



Mohamed Kheider University of Biskra Faculty
of Letters and Languages
Department of Foreign Languages

MASTER DISSERTATION
Letters and Foreign Languages
English Language
Sciences of the language

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**Describing the Role of English as a Lingua Franca
In Facilitating Intercultural Communication in the
Tourism Industry
The case of the Travel Agencies in Biskra**

A Dissertation Submitted to the Department of English and literature in Partial
Fulfillment of the Requirements for the **Master's Degree in Sciences of the Language**

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Academic Year: 2021-2022

Declaration

I, **CHARROUF Djouhaina**, do hereby declare that the work presented in this dissertation is solely my own effort, and has not been submitted for any academic institution or University for any degree before.

This inquiry was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

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Dedication

Importantly, for those whom I love in another language my father and my mother, I would thank them for their constant assistance, understanding and patience throughout the several ups and downs in my life. Without the loving encouragement of my second mother **Noura**, my brothers and a new sister in our family **Imane**, I would not have been able to achieve all this.

To my soulmate and my lovely siblings **Afaf, Batoul, Fadwa, Fairouz, Marwa** and **Meissoun** I am equally indebted for encouraging me to do better and to be better. Your love, support, understanding and presence helped make my life much sweeter.

To my best friends, **Ikram, Dounia, Nesrine** and **Hadjer** truly deserve my thanks as they always offer me great support both academically and emotionally.

I am equally indebted for encouraging me to do better and to be better. Your love, support, understanding and presence helped make this journey much sweeter.

Special thanks go to the teachers who were turning points in my life Mr. **MEBARKI Hichem** and Mr. **DAHOUI Mokhtar**.

Lastly, I want to thank myself for believing in myself, for doing all this hard work, for always being a giver and for trying to give more than I receive.

Acknowledgements

First of all, thanks to Allah for blessing me and granting me the patience and strength to finish this work.

I am genuinely grateful for the support and expertise offered by my supervisor, Mr. **CHENINI Abdelhak**, who has always kept faith in me throughout this year. I wish him and his family the best of luck in any future endeavors.

I would also like to express my deepest appreciation to the jury: Dr. **SAIHI Hanane** and Dr. **LAALA Youcef**, for spending time to evaluate and improve the quality of this work.

I would like to take this opportunity to thank those who were a part of this process by contributing ideas and offering support.

Abstract

This study takes the form of mixed methods research since it covers a previously unexplored topic, which is the role of English as a lingua franca in facilitating intercultural communication in the travel agencies, Biskra. Nonetheless, the purpose of this study is to look into and illuminate the significance of English as a lingua franca in improving intercultural communication in the tourism industry. Specifically, the main aim was to describe the effectiveness of English as a lingua franca as a means of communication in travel agencies. To achieve the aims of the study, the researcher adopted a mixed-methods approach where two data collection instruments were employed, namely, the tourists' questionnaire and an interview with Algerian workers in the travel agencies. The findings obtained from the tourists' questionnaire indicate that the Algerian workers have serious communication difficulties. On the other hand, the employees' interviews showed a positive impact of this technique, which is English as a lingua franca to reduce misunderstanding.

List of Abbreviations and Acronyms

FL: Foreign Language

IC: Intercultural communication

ELF: English as a lingua franca

ICC: Intercultural communicative competence

FLLs: Foreign language learners

NS: Native speaker

NNS: Non-native speaker

ENL: English as a new language

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General Introduction

Introduction

We cannot deny that the English language has now become the dominant language in the world in most fields, and in many countries, it has become an official language. In other countries, it has been adopted as a second language alongside the official language. Thus, it has become a language of communication between different cultures and peoples of the world and has become the first reference in commercial transactions, science and tourism. As a result, the concept "English as a lingua Franca" (ELF) has been used to describe communication in English between people who speak different mother tongues (Crystal, 2003). However, this is due to its adoption in most common areas, such as the internet and international newspapers, especially cinema, which contributed greatly to the spread of the English language. Furthermore, using English as a Lingua Franca enables many people to speak with and receive messages from native and non-native speakers.

1. Statement of the Problem

Communication is the exchange of information or messages as well as the creation of meaning between people. Furthermore, conversations and exchanges between members of various cultural groups are known as "intercultural communication."

Through intercultural communication (IC), we can express our views, awareness and activities in different fields such as; international companies, international meetings, advertising and the tourism industry, etc. As we know, tourism can help us explore and understand different cultures and meet new people living in different parts of the world, so the tourists need English to explore different cultures. In fact, the English language has become the connecting line between native and non-native speakers because it facilitates communication and reduces misunderstandings. In this study, we described the effectiveness of English as a lingua franca (ELF) in the tourism industry, especially in travel agencies

where we see that employees must find a way to comprehend and communicate with tourists from various cultures, and who speak several languages. Lastly, we explained how it could play a significant role in facilitating intercultural communication in the tourism industry, more specifically, in the travelling agencies.

2. Background of the Study

Through this research, we investigated "the role of English as a lingua Franca in facilitating intercultural communication in the tourism industry specifically in travelling agencies." Non-arab tourists and travellers have used English as a lingua franca worldwide. In the Algerian context, comprehensible communication in English plays an important role in facilitating several businesses. Likewise, many workers and employees, especially in travelling agencies use English to facilitate communication with non-arab guests.

The English language used in the Algerian tourism industry to communicate with foreign guests who are either NS or NNS may have common characteristics with ELF communications elsewhere in the world. In view of Firth's (1996) strong claim that English used as a 'contact language' between people who do not speak the same native language or share the same background, and for whom English is the preferred foreign language of communication. Similarly, Crystal (2003) pointed out that today we live in a networked, globalized world (Global Village), with more non-native, so English speakers than native speakers English as a lingua franca has received a lot of attention over the years as it has spread among non-native speakers of English.

Reviewing past literature, scholars examined the use of English as a lingua franca with different linguistic aspects and the factors that led them to adopt this strategy. The chosen items were mostly related to intercultural communication; they were tested by different methods. Some of the research findings were alike and dropped into the same

conclusions, while others differed. In the following, we highlighted some of the previous studies concerning the role of English as a lingua franca.

Barančicová and Zerzová (2015) conducted a research on *ELF used* at international meetings. Their study focused on the context of international meetings where English is used as a lingua franca. The authors talked about this subject based on their experience. In addition, they described the communication problems faced by NNs and whether English serves ELF. The result was that the NNS needed to communicate with each other and exchange their background in many disciplines; they needed to be creative and know how to deal with the ELF. Moreover, the researcher analysed the information obtained from the questionnaires by NS and by NNS in order to compare the answers and opinions. As a solution, they realized that everyone needs time to understand how to communicate and deal with problems at international meetings.

In other study, Smit (2010) examined English as a lingua franca in higher education that the use of ELF maintained a point of disagreement for all parties concerned. On specific level, both students and teachers agree that utilising ELF makes the communication process more conscious.

In the same vein, both Chumphong and Chuai-in (2019) proposed a research on the use of English language in tourism workplaces. The research findings showed that the greatest interest and demand of tourism practitioners in developing English language skills is the language related to hotels and tourism, followed by providing information about hotels and tourism services, as well as information about tourist attractions. According to the statistics, the most prevalent skill employed by tourist sector personnel is listening, which is followed by speaking, reading, and writing.

Finally, Estival and Molesworth (2016) studied English as a lingua franca for pilots and air traffic controllers. As a result, aviation English converged on the concept that

successful communication is necessary in the global aviation context, and that all communicators, independent of their native language, share responsibility for ensuring the success of air traffic controller–pilot communications. In fact, native speakers may realize that using English as a lingua franca effectively requires that all communicators change, accept, or adapt to the needs and skills of the individuals with whom they are communicating (Estival and Molesworth, 2016).

There is no doubt that English has become a global lingua franca all around the world as a way of communication among native and non-native speakers. In addition, lingua franca has been used in several fields and disciplines such as higher education and business, tourism as the researchers mentioned in the above studies. However, if the researcher observed that between those previous studies, we noticed the gap here that most of them did not focus on the effectiveness and impact of lingua franca in solving communication problems that occur between travel agencies employees and tourists. Therefore, in this research, the researcher discussed the possibility of success of this method in the communication process in an in-depth manner, in contrast to what was done in previous studies.

3. Research Questions

The following questions served as a guide to this study:

RQ1: What are the difficulties that travelling agencies workers face when communicating with non-arab tourists?

RQ2: What should travelling agencies workers do to overcome their intercultural communication difficulties when dealing with non-arab tourists?

RQ3: How do Algerian workers of travelling agencies and non-arab tourists perceive the use of English as a lingua franca now?

4. The Aims of the Study

Through this study, the researcher aims to:

- Determine the communication difficulties between workers and non-arab tourists.
- Describe the effectiveness of English as a lingua franca as a means of communication in travelling agencies.
- Discover the workers' and non-arab tourists' attitudes towards using English as a lingua franca as a means of communication with foreign tourists from different cultural backgrounds.

5. Significance of the Study

This research can be beneficial for the travel agency employees since it can raise their awareness of the importance of ELF, which can help them, enhance their intercultural communication abilities in the future and encourage them to learn English. In addition, this study sheds light on the study of a new topic, which is the English language as a lingua franca at Algerian universities in general and in Biskra universities in particular. Therefore, it paves the way for future researchers to study the same subject in other disciplines.

6. Research Methodology

6.1. The choice of the method

In this study, we aimed to describe the role of English as a lingua franca in facilitating intercultural communication in the travelling agencies. As well as, this research took the form of mixed-method approach because we used qualitative data through interviews with employees and quantitative data through questionnaire as an instrument to gather information about non-arab tourists.

6.2. Population and sample

In this study, we have chosen the Algerian employees of the travel agencies as a population and the ones of travelling agencies, Biskra as a sample (n= 20-25) in addition to some non-arab tourists (n= 15-20).

6.3. Data gathering tools

Since this research is a mixed-method approach for gathering the needed data, we used questionnaire that published online to a group of non-arab tourists. At the same time, we used a semi-structured interview with employees at the same travel agency in order to determine the communication difficulties that face the employees with tourists and to describe their attitudes towards those difficulties and the use of English as a lingua franca as a solution.

7. A Provisional Structure of the Dissertation

This work consists of three chapters: the first two chapters are devoted to the theoretical background and the third to the fieldwork. The first chapter focused on intercultural communication in the workplace. In chapter two, we provided a description and overview of the role of English as a lingua franca in our research. However, chapter three is devoted to the analysis of the data gathered from the tourists' questionnaire and employees' interview at the travel agency interview in order to answer the research questions.

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Introduction

In this chapter, the researcher talked about the intercultural communication process. The goal of this chapter is to give a more detailed explanation of intercultural communication defined terms, communication, the relationship between language and culture, IC approaches, IC barriers in the workplace, intercultural Communicative Competence and its methods and usual obstacles in IC. This chapter seeks to examine the theoretical background of IC in detail. Therefore, it aims to clarify the link between IC, language and culture in IC. Eventually, the last part addressed the usual obstacles in intercultural communication.

1.1. Definition of Communication

Communication is the action of transmitting information through the exchange of information, messages or thoughts. In fact, it is something that people do on a daily basis. As we know, communication has been of great interest to many researchers and scholars.

In view of Julia Wood's (2004) strongly claimed that communication is "a systemic process in which individuals interact with and through symbols to create and interpret meanings" (p.3). In other terms, everything we do in our daily lives involves communication. It can end up being categorised as when we woke up, when we were talking to ourselves, and when we are deciding our plans, we are communicating. In short, it is about everyday interactions in which we exchange our experiences, facts and ideas, which are referred to as communication.

In the same vein, Hall (1959, as cited in Giri, 2006, p.124) noted that "Culture is communication and communication is culture". Based on this definition, it can be said that because they had an interchangeable relationship, he equates culture with communication. Overall, every culture has a special language that fits with it, so knowledge of the cultural

backgrounds of people allows others, and helped them to convey messages to reduce misunderstandings between them.

Equally important, according to Velentzas and Broni (2014), the term "communication" has been derived from the Latin "communis," that means "common". Thus, "to communicate" means "to make common" or "to make known", "to share" and includes verbal, non-verbal and electronic means of human interaction. Scholars who study communication analyse the development of communication skills in humans and theorize about how communication can be made more effective. Additionally, they issued that any behavior in which the person provides or gather information about another person's perceptions, needs, knowledge, desires. (Velentzas and Broni, 2014, p. 117).

1.2. The Relationship between Language and Culture

Since culture does not exist without language because both of them are linked. Culture shapes language, and knowing a language can help you understand a culture and its people better.

In this context, Kramersch (1993, p.8) maintained, "If...language is seen as social practice, culture becomes the very core of language teaching". Kramersch attempted to identify the relationship between language and culture by saying that learning a foreign language is closely linked to learning about a foreign culture. As a result, language is affected by its society and values. This indicates that language is a tool that reflects people's cultural aspects. As well, it is a way for them to express their thoughts and feelings.

From his standpoint, Wardhaugh (2010) clarified that the nature of the relationship between these two concepts captured the interest of many people who share different

backgrounds. Furthermore, the languages of those without political and social power, culture, and literature could be safely and properly ignored.

22 years ago, Jiang (2000) asserted that “Without culture, language would be dead; without language, culture would have no shape”. However, He issued that “Language is the mirror of culture” (p.328). To summarize, language is a part of culture; it allows people to see a culture through its language, and it plays an important role in it. Culture, according to some experts, would not be possible without language. As a result, language reflects culture while also being affected and developed by it. Typically, it includes their historical and cultural roots, as well as their outlook on life and ways of living and thinking.

1.3. Definition of Intercultural Communication

Scholars mainly focused on the term "intercultural communication" among several descriptions of culture and communication, which has been used to refer to the variety of communication issues that arise within an organization collection of members from a variety of religious, social, educational and ethnic backgrounds. However, these definitions came from various scholars with different backgrounds in the intercultural communication field.

By defining Intercultural communication, Gudykunst (2003, p.1) pointed out that “involves face-to-face communication between people from different national cultural”. Overall, intercultural communication is not just the transfer of information between people, but it involves communication between people from different cultures. Moreover, intercultural communication entails the ability to communicate effectively cross-cultural.

