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Title

**The Role of English as a Lingua Franca in Facilitating Intercultural
Communication in International Airports**

A Case Study of Personnel at Dubai Airport, United Arab Emirates

A Thesis Submitted to the Department of Foreign Languages in Partial Fulfillment of the
Requirements for the Master's Degree in Sciences of the Language

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Declaration

I, Miss Rim **LAZAZGA**, officially declare that this study was conducted entirely by me. All content presented in this dissertation, except where reference is made, is original and has not been previously published or created by another person. Additionally, I certify that this work has never been submitted to a university or an institution for obtaining a degree or accreditation. This work was approved and completed at Mohammed KHEIDER University of Biskra, Algeria.

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Dedications

*To me,
because I am
a Leo.*

*My beloved mother **Abla** and dearest father, **Moussa***

Who sacrificed their lives for my happiness and loved me unconditionally

You are the candles that enlighten my path

You taught me to believe in Allah and myself

Your words and prayers of days and nights are with me in whatever I pursue

My king and queen... I am grateful to both of you

*To all my kind brothers **Yacine, Mohamed, Rahmoune** and delightful sisters*

Warda, Djihad, Nour el Houda

Thank you for your constant support

My love for you can never be quantified

*To my nephew **Zaid***

May Allah bless you with success

And grant you happiness, now and always

Also, a special affectionate dedication goes to my wonderful man,

Without his support, bringing this thesis to its end would never have been completed.

You understood from the outset my desire to obtain this degree and never questioned

or doubted my determination. I am very proud of you.

*To my exceptional, loyal, truthful, caring and loving best friends. I am beyond grateful for
your existence and insanity.*

*To all the exemplary teachers who believed in my potential and supported me. I am
eternally thankful. You will never be forgotten*

Finally, I thank all my dearest family of **LAZAZGA** and **SAOUD**, aunts, uncles and
cousins...

To the reader of this work.

I dedicate my work with love and respect.

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Abstract

English has undeniably become a global lingua franca in the worldwide economy. It has long been the lingua franca of transportation and travel and is recognised as a tool language used to communicate among non-native speakers. Because air staff' personnel regularly interact with one another and passengers; from various linguistic and cultural backgrounds, efficient communication in the English language is critical as the visible method of communication in the global community. Communication is essential for aviation success since only effective communication allows airline employees to give better service to passengers. As a result, practical communication skills can aid in the reduction of misunderstanding, conflict, and ambiguity. Misconceptions are common in the workplace, especially among multinational employees, and can result in accidents. The current study focuses on how English is used as a lingua franca in international airports to bridge this gap. This research aims to assist airport employees in performing their jobs effectively in their target language setting. To this goal, an exploratory study was conducted to assess their level of interaction and challenges with people from diverse countries. The researcher obtained information about the personnel's needs and challenges using research methodologies and sources. At Dubai International Airport, two surveys were handed out: one to pilots and the other to stewards and air hostesses. As a result, this study will involve fifteen (15) pilots and twenty (20) stewards and air hostesses. Pilots, stewards, and air hostesses all strongly desire to improve their English. Pilots reasonably fluent in this language are better equipped to avoid misunderstandings and preserve aviation safety. It also assists stewards and air hostesses in their particular areas in promoting multicultural discourse.

Keywords: English, Intercultural communication, English as a Lingua Franca (ELF), Dubai Airport

List of Abbreviation and Acronyms

APA: American Psychological Association

ATC: Air Traffic Controller

EFL: English as a Foreign Language

EGP: English for General Purposes

ELF: English as a Lingua Franca

ENL: English as a native language

EOP: English for Occupational Purposes

ESD: English as a second dialect

ESL: English as a second language

ESP: English for Specific Purposes

IC: Intercultural Communication

ICAO: The International Communication Aviation Organization.

ICC: Intercultural Communicative Competence

L1: First Language

L2: Second Language

LFC: Lingua Franca Core

NESS: Native English speakers

NNES: Non-Native English Speakers

RH: Research Hypothesis

RQ: Research Question

UK: United Kingdom

USA: United States

%: Percent

&: And

(n.d.): No Date

(n.p.): No Page

e.g.: For Example

Et al.: (And Others)

i.e., Id est

P: Page

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المخلص

GENERAL

INTRODUCTION

Introduction

The twenty-first century has seen remarkable technological improvement in various disciplines, as well as rapid international trade and a significant increase in commercial, educational, scientific, and technological activity. Such huge advancements prompted an urgent request for a global language as a medium of contact to ensure the numerous exchanges in all fields. This language is understood and recognized worldwide, and English was chosen since it is the most widely used language throughout history.

Multinational companies such as international airports or aviation are considered as one of the environments that requires interaction and coordination among people. This environment involves coordination not only among people from different linguistic and cultural backgrounds, but also among pilots and flight crew, between flight deck and air hostesses, and between controllers and maintenance workers. As a result, this coordination required an urgent call for a global language to serve as a medium of communication to ensure the many exchanges in all the international airports' participants. This language is widely understood and recognized throughout the world, and English was picked because it is the most extensively used language in history.

English has become the most commonly used language for communication, comprehension, and idea exchange among people all over the world. It is necessary for exterior functions such as keeping up with fast-paced business changes and communicating with people from many cultures; as a result, learning English has become necessary. It is critical to use in a variety of fields.

In actuality, the aviation industry requires highly developed communication abilities from its airline staff. In these situations, English is used as lingua franca. Flight operations are frequently conducted using English as a medium of communication. It is an

integral part of establishing the acquisition of aviation subject content or accomplishing aviation purposes. Therefore, poor communication in English between the participants hinders them from performing their jobs efficiently.

1. Statement of the Problem

English has always occupied a unique place, not only throughout history but also in today's interconnected world. There has never been a language firmly established as the dominant global language in numerous and disparate fields of activity. The English language is widely used in aviation, which is considered as the primary communication medium, especially in international operations. However, there's a certain irony in that most aviation disasters are caused by human error. One of the most common forms of error is miscommunication.

English communication problems have caused various aviation incidents between international aviation staff, as two of the deadliest air disasters due to the intercultural communication difficulties supports: the first one was about the Charkhi Dadri collision occurred on November 12, 1996. Kazakhstan Airlines Flight 1907 collided with Saudi Arabian Airlines Flight 763, killing all 349 people on board both planes; while, the second is on October 8, 2001, where miscommunication played a role in a significant collision at Linate Airport in Milan, Italy. These two incidents were specifically due to the misinterpretation of the message, in which it led to wrong direction.

2. The Research Questions

This research seeks to answer the following research questions:

1. To what extent is English significant in international airports?
2. What English language difficulties do the personnel of Dubai Airport encounter in terms of communication?

3. How do the personal' staff perceive the use of English as a lingua franca to overcome their communication barriers?

3. The Research Hypothesis

Based on the research mentioned above questions, we propose the following research hypothesis:

If the airport personnel use English as a Lingua Franca, the misunderstanding among them will be reduced.

4. General Aims

The main aim of this study is to examine the use of the English language by non-native speakers in Dubai airport as a tool of communication.

More specifically, this research work aims to:

1. Bring into light the significance and the importance of English in the field of aviation.
2. Ascertain that any misunderstanding between aviation professionals can cause high-risk incidents and accidents.
3. Determine the Intercultural attitude of the employees to facilitate the communication

5. Significance of the Study

English today is globally admitted as the proper choice for communication among people from various native languages. This study will provide more insights into the potential relationship between English fluency and intercultural communication's success. The proposed work would likely raise awareness of the use of English and feature the fact that the airport staff can develop and control their level of English for elaborating autonomy and initiating discussions inside and outside the classroom. Furthermore, this study contributes mainly to Dubai Airport to underscore the importance of using English as

a lingua franca. Therefore, it seems justified to find the best strategies to help them to communicate effectively and promote safety in the skies.

6. Research Methodology

6.1 The choice of the method

This research work conducted to present the role of English in facilitating communication in the field of aviation. The research approach adopted to carry out this study is the mixed method. Besides, this approach is appropriate to answer the research questions and ensure the realization of its aims. The use of the mixed data gathering method/tools, including a questionnaire for pilots and another one for air hostesses and stewards at Dubai Airport. Hence, it enriches the interpretation of the results and contributes to drawing logical conclusions.

6.2 Population and sample

The population and the sample of the researcher's study consisted of 35 air staff, 20 air hostesses and stewards, and 15 pilots; of Dubai Airport in the United Arab Emirates because it's a global airport and its employees are of different nationalities. Their native language is foreign, as well as their competence and experience in Aviation.

6.3 Data collection tools

Two surveys were used for gathering the needed data: the pilots' questionnaire intended to get their perspectives about the study; the air hostesses and stewards' questionnaire was designed to get some views necessary to the study. Both tools include a variety of questions, such as multiple-choice, yes/no, and open-ended questions. Each question has a distinct goal, but the same objective is to acquire an answer to the study.

6.4 The referencing style of the dissertation

The referencing style is a crucial component of scholarly writing, and an accurate representation of the referencing style format contributes highly to the credibility of the

research. As the present investigation belongs to educational research, APA (American Psychological Association) 6th Edition was adopted to write the various sections of this study.

7. A Provisional Structure of the Dissertation

The current dissertation is divided into three main parts: the first two are devoted to the theoretical background and the third to the fieldwork, including data analysis and interpretation of the results. The first chapter provided a general overview of the status of English in the world. Also, it highlighted the use of English as a lingua franca in multilingual airports, especially at Dubai Airport. The second chapter presented intercultural communication and its barriers in the workplace, in addition to strategies to tackle these barriers.

CHAPTER ONE:
ENGLISH AS A LINGUA
FRANCA

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Introduction

The English language has reached a unique and vital position today. It may not be the language with the highest number of native speakers, but it is a language that has far-reaching influence around the globe. More than 750 million non-native speakers nowadays use English (Graddol, p. 10). No other existing language can be of such a high number of users.

This chapter describes why English has reached the position of a world language. In this chapter, we intend to elaborate on what ESP is about and the spread of English on a global scale. Relevant models of its spread are drawn to frame how the language is used and by whom. English as a lingua franca (ELF) is then delineated and discussed to show why this term is appropriate for English use and its linguistic features. Finally, we would focus on examples of areas of English used as a standard communication tool.

1.1. English for Specific Purposes

1.1.1. English for General Purposes

English for General Purposes (EGP) is the English language program in junior and senior high schools. Teachers introduce the sounds and symbols of English and the lexical, grammatical, and rhetorical elements that compose spoken and written discourse. There is no particular situation targeted in this kind of language learning. Instead, it focuses on applications in general situations: appropriate dialogue with restaurant staff, bank tellers, postal clerks, telephone operators, English teachers, and party guests, as well as lessons on how to read and write the English typically found in textbooks, newspapers, and magazines.

1.1.2. English for Specific Purposes

For technical reasons, English was perceived in a different light. According to Macmillan Dictionary (2012), ESP entails learning a broad range of vocabulary in English

as a foreign or a second language from many fields to develop background knowledge that can be applied to improving one's educational level or meeting one's future career needs. Furthermore, according to Mackay and Mountford (1978, p.2), ESP teaches English for a "clearly practical goal". To put it another way, to fully comprehend and apply what others say in any subject, students must study English not just lexically but also as a method of communication in everyday situations to apply it in their future professional careers. As an umbrella term for ESP, Mackay and Mountford (1978) say that it is only through utilising explicit methodologies in teaching and learning that one can acquire or reach a certain degree of English fluency.

Furthermore, according to Hutchinson and Waters (1987, p.19), "ESP should properly be seen not as any particular language product but as an approach to language teaching. All decisions as to content and method are based on the learner's reason for learning." Because of the specific realities of language usage and the many types of language, it is possible to deduce that the notion of ESP is an essential approach in the English teaching process due to the necessity not to emphasise techniques.

Moreover, Paltridge and Starfield (2013, p.2) state: "English for specific purposes (ESP) refers to the learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain". To put it another way, learning English as a second or foreign language means being able to apply it right away in specific sectors and domains. Learning/Teaching ESP may enable ELLs to be aware of all subjects since it attempts to understand the needs of the pupils.

Most definitions of what ESP concur on three key topics: First, the nature of language to be taught and used; second, the learners and third, the setting in which the teaching/learning process would occur.

1.1.3. English for Occupational Purposes

English for Occupational Purposes (EOP) is a subset of ESP (English for Specific Purposes) that addresses situations in which students learn English for work-related purposes. 'EOP' stands for English used or taught for occupational purposes, such as law, banking, administration, and medicine. According to Kennedy et al. (1984, p.4): "EOP is taught in a situation where learners need to use English as part of their work professionally." Dudley-Evans et al. (1998, p.7) provide a comparable but more modern definition, stating:

The term EOP refers to English that is not for academic purposes, it includes professional purposes in administration, medicine, law and business and vocational purposes for non-professionals in work or pre-study work.

EOP, either for professional or vocational purposes, is about preparing learners to cope with the requirements of the everyday needs of working people.

1.1.4. English of Aviation

Aviation English is a broad but narrow subset of English related to aviation, which includes "simple" language used for radiotelephony communications when phraseologies are inadequate. Aviation English encompasses not only a controller and pilot communications but also the language used by pilots for instructions, announcements, and flight deck communication, as well as the language used by maintenance technicians, flight attendants, dispatchers, managers, and officials in the aviation industry, as well as the English language studied by students at aeronautical and aviation institutions.

The English of international aviation is not English for general or international purposes. Aviation English is a language for specific purposes (Douglas, 2000); in this vein, Wang (2008, p.254) says: "Accordingly, Aviation English can be a subdivision of ESP, in the same rank as English for business and economy, English for science and

technology, and English for social sciences”.

Carver (1983) identifies three types of ESP: English as a Restricted Language, English with Specific Topics, and English for Academic and Occupational Purposes (EAOP). He considers the language used by pilots and air traffic controllers as restricted. In this sense, Mountford & Mackay (1978, p.4) say:

The language of international air-traffic control could be regarded as 'special' because the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air hostess. However, such restricted repertoires are not languages, just as a tourist phrasebook is not grammar. Knowing a restricted "language" would not allow the speaker to communicate effectively in a novel situation or contexts outside the vocational environment.

It is essential for safety that aircrew and controllers adhere to agreed-upon protocols to guarantee that their messages are comprehended. Phraseology, plain English, and regional or local phraseology are all used briefly and transparently as standard phraseology in air traffic communication. Knowing a restricted language would not allow the speaker to communicate effectively in novel situations or a context outside the vocational environment”.

