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Exploring the Significance of Integrating ESP and ICC Training  
Programs in Multinational Companies: A Case Study of Tayal  
Company

**Dissertation submitted to the department of English in Partial Fulfilment for the  
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## **Dedication**

God is the greatest,

The one who made us in the best images,

The one who gifted us with consciousness,

From him, we acquired the art of communication,

And with it, the nation shall flourish,

I am who I am today thanks to the molding of my dear parents,

Any good deed I do is dedicated to my parents. My father, Elhachemi, who raised me with an abundance of love and patience and was always patient and supportive of me in becoming the woman I am today. I am also incredibly grateful for my loving mother, Oudida. She is the most tender and loving woman Allah gifted me. She believed in me and supported me through this whole journey.

And for my circle of friends that I am blessed to share this journey with Anais, Nada, Amina and Soumia. Thank you for gifting me the chance to experience real friendship.

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*Thank you, Prof. Dr. Hanane Sarnou, for being you*

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## **List of Abbreviations**

BE: Business English

ESP: English for specific purposes

ICC: Intercultural communicative competence

EFL: English as a Foreign Language

MNCs: Multinational companies

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## **Abstract**

In today's interconnected world, multinational companies are exposed to diverse cultures and languages, thus contributing to shaping a dynamic and vibrant global landscape. There is a gap in integrating linguistic and cultural training that lead to ineffective communication within these organization, .and this can lead to costly misunderstandings and hinder organizational productivity and progress. So this research investigates the critical role of integrating intercultural communicative competence (ICC) and English for Special Purposes (ESP) training programs in multinational companies to improve communication between expatriates and locals and help them increase productivity. To this end, we opted for a mixed-methods approach including a questionnaire for students and employees, observation and interviews with employees of multinational companies to analyse the students' and employees' views on the integration of English and intercultural communication competence at TAYAL Company, a leading multicultural textile company based in Algeria. The total number of participants were 50 students from Algeria and France and employees (expatriates and locals) of multinational companies. Research has shown how current communication practices affect productivity, identifies opportunities for improvement, and develops valuable recommendations for integrating ESP and intercultural communication skills training programs in multinational organizations. The recommendations of this research can serve as a practical strategy to promote successful communication in multinational contexts, thus creating a more productive and collaborative work environment.

**Keywords:** Communication, multinational companies, intercultural communicative competence, English for specific purposes.

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## **General Introduction**

Today's international business necessitates the availability of economic skills and a clear understanding of diverse cultures for effective communication in the workplace. Multinational companies (MNCs) recruit many employees from diverse geographical and cultural boundaries, creating complex communication challenges. Thus, effective communication focusing on cultural codes and utilizing specific business terminology is essential for successful operations within these multinational organizations. This research explores the connection between intercultural communicative competence (ICC) and English for Specific Purposes (ESP) and their crucial role in developing the productivity of MNCs.

Comprehensible communication within an MNC fosters collaboration enhances productivity, and strengthens relationships with clients, partners, and employees. However, cultural misunderstandings can lead to missed deadlines, product misinterpretations, conflict, and lost profitable deals. Intercultural communicative competence (ICC) equips individuals with the knowledge, skills, and attitudes necessary to navigate different cultural norms and communication styles by gaining intercultural awareness that allows smooth and effective cross-cultural communication. English for Specific Purposes (ESP), tailored to specific business domains, provides the necessary vocabulary, industry-specific language skills, and discourses to facilitate clear and concise communication within the MNC environment.

Due to the lack of communication and English use in MNCs and the relatively unexplored synergistic relationship between ICC and ESP training, this research addresses this gap by examining how these elements work together to enhance communication effectiveness within MNCs. Considering TAYAL Company, a leading textile producer with a diverse workforce, this research(1) explores how ICC and ESP training programs impact communication across departments and external interactions with clients and (2) proposes that integrating intercultural communicative competence (ICC) training with English for Specific Purposes

(ESP) programs can significantly improve communication effectiveness within multinational companies, which, in turn, help to increased collaboration, productivity, and successful business expansion.

To go deeply through this context, we have elaborated on the leading research questions below:

- 1- How effective is communication among multinational companies' managers, expatriates, and local employees?
- 2- What strategies and training programs can multinational companies introduce to enhance their communication skills and productivity?
- 3- Would it be beneficial to integrate English for specific purposes and intercultural communicative competence training programs into multinational companies in Algeria to improve communication among managers, expatriates, and local employees?

Reflecting upon the given leading research question, we have formulated the following hypotheses:

- 1- Communication effectiveness among managers, expatriates, and local employees in multinational companies is affected by Linguistic and cultural differences, which leads to low employee productivity.
- 2- Multinational companies require the implementation of targeted communication skills training programs; based on analysing the needs of the employees according to their job description. Thus, introducing ICC and ESP training programs will significantly improve communication effectiveness and employee productivity compared to companies without such programs.

3- English for Specific Purposes (ESP) and intercultural communicative competence (ICC) training programs in Algerian multinational companies play crucial roles in improving communication skills among managers, expatriates, and local employees, leading to increased collaboration, productivity, and employee satisfaction.

The thesis structure goes around three chapters. Chapter one is devoted to a related literature review; the second chapter is about the methodology used in order to conduct this research study, and the third one is about the main findings followed by recommendations. The recommendations provided serve to help and add value to the company based on the research findings.

# **CHAPTER ONE**

## *An Overview*

**1.1. Introduction**

This chapter discusses the impact of globalization and multiculturalism on multinational companies. It explores communication challenges and the diverse need for cultural awareness in international business ventures. Through this context, the present study delves into the existing literature on multiculturalism, exploring the concept of culture, its impact on communication styles, and how to build cultural awareness within multinational organizations.

**1.2. The Mosaic of multiculturalism**

At the heart of multiculturalism is a mosaic, where diverse cultural elements come together to form a harmonious whole of different pieces, like a masterpiece created from colourful tiles. Multiculturalism is a multifaceted concept that shapes societies with diverse populations. At its core, it emphasizes the value of cultural differences and fosters a sense of inclusion for all members. According to (Vertovec, 2013), Proponents of this framework believe that society thrives when individuals from different backgrounds share their unique perspectives and experiences. This exchange creates a vibrant and dynamic society, enriching the lives of everyone within it.

Nevertheless, multiculturalism also acknowledges the potential challenges that may arise in a society composed of diverse groups. Cultural differences can sometimes lead to misunderstandings, conflicts, or tensions. Integrating different cultural practices within a single society can be complex. Also, it is believed that a focus on multiculturalism may weaken shared values and the sense of belonging to a larger, unified society.

**1.3 The legislative framework of multiculturalism**

As discussed above, multiculturalism's theoretical framework outlines the ideals of inclusion and respect for diverse cultures within a society. However, translating these ideals into reality necessitates a solid legislative framework and supportive government policies

(Vertovec & Wenzhke, 2021). Laws play a crucial role in establishing the legal foundation for the harmony of societies. This includes legislation that prohibits discrimination based on cultural background and promotes equal rights for all citizens regardless of origin.

### **1.3.1 The United Nations endeavours in promoting multiculturalism**

To create a more harmonious and equitable global society, the United Nations and individual countries have increasingly turned to international law to promote multiculturalism and diversity. This legal framework recognizes the inherent value of cultural differences and aims to foster respect and understanding between diverse populations. This shift reflects a growing recognition that a world enriched by many cultures is desirable and essential for peaceful coexistence and global progress.

The importance of multiculturalism is echoed in various declarations and instruments adopted by the United Nations. Article 27 of the Universal Declaration of Human Rights emphasizes that "everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits." Similarly, the Establishment of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1946 further bolstered the concept of multiculturalism on a global scale. As outlined in its constitution, UNESCO's mission is to promote peace and understanding through education, science, and culture. This international organization recognizes the importance of respecting diversity and ensuring fundamental rights for all, regardless of background. So, its mission of the Protection and Promotion of the Diversity of Cultural Expressions (2005) highlights the "inherent fragility of cultural diversity" and underscores the need for international cooperation to safeguard cultural expressions. These legal instruments and others serve as a foundation for international law's embrace of multiculturalism and diversity.

**1.3.2 The example of Canada**

Many countries have implemented legislation that promotes inclusion and combats discrimination based on cultural background. A prime example is Canada's "Canadian Charter of Rights and Freedoms." This document guarantees equality and rights and prohibits discrimination based on national or ethnic origin. This legal framework provides individuals from diverse backgrounds with the legal protection they need to access opportunities and participate fully in Canadian society without experiencing prejudice. The Charter serves as a powerful tool for challenging discriminatory practices and ensuring a level playing field for all citizens, regardless of their cultural heritage.

**1.3.3 The International Organization for Standardization (ISO)**

The impact of legal frameworks extends beyond national borders. International organizations like the International Organization for Standardization (ISO) also play a role in promoting diversity within the corporate world. ISO standards, such as ISO 30414:2018 on Human Resource Management Diversity and Inclusion, provide guidelines for companies to establish inclusive work environments. These standards encourage organizations to respect and value diversity in areas such as ethnicity, culture, religion, gender, and sexual orientation.

These laws have become the bedrock of harmonious coexistence, providing a sturdy framework within which diverse cultural groups thrive and contribute to society's evolution. Legislative frameworks serve as the threads that bind these diverse cultural pieces together, fostering a sense of unity and respect within the society.

While understanding multiculturalism is crucial, navigating effective communication across cultures requires a more specialized skill set. This chapter delves beyond the general principles of multiculturalism and focuses on the practical application of English for Specific Purposes. English for Specific Purposes (ESP) programs equip learners with the targeted

language skills and cultural knowledge necessary to thrive in specific professional contexts. Language learning can be tailored to bridge cultural gaps and foster successful communication within a multicultural business environment.

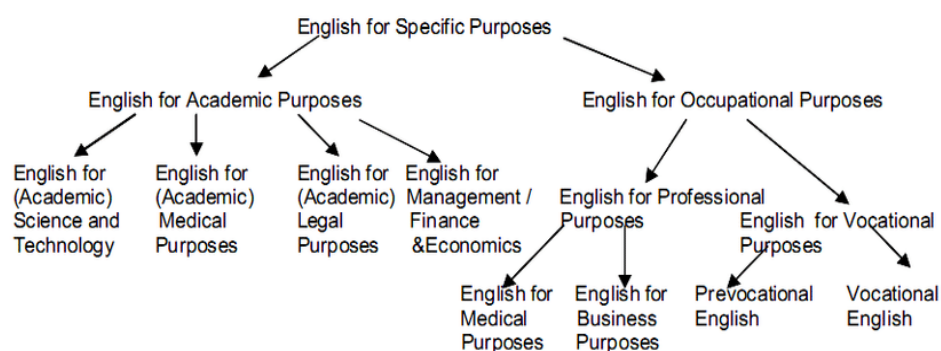
#### 1.4 English for Specific Purposes

English for Specific Purposes (ESP) transcends the boundaries of traditional language learning. It offers a multifaceted, interdisciplinary approach (Dudley-Evans & St John, 1998). Holliday (1994) states, "*ESP is not just about teaching English; it is about teaching people to use English for specific prepossess* programs delve deeper than simply acquiring vocabulary and grammar. They employ an interdisciplinary approach, ensuring that the curriculum considers the technical language of a specific field and the essential communication skills and cultural knowledge necessary for effective interaction within that domain (Hutchinson & Waters, 1987).

Beyond mastering technical language, ESP programs recognize the importance of developing strong communication skills for success in any profession. The programs target the specific communication skills required in different professional contexts (Dudley-Evans & St John, 1998). This could involve learning to write clear and concise reports, deliver impactful presentations, participate effectively in negotiations, or provide precise instructions. As Johns & Dudley-Evans (1988) highlight, "*The ability to communicate effectively for professional purposes is a key element of professional competence.*"

Effective communication transcends linguistic barriers. Instructors work on tailoring programs that integrate cultural awareness training to equip learners with the knowledge and sensitivity to navigate communication across different cultures within their chosen field. This awareness helps avoid misunderstandings and fosters collaboration in a globalized environment. It integrates cultural awareness training to equip learners with the knowledge and sensitivity to navigate communication across different cultures within their chosen field.

This cultural awareness training might involve understanding greetings and conversational etiquette in different cultures, recognizing the importance of nonverbal cues, and being mindful of cultural differences in communication styles. By combining these elements, ESP programs in different domains create a comprehensive learning experience that prepares individuals to communicate effectively within their chosen professional or academic domain. These academic or professional purposes are demonstrated in the “Classification of ESP” (Dudley-Evans & St. John, 1998, p. 6), as mentioned below in Figure1:



**Figure 1 : Classification of ESP (Dudley-Evans and St. John, 1998, p. 6)**

Figure 1 displays the classification of ESP into two main categories: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The latter is further subdivided into English for Professional Purposes and English for Vocational Purposes. Students with effective skills and strategies for accurately and confidently using English in a professional context such as in business. This sub-class of English for Professional Purposes is known as English for Business Purposes, which is our focus for this study.

### 1.4.1 Business English

Business English (BE) has emerged as a vital tool for communication within the dynamic landscape of international business. It represents a specialized branch of English for Specific Purposes (ESP), tailored to address the specific communication needs of various economic

sectors. The rise of globalization has propelled English to the status of a lingua franca, the common language facilitating communication within the international business world. This increased demand for BE skills enhances employability and unlocks exciting career opportunities in today's job market (Dube, 2019).

Business English revolves around two fundamental elements: business training and business communication. While business training equips individuals with the knowledge and terminology specific to their industry, business communication focuses on effective communication strategies used in various business contexts (e.g., meetings, negotiations, presentations). However, Pickett (1986) emphasizes the nuance within business communication, stating: "There is more than one face to business communication. Some of it is a lot nearer to the everyday language spoken by the general public..." (Pickett, 1986, p. 1); this highlights the dynamic nature of Business English, which can range from formal presentations to informal communication within teams, and people with different profiles need it.

It is a multifaceted communication tool used across a wide spectrum of economic activities. It facilitates communication within multinational corporations, international trade, marketing campaigns, and financial transactions. Notably, the term "offshore English" refers to the specific English used between non-native speakers who learned English for practical purposes rather than academic pursuits (Guy & Mattock, 1993). This variety reflects the globalized nature of business communication and the increasing importance of BE fluency in today's interconnected world.

The notion that Business English is solely for those pursuing careers in traditional business settings is a misconception. Now, effective communication skills are a necessity across a vast array of professions. From engineers collaborating with international clients to

doctors presenting research findings at conferences, BE skills empower professionals in diverse fields to navigate a range of communication needs. The spectrum of topics covered in BE can vary widely, encompassing both general business communication strategies and industry-specific vocabulary. This versatility makes BE valuable, equipping professionals to handle everything from writing clear and concise reports to engaging in complex negotiations. BE goes beyond just language; it is a multifaceted skill set that fosters effective communication, collaboration, and, ultimately, success in various professional domains (Dube, 2019).

### **1.4.2 Business English and applied linguistics**

Applied linguistics bridges theoretical linguistic knowledge and practical application in real-world language learning contexts (McCarty, 2017). This field encompasses the study of how language is used in specific situations and aims to develop effective methods and methodologies for language teaching (Richards, 2001). Within the field of applied linguistics, English for Specific Purposes occupies a vital place. ESP instructors specialize in customizing language instruction to the specific needs and goals of learners from various professional or academic backgrounds (Dudley-Evans & St John, 1998). This necessitates a flexible approach to methodology, where the focus lies on adapting teaching methodologies to align with the learners' target language skills and professional contexts.

One of the most widely employed methodologies in ESP programs is task-based learning (TBL) (Nunan, 2015). This approach emphasizes engaging learners in completing tasks that simulate real-world situations they might encounter in their chosen fields. TBL activities are designed to apply the principles of communicative language teaching (CLT), which prioritize the development of learners' communicative competence through real-world language use. They can range from writing emails and reports to participating in meetings and giving

presentations. By engaging with these tasks, learners actively practice the language skills necessary for success in their specific professions.

