becoming more and more important.

A good mastery of English as a foreign language is a necessity for getting a job in a multinational company in Algeria. At the present time, business success necessitates effective communication skills for example corresponding with colleagues or clients from different nationalities.

The aims of this study are to examine the use of English language as a means of communication by Algerian speakers, to investigate their communication skills and their different attitudes vis-à-vis the English language at work.

Therefore, this study seeks to answer the following questions:

- To what extent is English language important in multinational companies?

- What attitudes do the participants hold towards the use of English in the workplace?

- What type of communication skills do they use frequently?

Three hypotheses are formulated to guide this study:

1. English as a medium of communication is involved in many fields of life. In business context English is very important for communicative purposes.

2. The participants are aware about the importance of English use at work and generally have a positive attitude.

3. They use both written and oral communication skills.

To reach the above mentioned hypotheses, the researcher takes as a case study of 30 Algerian employees at Weatherford in Hassi Messaoud. The data is collected both qualitatively and quantitatively depending on a set of research instruments: a questionnaire designed for employees, and a workplace observation. The results are also analysed qualitatively and quantitatively.

The current study contains a general introduction, two chapters, and a general conclusion; each chapter comprises an introduction and a conclusion. The first chapter includes the relevant literature review which describes the English language as an international language, the status of English as a lingua franca and as common corporate language in multinational companies, and its importance as a means of business communication. It also deals with the communication skills performed in the workplace and the language attitude. The second chapter presents the practical part which includes a description of the setting, and the participants, the procedures to collect data information, the major findings during the research; from observation to questionnaire, and the analysis of the data collected.

Chapter One

Chapter One: English as a Common Corporate Language and a Means of Business Communication

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1.1 Introduction

The first chapter represents the review of literature which gives an idea about the emergence of English language to understand its importance in today's world, especially in the ways in which English is being viewed as a lingua franca communication in business situation and the kind of attitudes of non-native speakers of English can develop towards its use in the workplace. Then, it focuses on the practice of English as a common corporate language in multinational companies and the status of English in Algeria. Finally, this chapter looks at the communication process which focuses on the business communication skills in business context.

1.2 English as International Language (EIL)

Before the notion on English as a global language became a reality, fifty years ago, was a kind of a diffuse and vague theoretical prediction. But nowadays, this prediction becomes a reality and English language as international language was spread over the world.

In Graddol's Future of English, he predicted that English will be a language used powerfully in multilingual contexts as a second language and for communication between non-native speakers. Now, this prediction becomes true and English is used variously as a contact language by interlocutors of other languages. At the same time, they need to learn and accommodate other cultures (1997: 57).

When a language develops a special role which is recognized in each country, a language achieves a truly global status. By obtaining this status, a global language acquires a great importance in influencing and dominating all domains of human activities in the globe. Moreover, English is used and widespread especially in the international business world. It is also the most widespread language in the world and more widely spoken and written compared to other languages; over 700 million people speak English as a foreign language. According to David Crystal: "English now the dominant or

official language in over 60 countries and is represented in every continent.''(1997:106)

Sociolinguisticaly speaking, ''Global English'' refers to the use of English as a common language in most parts of the world. When a language develops a special role which is recognized in each country, a language achieves a truly global status.

English is the most powerful of all languages that the world has ever known. In this point, the sociolinguist Ulrich Ammon made a synthesis of parameters in the form of "basic indicators", in his study of the international standing of the German language in which he selected four parameters to measure the power of a language .These parameters are: the "numerical strength", "political strength", "cultural strength", and the major one the "economic strength'' (1995: 28).

Additionally, the most influential model of the spread of English in the world is Kachru's "three-circle" model which is launched in the 1980's by the most prominent in sociolinguistic research BrajKachru. The Englishes of the world are divided into three concentric circles: the Inner Circle, the Outer Circle and the Expanding circle. These three circles refer to "the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts" (Jenkins, 2009b: 18).

Figure 2.1 Kachru's three-circle model. Adapted from Kachru (1992:356)
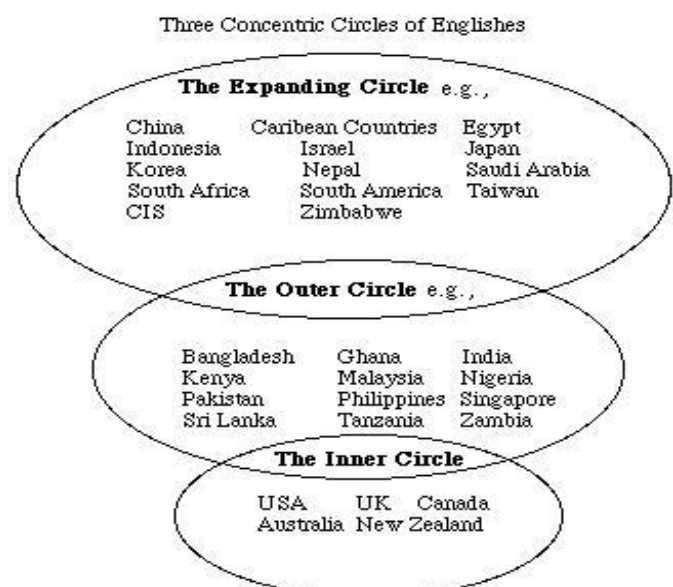
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The inner circle includes those English-speaking countries where the language serves as a native language (ENL), for example, the UK, USA, and Australia. The outer circle refers to countries which have experienced colonial periods by English-speaking communities where English is used as a second language (ESL) as India, Nigeria, and Singapore. The expanding circle, for its parts, includes countries where English is used as a foreign (EFL) language, as an illustration, Israel, China, and Finland. Nevertheless, there are some problems in Kachru's model (figure 1) he points out that it is sometimes not clear whether a country has English as a second or foreign language, due to the language policies of such countries which change constantly (Kachru, 1985:14), for example, Denmark are in transition from English as a foreign language to English as a second language (Graddol, 1997:11).

The beginning of the 21st century is a time of global transition; globalization is going hand in hand with the growing use of English. The future of English as a global language will depend on political, economic, demographical, and cultural power in the world.

1.3 English as a Global Language

Historically speaking, the emergence of English language as a ''world'' or "global'' language knew two fundamental shifts. The first shift in the status of English is commonly attributed to British colonialism during the nineteenth and early twentieth centuries, and the second shift in English as a world language is notably attributed to the rise in political and economic power of English-speaking countries, and more precisely of the United States, after the Second World War (De Swaan, 2001: 17). Regarding this shift in power, Oakes (2001:149) indicates that it was in fact the "technological, economic, military and cultural dominance of the USA which has made English such a popular choice for a global language". It should be noted here that this rise in strength was subsequently followed by the introduction of mass communication and increased supranational mobility and commerce that has characterized the current globalized world (Crystal,2003:13). As a result, the current spread of

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English has moved beyond these historical spreads to assume a more global character in which English now functions as a common means of communication, or lingua franca, for speakers around the world (Jenkins, 2006:75).

Thus, English became the global language for a new global community, as Brumfit (1995: 16) argues that as a result of globalization, speakers around the world now belong to a sort of "international community'' in which language is no longer bound to the nation-state (qtd. in Jenkins, 2009b: 38).The use of English to satisfy the needs of such an international community, or international communities, is exemplified by the way in which English "now enjoys a high status" in domains such as "international relations, media and entertainment, communications, science and technology, education, international travel and safety, etc." in many non-English-speaking countries (Oakes,2001: 152).

As such, it should come to no surprise that non-native speakers of English now "heavily outnumber its native speakers" (Graddol, 1997; 1999; Crystal,2003, qtd. in Jenkins, 2010: 75). In support of this notion, Jenkins cites Benecke (1991: 54) to suggest that, "80 per cent of communication involving non-native speakers of English involve no native speakers at all (op.cit). Therefore, despite the initial spread of English as a result of English-speaking countries, scholars (Ammon, 2003) now holds that the "ownership of lingua franca English has shifted to its Non-Native Speakers NNSs" (op.cit). In reference to the vast number of non-native speakers of English and the resulting future of English, De Swaan (2001: 17) argues that:

> Even if the economic and political power of the English-speaking nations, the United States foremost among them, were to dwindle, most probably English would continue to function as the pivot of the global language constellation for a long time.

De Swaan (op.cit) goes on to note that this "linguistic inertia" is entirely due to the fact that speakers must exert a "major effort to acquire a new language", and that a "language once learned is not all that easily forgotten or abandoned". While this research is not particularly interested in the future status of English, nor in the future status of non-native speakers of English, these arguments nevertheless bring up relevant points regarding the shifting function and status of English as a common means of communication among non-native speakers around the world. Next, to explore deeply these points, it's essential to tackle and explain English as international language and English as a lingua franca.

1.4 English as a Lingua Franca (ELF)

The term ''Lingua Franca'' means a common language adopted between speakers whose native languages are not the same. Seidlhofer et al (2006: 211) define English as a lingua franca as "a language of secondary socialisation": "a means of wider communication to conduct transactions outside one's primary social space and speech community". In this way Jenkins (2009a: 201) notes that this type of communication often occurs between non-native speakers from the Expanding circle, due to the fact that they vastly outnumber native speakers of English. Drawing on this reality, Jenkins points out that the English as a lingua franca model presupposes that Inner Circle speakers "do not set the linguistic agenda", and that all speakers must make "adjustments" to their English variety when engaging in lingua franca communication(op.cit).

