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**MASTER IN**  
**"LANGUAGE AND COMMUNICATION"**

**THE IMPLEMENTATION OF THE INTERCULTURAL APPROACH IN THE  
ENGLISH COMMUNICATION FOR MANAGEMENT PURPOSES**

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## Dedication

I humbly dedicate this work to my parents particularly to my father **Mamadou Samou Diallo** who constantly encourage me to advance financially and mentally; to my lovely mother **Rouyata Traoré** who is always present with her mother love and the motivation she always manages to provide me. Without their loves and advices, I would probably not reach this stage.

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A special thank goes also to my close friends who appreciate me and respect me as a brother; also, to all my close family members. I really hope you will find in these words the expressions of my gratitude.

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### **Abstract**

Nowadays, it is almost impossible for a manager to have an international mobility without having any intercultural competence due to the large presence of world globalization. The world globalization requires a great sense of awareness linguistically with the English language but also in terms of interculturality. The purpose of this study is then to show the importance that the intercultural approach plays in English for specific purposes particularly in management in terms of communication, considering English language as an international language, and language of Globalization. Another purpose of this study is to track whether the intercultural approach course is taken into consideration in management institutes English Program and if the time and the way is appropriate or not. The data gathered was obtained by the use of research instruments like learners and teachers' questionnaire, also with the classroom observation of the "High International Management Institute" located in Oran. The findings of this investigation show off that the intercultural approach course is not taken into consideration as it should be; and that the time available for the English class is not enough to make learners more aware about it. Finally, this study aims at proposing some suggestions to compensate those lacks in terms of intercultural approach course implementation in English program for managers.

**Keywords:** English for Specific Purposes; English for Management; Intercultural Approach, world Globalization, Intercultural Awareness.

## List of Acronyms

**ESP:** English for Specific Purpose

**ELT:** English language teaching

**EMT:** English Language Teaching

**EFL:** English as Foreign Language

**ESL:** English as Second Language

**GE:** General English

**EST:** English for Science and Technology

**EBE:** English for Business and Technology

**ESS:** English for Social Studies

**EBP:** English for Business Purposes

**EM:** English for Management

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English language, reckoned as an international language is one of the keys to succeed in many professional activities. With the system of globalization there are many incoming cultures in the system of business and especially in management. That is why it is important to implement the intercultural approach in the English communication for management for a more effective understanding between managers and their employee, just as customer from outside during the management process. English for management is a form of business English that is common to every single company worldwide for the resolution and the running of their ongoing activities. Taking in consideration the difference of cultures in the company, it is important to deal with people using the intercultural approach and communicating in English language since it's a common language adapted to all cultures and areas.

Many business relationships sometimes struggle, not because one person has lower level of English but because there are misunderstood cultural differences. For example, some business person arrives at the exact time printed on the agenda and is kept waiting by another person who assumes that the time on the agendas approximate is not rigid. Then once these two people are in the meeting room, one of them wants to make plenty of small talk but the other wants to get down to business. One of them wants a working lunch with a sandwich while the other would prefer a three-course meal at a good restaurant that will extend through to the middle of the afternoon. Different companies have different cultures and different ways of working; these company cultural differences also affect the language used. For example, the internal report written in English at one company might require a much more formal register than a similar report at another.

The motivation under this study is then the influence of the business world on the researcher's own person, including its cultural aspect in term of communication that is very important; because a lack of awareness and competency in certain situation may lead to very intense troubles. In this case, making people understand the importance of interculturality in term of business English communication and especially in management case has become a necessity and a real pleasant task to highlight. This is the reason stimulating the investigation about this subject with all the obstacles and the contents.

Basing on the evidence of interculturality in the world, the aim is then to make an analysis of the role of interculturality in business English for management context; but also, to

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know if the intercultural approach is taken into consideration in the English course for management students. Students should be aware of the interculturality that exists in the companies and should be prepared to deal with this kind of situation. The job of the teacher is then to make them aware by appropriate ways of the importance of intercultural awareness in the business world especially in management so that they can use an communicative approach adapted to different cultures.

Therefore, the issues behind the following study turn around the two following research questions.

- What are the necessities and importance of the cultural awareness in the English communication for management?
- Is the intercultural approach course taken into consideration in the business English teaching process and especially in English for management case?

The research study leads to the following hypotheses:

- The former is that students need more the Intercultural approach implementation in their English course for their future workplace according to the difference of culture found in offices.
- Second, the teacher does not focus enough on his/her students' awareness about interculturality in term of communication.

The research methodology requires gathering relevant data from different sources for the case of having reliable and explicit answers to our research purpose. In order to succeed in the study two approaches will be provided (qualitative and quantitative). Three tools are selected for the data collection which are the classroom observation in order to know if really the teacher deals with the intercultural approach course and how it is done; the teachers' questionnaire intended to get teachers' perspectives about the study; the learners' questionnaire intended to get some views necessary to the study. Both teachers and students' questionnaire contain different types of questions including multiple choice questions; the yes/no questions and open-ended questions. Each type of questions has a different aim, but the same objective to get an answer to the study purpose.

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In order to have more clarification about the topic, three chapters are expected linked to the research questions.

The first chapter will be all about the theoretical background of the research containing the aspects of English as communicative language in business context and in management but also the notion of culture and interculturality with all its aspects. This part shows the link between English for management purpose and interculturality but also the importance and necessity of dealing with them together.

The second chapter will be about the methodology used through the whole research, the collection of the data and the description of the tools that are used in this research in order to obtain the final results. The tools used to collect data are the students' questionnaire; the teachers' questionnaire and the observation that are going to be described in the second chapter of the study. It also deals with the way followed to administrate the questionnaires passing by the participants' profile.

The last and final chapter deals with the discussion of the finding by different representations including statistical figures after analyzing them; the limitations of the study, meaning all the obstacles that don't allow the study going far for the data collection; and finally, the suggestions for improvement for further studies.

**CHAPTER ONE**

*ENGLISH FOR MANAGEMENT AND CULTURE*

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## Introduction

English for specific purpose (ESP) refers to the teaching of a specific genre of mainly scientific or technical English for learners with specific goals, careers or fields of study. It meets the needs of learners who need to learn a foreign language for use in their specific fields such as science, technology, medicine etc. Among these fields appears the business case including management on what this study is more focused. Then, this chapter will be dedicated to the theoretical parts of the study starting with the ESP definitions and its concepts, then the branches of ESP; moving to the English for management as part of “English for Business Purposes”. This chapter will also underline the notion of culture in term of interculturality and why the “intercultural approach” must be implemented in the Business English communication and especially in the management case ; finally, it will focus on the intercultural approach teaching in the English for management courses.

### 1.1 Definition of English For Specific Purposes

According to Mackay and Mountford (1978: 2) “*ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose.*” This affirmation means that English must be taught regarding the objective of the learner for its future profession and taking into consideration the adaptation of the way of teaching. In the same way, Robinson (1991: 2) asserts that generally the students study English “*not because they are interested in the English language or English culture; but because they need English for study or work purposes*”. For him students are only looking for a way of accomplishing something in relation to their needs not for the fact of loving it for its culture; nevertheless, these goals must be professional, academic, scientific etc. In the same context Bastkurmen (2006: 18) asserts that “*In ESP, language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments*”. This means that basically, ESP is made to help language learners with some features or to develop the competencies they had before in order to be dynamic in a certain discipline, workplace or profession. Antony (1997;9-10) argues that:

*“some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in Academic studies or the teaching of English for vocational or professional purposes”.*

The above definition of ESP sustains that ESP was described for having the objective to teach English for any discipline however its specificity; but it has also been described and precisely either as the teaching of English that could be used in the academic context or for the professional need. This second description is more precise and correct in the vein that it is more detailed and more clarified. ESP can be considered as the English used in academic studies but it can also be considered as the English taught for the vocation or profession that claims it.

Accordingly, RICHARDS (2001) states that ESP teaching aims are:

*“preparing non-native speaking students for study in the English-medium academic context, preparing those already fluent or who have mastered general English, but now need English for specific usage in employment, such as engineers, scientists, or nurses; responding to the needs of the materials of English for business purposes; and teaching immigrants the English needed to deal with their job situations”.*

This statement of Richards (2001) confirms that General English speakers may also need ESP but also shows in a certain point that General English and ESP are somehow linked because ESP could be considered as General English but in a specific and utilitarian purpose. Each of the above cases has a specific situation in which learners are obliged to learn English differently depending on the sake and objective motivating them.

Finally ,the most recognized definition is the one provided by Hutchinson and Waters(1987) who view ESP as an approach, not a product, meaning that it “does not involve a particular kind of language, teaching material, or methodology ” (p2).According to them, “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reasons for learning”(P19).Learners learn language depending on their needs such us work purposes .In this case the teaching process and course design are made to the reflect of their profession but also depending on their motivation since people don’t have the same motivation. This affirms that ESP is learner-centered and is more specific taking into consideration the language learning rather than the language use; the attention is more given to the learner.