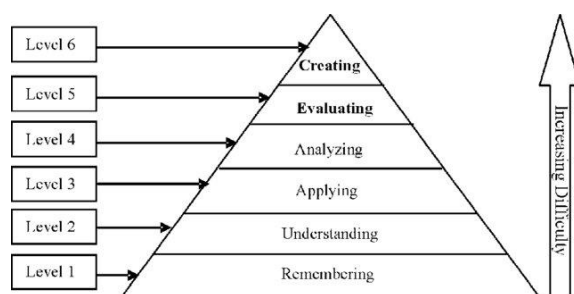
Drawing from the principles of applied linguistics, BE instructors design course materials that are relevant, engaging, and directly applicable to real-world business situations. BE courses bridge the gap between theory and practical application. This equips learners with the tools and skills they need to succeed in a professional setting.

The synergy between applied linguistics and BE teaching methods has led to the development of practical and effective communication programs. Universities, private schools, and company training centres are increasingly recognizing the value of BE courses, responding to the growing demand for these skills in the international job market. This trend highlights the critical role of BE in preparing individuals to navigate the complexities of communication within the globalized business world. Specific theories and methods are required to enhance the BE. Among these theories and methods is Bloom's Taxonomy .

#### **1.4.2.1 Bloom's Taxonomy**

Bloom's Taxonomy provides a broader framework for educators to design learning objectives, assess student performance, and promote effective thinking skills to reach cognitive development and learning objectives. This hierarchical framework categorizes learning objectives into increasing levels of cognitive complexity. Within the BE context, the focus often shifts towards the higher-order thinking skills encompassed in the taxonomy, such as analysis, evaluation, and creation. These skills are crucial for critically evaluating business proposals, negotiating contracts, and developing persuasive presentations. Effective Business English (BE) courses require a structured approach to learning objectives. Bloom's Taxonomy offers a framework for categorizing these objectives across three key domains: cognitive, affective, and psychomotor (Anderson & Krathwohl, 2001).

The cognitive domain focuses on the intellectual side of learning, ensuring students acquire knowledge, comprehension, and application skills. The cognitive domain focuses on the intellectual side of learning, ensuring students acquire knowledge, comprehension, and application skills; this translates to understanding business vocabulary, comprehending written communication, and applying learned skills in writing emails or proposals in a BE context. The affective domain delves into attitudes and values. BE courses can cultivate confidence, appreciation for cultural differences, and a sense of professionalism in business communication. Finally, the psychomotor domain can involve developing practical skills like delivering clear presentations or actively participating in meetings. By incorporating elements from all three domains, BE courses equip learners with a comprehensive skill set for success in the global business world. This framework guides the curriculum development and instructional design and help in the process of assessment.



**Figure 2 : Revised Blooms' Taxonomy (Bloom, 2001)**

Before discussing what is needed to design a suitable course for learners in professional settings, especially business settings, let us first distinguish between English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP) in the context of business communication, based on the analysis of Dudley-Evans and St John (1997). Both programs aim to provide learners with the skills required to function effectively in a business

environment. The specific situations and needs of the learners determine the course content. Their target audiences, content focus, and instructional settings differ significantly.

EGBP caters to pre-service learners who lack prior professional experience in the business. These learners are typically enrolled in academic or tertiary settings such as universities or colleges. The content of these courses would be based on theoretical knowledge and assessed by a final test in the academic setting. EGBP courses introduce foundational business concepts and terminology, providing a broad overview of business communication strategies. This prepares learners for future careers in a variety of business sectors, but it does not delve deeply into the specific language used within any particular industry.

In contrast, ESBP targets in-service learners already employed in a business setting or actively preparing for a specific job role. These types of courses aim to equip learners with the skills needed for the practical world. ESBP programs, such as corporate training programs or language institutes partnered with foreign companies, are typically offered in occupational contexts. The curriculum addresses the specialized vocabulary, communication skills, and cultural knowledge required within a particular industry or job function. This targeted approach ensures that learners acquire the precise language tools they need to thrive in their chosen professional field.

### **1.5 Designing a Business English course**

To design successful business English courses, it is important to have a strategic and well-defined framework tailored to the target learners. This framework ensures that the course content meets the specific needs of the learners and provides them with the necessary skills to succeed in their target situations. Developing a well-designed Business English program involves a thorough needs analysis and the creation of a cohesive program that effectively

addresses the identified learning objectives. As Richards (2001) outlined, this process unfolds in several key stages. These objectives should be logically sequenced, starting with basic skills and progressing toward more advanced ones (Richards, 2001). For instance, the initial stages might focus on mastering business vocabulary and grammar related to introductions and greetings, while later stages could delve into writing persuasive proposals and delivering formal presentations.

Similarly, course developers must select the specific content areas to be covered, informed by both the needs analysis and learning objectives. These content areas should be directly relevant to the learners' target business situations and professions. For example, a BE course for marketing professionals might focus on writing persuasive business proposals and delivering product presentations, while a course for hospitality personnel might prioritize customer service communication and handling guest inquiries. This ensures that the chosen content areas equip learners with the necessary language skills to excel in their specific business environments. Once the content areas are established, the next step involves selecting and designing a variety of engaging and effective learning activities (Richards, 2001). These activities should promote active participation and cater to different learning styles. Incorporating a mix of individual and group work, simulations, role-playing exercises, case studies, and authentic business materials allows learners to practice and develop the required skills in an interactive and practical manner.

### **1.5.1 Needs Analysis**

The main ingredient of an effective Business English course design lies in conducting a thorough needs analysis (Dudley-Evans & St John, 1998). This crucial step involves gathering information about the learners' current English language proficiency, their specific learning goals, and the target situations they will encounter in a business setting. By understanding

these needs, course developers can customize the curriculum or program to address the specific skills and knowledge required for learners to function effectively in the workplace.

Munby (1978) emphasizes its role as the central and essential starting point for designing ESP programs. He developed the Communicative Needs Processor (CNP) framework as a systematic approach to conducting needs analysis. This framework helps identify learners' existing knowledge, communication skills, and future needs in a business context.

This fresh view about course planning is a learner-centered approach that prioritizes needs analysis; course developers can ensure that BE programs are relevant, effective, and tailored to the specific context and requirements of the learners (Dudley-Evans & St John, 1998). This targeted approach increases student motivation and engagement, ultimately leading to improved English language proficiency and success in the global business environment.

The journey begins with clearly defining the course focus and scope. This involves determining the basic business communication skills the course aims to develop. Whether the focus is narrow, where it aims to target a specific industry like finance or engineering, or broader, where it aims at learners, the hospitality industry would delve deeper into tourism-related vocabulary and communication strategies used in hotels and travel agencies. In contrast, a broader course might prioritize developing core skills like effective email writing, making presentations, and participating in business meetings.

### **1.5.2 Selecting the Right Materials**

Following the thorough program design phase, instructors must carefully select the learning materials, which will form the basic support of the BE program. This crucial process, as highlighted Georgieva (2014), necessitates a thoughtful balance between the advantages and limitations of various material types.

Textbooks and other ready-to-use materials offer a structured learning experience with content tailored to specific learner levels and business contexts (Georgiva, 2014). These materials typically feature controlled vocabulary, clear grammar explanations, and a variety of exercises that help learners develop essential skills. However, Georgiva also mentioned the limitations of relying solely on textbooks. The controlled nature of these materials can limit exposure to the richness of real-world business communication, including slang, jargon, and specialized vocabulary frequently encountered in professional settings.

In order to bridge this gap, incorporating authentic materials and realia (real-world objects) into the curriculum becomes essential (Georgiva, 2014). Authentic materials, such as business news articles, presentations, emails, and video clips, expose learners to the full spectrum of business communication, encompassing slang, jargon, and specialized vocabulary relevant to their target professions. Additionally, realia, such as business cards or product packaging, can provide a tangible connection to the business world and enhance understanding of cultural nuances. Furthermore, using authentic materials can enhance learners' pronunciation patterns, accents, and intonation (Georgiva, 2014). Exposure to native speakers in real-world contexts allows learners to develop a more natural and nuanced understanding of spoken business English. This fosters greater confidence and improves their ability to communicate effectively in diverse business settings.

This exposure to authentic materials broadens learners' vocabulary base and also serves a crucial role in raising awareness of cultural differences in business communication styles. By encountering real-world communication practices from diverse cultures, learners can develop a heightened sensitivity to cultural variations in nonverbal cues, formality levels, and appropriate language use based on culture and context.

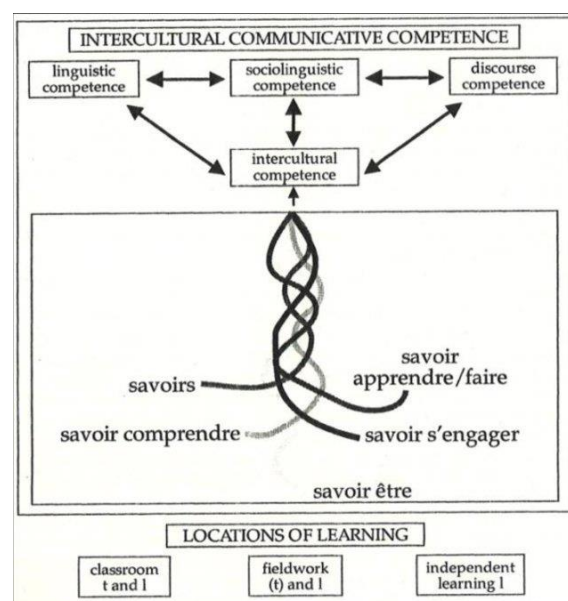
Ultimately, by strategically integrating both textbook materials and authentic resources, instructors can create a dynamic learning environment that fosters skill development, cultural awareness, and immersion in the complexities of real-world business communication. This complex approach equips learners with the necessary English language skills and also prepares them to navigate the cultural nuances they will encounter in the global business landscape. In other words, this step requires integrating intercultural communication competence into the program to help learners negotiate and overcome cultural hindrances and gain immersion into the target situations to navigate cultural cues.

### **1.6 The intercultural communicative competence**

In the context of intercultural communication, according to (Boa, 2014), the work of philosophers like Emmanuel Kant underscores the importance of cultural knowledge and understanding. He emphasized the role of reason and experience in shaping the perceptions and interactions of individuals with the world. Similarly, the concept of "communicative competence" developed by (Hymes, 1972) highlights the need for individuals to possess both linguistic proficiency and a deep understanding of cultural norms and practices to engage effectively in cross-cultural exchanges. It is understood as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes." (Deardorff, D. 2006). Byram argues that ICC requires a deeper understanding of the cultural context, encompassing knowledge, skills, and attitudes. Individuals with strong ICC are aware of cultural norms, values, and beliefs, allowing them to navigate potential misunderstandings and communicate respectfully.

Furthermore, they possess the skills to adapt communication styles to different audiences and mediate communication effectively to foster positive attitudes toward cultural differences with a willingness to learn. This is crucial for successful cross-cultural interaction.

Michael Byram's contributions to the field of intercultural communication have been instrumental in shaping the understanding of effective interaction across cultures. He defined it as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes (Byram, 1997). This definition highlights the multi-layered nature of successful cross-cultural communication. Byram's ground-breaking work has provided a valuable framework for educators, researchers, and practitioners alike as they strive to equip individuals with the necessary tools to navigate the complexities of communication in an increasingly interconnected world (Andresson, 2022). By acquiring these skills, individuals qualify to be intercultural speakers.



**Figure 3 : Byram's model of intercultural communicative competence (Byram, 1997: 73) 17**

The figure highlights the key components that contribute to an individual's intercultural communicative competence, as Byram (1997) outlined. This competence is a sum of various competencies, including linguistic, sociolinguistic, discourse, and intercultural competence. This intercultural communicative competence develops across three key "Locations of Learning": the classroom, fieldwork, and independent learning. This suggests that acquiring

the necessary skills and knowledge to communicate effectively in intercultural contexts requires a multifaceted approach, combining formal instruction, practical experiences, and individual efforts (Guilherme et al., 2017).

The model emphasizes the holistic and interdependent nature of cultivating intercultural communicative competence by integrating the four core competencies with the various learning environments. Classroom instruction can provide the foundation of linguistic, sociolinguistic, and discourse knowledge, while fieldwork experiences and independent learning allow for the practical application and further development of intercultural competence in order to create an effective intercultural speaker.

### 1.6.1 The intercultural speaker

The concept of the "intercultural speaker" is particularly relevant in the context of global communication. Celce-Murcia (2007) emphasizes that the intercultural speaker possesses linguistic competence and the ability to navigate cultural differences and engage in effective cross-cultural interactions. Celce-Murcia (2007) outlines the key components of intercultural communicative competence, which include:

**Linguistic competence:** Proficiency in the target language, including grammar, vocabulary, and pronunciation.

**Sociolinguistic competence:** Understanding the sociocultural context and appropriate use of language within that context.

**Discourse competence:** The ability to participate in coherent and cohesive communication, both in oral and written forms.

**Strategic competence:** The use of communication strategies to compensate for limitations in language proficiency or cultural knowledge.

**Actional competence:** The ability to perform language functions, such as making requests, giving instructions, or expressing opinions.

**Cultural competence:** Awareness and understanding of cultural norms, values, and traditions, and the ability to adapt one's behavior and communication style accordingly.

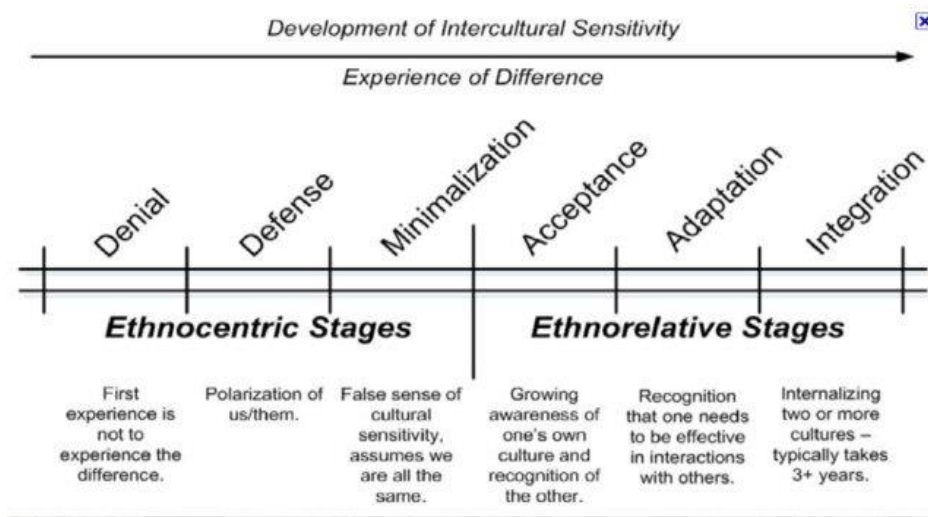
The intercultural speaker, armed with this multifaceted competence, is better equipped to navigate the complexities of global communication, bridging linguistic and cultural divides to achieve effective and meaningful interactions (Celce-Murcia, 2007). This competence is particularly crucial for individuals working in multinational organizations, where the ability to communicate across cultures can significantly impact the success of the organization in which cultural awareness is crucial for smooth communication and harmonious workflow.

### 1.6.2 Intercultural awareness

The journey towards becoming an effective intercultural speaker necessitates a shift in perspective. Individuals often begin at the ethnocentric stage (Bennett, 1993), where they view their own culture as superior and judge other cultures against its standards. However, for successful intercultural communication, individuals need to cultivate a set of skills that propel them towards the ethno relative stage. In this stage, individuals develop an appreciation for cultural differences and can effectively navigate communication across cultures. So, with that, they create a common ground for healthy communication.

On the other hand, ethno relativism emphasizes the importance of understanding and appreciating cultural differences without judgment (Bennett, 1993). Intercultural speakers can bridge cultural divides and build meaningful connections in a globalized world by fostering ethno relativism. Beginning with denial or defence of cultural differences, the model depicts a continuum where individuals gradually develop greater acceptance, adaptation, and integration of diverse cultural norms and values. By highlighting this developmental trajectory, the model underscores the importance of cultivating cultural awareness as a critical

component of intercultural communicative competence - an essential skill for navigating today's globally interconnected world with sensitivity, empathy, and effectiveness.