In other study, both Scollon and Scollon (2005) defined IC as “to signal the study of distinct cultural or other groups in interaction with each other” (p.539) Based on this definition, intercultural communication refers to situations in which people from various

cultural backgrounds interact. However, the researcher stands outside of the interaction and examines how the participants deal with cultural or other barriers.

Accordingly, Maheshwari (2018) adopted that “intercultural communication is a symbolic, interpretive, transactional, contextual process in which people from different cultures create shared meanings” (p.42). In the broadest sense, the method in which a message or piece of information is interpreted differs from one culture to another, depending on how each person communicates. Cultures do not share the same methods of communication; they differ, and this is mostly due to oral and non-verbal communication styles. At some point, cultural variations become significant enough that the results of effective communication become weak in terms of interpreting expectations. This makes the process of transferring information between cultures much more complicated than before (Maheshwari, 2018). In short, intercultural communication is a process by which people build connections, and shared understanding in order to achieve various goals and strengthen relationships in order to form relations with others.

1.4. Approaches of Intercultural Communication

Intercultural communication studies are divided into four approaches, according to Martin and Nakayama (2015). First, from a psychological standpoint, the functionalist approach emphasizes the fundamental role of culture in communication. Meanwhile, in intercultural communication studies, the interpretive approach, which is based on subjective anthropologic and sociolinguistic explanations, stresses the context. Next, the critical approach recognizes that culture and communication are linked to power, therefore acknowledging the role of economic politics in intercultural communication. Finally, a dialectical approach is developed, emphasizing both the processual and relational aspects of communication (Martin and Nakayama, 2015). As a result, elements of these approaches can

be seen in intercultural communication studies at the same time; the concepts proposed by scholars are typically clear.

1.5. Enhancing Intercultural Communication in Today's Workplace

According to Jackson (2014), Employees can follow a number of basic guidelines to work effectively in a multicultural workplace.

1.5.1. Becoming more Knowledgeable about Linguistic and Cultural Dimensions

According to him, employees must develop their strong language and cultural awareness in today's globalized world in order to improve their intercultural communication skills and productivity. Thus, learning how social conditioning affects language use, attitudes, and beliefs is beneficial.

1.5.2. Business Ethics

In this part, the business principles that guide behavior, one's work ethic, and communication style (verbal and nonverbal). It is also important to remember that not everyone from a certain cultural background behaves in the same way, or has the same perspective or work ethic. Within cultures, there is a great deal of variation, so you have to take notes and use what you have taught (Jackson, 2014).

1.5.3. Demonstrate second language Sensitivity

You can improve your intercultural communication skills by becoming more aware of how power imbalances affect discussions. You will be better able to engage diversity with comfort and confidence if you have language and cultural awareness and sensitivity. To make your colleagues or customers feel more engaged at work, you might learn basic expressions in their native language (Jackson, 2014).

1.5.4. Become more Self-Aware

How you connect with people of other cultures and ethnicities has a big influence on how you see the world. It is essential to evaluate attitudes and actions that are limiting you from adopting a more comprehensive and formative perspective in order to become more intercultural aware (Jackson, 2014).

1.5.5. Advocate Equity in the Workplace

In the same vein, Jackson (2014) stated that respecting and recognizing the distinctive features and contributions of all employees is an important part of encouraging diversity in the workplace. Additionally, strengthen your inclusive practices and speak up for co-workers or customers who are not being treated fairly because silence indicates support for inequity and injustice.

1.6. Intercultural Communication Barriers in the Workplace

By looking at how intercultural communication plays out in various global workplaces, we can see that intercultural communication attempts to facilitate communication barriers in a rapidly globalizing world. One of the most challenging barriers to overcome is IC barriers.

In this context, Hausser (2002) claimed that language barriers exist between different languages. First, there are several forms of language, such as speaking, writing, and so on. Second, there are multiple kinds of agents, such as humans and machines. Up to now, these language barriers have been solved through a variety of approaches, including the development of universal languages, machine translation for different languages and programming languages for different types of agents. This section outlines a comprehensive strategy for overcoming language barriers.

In the same vein, Delecta and Raman (2015) classified the intercultural communication barriers in workplace as follows:

1.6.1. Misunderstanding:

According to Delecta and Raman (2015), misunderstanding is the primary barrier to communication between people in a multicultural context, especially for those from unique or different cultural origins, and this is typical owing to their differing beliefs and opinions. Furthermore, misunderstanding necessarily leads to two results: first, uncertainty, and second, anxiety. In brief, this is due to cultural differences, which continue to increase anxiety and uncertainty because of misunderstandings.

1.6.2. Norms and Roles

Roles and laws, they are culturally governed or established principles that determine what is considered suitable behavior. Everyone has their own set of rules and wants others to follow them. In addition, each culture has its own set of rules for acceptable and suitable behavior. Many workers, or at least a large number of them, who engage in multicultural contexts usually fail to comprehend or accept the norms of other cultures and take action to correct this. Moreover, roles are nothing but several criteria that apply to specific groups. In a certain culture, each member plays a defined position, such as women and men, fathers and mothers and so on. These roles change from one culture to another, and we can find many violations of these positions in a multicultural group. Because of this, anxiety and a full breakdown of the communication process happened (Delecta and Raman, 2015).

1.6.3. Beliefs and values

These two terms are not fixed and cannot be explained in absolute terms, as they are fabricated from one person to another. When we try to explain it in the globalized community, we notice that the beliefs of each person depend exclusively on his or her culture. A person who believes in different cultures and values must have knowledge in order to interact effectively (Delecta and Raman, 2015).

1.6.4. Stereotyping

In this part, Banaji and Hardin (1996) defined Stereotyping as the practice of making value judgments about other people. The lack of information about the people involved is one of the factors that contributes to inappropriate or ineffective intercultural communication decisions. The cultural stereotype of what is over-generalized about a given culture is nothing more than an exaggerated generalization of what we already know about people, which is producing concern because each person imposes a stereotype on another or a group of people. We can generalize and say that the stereotype is created out of fear of a group's stereotyped image or lack of experience with that group. In conclusion, stereotype is one of the fundamental reasons for the emergence of different cultural ideas (Banaji and Hardin, 1996).

1.6.5. Ethnocentrism

By defining ethnocentrism, Zikargae (2013) claimed that ethnocentrism is based on our own culture and how we conduct ourselves in comparison to other communities. In fact, our own cultural experiences lead us to believe that our culture is unique. In addition, ethnocentrism is closely related to an anxiety level at work. Ethnocentrism causes several of the problems for intercultural workers.

1.7. Intercultural Communicative Competence

Contact between people from different linguistic and cultural backgrounds becomes nearer as a result of the globalization of the world and the role the English language plays as an international means of communication. Thus, the notion of 'competence' has known considerable shifts in the aims of developing successful intercultural communication.

By defining Intercultural communicative competence, Hymes (1972) first proposed by him, so he pointed out that Communicative competence requires the language learner to know what to say to whom, how, where, and when to say it in any given situation (Hymes, 1972). Knowledge and skills developed to use and interpret language appropriately in real-world situations are referred to as "communicative competence."

The concept of intercultural communicative competence (ICC) has been known to have a wide range of definitions and models. According to Kiss (2005, p.222), ICC is defined as "The importance of intercultural communication competence to the performance of multicultural teams is highly determined". According to the author, managers of multicultural companies said that the success of their shared task would be determined by whether their employees could deal with cultural complexity and comprehend, accept, and respond to cultural differences. Equally important, Kiss (2005) noted that Intercultural affectability, which allows people to comprehend the distinctions of different cultures, is considered a beneficial way of culturally different communication (Kiss, 2005).

Foreign language (FL) teachers and learners are increasingly following researchers' instructions to improve the process of communication with people belonging to different cultures and to take advantage of interactive circumstances in developing new strong

relationships that are based on the correct environment. As a result, culture in FL teaching misunderstandings, curriculum, stereotypes, and prejudgment, among other things are reduced.

1.8. Intercultural Communicative Competence Methods

Delectate and Raman (2015) suggested that the intercultural communicative competence methods are generally categorised three methods:

1.8.1. Cross Cultural Knowledge Training:

There are basic things that must be done by employees, including recognition of the existence of many and varied differences between cultures. Among these differences, we mention the difference in principles, beliefs and values. Employees must obtain special and basic multicultural training in order to become more aware and comfortable with cross-cultural issues in the workplace (Delectate and Raman, 2015).

1.8.2. Language Training:

It expressed as the language barrier in order for the communication process to take place, and it is one of the biggest problems for an intercultural team. Effective language training at an acceptable level must be provided to those in positions that give them great opportunities to communicate with foreigners (Delectate and Raman, 2015).

1.8.3. Enforcement of Mutual Benefit Policy:

There is no doubt that organizations should require that all cultures in the workplace benefit from one another. Employees will gain from a win-win situation. Thus, they will receive similar advantages as employees from different cultures (Delectate and Raman, 2015).

1.9. Usual Obstacles in Intercultural Communication

This section highlights some of the challenges that arise as common barriers to intercultural communication during a foreign exchange. The difficulties experienced could be social, personal, cultural or linguistic in nature.

Intercultural communication is complicated by stereotypes and prejudice. Both words refer to making judgments about someone based on a group's shared beliefs. From his standpoint, Lippmann's (1922) clarified that "*The World Outside and the Pictures in Our Heads*" (p.3).

15 years ago, Gass & Selinker (2008) described that the process of learning a second language must be considered both learning of rules and a process in which many individual differences play a role. Individual differences such as environmental conditions, age and attitude towards the target language are common examples of individual differences worth studying when helping students learn a second language. Hence, the ability to take chances appears to be a significant individual difference that has been identified as a predictive variable of second language acquisition performance (Gass & Selinker, 2008). To summarize, the authors want to see if risk-taking behaviors improve second language acquisition and assist students in enhancing their communication and language skills.

When visiting a new country and a new culture, an individual may be concerned about how to act or what to expect in terms of traditions, attitudes, beliefs and values, etc. In fact, speaking with native people from the host country is also an essential experience, particularly for the first time because it is the first interaction and engagement with the real world. There is no doubt that anxiety and uncertainty are likely to be present during this time. In this context, MacIntyre & Gardner (1994) maintained that foreign language anxiety

is a phenomenon that refers to “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (p. 284).

McCroskey (1977, as cited in Jung & McCroskey, 2004, p.124) proposed the definition of the concept of communication apprehension (CA) as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons”. In short, CA is a general fear or anxiety about oral communication, so people in this situation are unable to communicate or interact with each other

Conclusion

This chapter has introduced relevant terms for intercultural communication, including communication, language and culture. It has also discussed the intercultural communication approaches and nature of IC, with a particular focus on IC barriers in the workplace, which is the area of this chapter. It has attempted to point out why IC has intercultural communication barriers among people around the world. Five main barriers in the workplace of intercultural communication have been noted: misunderstanding, norms and roles, beliefs and values, ethnocentrism and Stereotyping. In the following step, we continually introduce the importance of intercultural communication. Accordingly, we dealt with intercultural communicative competence and its methods. Concerning the fact that when we solve intercultural communication problems and obstacles, so we will facilitate communication between people around the world.

Chapter Two: English as a Lingua Franca

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Introduction

At the beginning of this chapter, we provided definitions about English as a lingua franca and world Englishes. Subsequently, we intended to delve into the core of the present work and provide the most common definitions of ELF from a linguistic perspective and the features of the concept ELF. This followed by making a summary of English as a global language and Intelligibility in ELF Communication. Namely, we explained the ELF and identity. This chapter ended with the attitudes toward ELF and an overview of tourism.

2.1. Definition of English as a Lingua Franca

According to Phillipson (1992), "English has been successfully promoted and has been eagerly adopted in the global linguistic marketplace" (p. 7). In other terms, English has become a lingua franca. Specifically, there are several economic, cultural, and social reasons for the international promotion of English, which has resulted in English is the new lingua franca.

Both Firth and Jenkins, who are linguists who have investigated the relatively recent phenomenon of ELF, Firth (1996) identified English as a lingua franca as "a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication" (Firth, 1996, p.240). Such a definition indicates English's special position in ELF. English is the language used by speakers of various native languages to communicate with each other in an understandable way. In the same vein, Jenkins (2000) The ELF highlighted the role of English in intercultural communication.

Equally important, according to Hülmbauer and Böhringer, and Seidlhofer (2008), they need "to find a common voice in order to bridge language barriers" (p. 26). Hence, it

seems important to find ways to help bridge communication between people of different native languages and cultures.

In this context, Phillipson (1992) maintained that there are different economic, cultural, and sociological reasons for the worldwide marketing of English that have resulted in its being the new lingua franca, but it is a fact that English has been effectively represented and has been quickly adopted in the global linguistic marketplace.

From his standpoint, Ostler (2005) clarified that Egyptian, French, Hebrew, Greek, Latin, Chinese and Arabic were all formerly considered lingua franca, serving as a common language between individuals who did not speak the same first language (Ostler, 2005). Military expansion and economic power (which has been said to be a key role in English becoming the world's lingua franca), are all examples of how a language achieves such status (Ostler, 2005).

Ultimately, 9 years ago, Björkman (2013) asserted that English may be referred to as "the world's lingua franca" as a result of its significant impact on the modern world (Björkman, 2013). To recognize the phenomena of English as a lingua franca, we must go back in time and examine the circumstances that led to English achieving such a worldwide status (Björkman, 2013). In another term, English has a great effect on the new world.

2.2. English as a Lingua Franca – Linguistic Perspective

This part dealt with ELF speakers, and it described linguistic features associated with this phenomenon. It is possible to determine the characteristic language patterns that appear in ELF and what this phenomenon entails. These features serve as a unifying aid between ELF speakers. The fields of linguistics in which the author focused are lexicogrammar, phonology and pragmatics.

2.2.1. ELF-Speakers

To study ELF from a linguistic perspective, it is necessary to identify ELF speakers. The number of English-speaking non-native speakers has increased as English has become more widely spoken around the world. The three-circle model of world English proposed by Kachru (1985) classified English speakers and variants around the world.