1.2. The Spread of English in the World

1.2.1. English as a World Language

Despite significant political and cultural opposition to English's emergence as a universal language, it has de facto become a world language. It is the language in which most worldwide lingua franca communication occurs. As Graddol (1997) predicts, the

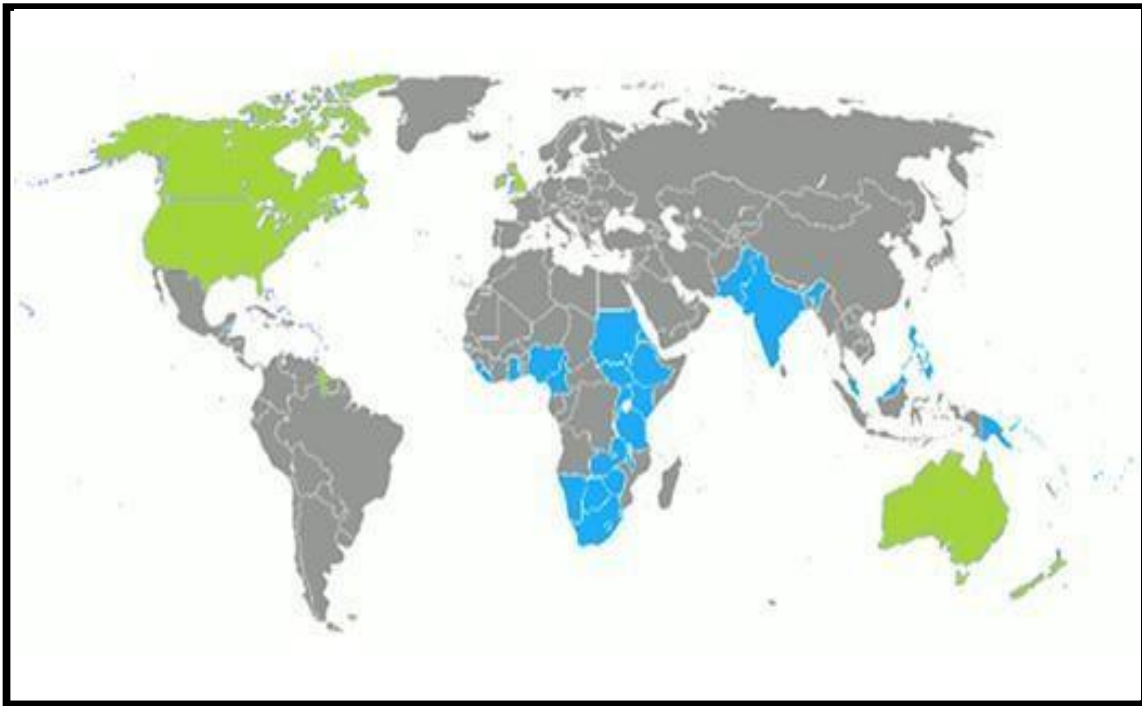
worldwide use of English is to increase further internationalisation and globalisation without any special efforts to expand the language (cf. e. g. Crystal, 1997; Graddol, 1997; Widdowson, 1997; Seidlhofer, 2002). Rao (2019, p.74) states, "About 80% of people use English in Europe." Global business is another area where English prevails under the World Trade Organization's (WTO) control". As a result, most people around the globe speak English in today's business world, implying that English language skills have become a necessity.

Moreover, the colonial strength of the British Empire in the nineteenth century and the unquestioned role of the United States as the dominant international power in politics and science in the twentieth and twenty-first centuries provided the basis for English's current situation as a global language (Knapp, 1991). Nevertheless, English is now used in the overwhelming majority of large quantities of lingua franca conversations internationally, mainly due to the language's consistent rise in different fields such as education, politics, culture, business, and science.

English has become the dominating language worldwide and is most frequently used as a means of communication in international institutions and organisations, in international business communication and negotiations, at cultural and academic congresses, in education and research, and also in many more informal situations of intercultural contact, not only in interactions with native speakers of English but also as a lingua franca for all those who do not share a common language (Knapp 2002, p. 217).

Nevertheless, Melitza (2016) states that English surpasses all the other languages in terms of non-native language users learn, and it is the only language extensively spoken on all five continents. He added: "There has never been in the past a language spoken more widely in the world than English is today" (p. 2). English is the most widely spoken

language in the modern world. Additionally, English is spoken by 25% of the world's population and is the primary language of more than 50 countries (Desai, 2008, as cited in Gundersen, 2009).



- Countries where English is the native language of the majority.
- Countries where English is an official language but not the majority language.

Figure 1.1: The Spread of the English language in the World

Crystal (2003) claims that English today has official and special status in more than 70 nations spanning Africa, Asia, and the Pacific. It is the most extensively used language in books, journals, academic conferences, science, technology, international commerce, and medicine. According to Leitner (1992, p.186 as cited in Singh, 2013), English attained this position due to some historical circumstances, including "large-scale migration and the settlement of native speakers, military conquest (colonialism), economic or political influence, and recognition resulting from technological, cultural, or other achievements."

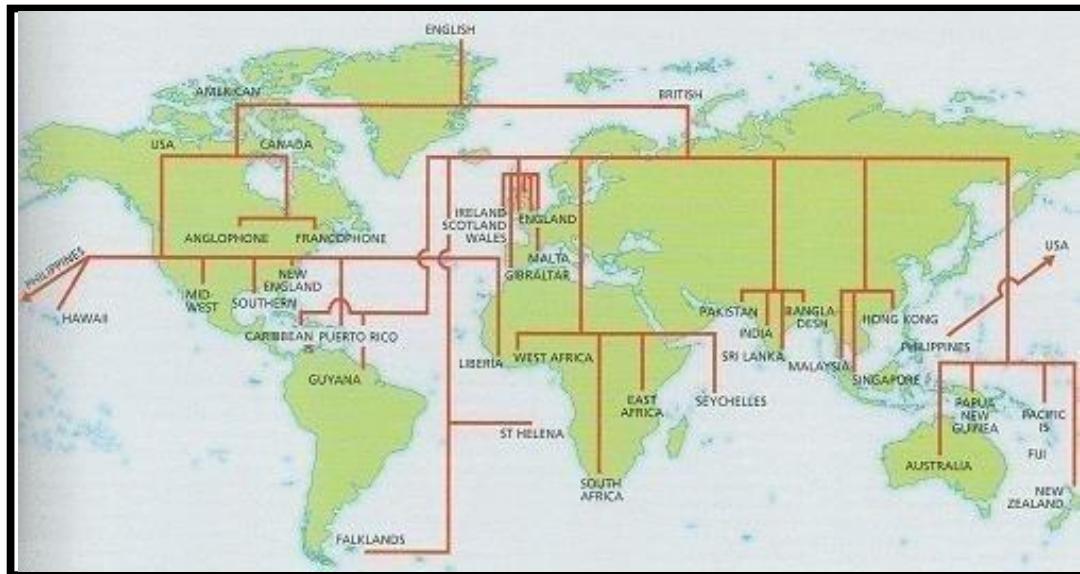


Figure 1.2: A family tree representation of the spread of the English language worldwide. (The Cambridge Encyclopedia of the English Language, 2018, as cited in Rao, 2019)

1.2.2. Models of English Spread

Several theories have developed as potential explanations to define the different roles English has carried on in today's globalised world. Steven's "World Map of English" (1980) was one of the first models to be published on the spread of English, followed by Kachru's "Concentric Circles Model" (1985), McArthur's "Circle of World English" (1987), and Görlach's "Circle Model of English" (1988). Another new paradigm, Modiano's "Centripetal Circles of International English" (1999), was proposed more than a decade later.

1.2.2.1 Kachru 1985

Kachru (1985) provided a fundamental model of English usage settings, stating that the spread of English may "be viewed in terms of three concentric circles representing the types of spread, the patterns of acquisition, and the functional domains in which English is used across cultures and languages" (p.12). The Inner circle, Outer circle, and Expanding circle are instances of these circles.

- **The Inner Circle** consists of the traditional bases of English, and its speakers are the ones in charge of providing the norms. These places are where the norms are created and from which they spread to the other circles. The countries that conform to the Inner Circle are the USA, UK, and Canada.
- **The Outer Circle** represents the places where they speak official non-native varieties of English. The speakers of these places are the ones who challenge the norms and develop them, and they are mainly ESL. Some of the countries that belong to this circle are India, Pakistan, and Egypt.
- **The Expanding Circle** is made up of EFL speakers who usually practise English. In this circle, the speakers must follow the rules established by the inner circle and developed or challenged by the Outer one. Some examples of countries that belong to this circle are China, Russia, and Brazil.

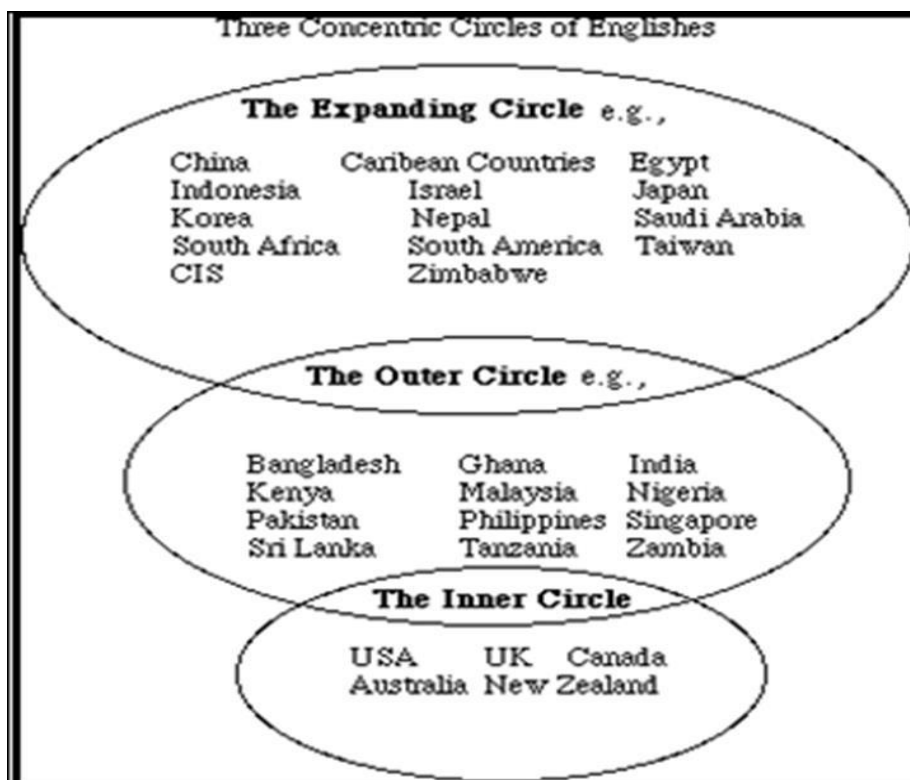


Figure 1.3: Three Concentric Circles of Englishes (Kashru 1985) (Crystal 1995,

1.2.2.2. McArthur (1987)

Tom McArthur presented his Circle of World English inside an issue of English two years after Kachru's model (1987). McArthur sees an ideal variation known as "World Standard English"; institutionalised regional standards surround it (e.g., Standard British and American English) as well as emergent standards (e.g., a variety of Asian and African Englishes). Lastly, the model's outer layer consists of local forms related to the regional and emerging standards provided in the earlier circle.

McArthur's model, while well-organised, has numerous flaws, particularly in the second circle, where three different forms of English language usage are combined: English as a Native Language, English as a Second Language, and English as a Foreign Language. The biggest flaw here is how we contrast these three forms, especially when some are obviously "crystalised forms" of English (e.g., Standard British and American English) while others are "standardising" forms (e.g., African and Asian Englishes). From an EFL standpoint, some geographical considerations are mentioned; however, no mention of the several Englishes utilised in the European setting (Cenoz and Jessner, 2000). Furthermore, McArthur includes pidgins, creoles, and L2 Englishes in the model's outer layer, even though they do not all belong to the same family.

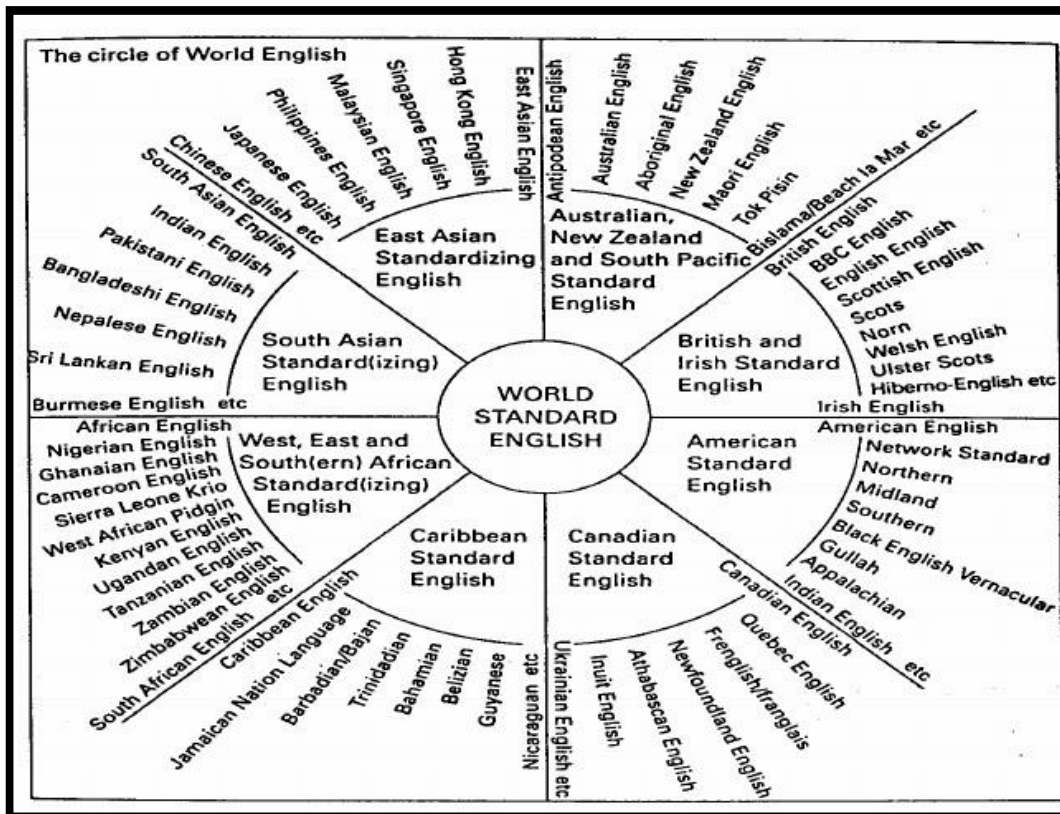


Figure 1.4: Circle of World English (McArthur 1987) (From McArthur 1987, p.11)

1.2.2.3. Modiano (1999)

Modiano's proposed model from 1999, which breaks away from the geographical and historical elements included in the previous two models, is a more modern effort to characterise the expansion of English. He begins by creating a paradigm, The Centripetal Circles of International English. People fluent in international English rank in the centre (NSs or NNSs). After that, he places individuals fluent in both their native and foreign languages and English learners may be found in the third circle. Another band stands outside the rings, symbolising those individuals who do not speak the language.

After receiving negative feedback on his original model, Modiano rewrote it the next year and presented a new model based on elements common to all versions of English. EIL, or a core of intelligible elements by most competent English speakers, including NSs and NNSs, is at the system's heart. The second circle is made up of an internationally shared core. In contrast, the outer circle consists of five separate groups:

American English, British English, significant varieties, other variations, and foreign-language speakers. In this instance, each group has qualities unique to their speech community that are likely incomprehensible to most other groups' members.