**Figure 4 : Stages of intercultural sensitivity Taken from (<https://lindseybakken.com/2017/03/15/perceptions-abroad/>)**

### 1.6.3 Intercultural communication in the workplace

Intercultural communication is indispensable in the workplace, as ineffective communication can have severe consequences for companies (Hummerston,2023). However, even with the advancements in technology that have accelerated international communication, inherent challenges remain unresolved. One challenge is understanding, engaging, and connecting with people with different backgrounds, beliefs, and ideologies. The consequences of ineffective communication can be detrimental to a company's success. Misunderstandings, lack of alignment, and disengagement can help productivity and positively impact employee morale. This emphasizes the importance of developing intercultural competence within the workplace (Hummerston, 2023).

The development of intercultural communicative competence is particularly crucial in the modern workplace, where professionals from diverse cultural backgrounds must collaborate effectively to achieve organizational goals. This is especially relevant in the context of

Algerian companies, which have increasingly become integrated into the global economy. As Algerian firms expand their operations and engage with international partners, the ability to navigate cross-cultural dynamics and communicate in a culturally appropriate manner has become a critical success factor. This raises an important consideration - the role and status of the English language within the Algerian corporate landscape.

#### **1.6.4 English in the Workplace**

Recently, English in the business context needs to be established, and the trend towards its use has been enthusiastically highlighted in some workplaces, such as multinational companies. Although the French language intervenes to incentivize certain incentives, there is a need for cultural or other communication (Beddiaf, A. & Ben Safi, Z. 2018)).

Furthermore, Algeria's growing participation in the global business arena necessitates a closer look at the language dynamics within its companies; it requires more formality and awareness of using English in the workplace to respond to international norms to go in line with the global marketplace.

Beyond the Algerian context, the cultural landscape of companies, more broadly, is deeply rooted in the unique heritage and traditions of the societies in which they operate. Given the diversity of local communities, corporate cultures often mix different influences, creating different organizational dynamics (Ling & Wang, 2014). Values such as loyalty, respect for hierarchy, and community-oriented decision-making are highly prioritized in many non-Western business environments, often taking precedence over more individualistic, task-oriented approaches common in Western corporate cultures (Jameson, 2007). This cultural foundation shapes not only the interpersonal dynamics within companies but also their approaches to business practices, communication styles, and problem-solving methodologies (Lauring, 2011).

**1.7 The culture of the companies**

Regardless of size or industry, every organization fosters a unique culture that shapes its values, behaviours, and communication styles (Schein, 2010). Understanding and navigating this internal culture is essential for employees to function effectively within the organization. This is particularly true in today's globalized business environment, where effective communication across cultures is paramount for success. In this context, Business English (BE) training programs emerge as a crucial tool for companies to cultivate a workforce equipped with the necessary communication skills to thrive in the global marketplace (Dudley-Evans & St John, 1998). This chapter delves into the rationale behind establishing BE training programs and exploring their benefits to organizations and employees.

Every company fosters a unique organizational culture, which encompasses its shared values, beliefs, and behaviours (Schein, 2010). These cultural elements influence how employees interact with each other, make decisions, and approach their work. Understanding this internal culture is vital for employees to navigate the organization effectively and contribute meaningfully to its success. For instance, a company culture that emphasizes collaboration and teamwork might encourage open communication and frequent brainstorming sessions. Conversely, a culture that prioritizes efficiency and individual performance would value concise communication and independent work styles.

In today's interconnected world, many companies operate with international teams and conduct business across diverse cultures. This necessitates a workforce with intercultural competence and the ability to understand and effectively communicate with individuals from different cultural backgrounds (Chen, 2013).

**1.7.1 Communication in multinational companies**

In multinational companies, effective communication is of utmost importance in attaining organizational objectives. It necessitates striking a balance between internal and external communication, both of which play vital roles in the functioning of the organization.

**1.7.1.1 Internal communication**

Internal communication within an organization refers to the flow of information and messages among different departments and levels of employees (Mirabela Pop, 2022). Each company has an office or a department responsible for this. In order to make internal communication more organized, if the company is big and has different branches and units, each branch and unit needs to have a responsible representative that links the needs of the employees to the human resource department. It serves as a vital link that facilitates coordination, collaboration, and harmony in the company. According to (Allen,2017), *"Internal communication is crucial for fostering employee engagement, aligning organizational goals, and ensuring a cohesive work environment."* Internal communication enables employees to stay informed about company policies, procedures, and changes. Plus, employees have the opportunity to be heard, and they can express their needs and wants easily. This fosters a sense of belonging that affects the productivity within the organization.

**1.7.1.2 External Communication**

External communication refers to exchanging information between the organization and its external stakeholders, including customers, suppliers, investors, and the general public. It encompasses various communication channels, such as advertising, public relations, marketing campaigns, attracting clients, and customer interactions. It aims to shape the organization's image, reputation, and brand perception in the eyes of its stakeholders. As noted by (Mirabela Pop,2022), *"Effective external communication helps build trust, credibility, and positive relationships with external stakeholders, which can impact the*

*organization's success.*" As a concluding point, an organization's internal and external communication is interconnected and interdependent. The quality of internal communication influences the effectiveness of external communication. When internal communication is strong and cohesive, it contributes to a positive organizational culture and employee engagement, which in turn enhances the organization's external image and reputation (Cornelissen, 2017).

To establish effective communication within an organization, it is crucial to identify and understand the key communicators involved. This includes recognizing different departments, teams, and individuals' roles and responsibilities in internal and external communication processes. By having clarity on who is responsible for communication, organizations can streamline their communication strategies, allocate resources effectively, and ensure a cohesive and coordinated approach.

### **1.8 Conclusion**

The first chapter highlighted the theoretical part of the study and addressed four major elements related to the research topic. First, the concept of multiculturalism was briefly explained to the readers for the purpose of reflecting the role of culture in a multinational organization. Second, the researcher goes on to provide an overview of ESP and its significance in enabling employees to acquire the field-specific English needed in the respective domain. Third, Business English is introduced as a sub-branch of ESP; this type of English necessitates qualified teachers and practitioners to oversee the process of teaching business jargon to employees for communication purposes, during which it is recommended to conduct a needs analysis to identify employees' linguistic strengths, weaknesses, as well as their wants and needs for the language. Lastly, the chapter concluded by explaining Intercultural Communicative Competence (ICC), addressing the component of culture in the

company, as well as the types of communication which regularly take place among employees.

# **CHAPTER TWO**

## **RESEARCH METHODOLOGY**

**2.1. Introduction**

The second chapter presents the main phases we went through while conducting our research study, describing the methodology we followed, the context and procedures, and the data collection instruments involving pre-post and in-post observation in various departments, interviews, and questionnaires for employees and managers. This part will help us reach our primary goal of research to test our Hypothesis and also help the readers understand our research objectives and perspectives.

**2.2. Research Method**

This chapter delves into the methodology employed to investigate the current state of English language use for different communications in multinational companies, as well as the state of intercultural competence within multinational companies. The main case study is TAYAL. Furthermore, the research explores the awareness of English and intercultural communication skills among university students in Algeria and employees of MNCs in order to find the gaps and limitations needed for an effective course in the training centres of the companies.

This research utilized a mixed-methods approach, combining qualitative and quantitative methods to gain a comprehensive understanding of the research objectives. Qualitative methods, such as interviews and observations, allow researchers to explore complex topics in-depth and gather rich, contextual data. In contrast, quantitative methods enable the collection of numerical data and the identification of patterns, trends, and statistical relationships (Creswell & Creswell, 2017). When these two approaches are combined, researchers can better understand the research problem more holistically. A mixed-methods approach provides more comprehensive evidence for studying a research problem (Creswell & Creswell, 2017).

The qualitative component, such as the observation and the interviews, delves into the lived experiences of foreign and local employees within TAYAL Company, where we had our training for a total of 320 hours; this involved conducting in-depth interviews with different employees, focusing on their integration process, working conditions, and communication strategies within the company's diverse workforce. Additionally, thorough observations of the workplace dynamics were conducted, analysing how employees from different backgrounds interact and integrate and how the company manages its communication.

To broaden the scope of the research and capture a national perspective, a quantitative approach was implemented with a structured questionnaire distributed to a wider target audience. In Algeria, the audience included fifty Master 2 Language and Communication university students, potential future employees of MNCs, and existing employees currently working within multinational companies in Algeria. The questionnaire included demographic information such as age, gender, and highest level of education attained. Profession was not explicitly asked to avoid potentially biasing responses based on job. However, the questionnaire included a question about primary language (e.g., English, Arabic, other) and professional to gain insights into participants' language abilities and career experience within the context of multinational companies.

### **2.3. Context and procedure**

The study was carried out in TAYAL Company as a case study to investigate the work conditions and employees' communication skills. TAYAL, S.P.A, is a joint enterprise that was established in Algeria in November 2013. It was founded through the collaboration of C&H Group, TEXALG, and MADAR Holding, along with INTERTAY from the Turkish textile group TAY GROUP. The project encompasses an expansive area of 2,500,000 square meters. At the time of conducting the research, the company's workforce was composed of

3472 employees in total and comprised of employees from different cultural backgrounds and nationalities: 125 Bengalis, 48 Turkish, 4 Pakistanis, 3 Indians, 2 Egyptians, and 2 Tunisians. And the rest are Algerians. This rich diversity adds value to the company and exposes some challenges as well. This company is considered among the famous companies that contribute to developing the economic sector because it offers several opportunities to young Algerian people and others from different countries.

#### **2.4. Data collection instruments**

The data collection instruments used to develop our research topic and obtain valuable and reliable data are observations, interviews, and a questionnaire.

##### **2.4.1. Observation**

The first phase we went through was observing with a systematic process to acquire data on the physical environment, social context, work conditions and actions of the individuals under examination within their natural setting (Berg, 2007). This step allowed us to understand our research subject and participant better and gather detailed information about the context, interactions, and behaviours of the participants in their natural environment over an extended period, based on Berg (2007).

This phase plays a crucial role in observing and capturing nuanced interactions among employees, the communication patterns across departments, and the effectiveness of external interactions in investigating the impact of ICC and ESP training programs on communication within multinational companies.

During two months, from May 20th, 2023, to July 20th, 2023, we engaged in a comprehensive observation initiative at TAYAL Company for a five-day workweek, from 8 am to 5 pm, totalling 320 hours of observation. The Human Resources Department has granted us authorization to access the organization under the supervision of the manager responsible for recruitment, giving us badges to enter the company to observe the various

units within it. We attended an introductory session at the company's training centre at this early stage. This session was led by a specialized instructor who formally welcomed us and delivered an extensive introduction to the organization's mission, structure, and operations. The purpose of this session was to ensure that we, as researchers, were thoroughly informed and prepared for our observation duties, enabling us to effectively gather data and contribute to the understanding of the company's dynamics.

The observation phase of our research at TAYAL was divided into two primary stages: pre- and post-employment. During the pre-employment stage, we focused on the integration process, observing the recruitment process and the initial steps of employee onboarding. This initial phase allowed us to understand the company's approach to hiring and integrating new employees into the organization. Following the pre-employment stage, we transitioned into the post-employment stage, where we concentrated on observing the workers within their respective work environments. We visited various units, including Unit 23, which is responsible for handyman and machine operator tasks. During this phase, we observed the employees' interactions within their departments, focusing on how they adapted to their roles, collaborated with colleagues, and contributed to the overall functioning of the organization. The employees' recruitment phases are as follows:

**a- Recruitment of the Expatriates**

Expatriates are recruited through special agencies, which follow and apply the criteria and job descriptions required by the company. The recruiting manager evaluates potential candidates and conducts online interviews before finalizing contracts with the linking agencies. Upon arrival, a specialized unit within the Human Resources department assumes responsibility for facilitating the expatriates' integration and handling their paperwork, including work permits and accommodation arrangements. This unit and the department responsible for expatriate integration ensure a smooth transition for the newcomers by

providing assistance with legal procedures, such as visas, work permits, and banking arrangements. Additionally, this team welcomes the expatriates and supports them in adapting to their new environment. Once the integration process is complete, each unit, with its respective manager acting as a liaison between employees and the general administration, assumes responsibility for managing both foreign and local employees.

**b- Recruitment of local employees**

We were fortunate to participate in the recruitment process for the machine operator positions, working alongside the individual responsible for recruitment. Throughout this process, we examined the selection and communication methods employed when hiring local employees. The recruitment process commenced with a placement test, which served as a psychological assessment to evaluate the candidates' patience, logical thinking, comparison skills, and vision. After the placement test, candidates progressed to the interview's critical stage.

During the interview, we noticed that the human resources manager assessed the candidates' social and emotional intelligence, body language, logical thinking, and motivation. The manager responsible for overseeing the recruitment process guided and managed the conversation skilfully, ensuring that all crucial information, job descriptions, and work conditions were presented in a clear and understandable manner. The manager also clarified the salary and HSE rules and rights, fostering an environment of effective communication, clarity, and respect.

The manager analysed and evaluated the candidates using strategic questions to ensure the selection of the most suitable candidate. These questions aimed to uncover the candidates' backgrounds, social status, nature, behaviours, and ability to articulate ideas, utilize vocabulary and demonstrate reasoning. By employing this approach, the interviewer could

accurately predict the future performance of the candidate as an employee, focusing on discipline and behavioural aspects.

### **c- The commercial department**

Within the Commercial Department, for a total of five working days, we observed external communication with clients from different backgrounds. The clients can be individuals for sales or companies. They manage contracts for importation and exportation. Also, during this period, we visited storage houses to check on imported and exported goods to ensure organization and coordination with the staff. The commercial department Plays a Crucial Role in the Company's Global Success. The observation of the Commercial Department revealed its pivotal role in the company's operations and global success. As the front office of the organization, the Commercial Department is responsible for prospecting and coordinating actions to effectively sell TAYAL's products, contributing to the establishment of a trusted international client base.

#### **2.4.2. Interview**

Interviews are widely recognized as the most common format for data collection in qualitative research methodologies. As (Oakley, 1998) suggests, the qualitative interview goes beyond simply recording practices and standards; it serves as a framework where these elements can be actively achieved, challenged, and reinforced through the interactive nature of the interview process.

In this study, we opted for semi-structured interviews to understand the employees' state and the company's actions, inactions, and strategies. The semi-structured approach provides flexibility, allowing participants to freely express their ideas and perspectives without being constrained by a rigid interview structure. Hirsjärvi and Hurme (2000) emphasize the importance of maintaining a conversational, natural, and relaxed atmosphere during semi-structured interviews. This is crucial for encouraging open and genuine responses from the

participants. Accordingly, the interviews conducted for this study ranged from 30 minutes to an hour and a half in duration, accommodating the participants' need to fully articulate their thoughts and experiences.

We recorded some parts of the interviews with the participants' consent and transcribed them after they were completed. This approach allows for a comprehensive examination of the data, which helped us identify patterns, themes, and nuances that may have been overlooked at the time.

By employing semi-structured interviews as the primary data collection method, the researchers were able to strike a balance between structure and flexibility. The participants provided rich and insightful information. Our questions varied from one to another, with different aims and depending on the interviewees' function and position.

**a- Interview for the Mediator from Bangladesh in Tayal Company**

Q01: What is your job in Tayal Company? Please tell us more about your professional background.

The aim is to determine the functions and tasks of the mediator role in Tayal Company and relate said function to the use of ICC practices.

Q2: How many years have you been working in this company?

The aim is to evaluate the years of experience of the participant in TAYAL Company and understand the role of having experienced personnel in multinational companies.

Q3: Could you tell us more about your experience in Algeria?

The aim is to observe the participant's perception of Algeria as a country for business and evaluate their experience working in a foreign country.

Q4: We have heard you play a crucial role in Tayal Company. Would you please provide us with more details?

The aim is to shed light on the different tasks and missions assigned to this specific profession and explore the ways in which it can contribute to the advancement of business in multinational companies.

Q5: How did you become a coordinator between the Bangladeshi and the Algerian employees?

The aim is to evaluate the importance of establishing a solid relationship between Bangladeshi and Algerian employees and provide a deeper understanding of the different steps to becoming a successful coordinator.

### **b- Interview for Project Manager**

Q1: What is your job in Tayal Company? Please tell us more about your professional background.

The aim is to understand the function of the project manager within the perimeters of multinational companies.

Q2: How many years have you been working in this company?