Meierkord argues that English serves as a lingua franca for both international and international purposes and has obtained a strong status as such all over the world. In fact, the lingua franca interlocutors are the largest group of English interlocutors in the world today (2000: 1). Furthermore, speakers of English as a lingua franca come from different culture and linguistic backgrounds and influence the language as well. As a result, the ELF communication can involve more than three cultures and speakers can establish their specific lingua rule with their own linguistic characteristics. (Ibid: 1-2)

1. The English language situation as a lingua franca possesses a kind of ambivalence. On one hand, English as a lingua franca has a positive impact on language science technology, commerce and diplomacy, tourism and travel. On the other hand, it affects negatively the language of the empire in terms of tradition, culture, and hegemony of English.

1.5 English as a Common Corporate Language in Multinational Companies

As the English language is the most widely spoken international language, it is often used as the language of choice in internal communications in these distant international companies. Although multinational companies (MNCs) have existed for over a century, Larçon states that both their number and economic power have increased since the 1970s. He goes on to note that those multinationals born after the 1970s represent a "new generation" of MNCs. In the context of globalization, this new generation of multinational companies has become increasingly "transnational" in character as many multinational companies now conduct the majority of their business outside of the country of origin (2011:1).

A common corporate language promotes one language over the others. This adoption also has an effect on the groups inside the company who are not skilled in the language, reducing their power and usually creating ill feelings toward the common language. Welch et al. (2001) have studied marketing texts used by large, multinational companies and came to the conclusion that imposing a common corporate language may hinder or alter information. Many multinational companies have been recently confronted with complex linguistic issues. They note that in an effort to "operate internationally as a single entity", many companies are choosing a common corporate language "to facilitate the transfer of information and internal communication between headquarters and subsidiaries and among subsidiaries". In this way, multinational companies can be considered as international "discourse communities" in which employees have a common communicative purpose (op.cit).

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In order to explain the role that English play in this move to adopt a common corporate language in multinational companies, Welch *et al.(2001)* state that as English is often employed as "a type of lingua franca" in international business, many multinational companies are now choosing English as their official corporate language. They further state that the spread of English as a lingua franca for international business has led to a situation where "the ability to speak and understand English is among the most important factors explaining the trading volume of a country" (ibid: 204).For this purpose, Neeley argues that in order "to survive and thrive in a global economy companies must overcome language barriers and English will almost always be the common ground" (2012:3). The author recognizes that there are three fundamental reasons why English is often adopted as a corporate language to overcome communication problems in multinational companies (ibid: 4-5). She first notes that as multinational companies are under "competitive pressure" to augment their commercial activities in different markets, a common language such as English enables employees "to communicate with a diverse range of customers, suppliers, and other business partners". Secondly, he states that the use of English is "vital to good decision making" as it allows for employees to receive "first-hand information". Finally, Neeley notes that a common language such as English reduces comprehension problems that may arise during transnational mergers and acquisitions (op.cit).

Concerning the implementation of the language policy of companies in different multinationals, they contribute in a similar way to better understand the role that English can play in the general activities of a company. To achieve this end, Thomas (2007: 82) claims that the study of the corporate context offers insight into "unique multilingual societies" that are becoming commonplace in today's globalized world. According to him, this notion is exemplified by the fact that many global subsidiaries consist of both expatriates and local employees who often use several different languages in the workplace (ibid: 84).

Consequently, within their cultural and linguistic context, Employees in MNCs interact and make interpretations (Von Glinow*et al*: 2004). Employees also differ in terms of their mother tongues and proficiency in the official corporate language, often English. For example, Luo and Shenkar state that 60 percent of employees worldwide do not speak English as their mother tongue, challenging the dissemination of headquarter directives, the communication of local concerns, and value creation across subsidiary boundaries (2006: 321).

According to Luo and Shenkar (2006), to facilitate coordination, interunit learning and value creation a common corporate language has been argued, at this level, the official corporate language may or may not be the home country language. As an illustration, several MNCs from small non-English-speaking European countries, such as Electrolux, Nokia, and Phillips, use English as their corporate language. In contrary, such as the Japan-based Panasonic's subsidiary in the United States, they use Japanese language as their official parent language. Additionally, at Siemens, English and German are used for internal communication. The usage of local languages in foreign subsidiaries can also be important, for example, for customer relations and to recruit functionally competent employees.

However, some companies such as Japanese multinational Rakuten have implemented strict English-only corporate language policies in an effort to ensure the quality of communication in their international operations It can be said that both Rakuten and Siemens officially have designed English as the common corporate language. Apparently, the practice of English language policy demonstrates the use of English as a communicative tool to connect diverse aspects of a multinational's global operations (Neeley, 2012: 2).

The use of English as a lingua franca for international business may pose several problems for NNS employees in multinational companies. Thomas notes that the use of English as a common corporate language can launched certain linguistic obstacles between employees (2007: 86). In their case study of Finnish multinational Kone Elevators, Charles &Marschan-Piekkari (2002:

17) found that ''a large proportion of English transactions take place between non-native speakers of English (NNS), with native speakers (NS) transactions clearly in the minority'' (qtd. inThomas, 2007: 86).

Thomas result that non-native speakers preferred to speak with other non-native speakers when using English as a common corporate language (ibid: 87). This conclusion may point to a more significant linguistic division between NS and NNS in corporate communication. In general, Neeleymarks that linguistic barriers can impact the quality of communication between employers and employees 'self-confidence (2012: 7).

The use of English as a common corporate language may also lead to power imbalances between employees if certain employees are more at ease with the language. Harzing and Feely (2008) argue that headquarter managers are generally more competent in the corporate language, "the power of HQ is reinforced through the choice of corporate language" (qtd. in Harzing and Pudelko, 2013: 3).

D.E Welch *et al.* (2001: 198) found in their study of Kone Elevators that language competency considerably increased the power of certain individuals regardless of their position. Eventually, they noted that the same factors (competency in the corporate language, etc.) leading to linguistic barriers in the workplace may similarly lead to power imbalances between employees.

To overcome such linguistic difficulties in multinational companies, some scholars suggest that managers should value and adapt to the inherent diversity of their employees. In order to achieve this point, Dhir&Goké-Pariola (2002: 249) argue that managers should be aware of the importance of linguistic diversity in their operations (qtd. in Thomas, 2007: 96). They give suggestion to managers, which is to avoid the "English-only" route by instead choosing a corporate language policy that would indicate what language to use in different contexts (op.cit). In a similar way, Larçonmentions that the adoption of English as a common language does not require necessarily to loss

other languages (2011: 3).For this reason, he encourages managers to recognize that their employees belong to two or several cultures:

"Une forte culture commune d'entreprise qui cherche à transcender les nationalités" and "une ou plusieurs cultures nationales ou régionales qui participent fortement à la vitalité de l'ensemble" (ibid: 4).

In this end, Larçon evokes the notion that employees in multinational companies have global, regional and local identities that are negotiated within the workplace context.

It is clear that the same linguistic diversity at first encouraged the adoption of English as a common corporate language and also led to the emergence of complex communicative situations in which the contact between English speakers (NNS and NS) around the world. In international companies, English as a lingua franca will often vary according to the users' linguistic and cultural backgrounds, positions and competencies. For this reason, Canagarajah (2013) considers the use of English as a lingua franca in international business as "polycentric". In order to have a better understanding of language attitudes in MNCs It is essential to rely on certain "global" language issues Based on researches that include: linguistic diversity, levels of competency, engagement to NS standard norms in English use, and communicative problems to NS of English.

1.6 Language Attitudes and Motivation

According to Garrett, the working definition of attitude is: ''an Attitude is an evaluation orientation to a social object of some sort, weather it is a language or a new government policy, etc."(Garrett, 2010:20).People might possess certain identifiable language attitudes at a particular point in time and it can be also changeable.

Language attitudes are the feelings people have about their own language or the languages of others (Crystal, 1992). Language attitude

studies explore people's attitudes toward language use. These studies usually concentrate on studying a limited group of people and their attitudes towards a specific language in a specific situation, (Terborg et al. 2006).

Garret's study of language attitudes, mentions that Oppenheim has suggested that an attitude is "an inner component of mental life which expresses itself, directly or indirectly, through much more obvious processes as stereotypes, beliefs, verbal statements or reactions, ideas and opinions" (Garrett 2010: 19). According to Ajzen (1988: 4), an attitude can also be considered as "a disposition to respond favourably or unfavourably to an object, person, institution, or event" (qtd. in Oakes, 2001: 29). So, language can be viewed as the object to which individuals either respond favourably or unfavourably.

In accordance with Crystal (1992), language attitudes are the feelings or beliefs of people have towards the use of language in general, their language, and the language of other people. Language attitude studies are essential in cartography of people's attitudes vis-a-vie the languages they use. In working situations where people are forced to use different languages that will cause a differentiation about them, so in this situation language attitudes appear. Some workers do not have problem using other languages while some people see their own language as the only "right" one to be used in all situations whether it suits others or not.

Welch et al. (2001),discovered that adopting a common corporate language in intercultural situations might impedes or change the flows of information, communication and knowledge within companies by forcing a majority of employees to use non-native language in internal communication. They also indicate that a common corporate language is not a remedy for intercultural communication in a company with a big number of diverse cultures.