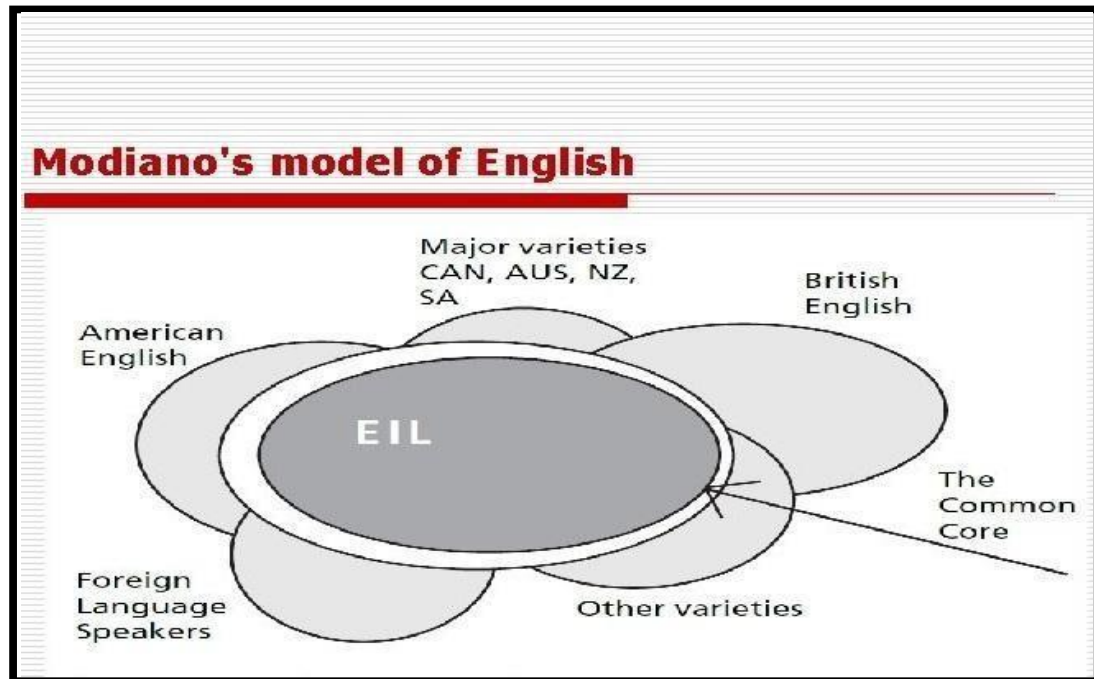


Figure 1.5: Concentric Circle Model (Modiano 1999) in Jenkins (2003)

1.2.3. ENL, ESL and EFL

The extraordinary expansion of English has led to words like "International English," "Global English," «English as a World Language," and so on. Even though these categories identify large-scale English use, they appear primarily comparable. They lack accuracy when accounting for the various purposes English has acquired in distinct sociolinguistic settings. According to Görlach (2002, p.9), such phrases "seem to be largely used as synonyms, as catchalls to provide a framework for more detailed, and better defined, studies of the functions of English.". When describing the use of English, it is critical to analyse the numerous elements that have influenced, and continue to influence, the roles and functions of English as it is used in various countries with varying sociolinguistic makeup. Platt et al. (1984, p. 22) point out that:

Important factors determining whether a language can be classed as a foreign, second or native language are the type and the range of functions a language has in a community. Of course, there is often no clear-cut division, and wide varieties can be considered more or less foreign, second or native languages.

The traditional three-way categorization of ENL (the Inner Circle), ESL (the Outer Circle), and EFL (the Expanding Circle) countries mirrors Kachru's three-circle model and is, according to Görlach (1998: 3), the accepted differentiation of English-using speech communities:

ENL (English as a native language): English is used by at least the larger part of the population as a native and dominant (in most cases, only) language for all types of communication and in all registers and styles.

ESL (English as a second language): English is used in international and intranational functions, notably in the schools and universities, law and administration, as a book language and, in varying proportions, in newspapers, on radio and television. Within such communities, there will be next to no native speakers of English. The figures of ESL speakers are very problematic to determine, since the cline of proficiency can be expected to range from users having available a few broken words to those speaking and writing with native-like skill.

EFL (English as a foreign language): English is a foreign language almost exclusively acquired through the schools; it does not serve any internal functions except as a book language, particularly in tertiary education – and possibly in individual specialized domains (such as banking). Uses of English will be far less frequent than in ESL societies (so individual fluency may well be lower), but individual competences are often closer to the posited standards.

**Traditional three-way differentiation of English-speaking countries or regions
(adapted from Görlach, 1998)**

Although the distinction between native and non-native varieties (Kachru, 1980; Kachru/Quirk, 1980) is essential for understanding formal and informal English, the traditional division of national speech communities into ENL, ESL, and EFL countries does not acquire geographically complicated and ambiguous nature. As Görlach (2002) points out:

The classifications of uses of English as ENL, ESL, ESD, and EFL have long been deficient – they capture the legal and broadly the societal status of English in specific countries. Still, they are inadequate as descriptions of regional complexities, internal ethnic conditions (South Africa) and, last of all, individual competence based on the ethnicity, native home language, education and social status of the individual (Görlach 2002, p.9).

Trudgill (2001), therefore, suggests the addition of the fifth category of EFL countries where English is an internal lingua franca. He proposes the following distinction:

- **ENL Countries:** Countries where English is a native language for most of its speakers, such as England and the USA. South Africa is often classified as an ENL country, even though English is not spoken as a native language by the majority of its inhabitants.
- **ESL Countries:** Countries where English is a second language and has essential institutional functions but does not function as an internal lingua franca.
 - Examples are Bangladesh and Toga.
- **ESL-ELF Countries:** Multilingual countries where English is a second language and functions as an internal lingua franca: Nigeria and India.
- **EFL Countries:** Countries where English is a foreign language and has no institutional function or official status. China and most European countries fit this category.

- **EFL-ELF Countries:** Multilingual countries where English is a foreign language with no institutional function or official status but whose multilingual society uses an internal lingua franca, such as Switzerland.

1.3 An Overview of English as a Lingua Franca

1.3.1. Definition of Lingua Franca

A lingua franca is "adopted as a common language between speakers whose native languages are different" (Oxford Dictionaries). Individuals use a language when their native languages vary, yet they have to communicate in many ways. There have been various languages throughout history that acted as lingua franca. Most of them have gone the same way: their value faded, they gradually lost their status, and some vanished entirely.

Additionally, a "lingua franca" is a common language used for communication among persons who do not speak the same first language. Successful communication with individuals who do not have the first language necessitates both communicators' command of a language. In such cases, the language used might be either one of the communicators' native languages or a language learned as a foreign language by both. A language spoken in such circumstances is a "lingua franca."

According to Jenkins (2007, p.1), "a lingua franca is a contact language used among people who do not share a first language, and is commonly understood to mean a second (or subsequent) language of its speakers." This contact language indicates that Lingua Franca can be called a second language when both interlocutors understand it. Furthermore, Edwards (2012, p.25) states: "Since languages are many and life is short, there has always existed important lingua Francas that serve as aids to cross-group communication". Lingua Franca is thus a solution to the communication difficulties between multilingual groups.

Jenkins, Cogo, and Dewey (2011) cite a definition from the VOICE (Vienna-Oxford International Corpus of English) website, which defines ELF as "an additionally acquired language system which serves as a common means of communication for speakers of different first languages" (p. 283). Seidlhofer's (2011) definition says that ELF is "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (p. 7).

1.3.2. The Origin of Lingua Franca

In linguistic and social literature, the word "lingua franca" has been subject to a constantly changing and inconsistent meaning. The original Lingua Franca was a stabilised pidgin, or a contacting language established spontaneously to bridge language problems with minimal grammar and lexicon limited to expressing only the concepts required for the participants' communication goals, mostly merchants (Brosch, 2015). According to Schuchardt (1909), Lingua Franca arose from the union of an eastern, Italian-based pidgin and a western, Spanish-based pidgin in the Algiers region.

However, a language with the status of a lingua franca has existed since antiquity. When the Roman Empire stretched from the Mediterranean across Europe, Africa, and Asia, Latin became the dominant language. The Roman Catholic Church employed it extensively in European culture, philosophy, sciences, law, and religion. As a result, until the 18th century, it was a lingua franca between European scholars. Many words in medicine and philosophy come from Latin.

Portuguese is another language that has acted as a lingua franca in both the past and the present. Portuguese served as a lingua franca in various regions of Africa and Asia during the Age of Exploration, between the 15th and 18th centuries, when Portugal was one of the significant European colonists. The Portuguese language was the language of commerce and political purposes. Furthermore, in the past, languages such as Egyptian,

Chinese, French, Greek, Latin, Hebrew, and Arabic all served as lingua franca. Military expansion, economic strength, or religious influence, as in the case of Hebrew and Judaism, helped a language achieve such importance.

1.3.3. Impact of English as a Lingua Franca

English's status as a lingua franca is unclear; it is a freely chosen worldwide language, which has given it several highly beneficial characteristics. However, it is the language of an empire that has had a specific negative impact:

1.3.3.1. Positive Impact

English has become the global language of education, trade, politics, tourism, and transportation. In most languages, English is nowadays the first resource of neology. This is encouraging, and English is a solid choice because the world wants a lingua franca. Common words are brief and generally easy to speak. There is minimal morphology, and because the syntax is not very restrictive, non-natives may get by with a low degree of ability. One of the most advantageous characteristics of studying English is that it provides simple and direct access to the numerous disciplines of vibrant culture. After Second World War, when America was simultaneous, American popular culture was gaining international attention and respect. Some years later, the American mass media earned international dominance over world popular culture. Furthermore, with the end of the cold war, the United States remained the hegemonic power, and American superiority was unsurpassed.

The story of the English started in the 5th century and began with the Anglo-Saxon invasion. Germanic tribes, the Saxons, the Angles, and the Jutes arrived from areas now called Denmark, Germany, and the Netherlands and started a new period both in English

history and language. Although these tribes were invited to Britain to fight for the country, their real intention was to enslave it.

1.3.3.2. The Negative Impact

As previously said, empires never care about other cultures, and the United States is no different. The vast majority of Americans simply watch and read their movies and literature. In the case of America, cultural features acquired from a British heritage of aloneness and wariness of everything foreign going back to the Middle Ages have enhanced this fundamental element of empires. While a minority of English-speaking societies are open to the rest of the world, they are primarily self-centred. As a result, Anglophones generally believe that they are the exception, that their method of doing things is usual, global, and implicitly superior, giving English predominance a colonial character.

The world appears to embrace the United States' cultural, economic, and political dominance over any other country, although dominance is inherently unpleasant and harmful. The capital-friendly neo-conservative beliefs propagated internationally by the English-speaking media, such as so-called "independent" news networks like CNN and Fox News and self-styled "quality" journals like the UK's *The Economist*, are undoubtedly ethically problematic, if not outright wicked. Other countries, on the other hand, are not far behind.

1.3.4. English as a Lingua Franca

The ever-increasing number of English speakers in the Outer and Expanding circles has given rise to a debate pushing for a re-conception of English focusing on its role as a communication medium in international contexts. MacKenzie defines "Lingua franca" as "A contact language used in the Eastern Mediterranean from the eleventh to the early nineteenth centuries" (MacKenzie, 2013). As English becomes more widely used outside

of its original settings, the term English as a lingua franca (ELF) has evolved to refer to "any usage of English among speakers of various first languages for whom English is the medium of choice, and frequently the only option." (Seidlhofer, 2011).

ELF is an acronym for English as a lingua franca. As mentioned, Lingua Franca is defined in the Macmillan Dictionary as "a language that people use to communicate when they have different first languages." Such a fact indicates that a lingua franca is a language people utilise when they cannot converse in their original language. The ELF-related study did not begin until the early 1990s, and it has now grown into a dynamic field of research in linguistics two decades later.

According to Barbara Seidlhofer, ELF is "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (Seidlhofer, 2011, p. 7). Cambridge Dictionaries Online defines ELF as "the type of English used by speakers of other languages to communicate among themselves" (ELF, n.d.). The purpose of utilising these two meanings was to compare the word ELF. According to Cambridge Online Dictionary and Seidlhofer, a lingua franca is a link language between two or more speakers who do not have the same first language and must therefore communicate through a common adopted language, ELF.

The objective for ELF speakers is to utilise English for communication reasons while maintaining mutual intelligibility with the person with whom they are interacting. ELF speakers do not speak native English well or with an accent from one of the NS nations but rather their native dialect. Most English speakers are ELF and EFL speakers rather than NS speakers. According to David Crystal's research, over 1 billion individuals speak ELF, and 300-500 million speak ENL. That implies that the interaction opportunities for English persons are at an all-time high and are still evolving.

In her work, Seidlhofer writes, "English has attained global proportions" (Seidlhofer, 2011, p.7). This definition is related to Crystal's comment on how many people speak ELF. Moreover, Barbara Seidlhofer adds: "ELF has taken on a life of its own" (Seidlhofer, 2011, p. 8). ELF has evolved into a self- living creature that lives on through humans and developed via communication; this is one way of looking at it.

Jenkins (2007) expands the concept of ELF by stating that it also includes communication in English amongst users with diverse cultures. Regarding functional ELF, geographic location is not as clear-cut in communication circumstances as in English users' various language and cultural origins. Jenkins (2007, p. 2) states: "ELF is not limited to members of the expanding circle, and those who speak English internationally, whether they form an inner or outer circle country, are not excluded from ELF communication."

1.4. Linguistic Features

Linguistic features consist of lexicogrammar, phonological features, and pragmatic norms. These linguistic features help people communicate effectively and identify the ability of the speakers to understand English as a lingua franca.

1.4.1. Lexicogrammar

Due to a focus on content rather than form, ELF linguistic elements of the grammatical sort might lead grammatical rules from the speaker's original language to be translated into English or a different grammatical rule from English to be misused or omitted (Breitender, p. 13, cited in Zikmundová, 2016).

It is debatable whether such characteristics may be classified as errors. These characteristics are distinct characteristics of a different variety of non-native English speakers. Seidelhofer concentrated her "VOICE research" on the lexicogrammatical features of ELF and identified the following:

- Omitting the third person singular-s- in the present tense

- Confusing and incorrectly using the pronouns who and which in the relative clause.
- Misuse of definite and indefinite articles (using a definite article where there should not be one in Standard English and not using one where there should)
- Overusing prepositions where they are not needed (such as in we have to study about... instead of 'We have to study...')
- Using incorrect forms in tag questions (such as in isn't it? instead of shouldn't you?)
- Overusing certain verbs with a very general meaning (such as do, have, make, put, take)
- Using that-clauses rather than infinitive constructions (as in I want that).

Putting too much stress on exactness (as in black colour instead of black)

(Seidelhofer, 2004, as cited in Jenkins, Cogo, Dewey, n.d).

1.4.2. Phonology

Jenkins has written extensively on phonology, focusing on two phenomena: phonological accommodation and pronunciation-related intelligibility. She divided phonological features into two categories based on whether or not they cause intelligibility. Those who contribute to intelligibility make up the Lingua Franca Core.

- The consonant inventory except for the dental fricatives /θ/ and /ð/, and dark 'l'.
- Additional phonetic requirements: aspiration of word-initial voiceless stops /p/, /t/, and /k/, which were otherwise usually heard as their lenis counterparts /b/, /d/, and /g/; and shortening of vowel sounds before fortis consonants, as opposed to the phonetically longer / in the word sad.
- Consonant clusters: no omission of sounds in word-initial clusters, e.g., in

proper and strap; omission of sounds in word-medial and word-final clusters only permissible according to L1 English rules of syllable structure so that, for example, the word *friendship* can become /frenʃɪp/ but not /frendɪp/ or /Fredɪp/.

- Vowel sounds: maintenance of the contrast between long and short vowels, such as the /I/ and /I :/ in words *live* and *leave*; L2 regional vowel qualities are otherwise intelligible provided they are used consistently, except for the substitution of the sound /ɛ/, especially with /ɑ:/
- Production and placement of nuclear (tonic) stress, mainly when used contrastively (e.g., "Did you buy the BLUE car?" "Did you buy the blue CAR?")

As Jenkins states, the following features are, on the contrary, not part of the

LinguaFranca Core (the non-core features):

- Vowel quality.
- Weak forms.
- Other features of connected speech such as assimilation.
- Pitch direction to signal attitude or grammatical meaning.
- Word stress placement.
- Stress-timing (qt. in Seidlhofer, "Research Perspectives" 217).

1.4.3. Pragmatics

Pragmatics has a crucial role in ELF use. ELF speakers are more concerned with understanding each other and achieving their communication goals than speaking ideally. If they are not native English speakers, they are likely to be conscious that their understanding of the language may differ, and they will adapt their language to the context and their current partners. Jenkins (2007) highlights her research findings in "Review of Developments," which reveal that non-native speakers do not experience as much non-

understanding/misunderstanding as native speakers do. Furthermore, the speakers demonstrate a high ability to point out potential misunderstandings while avoiding interfering with conversation (Jenkins, Review of Developments, p. 293, as cited in Zikmundová, 2016).