The aim is to evaluate the years of experience of the project manager and relate it to the familiarity with ICC practices.

Q3: What are the parameters you consider when recruiting employees in the company?

The aim is to shed light on the multinational company's recruitment policy and the role of the participants in ensuring the recruitment of effective personnel.

Q4: Have you ever had difficulties in interviewing expatriates?

The aim is to observe the most recurring difficulties and challenges in interviewing expatriates and seek solutions and strategies for better expatriate management.

Q5: Is there any specific program you rely on?

The aim is to observe the most frequently used programs by the project manager in their everyday work.

Q6: To what extent do you think your company uses English for specific purposes?

The aim is to shed light on the company's stance on using English for specific purposes in the workplace, particularly in teaching it and using it in business-specific contexts.

Q7: To what extent is intercultural communicative competence needed?

The aim: to understand the perspective of TAYAL employees and manager of ICC and its importance in maintaining a solid contact with expatriates.

Q8: Is there any training offered to your employees? If yes or no, please explain to us why.

The aim is to determine the prevalence of training programs in TAYAL Company and categorize said training based on the different functions and professions within the organization.

Q9: In case there is a need to integrate Business English or ICC into the offered training, according to you, how does your company create training programs?

The aim is to determine the relevance of business English and ICC to the training programs offered by the company

Q10: What are the effective strategies to teach ICC and ESP in the training centers?

The aim is to explore the ways and strategies of teaching ICC and ESP in a multinational company, particularly in the training centers where employees meet and benefit from one another. The question also aims to measure the extent of TAYAL employees' awareness of ESP and its importance in providing field-specific English language instruction.

Q11: Could you please explain to me how your company defines the linguistic needs of its employees?

The aim is to shed light on the company's methods to determine the linguistic lacks and deficiencies of its employees and tackle them in the form of comprehensive training.

Q12: What is the effect of ICC and ESP training according to you in relation to the company objectives?

The aim is to evaluate the benefits and advantages of teaching ESP and providing training on ICC usage in a multinational company.

**c- Interview with the Warehouse Manager**

Q01: Please tell me about your experience.

The aim is to identify the manager's experience dealing with local and expatriate employees and observe the extent of ICC and ESP usage during the cited experience.

Q02: What are your functions as a Warehouse manager?

The aim is to determine the different functions of the manager within the multinational company and observe their relevance to ICC practices.

Q03: How is the communication in the workplace?

The aim is to observe the participants' feedback on the quality of communication that takes place daily with employees and clients and identify possible challenges during said communication.

Q04: Did you receive any training in relation to English?

The aim is to evaluate the prevalence of English language training in the Algerian professional field.

Q05: Did your training include technical terms or cultural concepts?

The aim is to scrutinize the type of training programs employees are enrolled in and identify the vocabulary jargon and cultural and technical concepts that are specifically related to ICC.

Q06: How did that training help you, and which training are you looking for?

The aim is to understand the informant's perception of the training programs offered by the multinational company and the benefits of said training on the productivity of employees and the company as a whole.

Q07: Have you experienced any issues regarding language barriers or cultural misunderstandings in your field?

The aim is to determine the extent of misunderstandings and barriers due to cultural and language differences.

Q8: Do you have any suggestions on which point to include in the English training programs?

The aim is to shed light on the participants' insights on how to improve the quality of English language training in Algerian companies and provide ideas and suggestions that can be helpful.

### **2.4.3. Questionnaire**

A questionnaire is a research tool used to collect information from a group of people (Creswell & Creswell, 2018). It typically consists of a series of questions that participants can answer. Questionnaires are useful because they allow researchers to gather data from a large number of people in a relatively short amount of time (Fraenkel et al., 2019). In this study, a questionnaire was used to explore the significance of English language proficiency and intercultural communication competence in multinational companies (Questionnaire, 2024).

The questionnaire was designed to gather insights from university students and employees of multinational organizations, providing valuable information about the importance of these essential skills in the global business environment (Questionnaire, 2024). By collecting data through the questionnaire, the researchers were able to better understand the perspectives and experiences of the participants, which will contribute to the overall understanding of the research topic (Creswell & Creswell, 2018).

A questionnaire was designed to gather valuable insights from university students in Algeria and France and employees at multinational companies (MNCs) to explore the role of English language proficiency and intercultural communication competence in the context of MNCs.

The primary purpose of this survey is to understand the importance of English language skills, intercultural awareness, and training programs in navigating the complexities of communication within multinational organizations. The questionnaire aims to provide a deeper understanding of how these essential competencies contribute to the success of MNCs operating in the global marketplace.

The questionnaire is divided into different sections:

**I. Demographic Information:** This section captures the age, gender, educational qualifications, and background of the respondents, whether they are university students or employees of multinational companies.

**II. Language:** This section examines the respondents' primary language and proficiency level in the English language.

**III. Employability and Interests:** This section explores the respondents' awareness of the functions and requirements of working in multinational companies, as well as their intentions to pursue careers in such organizations.

**IV. Communication and ESP in Multinational Companies:** This section delves into the respondents' experiences and perspectives on effective communication strategies, the importance of intercultural communication competence and English for Specific Purposes (ESP) in the context of multinational companies, and their exposure to related training programs.

**V. Language Skills in Multinational Companies:** This section assesses the respondents' confidence levels in using English for reading, listening, speaking, and writing, which are crucial for successful communication in a multinational setting.

The insights gathered from this questionnaire will significantly contribute to the research on the importance of English language proficiency and intercultural communication competence in the context of multinational companies. The aims of our questions are as follows:

- The aim of the first question is to determine the participants' functions and roles as members of the case study (students, employees, managers..., etc.).
- The second question aims to observe participants' viewpoints of business in Algeria and identify their long-term career plans in multinational companies.
- The aim of the third question is to measure participants' comfort in communicating with fellow colleagues in the workplace, especially with expatriates who have a different cultural and linguistic background.
- The aim of the fourth question is to evaluate the quality of communication within the multinational company and observe whether it results in irreversible misunderstandings due to cultural differences.
- The fifth question aims to illuminate participants' problem-solving skills in real-life situations and measure the impact of such culture-related problems on employees' mindsets.
- The sixth question aims to measure the extent to which ICC and ESP teaching is important to the viability of business in multinational companies.
- The seventh question aims to gather insights into participants' specific reasons for teaching ICC and ESP in multinational companies.
- The eighth question aims to identify the best strategies for effectively teaching ICC and ESP to employees.
- The ninth question aims to measure the prevalence of intercultural competence training in TAYAL Company and see whether it is prioritized.
- The tenth question aims to shed light on participants' knowledge of and experience with ICC and ESP in the multinational company.

- The eleventh question aims to elaborate on participants' understanding of ESP and ICC and their applicability to business in general and the multinational company TAYAL specifically.
- The twelfth question aims to observe participants' stances on the importance of intercultural communicative competence in multinational companies and the perceived benefits it generates for the employees and the company.
- The thirteenth question aims to evaluate participants' comfort level in using English for reading.
- The fourteenth question aims to evaluate participants' comfort level in using English for listening.
- The fifteenth question aims to evaluate participants' comfort level in using English for speaking.
- The sixteenth question aims to evaluate participants' comfort level in using English for writing.

#### **2.4.4. Sample profiles**

In post-observation, in the confection unit, we conducted quick interviews with Bangladeshi-speaking employees to gain a broader understanding of their experiences and perspectives. Below is the information we organized into sample profiles for three machine operators:

##### **2.4.4.1. Description of participants during the observation phase**

###### **Machine Operator A:**

Age: 28 years old

- Total work experience: (4) years in Saudi Arabia, (3) years in Bangladesh, and (1) year in Algeria

Notable comment: Shared insights on the differences in food spices between various countries

**Machine Operator B:**

Age: 34 years old,

Total work experience: 10 years in Bangladesh, 5 years in Mauritius, 2 years in Dubai, and 1 year in Algeria

This individual's diverse work experience highlights their adaptability and ability to work in different cultural contexts

**Machine Operator C:**

Age: 29 years old

Total work experience: 8 years in Bangladesh and 2 years in Algeria

This machine operator has gained valuable experience in their home country and Algeria, showcasing their potential to grow within the company

**2.4.4.2. Description of participants during the interview phase**

These sample profiles provide a snapshot of the diverse backgrounds and experiences of the Bangladeshi-speaking employees in the confection unit, offering insights into their adaptability and potential contributions to the company.

**Person A**

A Bangladeshi machine operator and mediator

Age: 33 years old

Role: Mediator for Bengali-speaking employees

**Work Experience**

Five years in Algeria as a machine operator

Four years in the garments sector in Bangladesh

Background: Mr. Alamin Ahmed's language competence was noticed by his teacher, who requested his assistance in communicating with new Bengali employees. This led to his role as an interpreter and mediator.

**Responsibilities**

- Assists the HR department with explaining and signing work papers
- Facilitates communication with foreign employees regarding healthcare and CMT
- Helps with the affiliation process and insurance integration once foreign employees receive their work permits

**Person B**

Manager

20 years of experience in Algeria with different international seminars

**Person C**

Warehouse manager with 20 years of experience in Algeria

**2.5. Conclusion**

The chapter concluded by summarizing the key elements of the research methodology employed in this study. It provided an overview of the research design, which utilized a mixed-methods approach combining qualitative and quantitative data collection tools. The qualitative component includes in-depth observations of the workplace environment and semi-structured interviews with key personnel at the TAYAL company. This allowed the researchers to gain rich, contextual data on the integration processes, communication strategies, and workplace dynamics within the multinational setting. To broaden the scope, a comprehensive questionnaire was distributed to university students and MNC employees in Algeria, capturing numerical data and identifying patterns related to language proficiency, employability, and exposure to training programs on English for Specific Purposes (ESP) and Intercultural Communication Competence (ICC). By employing this mixed-methods

approach, the researchers could gather a more holistic understanding of the importance of English language skills and ICC in the success of multinational companies. The following chapter will analyze the data collected through these various methods to further explore the research objectives.

# **CHAPTER THREE**

## Findings and recommendations

### **3. Introduction**

This chapter analyses our data to suggest effective intercultural business communication in multinational companies. It also discusses the key findings obtained during our investigation through observation, questionnaire, and interviews with our participants to shed light on the nuances, challenges, and best practices that shape effective and culturally appropriate interactions in English within the global business landscape.

#### **3.1. Data analysis**

This section analyses the data we gathered during the practical phase of the study. First, it begins by analysing the employees' observations and the observation of communicational strategies within different departments in the company. Then, it interprets the interview, where we explored the importance of using English with intercultural competencies in business communication and the attitude toward language use in the workplace. Finally, it discusses the results of the questionnaire.

##### **3.1.2 The Observation Analysis**

Our research study involved extensive observation of the company's employees over 320 hours, spread across five workdays during a two-month timeframe. We closely observed the behaviours and interactions of a diverse range of personnel, including handymen, labourers, and managers from various departments, such as human resources, commercial, and internal communication department.

###### **3.1.2.1 The Employees Observation**

Our investigation revealed that the training needs of the employees at TAYAL in Sidi Khattab vary significantly based on their functions and role in the company along with their educational and linguistic backgrounds. On the one hand, the contractual workers and handymen hired for manual labour generally have a limited formal education, with many barely proficient in reading and writing. In contrast, the company's managerial and

coordinating staff, have a stronger educational foundation and better command of the English language. Additionally, the company has a variety of nationalities. For instance, the majority of the confection unit workers, the handymen, and the labourers are Bangladeshi because Bangladesh has a strong workforce in relation to the textile industry. And the rest of the nationalities are selected based on their experience and special profiles.

Furthermore, there is an important number of Turkish managers and instructors in the company since it is a part of Taygroup originating from Turkey. It also includes other employees, such as an Egyptian, a Tunisian, and a small group from India. These individuals were selected based on their experiences and different competency levels, including the majority of Algerian employees. The expatriates, international employees, possess the same insurance rights as Algerian citizens and are entitled to accumulate retirement savings.

During the induction process, expatriates are introduced to the company's policies and unique rights and responsibilities. As they become immersed in the work environment and engage in communication, they often develop a unique language characterized by code-switching, which facilitates their interactions. The observation in the confection unit revealed that the Bangladeshi employees were grouped together based on their shared cultural background, while the Algerian employees formed a separate group. Interestingly, the supervisor supervising their work is Turkish, and the employees call him "Usta," a Turkish word that means "a teacher. This dichotomy in the employees' educational and linguistic capabilities creates distinct training requirements. Therefore, workers with limited literacy and language skills should benefit from more fundamental training, including general language, communication, technical terms, and skills-based instruction. At the same time, managers, engineers, and coordinators with stronger academic backgrounds may require training that

touches deeper cross-cultural communication, business etiquette, and industry-specific skills such as writing skills and negotiation.

Addressing these disparate needs with a one-size-fits-all approach may be ineffective. Instead, the training centre should develop customized programs that cater to the unique requirements of each employee job description and job's needs, ensuring that all employees have the knowledge and skills necessary to succeed in the company's multicultural work environment.

### **3.1.2.2 Communication between employees**

Due to the language barriers between the Bangladeshi, Algerian, and Turkish workers, they had collectively developed a new form of communication to overcome these linguistic challenges. This new language incorporated common words and phrases from their respective native languages. Employees were found to utilize a shared language that incorporated words and phrases from various cultural backgrounds, including Arabic non-standard English, common French, and Bengali. This innovative approach, combined with the use of body language, allowed the team to establish a form of communication in the workplace and navigate cultural differences effectively.

For instance, the employees used the Bangladeshi word "sanker," which means "sign," as well as the Turkish word "usta" to address their supervisor. Additionally, they utilized universal greetings such as "hey" and "hello," along with the Algerian word "ghaya" and French "bien". This creative linguistic integration demonstrated the employees' challenges in communication, and even with their adaptability, they are facing communication breakdowns. This demonstrates their need for language training that will help them navigate the cultural and linguistic diversity in the workplace. This phenomenon of creating a new language to communicate and pass a message between a group of people that do not speak the same language is known as the pidgin language. The latter is a simplified form of communication

that develops between speakers of different native languages who need to interact for trade, work, or other purposes. Pidgins typically have a reduced grammar, vocabulary, and phonological system, such as a distinct pronunciation, compared to the native languages they are derived from. According to Mesthrie, Swann, Deumert, and Leap (2009), a pidgin language is "a reduced language that results from extended contact between groups of people with different native languages."

### 3.2. Analysis of the company's communicative strategies

In our observations, we have identified several efforts made by the company to enhance and strengthen its organizational culture, focusing on fostering inclusivity and effective communication with foreign employees. The importance of encouraging the communicative and cultural aspects of business interactions is well-recognized in the international standards for quality management systems. Specifically, the **ISO 9001** emphasizes the need for organizations to address these critical factors.

#### 3.2.1 ISO 9001:2015

According to **the ISO 9001:2015** standard, organizations should "*determine the internal and external issues that are relevant to its purpose and its strategic direction and that affect its ability to achieve the intended results of its quality management system*" (ISO 9001:2015, clause 4.1). This includes considering the "needs and expectations of interested parties" (ISO 9001:2015, clause 4.2), which can encompass the communicative and cultural aspects of business interactions. The standard requires organizations to "*establish, implement, maintain and continually improve a quality management system, including the processes needed and their interactions*" (ISO 9001:2015, clause 4.4). This necessitates that organizations address the cultural and communicative dimensions of their business processes and interactions. By adhering to the guidelines set forth in the ISO 9001:2015 standard, organizations can ensure

that they are actively addressing the communicative and cultural factors that are critical to the success of their business operations in the global marketplace. Several posters in the Human Resources Department mention this and other internal rules.

### **3.2.2 The Welcoming session**

When new employees or trainees get into the company, the company offers an induction session that is adjusted to the target group. The induction session includes important information about the company, rules, and facilities, with an option to answer any questions or confusion. A specific trainer will animate this session with a presentation in English or French and a translation into Bangladeshi or Arabic, with the option of providing a mediator. This approach ensures that all new employees, regardless of their linguistic background, receive the necessary information and guidance during their first steps in the company.