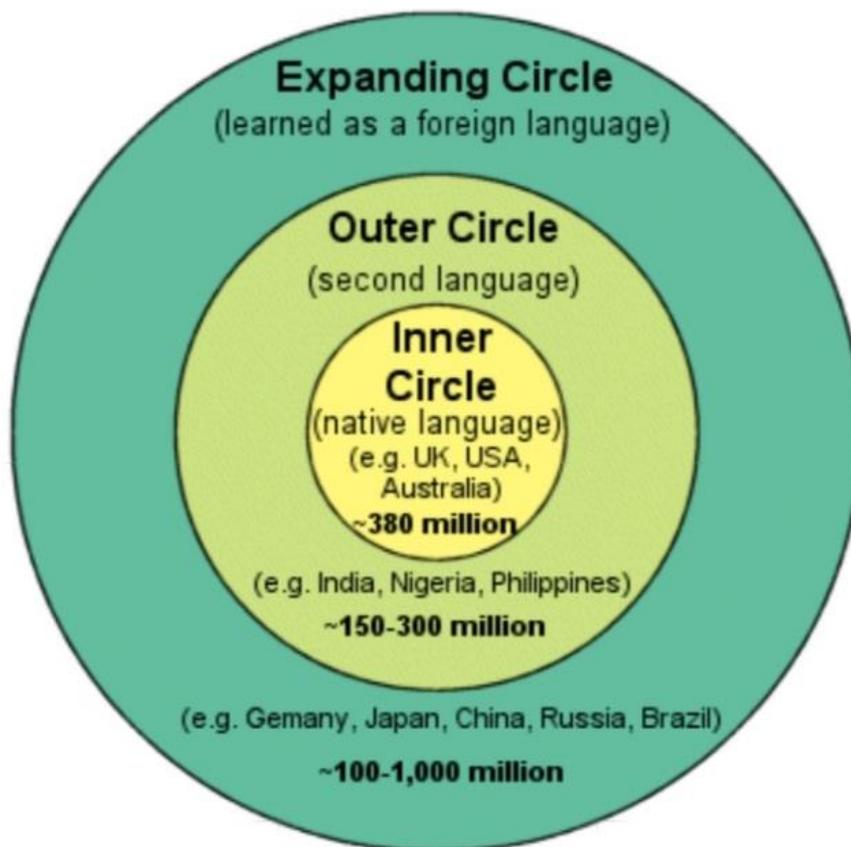


Figure 2. 1 Kachru's Three Circles of English (1985, as cited in Crystal, 2003, p. 61).

English is regarded as the global language of transportation. English speakers are separated into three circles, according to Kachru's study (1985), the inner circle, the outer circle, and the expanding circle. First, the inner circle is made up of native English speakers. It includes nations such as the United Kingdom, the United States, Ireland, Australia, and

New Zealand. Second, the outer circle shows nations where English was established as an official language during the colonial period, such as Nigeria and India. Finally, countries where English is spoken as a foreign language, such as Greece and China, are expanding the circle. Thus, English is considered an international or global language, not because of its large number of users, but because of its importance in communication (Kashru, 1985).

2.2.2. Linguistic Features

In this part, the author focuses on the linguistic features of ELF. To begin, lexicogrammatical features are briefly discussed, with the author looking more into the feature of "3rd-person singular –s." Second, phonetic features from the discipline of linguistics are introduced. Finally, the author discusses the importance of pragmatics in ELF.

2.2.2.1. Lexicogrammar

One of the most common features is ELF lexicogrammar. By defining lexicogrammar, Seidelhofer (2004) studied the lexicogrammatical features of ELF and he observed the following elements:

- Removing the third-person present tense—s
- The relative pronouns who and which are misspelled.
- Adding definite and indefinite articles, where they are not required in English as a new language (ENL), and removing them where they are required.
- Using incorrect tag question forms (e.g., isn't it? Shouldn't they be? Instead of shouldn't they?)
- Using superfluous prepositions (e.g., we need to study...)

- More use of verbs with broad semantic ranges, such as do, have, make, place, and take.
- Using that-clauses rather than infinitive expressions, such as "I wish that."
- Excessive explicitness (e.g., red rather than just red)

2.2.2.2. Phonology

Jenkins (2000, as referenced in Hülmbauer and Böhringer and Seidlhofer, 2008, p.30) examines whether phonological features are essential for language in ELF, developing the concept of a phonological "lingua franca core" and highlighting significant implications for education. Accordingly, Seidlhofer(2004) stated that Phonology is a relatively limited system, and almost all ELF speakers have some trace (more or less pronounced) of their First language accent in the language.

2.2.2.3. Pragmatics

Another main feature of linguistics that is closely linked to ELF is pragmatics, which is discussed, debated and researched among linguists who have focused on studies on pragmatics' significance in ELF. Jenkins and Cogo and Dewey (2011) clarified that non-understanding or misunderstanding comes less frequently in ELF pragmatics than it does in communication. Equally important, they also discussed how ELF speakers deal with misunderstandings, including the techniques they use to respond to and negotiate an early risk of misinterpretation. Repetition has been recognized as a consistent technique across a variety of research and circumstances (Jenkins & Cogo & Dewey, 2011).

The pragmatics of ELF can be developed, all connected but described individually below, according to Seidlhofer (2004):

- 1) Miscommunications are uncommon in ELF contacts; when they occur, they are usually resolved by changing the topic or, less frequently, by overt negotiation communication strategies such as rephrasing and repetition.
- 2) Interference from first-language intercultural communication norms is extremely rare.
- 3) Interlocutors appear to follow what Firth (1996, as cited in Seidelhofer, 2004) refers to as the "let-it-pass principle," giving the impression that ELF speech is explicitly consensus-oriented.

2.3. World Englishes

The conceptualisation of World Englishes with a theoretical framework actually goes back to the early 1960s (Kachru, 1965).

According to Jenkins (2006), the first diaspora, which includes the United States (USA), Canada, Australia, New Zealand and South Africa, produced "new Englishes".

12 years ago, Dawson (2011) noted that whereas 'New Englishes' emerged as a result of the second diaspora, which is defined as a situation in which English has been learned as a second language or as a language within a larger multilingual selection of languages, such as when Indian, Nigerian, Singaporean or Philippine Englishes are used. In fact, not only are the linguistic products of "an English" and "English as a Lingua Franca" distinct, but so are the cultural, functional, and ideological characteristics of the two.

In the same vein, Platt et al (1984, as cited in Todd, 1985) proposed four definitions for a 'New English' which are:

- 1) It has grown as a result of an educational system. This means it has been taught as a topic and, in many cases, as a medium of instruction in areas where languages other than English are the dominant language.
- 2) It emerged in a region where the majority of the population did not speak a native dialect of English.
- 3) It serves a variety of purposes among individuals who speak or write it in the place where it is spoken or written.
- 4) It has been "nativized" or "localized" by adopting some of its own language elements, such as sounds, intonation patterns, sentence structures, vocabulary and phrases.

2.4. English as a Global Language

The English spread throughout the world is not new; it dates back to the British colonial era from the 17th to the 19th centuries, and then from American world dominance in the twentieth century (Crystal, 2003). According to Melitz (2016, p.583) “There has never been in the past a language spoken more widely in the world than English is today”. On the whole, in today's globe, English is the most widely spoken language. Most importantly, English is well-advanced among all other languages in terms of non-native speakers studying it, and it is the only language that is widely represented on all five continents. Only French comes close to English in terms of geographical diversity, although it is still a long way behind (Melitz, 2016, p.583).

In this context, Crystal (2003) described that English is a worldwide language. It is something you hear politicians from all across the world say on the news. English signs and ads may be found almost everywhere. When you enter a hotel or restaurant in a strange country, the staff will speak English and an English menu will be available.

From his standpoint, Truchot (2002) clarified that the teaching of English has become the norm in Western Europe, with all students learning the language. In fact, English classes are becoming longer in almost every country. Also, in Central and Eastern Europe, language learning in primary school (children under the age of 11) is a long-standing practice. Furthermore, global business demands proficiency in a variety of languages. The trend of internationalisation, on the other hand, has resulted in significant growth in the use of English by businesses (Truchot, 2002).

Accordingly, Northrup (2013) adopted that announcements on airports and flights are usually in English. English is often the default language in international conferences, if not the only language. In addition, English is the primary language of publication in many fields of science. Other languages are still important on a local, national, and regional level, but for the first time in history, one language has emerged as the global lingua franca (Northrup, 2013).

Latly, in the same vein, kayman (2004) pointed out that English is becoming a global language that really does not belong to anyone. Furthermore, the argument that English as a worldwide language is not being artificially differentiated from its earlier historical periods of linguistic growth. Rather, we are commonly taught that we need it. English comes from "people" or "the globe" in general. In fact, he stated that the success of English is linked to the world's need for a language to communicate in, not just with speaking countries, but also with one another. As we know, the natural foundation of English as a global language is reinforced by the desire (or, as it is sometimes stated, the "need") to communicate (kayman, 2004).

2.5. Intelligibility in ELF Communication

Because oral interactions include at least two individuals, the debate about English intelligibility is complicated, and there are various aspects that impact it.

15 years ago, Cogo (2008) pointed out that ELF scholars intended to develop a new approach in the 1990s that would improve international intelligibility by establishing a common core of English that would support the variety of English in their various lingua franca situations. After one year, Cogo (2009) asserted that Participants in ELF communication seek to make their message as intelligible as appropriate to their audience.

From their standpoint, Smith and Nelson (1985) issued that Intelligibility is determined by the relationship between the speaker and the hearer (Smith and Nelson, 1985). Additionally, in this context, he maintained that “Being intelligible means being understood by an interlocutor at a given time in a given situation” (Smith and Nelson, 1985, p. 59). To summarize, for him the definition of intelligibility is to be comprehensible by an interpreter in a particular setting at a given moment.

Equally important, according to Jenkins (2000), the speaker, the hearer, the language and social context, and the environment are all strongly connected in this conceptualisation of comprehensibility.

The concept of Intelligibility in ELF has been known to have a wide range of definitions. According to Munro and Derwing (1995), intelligibility is defined as “Intelligibility refers to the extent to which an utterance is actually understood” (p. 291). Based on this definition, it can be said that it relates to how well listeners comprehend a statement.

In this context, When we examine the number of speakers that use English as their primary language of communication, as well as the features of these languages that are eventually transmitted into the English they speak, we may get a sense of the complexity of these challenges. Furthermore, there is no widely accepted definition of it (Becker & Kluge, 2014). Eventually, As Isaacs (2008) issued that the objective of teaching second language pronunciation has long been thought to be intelligence. Nonetheless, there is no universally accepted definition of intelligibility, nor is there broad suggestion as an effective technique to assess it. Consequently, there is limited empirical data to identify which pronunciation features are important for intelligibility in order to help teachers make instructional decisions (Isaacs, 2008).

2.6. Attitudes toward English as a Lingua Franca

Perceptions significantly influence the dynamics of language use. To begin with, it appears to be an oversimplification to dismiss English as a lingua franca as only a language for communication, believing that it does not play a part in the development of one's identity and to overlook the opinions of others about how one expresses oneself in English.

As Jenkins (2007) proposed in her study on attitudes toward ELF: If non-native English speakers believe that their success in English-using life is closely linked to their English's proximity to native speakers' values, it's not unexpected that they struggle to give up their desire to achieve these values (Jenkins, 2007).

From his standpoint, Sifakis (2007) clarified that the attitudes of students toward the English language and its role in international/intercultural communication are significant.

In this context, Graddol (2006) maintained that today, most English communication takes place among non-native speakers. Similarly, English-language business meetings generally run more smoothly when no native English speakers are present.

In fact, we discovered that the majority of researchers used to describe attitudes toward English as a lingua franca. Finally, Barančicová and Zerzová (2015) described how many native speakers are certainly dissatisfied that English is being promoted as a lingua franca because they fear that it may modify their mother tongue in ways that they cannot control.

2.7. English as a Lingua Franca and Identity

Work is the relationship between one's own identity and the language in which one seeks to express it. In other terms, identities in postmodern civilizations have become increasingly complex, transcending the simple framework of nations and languages, although these associations remain crucial for a large number of members.

At some point, House (2003) issued that ELF is not a dominant language but rather a tool totally lacking in collective cultural investment. It is a language that cannot be used for identity marking, positive interrelated attitude toward a second language (L2) group, or a desire to become similar to valued members of this second language group simply because ELF speakers are not defined (House, 2003).

In private contexts, ELF does have subjective, "identificatory" objectives alongside national languages, as established by other scholars such as Kalocsai (2013) and Klötzl (2015), but this is not a danger to multilingualism on an individual or social group level.

Twenty-one years ago, Oakes (2001) stated that it's impossible to establish if the interviewees' identities as Finns influence their perceptions of themselves as English speakers. At the very least, they look proud to be Finnish and speak English at the same time. Scandinavians are known for being exceptional English speakers, but it has been reported that Finns are modest in their assessment of their own language (or other) abilities.

Equally important, Baker (2011) noted that the country's widespread use of English as a lingua franca has raised concerns about how people express themselves and their local settings in English. This fact raises questions about culture and identity. He also mentioned that it has been suggested that ELF is fundamentally a culturally and identity-neutral language.

Ultimately, according to McKay and Wong (1996), claimed that These earlier studies indicate that learners negotiate multiple identities in various situations (such as educational and non-educational) and are placed in a variety of discourses, owing to their varied histories as English learners, backgrounds, power discourses and backgrounds.

Conclusion

In 21 century, the world changed. New concepts have appeared and traditional ones have changed. The English language has now become the dominant language in the world at all levels and fields, and this indicates that it is known as the international prevalent language. To understand the largest sector of the world and facilitate the process of communication, the English language has become the most important tool in this regard. It gives us the ability to communicate successfully with people of multiple nationalities and different cultural backgrounds. On the other hand, the idea of adopting the English language in all sectors has become an essential thing, and the limited traditional concepts must be

changed. Furthermore, workers in the travel agencies find obstacles in the process of communication with tourists, mainly because they do not speak English as a lingua franca. For more clarification, since English is now the first language, they need to develop their capacities in this language as well as avoid misunderstandings and misinterpretations. To sum up, we should raise the workers' cultural awareness about the importance of this tool in all the disciplines, not only in the tourism field, about the need for English as a lingua franca that may contribute to reducing their problems. We can say that English as a lingua franca can be an efficient technique for better communication and being interculturally competent.