Jenkins provides additional strategies that ELF speakers use to avoid misunderstanding:

- **Repetition:** This is a common strategy that ELF speakers employ to avoid misunderstanding; they also use clarification and self-repair to ensure they will be understood.
- **Paraphrasing:** reformulate the sentence in their own words to avoid prolonged silence, minimal response, or overlapping talk.
- **Idiomatic expressions:** Although idiomatic phrases might be challenging to master when learning English, ELF speakers use them in their conversations. Furthermore, ELF speakers do not avoid these expressions but create idioms that become identifiers in-group membership.
- **Discourse markers:** Discourse markers: Using for the introduction of the following topic in communication such as you know which used by native speakers to express politeness, cooperation, or involvement. In contrast, the EFL speakers use them for discourse planning and production or to introduce the topic they will talk about (Jenkins, 2007, p. 293-294).

The above features mentioned, lexicogrammar, phonology, and pragmatic properties of ELF show a different variety of English. Such features assist English speakers in better orienting themselves in the common principles they can follow for the conversation to stay intelligible. As the number of English non-native speakers grows, such a set of norms necessitates adoption into the English educational system.

1.5. English as a Lingua Franca in practice

1.5.1. English as the lingua franca of International Organisations

International organisations are only one of many domains where a common language is essential. The League of Nations was established immediately after World War I, and, as Crystal points out, it was the first international organisation to use English as an official language. When the United Nations took over in 1945, English continued its prominence. According to Crystal, English is more than 85% of international organisations (Global Language, 87, cited in Zikmundová, 2016).

1.5.2. English as the Lingua Franca of Tourism

For people travelling worldwide, English has practically become a global communication tool. Around half a century ago, people did not travel as frequently or as far as they do now. All the travel people need a common language, and English seems to have become valuable. Crystal describes the situation by giving a few examples:

Accordingly, in the world's tourist spots, the signs in the shop windows are most commonly in English. Restaurant menus tend to have a parallel version in English. Credit card facilities, such as American Express and Mastercard, are most noticeably in English (Global Language, 104).

For those whose international travel brings them into a world of package holidays, business meetings, academic conferences, international conventions, community rallies, sporting occasions, military occupations, and other 'official' gatherings, the domains of transportation and accommodation are mediated through the use of English as an auxiliary language. Safety instructions on international flights and sailings, information about emergency procedures in hotels, and directions to significant locations are now increasingly in English alongside local languages (Hogg, 1984, p. 430).

1.5.3. English as a Lingua Franca of Transportation

English has evolved into a global language Franca for transportation, whether in the air or the sea. As international travel became more shared, a demand for a common language arose to safeguard lives and assure the efficient functioning of international flights and ships. Since 1951, when the "International Civil Aviation Organization" was established, English has been the official language of air transportation. From then on, English plays a vital role since it allows pilots from various language backgrounds to communicate (Crystal, 2003, p. 108). "Airspeak" is not the only example of simplified English used to communicate worldwide. Regarding sea transportation, the idea of "Essential English for International Maritime Use" was the first suggestion for an official language in 1980. This dialect of English was also known as "Seaspeak," and it consisted of simplified vocabulary and structures.

1.5.4. English as a Lingua Franca in International Business

Another area, where English as a language Franca excels is international trade. The possibilities for making deals are limitless in today's global world and free commerce. To be capable of negotiating, buying, and selling products or forming a new collaboration with a company from another country, a language that serves as a lingua franca in international trade is essential.

In Europe, the emphasis is on three languages: English, German, and French. More than any other language, English is the most often used lingua franca in European international trade. German appears to be widely used as well, particularly in casual settings. However, as Graddol (cited in Zikmundová, 2016).

points out, German and French appear to be employed chiefly for intra-European international trade. Companies tend to utilise just English while conducting business outside of the borders of a European country (Graddol, p. 29, cited in Zikmundová, 2016).

1.5.5. English as a Lingua Franca of information technology

The creation of the computer, followed by the Internet, symbolises one of the supporting factors of English's global expansion. In 1970, with the increased invention of new communication technology-enabled, individuals worldwide could communicate more quickly and cheaply (Goodman, Graddol, p. 108, cited in Zikmundová, 2016).

The United States was a significant player in creating hardware and software, with businesses such as Microsoft and Apple making significant contributions to information technology.

Moreover, knowing English gives the speaker a significant advantage in accessing this plethora of data and getting the most out of the Internet. The Internet is most likely the most efficient means of spreading English. Every day, millions of people use Google to look for information, send and receive messages from one continent to another in seconds,

and call and see each other simultaneously using Skype. Because of technological advances, English has become the Internet's lingua franca; as Crystal points out, "English continues to be the chief lingua franca of the Internet" (Global Language, p. 117, cited in Zikmundová, 2016).

1.5.6. English as a Lingua Franca of Media

The media has had an enormous impact on most people's lives on the planet, and it has influenced all aspects of life. Furthermore, media provides humans with information, news, and communication tools and introduces individuals to cultural information from different nations. Media is defined as "The means of communication, such as radio and television, newspapers, magazines, and the internets, that reach or influence people widely" (Media, 1995). The English language, being the most widely used language and object, has a more significant effect in the media and in conveying information to people about world events than any other language. As a result of British dominance in many

places in the nineteenth century and American capitalism in the twentieth century, English became the world's language.

Additionally, in the media, English has a vast effect. Some estimates claim that the top five most influential newspapers on a global scale are in English, even though English has been an essential medium for over 400 years in the press: Papers from the United States. The New York Times, The Washington Post, The Wall Street Journal, and The Times and The Sunday Times in the United Kingdom are among the most widely circulated newspapers in the world (Crystal, *Global Language*, 91 – 92, cited in Zikmundová, 2016).

However, it is considerably more challenging to create estimates in broadcasting. Although English was the first language to be transmitted by radio in 1906, the first language of a commercial radio station and television broadcasting station. (BBC in 1936) (Crystal, *Global Language*, 95-96, cited in Zikmundová, 2016).

Conclusion

English is regarded as the first worldwide language taught and studied in every country, and it is a shared language among individuals whose native languages are different. As a result, English as a lingua franca was adopted as an appropriate communication medium in international airports. Working in an international airport is a challenge in itself. In other words, mastering English rudiments, grammar in context and communication competency has become a prerequisite to ensuring intercultural communication and enhancing interaction among airport staff members.

Chapter Two:
Intercultural Communicative
Competence

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Introduction

Due to globalisation, intercultural communication has grown more common and necessary than before (Wang, 2007). English has played an essential role in fostering communication between people from various cultural origins as an international language, especially in the workplace. The needs for the job are shifting in a changing globalised economy. Understanding how to engage with people from different backgrounds and having the information and abilities required to be proficient in intercultural communication is essential. Indeed, communication contact and the problematic issues in the multicultural workplace are very significant.

This chapter describes the research conducted in intercultural communication, covers the essential ideas utilised in the literature, and focuses on the linguistic hurdles in international workplaces. This chapter will examine the relevance of understanding intercultural communication as a research subject and how it may benefit multinational personnel worldwide, such as in international airports. This part includes recognising communication and intercultural communication barriers and ways of overcoming these barriers.

2.1. General Overview of Intercultural Communication (IC)

The act of conveying information is known as communication. It allows individuals or organisations to persuade, collect, provide, and express themselves through transmitting, receiving, or sharing ideas, data, information, signals, or messages. Furthermore, communication can be both verbal and nonverbal. The term "communication", according to Velentzas and Broni (2014), is derived from the Latin "communis," which means "common." Thus, "to communicate" means "to make common" or "to make known," "to share," and refers to both spoken and nonverbal forms of human interaction. They define communication as "any act by which one person gives or gets information about another

person's needs, desires, perceptions, knowledge, or affective states from another person."

Furthermore, Anaeto, Onabajo, and Osiyesi (2012, as cited in Issa, Ali-Garga, and Yunusa, 2015) argue that "communication is an interchange of meaning, despite the economy of its wordings; the definition has absorbed the most significant gist of the idea of communication.

Communication may also be described as passing information and understanding from one person to another (Keyton, 2005). Furthermore, Tead (1959, as cited in Tutorials point, 2016, p. 3) states that:

Communication is a composite of (a) information given and received, (b) a learning experience in which certain attitudes, knowledge, and skills change, bringing with them changes in behaviour, (c) a listening effort by all parties involved, (d) a fresh sympathetic examination of issues by the communicator himself, (e) a sensitive interaction of points of view leading to a higher level of sharing, Not only is communication a complex process of delivering and receiving information, but it is also a learning experience.

"Communication is a complex process that requires the successful use of multiple skills and equipment," Caado and Garca (2007) conclude. They say that communication can be defined as a method or process for exchanging information or ideas. There must be contact between the parties for communication to be successful; we cannot state that communication has occurred unless one person talks and the other understands what has been said (Caado & Garca, 2007).

2.1.1 Communication as a Part of Intercultural Communication

Communication is crucial no matter where we are on the planet. However, communicating across cultures can be difficult. Some cultures are more casual, while others use a sequence of traditional pleasantries before engaging in discussion, while some cultures consider it impolite to

be on time for a meeting. Kreitner and Carlene (2010, p.3) defined "The communication process is a chain made up of identifiable links. Links in this process include sender, encoding, medium, decoding, receiver and feedback."

Communication is the foundation of all human contact and exchange; it is about sharing and discussing ideas and emotions. As a result, culture is learnt, acted out, transferred, and perpetuated through communication. Communication is the way by which cultural features are generated and communicated. When people interact in partnerships, groups, or countries, they do not seek to establish a culture; instead, cultures emerge as a natural by-product of social contact.

As a result, culture is generated, moulded, transferred, and learnt through communication. The converse is also true: communication habits are substantially generated, developed, and transmitted by culture. This view of language sees it not as a body of information to be studied but as a social activity to engage in (Kramsch,1994).

2.1.1. Culture as a Part of Intercultural Communication

Culture is generally defined as the sum of inborn and innate beliefs, behaviours, ideas, and knowledge that constitute social behaviour's standard foundations. Similarly, in anthropological and ethnological terms, culture refers to the whole of a particular group's actions and ideas having common and shared traditions that are transferred, distributed, and emphasised by the group's members (Collins English Dictionary 2003).

Moreover, Taylor says in his book "*Primitive Culture*" (1871) that culture is "that complex whole which includes knowledge, belief, art, law, morals, custom and any other capabilities and habits acquired by man as a member of society". In this view, culture is regarded as an abstract truth that can only be evaluated by cultural artefacts such as written languages, institutions, buildings, and other artificial objects. Therefore, in "*Communication between Cultures*" (1984), Hofstede said that: "Culture is the collective

programming of the mind which distinguishes the members of one category of people from another." (p. 51).

2.1.2. Definition of Intercultural Communication

Culture and communication are inextricably linked because culture influences not only who communicates with whom, what they communicate about, and how they communicate, but also how people encode messages, the meanings they assign to messages, and the conditions and circumstances under which different messages may or may not be sent or interpreted. Bovee, Thill, and Schatzman (2003, p.17) define culture as "a shared set of symbols, beliefs, attitudes, values, expectations, and behavioural standards." Intercultural communication is a method of assessing communication across cultures and languages and the impact of culture on communication. In other words, it is the interaction of people from various cultural origins, both verbally and nonverbally.

The term "intercultural communication" is used in various academic and professional domains, including sociology, psychology, anthropology, and education. As a result, it is interdisciplinary (Baker, 2015). Traditionally, the term intercultural communication explores the interaction of people from different cultures and comparative investigations of communication between cultures (Hua, 2014). He defines IC as "An area of study which is interested in understanding how people negotiate intercultural differences perceived or made relevant to interactions". Another way is to study communication between individuals whose "cultural perceptions and symbol systems are unique enough" to cause them to communicate differently (Samovar & Porter, 1997, p.70). As a result, IC occurs when people from different cultural backgrounds understandably communicate with each other.

According to Ting-Toomey and Dorjee (2019, p.22 as cited in Dimitrova, 2019), Intercultural communication (IC) is: "the symbolic exchange process whereby individuals from two (or more) different cultural communities attempt to negotiate shared meanings in an interactive situation and a larger socio cultural-macro environment, in which sharing of meaning is influenced by individual expectations based on cultural perceptions".

Moreover, while intercultural communication scholarships have made significant contributions to understanding and facilitating conversations between people of different cultures, current world circumstances are pressuring us to pursue a more inclusive, equitable, and creative theorising for addressing the technological, immigration, peace, and demographic challenges that humanity faces today, of which culture is but one component (Chen, 2017). Intercultural communication (IC) is required in immigration and refugee patterns, international interaction, and social contact, to name a few areas (Hamdan, 2014).

2.1.3. The Importance of Studying Intercultural Communication

For many years, there has been a growing consensus on the importance of teaching IC in foreign language instruction as an area that helps learners effectively engage with individuals from linguistically and culturally diverse backgrounds and gives them a dimension that allows them to interact with foreigners with an outlook that links differences, diffuses confusion, and adopts others.

Acquiring intercultural skills gives a cross-cultural component for learners in today's global environment, as well as a space for discussion and mutual sharing of relevant knowledge, which develops critical thinking and the learner's ability for personal reflection. Developing intercultural communication (IC) improves an individual's ability to

cope productively with cultural differences, and Intercultural competency promotes knowledge and understanding of persons from various cultural backgrounds.

It is critical to underline that being intercultural proficient has a prominent role in influencing individuals' perspectives during intercultural interactions. ICC is viewed as a lifetime developing talent that results from good cultural knowledge and consciousness.

2.2. Definition of Intercultural Communicative Competence (ICC)

In light of the cultural diversity in our natural world, many languages teaching professional studies consider ICC an addition to CC. It means that individuals from different backgrounds can obtain appropriate communication using various language rules and words based on their different cultural life beliefs and values. In this regard, according to Beneke (2000), "intercultural communication in the wider sense of the word involves the use of significantly different linguistic codes and contact between people holding significantly different sets of values and models of the world". (pp. 108-109).

Byram (1998, p.11) proposed the most well-known definition of intercultural communicative Competence: "the ability to communicate effectively and appropriately in intercultural circumstances based on one's intercultural knowledge, abilities, and attitudes." Intercultural communication competence is awareness of the possibility of misunderstanding due to variations in speech, behaviour, and body language. It also implies a readiness to adjust one's voice and behaviour in response to the problem.

According to Delecta and Raman (2015), Intercultural Communicative Competence is the ability to engage in a series of tasks, the heart of which is the universal communication language. Knowledge, talents, and attitudes all help with this capacity. They also state that the effective development of cross-cultural competence depends on three factors that promote orderly cross-cultural communication: cross-cultural sensitivity, cross-cultural awareness, and cross-cultural ability (Delecta & Raman, 2015).

Furthermore, Kiss (2005, p.222) also adds that "the importance of intercultural communication competence to the performance of multicultural teams is highly determined." She goes on to say that managers of multicultural businesses have stated that the success of their shared task would be determined by how well their staff deal with cultural complexity and comprehend, accept and respond to cultural differences. Besides that, Valdes (1998) and Lentil (1999) argue that IC is to communicate with people from different backgrounds, provided that the way of acquiring competence in a non-native language and culture differs from that of the native.

They added that implies that IC is not complete mastery of another culture, including the knowledge and motivation to identify with members of the target culture. Instead, the goal is to be able to connect with others and obtain collaboration to create mutual happiness in intercultural communication (as cited in Houghton, 2013, p.26). Communicative Competence denotes the ability to establish inter-subjective connections, implying that communication is a natural social engagement (Mansour, 2016). He also affirms that intercultural Competence is a type of communication behaviour that is suitable and successful in a specific environment.