On the other hand, ESP is an approach to English teaching that has different characteristics highlighted by Dudley-EVANS and ST John (1998). Some of those characteristics are absolute and some are variables.

Absolute characteristics :

1. ESP is defined to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable characteristics :

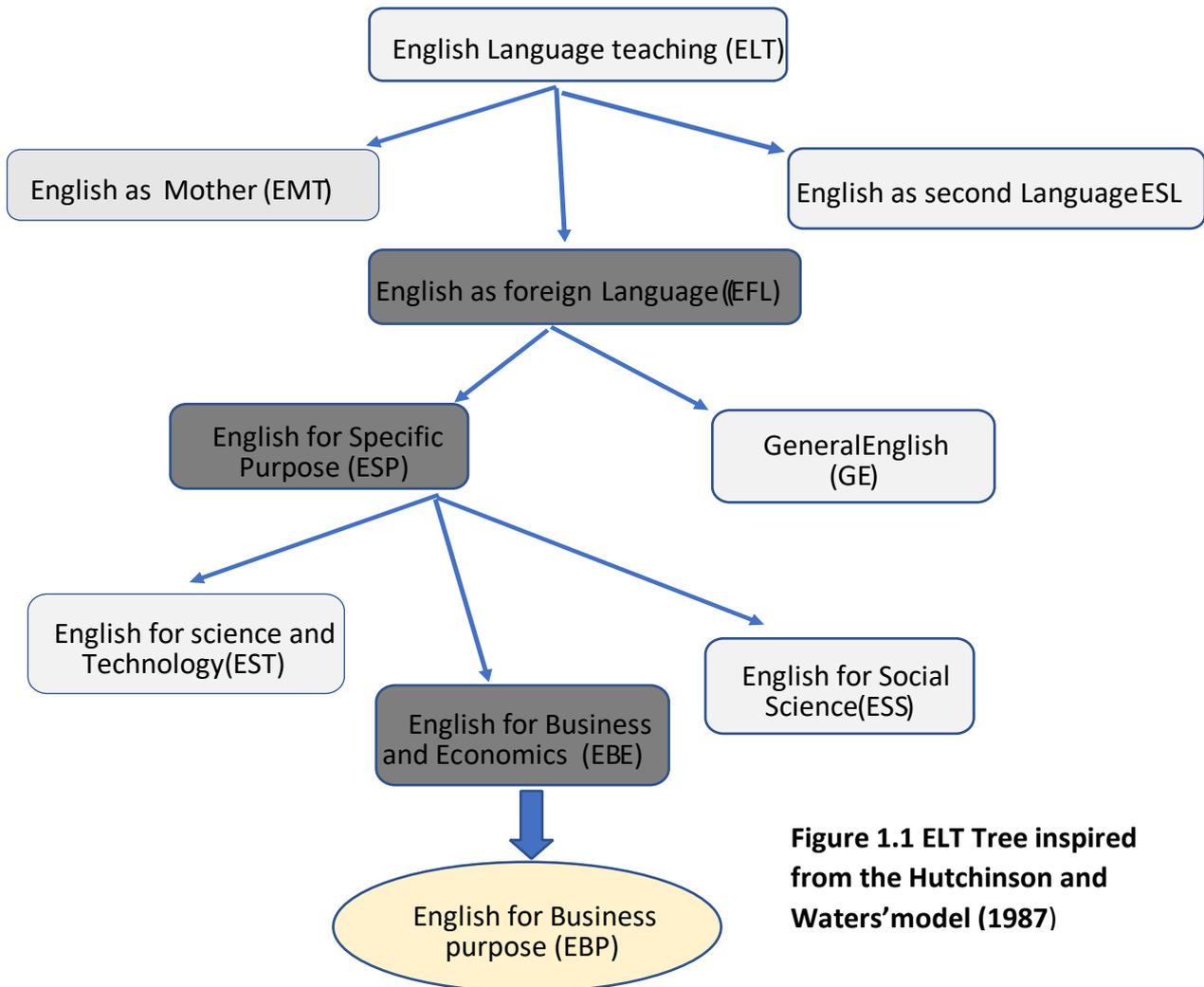
1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General English.
3. ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation, it could however be for learners at secondary school level.
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems.

The above ESP characteristics deduced by Dudley-Evans and ST John (1998) are based on the learning and teaching process of a specific language to a specific discipline according to the needs; but with some variance in certain contexts; which means that some characteristics obviously change when the learner changes but some also stay fixed meaning that they are proper to everyone and every situation. The absolute characteristics are not disputable because they concern learners' need which is central. The teacher must take into consideration those characteristics for a success in his course. Concerning the variable characteristics, ESP can be adapted to each category of learner, the teacher then can design his course according to the level of the learners. Despite the difference between the absolute and the variable characteristics, it's clear that ESP takes the needs of learner as primordial.

## **1.2 Branches of English For Specific Purpose (ESP)**

In the "tree of ELT" (Hutchinson & Waters,1987), ESP is divided into three different branches: the first one being "English for science and Technology" (EST); the second one is

“English for Business and economics (EBE); and the third and last one “English for Social Studies (ESS).



**Figure 1.1** ELT Tree inspired from the Hutchinson and Waters' model (1987)

The figure above shows us the ELT tree which is divided into Three branches (EMT, EFL, ESL). EFL (English as foreign language) is the branch which leads us to the ESP branch divided to it turns to the EST (English for science and technology) and ESP (English for specific purposes) branches. The branch we are more interested in is the ESP branch since it is composed of the English for business branch which will be one of the principal parts of our study because it is from this branch EM (English for management) has emerged.

### 1.2.1 English For Business Purposes

Business English is a part of English for specific purposes and is very current in the business world in term of communication between business agent and so on. It can be considered as a specialism within English language learning and teaching, or a variant of international English. Many non-native English speakers are interested in it for only the reason of accomplishing their business activities that naturally occur the communication with extern companies which could be an English-speaking company or even because English is a shared language everywhere.

Business English is very particular and is more objective ;it focuses on the vocabulary which is important in the business communication, but also on the topics generally shared on the business workplace(trade ,finance ,management, international relations).It also refers to the language and skills used during business prestation such as negotiations ;meetings; small talk ;report writing and so on .According to a business English expert Nick Brieger (1997) , business not only includes some language knowledge, but also the skills of communication and cultural background. In fact, Fan Feiran and Zhoubin (2014) made a definition of Business English in which Business English is *“the English variant of a social function, is a branch of English for specific purpose, is English used in Business occasions, and is kind of standard English containing a variety of business activities and suiting the need of commerce.”*

Business is an integral activity for the development of a country and is composed of disciplines especially the Management domain which is a current and present activity worldwide that needs more communication but also is linked with negotiation in order to success.

### 1.3 Concept Of Management

With the actual world system, management or managing has become a common discipline in almost all of the sectors. Management is the administration of an organization, whether it is a business, a non-profit-organization, or government body. It includes the activities of setting the strategy of an organization and coordinating the efforts of its employees to accomplish the objectives by the uses of resources such as financial; human resources, technology etc. Management style depends on the activity or the sector met. In order to give sense to the word “Management”, many scholars have given different definitions of it.

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Henri Fayol (1841-1925) defines management as follow:

*“to manage is to forecast and to plan, to organize, to command, to co-ordinate and to control.”*

According to Henry Fayol’s definition, management can be considered as a perfect way of administering and mastering what you have undertook by the fact of controlling each single task at the beginning to the end. It is evident that each manager should be wary facing the situation in which his plans are moving, he must at least be present in each situation.

Taking into consideration the above definitions made by different experts in the management domain, it could be deduced in general that the most based aspect of management is the accomplishment of objectives by strategies, plan and resources available. This involves also communication since being a manager involves being in charge of group of people, as well as dealing with other people from other departments or companies; it involves the internal and external communication.

#### **1.4 The importance of English For Management Purpose**

English for management purposes or English for managers is the type of business English that deals with specific language, vocabulary, term and expression that are commonly used by managers in order to control and direct their activities. In the management area there are specific expressions that characterize and influence the communication between people and those expressions are proper to each kind of situation. The focus is on the speaking, listening, reading and writing skills in order to success in the communication process.

English language plays a central role in everything depending of the globalization of the world in term of communication. English as international language make easier the management process and develop the leadership skills through communication. To be a successful manager it’s important to have a communicative competence in order to be understood by the people you work with including your team, your business partners and others professionals. This means you need to master business English for management purpose. There’s then a need to learn an advanced vocabulary to discuss for example the production, assembly, marketing and sale of products in order to communicate perfectly with the teams responsible for these sectors and to make sure that everyone is working together to achieve the same goals.

It is evident that for a specific and clear communication, the English language is the most appropriated due to its popularity and the large number of people speaking it worldwide. The English language is more used in the international communication not only in society but also in companies. That is for this perspective the English for management purpose has emerged with all its aspect and objectives which is to make easy and make possible a good comprehension between managers and their co-workers.