Chapter Three: Data Analysis and Interpretation of the Results

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Introduction

The fieldwork for this chapter was undertaken at Biskra's tourist institutions, which are travel agencies. It contains a detailed overview of the core parts of the data collection procedure (tourist questionnaire and staff interview). First, tourists from all around the world who visited Algeria were requested to answer a semi-structured questionnaire. Additionally, the staff of Biskra's travel agencies completed a semi-structured interview. Accordingly, we aim to acquire information by collecting and analysing the data collected from the questionnaire and interview, as well as the interpretation of the results. Eventually, the dissertation's ultimate aim was to investigate workers' target demands and attitudes toward English as a lingua franca in order to enhance intercultural communication during the research process.

3.1 Research Method

A research methods are the techniques used in research to answer research questions. Both Croker (2009) and Mason (2013) proposed three types of research methods. Croker (2009) identified that quantitative research means gathering primarily numerical data and analysing it using statistical methods. Moreover, qualitative research requires gathering primarily textual material and analysing it using interpretative analysis. Furthermore, mixed methods research combines quantitative and qualitative research based on the goals and context of each study as well as the nature of the research questions. On the other hand, Mason (2013) stated that "quantitative approaches to research are based on formal, objective, and systematic processes in which data are numerically quantified" while "qualitative approaches refer to research that is both descriptive and systematic" (p. 2485). In other terms, we can say that the two methods complement each other. The quantitative approach deals with measurement and statistics, while the qualitative approach is based on developing

theories, so they are both regarded as appropriate methods for providing a clear understanding and can be used in the same study.

In the same vein, Johnson (2007) stated that a mixed method is the form of study in which a researcher or a group of researchers mixes components of qualitative and quantitative research methods for the broad aims of breadth and depth of understanding and verification.

3.1.1. The Use of Mixed Method

The nature of the variables being investigated strongly affects the technique used in academic research, and the better the researcher knows the philosophical underpinnings of the method he aims to apply, the better it will be to pick the most appropriate approach (Khaldi, 2017).

In view of Denscombe's (2010) strong claim that the mixed-methods technique entails gathering, analyzing, and integrating both quantitative and qualitative data in a single research. It refers to a research approach that integrates components of traditional research paradigms by combining methodologies from diverse traditions with a variety of underlying assumptions.

Equally important, Creswell (2012) stated that there are seven steps to using mixed methods research: determining whether mixed methods research is valid; determining the justification for combining methods; planning the data collection procedure(s), developing the questions; collecting data; analyzing data; and finally writing the report.

From his standpoint, Bryman (2007) clarified that using a mixed approach in research is difficult since it necessitates additional time, study, and resources. On the other hand, it

performs a significant and valid function in research since it uses many tools to address all of the factors that influence the phenomenon.

3.2 Population/ Sample

Two samples were selected in order to collect data: This questionnaire was designed as an online form with a sample of twenty-eight (n=28) tourists as volunteers. It is based on the assumption that overseas tourists will assist in gathering the necessary data on the subject, as they play an important role in determining the best communication methods for them. In addition, six (n=6) travel agency staff were randomly selected.

3.3 Data Collection Tools

Data collection is an important part of conducting research; there are several methods for collecting data, including observation, testing, interviews, and questionnaires. A semi-structured questionnaire and a semi-structured interview were used to investigate attitudes toward English as a lingua franca for enhancing intercultural communication in the tourism industry. The questionnaire and the interview were conducted with the tourists and the employees of travel agencies in Biskra.

a) The Interview

In this study, the conducted interviews serve as a complement, with the same or similar themes being discussed. From his standpoint, Mann (2016) asserted that interviews are often viewed as an important tool for understanding the beliefs, experiences, and worldviews of informants

In this context, Cohen (2007) defined a research interview as a powerful technique for data collection that allows for the use of many sensory systems: verbal, nonverbal,

spoken, and heard. Accordingly, interview responses to complicated and serious problems vary. In conclusion, the interview is a useful tool for researchers.

In other study, Verma and Mallick (2005) said that while surveys are used to collect quantitative data, interviews are often used to gain qualitative data; that is, one investigates "hard data," while the other investigates "supplementary data" or "complementary data". For instance, this involves looking further into some of the survey's most important themes, as well as related topics that do not lend themselves to surveys.

b) The Questionnaire

Patten (2016) believes that there are strengths and weaknesses to using a questionnaire in research. First, questionnaires are an effective way to collect data. Second, questionnaires are good for gathering sensitive information. Third, questionnaire research is economical. On the other hand, the weaknesses can be grouped into three categories: poor questionnaire response rates, questionnaire may also just provide a snapshot. In addition, questionnaire produce responses that are socially acceptable. To conclude, the questionnaire provides the researcher with different views on the problem, so it has a lot of strengths and weaknesses.

3.3.1 Employees' Interview

3.3.1.1 Aim of the Employees' Interview

The author's practical component consists of a study whose main purpose is to determine how well travel agency employees are aware of the English as a lingua franca phenomenon and their own preferences in utilising the English language. This study contributes to the theoretical part of the thesis by providing new insights and investigating

the significance and position of the presented phenomenon, English as a lingua franca, in today's society, specifically in the tourism industry. Eventually, one of the most important things that we wanted to gather from this interview is where the real problem lies concerning their English literacy gap and what their "wants" are. In addition to that, describing the effectiveness of English as a lingua franca as a means of communication in travel agencies.

3.3.1.2 Description of the Employees' Interview

Four face-to-face interviews were scheduled with the help of our supervisor to interview six travel agency employees who expressed interest in the topic of our inquiry and agreed to participate and be recorded. The interview's main goal was to gain a thorough understanding of the phenomena under study. Since this was a semi-structured interview, it was directed by closed-ended and open-ended questions, and it is made up of eight questions.

3.3.1.3 Validating the Employees' Interview

This tool has to be verified as well, in order to reduce misunderstanding and repetition that may emerge from the interview items. It was emailed to four teachers who were chosen to pilot it as a word document. There were no significant modifications noted by the teachers. Exceptionally, and in order to come to the final form of the interview, they all advised removing three questions.

3.3.1.4 Conducting of the Employees' Interview

Six workers accepted the request to participate in the interview when we visited the travel agency staff and asked them to do so. However, four workers rejected the request to be recorded. Following that, we conducted face-to-face interviews. In addition, the interviews were held at the time and place of the workers' choice, in order to keep them at

ease and comfortable. The session lasted approximately four hours, and the interviews were recorded with the workers' permission.

3.3.1.5 Interview' Data Analysis Procedures

In this current study, after gathering the needed data and information, the researcher selected a technique, which is the Algerian employees' interviews for the purpose of this study. In this regard, the current method of the interview' data analysis procedures used verbal data to analyse the qualitative data.

3.3.1.6 Interpretive Analysis of the Employees' Interview

Item 1. How can you evaluate your proficiency level in English language?

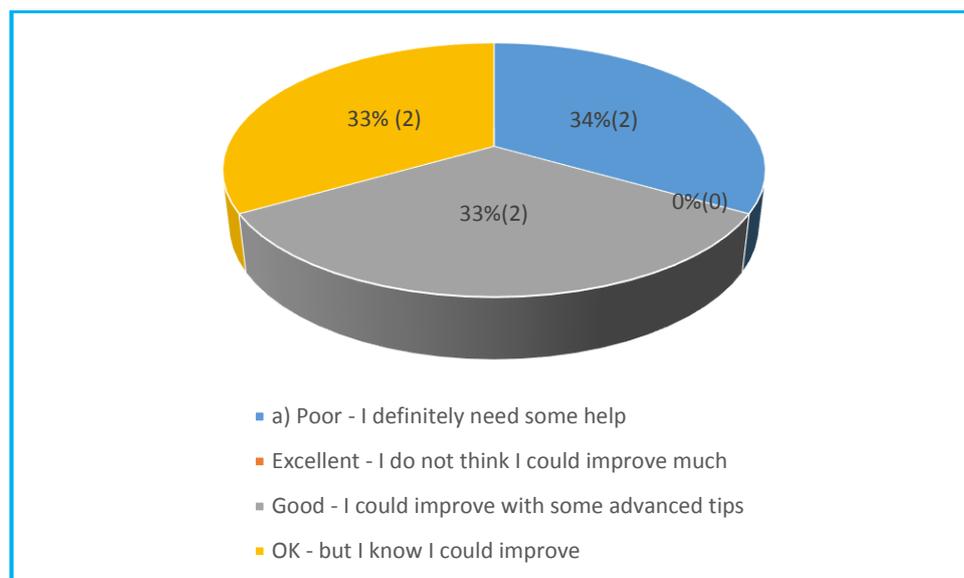


Figure 3. 1 Proficiency English Level

The English Language becomes the global language. Moreover, English language proficiency is not easy to measure because everyone has different strengths and weaknesses. Meanwhile, the researcher's aim in this question is to know the travel agencies' staff's English level and if they can communicate in English with tourists.

The results are shown in table (3.1), which shows the English proficiency differences among employees, though the answers were balanced. However, the respondents were introduced as follows: (2) of the employees, representing (%33) chose OK - but I know I could improve, while (2) of the employees representing (%33) selected good - I could improve with some advanced tips. (2) Employees representing (%34) argue that they have a poor level and definitely need some help. Whereas none of them representing (0%) indicates that, their English is excellent - I do not think I could improve much.

Item 2. How often do you use English while communicating with tourists?

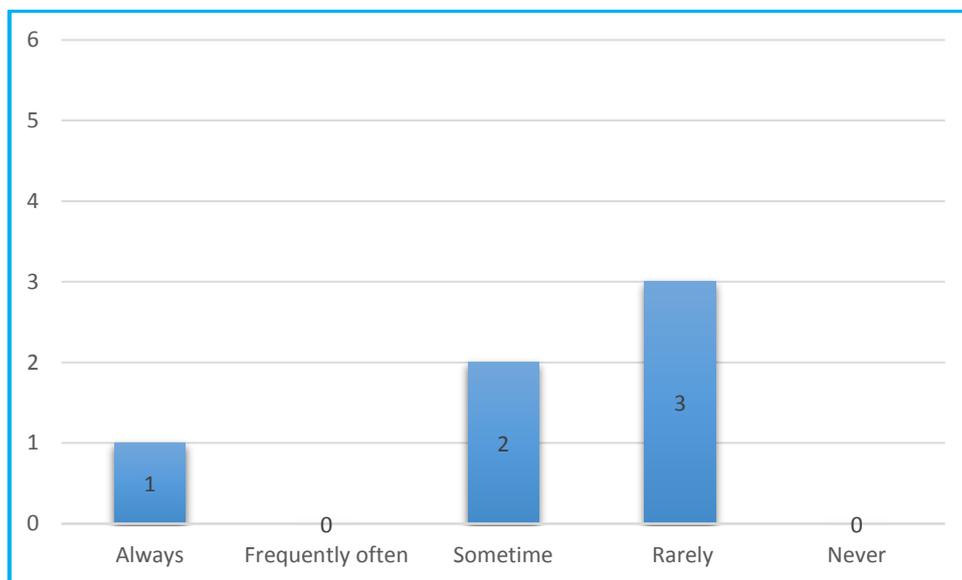


Figure 3. 2 Frequency of English Use

Correspondingly, according to Figure (3.2), three of the employees represent those who rarely use English while communicating with tourists; nevertheless, two of the participants sometimes have regular communication in the workplace. Only one employee declared that using the English language is always needed. At the same time, none of them opted for the “frequently often” or “rarely” options. This means that all employees must learn English to fulfill occupational requirements.

Item 3. According to you, to what extent is the use of English important in the tourism industry?

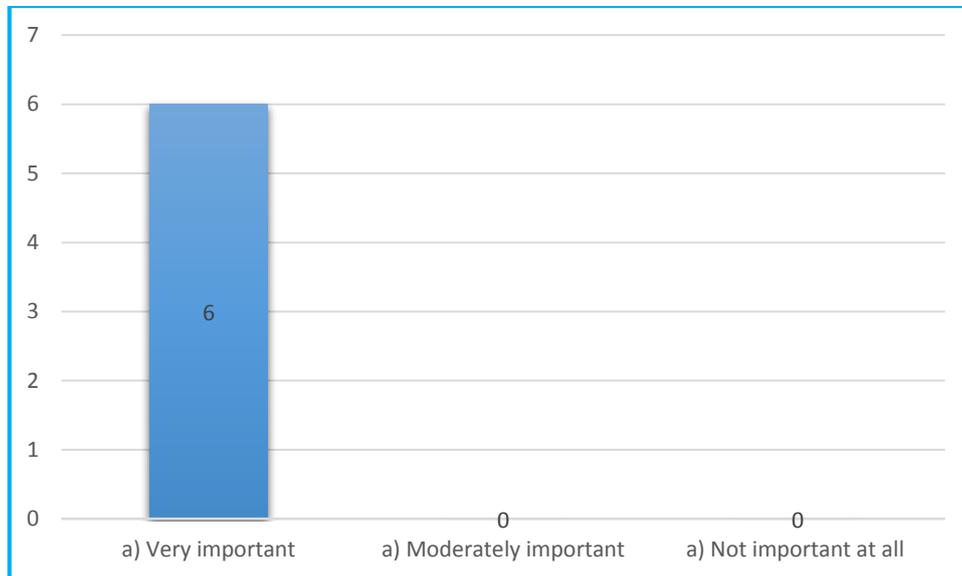


Figure 3. 3 The English Needed in the Tourism Industry

This question attempts to identify the most important language used in Algerian travel agencies for communication with tourists nowadays.

Additionally, all the participants (100%) stated that the use English language is significant as a medium of communication at work when they chose “very important”; whereas, none of them chose “moderately important” or “not important at all” options.