2.3. Models of Intercultural Communicative Competence

2.3.1. Byram's Model of Intercultural Communicative Competence

Byram's model of intercultural communicative Competence, which has had much traction in the field of foreign language didactics, looks at how it relates to theories in terms of describing the ideal encounter between Self (own culture) and Other (foreign cultures) and the learning processes that might be involved. A skilled intercultural speaker's Competence is based on several interrelated skills. The following are the factors of intercultural competency, according to (Byram, 1998):

- Intercultural mindsets (savoir-être): this comprises curiosity and openness, as well as a willingness to suspend disbelief in other cultures while maintaining faith in one's own.
- Knowledge (Savoir): it encompasses knowledge of social groups, their lives and behaviours, and self-awareness and awareness of the individual's relationship to society.
- Interpreting and relating skills include interpreting items from other cultures, comparing and linking them to one's own culture, and using comparison and contrast to build new perspectives.
- Discovery and interaction skills (Savoir-apprendre / savoir-faire): it is defined as the ability to learn and operate new cultural information in real-time communication) such as ethnographic and research skills and cultural exploration.
- Critical cultural awareness is the ability to assess documents or occurrences from another culture critically.

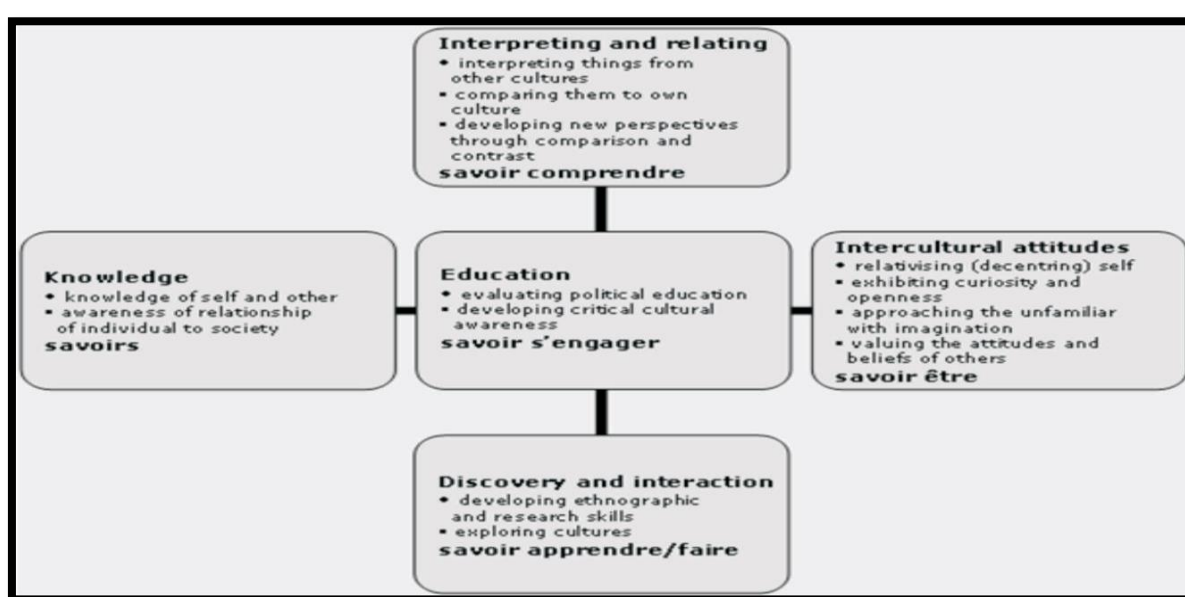


Figure 2.1: Model of ICC (Byram, 1998, p.73)

2.3.2. The Intercultural Competence Model of Darla Deardorff

The Intercultural Competence Model (2006) by Darla Deardorff is built on five elements: attitude, knowledge, skills, internal outcomes, and external outcomes. This approach provides a framework for guiding a curriculum that fosters intercultural competency and learning outcomes assessment.

- **Attitudes:** The three most essential attitudes are respect, openness, and curiosity. Respect shows that regard for people from varied backgrounds and curiosity and openness are required to step beyond the comfort zone. These three attitudes are essential for developing intercultural competence knowledge and skills.
- **Knowledge:** Cultural self-awareness, culture-specific knowledge, profound cultural knowledge (understanding of other world perspectives), and sociolinguistic awareness are all required for Intercultural Competence. Intercultural competence requires the ability to see the world through the eyes of another.
- **Skills:** Processing knowledge necessitates skills such as observation, listening, evaluating, analysing, interpreting, and relating. We cannot rely on information alone when communicating with people from different backgrounds; these abilities will also be required to comprehend and process information.
- **Internal Outcomes:** Flexibility, adaptability, and empathy are internal outcomes influenced by attitudes, knowledge, and abilities. Individuals with these skills can acquire some level of intercultural Competence. At this stage, we can see things from other people's perspectives and respond to how they want to be treated.
- **External Outcomes:** The external outcomes perceived by others are the behaviour and communication skills displayed by an individual based on their attitudes, knowledge, skills, and internal outcomes. The visible external effects of

intercultural Competence are adequate and appropriate behaviour and communication.

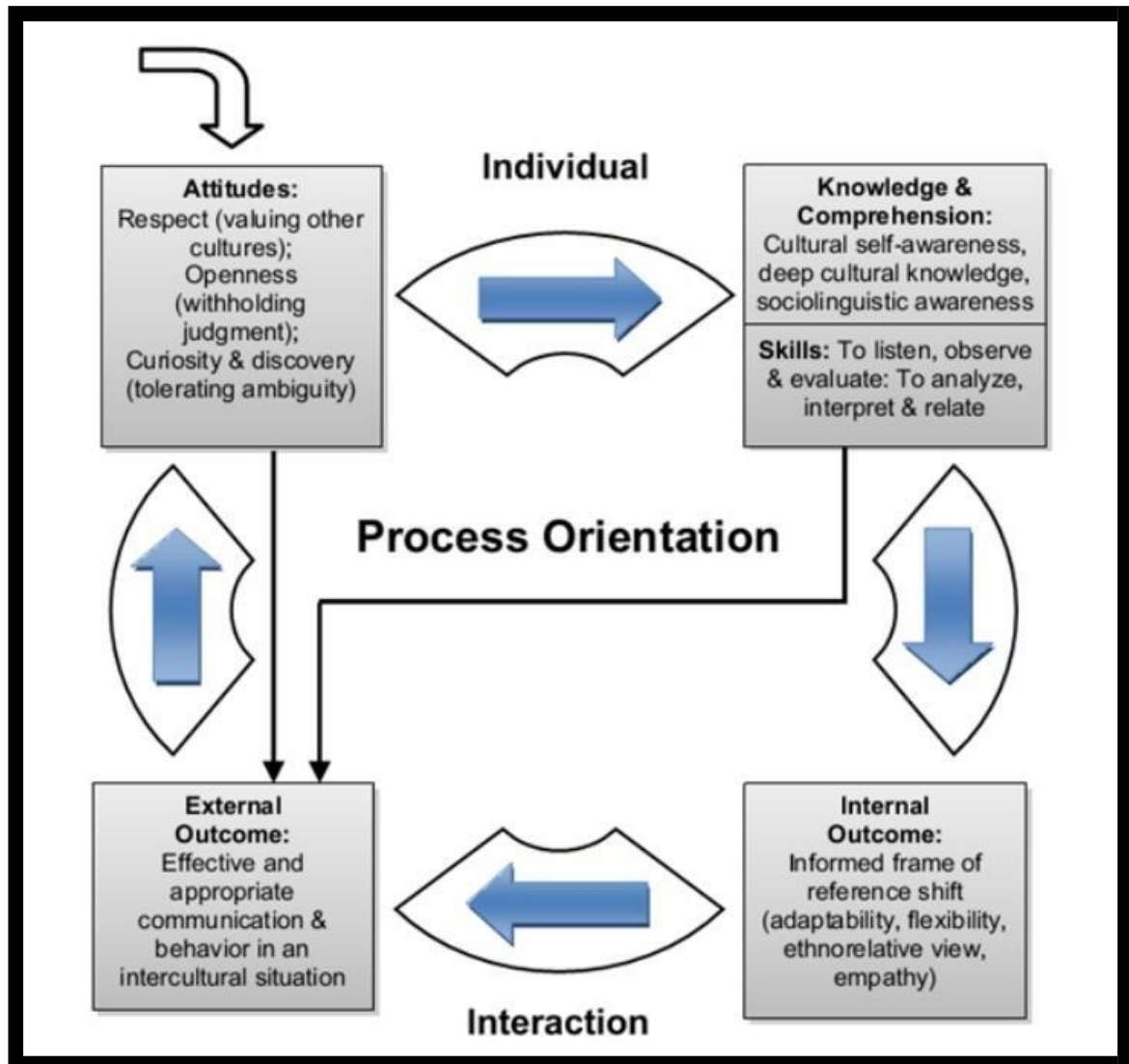


Figure 2.2: Process Deardorff's model of Intercultural Competence (Deardorff, 2006, p.11)

2.4. Barriers to Intercultural Communicative Competence

The cornerstone of a person's self-identity is language. It allows a person to express emotions, discuss experiences, tell stories, and communicate complicated messages and information (Kim & Mattila, 2011). When there is a language barrier, communication is the exchange of meaning; successful two-way communication becomes considerably more

complicated (Adler, 1991; Rabbani et al., 2017). When it comes to managing expatriates, language is crucial (Rubin & Rubin, 2011). Furthermore, language provides a crucial frame of reference and a relational framework in which a person's identity might be represented.

As a result, there exist linguistic variances among expatriates due to cultural differences. To determine work performance, it is necessary to understand the interaction between language hurdles and an expatriate's social identification patterns.

Language challenges frequently coexist with cultural differences, resulting in work-related issues and misunderstandings (Morris, 2002 as cited in Boucetta, 2020). As a result, language limitations can quickly impact work performance because communications can be misinterpreted. These impediments may have a significant influence. Language problems make it harder for expatriates to communicate with native speakers, and a lack of communication can result in poorer worker efficiency.

Cultural boundaries hamper cross-cultural communication in international companies. Cultural differences can be a barrier to success in the workplace for workers from different cultures who speak different languages, hold distinct cultural views, or communicate through different gestures and symbols. According to Hausser (2002), two types of language obstacles can be attributed to natural languages. One is misunderstandings between speakers of the same language caused by the supposed ambiguity and imprecision of natural languages. The other occurs amongst people who speak different languages (Hausser, 2002).

Many issues develop in the workplace today due to cultural diversity's challenges to cross-cultural communication, such as anxiety, uncertainty, stereotyping, and ethnocentrism, all of which are caused by a lack of cultural understanding and intercultural communicative skills (Delecta & Raman, 2015). The accent is frequently cited as a

significant contributor to communication obstacles even among native speakers; hence, accented speech might be complicated to comprehend (Stevenage, Clarke, & McNeill, 2012, as cited in Evans & Suklun, 2017)." Culture strongly affects values, beliefs, world views, nonverbal behaviour, language, and how to have a relationship with others," Chitakornkijasil (2010, p.7) adds.

Moreover, he states that working with people who speak a different language, and have different cultural values and beliefs, can impede communication and cause problems in the workplace. According to Delecta and Raman (2015), the following are the cross-cultural communication hurdles in the workplace.

2.4.1. Anxiety, Assuming Similarity Instead of Difference, Ethnocentrism

The first barrier that everyone faces is anxiety. Anxiety is a feeling that most people get when they are in a completely new and unknown environment. They are terrified since they have no idea what to expect during the dialogue interaction. People may not be entirely focused on communication because they are terrified. As a result, anxious persons are more likely to make repeated errors or appear unusual to others.

Apart from the initial barrier, there is also a cultural barrier to overcome while communicating across cultures. When people are introduced to a new civilisation, it is normal to believe that they may act the way they do in their own culture. However, this assumption makes people overlook significant differences because each culture is unique and diverse. Culture influences how people express their emotions, for example. Certain cultures may appear heartless in certain conditions when compared to other civilisations.

Furthermore, the situation is the same whether people assume differences rather than similarities. This may cause people to lose sight of the cultural similarities that exist. As a result, no assumptions should be made.

Ethnocentrism is the third impediment to intercultural engagement. It refers to "negatively assessing parts of another culture by the criteria of one's own culture," according to (Jandt, 2013, p.83). People of some faiths, for example, believe that only their religion is correct and that all others are wrong. Every culture has its own set of expectations and guidelines. As a result, applying the same cultural rules to others is impossible. As a result of this barrier, intercultural communication suffers. Ethnocentrism suppresses and restricts one's ability to understand and accept other cultures.

2.4.2. Stereotyping and Prejudice

Stereotypes and Prejudice influence intercultural communication. Both words allude to establishing judgments about someone based on traditional beliefs. Stereotypes are a broad phrase that encompasses negative and positive judgements of individuals. Conversely, prejudice is when a group, race, religion, or sexual orientation is maltreated. "What we see, the most easily available image, is what we anticipate to see," wrote Jandt (2013, 86). Preconceptions about someone or something based on prior information are known as stereotypes.

Due to the way humans perceive things, any information that does not meet their expectations may be quickly dismissed. Prejudice is usually used to describe unreasonable hatred based only on an individual's belief. An authoritarian mentality is associated with highly prejudiced people. They tend to generalise. People are unwilling to change their minds even when confronted with newer, contrary evidence. These prejudices are the fundamental cause of differences in cultural perceptions, which leads to miscommunication.

2.4.3. Language

Language is the manifestation of people's cultural knowledge and feelings. Language aids comprehension, but it can also be a communication hurdle. Every language

and diverse civilisations that speak the same language will have a different vocabulary, grammar, slang, and dialects. According to (Barna, 1994, p.16), "the tenacity with which someone will hold to only one meaning of a word or a phrase in the new language, regardless of the connotation or context" (Barna, 1994). Because words in a language often have more than one meaning, adhering to one can easily lead to misunderstandings; adding connotation or context to one meaning makes it more complicated (Barna, 1994).

2.4.4. Non-verbal Misinterpretations

Non-verbal communication may obstruct intercultural dialogue. Communication that takes place without the use of words is known as nonverbal communication. Closeness, eye contact, and time expectations are all conveyed through gestures, and these forms of communication are frequently misinterpreted.

Nonverbal communication is essential in all interpersonal relationships, and its importance is magnified among civilisations. This is because nonverbal indicators are more likely to be discovered when verbal communication is vague or ambiguous, and they are also more likely to be discovered across cultures (mainly when various languages are employed). We use a variety of systems to comprehend gestures, posture, silence, unique relations, emotional expression, touch, and physical appearance, among other nonverbal clues, because nonverbal behaviour emerges from our shared cultural sense and notions about what is proper, regular, and successful as communication in relationships. The importance of verbal and nonverbal behaviour varies by culture.

2.5. Overcoming Barriers to Intercultural Communicative Competence

Delecta and Raman (2015) feel that a person can grasp self-concept, neutrality, and self-possession through developing cross-cultural sensitivity. According to them, cross-cultural communication is also known as the cognitive dimension of cross-cultural communication. In the process of intercultural understanding, not only cultural awareness

but also self-consciousness is increased (Delecta& Raman, 2015). According to Delecta and Raman (2015, p.334), cross-cultural competency can be improved by using the following methods:

a. Cross-cultural knowledge training

Employees must acknowledge the existence of cultural factors such as values, beliefs, perceptions, and interpretations. They should undergo an introductory cross-cultural training course to become aware of the diversity in workplace cultures.

b. Language training

The most common issue in a multicultural team is the language barrier. Those who interact with foreigners should receive language training.

c. Enforcement of mutual benefit policy

Organisations should demand that all cultures in the workplace benefit from one another. Workers will face a win-win situation, receiving similar benefits as international workers.

2.6. Language and Intercultural Communicative Competence

2.6.1. Verbal Language and Intercultural Communicative Competence

In today's global society, mutual understanding and intercultural skills are critical because they enable us to overcome Prejudice, discrimination, and misunderstandings between people of various cultural origins. In English language education, intercultural communicative competencies (ICC) enable students to understand and communicate effectively with representatives of the target language cultures. Gudykunst (2003) defined verbal communication as the use of words, and it is made up of four parts: phonology (sounds), syntax (structure or rules), semantics (meaning), and pragmatics (use).