### 1.5 Enlightenment on Culture

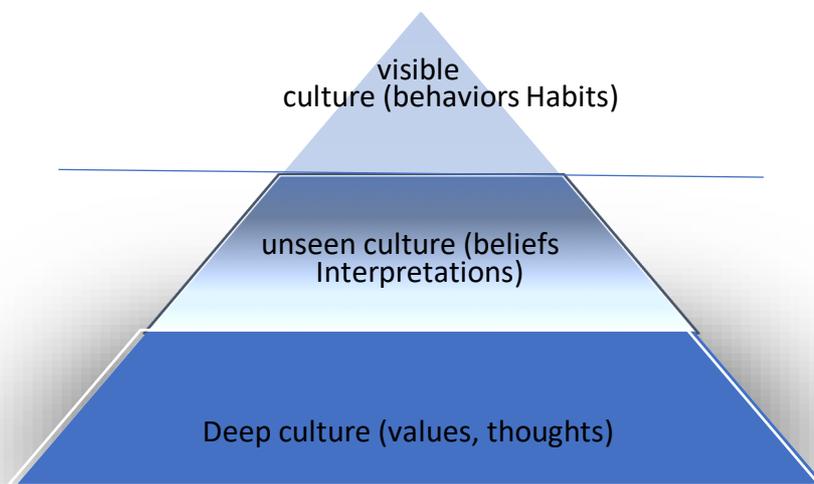
Culture refers to the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, and customs. It is a human identity acquired through the learning processes of enculturation and socialization, which is shown by diversity. Different definitions by different scholars have been made in term of culture: Geert Hofstede has defined the term culture as *“a collective mental programation proper to an individual group”*. It is a fact of sharing the same train of life for a precise and proper social group which is identifiable. Therefore, for the sociologist George Simmel, culture refers to *“the cultivation of individuals through the agency of external forms which have been objectified in the course of history”*. Culture can be material and non-material; the nonmaterial side of the culture represents everything invisible of the train of life of humans (mindset, idea, morals etc.) but which once represented as physical become external and is seen (architecture, symbols, objects etc.).

In other side culture seems to be something very complex to define; that is why Edward Brunet Tylor (1871) defined it as:

*“that complex whole which includes knowledge, beliefs, arts, morals, law, customs and any other capabilities and habits acquired by a human as a member of society.” (Edward B. Taylor, 1871)*

According to Edward Brunet Tylor, the fact of containing all those aspects which are knowledge, beliefs and those components representing the term culture make it something very particular and complex. For him, culture is something symbolic that must be learned and acquired. In the same vein, Edward T Hall (1976) by his iceberg analogy shows the complexity

of culture. According to him , if the culture was an iceberg it would be divided into three different parts. He reasoned that there are some aspects visible, above the water, but there is a larger portion hidden beneath the surface. The visible part of the iceberg represents the “Big C” while the invisible part represents the “Small C”.



**Figure 1.2. iceberg analogy of culture based on Edward T Hall’s model (1976)**

As the figure above shows, there are some differences between the characteristics of the small C and the big C. The external part of the iceberg represents what we can see, we can perceive of one culture, and the internal part represents the reality we can’t perceive of it unless we take time to analyze and to understand the culture itself; that is why Hall suggests that the only way to learn the internal culture of others is to actively participate in their culture. Nevertheless; it appears that the internal part of the iceberg which is hidden contains more characteristics than we thought since there are many aspects of culture people don’t perceive and see , that is why he sustained that “*culture hides much more than it reveals and strangely enough ,what it hides, it hides most effectively from its own participants*” ; for example competitiveness , pride concept of justice that are some particularity proper to everyone and that are not exposed.

## 1.6 The Intercultural Approach

An intercultural approach is where people of different cultures have engaging interactions with each other. They develop strong relationships through the sharing of ideas and values and show mutual respect and understanding. In an intercultural society; no one is left unchanged because everyone learns from one another and grows together. It is not only about learning another culture, but identifying your own cultural values and understanding how these may be different to others, and appreciating these differences. The starting point of the intercultural approach is establishing a culturally diverse social and religious reality. It is in light of such diversity that the intercultural approach seeks recognition and appraisal and promotes intercultural relations, with equality understood as equal rights and nondiscrimination, by emphasizing heterogeneity versus homogeneity.

For a person who doesn't have the sense of interculturality, it is very complex for him to live and feels at ease in an intercultural space. In fact, different behaviors could be present in a multicultural society where the intercultural interaction is not in practice; these behaviors are among other things:

- Prejudices :

They are judgements we make about a person or a group without really knowing them; judgements learned as a part of our socialization process aiming at the simplification of reality. It is important to know people before doing any kind of prejudice.

- Ethnocentrism :

Our belief in the fact that our response to the world is the right one, others are somehow not normal. Our values are universally perfect and correct, no one can deny it. Even if we are interested in other cultures because of their exotism, our view is negative and we reject them.

- Discrimination :

This term refers to the prejudice in action. Groups are not treated at the same value and ways. They are treated as different and kept in isolation, changed into criminals by laws, left to live in unhealthy conditions, and deprived of any political rights.

- Xenophobia :

It is expressed through rejection, hostility or violence against people from other culture or belonging to minorities. It comes from the Greek Word “fear of the foreigner”. People who are from the minority in term of culture feel weaker against the majority and get probably rejected due to violence and bad intention they endure.

- Intolerance :

It is a lack of respect for practices or beliefs different from ours. This is revealed when someone doesn't want other to act differently or to have other views.

- Racism :

It is the most common behavior encountered in human societies. Many articles speak about this form of injustice present in the whole world. Racism is the restriction, exclusion preference based on race, color, descent, or national or ethnic origin which has the purpose or effect of nullifying others' social perception.

In order for people to apply the intercultural approach, it is important to have the intercultural competence; Byram defines intercultural competence as:

” knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors' relativizing one's self.” (Byram in Deardorff 2006, p. 248).

Byram's definition has been judged more suitable for pedagogical purposes. In the same context, Edward T Hall sustains that “we should never denigrate any other culture but rather help people to understand the relationship between their own culture and the dominant culture. When you understand another culture or language, it does not mean that you have to lose your own culture”. It is then logical that learning another culture makes people aware of differences and common points without doing any prejudice to its own culture. People must try to cross culture in order to know each other despite divergency.

However, Byram developed a model of the intercultural competence composed of three components called savoir (knowledge, skills, attitudes).

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### 1.6.1 Byram's Model of Intercultural Competence

The three savoir (knowledge, skills, attitudes) elaborated by Byram (Byram 2009, p.323) are supplemented among others by five (5) values:

- Intercultural attitude (savoir être): Openness and good behavior towards others' culture with the suspension of any disrespectful judgement.
- Knowledge(savoir): Have the knowledge of others' culture for easy interaction in term of communication between human in society.
- Skills of interpreting and relating (savoir faire): It's the ability to interpret others' cultural aspect and behavior in a good way and relate it with your own culture for a good comprehension of each other; being distinctive.
- Skills of discovery and interactions (savoir faire; apprendre): It's the ability to discover and learn new aspects and new forms of a culture and be able to interact with people from this culture using those new aspects and respecting the norms.
- Critical cultural awareness (savoir faire, s'engager): It's about having a critical mind toward different cultures and be able to evaluate this culture by different perspectives, criteria and beliefs before engaging.

According to Byram all the five values above are based on the first one when interacting; meaning that the intercultural attitude is the most important. Without this first competence the others can't be developed enough.

### 1.7 The Importance of using the Intercultural Approach in The English For Management Purpose

A company culture or place's culture can highly influence the decisions and attitudes of a manager in his exercise. This is something very common due to the system of Globalization with many multicultural companies. Communication has become something really complex and different in a certain degree that it is safe to care about what you want to express inside and outside the company or workplace. The relation between the leader and its subordinates is very important mainly when they are not from the same culture just like between the outside cooperator; client, during the negotiations, workings or selling process.

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The role of culture as it relates to norms, values and behavior patterns has become increasingly important in the field of management. Having the notion of culture is a necessity for anyone who wants to interact with different people with different values for a good train of life. Such knowledge is important for international as well as national companies. Norms and values create assumptions and expectations. If they are not the same for people working together, troubles may arise. Paying attentions to all those points is part of the manager's task; and taking into consideration the form of communication according to the cultural diversities for each one of its subordinates and collaborators too.

The necessity here of implementing the intercultural approach in the English for management purpose is evident and clear. Being culturally aware in the workplace allows managers to :

- Avoid conflicts between subordinates by creating a good and solid relationship;
- Create an atmosphere of confidence and self-esteem leading to the accomplishment of the objectives;
- Communicate easily avoiding offensive English expressions that are not appropriated in others culture;
- Adapt our approaches, belief and thoughts to other's;
- Choose the good English vocabulary for management purpose inside and outside the company in order to avoid any form of misunderstanding.

In the English for management classroom, the teacher must at least make the learners conscious of the advantages of the intercultural approach in order to prepare them for their future professional career so that they can avoid any mistake due to the lack of cultural awareness, but also preparing them mentally to the risky emerged from this kind of situation.