Item 4. Have you had any difficulties communicating with someone who does not speak the same language as you?

This questions aims to define if the employees had a communication challenges before or not.

*Table 3. 1**Communication Problems with Different Cultural Backgrounds*

Option	Frequency	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

To illustrate what is displayed above, all the interviewees (100%) had communication problems at work; whereas, none of them opted for the “no” option.

Item 5. Which language do you usually use instead of your native language in order to communicate with non-arab tourists?

- I prefer to use English with tourists because most of them master it.
- For me, the appropriate language that can facilitate communication with tourists is French, since most tourists that come to Algeria speak French.
- Most of the time, I used to rely on the French and English languages simply because I have competence in both of them.
- This depends on the communication situation.

Based on the staff’ answers of travel agencies the researcher deduces that the language that they usually used instead of the employees’ mother language is French since the majority of the tourists belong to France and rarely do they deal with English foreigners. However, it does not mean they are not interested in communicating with the English language. In brief, we can say that successful communication is based on the efficiency in mastering other languages of both tourists and Algerian workers.

Item 6. What are the difficulties that travelling agencies workers face when communicating with tourists from different cultural backgrounds?

Among the problems is that in some situations we could not find the appropriate words to carry out the meaning. The employees illustrate some problems that can be avoided by the use of English:

- I do not know what to say
- I know what to say and how to say it, but you cannot say it
- I do not know how to use body language
- The lack of English proficiency
- Even though I have an average command of the English language, I occasionally struggle with different accents.
- We have problems formulating sentences that enabled us to convince the tourists about our benefits by using English.

In these open questions, the researcher focused more on the challenges that face Algerian employees when they deal with travellers. Regarding their answers, we summarised them into the following essential points. First, language barriers meant that the Algerian workers faced problems in formulating sentences or finding the right words. Furthermore, the different accents may lead to other problems in communication. Third, misunderstanding indicates a weak English level.

Item 7. In your opinion, what should traveling agencies workers do to overcome their intercultural communication difficulties when dealing with foreign tourists?

The aim behind this question was to point out the employees' perceptions to overcome the intercultural communication challenges. The following statements are the employees' suggestions to overcome the previous problems:

- Organize study days & oblige training.
- Develop relevant English courses.
- They have to learn from their mistakes in previous situations.
- Scheduling English training.
- They must try to communicate with and interact with foreigners to improve their English level.
- The travel agency's staff should speak at least two languages.

To begin with, they suggest that they need to take a course, organize study days and oblige training. According to their views, were confined to scheduling English training in order to master the English language as well as to avoid falling into misunderstandings. On the other hand, some workers think that they need to integrate, interact and engage with those from different cultural affiliations for the sake to develop their linguistic and cultural level. Lastly, we can say that the most appropriate solution for them is to learn more than two languages.

Item 8. Do you think travel agencies workers need to master the English language for better intercultural communication?

The current question intends to elicit the employees' perspectives about mastering the English language for better intercultural communication. The majority assumed that it is necessary to master the English language for better intercultural communication because it

becomes an international language. In addition, since the English language is considered a global language nowadays it has become essential to develop our level.

Item 9. How do you perceive the use of English as a lingua franca in facilitating intercultural communication in the Algerian travel agencies?

This question inquired about the employees' views on the use of English as a lingua franca in enhancing intercultural communication. Here are the Algerian workers' responses:

- Worker A: English is a global language, so travel agencies around Algeria must offer it.
- Worker B: It helps us communicate easily with overseas tourists.
- Worker C: I am comfortable with the use of English as a lingua franca; I think it facilitates the working process.
- Worker D: Dealing with English is very important.

The tourists' perceptions and expectations when it comes to this question; all workers came up with the same attitude. All the participants have a positive impact. First, they stated that English is a global language, so travel agencies around Algeria must offer it. According to them, it helps them communicate easily with overseas tourists, and it reduces misunderstandings. Next, they agreed with the use of English as a lingua franca as well as its facilitation in the working process.

3.3.2 Tourists' Questionnaire

3.3.2.1 Aim of the Tourists' Questionnaire

The goal of using this data-gathering technique, a semi-structured questionnaire, was to collect information on tourists. Determine the communication challenges between workers and tourists during the study process while using English as a lingua franca.

Consequently, we directly asked them questions about it and indirectly rate their English usage and understanding. Furthermore, we intended to identify through this questionnaire the significant barriers to intercultural communication among tourists and travel agency staff in Algeria. As a result, the focus is on their perceptions of English as a lingua franca for intercultural communication. Eventually, we would be able to achieve the study's central goal.

3.3.2.2 Description of the Tourists' Questionnaire

The semi-structured questionnaire was designed for tourists from around the world since they deal with employees of travel agencies when they come to Algeria. The questionnaire was divided into three sections. The first section contains four questions; those questions were mixed with open-ended and close-ended questions. The first section contains three questions that aim to collect general information about the tourists. The second section, entitled "Tourists' Intercultural Communication", contains three questions focused mainly on English language obstacles. Similarly, the third section, entitled "The Use of English in Intercultural Communication", contains a table that contains 8 sentences with a 5 point Likert scale and offers the options "Strongly disagree, Disagree, Neutral, Agree, Strongly agree" This section focused on the travel agency staff difficulties in order to identify the English language gap. Moreover, this section focused mainly on tourists' attitudes toward using English as a lingua franca in facilitating intercultural communication in the tourism industry.

3.3.2.3 Validating and Piloting the Tourists' Questionnaire

To double-check the information, we emailed the first draft to the supervisor because the questionnaire was long, and had several errors, the supervisor proposed that certain changes be made in order to bring more clarity to it. The supervisor's suggestions were taken

into account when creating the final draft. It was piloted with four tourists who visited Algeria and who did face some difficulties communicating with travel agency workers. Hence, we edit this questionnaire with an explanation for a better understanding.

3.3.2.4 Administration of the Tourists' Questionnaire

The participants were given the final draft through the internet. The Facebook network was used to contact travellers, and an online questionnaire was posted on the Algerian tourism industry's Facebook group. The online tourist questionnaire was created with the help of Google Forms, a survey program that allows you to create various kinds of questionnaires (structured, unstructured, and semi-structured questionnaires). After two weeks, 28 answers from tourists from all around the world had been received.

3.3.2.5 Questionnaire Data Analysis Procedures

After having collected the necessary data for the tourists' questionnaire as quantitative data, which should be chosen in compliance with the nature of the study; It is worth mentioning that while quantitative data analysis is in the form of numerical and mathematical relationships. This process eventually accomplished incorporated a combination of both tendencies. The researcher used textual and mathematical statistics using Excel to make a report about the findings. Nonetheless, the most basic ones are descriptive and inferential statistics.

3.3.2.6 Analysis of the Tourists' Questionnaire

Section One: Personal Information.

Item1. Which country are you from?

*Table 3. 2**Respondents by Country of Origin*

Country	Frequency
USA	5
Canada	4
Italy	3
China	3
Turkey	3
Spain	2
France	2
England	2
Malaysia	1
Russia	1
Sweden	1
Somalia	1
Total	28

This question aims to find out the tourists' nationality. One can notice the diversity in contributions. In this sample, out of (28) participants, five hold the American nationality, while Canada comes next with four participants. Three tourists were from China and three from Turkey. Moreover, we had two tourists from Spain, France and England. However, the remaining participants from Malaysia, Russia, Sweden and Somalia each had one tourist from each country.

Item2. Do you speak English?*Table 3. 3**Frequency of Speaking English Language*

Option	Frequency	Percentage
Yes	28	100%
No	0	0%
Total	28	100%

The current question intends to know if the Algerians speaking English. A high percentage of participants (100%), which represents 28 tourists, speak English; whereas, zero percent of the sample picked the "no" option.

Item3. How do you evaluate your level in English?

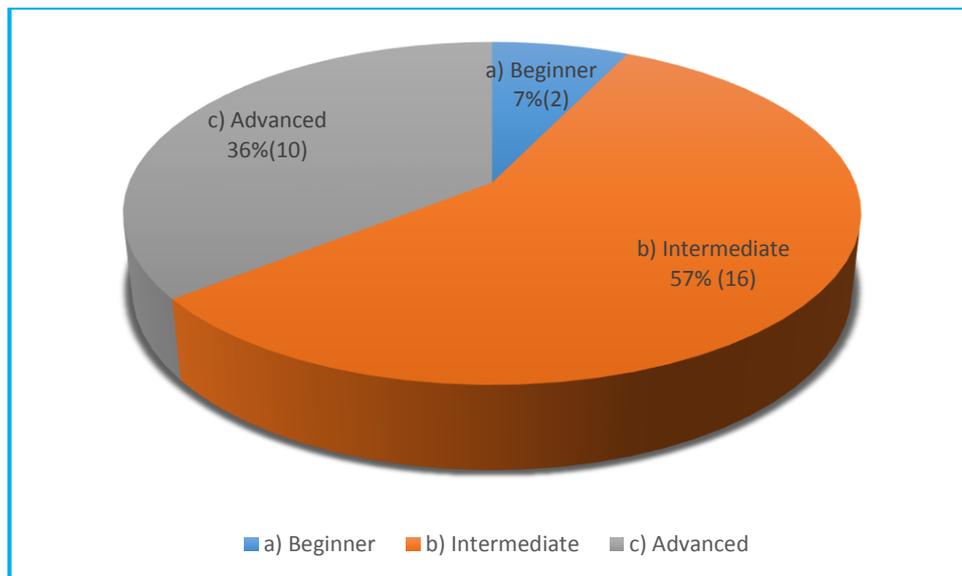


Figure 3. 4 Tourists' English Level

To digest, as a table (3.4) classifies, there is diversity in tourists' level of English. It illustrates that the dominant part of participants, which is 16 (57%), are those whose level in the English language is intermediate; however, the tourists, representing (36%), have an advanced English level. Lastly, the tourists' beginner level of English represented (7%).

Section Two: Tourists' Intercultural Communication

Item1. Which language (s) do you use to communicate with people when you travel to Algeria?

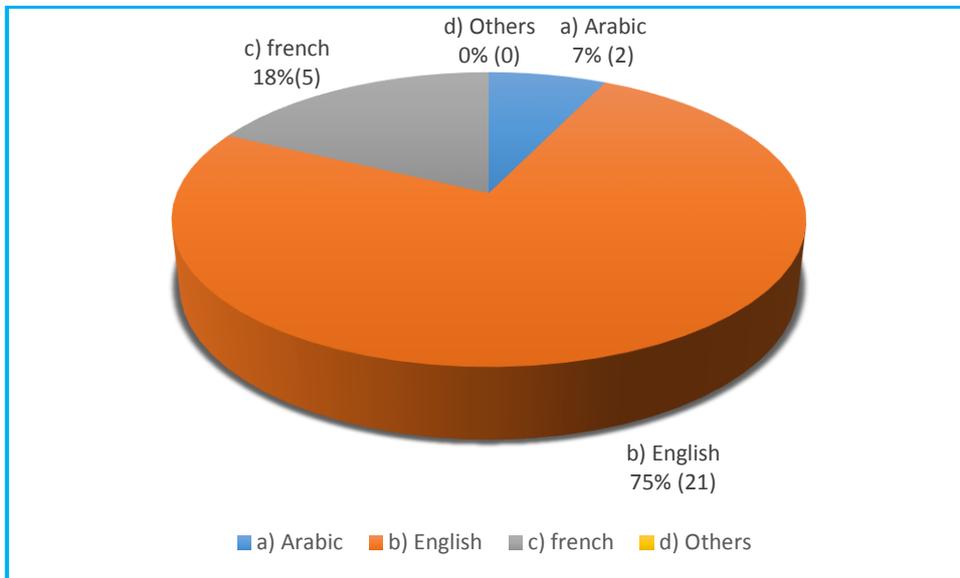


Figure 3. 5 Languages Used by Tourists to Communicate with Algerian people

This figure aims to determine the most often used languages by tourists while communicating with Algerians. Based on the data, the English language, which represents (75%), is considered the basic language for communication with Algerians; however, the next percentages go for French (18%) and Arabic (7%). Also distinguished, no one chose other languages. In fact, tourists may communicate with Algerian travel agencies using English.

Item2. What kinds of obstacles do you face when you communicate with travel agencies staff in Algeria? You can choose more than one answer.

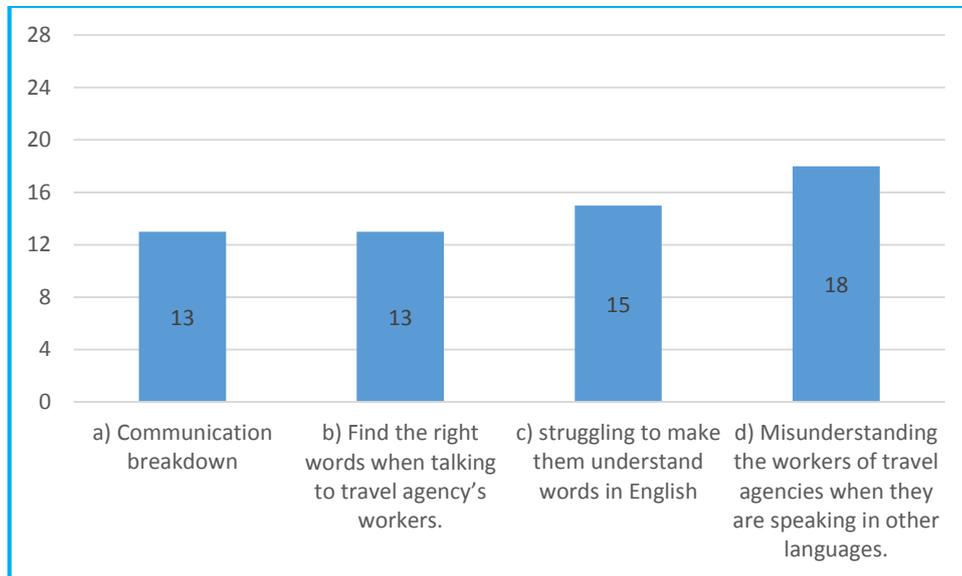


Figure 3. 6 The Kinds of Communication Problems

This question aims to explore the types of communication problems between them and Algerian travel agencies.