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As an example of language attitudes, in Lehtonen's study of Finnish employees towards the English language, she interviewed in a big international company7 employees between 30 and 40 years in Sweden. She states that all employees interviewed had positive attitudes towards the English language in spite of being a foreign language for all. Furthermore, Lehtonen discovers that as long as most employees understand people without perfect language skills, some positions and employments demand a good language skill set than others (Lehtonen, 2004).

Concerning the languages' role in international management processes, Welch et al. (2005) review the roles of languages in local subsidiaries was also looked at and compared between companies with a common corporate language and companies with strong subsidiaries with local languages.

It is important to discuss several terms that are related to attitude: opinion and motivation, to make a distinction between opinion and attitude, Baker (1992: 14) notes that an opinion represents an "overt belief without an affective reaction" while attitudes comprised an affective component. Moreover, one can further differentiate between opinions and attitudes due to the notion that opinions are "verbalisable" and attitudes are often "latent" (op.cit). While the difference between attitude and opinion is understandable, the relationship between motivation and attitude appears to be more complex. Shaw and Wright (1967), state that "both attitudes and motives refer to latent dispositions affecting the directionality of behaviour, but not to external behaviour itself."(qtd. in Baker 1992:14). Nevertheless Newcomb's (1950) research, point a "twofold difference" between the two terms.First, motives contain an "existing drive state", contrary to attitudes.Second, motives tend to be "goal specific" while attitudes tend to be "object specific" (qtd. in Baker, 1992: 14).Arguing on discrepancies in the use of "attitude" and "motivation" in research, Ellis (1985:117) argues that "there is no general agreement about what precisely 'motivation' or 'attitudes' consists of, nor of the relationship between the two". He goes on to suggest that "this is entirely understandable

given the abstractness of these concepts, but it makes it difficult to compare theoretical propositions" (qtd. in Baker, 1992: 14).

It is difficult to distinct the relationship between motivation and attitude as the two terms have often been used interchangeably in the literature. However, regardless of this ambiguity, language attitudes appear to play a significant role in a learner's orientation to the acquisition of a foreign language. In order to investigate this role, it is essential to begin by discussing Gardner and Gardner & Lambert's (1985, 1972), often-cited Motivation Theory.

Motivation theory suggests that a learner's motivation to learn a foreign language derives from "two types of attitudinally based orientation": integrative and instrumental orientation (Singleton, 2014: 95).

Regarding Gardner and Lambert's Motivation Theory, instrumental orientation refers to "pragmatic" and "utilitarian" motives for learning a language (Baker, 1992: 32).Instrumental motivation represents "a desire to gain social recognition or economic advantages through knowledge of a language" (Gardner and Lambert 1972: 14, qtd. in, Baker, 1992: 32).As an example to this notion, Baker (1992: 32) notes that one of the instrumental test items from Gardner's (1985) Attitude &Motivation Test includes: "Studying French can be important to me because I think it will someday be useful in getting a good job". He goes on to add that possible motives pertaining to instrumental orientation may include: "status, achievement, personal success, self enhancement, self-actualisation, or basic security and survival" (op.cit).

Integrative orientations to foreign language learning are, however more "social and interpersonal" in nature (op.cit). Such attitudes can be characterized as "a desire to be like representative members of the other language community" Lambert, 1972: 14, qtd. in Baker 1992: 32). Gardneralso notes that integrative orientation can be tested through questions such as: "Studying French can be important for me because it will allow me to meet and converse

with more and varied people" (Gardner, 1985, qtd. in Baker 1992: 32). For that reason this example emphasizes the way in which "an integrative attitude to a particular language may concern attachment or identification with a language group and their culture activities" (Baker, 1992: 32). In this way, integrative orientation appears to be directly related to social identity given that it represents an individual's desire to be associated with an outgroup. For Gardner, foreign language learners who exhibit integrative orientation will be more successful in their acquisition of the language (Singleton, 2014: 27).

1.7 The Status of English in Algeria

The language status in Algeria depends mainly on cultural preferences, educational options, political alliances, and the history of the modern country. After the independence in 1962, the French language was the official foreign language in education and administration. After that, the Algerian government started to think of the implementation of English in educational system due to the extension of English use in many fields; and more precisely in science and technology all over the world. In September 1993, the Ministry of education introduced English at first in primary school as a rival to French. So, the pupils in Grade Four had to choose between French or English as the first mandatory foreign language (Benrabah, 2007:194).Unfortunately, the competition between these two languages turned in favour to French because the majority had chosen the French language. Indeed, another plan was adopted to access to modernity via the language of economic power which is the introduction of English as a second mandatory foreign language in Algeria in middle school since the year 2000. English had rivalled the French language at the first grade level of middle school. Meanwhile, at Universities, 95% of undergraduate and post-graduate courses in sciences or in medicine are taught in French language (Miliani, 2000:20-23).

English language in Algeria is already described in Algerian National Charter (1976) as: ''A means to facilitate constant communication with the

world, to have access to modern sciences and technologies and encourages creativity in its universal dimensions.''(ANC, 1976:33)

Due to the importance of English in the global communication, Algerian students are encouraged to learn English. The teaching of English at the middle school and secondary school are recognized, and it was stated in an official document from the Ministry of Education since September 2003. English is taught also at university in different departments for the sake to accede in science developments and technology. In fact, it is hardly to hear a word of English in Algeria outside the school till the arrival and spread of satellite channels, the internet and other global media.

1.7.1   English at Lower Education

English is studied at the beginning at middle school during four years in Algeria. Through simple texts and dialogue, pupils are supposed to master four following skills: speaking, writing, listening, and reading. Next, English is studied also exclusively as a subject at secondary school during three years.

The hours of English learning at middle school is divided into three hours per week for all levels with two coefficients. Regarding the secondary school, it is something different. Because of the lack of hours in scientific and technological streams which is three hours per week .Thus, this lead to an insufficient teaching and pupils have not enough opportunities to practise and develop their skills. In contrast, Literary stream and exactly pupils in Literature and foreign languages give more importance the English language because of the number of hours per week which is between four to five hours, and the coefficient that are devoted between three, four , five distributed by level's order. In general, those pupils continue to study English at university (Resig, 2011).

1.7.2   English at University

In the University of Foreign Languages, students prepare their ''License LMD '' degree for 3 years and ''Master LMD'' degree for two years.

Concerning the programme at university, it is designed by the ministry of Higher Education for post-graduated teachers. In Master degree; students can choose their speciality in English according to their capacities and preferences. Teachers in foreign languages adopt methods, approaches and techniques in accordance with language teaching situation (Ibid).

In addition, English is also taught at University as a minor module in almost all departments such as medicine, economics, and technology in order to provide students with specific register and the vocabulary needed in special fields to prepare learners for the future life jobs.

1.8 The Role of English in Business and Intercultural Communication

English is a language which has taken the top on language growing in different linguistics embodiment. Since English is became the official language of diplomacy, navigation, and aviation, business will consider now how the nature of power and authority in the international system is changing with globalization and new forms of public and private organizations are giving rise to new forms of global governance.

In international business meeting, cultural differences between professionals can cause clash. Even if it cannot constantly be avoided, the negative effects of cultural differences, it can be diminished with careful planning. Cultures influence our behaviours, thoughts and language. Nowadays, business success requires international awareness and effective cross-cultural communication skills such as negotiating, corresponding with colleagues or clients from different cultures; this promotes clearer communication and breaks down barriers, builds trust and supports relationships and promotes business.

1.9 Communication Process

As a human being communication is one of the most important facts of social life. More than ever before in human history people come into contact with people who are from other cultures or of another gender. Charles Conrad

(1994) quoted in Byers(1997:4) defines the communication as a " process through which people, acting together, create, sustain, and manage meanings through the use of verbal and non-verbal signs and symbols within a particular context. "And according to Robbins and Coulter (2005), Communication is the transfer and understanding of meaning. They indicate that the communication process puts emphasis on the transfer of meaning, which means that if no information or ideas are conveyed, communication will not take place; more importantly, communication involves the understanding of meaning. To communicate successfully, the meaning must be imparted and understood. Perfect communication occurs when the receiver perceives a transmitted thought or idea exactly as the sender envisioned it. The communication process encompasses both interpersonal communication (communication between two or more people) and organizational communication (all the patterns, networks, and systems of communication within an organization). Both of these types of communication are important to manage an organization.

In Byers's view (1997), Communication as a process is very difficult to measure. It is through observing and understanding how people communicate with each other through words, symbols and behaviours that it is possible to break down the communication process. According to Ford, *et al.* (2003) four aspects of communication can be derived as: continuity, complexity symmetry, and informality. These aspects help to observe the communication process as well as sinter actions within teamwork. As stated by Bachrach& Aiken (1977), most of the team work is spent on exchanging information and coordinating tasks. These activities are critical for an effective communication process which is composed of five stages namely: encoding, sending, receiving decoding and feedback.

In this respect, Gibson (1996) proposes that those intercultural differences in communication whether between diverse cultures mainly occur in the first two stages namely encoding and sending when we try to communicate with others. This is where the message is constructed and

transmitted and this is where costly miscommunication constantly happens, in the stages of transmitting the message people from different cultural backgrounds face problems during communication process because of language barriers. (Ridhway, 1997qtd. in Gibson, 1996).According to Hofstede (1980) mastering another language allows people to transfer to another mind-set. Language is about transferring feelings and accepting a different context and not only about words. He believes that nearly all successful interculturalists are multilingual (qtd. in Powell, 2006). Understanding the language allows people to participate in a culture rather than being observers of it. However, even those from the same language speaking countries experience miscommunication.