Verbal communication is a straightforward method of communicating with others and is the most common mode of communication in everyday life. Verbal communication is commonly associated with written or spoken words; nevertheless, it encompasses more than simply the words that individuals use. It includes pronunciation or accent, word meanings, and a wide variety of variances in how individuals speak a language depending on their geographical origins and other criteria like gender, age, race, education, and employment. Verbal communication is vital because of its function in creating an identity group and relationships (Gudykunst, 2003).

2.6.2. Non-Verbal Language and Intercultural Communicative Competence

Non-verbal communication is a kind of communication between individuals in which messages are sent and received in several ways without the need for vocal codes (words). Some examples are haptics, kinesics, eye contact, facial expressions, physical appearance, posture, and voice tone. Nonverbal communication has been defined as "the transfer and exchange of messages in any modalities that do not involve words" (Matsumoto, Frank, & Hwang, 2013).

Non-verbal communication's importance can be seen in a variety of ways. Poyatos (1984, p.433) divides human communication behaviours into three categories: verbal language, paralanguage, and kinesics (body language). According to Burgoon, Buller, and Woodall (1989), people in natural communication rely on nonverbal behaviours to produce and understand communicative messages. Nonverbal behaviours play two roles in language production. In other words, nonverbal behaviours are closely linked to phonemic sentences and aid speakers in organising their thoughts (Brown, 1977).

Nonverbal behaviours also help with message understanding in three ways: they

increase attention, provide more context, and make it easier to recall information (Allen, 1999). Brown claims that the manifestation of culture is so tangled up in nonverbal communication that the hurdles to culture learning are more nonverbal than verbal when it comes to nonverbal variables in intercultural communication (1994a, p. 166)." As a result, he contends that it is more vital for language learners to assimilate into the target culture to overcome the challenges of nonverbal variables.

2.7 Definition of Key Concepts

2.7.1. Monolingualism

Although there is currently no primary literature supporting monolingualism, some researchers have mentioned it. According to Richards and Schmidt (2010), a monolingual is someone who exclusively knows and utilises one language. Furthermore, it is a person who is fluent in only one language and has a rudimentary understanding of others. On the other hand, monolingualism is a new and dangerous phenomenon that has significant negative consequences on the creation and implementation of social and educational policies (Ellis, 2008).

Skutnabb-Kangas (2013), on the other hand, identifies four common beliefs that promote what she refers to as "monolingual reductionism's ideology": Monolingualism is normal, desirable, sufficient, and unavoidable. Skutnabb-Kangas, in other words, has overlooked monolingualism and feels it is a natural, desirable, sufficient, and unavoidable reality. "Monolingualism, now usually considered the unmarked condition by members of the dominant linguistic group in modern nation-states, was in all likelihood less prevalent before the rise of the nation-state gave special sanction to it," according to Dorian (2004, p.438) (as cited in Canagarajah & Wurr, 2011, p.9). Monolingualism is thus a relatively new invention, even in the West.

2.7.2. Bilingualism

The phenomenon of speaking and understanding two languages is known as bilingualism, which can relate to individuals and entire societies. According to Ianco-Worrall (1972), Bilingualism is described as dual language acquisition in a one-person, one-language family context. "Someone who habitually utilises two or more languages in alternation is bilingual," Appel & Muysken (2006, p.3) add. The term "bilingual" refers to someone who speaks two or more languages regularly.

Baker (2000, p.34, as cited in Camilleri, Huss, & King, 2002, p.12) says, "The bilingual is a separate language creation from the monolingual." Bilingualism is a language for many bilinguals, and it is the first language for persons born knowing two languages, and they are not two monolinguals." A bilingual child is born with two languages, whereas a monolingual child is born with only one.

Interestingly, according to Grosjean (2010), bilinguals rarely rate their language skills as adequate. Bilingualism is the regular use of two (or more) languages, and bilinguals are persons who require and use two (or more) languages in their daily lives, according to him. Grosjean (1989) claims that because the bilinguals is a human communicator, they have developed communicative capacities suited for everyday life. Then, depending on the situation, the subject, or the interlocutor, this capacity can employ one language, the other language, or both languages combined (in the form of mixed speech) (Grosjean, 1989).

2.7.3. Multilingualism

De Swaan (2001, as stated in Singh, 2013) explains how languages are organised and related in a global context: "It is multilingualism that has kept humanity, separated by so many languages, together... The global language system is made up of this remarkable arrangement of links between language groupings" (p. 1). To put it another way,

multilingualism is the common thread that binds people who speak different languages.

With studies focusing on multilingualism and how it differs from bilingualism, multilingualism has become a hot topic (Hoffmann and Ytsma, 2004). Multilingual, for example, are allowed to utilise a range of languages for a variety of social, cultural, and economic reasons; they may live in multilingual communities, overlap bilingual cultures, or interact with a variety of monolingual groups (Aronin & Hufeisen, 2009).

According to Edwards (1994, p. 39-40), multilingualism is acquired and maintained in most situations by interaction and necessity; yet, multilingualism imposes another demand, breaching language boundaries. He also looks at the fact that, given the ubiquitous multilingual competency, there are occasions when specific methods are needed to bridge a language gap. He goes on to show two basic answers: the first is the employment of a lingua franca, which is either already present in the multilingual image or needs its extension; the second is translation.

Furthermore, according to Edwards (2012, p.29), multilingualism is a global phenomenon, but because official or prestige status is sometimes restricted, views toward this phenomena and language variety, in general, are clear. As a result, multilingualism is a worldwide phenomenon that must be considered. Moreover, according to Edwards (2012), multilingualism is an essential characterisation of global linguistic diversity and reflects the capacities of individuals and groups resulting from that diversity. He also points out that, because there are so many languages and life is so brief, essential Lingua Francas have always existed to assist cross-group contact.

2.7.4. Multilingualism in the workplace

Multilingualism in the workplace is common in many different regions, and it has evolved to its current level for various reasons. Employees nowadays confront several hurdles at work, including multilingualism, which forces them to improve their language abilities to communicate effectively.

Additionally, multilingualism in the workplace differs from multilingualism at home or in other spheres of social life, and it has more immediate, social and economic repercussions and serves interactional aims. Heller (2010) emphasised that it is widespread in the workplace, where staff not only worked in the positions indicated in their contracts but also interacted with people of diverse interests and positions.

Hua (2014, p. 236) argues that:

Although the 'multi' part of multilingualism in the workplace implies the use of multiple languages is desirable, which language(s) and to which extent the languages available are represented and supported by whom and why have been of core concern for researchers in multilingualism in the workplace.

According to Hua (2014, p. 238), "The workplace is not only a physical space where people work but also a social space where people meet, interact and build relationships". She also believes that workplace multilingualism research should consider that a company is not simply a physical area where people work. Still, also a social place where people gather, interact and make the relationship, so the staff are required to accomplish their jobs and 'gain collegiality' (Hua, 2014, p. 238).

Conclusion

Multilingualism in the multicultural workplace is a situation in which workers from various cultural origins and native languages engage with one another, resulting in a communication barrier among workers. Language problems cause misunderstandings, disputes, and conflicts. Furthermore, a lack of communication or a gap in the communication process may result in poorer worker productivity. Furthermore, intercultural and multilingual communication skills have become essential in today's multinational workplace, where individuals from many cultures and languages must

communicate and engage with one another to achieve corporate objectives. As a result, workers must develop a common language that they can all understand to interact effectively with one another and increase their business efficiency at work.

CHAPTER THREE:
FIELDWORK AND DATA
ANALYSIS

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Introduction

The two previous chapters of the present study conducted the theoretical parts related to English as a Lingua Franca and intercultural communication at international airports. At the same time, the current chapter deals with the field work by investigating the effectiveness of implementing English as a lingua franca to facilitate communication among overseas personnel in Dubai Airport to find answers to the raised research questions and to check the credibility of the hypothesis. Furthermore, this chapter provides a detailed description of the research methodology followed in the under-investigated study in terms of research approach, design, sampling, data collection methods, and data analysis procedures. Correspondingly, the results of the present investigation will be displayed along with their analysis and interpretation. The chapter concludes with a discussion and summary of the key findings. Finally, the chapter presents some pedagogical implications, limitations, and suggestions for future studies.

3.1. Dubai International Airport

One of the United Arab Emirates cities on the Arabian Gulf, Dubai has grown its inhabitants from about 40,000 in 1960 to 2 million in 2013. Dubai has evolved into a cosmopolitan metropolis that has progressively risen to become a global city and a business and cultural centre for the Middle East and Gulf region (Krane, 2013). It is also an important passenger and cargo transportation hub. Although Dubai's economy was previously based on a Western-style business model, tourism, aviation, real estate, and financial services now account for most of the emirate's profits.

Dubai has recently gained international prominence due to several large-scale development projects and sporting events. Skyscrapers and high-rise buildings, such as the world's tallest Borj Khalifa, have become symbols of the city and ambitious

development projects such as artificial islands, hotels, and some of the world's largest shopping malls (Krane, 2010).

Dubai Airport is located in the heart of Dubai, in the city's south-eastern outskirts, and has grown fast in recent years to handle increased air traffic from the city and transit traffic. It is presently the world's second busiest airport, with over 370,000 (Krane, 2010) aircraft landing each year, carrying over 60 million passengers worldwide. The average number of planes landing at the airport in 24 hours is around 1000. It has three terminals, the third of which was recently built to accommodate Emirates planes solely. The airport is located in the heart of residential and commercial areas, and the aircraft navigate throughout the city. In some situations, they are as close as 20 meters above major roadways (Sheikh Zayed and Etihad Motorways) and a few hundred meters from residential areas.

The International Airport is situated in the outskirts, only some 3 kilometres away from the Mirdif downtown. Most of the structures in this region are residential and local businesses, and most residences are two-story villas. UP Town is a major gated residential complex with four-story buildings with commerce, coffee shops, restaurants, and recreational facilities on the ground floor and residential on the three upper floors. Hundreds of apartments are available in this gated community, and the parking lot serves as the subfloor. In addition, Mirdif has two schools, two neighbourhood parks, mosques, and other amenities.



Figure 3.1: The Location of the International Dubai Airport

3.2. Research Method

Research methods are the instruments used to answer research questions and support or disprove the study's hypothesis. There are three types: qualitative methods that attempt to comprehend a phenomenon, quantitative methods that rely on numerical data and the mixed techniques approach, which was applied in this study as previously stated.

The mixed-method is a sort of study that combines qualitative and quantitative methodologies. Johnson (2007) defines it as "the type of research in which a researcher or a team of researchers combine elements of qualitative and quantitative research approaches... for the broad purposes of breadth and depth of understanding and corroboration" (p.123).

Therefore, the researcher chose the mixed technique to ensure a more profound knowledge of the topic. Because we need to determine the air staff's stumbles to examine individual perspectives, the mixed approach is the best strategy for this exploratory research. As a result, the quantitative technique exposes the problem and its origins and impacts on pilots' and flight attendants' perspectives; conversely, the qualitative method allows for a more in-depth examination of the research topic introduced.

3.3. Population and Sampling

The sample consists of 35 air employees, 20 air hostesses and stewards, and 15 pilots; this sample's selection was based on two reasons: Firstly, we chose this sample because they are most trainers who will deal with aviation in terms of communication. Secondly, they are aware of the importance of the English language in their future careers due to their level of English. It is based on the consideration that overseas air hostesses, stewards and pilots of an international airport will help conduct the necessary data that serve the topic since they have a significant role in selecting the suitable communication technique.

3.4. Data Collection Methods

The nature of the research study dictates what research approach, research design, and data collection methods to use. To accomplish the present study, two semi-structured questionnaires are used as a data collection tool that goes in parallel with the nature of the

study to achieve the desired results.

A questionnaire is a tool for gathering information on a given topic. According to Bell (1999), "the questionnaire is essentially a structured technique for collecting primary data." It is often a sequence of written questions to which responders must reply (cited in Beiske, 2002, n.p). Furthermore, the researcher employed a semi-structured questionnaire to pose participants a series of open-ended and closed-ended questions.

The questionnaire offers the researcher many insights on the subject. It is an appropriate technique for eliciting responses on delicate themes and ensures respondents' privacy. However, the researcher may discover partial or incorrect responses when utilizing the questionnaire, which may be inappropriate for specific problems.

3.5. Data Analysis Procedure

The data obtained from the questionnaires will be analysed manually using statistics through counts and percentages and a descriptive analysis of some open-ended questions. Then the results will be presented in tables and charts.

3.6. Pilots' Questionnaire

3.6.1. Aim of the Questionnaire

The most crucial aim behind using a questionnaire for pilots is to explore what English language difficulties do the pilots encounter when using the English language during their work and to know about their attitudes toward the use of English as a lingua franca to facilitate communication in Dubai airport and to explore their perspective on the effectiveness of English to reduce the intercultural communication difficulties.

3.6.2. Description of the Pilots' Questionnaire

It is designed as follows:

A cover page consists of a short passage as an introduction that presents the current research and the instructions for pilots to answer it as required. The body of the

questionnaire is composed of twenty (20) questions that vary between close-ended questions for which the respondents are supposed to give a "yes" or "no" answer or to choose the appropriate response from a predetermined set of solutions. In addition to this type of question, there are open-ended questions, also called "follow-up" questions, which take the form of "justify your answer" or "explain please". These questions allow the respondents to express their opinions, offer suggestions, or comment freely.

The questionnaire is organised into three (3) major sections: general background, pilots' communicative competence, and the status of English in Dubai airport.

Section one: General Background

This section consists of five (5) questions to gather personal information about the air hostesses' and stewards' qualifications and working experience.

Section two: Pilots' Communicative Competence

This section is devoted to collecting information about the communicative competence of pilots. It includes four (4) questions which are varied between close-ended and open-ended questions. These questions aim to gather information concerning the importance of communicative competence in the work environment; the native language of each pilot, the foreign language(s) mastered by each one and the primary language(s) used as a means of communication in the airport.

Section three: The Status of English in Dubai Airport

The last section is about the status of English in Dubai airport; it contains eleven (11) questions that aim to determine the effectiveness of English and prove its efficiency in improving pilots' communicative competence. The questions are closed-ended for air hostesses and stewards to tick in the corresponding answer. These questions seek to know whether or not the participants face difficulties in communicating with each other and how to solve these difficulties. The questions are also asked to understand the pilots' reactions

towards using English as a lingua franca.

3.6.3. Validating and Piloting the Questionnaire

Validating and piloting refer to assessing the data collection tool used in research to ensure its effectiveness. The first draft of the designed questionnaire was handed to the supervisor to check if the questions served the study's objectives. The supervisor provided insightful feedback, his remarks concerning language accuracy and precision were implemented, and modifications were made. Accordingly, the questionnaire was sent via email to a teacher who is an expert in our research area. His comments on the question items regarding wording and format, layout, length, and the time devoted to their completion ensure a complete understanding of the questions. Accordingly, the questions were modified once again; some items were removed, others were reworded, and yet others were clarified until the final version of the questionnaire was available. The researcher provided only the English language because the respondents understood it.