As it is shown in the figure above, a considerable number of opinions (18) confirmed that the tourists misunderstand the workers of travel agencies when speaking in other languages, whereas 15 other views showed that the tourists struggle to make the Algerians understand words in English. Eventually, the rest of the tourists' opinions (13) took a balance between the two options, which are "communication breakdown" and "find the right words when talking to the travel agency's workers". To elucidate, tourists who adopt an English-speaking policy may have more communication barriers in Algeria.

Item3. In your opinion, does the English language play an important role in facilitating intercultural communication in the travel agencies' workers in Algeria?

Table 3. 4

The Role of English to Facilitate Intercultural Communication

Option	Frequency	Percentage
Yes	28	100%
No	0	0%
Total	28	100%

This item seeks to determine whether the English language is important in facilitating communication between travel agency employees and tourists. Table (3.4) shows that the entire sample (100%) said yes, but no one (0%) out of (28) said no. Additionally, all the staff and the tourists have exchangeable work, and they express it in English.

Section Tree: The Use of English in Intercultural Communication

Item1. Have you ever had any misunderstandings while communicating with Algerian travel agency's workers because they do not speak or master the English language?

Table 3. 5

The Main Communication Problems among Tourists and Algerian Travel Agencies' Employees

Option	Frequency	Percentage
Yes	26	93%
No	2	7%
Total	28	100%

Regarding this question, its aim is to specify the main communication obstacles between tourists and Algerian workers.

Table (3.5) shows that more than half of tourists (93%) encounter difficulties when communicating with travel agencies' staff; whereas, two tourists out of twenty-eight participants (7%) claimed to have no interaction problems. Evidently, tourists seemed to not be able to communicate in one way or another effectively with Algerians because they have different cultural backgrounds.

If yes, could you please provide us with an example of a situation where the misunderstanding happened?

The researcher asked this question to determine the common challenges that happened between the staff of travel agencies and tourists. These situations explain where the misunderstanding happened between them, and those are some examples of the tourists' complaining. The researcher put it into themes.

The tourists illustrate some problems that can be avoided mainly: First, grammatical, pronunciation and spelling difficulties can affect communication.

- One day I had a big problem because the travel agency worker make mistake when they wrote my name; this mistake always happens because they have a spelling problem.
- The problem occurred in the reservation process, although all the required procedures were correct, the reservation was not made due to the language spelling.

However, some of the tourists focused on language barriers, which caused miscommunication between people speaking various languages. Here are some tourists' responses:

- Once a time, I went to a travel agency because I wanted to book a flight back home there, they only speak Arabic or French, which was the problem, and I am not good

enough to communicate with this language. I found obstacles to communicate with those workers there.

- The most of the time they use French more which is not commonly used in my country and in the world.
- 4 years ago, I decided to visit the Algerian desert, exactly a place called Ghardaia. When I arrived in Algeria, I went to a tourism agency to guide me, and they told me that a tourist guide should accompany me because there is a tribe that does not accept strangers. Unfortunately, the workers of that agency could not understand what I was saying, they all speak French, and I only know Hungarian and English, so they started to look for someone who can speak English for me.
- Since their second language is French, so I have had a big obstacle in making them understand what I want to say, thus I tried to use signs and expressions in order to reach my message.
- A year ago, I decided to jump into a new adventure, so I went to Algeria to meet my friend for years. I had been traveling extensively and getting around using just English. Honestly, It was a very tiring experience. I could never have a deep conversation with anybody that way and even holding a basic conversation with my friend's family — who did not speak English — was frustrating and tiring. Finally, I went the travel agency to reserve, and OMG when I began to speak English with them; they did not understand. Thus, my friend started translate to Arabic. It was a horrible experience because I thought that anyone working in the tourism industry can speak many languages not just English.

Undeniably, the tourists shed light on another challenge, which is the psychological barrier that leads to miscommunication between tourists and Algerian travel agencies because of anxiety, apprehension and low self-confidence. The tourists added the following comment concerning this problem:

- Two years ago, I traveled to Algeria, so I heard that Algeria is near Tunisia. I decided to visit this country. I went the travel agency in Algeria to make a reservation; I was embarrassed to talk with them because they did not speak English.

These situations were given to gather tourists' difficulties, which were communication breakdown and misunderstandings when they went to Algerian travel agencies, which led to a serious impact on the Algerian tourism industry. The tourists added some remarks concerning the issue being addressed. The following are:

- There is difficulty in understanding the intended idea behind some words, and they use words that might be misunderstood.
- I came to Algeria 6 months ago to work, so when I want to come back to my country. I went to the travel agency to make a reservation, and I was shocked because the workers there did not understand English just some words.
- Last year I wanted to visit Algeria, so I searched for some tourist agencies to make it easier for me to come There was a misunderstanding and I did not know how to communicate with them because they used the French language, while I tried to communicate with them in English, but the employee I dealt with was not fluent in English until he hired a friend of his and translated for him
- I had a job interview, the time was very tight, and I had to speak with the tourist agency worker to complete all the legal procedures. At that time, we spoke in

English, but their language was a bit bad because their mother tongue is Arabic and their second language is French, so it was difficult to communicate. The problem happened when I told her that I was very busy and had to leave quickly, then she did not understand what I meant and she thought that I underestimate her because they did not speak English very well.

- When I was in Algeria, I had many problems with Algerian travel agencies because of communication breakdown or communication barriers. The workers there did not speak English they speak only Arabic or French, so I had to make them understand me by signs. They should learn English because it becomes the world first language.
- Once my bags got lost, I had difficulties communicating with the agency due to the employees not understanding my English

Item2. Please check (✓) your agreement or disagreement with the following statement when you interact with foreign communicators in English. Using the following likert scale (1= Strongly Disagree, 2=Disagree 3= Neutral 4 = Agree 5 = Strongly Agree).

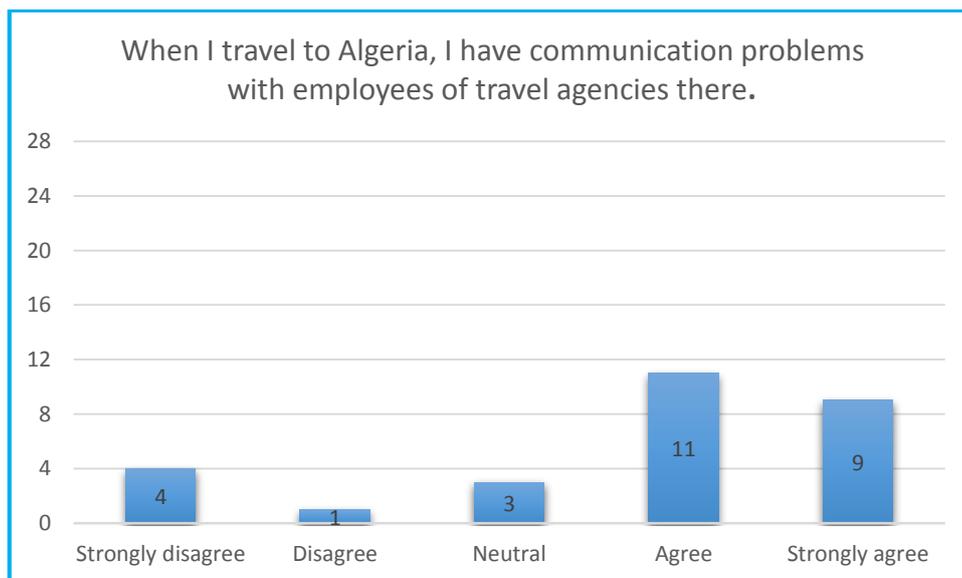


Figure 3. 7 Difficulties when Using English with Algerian Travel Agencies

This statement attains a better understanding of whether the tourists had Difficulties when using English with Algerian Travel Agencies or not.

As shown in figure (3.7), most of the tourists (11) do agree with the statement and (9) do strongly agree with it; whereas one of them disagrees with the inserted statement, with four representing strongly disagree. Three of the tourists chose the option "neutral" to describe their opinion.

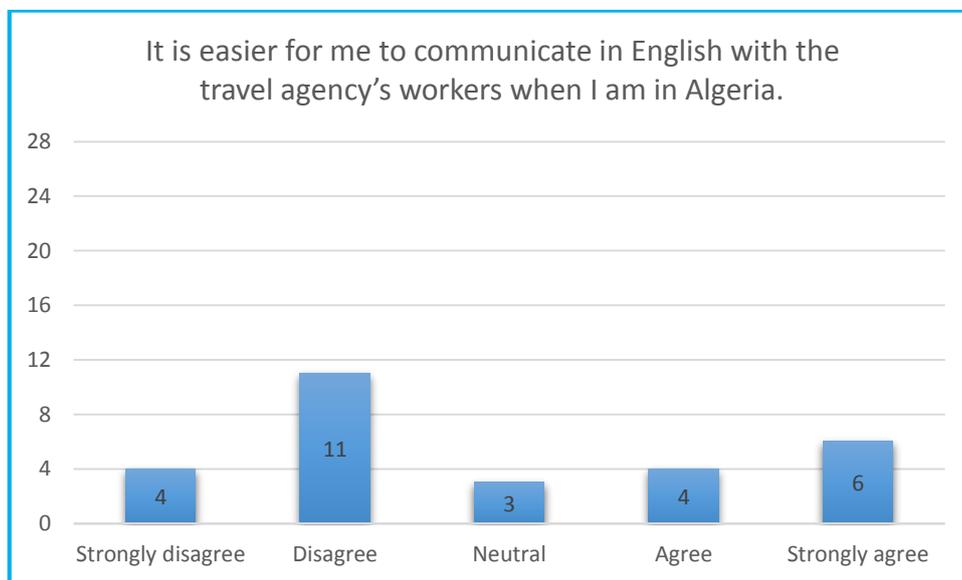


Figure 3. 8 Tourists Communicate with English in Algeria

In order to delve deeper into the core of the study, we aimed to explore the tourists' opinions about the English proficiency of the travel agency's staff.

As indicated above, a number of (11) participants stated that they disagree, and (4) of them noted that they strongly disagree with the statement. (3) of the participants were not certain whether it was easier for them to communicate in English with Algerian workers or

not, in addition to (4) participants who chose "agree". Lastly, six of them selected "strongly agree".

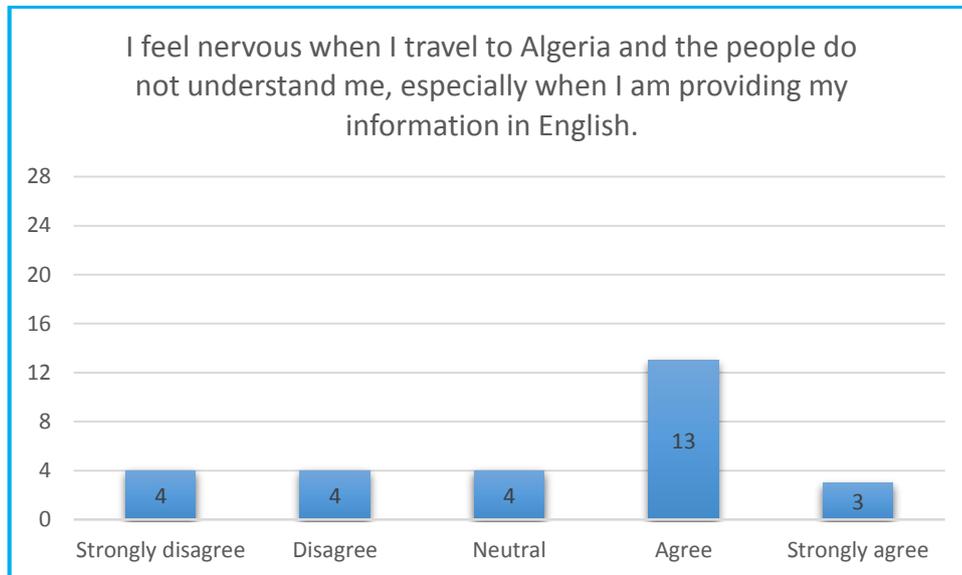


Figure 3. 9 Tourists' Feelings about Facing Communication Difficulties

In this statement, we sought to know whether the participants' feelings when facing communication difficulties in Algeria.

When the participants were asked about the extent to which they agree or disagree with the third statement, a number of participants (13) noted that they agree, while (3) others stated that they strongly agree. Next, four (4) participants selected "neutral", four of them claimed that they disagreed and (4) participants chose "strongly disagree".

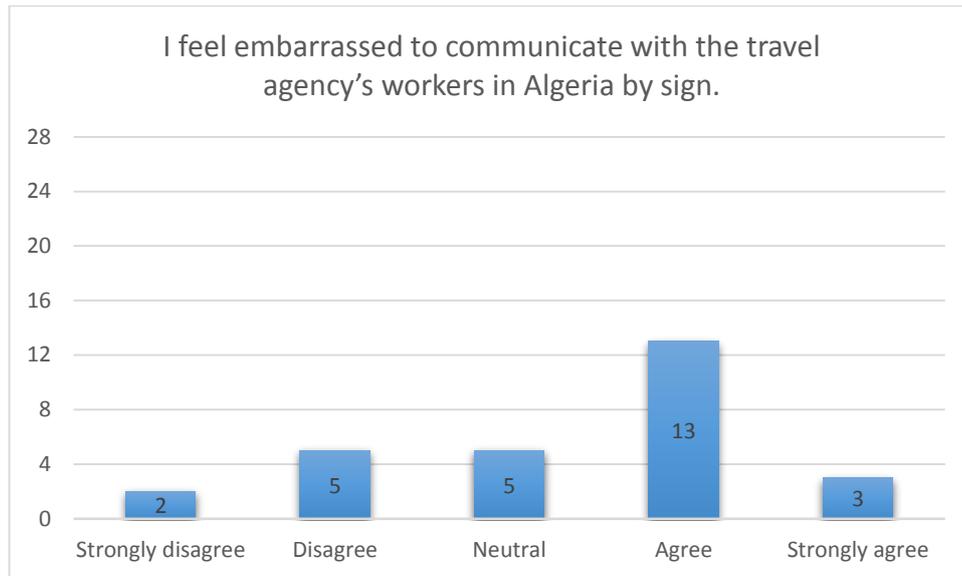


Figure 3. 10 Tourists' Attitudes Toward Communication Challenges

This item aims at identifying the tourists' attitude toward the challenges (item 3.10). In addition, (13) participants agreed, (3) of them strongly agreed, and (5) more were not sure if they agreed or not. On the opposite position, (5) participants disagreed, and (2) others strongly disagreed with the statement.