There are several types of communication such as intrapersonal communication that occurs inside the individual. As described by Adler and Rodman intrapersonal communication is that "little voice that lives in your mind" (1994:9). Next, we can distinguish interpersonal communication with another person, small team communication whenever a small number of people come together for a purpose, public communication and the communication in the organizational context (ibid).

1.9.1 English Communication Skills

The final fruit of learning a second foreign language is the capacity to comprehend and produce the language in its spoken and or writing form. In response, this involves the acquisition of some or all the receptive and productive skills. Furthermore, learners should be aware of when, why and in what ways to produce language (sociolinguistic competence) rather than knowing how to produce certain points of language, means linguistic competence (grammar, pronunciation, or vocabulary).

1.9.1.1 Listening Skill

The essential part of communication process is the listening skill joined by comprehension. It is also the fundamental skill of all the four skills. Listening skill is a basic to second language learning. Its aim is to render the learner competent to understand and see the second language in the same way

those native-speaker done. While listening is considered as a source to achieve communicative competence, it merits a specific attention in the curriculum of second foreign language. (Lynch:2002)

1.9.1.2 Reading Skill

Reading is a process of interpreting a written language. When readers read a kind of a certain topic, it will permit him more effectively to know everything which concerns the topic. And it will reinforce him to improve his learning process. Both listening and reading skills are considered as receptive skills. Individuals have their own speech which means that individuals have their own personalities.(Grabe:2002)

1.9.1.3 Speaking Skill

Speaking is the heart of communication. According to Chaney speaking is ''the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.''(1998:13). In fact, speaking is an important and productive skill. It strengthens listening in different ways and lets listeners to express themselves and cope with each communicative situation.

1.9.1.4 Writing Skill

Writing is the graphic of letters and symbols to express a certain meaning. In other words, writing is seen as a graphic system used for communication (Cristal, 1995). Writing is also a productive skill and maintains the same relationship to reading as speaking does to listening. In contrast to speaking and listening in terms of articulation and sounds, writing defers from them because it demands the production of orthographic symbols. Writing is complex and difficult to learn because it demands to deal with tools and skills to be able to write in cohesive and coherent manner.

1.9.2 Communicating in the Business Context

Communication related to business is everywhere. People communicate in their daily life in many domains , for example to purchase food, cloths, gas, and household furniture using reading, listening, and speaking skills regardless they work in a business organization or not.

The ability to communicate effectively affects positively the organization and makes differences leading to success. Written and spoken messages in international business contact are very delicate for the receiver.

Working within an organization is a matter of working with objectives, policies, and methods. So, the communication ability appears, in this point, as a very important criterion for employees' interaction.

Nowadays, the workplace environment is more and more diverse in terms of age, gender, and national origin. Culture diversity has both positive and negative influence on the organization. Regarding the positive one, demographic diversity is considered as a power that contributes to a change in management styles with the presence of effective communication, and this latter leads to organization's business success.

In the workplace, staffs interact with each other. They are involved in face to face communication and telephone conversation, conferences, meetings, and documentations. All these activities implicate each communication skills. In this case, Clark et al. (1988) state: ''…having business communication knowledge and skills equip them for success in their work.'' (1988: 623)

Clark also pointed out: ''for successful workplace communication, people require more than the formal ability to present well and a range of formulaic expression.'' (Clark, 1987: 80 qtd. in Clark et al. 1988).

In her survey of German multinational companies, Vollstedt found that English language is the language of business in the majority of settings. Even though the participants do not speak the same language, they communicate

using lingua franca as a common language (2002: 103). Using English as a common corporate language in a company does not indicate that this language is imposed to all employees for just communicative sake, but it is used in most contacts with employees whose mother tongues differs to the other.

The tendency of communication in business context is more and more complex, diverse, and multidisciplinary in basis. In this situation, persons who speak various languages and have various cultural backgrounds have a direct and indirect interaction in international communication.

At the end of this point, the business communication has been changed by the globalization and communication technologies development, i.e. to develop global communication networks within companies, the competitive pressure on international companies have accelerated the technological changes (Babcock & Du Babcock, 2001: 374).

1.10 Workplace Communication

Communication plays a crucial role in the process of managerial. Workplace communication or professional communication is a term referring to "interactions which may take various forms and which take place in a context that is broadly related to work, and involve at least one participant who is engaged in some work-related activity" (Schnurr, 2013:17). In other words, workplace communication is transmitting of information between one person or group and another person or group in organization .It is a great challenge to communicate effectively at work whether communicating by phone, e-mail, fax, text message, voicemail, face to face or any other form. The most successful companies are those which communicate with opening and are aware of cultural differences in addition to their proficiency to deal with efficient messages and communicate using technology.

Regarding to Schnurr (2013), professional communication has been affected by the internationalisation and globalisation of the economy as well as technological advances. These changes have impacted different aspects of

professional communication like "purpose, content and language, as well as … linguistic form and patterns" (Gunnarsson, 2004:10).It is commonly understood that the internationalisation and globalisation of the economy have resulted in a growing number of multicultural and multilingual workplaces where English and other languages are used as the lingua franca in intercultural discourses. In the workplace context, employees face challenges, especially in relation to the language needed to communicate with other non-native speakers from different countries in their companies. Furthermore, technological advances have changed the modes of professional communication. With new developments in communication technology such as mobile phones, email, fax, and the World Wide Web, employees can work at distant sites while still being able to access their company intranets, and they can take part in meetings via videoconferencing.

The success of an organization relies on communicating capacity not only with employees and customer but also with visitors and extraneous. In particular, Business communication is not easy at all; it is a matter of subject to misinterpretation and misunderstanding. The success or failure in global communication depends on how well employees know and understand a language. Employees' capacities to deal with listening augment when they are difficulties to understand. Workplace communication demands to preserve our objectivity and try to understand the other person's opinion and idea respecting cultural diversity. Each organization must create an honest and trusty atmosphere to realize a successful communication.

Workplace communication is vital to an organization's ability to be productive and operate smoothly. It can be used to motivate employees (job satisfaction), increase productivity, decrease absenteeism and turnover. Verbal and non-verbal communication is used by effective communicators to achieve cross messages paying attention to the reception of information as in the transmission. There are two types of business communication in an organization:

- Internal Communication

- External Communication

✓ **Internal communication:** It concerns the formal and informal communication within an organization. It provides different forms in communication to employees. Effective internal communication plays a vital mean in the context of organization by increasing safety, productivity, and profit. Under **Internal Business Communication types**, there come:

    ✓ upward communication

    ✓ downward communication

- Upward communication: it signifies the transmission of information from the lower level of the hierarchy to the upper level within the organization. Example, the subordinate to his superior or the employee to his manager. Its function is to exchange information, propose ideas, express enthusiasm, create a favourite and friendly environment, share opinion to superior, and provide feedback.

- Downward communication: it signifies the transmission of information from the top level of hierarchy to the lower level workers within the organization. It procures information that gives permission and accords a subordinate to do something. This kind of communication is needful in order to send information, give instructions, encourage discussion between different levels hierarchy, announce decisions, improve discipline, boost morals, augment efficiency and obtain feedback. Both Downward & Upward Communications are called "Vertical Communication''

- Horizontal communication: It signifies the transmission of information within the same or similar level of

organizational hierarchy for collaboration or cooperation. It is crucial for decreasing misunderstanding of departments working on the same project, boosting efficiency and productivity, facilitating team working, and increasing job satisfaction and motivation.

✓ **External communication:** It is the flow of information between people in the outside of the company for collaboration and cooperation. For example, customers, investors, and suppliers. It leads to build a favourable image of the company through relationships, facilitate cooperation with the external groups. Basically, it provides customers satisfaction and organizational promotion.

1.10.1 Business Communication Methods

Communication is an important element in companies for undertaking a business. There are different methods of business communication consisting of:

1. **Mailing**: is an increasingly common method of communication in many organizations which supplies a quick and immediate medium of written communication with flexibility and lower cost all over the world.

2. **Face to Face Meeting**: is an important element of business management and the key to the success of many organizations .Itis personal and should be succeeded by a formal written follow-up.

3. **Forum**: is a virtual discussion space which allows people to post information and discuss freely on various subjects.

4. **Presentation** : is generally common method of communication in all types of organizations, inserting audio visual material, such as copies of reports, or material prepared in Microsoft PowerPoint (PPT) or Adobe Flash (PDF).

5. **Report** : is essential for activities' documentation in each department in the company.

6. **Teleconferencing:** is another method of business communication that is commonly employed in the workplace, which allows for long distance speech. Communicating through a telephone conferencing system is a way of conducting business when people are not available to attend a meeting.

7. **Video Conferencing:** is the same to teleconferencing. But unlike teleconferencing, a video conference allows people to each other through a computer screen. Moreover, Video conferencing requires the use of special video equipment, so you should check with your company to determine if it is possible of doing.

8. **Web-based Communication**: to ameliorate communication for a better one. The objective of business communication is to gain money, consequently to develop profitability and for that both of managers and employees should develop good communication skills.