To meet international guidelines and ensure clear communication, Tayal provides translated versions of essential documents in various languages, such as Urdu, Farsi, and Bengali. These documents include posters, internal regulations, HSE guidelines, HR policies, contracts, and banking information. For example, in the cafeteria, different posters in different languages indicate the internal regulation of the system in the company's cafeteria. By providing this multilingual support, the company enables foreign employees to better understand and comply with company policies and procedures, fostering a more inclusive and collaborative work environment.

### **3.2.3 Promoting Social Integration and Cultural Sensitivity**

As an example of the company's commitment to social integration and cultural sensitivity, they organize events such as the Bangladesh National Mourning Day. This event was held on August 15, 2022, to commemorate the 47th anniversary of the brutal assassination of the country's first president, Sheikh Mujibur Rahman, and his family members. The company organized this event and invited Bangladesh's Ambassador in Algeria and the General

Manager of TAYAL SPA to highlight the company's dedication to fostering cultural understanding and appreciation. The event allowed employees of Bangladeshi nationality and others to gather, share their cultural traditions, and build connections. They shared a traditional Bangladeshi dinner, and with that food, employees got the chance to gather and share some valuable moments.

### **3.2.4 Analysis from the Internal Communication Department**

The internal communication department facilitates communication between the organization and the employees. This department shares information related to the scheduling of activities and vital updates via email and posters, and it is responsible for maintaining the continuity of the company by managing personnel schedules, including those working on weekends, such as drivers, cleaners, and restaurant staff. Plus, it ensures the safety and security of the workplace through the implementation and management of HSE (Health, Safety, and Environment) guidelines, particularly in the event of work incidents. English is the language used for the majority of the time, but alongside cultural events, for instance, they add translated parts.

The department's IT (Information and Technology) component manages technology-related information and updates. The internal communication department plays an important role in announcing new recruitments for positions such as administrators, managers, engineers, and production managers and disseminating various announcements and assimilation campaigns. The department also shares valuable information, tips, and advice to enhance the overall employee experience. Most of its communication is in English, but when an important message is targeted to the Bangladeshi, for example, they work on translating the message alongside the English version.

**3.2.5 Employer Representatives Committee**

Regarding the "Employer Representatives Committee," each unit selects a representative through an election among the workers. The elected representative communicates the needs and concerns of the workers to the internal communication responsible, who then works on addressing the issues by relaying the message to the appropriate department and facilitating the problem-solving process. The communication team arranges regular meetings, typically held monthly, to foster a shared understanding between the parties. Then, the progress of the resolution process is monitored by the communication team to ensure the efficient management of the issues, resulting in a mutually beneficial outcome.

**3.2.6 Analysis of the Commercial Department**

The commercial department plays a role in the public image of the company. The observation of this Department at TAYAL revealed several key findings that highlight its communication strategies and crucial role in the company's global success. The primary focus of the Commercial Department is to develop and implement well-studied commercial strategies to secure the best deals with global brands and different clients' profiles. To achieve this, the team conducts thorough market research and analysis that enables them to create a detailed business plan tailored to the specific needs of their clients. In order to demonstrate TAYAL's reliability and productivity in the global market. We found that the Commercial Department represents TAYAL at national and international fairs, showcasing the company's products and attracting potential clients. By providing valuable guidance and orientation to these prospective clients, the team targets these opportunities, securing profitable deals and further strengthening TAYAL's reputation worldwide. In such fairs, members of the commercial department have to talk with different profiles, so these employees need to be multilingual depending on the place and the profiles in it. The commercial department

assistants have to master presentation, negotiation, and business English skills, and they need to convey the company's charisma.

The observation revealed the importance of adaptability in communication for the Commercial Department's employees. They need to adapt their language and style according to the client. For example, if they have a client from the Arab world, they try to adapt to their accent to establish effective communication. International clients typically use English. English is used for oral communication to attract clients, written communication to convey information, and final contracts to sign deals and transactions.

In conclusion, the findings from the observation indicated that the Commercial Department at TAYAL is a vital component of the company's global success. Through its dedication to prospecting, coordinating, and implementing strategic commercial steps, the department has driven the company's growth and solidified its position in the international market. The employees of this department need to master Business English skills and adapt to different clients to seal the company's deals. Some of their important roles can be simplified as follows:

✓ **Communication with Client**

The commercial department communicates directly with clients in a common language, primarily with the purchasing department. This communication is central to the successful flow of the business, as the commercial team also communicates with the company's back office and development department. Most of the oral communication, agreements, and decisions were in English. They need to be followed up with an official email or written format to ensure traceability, especially when the actions may have future consequences.

✓ **Attracting Clients**

When a client approaches the company, the client's purchasing team can reach out to TAYAL through various channels, such as the company website, LinkedIn, and social media. The commercial team then takes charge by conducting primary research and investigation to

confirm the identity of the customer, requesting their commercial register and VAT number to verify their identity. After that, the team identifies the customer's needs, from generic to specific. So, such department employees must master negotiation and effective communication skills.

✓ **Traceability**

Traceability refers to tracking and tracing information communicated in product development and anything related to the product lifecycle and exchanges. This is an important aspect of the commercial team's work. The employees of this department need to keep written records of these actions, so writing and understanding written documents is important for them.

### **3.2.7 Tayal sealing deals**

TAYAL has successfully passed a recent Levi's audit with an excellent rating of 96 (green). This achievement was made possible through the hard work and cooperation of all departments involved. The company complied with Levi's sustainability guidelines, which include ethical practices in sourcing products and ensuring the well-being of workers.

#### **3.2.7.1 Internal Audit**

The company has an internal audit team that inspects the development of work, and this process is called auto audit. The auto audit is about establishing the program plan to check if it conforms to the checklist of the clients and international guidelines so that they can classify it accordingly and rapport it whether it is:

- a strong point requirement that is applied successfully,
- a progress point that needs improvement,
- a significant or noncompliant deviation that requires immediate action.

When the company receives an external audit, the internal auditor guides and observes it to learn. Communication is mostly in English, and the guidelines are in English.

Audit guidelines include:

- Document classification and translation.
- Visual examination of situations.
- Interviews with workers to inspect their working conditions.

The most salient requirements from the Levi guidebook are:

- Gender Equality
- Wages and Benefits
- General Labour Practices and Freedom of Association
- Discrimination
- Foreign Migrant Workers.

External audits ensure that foreign workers are well-treated and integrated within the company. Since language barriers exist, organizing language training is beneficial for them.

### **3.3 Analysis of the Findings of the interviews**

The semi-structured, insightful interview data provides a multifaceted perspective on Algeria's multinational company's communication dynamics and training needs. They are as follows:

#### **3.3.1 Bangladeshi Mediator's Role and Experiences**

The mediator's background as a machine operator with intermediate English skills allowed him to transition into a vital coordinating role. During our interview with him, we noticed that he uses very basic English. Our conversation included a lot of sign language gestures and code-switching including his ability to communicate in English and code-switch between English, Arabic, and Bangladeshi enabled him to bridge the language gaps between Bangladeshi workers and the Algerian company. He stated, *'When I arrived in TAYAL, I had a short training as a welcoming session, and my teacher noticed my language competencies. I could understand and respond in English, and my speaking skills caught my instructor's attention because, generally, the machine operators and the handyman who came from*

*Bangladesh to work for define-term contracts don't have basic English language skills. It is difficult to communicate with them, so they asked me to help with the new Bangladeshi employees. I also started helping as an interpreter and a mediator. I help the HR department with explaining and signing the work papers.'* The mediator's experiences highlight the importance of identifying and leveraging bilingual or multilingual employees to facilitate cross-cultural communication. The interview reveals the challenges the Bangladeshi workers face because of their lack of English basics for communication and their often limited English proficiency, underscoring the need for targeted language training. This reveals the communication breakdown that this expatriate employee faces, ranging from basic communication to cultural differences. The language barriers encountered during training sessions and in the workplace highlight these employees' need for more comprehensive language preparation and support.

### **3.3.2 Project Manager's Perspective on Training Strategies**

The project manager has 20 years of experience. He speaks understandable English with a strong accent but conveys his point well with good body language. To benefit from his rich experience, we conducted a semi-structured interview to answer the main questions.

### **3.3.3 State of communication in the company**

The project manager's responses indicated that communication among managers, expatriates, and local employees in this multinational company is an area that requires significant attention and improvement. He clarified, "We could have a lot of employees with different cultures, so it is very important to have intercultural communicative competencies," this suggests that cultural differences can pose challenges to effective communication. The language needs differ according to the functions of the employees.

### 3.3.4 The importance of integrating ESP and ICC

We asked the manager about his insight on integrating English for specific purposes and intercultural communicative competence training programs into Algerian multinational companies to improve communication among managers, expatriates, and local employees, to which he answered, *'The need for English for specific purposes is high. First, all technical documents for the plant, such as maintenance, processing, and production needs, are in English; English is the common language for work, all meetings with different group levels are held in English, the reporting system is conducted through software, files, and tools requiring a certain level of English, The technical benchmark with other branches of the group is very important for the performance improvement, all of this requires the use English language.... Communication is one of the pillars of management; in a multinational company, we can have a lot of employees with different cultures, so it is very important to have intercultural communicative competencies; this is important in order to reduce conflict levels and improve team building, it also helps in motivating employees and in terms of their well-being and establish trust in the working climate.'* In his statement, the crucial need for ESP and ICC training programs is already established.

### 3.3.5 Training Strategies

He explained the company's systematic approach to training, which aligns with the company's goals and individual skill gaps. He stated, *'Establishing a training program starts from the group strategy and observation which cascades to lower levels of (plants or factories). From the observation, we define the priorities and goals of each sector or department. Finally, we reach the individual level, in which we define the mission and main tasks for each job in relation to the factory goals. We make a yearly individual assessment to spot the gaps between actual competencies and needed competencies for the job; according to these gaps, the training department creates different training actions to eliminate the gaps.'*

*His statement* demonstrates the strategic commitment to employee development. The project manager's insights on the positive impacts of these training initiatives, such as improved productivity, team building, and organizational culture, provide a strong rationale for further investment in such programs.

For ICC training, they employ "adapted communication trading, workshop, team-building meetings, twining programs where different cross visits between employees from different branches, regions and countries are programmed." This allows employees "to know and be familiar with other cultures" and "reinforces intercultural communication and the capacities to accept others."

For ESP training, the company first conducts "an English test level" to assess the employees' proficiency. They then utilize "digital platforms" to teach English online, with "courses programmed for defined function employees." The manager also mentions that "for some managers, teaching by individual coaching is used."

### **3.3.6 Defining Linguistic Needs and Training Impacts**

The project manager explained that the company's process for defining linguistic needs starts with "every job has got a job description in which we define all required details of the job" and "the job description also contains the required competencies." Then, through "annual individual evaluation," the company identifies "different gaps, needs, opportunities" that inform the training program development. According to him, the training programs significantly positively impact the company's productivity and organizational culture. They "clarify and reinforce company values" and "help to unify the understanding of the vision and objectives of the company." The training programs also "increase competencies in hard and soft skills," "facilitate the obtention of objectives," "create a good team building culture," and "reinforce the spirit of belonging" among employees.

Overall, the project manager's responses highlighted the company's recognition of the importance of ICC and ESP and its structured approach to assessing training needs and implementing strategies to address communication challenges within the multinational context. These insights provide a valuable foundation for understanding the communication dynamics and potential areas for improvement within the organization.

### 3.3.7 Warehouse Manager's Training Needs

The warehouse manager's background in technical fields and his exposure to cross-cultural interactions emphasized the relevance of ESP training, particularly in technical terminology and industry-specific vocabulary. His positive experience with the general English language training, which improved his communication and grammar skills, suggests the value of a well-rounded approach that addresses both general and specialized language competencies. The manager's desire for more targeted training in technical terms and cultural concepts aligns with the broader need for tailored, context-specific language and intercultural programs within the company. He declared that the company had already offered them 100 hours of training to enhance their English level. 'It was mainly about general English to enhance my level of the four skills. I took the course with a group of engineers, and we studied general English at a school called Intuition. The materials were from the Cambridge program. In the beginning, we had a placement test to be divided into groups regarding our language levels. I had an intermediate level. 'This training was beneficial for him because English is a must in his field and job position. 'I think that English training is important because, in my field, I often attend lectures or seminars for exchange programs in different branches of the company; I often meet people from different backgrounds.'

He is well aware of the importance of English language proficiency because he faced some challenges as a novice worker. He recounts his experience when he joined the company as a new employee and had to undergo a 21-day training about mechanical engineering program

conducted entirely in English. He stated, "It was difficult for me to understand all the information, and I studied my specialty in French at the university, so I wasn't familiar with English terminally. So it was hard for me to keep up." This illustrates the manager's significant language barrier, as the training program was delivered in a language he was not proficient in, despite his technical expertise in the field. The language challenge was more challenging because they had the training during Ramadan when the manager was fasting, making it even more "tiring" to keep up with the course; this raised awareness of the importance of taking cultural and religious matters into consideration. For instance, when employees are fasting, hours are preferred to be less charged.

He also shared his experience of an "inspection exchange in Turkey" where communication was extremely challenging. He explained, "People in the company didn't speak English, French, or Arabic, so we had to talk with gestures and Google translation. It was hard for us to pass the messages."

This highlighted the difficulties faced in cross-cultural interactions when there is a need for a common language. The reliance on gestures and online translation tools proved inadequate in effectively conveying information and coordinating the inspection activities.

Reflecting on his experiences, the manager expresses a clear interest and need for more specialized language training, stating, "I would like to have a training that is rich with terminology and technical terms in practice."

This suggests that the general English language training the manager had received previously needed to be revised to address his role's technical and industry-specific language requirements. He recognizes the importance of having a deeper understanding of the specialized vocabulary and terminology to perform his duties effectively, especially in the context of international seminars and exchanges.

Overall, the warehouse manager's responses highlighted the significant language and cultural challenges he faced, ranging from difficulties in comprehending training content delivered in a foreign language to the challenges of cross-cultural communication and coordination. These insights underscored the need for targeted language training programs, particularly those focused on industry-specific terminology and technical content, to better support the linguistic needs of employees in multinational company settings.

### **3.3.8 Communication Effectiveness among Managers, Expatriates, and Local Employees**

The interviews revealed that differences in cultural backgrounds and language proficiency levels do indeed negatively impact communication and collaboration among the various employee groups.

The Bangladeshi mediator's experiences, as well as the observations of the foreign workers, highlighted the significant communication challenges faced by expatriate employees, especially those with limited English skills.

The language barriers and cultural misunderstandings lead to difficulties in information exchange, task coordination, and overall productivity, as evidenced by the warehouse manager's experiences.

The company's current approach of relying on translation and basic communication methods, such as gestures and online tools, appears inadequate for effectively addressing these communication issues.

### **3.4 Strategies and Training Recommendations**

The project manager's insights on the company's training program development process suggest a structured and strategic approach, which is a positive foundation. However, the interviews indicated that the current training programs, while addressing general English language skills, do not adequately cover the specific needs for English for Specific Purposes (ESP) and Intercultural Communicative Competence (ICC).

The warehouse manager's experiences and training recommendations highlighted the need for more targeted programs that focus on technical terminology, industry-specific vocabulary, and cultural awareness.

Incorporating both ESP and ICC training programs, as suggested in the hypothesis, could significantly enhance the communication effectiveness and productivity of the multinational company's workforce.

### **3.5 Impact of Integrated ESP and ICC Training Programs**

The project manager's perspective on the positive impacts of training programs, such as improved productivity, team building, and organizational culture, strongly supports the proposed hypothesis.

Integrating ESP and ICC training programs, as outlined in the hypothesis, could indeed lead to significant improvements in communication effectiveness, collaboration, and employee satisfaction among managers, expatriates, and local employees.

The warehouse manager also mentioned that the potential challenges and barriers to the successful implementation and adoption of these training initiatives should be carefully considered and addressed to ensure long-term sustainability.

Overall, the interview data provides valuable insights that align with the research questions and hypotheses. The findings revealed that communication challenges stemming from cultural and linguistic differences are indeed a significant issue within the Algerian multinational company and that the implementation of targeted ESP and ICC training programs could be a highly effective strategy to address these challenges and enhance the overall organizational performance.

### **3.6 Questionnaire Analysis**

This section provides an analysis of data collected from the questionnaire administered to students and employees, respectively.