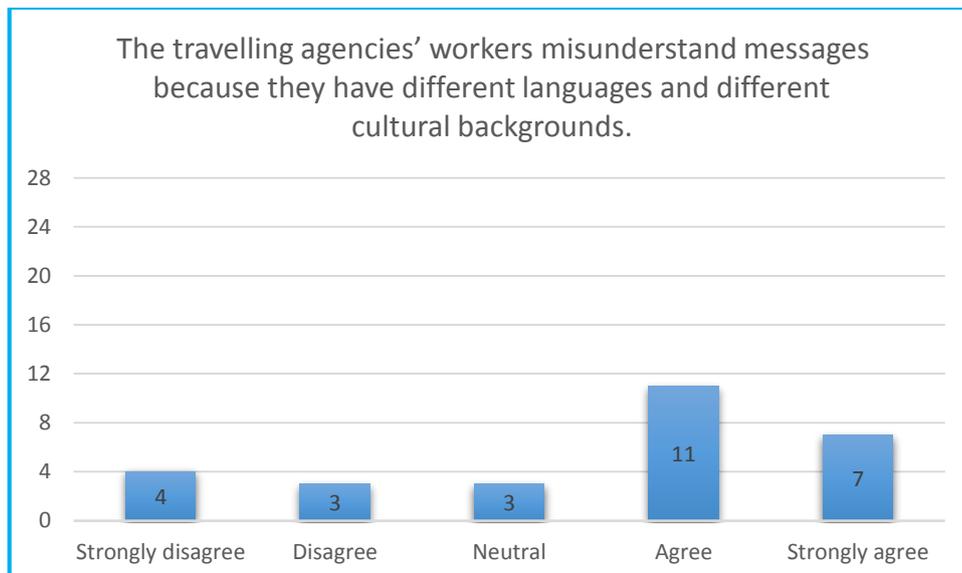


Figure 3. 11 Messages Misunderstanding among Tourists and Staff of Travel Agencies

Figure 3.11 reports the difficulties that the respondents faced during their communication with the staff of travel agencies.

As it is illustrated in Figure 3.11 above, the majority of the tourists (11) agree with the statement and (7) picked the option "strongly agree". On the other hand, (3) of the tourists chose the options "disagree" and "neutral" to describe their opinion. However, four tourists strongly disagree with it.

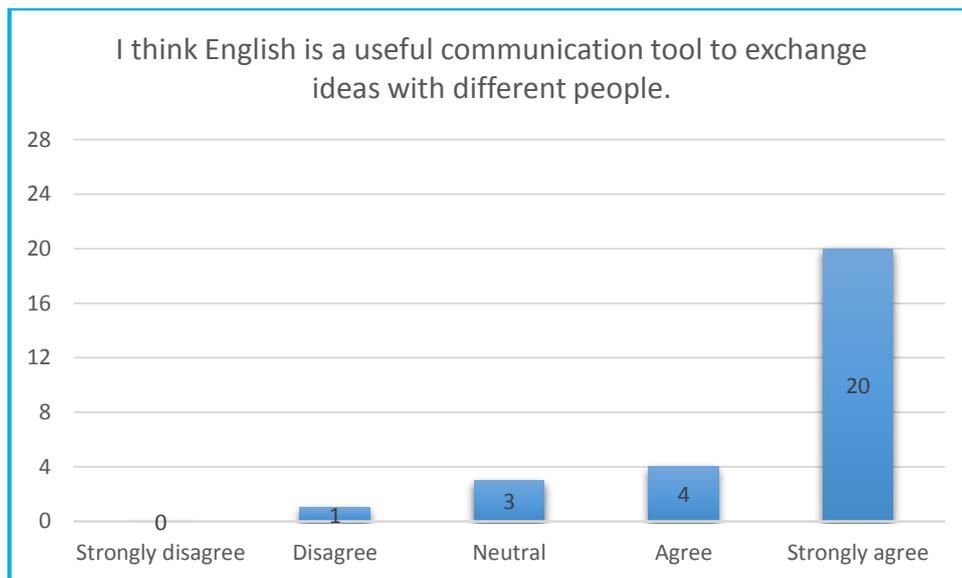


Figure 3. 12 The Use of English in Communication

Regarding statement number 06, a considerable number of participants (20) strongly agreed that English is a useful communication tool, (4) participants used "agree" to show the extent to which they agree with the statement, while three (3) of them were not sure, so they selected the option "neutral". Contrastingly, (1) participant disagreed, and (0) participants selected "strongly disagreed".

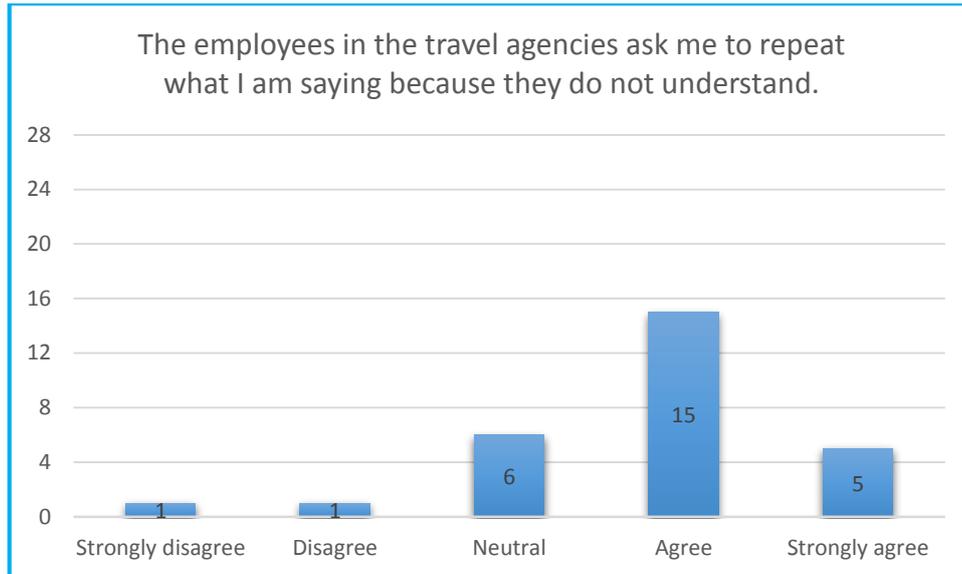


Figure 3. 13 The Attitudes of the Employees of Travel Agencies

This statement is to elicit the attitudes of the employees of travel agencies towards tourists.

As it is illustrated in Figure 3.13 above, most of the tourists, (15) do agree with the statement above, (5) strongly agree and six are neutral. However, one of the tourists disagrees with the statement inserted, and the one picked strongly disagrees.

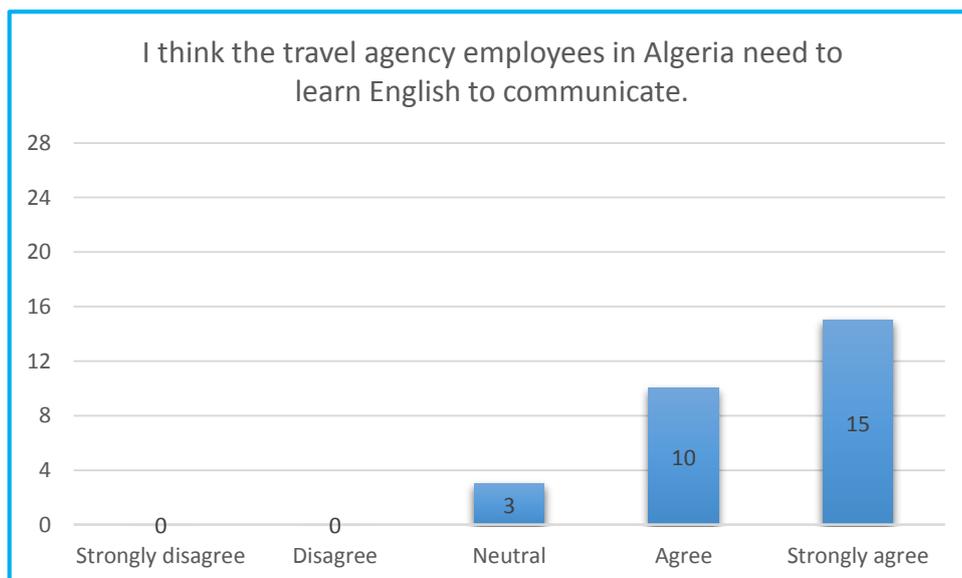


Figure 3. 14 Opinions about the Need for English in Travel Agencies

As figure 3.14 demonstrates, (10) of the participants agreed that the workers in Algerian travel agencies need to learn English, along with (15) other participants who strongly agreed too. Three of those participants selected "neutral", and no one of them chose to disagree or strongly disagree with the options. It can be noted that the majority of employees need to learn English.

Item3.What are the benefits of using English as a lingua franca in the tourism industry in Algeria?

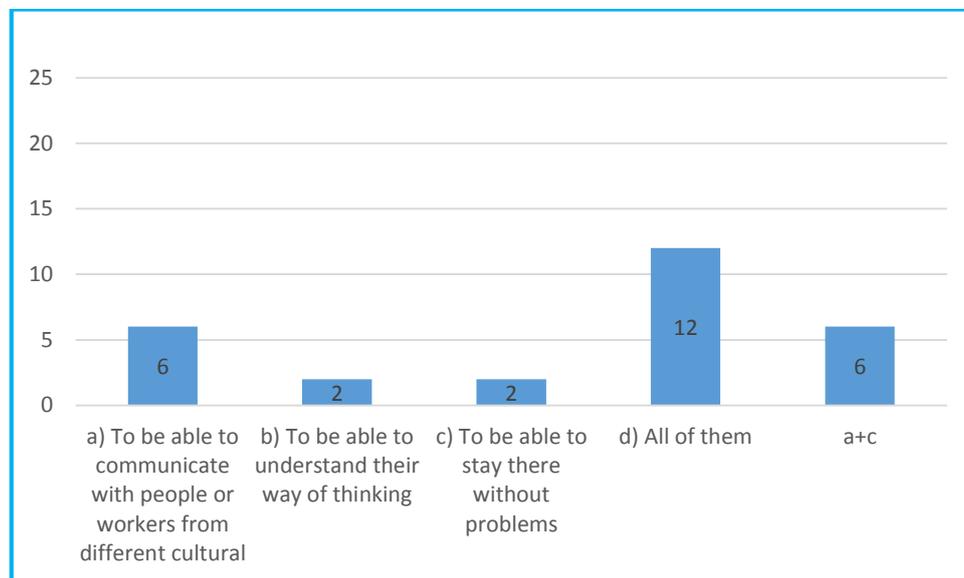


Figure 3. 15 The Benefits of Using English as a Lingua Franca

This question was asked in order to determine the benefits of using ELF. Figure 3.15 displays that the majority of tourists (12) selected all of the answers. Six participants picked the choice of being able to communicate with people or workers from different cultural backgrounds. While two tourists chose the option "being able to understand their way of thinking", two others selected "to be able to stay there without problems". Six participants picked the two options at the same time, which were "to be able to communicate with people or workers from different cultural backgrounds" and "to be able to stay there without problems".

3.4 Discussion and Summary of the Findings

The goal of this study was to explore the role of English as a lingua franca in facilitating intercultural communication in the tourism industry. It mainly covers employees' lack of speaking English and tries to fix it for better intercultural communication with non-arab tourists. To investigate how to achieve the goals of this exploration, we used two types of tools that were interrelated, and each one was built on the findings of the previous one in order to thoroughly cover the many parts of the problem. The first data method utilised employees' semi- structured interview; it gave valuable information concerning employees' English levels, and it was concluded that workers are well aware of the relevance of English language skills in Algerian travel agencies. The most noticeable feature is that they recognize the value of English as a Lingua Franca as a superior alternative technique of communication in multilingual communities. The second data collection method, a non-arab tourists' semi-structured questionnaire, gave further perceptions and opinions regarding the topic and the problem described. The tourists' questionnaire was the final tool used to corroborate all the prior findings. It focused on the requirements of employees and non-arab tourists since they are the ones who know precisely what they need in order to perform better in English. This study benefited greatly from the variety of data gathering tools available, which allowed us to acquire multiple views on the research problem. In order to achieve the study's ultimate aim, three major research questions were answered. The responses to the questions summarize the main aspects of the study's findings. As a result, the issues will be examined in the following section.

Research Question One: What are the difficulties that traveling agencies workers face when communicating with non-arab tourists?

The researcher focused on the primary challenges that travel agency workers face while dealing with non-arab tourists. First, the analysis confirmed that non-arab tourists and staff of travel agencies have experienced grammatical, pronunciation and spelling difficulties during communication between them. Thus, research has shown that mistakes in pronunciation lead to complications in communication and the same for grammatical ones make a conversation more difficult to illustrate, the Algerian staff has found themselves in such situations where pronunciation errors complicated the communication. Furthermore, the most striking point that was revealed was that employees of travel agencies had a big problem with spelling problems, for instance writing the information with mistakes.

Predominantly, the results revealed that the Algerian workers have language barriers even though most of the travel agencies' staff around the world communicate in English nowadays. The problem is that the Algerian employees use Arabic or French because they did not speak English well, so the workers of travel agencies are still very much influenced by their mother tongue. Moreover, based on the analysis, the employees did not have contact with English in everyday communication, and they used English rarely during communication with tourists.