1.10.2 Types of Business Communication

Workers or employees communicate with each other in a number of ways that depend upon the message and its context in which it is being sent. The style of communication affects the communication itself, so there are two types of business communication:

✓ Verbal communication
✓ Non-verbal communication

- Verbal communication: is a form of communication in which communicators use words to interchange information with others. In other words, it is the sharing information between individuals using spoken words in order to communicate a message. Improving verbal communication skills can help to foster better relationships with co-workers or friends. Verbal communication includes oral and written communication:

> ➢ **Oral**: it implies communication through mouth i.e. face to face conversation, speech, telephonic conversation, videoconferencing…etc.

> ➢ **Written**: It involves any type of interaction that makes use of written words for example: e-mail, letter, report, memo…etc.

- Non-verbal communication: It is usually understood as the process of communication through sending and receiving wordless messages or clues between individuals. It includes body language, gestures, facial expressions, and even posture. Non-verbal communication sets the tone of a conversation and tells the mood of the communicator to help others to interpret emotions. Goman (2008) touches on the similarity between computer and body language in her book, The Nonverbal Advantage. We appreciate the importance of both the computers and our body language in terms of communication. However, we do not know, in advance, how to use those two languages in the service of effective communication. People cannot display with their body language what they aimed. Goman (2008) supposes it is not the matter of what the sender feels, it is the matter of what the target receives.

Finally, in the workplace, the transmission and interpretation of a message is doing simultaneously. During the transmission of a message workers are influenced by how they interpret the message receiving from recipient and they can even change the message pursuant to the feedback they get from their communication partner. The feedback can be given consciously or unconsciously, verbally or nonverbally.

1.10.3 Communicating with Foreigners

Obviously, it is a challenge to communicate with other people from other cultures. So, for overcoming these cultural barriers we should be aware about the culture of the others. These communication barriers can also provoke obstruction of the process of communication. Multicultural setting defines the

communications as cross-cultural, which means the exchange of meanings and information between organization members from different cultures. The greater difference between the sender's and receiver's culture, the higher the possibility to miscommunication. (Adler, 1997: 70)

According to Harzing & Feely (2008), Language Barriers especially hoards unsuccessful communication and it may launch a chain reaction of other possible barriers to interactions with foreigners.

Griffith (2002) mentions that a mutual communication and cultural environment could establish effective and efficient communication; conversely we believe that even though they should seek to reach a mutual environment, we believe that the most important factors are sensitivity and respect of each other's diversities.

In the multicultural workplace, barriers to communication exist mainly with foreigners whose language is different. People from different parts of the world have a different frame of reference, and they may display emotions differently and display different behaviours. There many reasons that influence communication with foreigners; the most important are:

- **Language Barriers**: Language that describes what we would want to express and communicate to others, being at times, serve as a barrier to them. In today's global scenario, the greatest compliment we can pay to another person is by speaking and effectively communicating to them in their local language. We need to understand that the native language of employees can be different from anyone else's.

- **Cultural Barriers:** The world is made up of diverse cultures. A cultural barrier arises when two individuals in

an organization belong to different religions, states or countries.

- **Physical Barriers:** include distance, lack of appropriate technology, and lack of privacy.

- **Interpersonal Barriers:** include the many nonverbal signals that can easily be misinterpreted or misunderstood.

1.10.3.1 Effective communication

For effective communication the knowledge of our own culture and of our personality is important, because if we are aware of dimensions, values and norms of our culture we are more likely to learn about the aspects of different culture, and enhance the self-acceptance in order to accept the others. If we want to communicate with foreigners effectively, we should be aware of barriers to effective communication (language, cultural, physical, and interpersonal barriers).

If we want to communicate effectively, it is necessary that we discover and understand the meaning of foreigner's nonverbal displays and behaviour. In communication with member of different culture it is very probable that we attribute incorrect meaning to foreigner's behaviour. For avoiding the wrong attribution we should be aware of the fact that we are faced and obliged to communicate with persons of various nationalities we have to resolve problems, which is impossible without effective communication. The issue of effective intercultural communication should be incorporated into Business English teaching and communication courses in international companies.

1.10.4 Communication Medium in the Workplace

Electronic-Mail is considered as the most useful Internet features for business and it is a medium of communication especially in the workplace. The development and technology evolution are changing business communication and their influences are both positive and negative just because the lack of mail access and machine provoke the exit of communication flow. A written

message is the best when we do not need immediate feedback but we need rapidity using e-mail with audience from different parts of the word.

The new millennium has witnessed the triumph of the e-mail. In today's business word, communication is increasingly carried on via e-mail messages rather than sending faxes, letters or SMS which become fewer and rare.

An e-mail can be effective only when it is relevant, the content is clear, the tone is formal and the language used is grammatically correct. All these features should be taken into consideration with the response time that must be maintained i.e. doing your best to respond to your e-mail as soon as possible.

1.10.5 Oral Communication Skill

Oral communication is the process of verbally transmitting information between two or more persons. It can be a direct face to face conversation, telephone conversation, and discussion which take place at meeting and conference. In oral communication the sender and the receiver exchange information, ideas and thoughts, and it is recommended when the communication matter is of temporary kind or where a direct interaction is required in order to build a significant rapport and trust between all the personnel. This type of communication has certain benefits regarding the written one, which may be listed as follow:

- ✓ It is best in case of difficulties resolution, conflicts, and disputes can be put to an end by talking them over.
- ✓ It can be best used to transfer private and confidential information.
- ✓ It is essential for teamwork and group energy.
- ✓ It promotes a receptive and encouraging morale among organizational employees.
- ✓ It is not only time saving, but it also saves upon money and efforts.

Moreover, in a survey conducted by Maes et.al (1997), oral communication skills become identified as the most important skills in the workplace. Their study directed in Greater Graff Coast areas of Mississippi, Alabama, and the Florida panhandle, revealed that oral communication in English is the most important skills demanded by employers when recruiting new staff. Additionally, oral communication is not only the most essential skills for employment but it is also vital to job success and promotion.

Sharing the same point of view, Huckins and Olsen argues that employees who do not demonstrate good oral communication are rarely given managerial responsibilities (Huckins & Olsen, 1984).

To conclude, effective oral communication is vital to people who hold managerial positions due to the manager's need for explaining, listening, persuasion, guidance, coaching, encouragement, facilitation and direction of group members to achieve the goal of their organization.

1.10.6 Written Communication Skill

Written communication involves any type of message that makes use of the written word. It mainly consists of diagrams, pictures, graphs...etc. Written communication is the most important and the most effective of any mode of business communication opposed to oral communication, written communication gives opportunity to control over the message. Written communication tools include a wide range of different forms such as memos, e-mail, postings, proposal, reports, letters, presentations, instant messages, resumes…etc.

According to Sanchez, e-mail was pointed out as main channel by 90% of employers (Sanchez, 1999). As an example, e-mail is a good channel for the daily communication to specific target groups. It is suitable mainly for up-to-date and "simple" messages and where there is no risk of misunderstanding; E-mail is an important supplement to weekly meetings. Some benefits of written communication are listed as follow:

- ✓ Facilitates the contact: (no need for personal contact), for example, you can tell any employee to work overtime through an email instead of face-to-face.
- ✓ Saves money: for example, you can send an email instead of calling long distance.
- ✓ Written proof: provides written proof in case of a dispute or troubles.

Written communication is very common in business context, therefore it is crucial that any employee in an organization from the lower level workers to the higher level workers, to develop a written communication skills. It should be comprehensive and understandable, precise and concise, clear and trust using proper language that resonates with the audience.

Effective written communication involves the ability to put down on paper words, phrases, sentences, leaving space between words and capitalizing the first word of each starting sentences and ending with punctuation for example: (?, !, .). The next step is to develop sequences of sentences into paragraphs and these paragraphs should be unified. It should be noted that not all native speakers of English master this step of writing. This step depends upon learning to use language differently.

Writing may reinforce listening more than other communication skills, provides to a good listening. Oftentimes, listeners take notes in order to put in mind the heard information. For example, the secretary taking a telephone message and the accountant receiving oral instructions from his superior always writes notes to reinforce their listening. So, notes taking should be done carefully.

Report writing is another skill most of the time mentioned by companies. Good reports depend on the ability of selecting information and presenting this information in a synthetic and accurate way. The message should be precise

and concise putting in an appropriate format. In fact, a written report should be presented orally by the responsible of the report.

To deduce, effective written communication is essential in any organization. To communicate effectively the information that you will do to transmit should be clear and concise, so the reader will be able to understand the message. In your effective writing you should definitely avoid grammatical mistakes, punctuation is very important and the ideas of sentences should be put in cohesive and the coherence way using a simple language. However, written communication is not an easy task; it usually requires more thought and effort to allow the reader to understand everything you are saying either by using e-email or report.

1.11 Conclusion

The conclusion that can be reached in this chapter is to have a general view of the English language as an international means of communication and its importance in business world. In another way, nowadays, English has gained a crucial status never seen before in all domains. The Algerian awareness of the importance of English in the development of countries is mainly shown in English teaching with its different levels. And how non-natives speakers use English language and what are their language attitudes and motivation in business context. It focuses also on the need of business communication skills that lead to effective communication for the success of any company using various form of communication and this was the objective of this chapter.

Chapter Two

Chapter Two: Attitudes to Communication in English in the Workplace

Chapter Two: Attitudes to Communication in English in the Workplace

2.1 Introduction

This chapter will deal with two major points. First, methodologies where the sitting and the participants of the study are described, followed by the materials and procedures that were used to collect data information. Second, the analysis and interpretation of the result I have gathered from the questionnaires and observation I conducted.