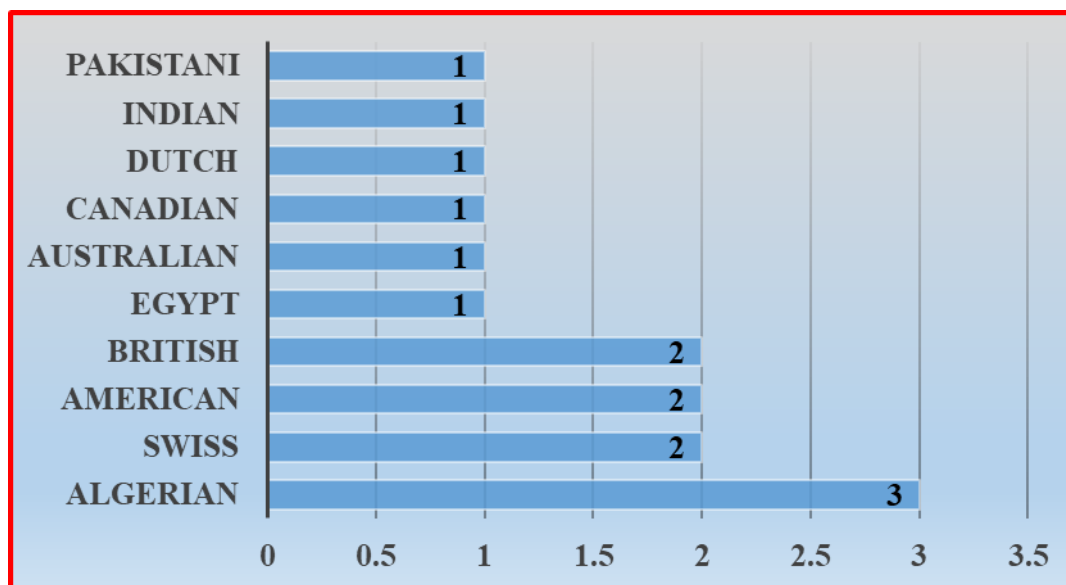
3.6.4. Administration of Questionnaire

The questionnaire was administered to the pilots online and was distributed via social media and emails. This study uses an online survey website called Google Form (www.google.com/forms/), which provides an online service for collecting and organising information. And it is chosen because it is easy to use, trusted, and to no left blank questions. The piloting participants seemed that they have no problem with the questions. The online questionnaire was published on the 20th of April, 2022 and sent to an air hostess working at Dubai airport. She forwarded it to her colleague and published the pilots' questionnaire in an online airplane pilot forum. Collecting answers took two weeks to obtain the required number, finally on the 13th of May, 2022.

3.6.5. Analysis of Pilots' Questionnaire**Question 1 -:** Would you specify your nationality, please?

Nationality	Frequency	Percentage (%)
Algerian	3	20%
Swiss	2	13%
American	2	13%
British	2	13%
Egyptian	1	7%
Australian	1	7%
Canadian	1	7%
Dutch	1	7%
Indian	1	7%
Pakistani	1	7%
Total	15	100%

Table 3.1: The Pilots' Nationalities



Bar Chart 3.1: The Pilots' Nationalities

The reason behind asking this question is to know about pilots' nationalities. Table 3.1 and Bar Chart 3.1 above indicate that the Algerian nationality has the highest rate (20%). However, two pilots are British, two are American, and two other respondents are from Switzerland. The results also illustrated that the rest of the pilots have the following nationalities: Egyptian, Australian, Pakistani, Indian, Dutch and Canadian. According to this result, we deduce that the pilots of Dubai Airport come from different countries.

Question 2 - How did you become interested in aviation?

This open question aims to know how the sample of pilots got interested in aviation. Their replies were as follows:

- I have always loved exploring the skies.
- When I was so young, five years old.
- As a child, I loved taking part in kite contests.
- I enjoyed playing with kites and paper planes when I was a child.
- As a child, I used to follow on TV all the air shows.
- It has always been my dream to become a pilot.

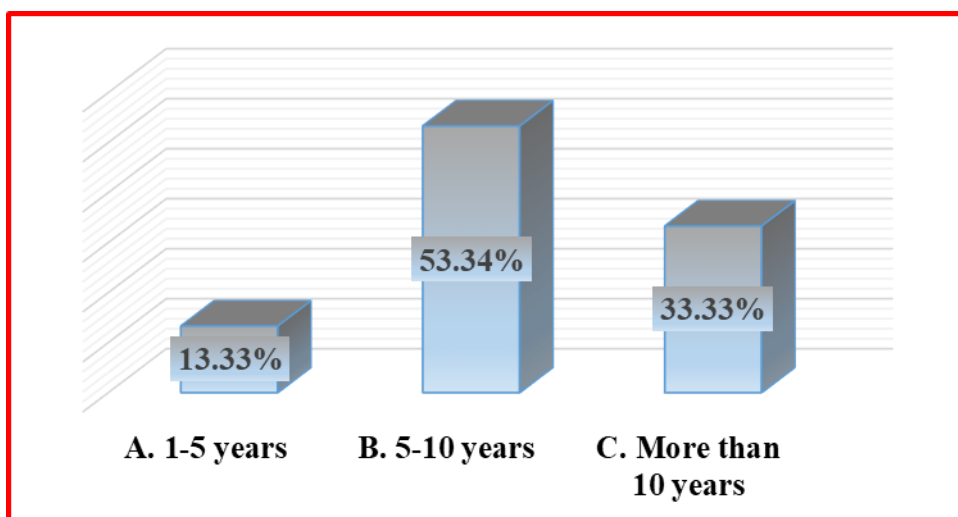
- It has always been my dream.
- As a kid, I was haunted by flying objects.
- I have always loved to fly. As a child, I enjoyed flying kites and taking part in contests.
- It has always been my dream to become a pilot.
- Attending airshows as
- I have always enjoyed watching airshows as a kid.
- When I was a kid, I loved making paper planes and used to imagine myself flying a real airplane.

More importantly, becoming a pilot was a childhood dream for most participants.

Question 3 - How long have you been working as a pilot?

Experience	A. 1-5 years	B. 5-10 years	C. More than ten years	Total
Frequency	2	8	5	15
Percentage	13.33%	53.34%	33.33%	100%

Table 3.2: The Pilots' Experience



Bar Chart 3.2: The Pilots' Experience

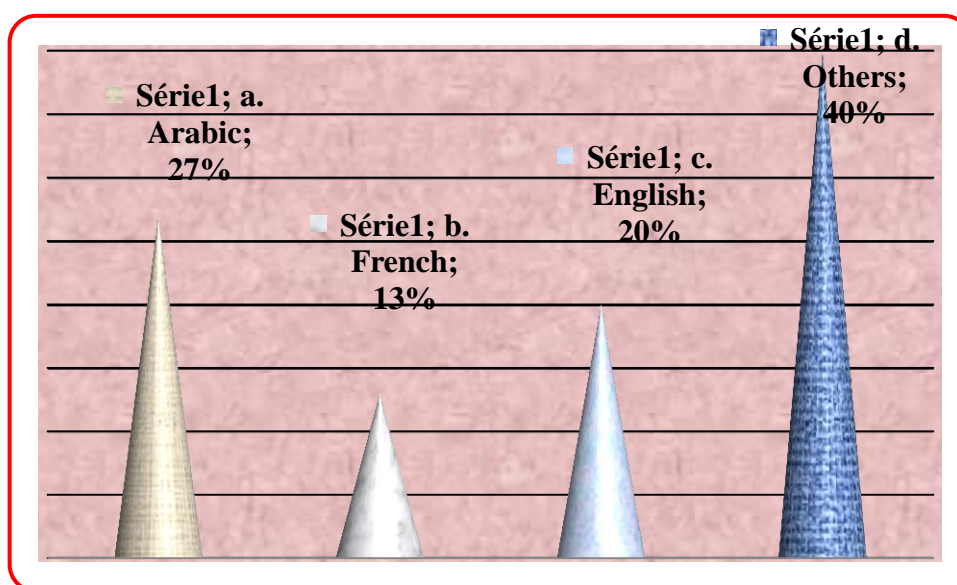
This question explores the pilots' years of experience working at Dubai Airport. In

this respect, we noticed in table 3.2 that only two participants have worked for less than five years; however, (33.33%) have worked for more than ten years. In contrast, the majority (53.34%) stated that they worked for 5-10 years as a pilot. Hence, most of them are well experienced in their domain.

Question 4 -: What is your first language?

Language	Frequency	Percentage
a. Arabic	4	27%
b. French	2	13%
c. English	3	20%
d. Others	6	40%
Total	15	100%

Table 3.3: Pilots' First Language



Bar Chart 3.3: The pilots' First Language

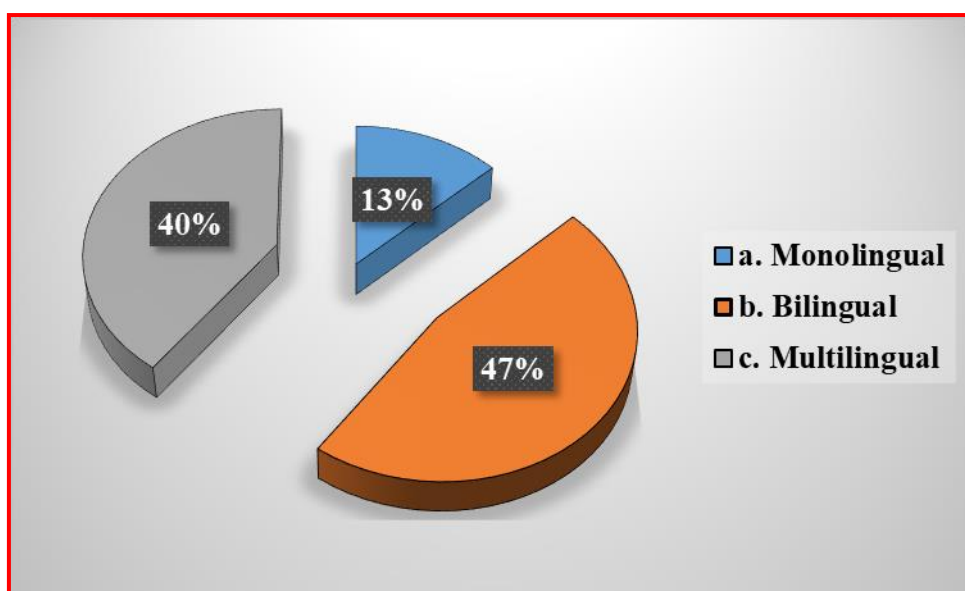
This question attempts to identify the pilots' first language. The difference between the English language and the other languages is utterly immense. English represents (20%); while the other languages represent: (27%) Arabic, (13%) French and lastly (40%) for the remaining other languages: Dutch, Pakistani and Italian. That is to say that

the participants come from various countries and various languages.

Question – 5: Are you?

Language	Frequency	Percentage
a. Monolingual	2	13%
b. Bilingual	7	47%
c. Multilingual	6	40%
Total	15	100%

Table 3.4: Pilots' Mastery of Different Languages



Pie Chart 3.1: The pilots' Mastery of Different Languages

Table 3.4 and Pie Chart 3.1 above show a variety of pilots' languages. To sum up, (47%) of the participants consider themselves bilingual compared to the others. In comparison, about (40%) of them speak more than two languages (multilingual), whereas only one pilot confessed to being able to speak only one language. The results denote that bilingual speakers outnumber the monolingual and multilingual ones in Dubai Airport.

Question 6 - Which Foreign Languages do you prefer to use in addition to your mother tongue?

Language	English	French	German	Italian	Spanish	Turkish	Chinese
Frequency	08	04	03	02	02	01	01

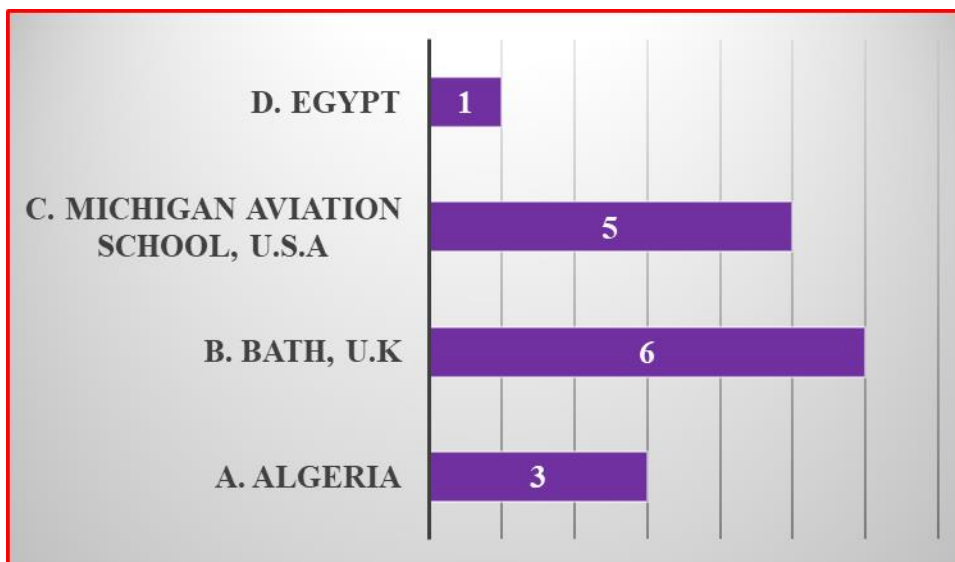
Table 3.5: The Languages' Pilots Master Besides Their Mother Tongue.

This question aims to identify the language mastered in addition to the pilots' native tongue. The gathered data show that most pilots (8) have selected English as their favourite language, while four chose French; three preferred German, and the other respondents mentioned various languages. Namely: Italian, Spanish, Turkish, and Chinese. To illustrate, the main languages mentioned by the participants are English, French, Italian, Spanish, and German, in which the majority are fluent.

Question – 7: Where did you do your flight training?

Options	Frequency	Percentage
A. Algeria	3	20%
B. Bath, UK	6	40%
C. Michigan Aviation School, USA	5	33%
D. Egypt	1	7%
Total	15	100%

Table 3.6: Pilots' Training School



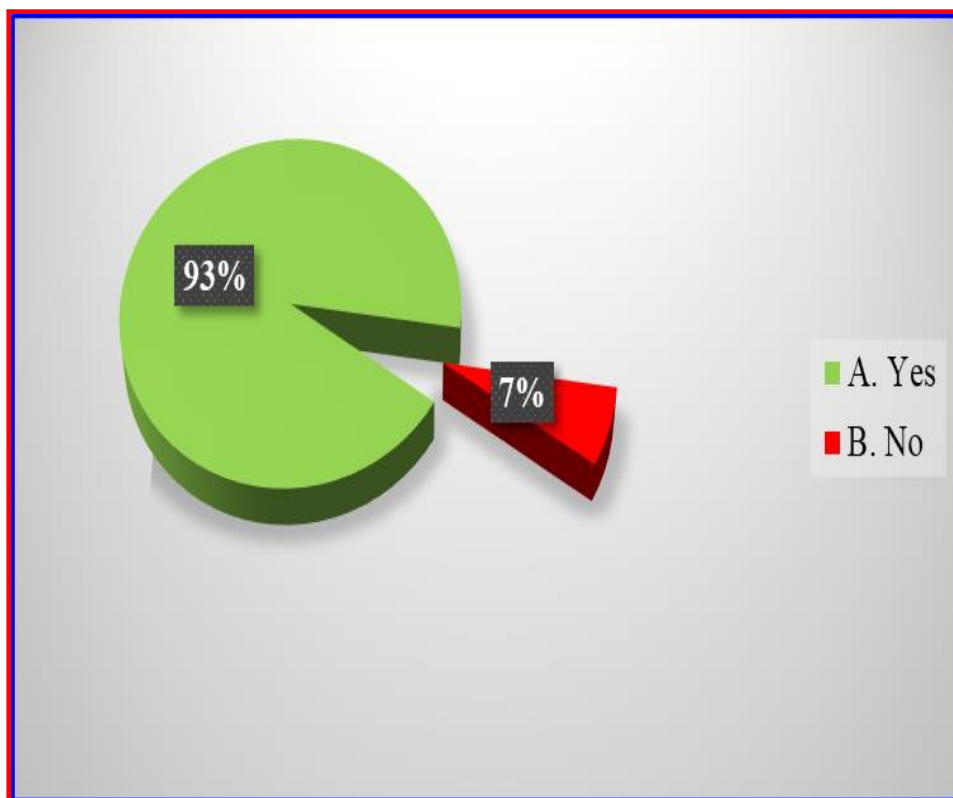
Bar Chart 3.4: The Pilots' Training School

The proposed question aims to discover where the pilots have pursued professional training. According to Table 3.6 and Bar Chart 3.4, six participants declared that their professional training was in Britain, in Bath. While five of them followed their training in Michigan Aviation School (The USA), the rest of the respondents, three of them, did it in Algeria, and the last one made it in Egypt.