Q1. What is your age?

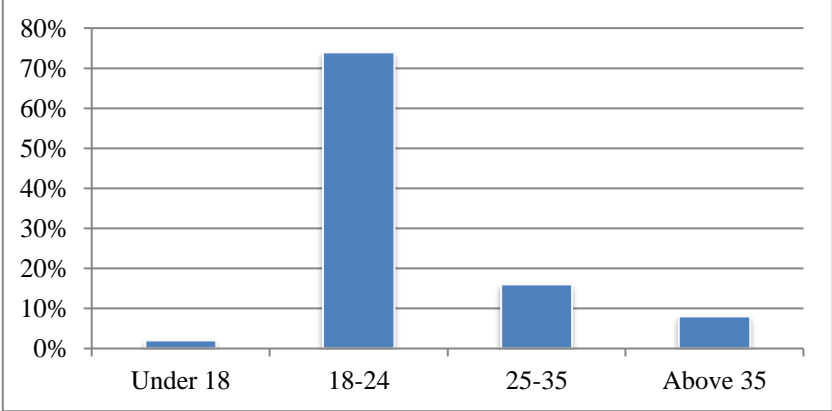


Figure 5: Participants' Age

The graph demonstrates that the majority of participants are between 18 and 24 years old. This helps identify the category of age most representative of the case study and most interested in the professional domain, particularly in the communication framework in multinational companies.

Q2. What is your gender?

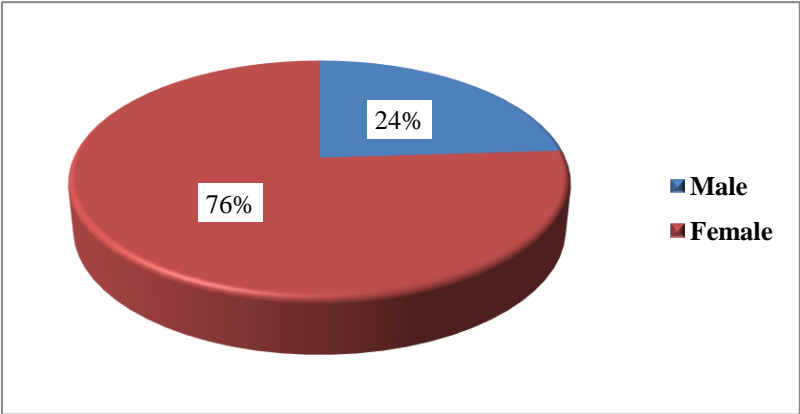


Figure 6: Participants' Gender

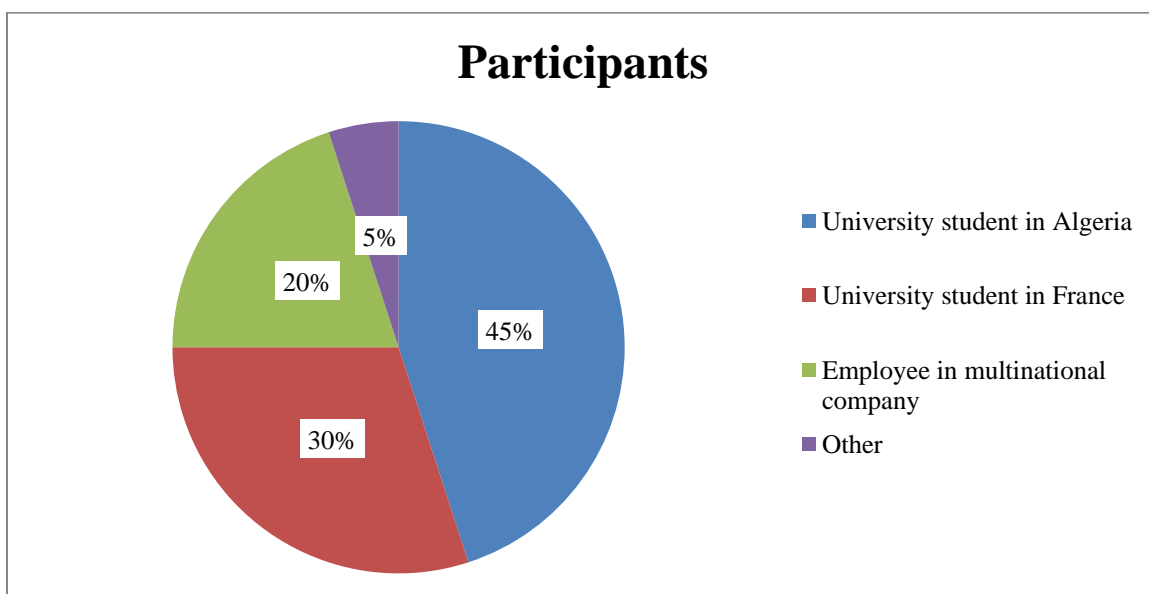
The graph shows that 76% of participants are females and the remaining 24% are males. This in part demonstrates the dominant gender among the participants and shows that females are more interested in taking part of the investigation and providing the researcher with valuable information related to the research topic.

**Q3. What is your highest qualification?**

<b>Respondents' Answers</b>	<b>Number of Participants</b>	<b>Percentage (%)</b>
Bachelor's degree	21	42%
Master's degree	24	48%
PhD	5	10%

**Table 1:** *Participants' educational level*

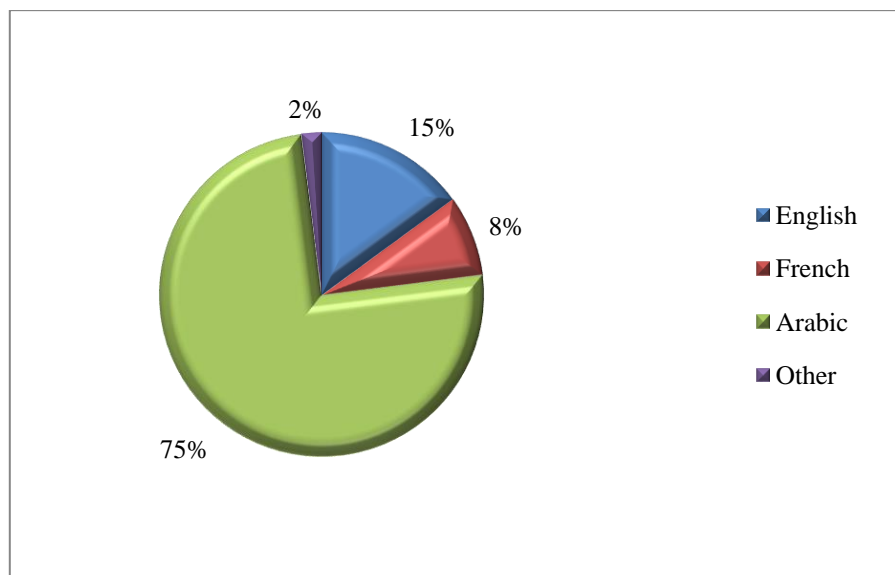
Table one displays the participants' qualifications respectively: (48%) of participants hold Master's degrees, (42%) possess bachelor's degrees, and (10%) of participants are Ph.D students. Their functions are presented in the figure below:



**Figure 7.** *Participants' discipline*

The figure above demonstrates that (45%) of Algerian students are English students and (30%) are French students, whereas (20%) of them are considered employees of multinational companies in Algeria and France. Interestingly, a small portion of the participants claimed to be teachers but not of the English language, which made them classified in the “other” section of the answers (5%).

**Q4.** What is your primary language?



**Figure 8.** *Participants' preferred language for communication*

Figure 8 shows that (15%) use English, (8%) use French, and (75%) of participants prioritize the use of Arabic in daily communication and even at work, which signifies the prevalence of the language in the academic and occupational settings in Algeria and only (2%) use other languages such as Bangladesh. It demonstrates that English is the second most utilized language among the participants, particularly employees, which means that although French is the second language in Algeria, it continues to gain recognition in multinational companies. Additionally, one participant claims to use German as the primary language for work.

Q.5 What is your proficiency level in the English language?

Respondents' Answers	Number of Participants	Percentage (%)
Native/fluent	2	4%
Advanced	21	42%
Intermediate	25	50%
Basic	2	4%
None	0	0%

Table 2: Observing participants' English language proficiency

As shown in the table of participants' level of English language proficiency, the majority of participants (50%) are intermediate learners of English, whereas (42%) claim to be advanced in the language, (4%) are fluent, and (4%) of the remaining participants are basic. This table shows that most participants are equipped with solid English language proficiency that is sufficient to undertake oral and written tasks in multinationals and establish fluent communication with foreigners.

Q6. As a university student, do you know the functions and requirements of working in multinational companies?

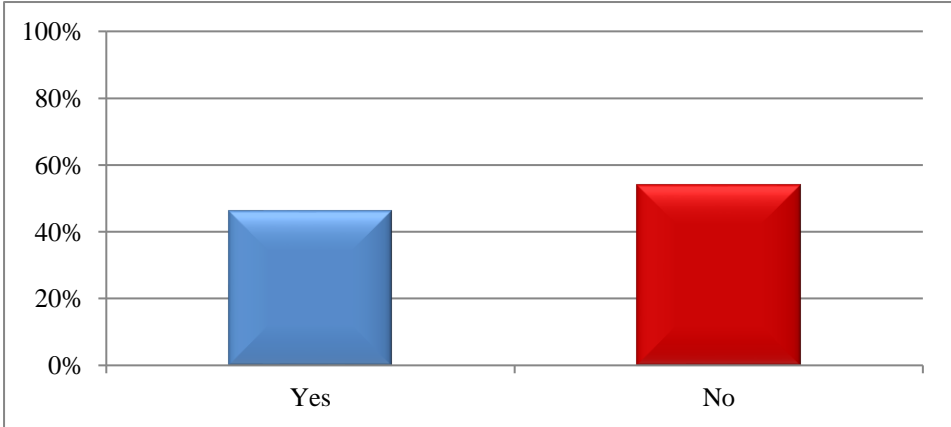
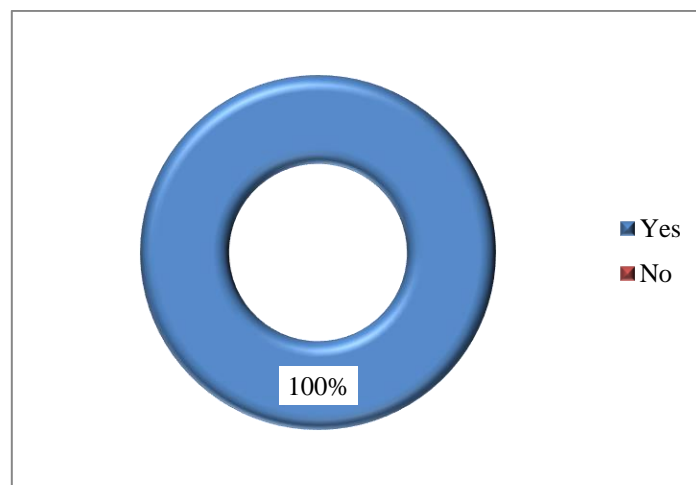


Figure 9: Measuring students' knowledge of multinational companies

As shown in Figure 9 of Measuring students' knowledge of multinational companies, (55%) of the participants reported unfamiliarity with the norms, functions, and requirements of the professional domain, whereas (45%) claim to have obtained instruction and knowledge on the matter through university teaching of modules related to occupational use of English, such as Human Resource Management and English for specific purposes for instance.

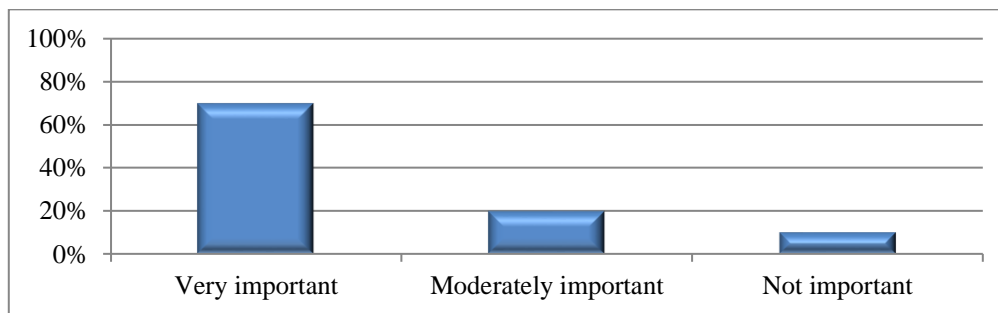
**Q7.** Do you believe the multinational companies have an impact on developing countries?



**Figure10:** *Analysing the impact of multinational companies on developing countries*

When asked about the importance of multinational companies for developing countries, all participants agreed that multinational companies are an indispensable factor behind the prosperity of business, particularly for companies that utilize English on a regular basis since it is widely considered the lingua franca of all. Participants claimed that due to the international status of multinational companies, the business rate is directly linked to the dealings that occur with foreign companies and entrepreneurs, which can understandably impact the country's development on a national and international scale.

**Q8.** To what extent do you consider English language proficiency important in multinational companies?



**Figure 10:** *Participants' perceptions of the importance of English language proficiency in multinational companies*

According to the majority of participants, the use of English in multinational companies is indispensable for the success and prosperity of the organizations; they state that because almost everyone speaks English worldwide, employees should develop a decent level of English language proficiency to effectively communicate and conduct business with foreign customers, companies, and entrepreneurs.

**Q9.** *Apart from technical knowledge, how could you, as a novice or permanent employee in such an environment, contribute to helping people understand the language used?*

This question was asked to determine the potential ways for novice or permanent employees to introduce language into the perimeters of multinationals and contribute to increasing awareness of language use and application in professional settings. To this point, participants claimed that as a new or long-term employee in a technical environment, one can offer more than just technical expertise; the novice employee can focus on helping others understand the jargon and language commonly used in the field. One way to do this is by simplifying technical terms and concepts into more accessible language everyone can understand. In this respect, one can encourage others to ask questions and clarify any confusion.

Another way to contribute is by creating training materials or guides that explain technical concepts clearly and concisely. This can help others learn and understand the language used in

the field, ultimately improving communication among workers and colleagues in the company. Also, participants suggested the use of translation services or AI copilots to help employees, particularly those at the beginner level, understand the language with the help of images and visual aids.

**Q10.** *In your opinion, how do multinational companies increase employee communication?*

This question was asked to explore the ways and strategies to increase employee communication and productivity in the company. According to the participants, communication is an important element behind the success of a given company, and its significance in the professional field cannot be overstated. In this vein, participants provide strategies and approaches to improve the quality of communication amongst employees; one such approach is to foster a culture of openness and transparency where employees feel valued and respected, which can be achieved through encouraging feedback and suggestions and providing opportunities for cross-functional collaboration.

Another expressed strategy by employees and students is to boost employee communication by investing in technology and tools that facilitate communication and collaboration. For instance, implementing a unified communication system that integrates email, instant messaging, video conferencing, and project management tools can help employees stay connected and work together more efficiently. Moreover, multinational companies could promote communication by providing scheduled meetings and sessions where employees are grouped, as well as regular training and development opportunities that focus on improving communication skills, which can include workshops on active listening and effective feedback, among others.

**Q11.** *How do you effectively communicate with people from different cultures in multinational companies?*

This question seeks to demonstrate the ways to establish effective cross-cultural communication in multinational companies. According to the participants, a good employee

should be open-minded and curious about others’ cultures. They demonstrate this by asking positive questions and showing interest in their traditions, customs, and beliefs. In this respect, it is important to avoid making assumptions about their culture but instead listen to and learn from them to avoid misunderstandings. Moreover, employees should pay attention to non-verbal communication; different cultures have different gestures and body language that may convey different meanings, so it is important to take time to understand what the individual is trying to convey without taking unwanted risks of being misinterpreted. Most importantly, communication should be based on mutual respect and adulation for one another, highlighting the importance of being patient, building trust, and developing relationships with people from different cultures.