2.2 Methodology

The aim of the present study was to collect data information on Algerian employees to investigate their experiences on English language skills in situation when language skills in internal communication are highly demanded. The second aim was to examine the use of English language as a means of communication by Algerian interlocutors in business context. Finally, the third aim was to investigate the Algerian employees' attitudes towards the use of English language at work in a multinational company.

Questionnaire and observation are used to carry out the needed analysis and the survey data was collected over 15 days.

2.2.1 The Setting

The corpus of this study was collected at Weatherford, a multinational organization which is one of the largest multinational oilfield service and equipment companies providing innovative solutions, technology and services to the oil and gas industry. The headquartered is situated in Switzerland; it operates in more than 100 countries across the globe such as: Asia, the United States, Europe, Middle East, and Africa. This company employs approximately 50.000 people.

Weatherford Drilling International has made significant investments in Algeria; over 40 years in order to provide enhanced services to Sonatrach. The head office is situated in Algiers and has three bases in Hassi Messaoud and four satellite operations bases in TFT Grouping, Hassi Rmel, Berkine and

Adrar. Weatherford Algeria in Hassi Messaoud is centred approximately 1200 km south of the capital Algiers and it is completely surrounded by desert.

2.2.2 The participants

A total of 30Algerian employees participated in the study and responded to the methodology analysis. All of these participants work in Weatherford and were randomly selected in different departments who use English as a common corporate language in their job. Therefore, they are mixed 70%were male and 30 % were female. Their ages are between 24 and 45 years old.

2.2.3 Materials and Procedures

The research instrument used to collect data was at first by means of observation in which notes are taken to confirm the result of the quantitative research. Second, a questionnaire consisted of 3 pages, written in English and distributed by my own to the participants. The researcher was also using an assistant to help him to give the sheets to other participants who were busy on their work. Some of the employees have finished the answers in few minutes. In contrast, the others spend more time because of their work interruption and missions.

2.2.3.1The Description of the Questionnaire

The questionnaires were conducted over a period of 2 weeks in June 2017 in which series of 18 questions were closed and graded ones in the form of multiple choices in which the participants have to pick up the appropriate answer(s) using "yes" or "no" questions, ranking items or with a score of 1, 2, 3, 4 or 5 depending on whether they strongly disagreed (1), disagreed (2), were uncertain (3), agreed (4) or strongly agreed (5) with the statement. It is divided into two parts; the first one consists of personal Information of the participants and their status inside the company and the second includes specific questions in relation with the research.

2.3 Data Analysis and Interpretation

There are two sections to be discussed in the research analysis. The first one gathers the main business communication skills used by the participants and the position and the purpose of the language use found through observation. The second section deals with the exploration of the use of English in business communication and the attitudes towards the use of this language in the workplace.

2.3.1 Employees' Observation Analysis

During the period of research within the company, the first procedure which was taken is observation with the intention to have an idea about the area under study and to observe the language as it is used by the employees of all the company's departments.

2.3.1.1 Major Business Communication Skills Used:

Writing skills	Oral skills
✓ E-mails ✓ Letters ✓ Manual documents ✓ Memos (memorandum) ✓ Reports	✓ Meetings ✓ Negotiations ✓ Presentations ✓ Telephone conversation

Table 1.1: The major uses of writing and oral skills

The result obtained through the observation conducted within the company is that the major business skills used were the writing and oral skills. The most basic requirements for written skills are: e-mails, letters, manual documents, memorandum and reports.

In contrast, the essential uses of oral skills are: meetings, negotiations, presentations, and telephone conversation.

2.3.1.2 Language Use in the Workplace

The present observation indicated that both writing and oral skills were at the same time very important in speaking and written communication.

Additionally, there are two valuable things referring as regards the language use, they are the level and the frequency of English usage which appear from one job position to another. Allow us provide some evidence for this by three examples:

1. The administration assistant shows excellent telephoning speaking in both English and French language. She also uses conventional phrases of telephone calls without any difficulties.

2. The employees of some departments for example, management, technical sales human resources and finance, set in front of their computer and work with other employees. Other staffs deal with receiving and responding e-mails or make calls when doing their job with an excellent collaboration and exchanging ideas even if they make some errors or mistakes, the message is understood.

3. Managers in all departments are excellent in English. They have a good command and a good level of English. Communication skills and self-confidence are crucial for them. They are busy to translate into French some technical terminology to their colleagues. They are also talking using the telephone in English with other foreign managers and making conferences and meeting using English language.

From theabove examples we conclude that oral and written English are essential in business communication to accomplish the job. Another assumption is the fact that different positions within the company necessitate

different levels of English it depends on the type of job and the contact with foreigners.

In general, using an advanced level of English is not demanded at all in certain field despite that it is the official working language but in parallel, English plays a major role in communication with employees of higher status.

2.3.2 Employees' Questionnaire Analysis

I.   The first part of the questionnaire gives us the necessary information about the name, age, gender, of participants and their status inside the company. The main findings in this part are as follow:

Option	Number	Percentage
Male	21	70%
Female	09	30%

Table 1.2: Employees' gender

The aim of this question is to know where English language is most used by men or women employees. The result shows that the majority of the employees within the company are men with the rate of (70%).This mean that males are more interested in business filed.

The second part of questions mapped out the participant's skills in the English language used in their work.

Option	Number	Percentage
Between 20-25	03	10%
Between 25-35	10	33%
More than 35	17	57%
More than 50	0	0%

Table 1.3: Employees' age

The aim of this question is to know the age of these employees. The table shows that the majority of them are more than 35 years old whose percentage is (57%). It means that most of the employees are adults and have got more experiences.

Figure 2.2: Employees' nationality
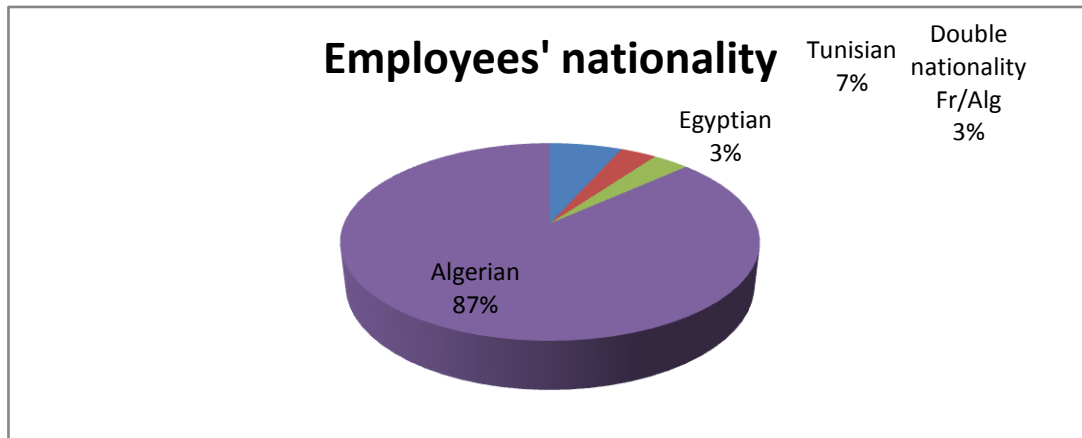
The aim of this question is to know the nationality of the participants if they are local employees or foreigners. We notice that the majority of them are Algerian whose percentage is (87%).So, we devoted that even if Weatherford is a multinational company; the number of local employees is more than foreigners.

Number	Job position	Department	Years of services
01	ADMINISTRATION ASSISTANT	ADMINISTRATION	Less than a year
02	CAMP BOSS	CATERING	A year
03	ASSISTANT CAMP BOSS		A year
04	COMPLETION FIELD SUPERVISOR	COMPLETION	10 Years
05	CONSTRUCTION AND MAINTENANCE COORDINATOR	FACILITY/ MAINTENANCE	7 Years
06	FIXED ASSISTANT AND INVENTORY CORDINATOR	FINANCE	11 Years
07	ACCOUNTANT		9 Years
08	HR COORDINATOR	HUAMAN RESOURCES	Not mentioned

09	HR ASSISTANT		9 Years
10	OPERATION SUPERVISOR	INSP	17 Years
11	INSPECTOR LEVEL 2	INSPECTION	16 Years
12	IT TECHNICIAN	IT	02 Years
13	IT TECHNICIAN		8 Years
14	TESTING AND SERVICES MANAGER	MANAGEMENT	6 Years
15	POB COORDINATOR		5 Years
16	FIELD OPERATION MANAGER		12 Years
17	OPERATION MANAGER		11 Years
18	FA-INV SENIOR COORDINATOR	OTHER	10 Years
19	HEALTH ADVISOR		9 Years
20	QHSE MANAGER	QHE	11 Years
21	SECURITY ASSISTANT	SECURITY	2 Years
22	SECURITY ADVISOR		17 Years
23	POB COORDINATOR AND RECEPTIONIST		Less than a year
24	NOT MENTIONED	TECHNICAL SALES	A year
25	SALES MANAGER		11 Years
26	TCG COORDINATOR		8 Years
27	TENDER AND COMMERCIAL GROUP SENIOR COORDINATOR		12 Years
28	TRAVEL SUPERVISOR	TRAVEL/FACILITIES	8 Years
29	TRAVEL ASSISTANT		12 Years
30	COORDINATOR	TRS	13 Years

Table 1.4: Employees' position and years of services in each department

The aim of this question is to know the type of job of these employees in different department and years of services. According to the table above, we constate that the majority of them have experiences in their field. So, the professional experience plays a crucial role in the use of English and in the acquisition of an advance level with the daily practice mainly with managers.