## **1.8 Conclusion**

This chapter focused on the theoretical background that concerns the study including English for management as part of English for specific Purpose; but also, the role of culture in Business English specifically the management case. The impact of culture on management communication has become something not negligible mainly for the managers who see it as a new revolution in their professional interactions.

All the terms and concepts have been developed in order to give better understanding to the purpose of the study and to give a brief idea of the next step which is going to be developed in the second chapter.

**CHAPTER TWO**

*RESEARCH METHODOLOGY*

## **Introduction**

This chapter is based on the technical appearance of the subject. It describes the procedure and the way followed to collect the data necessary to complete the work. The aim is to gather information from specific participants by different instruments (Observation, questionnaires) related to the topic that will help us finding an answer to the problem posed which is about the implementation of the Intercultural Approach in the English communication for Management. In purpose this study aims to know if the intercultural approach course is taken into consideration in English program for Management Purpose and if the way chosen to do it is appropriated.

### **2.1 Research Design**

This study aims at highlighting some aspects about the intercultural approach in the English for management domain. Thus, this investigation is not possible without any research design. Research can be defined as “the process of steps used to collect and analyze information to increase our understanding of a topic or issue” (John W. Creswell). It consists of posing a question, collecting data to answer the question and presenting an answer to the question. In general, the aim of the research is to find an interpretation to the questions and be convinced of the reality. The data sought will be obtained through both qualitative and quantitative approach from different students who have the particularity of being Management students and those students are from different origins, thus different cultures and cultural background.

### **2.2 Data collection**

One of the most important part of this work concerns the data collection; without data it's not possible to touch the objective behind this study. Data collection can be defined as the process of gathering measuring and analyzing information for a particular research using valid and appropriate techniques. It is necessary for this research to pass through reliable techniques among any others to collect data. Hypothesis can be evaluated only on the basis of data and this data must be reliable and from a valid source so that good decision can be made for the research.

The ways used to collect data in this study are the observation and questionnaires specifically for management students and English teachers in management institutes. This means that the targeted students are from Management schools.

## **2.3 Sources of Data**

For the data collection we can count at least three different sources: The first one is students' questionnaire the second one is teachers' questionnaire, the third one as classroom observation. Nevertheless, the sources explored for obtaining data are of two types. The first type of data collection Source is considered as Primary data sources while the second type is considered as secondary data sources.

The primary data source borrowed in this study is Students' questionnaire and teacher's questionnaire. They are considered as primary data because they have been collected directly and in a specific study. Primary data doesn't include information from preexisting sources. The observation process is then considered as the secondary source in this research. We can get data from it just by observing behaviors and activities of the population targeted.

### **2.3.1 Questionnaire**

In this research, the aim of administering questionnaires is to have a perception from targeted audience concerning their thought, point of view and experiences for valid information. Netherless, questionnaire seems to be the easiest and sure way to gather data in a study. The questionnaire was administrated to both students and teachers.

### **2.3.2 Observation**

In this research, the observation process has been effectuated for two main reasons:

- To determine if the teacher put accent on his students' awareness of interculturality in communication for management.
- To determine the specific way and procedure of making his students aware of the role of the intercultural approach in communication for managers.

The unstructured form of observation has been used as the researcher is also a management student in a management institute. This means that there was not a specific program for the observation process which has been done during the English courses.

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## **2.4 Description of the Questionnaire**

The questionnaires in this research are considered as qualitative and quantitative ones. Qualitative method is used in order to get participants opinions and experiences about the related topic while the Quantitative one aims to get measurable statistics from participants according to their opinions and idea. The questionnaire is composed of various items distributed to various participants. There were three different types of questions: General information questions representing the identity of the participants; multiple choice questions; yes/no questions and open-ended questions. Each single question was necessary and worthy to answer in order to get every participant's view.

### **2.4.1 General Question(information)**

General information questions are those kinds of question which are elaborated in order to know people's identity. Identity includes all personal information identifying a specific person for example the name; birth date and place; gender; age etc. The general information question has been introduced in order to identify how many people are participating including their social affiliation and any other information necessary for the study.

### **2.4.2 Multiple choice questions**

Multiple choice questions are a form of objective assessment in which respondents are asked to choose the appropriate answer or what they think is correct or more suitable. In the study, participants had to choose between different answers of question; this allows to determine at least what are their thought among some given alternative.

### **2.4.3 Yes/No questions**

The yes-no questions are those questions whose answers could be one of a pair of alternatives. The answer must be yes or no according to the respondent view. The "yes" asserts a positive answer and the "No" asserts a negative answer, irrespective of the form of the question. In the study, respondents had to answer the yes/No question; this is necessary in the context that it allows to know if he agrees or disagrees according to the context of the question.

### **2.4.4 Open-ended Questions**

The open-ended question is important for this study because it goes far more than the three other types described above. It is the kind of question from which it's possible to get unexpected answers meaning that the respondents are free to express their thought and their

point of view about a given case or question. That's why this kind of question has been introduced in the questionnaire in order to collect different views since the other types of questions are limited for this.

#### **2.4.5 Students Questionnaire Description**

The students' questionnaire consists of 13 items classified into two sections and each section of question has a specific objective. The first section composed of four questions (Q1-Q3) was about to determine students' profile before answering the following questions that were from a different category. The questions were written in English and translated into French in order to give students a large sense of understanding and comprehension.

- ◇ The first (1) question was about the gender of the student; the second (2) one was about his/her origin and the third (3) one was about the study domain.
- ◇ Among the second section(Q3-13) are three categories of question (yes, no question; multiple choice question and open-ended question). The first question (Q1) was aimed to know if students see the implementation of the intercultural approach in the English communication for management as positive or negative. The second question(Q2) was aimed to know if they find the intercultural competence necessary in communication for a good process of management. The third(Q3) was aimed to know if their English teacher pays attention to the intercultural approach in her courses. The fourth question (Q4)'aims were to know the way chosen by their teacher to the incorporation of the intercultural approach in English course; but also, to know if the time available was enough. The Fifth question (Q5)'aims were to know if students see a lack of cultural awareness as source of conflicts during communication in term of management or not. The sixth question(Q6)'aims were to get students' points of view concerning how to interact with people from different cultures inside and outside a company in the communication context. The seventh question (Q7)'aims were to get their view about the impact of the world globalization as major factor of the emergence of English communication for management purpose. The eighth question (Q8) was about how rate starting from 0-10 students could evaluate a good manager basing on the intercultural competence. The ninth question (Q9) was in relation with how much the intercultural approach could influence communication during the management process. The tenth (Q10) and last one asked student if they were ready to conscientise their students if they

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were English teacher in a management institute concerning the intercultural approach during communication.

The second section was the most important and complex part to gather data since it includes different categories of question of different aims. It was the part that also contained questions that could be difficult to answer for students due to some questions' complexity; nevertheless it remains the most important part.

#### **2.4.6 Teachers' Questionnaire Description**

The teacher's questionnaire was composed of eleven (11) question classified into two section of different aims. They were also written in English and then translated into French for better understanding and options.

- ◇ The first section was about general information concerning the teacher and it was composed only of two questions which include the origin and the profession of the teacher. The second section was the most important including the data necessary to the achievement of the study. It was composed of 9 different questions.
- ◇ The first (1) question of the second section of teacher's questionnaire was about what they think of the intercultural approach in the English communication for management. The second (2) question was a multiple-choice question and asked teachers if they take into consideration the teaching of the intercultural approach in the English course and if they make students conscious of interculturality in communication for management. The third (3) question was to know the time borrowed and devoted to the teaching process in average if they used to do it. The fourth (4) question was to know if the time was enough for them in order to implement the intercultural approach teaching in the program. The fifth (5) question aims was to know the teachers' point of view to find a solution to prevent this problem of time. The sixth (6) question concerned the appropriate way of the implementation of intercultural approach in English course and which material is more appropriated according to the teacher. The seventh (7) question was about to know if according to the teachers the management work needs an intercultural competence in term of communication and mostly in English language; The teachers had to justify it in case the answer was positive.

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### **2.4.7 The Questionnaire Administration**

The questionnaire's administration was very common and easy due to the effort and the energy used for it. While many people choose to conduct survey in person which is more energetic but reliable, the way borrowed to do it in this study is all about technology and nothing about the traditional form. An online questionnaire has been distributed to different person for this study due to the situation that didn't allow to do it in any other way. The questionnaire distribution has been conducted through a link which redirects participants to the questions that must be answered. The link for the questionnaire has been sent to the participants with a clear explanation of its content and the objectives behind the participation in the study. By doing this, the participants could know the risky and necessity of answering and could know at least in which kind of situation they are going to be exposed. In other hand the participants have been informed that their anonymity will be respected during the study while reassuring them.

In purpose, "Google form" is the platform on which the questionnaires have been edited and then distributed to people since it's the platform generally used to make survey online and is reliable for this kind of need. For this process it was indispensable to get some sample participants' contact for the questionnaire answers.