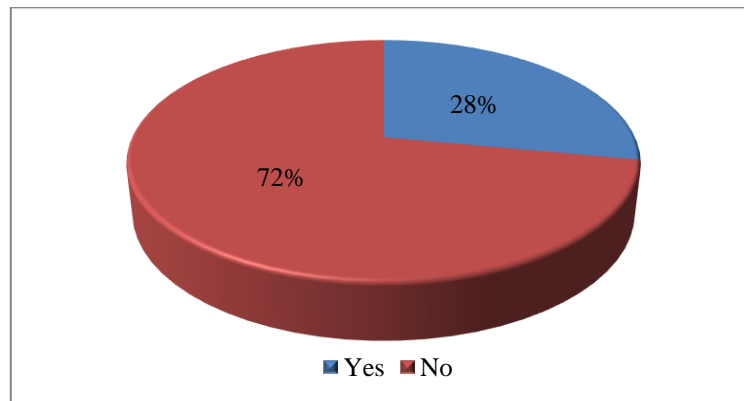
**Q12.** *How comfortable are you communicating with colleagues or people from different cultures in the daily basis?*

<b>Respondents’ Answers</b>	<b>Number of Participants</b>	<b>Percentage (%)</b>
Very comfortable	15	30%
Moderately comfortable	25	50%
Not comfortable	10	20%

**Table 3:** *Measuring participants’ comfort in cross-cultural communication*

According to 50% of the participants, communication with colleagues from different cultural backgrounds is considered moderately comfortable. This can be attributed to the fact that it requires time to understand one’s cultural traditions and beliefs, which may cause the process of mutual communication to stall and lack meaning. Conversely, (30%) of participants report complete satisfaction and comfort with cross-cultural communication in the company, which aligns with ICC usage as a way to increase the chances of flawless and straightforward communication.

**Q13.** *Have you ever encountered a misunderstanding because of miscommunication and cultural differences?*



**Figure 11:** *Observing participants' encounters with miscommunication*

This question seeks to identify the rate of misunderstandings occurring in the company due to miscommunication and cultural differences. To this point, Figure 12 demonstrates that (28%) of participants reported having encountered at least one such instance throughout their professional careers, whereas (72%) claimed that they had never experienced it. It shows that personnel can be subjected to misunderstandings in multinational companies, necessitating the incorporation of programs and workshops targeted to maintain positive relationships between employees.

*If yes, please describe the situation and how you solved it:*

Participants stated that miscommunication and cultural differences often cause misunderstandings in our daily interactions, whether in academic settings (universities and institutions) or in professional settings (companies). These misunderstandings can arise from language barriers, differing cultural norms, or simply a lack of understanding of the other person's perspective. At this point, some employees reported that facing such inconveniences in the company reminded them of being involved in religious incidents in which comments were made about the religion of one of the employees that did not sit well with others. Another situation reported by some participants is when dealing with Indian employees whose accents

are a bit tricky to grasp, but this was clearly sorted out when the employee spoke again but slowly and with more meaning in his words.

**Q14.** *In your opinion, how can communication be improved in multinational companies?*

This question aims to observe participants' viewpoints on improving communication in multinational companies. There is no denying the importance of communication for the success of multinational companies. However, it could be challenging to establish an effective communication among employees due to language barriers, cultural differences, and geographical distance.

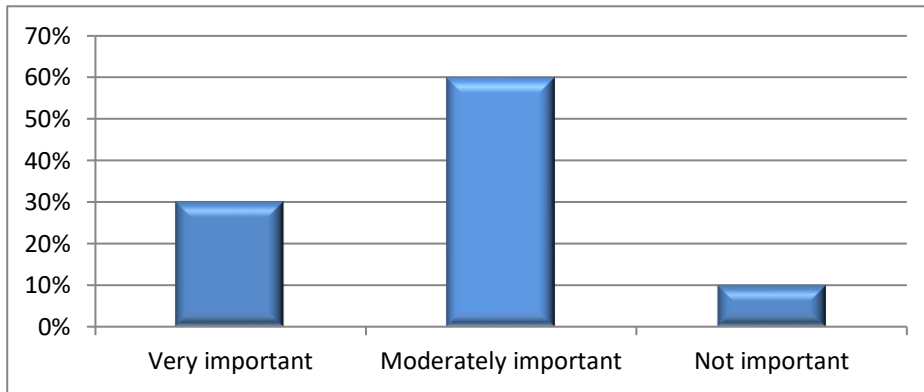
In the opinion of most of the participants, companies can invest in language training programs for their employees to help them communicate more effectively with their colleagues from different regions. Similarly, some suggested creating opportunities for employees from different backgrounds to share their perspectives and ideas, which can be achieved through cross-cultural training and leadership development programs. Participants stated that it is of great importance for multinational companies to ensure that everyone has access to the same information and that communication is consistent across all regions.

**Q15.** *Are there any strategies to improve communication in multinational companies? If yes, mention the best communication strategies:*

Multinational companies often face communication barriers due to language differences, cultural variations, and geographical distances. However, as stated by the participants of the study, there are several strategies that could be considered for the improvement of communication within these organizations. One of the best ways to improve communication is to establish a common language for all employees, often referred to as a pidgin language, which can help reduce the chances of any misunderstanding among employees. Also, participants suggested promoting cultural awareness and sensitivity within the organization, by encouraging

employees to learn about different cultures and customs, and by providing training on how to communicate effectively with people from diverse backgrounds.

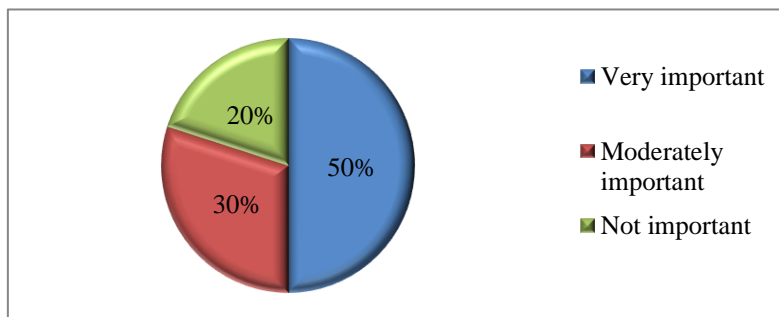
**Q16.** *To what extent is English for specific purposes important in multinational companies?*



**Figure 12:** *Observing the relevance of ESP to multinational companies*

When asked about English for specific purposes, participants expressed familiarity with the concept as a module taught at the university. As shown in Figure 13, the majority of participants consider ESP in multinational companies due to its relevance in teaching field-specific English to employees and making use of it in communication and other written aspects of their jobs.

**Q17.** *To which extent do you think that Intercultural Communicative Competence is important in multinational companies?*



**Figure 13:** *Observing the relevance of ICC to multinational companies*

This question seeks to measure the extent of ICC's relevance to multinational companies' business and its role in fostering employee relationships; (50%) saw it as very important to be

integrated into multinational companies, and (30%) found it moderately important, while (30%) of participants they did not any importance of its relevance as a program to be incorporated. According to the majority of participants, ICC is as important as ESP in the domain of multinational companies; they stated that ICC practices could introduce new approaches for employees to interact with one another based on understanding each other's culture and regular use of smooth and effective communication.

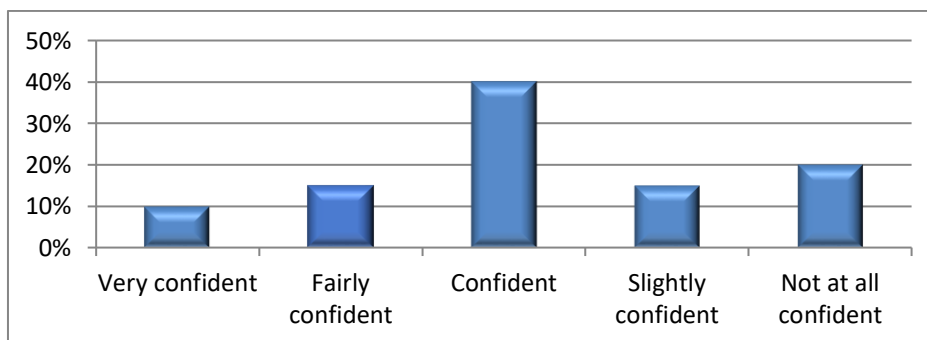
**Q18.** *Did you receive any training in intercultural competence?*

Respondents' Answers	Number of Participants	Percentage (%)
Yes	12	24%
No	38	76%

**Table 4:** the prevalence of training in intercultural competence

This question aims to observe the prevalence of training programs in intercultural competence, particularly in multinational companies where ICC is mostly needed and prioritized. As shown in the table, (76%) of participants claimed to have been subjected to such training during the introductory phase of their company. This indicates the importance of investing in employees' cross-cultural communication and elevating their understanding of the different components of ICC, including intercultural competence.

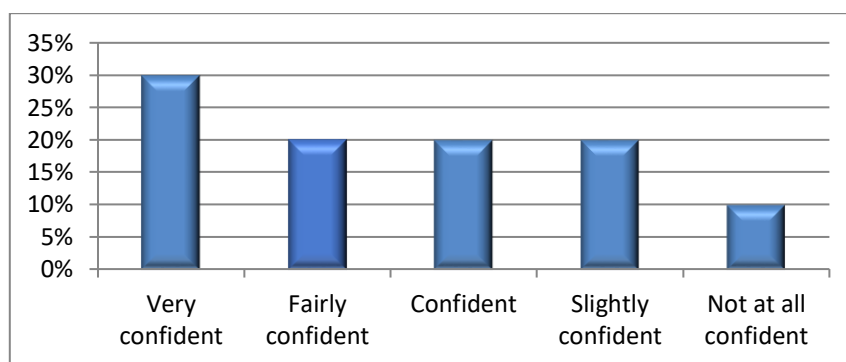
**Q19.** *How confident are you using English for reading?*



**Figure 14:** Measuring participants' confidence in using English for reading

According to the participants, mastering the different language skills helps employees develop a more productive image of language use in the multinational company. As shown in the graph, 40% of participants claimed to be confident in using English for reading, which indicates their familiarity with the business language jargon and the necessary vocabulary to use in daily communication, whereas (10%) of participants are very confident (15%) are fairly confident, (15%) are slightly confident and (20%) are not at all confident.

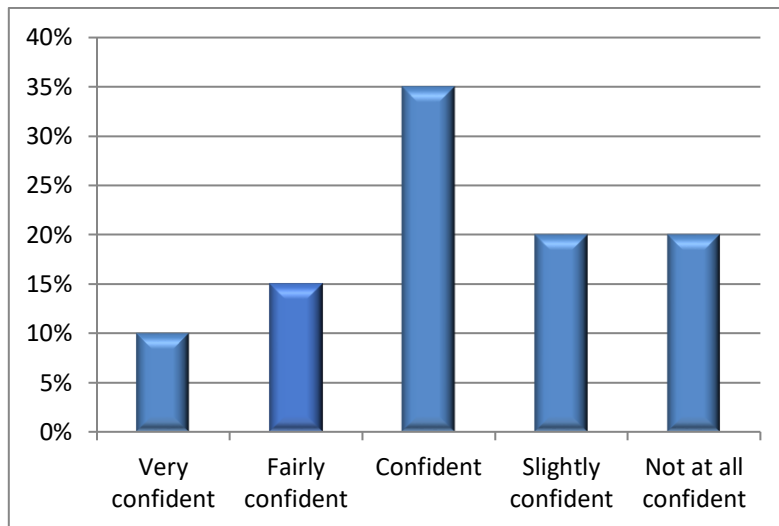
**Q20.** *How confident are you using English for listening?*



**Figure 15:** *Measuring participants' confidence in using English for listening*

As shown in Figure 16 of Measuring participants' confidence in using English for listening, the majority of participants (30%) claimed to be very confident in listening to English-based conversations and communication, (20%) of participants found it fairly confident, also (20%) of participants saw it slightly confident, and the remaining participants (10%) said it is not at all confident. This skill is often needed for conducting business in multinationals, especially with foreigners whose native accents might be difficult to understand.

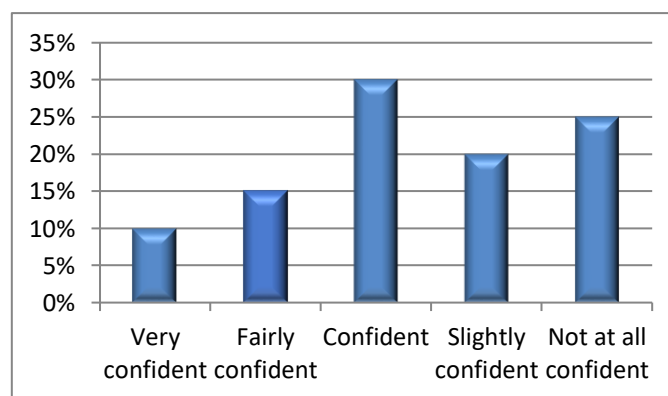
**Q21.** *How confident are you using English for speaking?*



**Figure 16:** *Measuring participants’ confidence in using English for speaking*

The figure above shows that speaking is commonly believed to be the most difficult FL skill to master. Although the majority of participants claimed to be confident in using English for reading, (35%) reported difficulty speaking fluent English. This can be attributed in part to the fact that English is less used in the Algerian business domain compared to French or Arabic, which are the two official languages of the country.

**Q22.** *How confident are you using English for writing?*



**Figure 17:** *Measuring participants’ confidence in using English for writing*

As shown in the Figure above, ( 45%)of participants claim to lack the confidence to write impeccable English and fine-tune their style of writing, which paves the way for companies to prioritize the written use of English within the organization to maximize employees' exposure

to English language writing and thus work to impress with their style and selection of eye-catching vocabulary.

### **3.7 Discussion of the Questionnaire Main Results**

The questionnaire distributed to 50 participants with different levels provided valuable insights. Among the participants, (70%) were students, (25%) were employees at multinational companies, and the remaining participants (5%) were from other backgrounds. Notably, all the respondents possessed at least a bachelor's degree, indicating a high level of educational attainment and qualifications to offer informed perspectives on the matter.

Regarding language proficiency, the respondents reported an overall intermediate level of English competency, which is a crucial consideration given the linguistic demands of the multinational setting. An important percentage of participants do not consider themselves very confident about their active skills, their speaking skills, and, to a lesser degree, their writing skills; on the opposite side, most of them state that they are pretty confident when it comes to passive skills such as listening and reading.

The questionnaire responses supported the significant impact that multinational companies have on the economic development of host countries, such as Algeria. Participants highlighted how the presence of these global entities can enhance and create significant employment opportunities in the area.

However, the student respondents, who are considered the majority of the sample, expressed a general unfamiliarity with the norms and requirements of working in a multinational company environment. This suggests a potential gap in their preparation process to navigate cross-cultural and professional expectations that often characterize such organizations.

Interestingly, only a small percentage (28%) of respondents reported encountering misunderstandings due to miscommunication and cultural differences. However, the misunderstandings were primarily attributed to misjudgment, prejudice, and stereotypes related to cultural and religious matters of the environment.

Respondents emphasized the critical importance of English language proficiency and effective communication skills in the multinational corporate setting. They acknowledged that these capabilities can directly influence these companies' productivity and overall success, underscoring the need for comprehensive training and development programs to equip employees with the necessary linguistic and interpersonal competencies. (75%) of participants agreed that ICC is important in a multinational workplace. Most respondents needed to become more familiar with the term ICC and receive specific training on it.

Participants claimed that as employees in a technical environment, they can contribute to helping people understand the language used and initiate helping others understand some common terminology jargon used in the field. In other words, the working environment should encourage others to ask questions, gain new knowledge, and integrate the use of translation websites with the help of images and visual aids available.

Based on the feedback from the participants, the following strategies are recommended for effective cross-cultural communication in the multinational company context:

- Open-mindedness and Cultural Curiosity
- Participants emphasized that employees should approach cross-cultural interactions with an open and curious mindset.

- They should demonstrate a genuine interest in learning about others' cultural backgrounds, traditions, and perspectives. This attitude of openness and willingness to learn can help bridge cultural divides and foster mutual understanding.
  
- They suggested that creating a shared understanding of non-verbal communication, such as body language and gestures, can facilitate more effective cross-cultural interactions. Organizing workshops or training sessions that allow employees to explore and discuss these nuances can help establish a common ground for better interpretation of social cues.
  