II.   Concerning the second part of the questionnaire15 questions were asked to the participants, and the following data are the results and analysis obtained as follow:

Question one: To what extent the use of English is important in your job?

Option	Number	Percentage
Very important	28	93%
Important	02	07%
Not important	0	0 %

Table 1.5: The importance of the use of English at work

The aim of this question is to see the importance of the use of English in the job of the participants. The result determines that the majority of the employees see that English is very important in their job with the percentage of (93%).

Question two: Is it a prestige to use English in the workplace?

Option	Number	Percentage
Yes	20	67 %
No	10	33%

Table 1.6: Employees' attitude on the use of English at work

Because Weatherford is a multinational company, English is much demanded. So, (67%) consider that the use of English at work is a prestige. On the other hand, (33%) said "No" perhaps they prefer to use Arabic or French in their work.

Question three: In Algeria, is "English" important to get a job in multinational companies?

Option	Number	Percentage
Yes	27	90%
No	03	10%

Table 1.7: Employees' attitude on the importance of English to get a job

This question is asked to seek information about the necessity of the English on getting a job in a multinational company. For (90%) of Weatherford employees said "yes'', whereas (10%) declared "no". We deduce that the majority of the employees have a positive attitude on the necessity to know English in order to get a job in a multinational company.

Question four: Where did you learn English?

Option	Number	Percentage
Intermediate & secondary school	24	70%
University	04	13%
Other	02	07%

Table 1.8: Institutions from which employees learnt English

The objective of this question is to see where employees learnt the English language. The answers were (70%) for those who learnt English at intermediate and secondary school, (13%) at University. (07%) they added that they have studied in private schools in order to promote certain skills or they have taken English training at the company. so, we devoted that the majority of employees learnt English in primary and secondary school. Whereas, the other they studied English as a speciality at university or they have been taken English training in private schools or in the centre training at Weatherford.

Question five: What is your level of English?

Option	Number	Percentage
Beginner	02	07%
Intermediate	17	57%
Advanced	11	37%

Table 1.9: The English level of employees

We have been asked this question to have an idea about the level of employees in English. More than half of the participants said that they have an intermediate level (57%). (37%) have an advanced level. Whereas the minority

said that they are beginners (07%).For this reason, this company devotes training courses to progress the employees' spoken and written English.

Question sex: Have you ever been taking English training in your company?

Option	Number	Percentage
Yes	14	47%
No	16	53%

Table 1.10: English training at Weatherford

We have been asked this question to know if the participant had the opportunity to take English training in the company. (47%) of workers answers were "yes". In the other hand, (53%) of them were "no". this result is may be due to the job position and daily interaction between foreigners.

Question seven: Which English training speciality have you been taking?

Option	Number	Percentage
Business English	08	23%
English for Oil and Gas	00	00%
General English	22	77%

Table 1.11: English training specialities

The purpose of this question is to see what are the English training speciality took by the participants inside the company. The participants who they have been taking business English training must be mangers or supervisors because they need it more for meeting and face to face interaction (23%). In contrast, most of workers need just general English in their work (77%). From this amount we conclude that General English is the most frequent speciality at Weatherford because business English is specialized to some high status in business field.

Question eight: Were you motivated to learn English?

Option	Number	Percentage
Yes	27	90 %
No	03	10 %

Table 1.12: Motivation on learning English

This question was included to measure the participants' motivation for learning English. We distinguish that the majority of participants were motivated to learn English (90%). So, we conclude that they have a positive attitude for learning English language in business context.

Question nine: At work: most of the time, I speak English with:

Option	Number	Percentage
Algerians	06	20%
Foreigners	24	80%

Table 1.13: The most frequent category with which employees speak in English

According to this table, we notice that most of the employees speak English with expatriates more than Algerians (80%). So, we deduce the Algerian employees frequently use English between them, so they communicate using Arabic or French.

Question ten: Is it easier to communicate using English at work with Algerians or foreigners?

Option	Number	Percentage
Algerians	12	40%
Foreigners	18	60%

Table 1.14: The category with which employees communicate easily

According to this table, it appears that more than half of the participants (60%) can easily communicate with foreigners more than Algerians (40%), i.e. they prefer communicating in English just with foreigners (see table 1.13) .

Question **eleven:** In meetings or conferences, I express my views easily in English.

Option	Number	Percentage
Strongly agree	10	33.33%
Agree	15	50%
Uncertain	04	13.33%
Disagree	01	3.33%
Strongly disagree	0	0%

Table 1.15: Employees' opinion on expressing views in English at meetings

We ask this question to know whether the participants or not can express their views and ideas in meetings or conferences. As a result, (3.33%) disagree, (13.33%) they are uncertain, most of them (50%) agree on this question and the rest (33.33%) strongly agree on that.

Question twelve: When communicating, mistakes in English are acceptable as long as the message is transmitted.

Option	Number	Percentage
Strongly agree	04	13.33%
Agree	19	63.33%
Uncertain	04	13.33%
Disagree	03	10%
Strongly disagree	0	0%

Table 1.16: Employees'opinion on making mistakes in communication

This question is oriented to measure the employees' attitudes to making errors or mistakes in communication. (63.33%) agreed that it was acceptable to make errors when communicating in English as long as their message was transmitted or understood and (13.33%) strongly agreed. But, some employees (10%) disagreed and (13.33%) are uncertain. These results determine that errors in English don't create barriers or problems in communication as long as the message is transmitted, despite some participants who disagree to the acceptability of these errors may be according to some errors variation and quality.

Question thirteen: In the company, what are the most important skills to communicate effectively in English?

Option	Number	Percentage
Reading	09	30%
Listening	17	56.66%
Speaking	28	93.33%
Writing	20	66.66%

Table 1.17: The most important skills to communicate effectively

We have been asked this question to see what main skills that Weatherford's employees use in effective communication. Most of The participants' answers about the main skills to communicate effectively in English in the workplace were speaking (93.33%) and writing (66.66%). But (56.66%) rely on Listening skill and the rest (30%) rely on reading.

Question fourteen: What is the dominant skill of written communication that you perform frequently at work in English?

Option	Number	Percentage
E-mail	30	100%
Letter	0	0%
Manual document	0	0%
Memorandum	0	0%
Report	0	0%

Table 1.18: The dominant written skill performed in English

The objective of this question is to know the dominant skill of written communication which is frequently performed at Weatherford. From this table we observed that the dominant skill of written communication in the company is the e-mail via their intranet i.e. a communicative system which connects the employees of the same company with each other and with other companies. Contrary the letters, e-mails are rapid and more beneficial. The language used in e-mail is more formal.

Question fifteen: What is the dominant skill of oral communication that you perform frequently at work in English?

Option	Number	Percentage
Meeting	0	0%
Negotiation	0	0%
Oral presentation	0	0%
Telephone conversation	30	100%

Table 1.19: The dominant oral skill performed in English

The objective of this question is to know the dominant skill of oral communication which is frequently performed at Weatherford. From this table we observed that the dominant skill of oral communication in the company is telephone conversation. It is more efficient and fast when we use informal language.

2.3.3 Interpretation of results

The questionnaire was addressed to 30 employees working at Weatherford. The first part of the questionnaire gives us personal information about the respondents and the second part other specific questions in the analysis of the use of English Language and workers' attitudes.

- **Personal information**

The purpose of this section is to seek general information about our participants. After the results analysis, we tackle the interpretation with gender; we can see that most of employees are males (70%) since they work in foreign company and they are more motivated and interested in business field in contrast of females who are only (30%). Also, the half (50%) of our participants are more than 35 years old and have a long experience in that company. Even if Weatherford is a multinational company, (87%) of the participants of all departments are Algerian employees.

- **Questions of the questionnaire**

With regard to the questionnaire, questions 1, 2, 3in the second section were included to test the participants' perception of the importance of English use as a common cooperate language in the workplace and for one's overall career in Algeria. The positive orientation of these attitudes may be directly related to

the increased function of English as a common language of communication in multinational companies in recent years. As such, it is likely that the respondents have experienced the increased need for English skills in the international workplace, and thus they recognize the importance of English to get a job.

Questions 4,5,6, and 7 were included to measure the level of the participants in English, where they learnt English before taking English training in the company and the major English training speciality they have been taken. Most of the participants (70%) learnt English at Middle and high school and have an intermediate level. Moreover, less than the half of our participants (47%) has been taken general English training at Weatherford Company (77%).

Question 8, was added in the aim to measure our participants' motivation for learning English. Their positive attitude in orientation (77%), determines their needs in language progress for business communicative reasons.

Questions09 and 10were included to measure Algerian workers' attitudes to communication with foreigners in the workplace, and whether or not they were more positive in orientation to communication with one of the sets of speakers. (80%) of participants use English with foreigners and (60%) feel comfortable in communicating with them.

Questions 11 and 12 were included to determine how comfortable these speakers felt when expressing their views and ideas in English at meetings or conferences and to measure workers' attitudes on making mistakes in English at work.(50%) agreed that they express easily their views in English and more than half of the participants (63.33%) agreed that mistakes or errors are acceptable at work as long as the message was transmitted or understood.