### **2.5 Participants Profile and Status (Population)**

The participant's profile is very important for the achievement of this study since there is a specific public targeted with the same principle. Obviously for a specific study there must be specific steps to follow in relation to the study itself. In this case 12 participants have been chosen including two English teachers in Management institutes; according to their characteristics and their personal differences (age; name; gender for certain and countries).

The most important profile of the participants beyond any doubt is the fact that they are not all from the same culture or the same country, something which is one of the aspects and the objectives behind the study. It's then evident that the choice of the participants was something expected since the beginning of the investigation.

Nevertheless, the common characteristics of those participants is that they all are students of management in a management institute or school, something that has an important impact on this study. Data have been collected also from some people who used to do management studies in the past. Also, there were no specific age asked to answer questions which means that

participants could answer no matter their difference of age; the most important was the fact that they do a management study.

## **2.6 Conclusion**

In general, this chapter put accent on the different ways and techniques (observation, students' questionnaire, teachers' questionnaire) followed to gather data and worthy information that are necessary to the realization of this study. This data collection will be useful to answer the questions and confirm the hypothesis raised which is the fact that the intercultural course is not taken into consideration in English program in Management Institutes while considering the intercultural shock managers generally encounter; Even if it is the case, it is not considered seriously. All the information obtained through different process and from different sources will be subjects of interpretation and analysis throughout the third chapter.

## **CHAPTER THREE**

### *DATA INTERPRETATION AND RECOMMENDATIONS*

## Introduction

This chapter focuses on the analysis of data obtained through a large investigation and that are mentioned in the previous chapter. As the way chosen to get those data was mentioned, the aim is then to give a brief interpretation of them through all this chapter. It is all about giving appropriate results to the participants' questionnaires which include students' questionnaire; the teacher's questionnaire and the observation process in order to see if the intercultural approach course is taken into consideration in management institutes during English class. The aim is also to know which way is followed to do it. Finally, this chapter concludes by giving some suggestions in relation to the result obtained.

## 3. Data Analysis and Interpretation

### 3.1 Students Questionnaire Results and Analysis

#### a. Section one: General information

##### Q1. Learners' gender

The following figure describes the number of learners who have participated in the study. As it is shown, there were ten (10) learners male and two (2) females who have participated in the questionnaire administrated for gathering data.

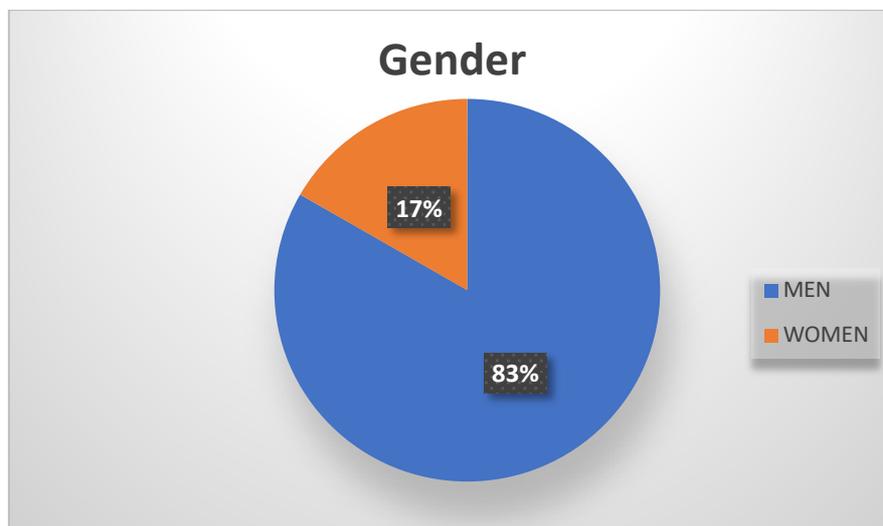


Figure 3.1: learners' Gender.

##### Q2. Learners' Origin

The data displays in the figure below the origins of each single learner who participated in the data collection. There were specifically five (5) learners from Mali; two (2) from Ivory coast, two (2) from Mozambique; two (2) from Algeria and one (1) from Tunisia.

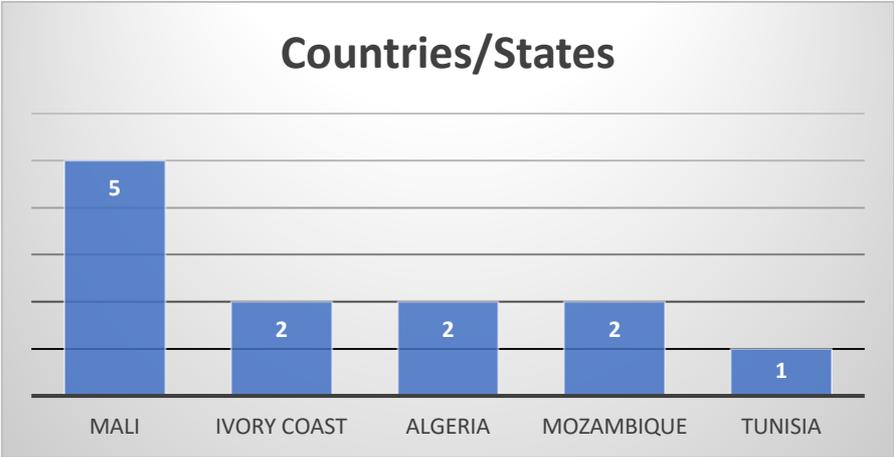


Figure 3.2: Learners' Origins

**Q3. Learners' field of study**

This question was aimed to be sure that all the learners were from a management institute and as confirmation to avoid any particularity that is not in relation with the study or data collection. In purpose, all of the learners have confirmed that they were from a management institute and that they have English courses for managers. Some have also affirmed following other studies in other faculties at the same time but this study focusses on the management case. The results are mentioned in the figure below with the name of the institutes related to the learners.

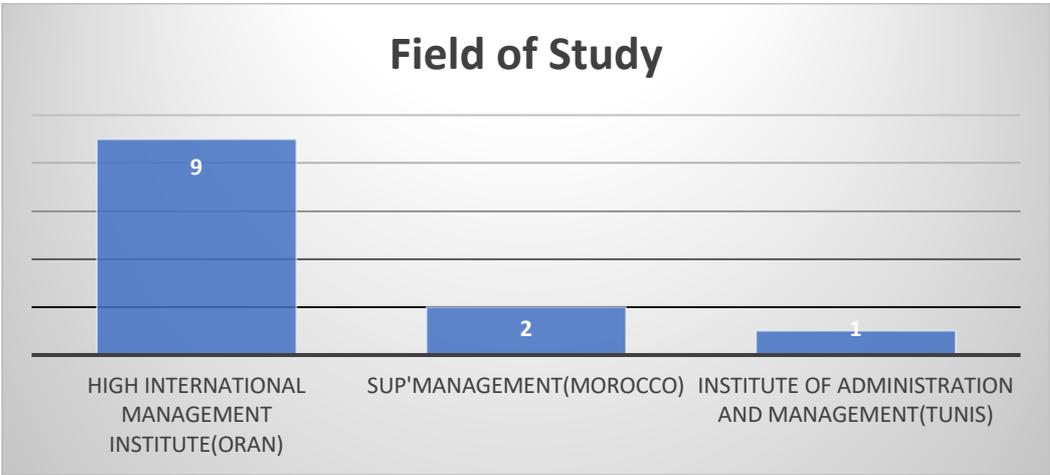


Figure 3.3: Learners' Field of Study

**b. Section two: Intercultural Approach's Use.**

This section is composed of the most important data collected since it's the part which contains the information that will confirm the hypothesis behind the study. In this section participants thoughts and point of view will be known. It is composed of the yes/no questions; multiple choice questions and open-ended questions.

**Q1.** What do you think of the use of intercultural approach in the English communication for management?

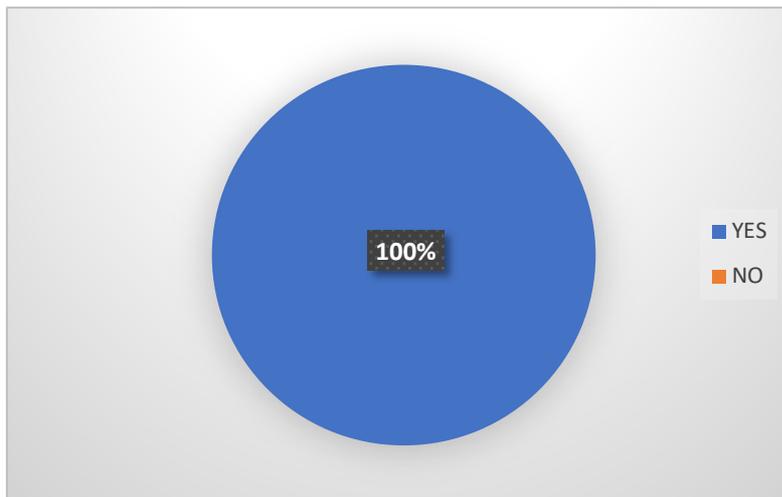
The aim of this questionnaire was to know learners' mindset about the subject itself. All the learners answered to this question by choosing between three choices of answers, which means that the choice was limited in order to get a specific and clear answer. The figure below represents the answers of the different learners.