- Investing in language training programs that include a cultural aspect: Respondents emphasized the importance of integrating both language and cultural sensitivity training to enhance cross-cultural communication.
  
- Organizing briefings, workshops, open discussions, and events: Respondents recommended creating platforms for employees to engage in structured and informal exchanges to foster mutual understanding and collaboration.
  
- Encouraging activities that support employees coming together, sharing experiences, and learning: Respondents highlighted the value of creating opportunities for employees to interact, share their cultural backgrounds, and learn from one another.
  
- Providing translation services for important documents: Respondents suggested making critical documents and information accessible to all employees, regardless of their language proficiency, to facilitate effective cross-cultural communication.

By incorporating these strategies, the multinational company could empower its employees to engage in more successful cross-cultural interactions, fostering a more inclusive, collaborative, and productive work environment.

The insights gained from the questionnaire responses, combined with the observations made during the earlier phases of our research, provide a multifaceted understanding of the language and cultural dynamics at play within the multinational company under investigation. These findings would help enhance the company's ability to foster a more inclusive and effective work environment for its diverse workforce.

### **3.8 Training programs**

In the Algerian context, some specific laws and regulations require multinational companies to allocate dedicated budgets and resources for the training and development of their employees. These legal frameworks are designed to ensure that multinational corporations operating in Algeria prioritize the upskilling and capacity-building of the local workforce. As indicated, the Investment Law (Loi sur la Promotion de l'Investissement) was enacted in 2016. Article 32 of this law states that "foreign investors must contribute to the training and professional development of their Algerian employees." Further elaborating on this requirement, the implementation of Decree (Décret Exécutif) No. 17-15, issued in 2017, outlines the specific obligations of multinational companies in Algeria that are required to allocate a minimum of (2%) of their annual payroll budget to the training and professional development of their Algerian employees. Compliance with these training regulations is a critical aspect of the overall legal and regulatory framework governing foreign direct investment in Algeria, and multinational companies must adapt their human resource management strategies accordingly.

### 3.9 Recommendations

#### 3.9.1 Tailored Training Programs

Our research findings highlighted the critical need for differentiated training programs to address the diverse communication and language needs within multinational companies. A one-size-fits-all would not be beneficial or sufficient for the needs of the employees and the company. Therefore, we recommend the implementation of two distinct training syllabi designed using Bloom's Taxonomy (Anderson & Krathwohl, 2001) to promote effective learning:

##### 3.9.1.1 Program for Operational Staff (Labourers and Handymen):

This program is dedicated to employees in roles with limited communication requirements, such as labourers and handymen in the confection unit, for example, or other units. The employees need to communicate mostly orally and understand the signs around them as machine instructions. The focus here is on developing basic English language skills and essential workplace communication for tasks like understanding instructions, reporting issues, and collaborating with colleagues.

**Training Frequency:** Once a week for 2 hours

**Program Duration:** The duration will depend on the participants' initial English proficiency level. Research suggests that learners with no prior English knowledge can reach a basic conversational level (A2 on the Common European Framework of Reference for Languages [CEFR] scale) within 120-180 hours of instruction (European Commission, n.d.).

**Skills Covered:**

Greetings and self-introductions

Giving and receiving instructions

Reporting problems

Asking and answering questions in the related field.

**Sample Syllabus - Operational Staff Training**

Week	Bloom's Taxonomy Level	Learning Objectives	Activities	Assessment
1	Remembering	Identify greetings and self-introductions in English	role-play in greetings.	Oral participation, short self-introductions.
2	Understanding	Comprehend basic instructions related to daily tasks	Listening comprehension exercises with simple instructions, picture-based activities.	Written comprehension quizzes, following instructions to complete tasks. Filling the blanks.
3	Applying	Use basic vocabulary to report work-related issues or needs.	Dialogue practice reporting common workplace problems, role-playing scenarios.	Oral presentations, reading instructions. Writing reports on simulated situations.
4	Analysing	Identify key information in work-related questions	Question-formation activities, identifying essential details in questions.	Short quizzes on question comprehension, gap-filling exercises.
5	Evaluating	Assess the appropriateness and effectiveness of the communication	Discussions on safety protocols, role-playing work practices.	Group discussions, written reports.

**3.9.1.2 Program for Professional Staff (Commercial, HR, and Management):**

This program caters to employees in departments like commercial, HR, and other management staff who require more sophisticated and professional communication skills for business purposes. The program incorporates all four key language skills (reading, writing, listening, speaking) and focuses on business English topics relevant to their specific roles.

**Training Frequency:** Once a week for 2 hours

**Program Duration:** The duration will depend on participants' initial English proficiency level and their desired level of proficiency upon completion. Learners with a basic foundation can reach an intermediate level (B1 on the CEFR scale) within 240-300 hours of instruction (European Commission, n.d.).

**Skills Covered:**

Business communication skills

Writing professional emails and reports

Making presentations and negotiations

Participating in meetings and seminars or conferences

Understanding business terminology specific to their department

**Sample Syllabus - Professional Staff Training**

Week	Bloom's Taxonomy Level	Learning Objectives	Activities	Assessment
1	Remembering	Recall professional greetings and self-introductions. Presentation and negotiation strategies.	Role-playing business greetings, practicing email salutations.	Oral participation in greetings scenarios, writing professional email introductions.
2	Understanding	Comprehend business emails on relevant topics	Reading comprehension exercises with business emails, identifying key information.	Written summaries of emails, identifying main points and action items.
3	Applying	Apply writing skills to compose professional emails related to their work	Email writing training, Scenarios and Role-plays	Drafting professional emails, peer-review of emails.
4	Analyzing	Analyse the structure and persuasive techniques used in presentations	Deconstructing presentations, identifying key elements and persuasive strategies.	-Presentation analysis. They analyse the performance of others -written reports on presentation styles.

5	Creating	Develop and deliver effective business presentations on relevant topics	Collaborating on creative projects and organise workshops and exposition to establish the relationship between Businesses and customers.	Action in stimulated real life scenarios
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**3.9.1.3 Team building activities**

The training centre can organize social or team-building activities on weekends, where employees from diverse cultural backgrounds can engage in informal interactions and collaborative experiences. These activities can help expatriate workers integrate more into the local cultural environment, and this fosters a sense of community. Here are some key suggestions for how companies can leverage team-building exercises to foster a more inclusive and collaborative work environment:

- **Cultural immersion activities:**

Design team-building exercises that allow employees from different cultural backgrounds to share their traditions, customs, and perspectives. This could involve cooking traditional dishes or engaging in interactive games that highlight cultural differences and similarities.

- **Regular social gatherings:** Organize regular social events, cultural celebrations, or weekend excursions where employees and their families can interact in a more informal, relaxed setting. These informal gatherings help expatriate workers, and their families integrate more smoothly into the local community and build meaningful connections with their colleagues.

In the case of TAYAL, which is located in Sidi Khattab, Algeria, the company can take the employees to nearby tourist destinations such as Tnes and Mostaganem.

**Example about organizing a weekend Outings to Mostaganem**

To complement the formal training, the company can organize weekend excursions for employees to the nearby coastal city of Mostaganem. These outings provide opportunities for informal cultural exchange and team-building activities. Some suggested activities for the Mostaganem outings:

- Visit historical sites, such as the 16th-century Citadel of Mostaganem, Derb, and Arsa, to learn about the city's heritage and try authentic street foods, such as Karnatika, Kwaret, and Osban.
- Provide tour guides to traditional Algerian marketplaces so that visitors can explore local crafts, cuisine, and customs. Also, offer long walks by the shore of Salamander.
- Participation in beach-based team-building exercises and social gatherings, allowing employees to interact in a relaxed, non-work setting
- Opportunities for employees and their families to engage with the local Algerian community, fostering cross-cultural connections and a sense of shared experience

By implementing these targeted interventions, TAYAL's training centre can effectively cultivate a culturally aware, adaptable, and well-equipped workforce that can navigate the nuances of the Algerian business landscape.

### **Cultural Awareness and Sensitivity Training**

The training programme should include dedicated modules on cultural awareness and sensitivity. These sessions should provide comprehensive information about the host country's history, customs, social norms, and business etiquette, empowering employees to navigate cross-cultural encounters more confidently and effectively. In this case, employees should be exposed to norms in different countries, such as Algeria, Turkey, and Bangladesh.

Some key topics to cover in the cultural awareness training:

- Overview of the country's history, including the country's diverse cultural influences

- Exploration of the country's religious and linguistic diversity and the role they play in shaping social dynamics
- In-depth discussion of the social customs, such as hospitality, hierarchy, and decision-making processes
- Guidance on appropriate business etiquette, communication styles, and negotiation practices
- Suggest appropriate strategies to bridge cultural divides and build productive working relationships with colleagues and partners from diverse backgrounds.

Moreover, the training centre should diversify its teaching materials, moving beyond generic, one-size-fits-all approaches to incorporate authentic, culturally relevant. This could include case studies, videos, and interactive exercises that reflect the nuances of the local context, enabling employees to engage with real-world scenarios.

By implementing these strategies, the training centre can play a pivotal role in equipping employees with the cultural knowledge, sensitivity, and adaptability required for success in the global marketplace.

**3.10 Conclusion**

After analysing and interpreting the results, we conclude that English and cultural awareness are essential for communicating with speakers from different linguistic and cultural backgrounds in written and spoken English forms. The observation revealed some communication breakdowns and gaps, and the interview showed the state of communication within the company with an insight into employees' needs and suggested strategies to be implemented. In the end, we gave some practical recommendations to be implemented in the company to enhance communication that would affect the company's productivity.

## General Conclusion

The English language is widely considered the lingua franca of all. Its numerous benefits as a language with great proportions are in bringing people together and fostering straightforward, understandable communication among them. With the flourishing of multinational companies, English is increasingly needed to enhance different types of communication in the company. And this communication has a direct effect on productivity and the image of the company. In the same vein, ICC plays a similar role to ESP as it also strengthens the understanding of the other's cultural differences and tries to find ways to cope with the communication challenges that might arise from these differences. ICC practices are especially beneficial in multinational companies where establishing clear internal and external communication between local and expatriate employees is necessary. In this respect, this study aimed to explore the role of ESP and ICC training in multinational companies and provide concrete strategies and methods to improve the quality of business communication in the workplace and reduce employees' common difficulties and struggles.

After diving into the previous literature that is related to the research topic, it has become apparent that despite the several studies conducted in favour of exploring the role of ICC and ESP in multinational companies, there is a significant lack of research with regard to its application in Algerian multinational companies, specifically because English is not commonly established language in the country's domain of business which more or less makes the process of integrating ESP, or addressing it in research studies, somewhat difficult. This highlights the importance of raising awareness of the English language and cultural awareness in both academic and professional settings and maximizes feedback from the part of students and employees alike. Conversely, this study showed that ESP and ICC training are beneficial for employees' linguistic development, as well as their awareness of cultural differences and their impact inside the workplace.

This study has successfully achieved the main objectives and confirmed the research hypotheses by analysing the data collected. The first hypothesis entails that communication effectiveness can be hindered by cultural differences, which the manager and employees of TAYAL supported during the process of answering the questionnaire and interview. Participants claimed that, given the presence of expatriates in the company, there is an increased

presence of linguistic and cultural differences in the organization, which can more or less hinder the process of smooth and flexible communication. However, with the inclusion of ESP and ICC training, employees will be accustomed to one another's culture, traditions, and beliefs, thus promoting seamless and mutual understanding, comprehension, and communication.

In line with this, the two remaining hypotheses of the study entail that English for specific purposes (ESP) and intercultural communicative competence (ICC) training programs are of great importance for Algerian multinational companies to promote business on the international scale and attract foreign clients companies to conduct long-term business with them, which was confirmed based on the manager's answers who stated that the effectiveness of communication in companies is directly linked to improving employees' linguistic performance and elevating their awareness of culture as an important aspect of today's multinational business.

This study suggests that using ICC practices and implementing ESP training in a multinational company significantly impacts employees' performance and productivity. Thus, the answer to the main research questions lies in understanding the company's ICC status and the importance of having employees equipped with field-specific English.

Some limitations faced in this study are listed as follows:

- While a wealth of research focuses on the role of ESP and ICC in multinationals, there is a significant lack of studies addressing the specific context of the Algerian business domain.
- Some employees had difficulty understanding some of the questionnaire questions and provided one-word answers, which prompted us to elaborate further on the given answers.
- Interestingly, there is always room for improvement within the context of research. Based on this premise, the following suggestions are proposed:
  - Researchers interested in carrying out research about the role of ESP and ICC training in multinational companies should widen the sample study and conduct investigations in different organizations to acquire more generalized and well-rounded findings.

- The university programs should comprise modules focusing specifically on the professional use of the English language in business contexts, and students should feel encouraged to apply for training programs to familiarize themselves with the professional domain.

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## Appendix (A): Employees' Questionnaire

The dynamic landscape of international business demands not only strong economic skills but also effective communication across diverse cultures. This questionnaire explores the role of English language proficiency and intercultural communication competence in the context of multinational companies (MNCs). It aims to gather valuable insights from university students in Algeria and France, employees at MNCs. Your participation in this anonymous survey will contribute significantly to this research, helping us understand the importance of English language skills, intercultural awareness, and training programs in navigating the complexities of communication within multinational organizations

1- You are:

- A university student in Algeria
- A university student in France
- An employee in multinational company
- A teacher of English language
- Other

2- Are you interested in pursuing a career in a multinational company?

Yes  No

3- How comfortable are you communicating with colleagues or people from different cultures in the daily basis?

- Very comfortable
- Comfortable
- Neutral
- Uncomfortable
- Very uncomfortable

4- Have you ever encountered a misunderstanding because of miscommunication and cultural differences ?

Yes  No

5- If yes, please describe the situation and how did you solve it:

.....

.....

.....

.....

6- Do you think that it is important to teach ICC and ESP in multinational companies?

Yes  No

7- If yes, why?

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

8- What is the best way to teach ICC and ESP in multinational companies?

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

9- Did you receive any training in intercultural competence?

Yes   
No

10- Have you heard about the terms "intercultural communicative competence" and "English for Specific Purposes"?

Yes   
No   
Maybe

11- If yes can you please describe what you understand by these terms .

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

12- To what extent do you think that intercultural communicative competence is important in multinational companies

Very important   
Important   
Neutral   
Somewhat important   
Not important

13- How confident are you using English for reading?

- Very confident
- Confident
- Neutral
- Somewhat comfortable
- Not comfortable

14- How confident are you using English for listening?

- Very confident
- Confident
- Neutral
- Somewhat comfortable
- Not comfortable

15- How confident are you using English for speaking?

- Very confident
- Confident
- Neutral
- Somewhat comfortable
- Not comfortable

16- How confident are you using English for writing?

- Very confident
- Confident
- Neutral
- Somewhat comfortable
- Not comfortable

## **APPENDIX (B): Interviews**

### **Interview for the Mediator from Bangladesh in Tayal Company**

What is your job in Tayal? Please tell us more about your professional background.

How long have you been working in this company?

Could you tell us more about your experience in working in Algeria?

We have heard you play a crucial role in Tayal company; would you please provide us with more details?

How did you become a coordinator between the Bangladeshi and the Algerian employees?

### **Interview for Project Manager**

What is your function in Tayal? Please tell us more about your professional background.

How many years have you been working in this company?

What are the parameters you consider when recruiting employees in the company?

Have you ever had difficulties in interviewing expatriates?

Is there any specific program you rely on?

To what extent do you think your company uses English for specific purposes?

To what extent is intercultural communicative competence needed?

Is there any training offered to your employees? If yes or no, please explain to us why.

In case there is a need to integrate Business English or ICC into the offered training, according to you, how does your company create training programs?

What are the best strategies to teach ICC and ESP in the training centers?

Could you please explain to me how your company defines the linguistic needs of its employees?

What is the effect of ICC and ESP training according to you in relation to the company objectives?

### **Interview with the Warehouse Manager**

Please tell me about your experience.

What are your functions as a Warehouse manager?

How does the communication process go during this process?

Did you receive any training in relation to English?

Did your training include technical terms or cultural concepts?

How did that training help you, and which training are you looking for?

Have you experienced any issues regarding language barriers or cultural misunderstandings in your field?

Do you have any suggestions on which point to include in the English training programs?