As seen from the results of the surveys, the third obstacle to communication is psychological barriers. The researcher means by psychological barriers that the Algerian workers when they contact non-arab tourists feel embarrassed and uncomfortable because they did not find the right words to express their ideas or communicate easily without stress. In fact, the effect of communication problems on the work in travel agencies leads to unhealthy communication and cooperation problems between the tourists and the Algerian staff; likewise, it may lead to distorted messages that cause confusion and misinterpretation.

Eventually, according to the analysis, the research revealed that a communication breakdown occurs when information is not exchanged, resulting in a loss of communication, and this is a common barrier seen in communication between Algerian workers in travel agencies and tourists, leading to misunderstanding between them. Even though, according to the results, the employees' communication breakdown or the misunderstanding between them showed in these points. First, the tourists stated that it was not easier for them to communicate in English with Algerian workers because they lacked English communication skills and had to repeat what they had said. Following this, the Algerian workers find difficulties in understanding the intended idea behind some words, which leads to misunderstandings or creating problems. Immediately, the staff complained that non-arab tourists could not get the point fully due to the workers' mixing English with French. Lastly, the communication breakdown between the Algerian travel agencies and non-arab tourists may make intercultural communication more difficult.

Research Question Two: What should traveling agencies workers do to overcome their intercultural communication difficulties when dealing with non-arab tourists?

According to the findings, Algerian employees' primary techniques for overcoming communication difficulties include "asking someone to interpret", "taking English classes" and "asking someone to interpret" in order to be easily understood by non-arab tourists. To be clear, these methods can contribute to the reduction of communication problems and the creation of a comfortable atmosphere for tourists. Furthermore, research findings indicate that employees must use the English language at work in order to develop interaction with tourists. As a result, the English language is seen as a vital technique for achieving the goal of communication between Algerian workers in travel agencies and tourists.

Primarily, the first step to overcoming the intercultural communication barriers is that when they do not understand what someone says, they need to ask someone to interpret it. To explain, it might be uncomfortable for workers and tourists to have a person translate between them, but it can be a great solution to avoid mistakes or misunderstandings. Furthermore, by showing your commitment to asking for a translator to avoid problems, you are going to learn more about a new language and culture.

In the same vein, nowadays, language skills may be an important part of intercultural communication, so to overcome the intercultural communication according to the results, the employees need to have an English language course. First, you need to use English interactively and practice your speaking skills to communicate because English has become a global language. Immediately, the employees that are fluent in English are valued in Algerian travel agencies since it makes the travelers feel more at ease while interacting with the Algerian staff.

When it comes to face-to-face conversations in today's diverse workplace, intercultural communication challenges can take on a new level of difficulty, and getting your point through successfully can be hard. To overcome those challenges based on the given results the employees must talk more than two languages to avoid misunderstanding and negotiation in various intercultural situations.

Research Question Three: How do Algerian workers of traveling agencies and non-arab tourists perceive the use of English as a lingua franca now?

This last question was intended to determine the attitudes of the employees who agreed to participate in the present investigation.

As revealed earlier, concerning the use of English as a lingua franca in the tourism industry, we found that Algerian workers and non-arab tourists may have positive views of the method's implementation. In particular, while not all interviewees appeared to be aware of and familiar with this strategy of using English as a lingua franca in the tourism industry, including Algerian travel agencies, they all appeared to have positive attitudes regarding its use.

Following the study, the researcher determines the research goals and the tourist-worker interaction through an investigation of the tourists' semi-structured questionnaire answers and a semi-structured interview with the travel agency staff. To summarize, the majority of participants were positive about the use of English as a lingua franca in the Algerian tourism industry.

Conclusion

The goal of the current chapter was to display, categorise and summarise data collected from the previously described data gathering tools. Beyond that, in order to present the final results in light of the quantitative and qualitative research methods, the researcher's efforts in providing a description of the results assessing descriptive and statistical data. Simultaneously, the formulation of conclusions. To sum up, this chapter covered the current study's fieldwork, which intends to investigate the usage of English as a Lingua Franca in promoting intercultural communication among workers.

General Conclusion and Recommendations

General Conclusion

Communicating with people from different cultures can sometimes be a challenge. Furthermore, we cannot deny that one of the strongest reasons for the spread of the English language is the strength of the countries in which it is spoken as an official language. However, we can say that it is a reflection of the dominance of these countries, and it has become the first means of communication globally, whether for native-speakers or foreigners. Its widespread use is due to its ease of use. We cannot ignore the fact that the rapid spread of the English language poses a real danger to other local official languages.

To summarize, this research aims to illuminate the importance of English as a lingua franca in facilitating intercultural communication in the tourism industry. The ultimate goal of the current study is to try to answer the research questions and achieve the objectives. First, to determine the communication difficulties between workers and tourists. Second, to describe the effectiveness of English as a lingua franca as a means of communication in travel agencies. Third, to discover the workers' and tourists' attitudes towards using English as a lingua franca as a means of communication with foreign tourists from different cultural backgrounds.

The first two chapters of this research focused on the theoretical background of the investigation, while the last part represented fieldwork. The researcher aimed to identify the important steps to overcome intercultural communication barriers in the first chapter. The researcher highlights the most significant elements of English as a Lingua Franca later in this chapter. The third chapter of this study is devoted to fieldwork, which is the practical part of this research study in which the researcher attempts to analyse the results collected

through the data collection tool, namely the tourists' questionnaire and the employees' interview, as well as a thorough discussion of the findings.

The researcher performed a descriptive study using a tourist's online questionnaire and workers' interview as data collection techniques. The tourist questionnaire was given to six (6) workers and twenty-eight (28) tourists. The tourists and staff were picked at randomly. In order to learn more about their perspectives and attitudes on using English as a lingua franca in Biskra's travel agencies to facilitate intercultural communication.

The workers' opinions regarding using English as a Lingua Franca, as well as the importance of English in facilitating intercultural communication, were all positive, according to the results. Furthermore, the findings verified the fundamental goal of this study, which stated that using English as a lingua franca by tourism industry employees will improve communication and eliminate misunderstandings between Algerians and tourists in travel agencies, Biskra.

The current inquiry provides a basis for future research based on the results we reached; future research studies may pay much more attention to our research, which, in turn, supports our research efforts.

Recommendations

- Raising learning awareness in the Algerian tourism industry
- Algerian employees of travel agencies should be aware of the importance of the English language for their future careers.
- Organizing workshops from time to time to improve workers' English skills, and they are taught by a professional teacher of ELF
- Giving more importance to English language courses.

- Algerian travel agencies should hire staff with English language basics in general and business English knowledge in particular.
- The travel agencies must provide language training for new workers.

Limitations

Every study has limitations, and our examination is no exception. It only improves the quality of suggestions, paving the path for future research. The first major problem we encountered was the pandemic coronavirus, caused by the forced shutdown of the travel agencies, which was brought on by the forced lockdown of travel agencies. This prevented us from using the interview as a data-gathering tool, so I went back to them in April to record. Because ELF is a recently created method, there was no manual to follow nor a plethora of studies to depend on. In fact, there was a lack of research studies and references on the topic. As for future research, we suggest that the researchers go to private travel agencies because the public travel agencies, unfortunately, had no response from them. Moreover, they were afraid to be recorded, which made me lose more time.

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Appendices

Appendix 1: Interview with Travelling Agencies' Employees

Dear employees,

You are kindly requested to participate in this interview, which is a part of Master dissertation about “The Role of English as a Lingua Franca in Facilitating Intercultural Communication in the Tourism Industry”. Your answers are very important for the validity of this research we are undertaking. As such, we hope that you will give us your full attention and interest. Please, specify your answer when needed.

Thank you in advance for your collaboration.

Prepared by:

Djoughaina CHARROUF

Supervised by:

Abdelhak CHENINI

2021-2022

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Q1. How can you evaluate your proficiency level in the English language?

- a) Poor - I definitely need some help
- b) Excellent - I do not think I could improve much
- c) Good - I could improve with some advanced tips
- d) OK - but I know I could improve

Q2. How often do you use English while communicating with tourists?

- a) Always
- b) Frequently often
- c) Sometimes
- d) Rarely
- e) Never

Q3. According to you, to what extent is the use of English significant in the tourism industry?

- a) Very important
- b) Moderately important
- c) Not important at all

Q4. Have you had any communicating difficulties with someone who does not speak the same language?

- a) Yes
- b) No

Q5. Which language do you usually use instead of your native language in order to communicate with tourists?

.....
.....

Q6. What kinds of obstacles do you face while using the English language as a tool of communication with people from different cultural backgrounds?

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

Q7. In your opinion, what can travel agencies workers do to overcome their intercultural communication difficulties?

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

Q8. Do you think travel agencies workers need to master the English language for better intercultural communication?

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

Q9. How do you perceive the role of English in facilitating intercultural communication in Algerian travel agencies?

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

Your collaboration is highly appreciated...Thank you.

Appendix 2: Questionnaire with Tourists

Dear tourists,

You are kindly requested to fill in this Questionnaire to express your attitudes toward the role of English as a lingua franca in facilitating intercultural communication in the tourism industry. Your answers are very important for the validity of this research we are undertaking. As such, we hope that you will give us your full attention and interest. Please, specify your answer when needed.

Thank you in advance for your collaboration.

Prepared by:

Djoughaina CHARROUF

Supervised by:

Abdelhak CHENINI

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Section One: Personal Information

Q1. Which country are you from?

.....

Q2. Do you speak English?

a) Yes

b) No

Q3. How do you evaluate your level in English?

e) Beginner

f) Intermediate

g) Advanced

Section Two: Tourists' Intercultural Communication

Q1. Which language (s) do you use to communicate with people when you travel to Algeria?

a) Arabic

b) English

c) french

d) Others

If others, please specify

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

Q2. What kinds of obstacles do you find when you are communicating with travel agencies staff in Algeria? You can choose more than one answer.

a) Communication breakdown

a) Find the right words when talking to travel agency's workers.

b) struggling to make them understand words in English.

c) Misunderstanding the workers of travel agencies when speaking in other languages.

d) Other difficulties (please specify)

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

Q3. In your opinion, does the English language play an important role in facilitating intercultural communication in the travel agencies' workers in Algeria?

a) Yes

b) No

Section Tree: The Use of English in Intercultural Communication

Q1. Have you ever had any misunderstandings with Algerian speakers because they did not speak English?

a) Yes

b) No

If yes, could you please provide us with an example of a situation where the misunderstanding happened?

.....

.....

.....

Q2. Please check (✓) your agreement or disagreement with following statement when you interact with foreign communicators in English. 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

1. Please check (✓) your agreement or disagreement with following statement when you interact with foreign communicators in English. 1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always (f rayek hado yosl7o khir ??)

No	Statement	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
1.	When I travel to Algeria, I have communication problems with employees of travel agencies there.					
2.	It is easier for me to communicate in English with the travel agency's workers when I am in Algeria.					
3.	I feel nervous when I travel to Algeria and the people do not understand me, especially when I am providing my information in English.					
4.	I feel embarrassed to communicate with the travel agency's staff in Algeria by sign.					

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5.	The travelling agencies' workers misunderstand messages because they have different languages and different cultural backgrounds.					
6.	I think English is a useful communication tool to exchange ideas with different people.					
7.	The employees in the travel agencies ask me to repeat what I am saying because they do not understand.					
8.	I think the travel agency staff in Algeria need to learn English to communicate.					

Q3. What are the benefits of using English as a lingua franca in the tourism industry in Algeria?

- a) To be able to communicate with people or workers from different cultural backgrounds
- b) To be able to understand their way of thinking
- c) To be able to stay there without problems
- d) All of them

Others

.....

.....

.....

.....

Your collaboration is highly appreciated...Thank you.

Appendix 3: Permission to Administrate the Interview of the Travel agencies employees, Biskra, Algeria

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي



الرقم 73.624
التاريخ 14/05/2022

جامعة محمد خيضر بسكرة
كلية الآداب و اللغات

قسم : لغة انجليزية

.../ان ع ك م د م م ط/...

السيد(ة) : **وليات هيا حيد**

الموضوع : طلب اجراء تريض

في إطار التريضات الخاصة بالطلبة في الوسط المهني و نظرا لما لها من أهمية على الصعيد العلمي و المهني يشرفني أن أطلب من سيادتكم الموافقة على إستقبال الطلبة الواردة أسمائهم من أجل إجراء تريض تطبيقي في وحدتكم :

رقم التسجيل : 35048832

إسم و لقب الطالب : شروف جبهة

الإختصاص : علوم اللغة

السنة : 2021/2022

مكان التريض : بسكرة

رأي و ختم المؤسسة المستقبلة :

رئيس القسم :

الأستاذ المؤطر :

ملخص الدراسة

يأخذ هذا البحث شكل البحث الاستكشافي لأنه يغطي موضوعاً لم يتم استكشافه سابقاً وهو دور اللغة الانجليزية كلغة مشتركة في تسهيل التواصل بين الثقافات في وكالات السفر. فالمشكلة بين السياح وموظفي وكالات السفر في التواصل بين الثقافات إلى تأثيرات على سلوك الاتصال عندما لا يكون لدى شخصين نفس الثقافة التي يتفاعلان من خلالها، وبالتالي فإن التفاعل مع أشخاص من خلفيات ثقافية مختلفة والانخراط معهم يساعدهم على رؤية العالم من منظور مختلف. ومع ذلك، فإن الغرض من هذه الدراسة هو إلقاء الضوء على أهمية اللغة الإنجليزية كلغة مشتركة في تحسين التواصل بين الثقافات لصناعة السياحة. كان الهدف الرئيسي هو وصف فعالية اللغة الإنجليزية كلغة مشتركة كوسيلة للتواصل في وكالات السفر. من الناحية المنهجية، تم اعتماد نهج متعدد الأساليب، ولغرض جمع البيانات اللازمة تم استخدام أداتين لجمع البيانات هما استبيان السائحين ومقابلة مع عمال جزائريين في وكالات الأسفار. تشير النتائج التي تم الحصول عليها من استبيان السائحين إلى أن العمال الجزائريين يعانون من صعوبات جدية في التواصل. من ناحية أخرى، أظهرت مقابلات الموظفين تأثيراً إيجابياً لهذه الطريقة، وهي اللغة الإنجليزية كلغة مشتركة لتقليل سوء الفهم.