**Figure3.4: Learners thoughts of the use of intercultural approach in English communication for management**

**Q2.** Do you think that the use of the intercultural approach is necessary in your English communication for management as manager in future?

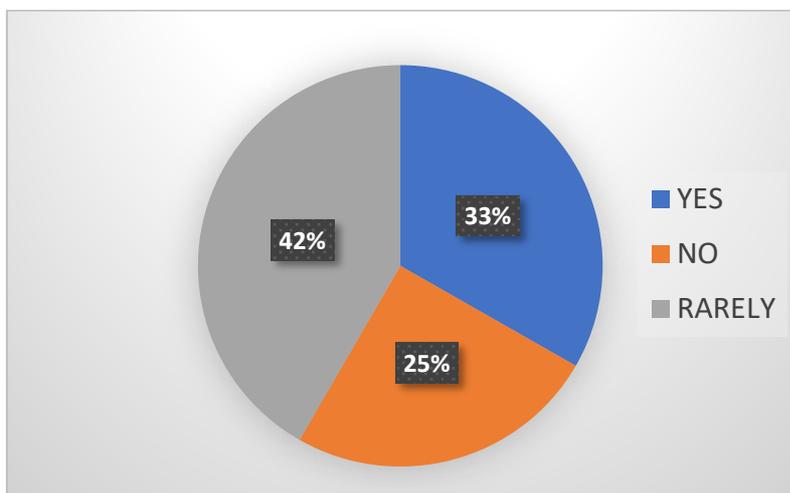
The aim of this question was to know if learners find necessary the role of the interculturality in their future communication as managers. Of course, all the learners gave a positive answer which is represented in the next figure.



**Figure 3.5: Necessity of the Intercultural approach use in Learners' future Communication as Manager.**

**Q3.** Does your English teacher take into consideration the intercultural approach as part of his/her English courses?

The objectives behind this question was to know if learners' teacher use to make them aware of interculturality in his/her English lectures or not. This question was a multiple-choice question and learners' answers result are represented in the figure below.

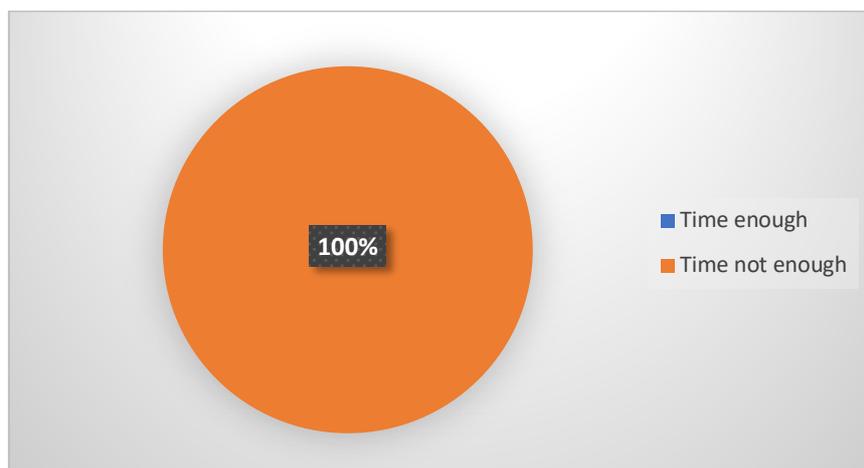


**Figure 3.6: The Implementation of Intercultural Approach course in the English Class.**

**Q4.** If your teacher takes into consideration the intercultural approach in his/her courses how is it done? Is the time available enough?

This question was aimed to know the way followed by the English teacher in the intercultural awareness teaching process in classroom. The answers obtained from learners can be summarized as follow:

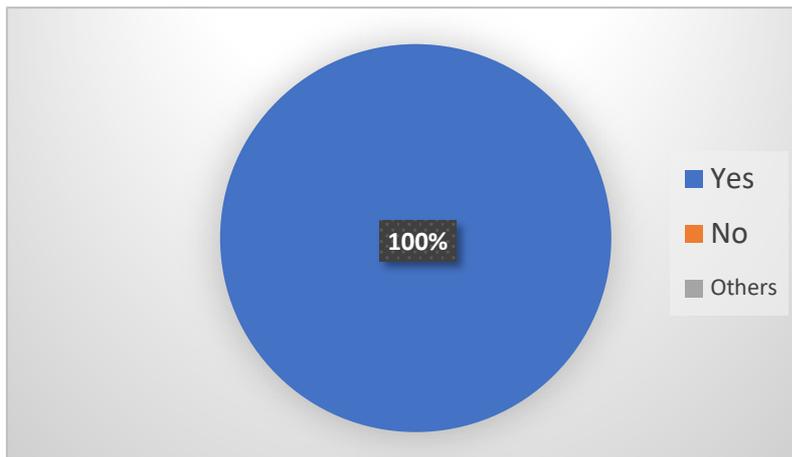
All the learners were closed to the same point which is the fact that the time was not enough for the intercultural approach implementation in English class. Only four learners affirmed that the course was done by the use of textbooks as materials and rarely videos projection. They had to give their point of view about the assignment or situation by debating on it. In addition, some learners even affirmed that their English class time was not enough even without the intercultural course implementation.



**Figure 3.7: Time disposition**

**Q5.** Do you think that a lack of intercultural communicative competence could be a source of conflict and trouble for a manager?

This question was constructed to get learners' intention on the problems that could be present in communication due to the lack of intercultural communicative competence for a manager as they are probably called to work in this sector in the future. In the figure below, it is clear that all of them chose the positive answer meaning that they agree that this lack of intercultural competence could be an obstacle in their future career as managers. The positive answers from students are evident in the context that communication is one of the most important competences a manager must have. Without any intercultural competence it will be difficult to operate in an international sector where there are many cultures. The profession of management requires both internal and external communication in order to lead or manage those people working in the company, but also to negotiate with external collaborators. Without any competence there will be a cultural shock that will bring troubles and misunderstandings. In other words, it is possible to transgress others culture while communicating because every culture has a barrier and prohibitions.



**Figure 3.8: Lack of intercultural competence as source of conflict in managers' communication**

**Q6.** According to you, how to interact with someone from a different culture in management case whether it be inside the company (colleagues, employee) or outside (clients, other companies)?

This question was open-ended and the objective behind it was to get more information on the level of learners concerning the intercultural competence and basing on the approaches they will mention for this question. In fact, the results obtained from this question can be interpreted in two ways.

The first deduction from the learners' answers is that for a good interaction, it's important to be open-minded and be attentive to the culture of others. This means that the first thing to do is to know the differences existing between your culture and the others' one and then try to construct a common communicative way in which no one can undermine the other, but also trying to adapt yourself to others' culture despite the difference.

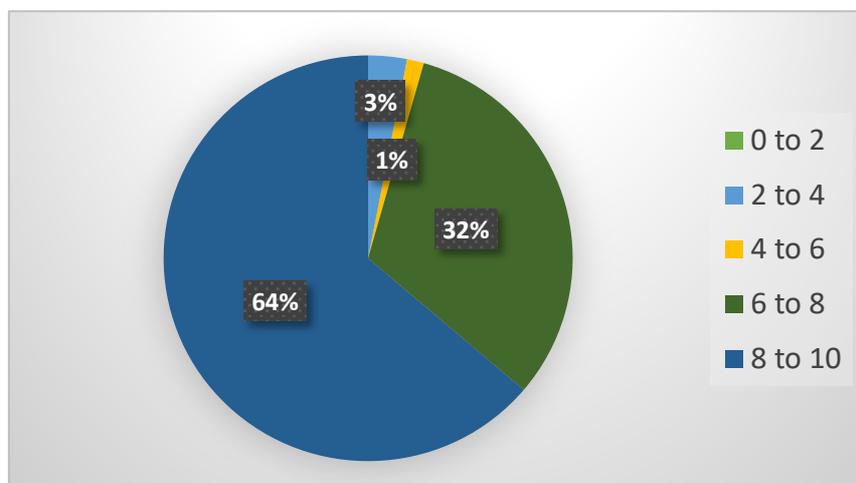
In the other way, some students suggest that one of the major things to do is to stay in the principle of management in term of communication which means the respect of each other, because in the management process the respect is primordial for a good result whether it be with your employee or even with clients or collaborators. This is somehow linked to the principle of interculturality awareness since both include the respect of each other.

**Q7.** Do you think that the world Globalization played an important role on the business communication and particularly in management?

This question was an open-ended question and all of the learners affirmed that the world globalization was the principal cause of the choice of a principal and common language for all in order for different cultures to interact taking into consideration those differences. This answer is evident because after the second world war, there were a large need of a common language for business purposes and this language was English.