As for questions 13, 14 and 15 were asked to determine which main skills are effectively used in English and the dominant written and oral skill

performed at work. So, the result demonstrates that the participants attributed more importance to writing (93.33%) and speaking (66.66%), and less importance to listening (56.66%) and reading (30%).It seems, that the participants consider writing and speaking skills as more important that listening and reading skills in the workplace. In this way, e-mail (100%) and telephone conversation (100%) are the most dominant written and oral skill performed in English by the participants.

Finally, these results appear to support the notion that English is used as an instrument in the workplace for speakers to communicate and collaborate on different projects in the workplace.

2.4 Recommendations for further research

While conducting this research, it became clear that there exists a significant lack of research in the English as a lingua franca communication that occurs in multinational companies implanted in Algeria. As this research revealed that Algerian employees now exhibit attitudes to English that are directly related to the multicultural and multilingual workplace context, it would be valuable to study these attitudes in more depth in order to better account for Algerian employees' linguistic needs in corporate language policies. Moreover, as this research revealed that Algerian employees are in more contact with foreigners in the workplace, it would be similarly valuable to study these communicative events in more depth to better understand the real linguistic needs of Algerian employees in corporate English training, rather than simply adhering to a non-native speaker model. In this way, corporate language policies, EFL materials and the shift from English as the second foreign language to the first foreign language would be better adapted to the context-dependent needs of Algerian employees in multinational companies.

2.5 Conclusion

After the analysis and results' interpretation, we conclude that English is an important instrument that allows communicating with speakers of other languages. It appears that the participants were generally positive in orientation to the use of English as a common corporate language in the workplace. This positive orientation of these attitudes may be directly related to the increased function of English as a common language of communication in multinational companies in recent years.

Written and spoken English with native speakers or non-native speakers are frequently used, in Weatherford. Moreover, the majority of participants stated that they did not feel frustrated during meeting if they make mistakes to convey their ideas or arguments and they felt comfortable during meetings because they assumed that their interlocutors would do the same if they did not understand them. Finally, the participants recognize the importance of English in multinational workplace for theirs's career in the south of Algeria.

General Conclusion

The English language is becoming an important tool for all business activities in the world in different fields. In fact, economic globalization is going in parallel with the growing use of English language. The choosing workplace is an attempt to shed light on the reality of using English in multinational enterprises.

In order to identify the English business communication skills performed in a Multinational workplace setting in Algeria, this present research has attempted to provide an investigation of the use of English by Algerian employees in Weatherford Company, to illustrate the main communication skills performed in the workplace by the Algerian employees and to reveal their positive attitude towards the use of English language at work.

To confirm the theoretical framework, we adopted a questionnaire and observation as tools to gather valid data. After collecting data we analysed and interpreted them. The general result obtained from this present research is that English is the common corporate language used in Weatherford. After that we came to a conclusion that English language is very important in multinational companies and the employees are aware of its necessity in their profession and it is used as a means of business communication.

The first chapter, which is a theoretical, background of the study, sheds the light on the importance of English language in the world especially as a common means of lingua franca communication in business context and the kind of attitudes of Algerian speakers can develop towards the use of English language in the workplace. Then, it focuses on the practice of English as a common corporate language in multinational companies and the status of English in Algeria. Finally, this chapter looks at the communication process which focuses on the business communication skills in business context.

The second chapter embodied practical part which displayed the data collected from questionnaire and workplace observation.

Before conducting the present research, the researcher stated three research

questions which were:

- To what extent is English language important in multinational companies?

The hypothesis for this research question was that in business context English is very important for communicative purposes.

The second research question was:

- What attitudes do the participants hold on the use of English in the workplace?

The hypothesis was that the participants are aware of the importance of English use at work and generally have a positive attitude.

The third research question was:

- What type of communication skills do they use frequently?

The final hypothesis was that the participants use both written and oral communication skills.

Regarding the first research question, the main findings revealed that the first hypothesis is true, because English language is involved in many field as a medium of communication and especially in the workplace.

The second research question showed also that the second hypothesis is true, because of the necessity of English at work and its importance for job promotion and the development of any company.

The third research question is also correct, due to the fact that in the workplace, oral and written communication skills are the most skills performed.

At the end, thanks to globalization that makes the use of English widespread in the international business world. The choice for using English language in international enterprises means that non-native English speakers are very interested in English language education.

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Appendices

Questionnaire:
- ✓ *Personnel data*

  - Name: ………………………………….

  - Gender: ◯ Male   ◯ Female

  - Nationality: ……………………………….

  - Age: ……………………………………….

  - Job position: ……………………………...

  - Department:
    - ◯ Technical Sales
    - ◯ Management
    - ◯ Human resources
    - ◯ Tubing Drilling
    - ◯ Other ……………..

  - Years of service in your company? …………

1. To what extent the use of English is important in your job?
   - ◯ Very Important
   - ◯ Important
   - ◯ Not important

2. Is it a prestige to use English in the workplace?
   - ◯ Yes   ◯ No

3. In Algeria, is "English" important to get a job in multinational companies?
   - ◯ Yes   ◯ No

4. Where did you learn English?
   - ◯ Intermediate & secondary school
   - ◯ University
   - ◯ Other ……………............

5. What is your level of English?
   - ◯ Beginner
   - ◯ Intermediate
   - ◯ Advanced

6. Have you ever been taking English training in your company?
   - ◯ Yes   ◯ No

7. Which English training speciality have you been taking?
   - ◯ Business English
   - ◯ English for Oil and Gas
   - ◯ General English

8. Were you motivated to learn English?
   - ◯ Yes   ◯ No

9. At work: most of the time, I speak English with:

◯ Algerians
◯ Foreigners

10. Is it easier to communicate using English at work with Algerians or foreigners?

◯ Algerians
◯ Foreigners

11. In meetings or conferences, I express my views easily in English.

◯ Strongly agree
◯ Agree
◯ Uncertain
◯ Disagree
◯ Strongly disagree

12. When communicating, mistakes in English are acceptable as long as the message is transmitted.

◯ Strongly agree
◯ Agree
◯ Uncertain
◯ Disagree
◯ Strongly disagree

13. In the company, what are the most important skills to communicate effectively in English?

◯ Reading
◯ Listening
◯ Speaking
◯ Writing

14. What is the dominant skill of written communication that you perform frequently at work in English?

◯ E-mails
◯ Letters
◯ Manual documents
◯ Memoranda
◯ Reports

15. What is the dominant skill of oral communication that you perform frequently at work in English?

◯ Meetings
◯ Negotiations
◯ Oral presentations
◯ Telephone conversations

Thank you for your cooperation

Appendix B: Workplace Observation

The major uses of written skills in the workplace		Observation
Job position	**Language use**	

The major uses of oral skills in the workplace		Observation
Job position	**Language use**	

Summary

The present research explores the use of English as a global language in a multinational setting. It particularly focuses on the use of and the attitude towards English in a multinational business communication context in Algeria. Therefore; it stresses the necessity of developing the communicative skills in the workplace. Based on the results obtained from a questionnaire and observation of the communicative practice of employees in a petroleum and gas services in Hassi Messoud, it was revealed that the vast majority of the respondents hold a positive attitude towards the use of English given its importance in today's globalised world. The study also displays the wider use of the English language in multiple activities in this field, such as mailing, conferences, meetings and phone communication.

Keywords: English Language, attitudes, multinational companies, workplace, communication skills, business communication

Le résumé

La présente recherche explore l'utilisation de l'anglais en tant qu'une langue globale dans un contexte multinational. Il porte en particulier sur l'utilisation et l'attitude à l'égard de l'anglais dans un contexte de communication d'entreprise multinationale en Algérie. Donc; il souligne la nécessité de développer les compétences de communication sur le lieu de travail. Sur la base des résultats obtenus à partir d'un questionnaire et de l'observation de la pratique communicative des employés des services du pétrole et du gaz à Hassi Messoud, il a été révélé que la grande majorité des répondants avaient une attitude positive à l'égard de l'utilisation de l'anglais compte tenu de son importance aujourd'hui dans un monde globalisé. L'étude montre également l'utilisation plus large de la langue anglaise dans de nombreuses activités dans ce domaine, telles que l'envoi de courrier, les conférences, les réunions et les communications téléphoniques.

Mots-clés: langue anglaise, attitudes, entreprises multinationales, lieu de travail, compétences en communication, communication d'entreprise

الملخص

يستكشف هذا البحث استخدام اللغة الإنجليزية كلغة عالمية في بيئة متعددة الجنسيات. حيث يركز بشكل خاص على استخدام اللغة الإنجليزية وموقفها في سياق التواصل التجاري متعدد الجنسيات في الجزائر. وبالتالي؛ أنه يشدد على ضرورة تطوير مهارات التواصل في مكان العمل. بناءً على النتائج التي تم الحصول عليها من استبيان وملاحظة الممارسة التواصلية للعاملين في خدمات البترول والغاز في حاسي مسعود ، تم الكشف على أن الغالبية العظمى من الموظفين لديهم موقف إيجابي تجاه استخدام اللغة الإنجليزية بالنظر إلى أهميتها حاليا في عالم معولم. تعرض الدراسة أيضًا الاستخدام الأوسع للغة الإنجليزية في أنشطة متعددة في هذا المجال، مثل المراسلات والمؤتمرات والاجتماعات والاتصالات الهاتفية.

الكلمات المفتاحية: اللغة الإنجليزية ، المواقف ، الشركات متعددة الجنسيات ، مكان العمل ، مهارات الاتصال ، التواصل التجاري