**Q8.** What average do you think a manager must get from 0-10 in term of intercultural competence in communication?

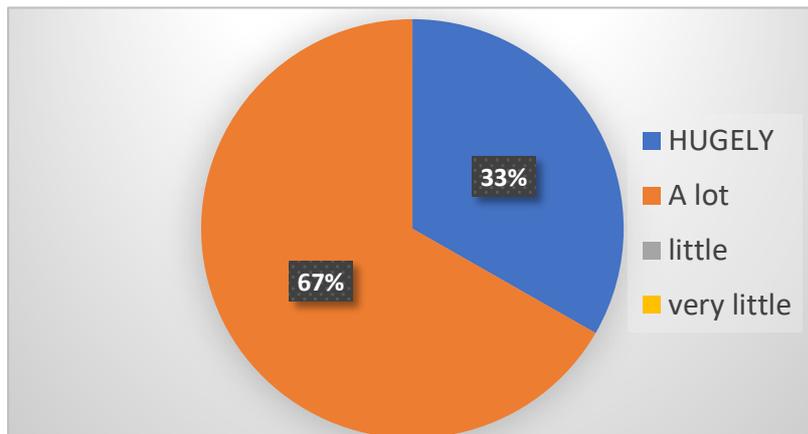
The figure below represents the averages learners thought a manager must have in term of intercultural competence during communication.



**Figure 3.9: Estimated average a manager must have in term of intercultural communicative competence.**

**Q9.** To what extent the intercultural approach has influenced communication in management worldwide?

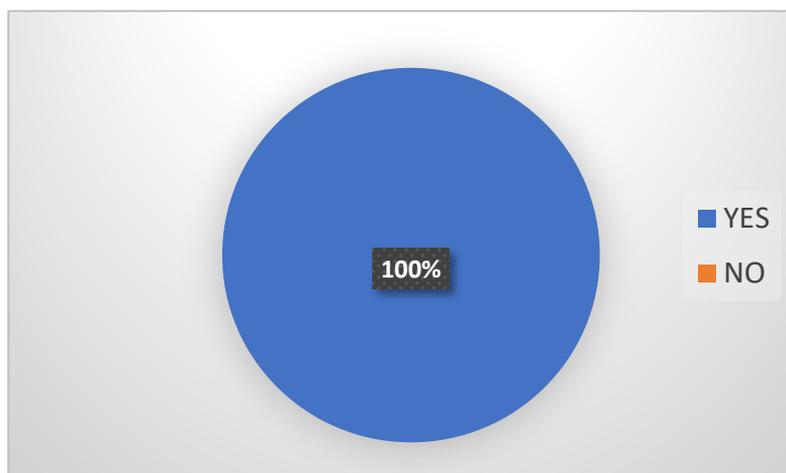
The aim of this question was to know how much the intercultural awareness influenced the world of business especially in management according to learners. There were four (4) choices for learners and the result is represented in the next figure.



**Figure 3.10: Influence of the use of intercultural approach on communication in management.**

**Q10.** If you were English teacher in a management institute would you aware your students concerning the respect of cultures in communication?

Making aware management students about intercultural competence is also teaching them different manners to interact in a multicultural environment during their management process and by the use of a specific English as international language. The aim here is to incite learners considering themselves as an ESP teacher in a management institute. Of course, all the answers were positive as expected.



**FIGURE 3.11: Making students aware about the respect of cultures in communication.**

### 3.2 Teachers' Questionnaire Analysis and Results

#### a. Section one : General Information

##### Q1. Country/State :

The aim of this question was to know where the teacher is from. It has been remarked that the teachers were both from Algeria.

##### Q2. Profession:

This question was aimed to confirm the profession of the teachers and the field. It has been confirmed that the teachers were both English teachers in Management Institutes.

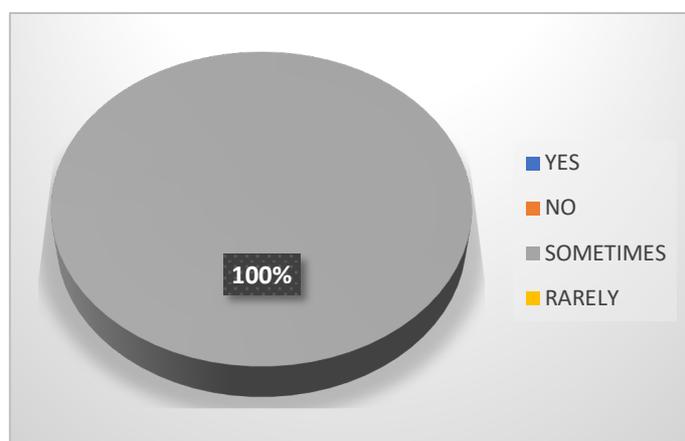
#### b. Section 2: Intercultural Approach Course Implementation and Use.

Q1. As English teacher What do you think of the use of intercultural approach in communication for management?

The objective behind this question was to identify the thoughts of the teacher concerning the use of the intercultural approach in communication for management. According to the first teacher it is a good and interesting idea while the second teacher goes far affirming that it is a good idea but also a new competence since many people are not aware of its importance.

Q2. As an English or language communication teacher, do you take into consideration the awareness of your students concerning the intercultural competence in term of communication for management?

Different alternatives were given according to this question to the teachers. Both affirmed that they do it sometimes. The answers are represented in the figure below.



**Figure 3.12: Teachers frequency of making students aware about the intercultural communicative competence.**

**Q3.** How many times do you take for this process in average during your courses?

The aim behind this question was to know the time used by the teacher when doing the intercultural course. The first teacher affirmed that he sometimes deals with it in no more than one hour taken from his English class time since there is not a specific program for it. The second teacher said that it is around one hour and half.

**Q4.** According to you the time available for your English course is enough in order to implement the intercultural approach course in the program or not?

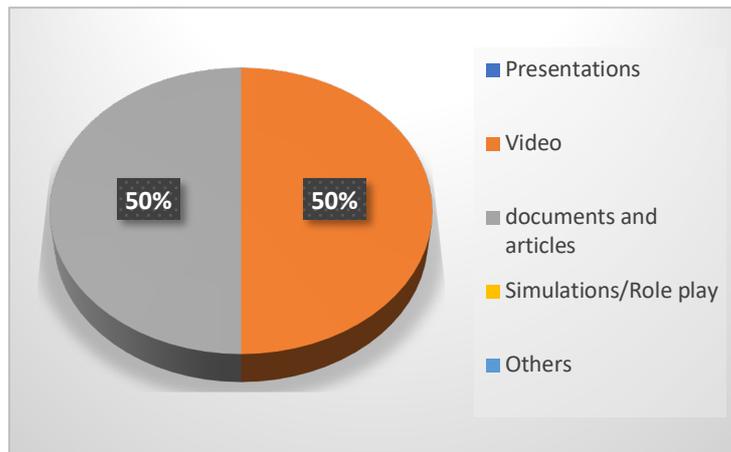
The aim of this question was to know whether the given time was enough for the teachers to implement the intercultural course in the program. The answer provided by the first teacher was that he doesn't have enough time to implement the intercultural course in his program; he even stated that the time was not sufficient for the English courses even without the intercultural course. The second affirmed that he has enough time for his English courses but not for intercultural courses program; that is the reason he deals with it only sometimes.

**Q5.** If no what is your suggestion for the resolution of this problem?

The aim of this question was to know what the teachers would like to suggest as solution for this problem of time and of course the first teacher suggested that more time should be allowed for the English course in order to have a program in intercultural approach course for communication.

**Q6.** According to you what is the best way to make aware your students about the importance of intercultural approach use in communication for management?

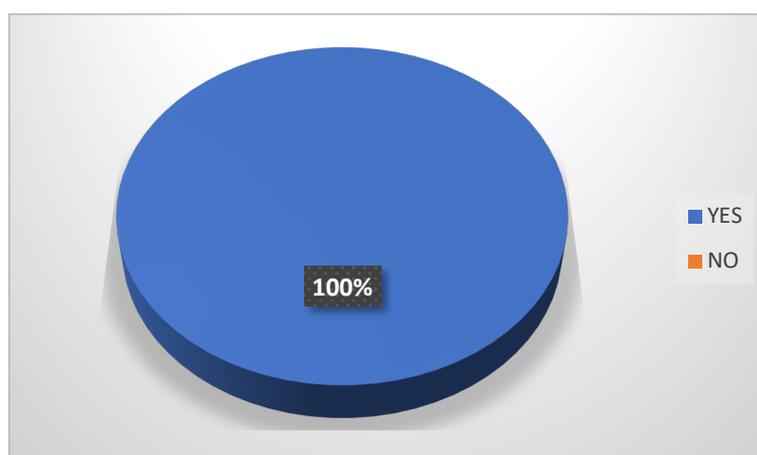
The aim behind this question was to know what the teacher thinks is the best way to process for intercultural communicative approach course. Different alternatives were given among the different materials. The figure below represents the answers given by both teachers.



**Figure 3.13: Materials' Preference by Teachers**

**Q7.** Do you think that for a manager, communication requires intercultural communicative competences and effectively in English language? If yes how?

The objective here was to get the teachers' view about interculturality in communication for a manager. The answer of the teachers confirmed that it is important to communicate in the English language adapted for management purpose by taking into consideration the difference of cultures and similarities for a good management and a good future since managers are always exposed to international interest and they probably meet people from different cultures more frequently. As suggestion both recommended to follow an intercultural formation and courses in order to avoid embarrassing situations.



**Figure 3.14: Intercultural Communicative Competence Need for Managers in Teachers' view**

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### 3.3 Classroom Observation Analysis and Results

The observation process has been done only in one teacher's courses. Following constantly the teacher courses allowed to get some thoughts about the way of teaching and procedure adapted. This observation somehow is aimed to confirm what teacher and students have mentioned in their answers.

During the observation process it has been remarked that the teacher really does not take into consideration intercultural courses in his program. The teacher only hit sometimes the point when explaining his courses in consideration with English as a language of business communication; something not enough for learners to have a deep knowledge of it. As he enumerated it, the course was done by the use of document but also by the use of video projector as material which is available in the institute.

In fact, it is possible to deduce that the real problem for this situation was a problem of time since the time was not clearly enough to achieve the program because the English class was very limited of time and the lessons could not be finished at time.

### 3.4 General Discussion of the Results

After analyzing the data obtained throughout this study, different remarks have been done and it is possible to summarize them as follow:

- ◆ Both teachers and learners find important and interesting the implementation of the intercultural communicative approach in the English communication for management purpose.
- ◆ Students consider the world globalization as the major cause for being interculturally aware in communication.
- ◆ Students affirmed that they need to use English language in communication because it is an international language used by manager with specific contents as it concerns them too.
- ◆ One teacher and his learners affirmed that they don't have enough time during their session for an intercultural course or to finish the program.
- ◆ Teachers do not aware constantly their learners about the intercultural communicative competence.

The remarks for the data analysis are all made focusing on the information provided by both teachers and learners but also by the classroom observation.

### **3.5 Limitations and Recommendation**

#### **3.5.1 Limitations**

The present study was limited by some factors that were unexpected. These factors can be enumerated as: the difficulty of collecting data from both learners and teachers due to the actual health situation with the Covid-19. It was then impossible to be in place for the questionnaire administration; that's why an online questionnaire has been administered to participants in order to collect data. Plus, the unavailability of the participants (teachers and learners) was something really troubling since this kind of research requires specific population in relation with the study itself meaning that there was a limited access to the population required.

Although the current study had some limitations, it allows to have some analysis through which it is possible to give some recommendations.

#### **3.5.2 Recommendations**

After all the results and the observation effectuated, it is then possible to give some recommendations that will be benefit for both teacher and learners:

- ◆ There must be an anonymous program for intercultural courses for communication out of the normal English class in order to make learner more aware and prepare them for their future career as managers.
- ◆ More time must be attributed to the English teachers so that they could implement the intercultural approach program in English course.
- ◆ The intercultural approach course must be more frequent than possible.
- ◆ The teachers must include all the materials possible for the teaching process but also taking into consideration the learners' motivation.
- ◆ Finally, Group work must be taken into consideration in the classroom and more practical session as role play or simulation about culture in management context since it has been confirmed during observation that student was not used to each other; there were a lack of interaction between learners due to their cultural differences.

### **3.6 Conclusion**

In general, this chapter focused on the analysis and results obtained from the instruments used to collect data. It is shown that the implementation of intercultural approach course in the English program for manager is not taken too much into consideration. According to both teachers and learners, this situation is due to the lack of time during the English class. It is then preferable to assign more time for a good experience of learning intercultural approach competences in the English communication for management purpose.

The motivation which incited to start this study concerns the problem of communication generally encountered in the profession of management due to the lack of intercultural competence. Management as its term implies affects almost all kind of discipline and mostly in business cases. It is considerable to have the intercultural competence for an effective and benefit interaction denied of all misunderstandings by the use of English which is the language adapted for each single people in the globe and from different cultures.

It has almost become inevitable for a manager to be culturally and linguistically educated for the image of the company he serves and both internally and externally. There is a large cause behind this awareness of cultures which can't be left apart with the world Globalization as major factor. The present study then involves the implementation of the intercultural approach courses in English for management Program in order to make learners aware of the importance of interculturality in communication for management; but also, to incite them using the intercultural approach in their future profession as managers. This will avoid them having troubles and misunderstandings during their future communication as managers considering English language as the language appropriate to all cultures.

To have the data necessary to the research, there were an online questionnaire for both students and teachers with different contents; considering the observation process as the third instrument of data collection. The questionnaires were administrated when reassuring the participants that it will be for a study and that their anonymity will be respected. The result obtained through the study confirmed that the intercultural course is not taken seriously into consideration in the management institute as it must be and there is a real problem of time in order to accomplish it. Apparently, there is not enough time for the teachers to include or deals with the term of interculturality among English class; that is why they rarely do it. Both teachers and learners affirmed that the idea of implementing intercultural approach course in the English program is important and that the time given must be reviewed. It has also been viewed that the concept of intercultural approach course implementation in English for Management program is something new according to one of the teachers who participated in the study. Nevertheless there were some limitations in this study which include among others the availability of participants in order to administrate the questionnaires but also the limited number of management students. Therefore, some suggestions have been given according to the results obtained. These suggestions put more emphasis on the serious involvement of management institutes in the

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implementation of intercultural communicative approach courses in the English program for managers; but also, to attribute more time to it. The objective behind the accomplishment of this study is to incite those others management institutes implementing intercultural courses in their English for management program for a safe communication of their learners as future managers nationally and internationally.

In order to give more clarification and sense to the study in question three chapters have been edited with different contents. The first chapter was the noteworthy part including a brief enlightenment of what is the study about; with all the descriptions and explanations of the different parts including English for Management as part of English for Specific Purposes and the notion of Culture and interculturality with the intercultural approach as an important competence in managers' professional communication. The second chapter focused on the different ways and procedures borrowed to collect data by the use of instruments like students' questionnaire, the teachers' questionnaire and the observation process. Finally, the third and last chapter was about the analysis of data obtained through the instruments used to collect them and to suggest some recommendations after getting the results. Each chapter depends on the others one and both of them seek the same objective which is in relation with the research questions but also to confirm the hypothesis concerning the study.

In short, the study confirms that the implementation of the intercultural approach course must be included in English program for Management and Seriously with all the means necessary to its success.

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QUESTIONNAIRE

This questionnaire is intended to collect data about “the implementation of Intercultural approach in the English communication for management». Typically, the ideal respondent are the management students having “Technical English courses “which means “specific English” for their needs. You are kindly requested to fill up this questionnaire; all the upload informations are submitted to strict criteria of privacy, in total confidentiality and anonymity.

1. Gender:  Male  Female

2.COUNTRY/STATE:

3.FACULTY/SCHOOL:

4.What do you think of the implementation of the intercultural approach in the English communication for management?

GOOD IDEA

BAD IDEA

NEUTRAL

5.Do you think that the use of the intercultural approach is necessary in your English communication for management as manager in the future?

YES

NO

6.Does your English teacher take into consideration the implementation of the intercultural approach in his/her English class?

Yes

NO

7. If your teacher takes into consideration the intercultural approach in his/her courses, how is it done? Is the time available enough?

Yes       No

8. Do you think that a lack of intercultural communicative competence could be a source of conflicts and trouble for a manager?

Yes

No

9. According to you as manager, how to interact with someone from a different culture in management case whether it be inside the company (colleagues, employee) or outside (clients, other companies)?

10. Do you think that the Globalization of the world played an important role on the business communication especially in management?

Yes       NO

If yes, what is the best way to fill this gap?

11. According to you, what average must get a manager in term of intercultural competence for communication?

0-2       2-4       4-6       6-8

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8-10

12. How much does the intercultural approach influences the management process in term of communication?

VERY MUCH                      FEW

MUCH                                       NONE

13. If you were English teacher in a management institute would you aware your students concerning the respect of cultures in communication?

Yes

No

You are kindly requested to answer this questionnaire which is about the “implementation of the intercultural approach in the English communication for management”. All the upload informations are submitted to strict criteria of privacy, in total confidentiality and anonymity.

**Section one**

1. Origin: \_\_\_\_\_
2. Profession: \_\_\_\_\_

**Section two**

3. What do you think of the implementation of the intercultural approach in the English communication for Management Purpose?

4. As an English teacher in a management institute, do you take into consideration the awareness of your students concerning the intercultural competence in term of communication for management? If yes how?

Yes

NO

Sometimes

Rarely

5. How many times do you take for this process in average during your courses?

6. According to you, the time available for your English course is it enough in order to implement the intercultural approach course in the program?

YES

NO

7. If no, what do you suggest for this problem?

8. According to you what is the best way to make your students aware about the importance of the intercultural approach use in communication for management?

Presentations

Videos

Others

Textbooks

Simulations

9. Do you think that for a manager, communication requires Intercultural communicative competences and effectively in English language? If yes how?

YES

NO