Question – 8: Did you speak English before your Host/Hostess training?

Options	Frequency	Percentage
A. Yes	14	93%
B. No	01	7%
Total	15	100%

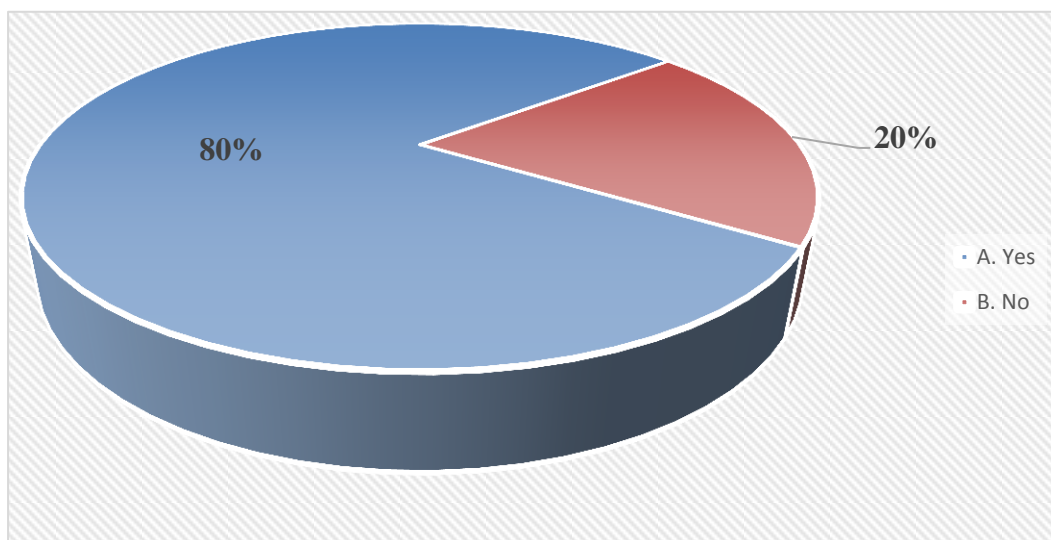
Table 3.7: Frequencies of Speaking English before the Training



Pie Chart 3.2: Frequencies of Speaking English Before the Training

The current item is meant to know whether the pilots spoke English before their training or not. However, the data gathered show that most respondents (93%) spoke English before their professional training. Nevertheless, only one respondent's (7%) answer was negative.

If yes, was your level of English enough in your training?



Pie Chart 3.3: Frequencies of English level

The current results of the above figure reveal that three out of fifteen (3/15) participants asserted that they did not have a good command of English before their training; the vast majority (80%) declared their level satisfactory.

Question 9 - Was mastering English required in your flight training?

Options	Frequency	Percentage
A. Yes	15	100%
B. No	00	0%
Total	15	100%

Table 3.8: Frequencies of English Requirements in Training

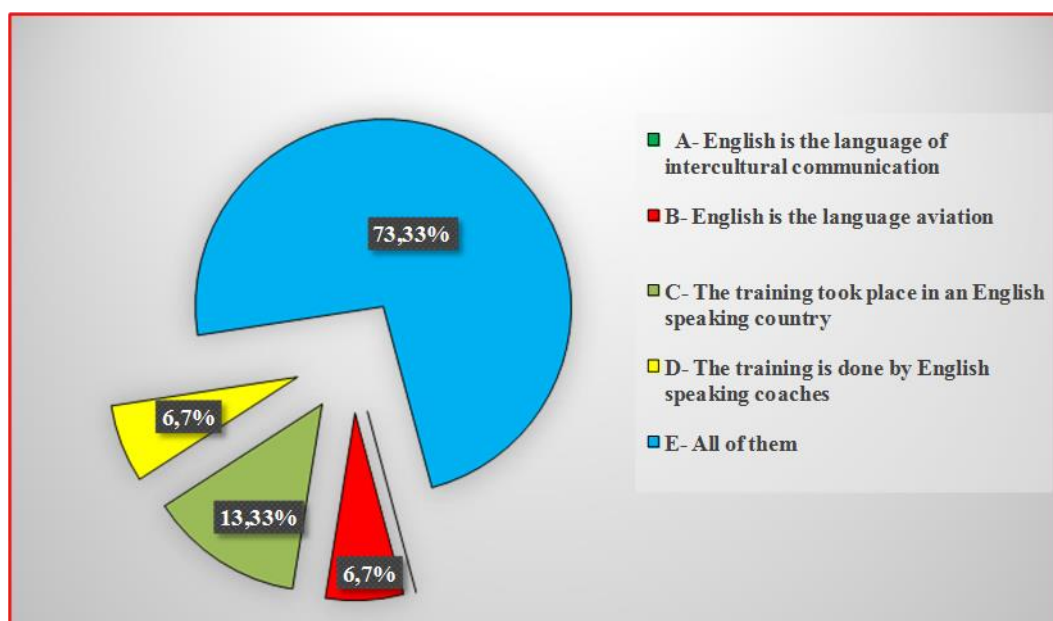
A quick look at the data gathered in the table above shows that the entire sample (100%) opted for English as an essential requirement in their training. This shows the vast spread and the importance of this language all over the world.

If yes, is that because

After answering the previous question, concerning the mastery of English as a requirement in flight training, the respondents justified their answer by stating the following reasons:

Options	Frequency	Percentage
A- English is the language of intercultural communication	00	0%
B- English is the language of aviation	01	6.7%
C- The training took place in an English-speaking country	02	13.33%
D- The training is done by English-speaking coaches	01	6.7%
E- All of them	11	73.3%
TOTAL	15	100%

Table 3.9: The Pilots' Reasons for English Requirements in Training



Pie Chart 3.4: The Pilots' Reasons for English Requirements in Training

The present question investigates pilots' responses to mastering English in their professional training. The results show that (13.33%) of the pilots agree that the reason behind this requirement is that the training took place in an English-speaking country.

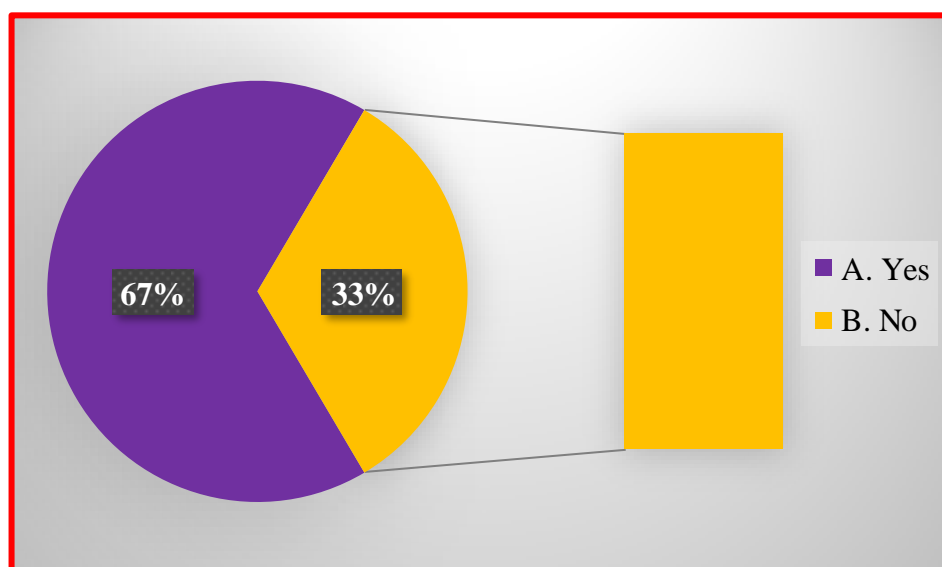
However, (6.7%) stated that English-speaking coaches directed the training, and another group (6.7%) declared that English is the language of aviation. Seemingly, most of the participants (73.33%) chose all the variables.

Section three: The Status of English in Dubai Airport

Question 10 - Did you have an English language course in your training?

Options	Frequency	Percentage
A. Yes	10	67%
B. No	05	33%
Total	15	100%

Table 3. 10: Taking an English Course



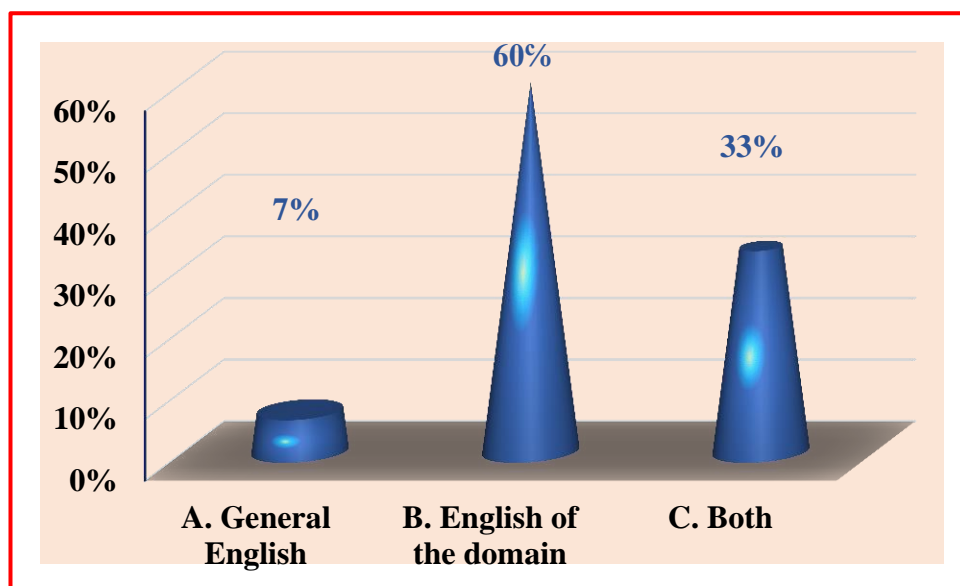
Pie Chart 3.5: Taking an English course

Considering the remarkable results illustrated above, we notice that a vast number of the respondents (67%) demonstrated that they have an English language course during their training. However, (33%) of them declared that they did not altogether take any course.

If yes, did you learn?

Options	Frequency	Percentage
A. General English	01	7%
B. English of the domain	09	60%
C. Both	05	33%
Total	15	100%

Table 3.11: Types of English



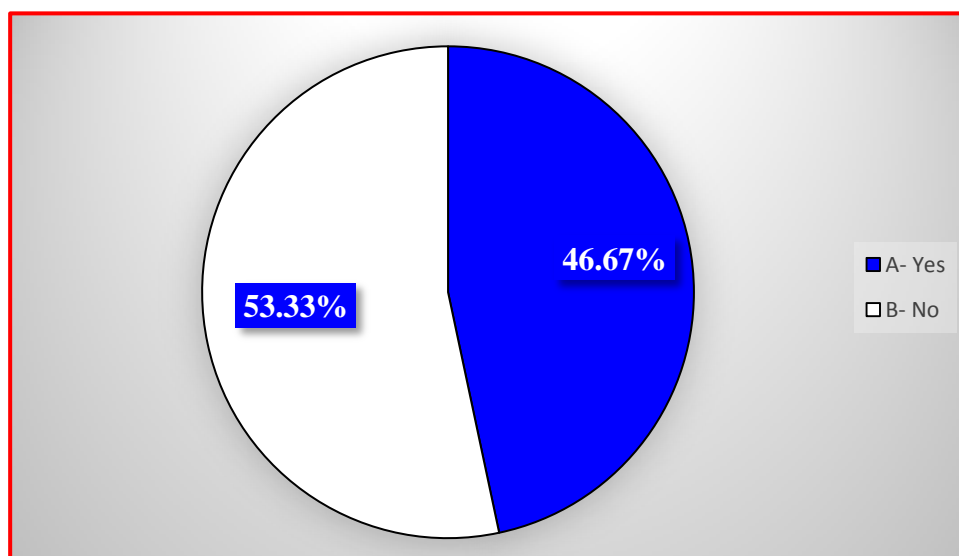
Bar Chart 3.5: Types of English

The results show that only one pilot chose to learn general English rather than other branches; this participant is considered a regular second language learner. However, more than half of respondents (60%) opted for "English of the domain". While the remaining rate (33%) said, they had learnt both **EGP** and **ESP**.

Question 11- Did you need to take an English test before flight training? Why?

Options	Frequency	Percentage
A. Yes	08	46.67%
B. No	07	53.33%
Total	15	100%

Table 3.12: Frequencies of Having a Test Before Training



Pie Chart 3.6: Frequencies of Having a Test before Training

The following item depicts whether the pilots have an English test before their training or not. As shown in Table 3.12, eight out of fifteen participants (47.67%) stated that they did an English test before starting their professional training. However, most of them (53.33%) emphasised that they did not need such a test. Nevertheless, both the two participant categories have justified their answers as follows:

Pilots' justifications**a) For "Yes"**

- Yes, it was not a test, but a proof of one's command of general English, because not all the trainees had the same knowledge of English.
- Yes, to evaluate my level, the ICAO test.
- Yes, the ICAO test
- Yes, I did a test in general English to evaluate my level.
- Yes, I did. ESP for aviation.
- Yes, a kind of test is TOEFL
- Yes, I did. GENERAL English Test
- Yes. I did. English in the field of aviation

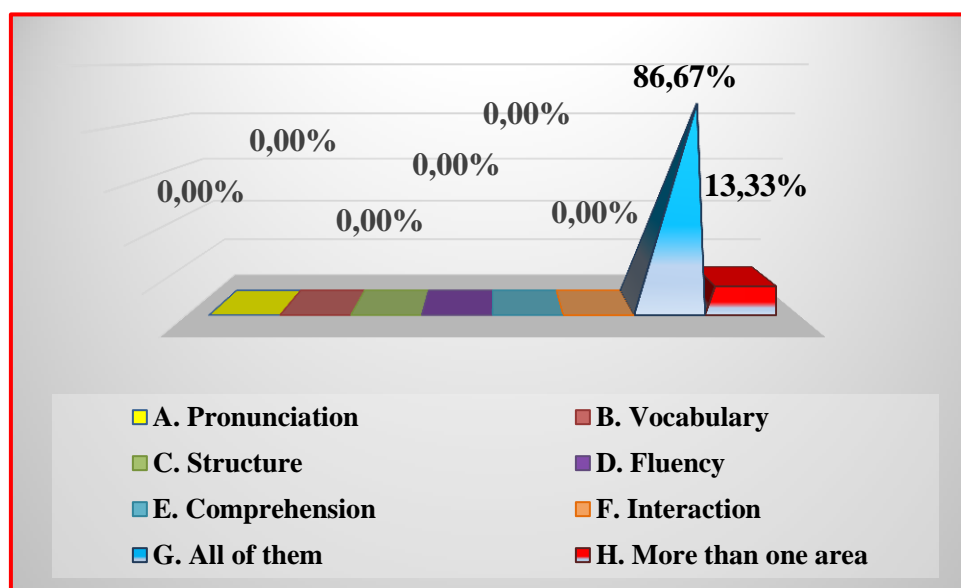
b) For "No"

- No,
- No, I did not need it because I already have a Magister in English linguistics.
- No, I did not. I am a native speaker.
- No, I did not. I am Australian, as I already said, and English is my mother tongue
- No, I did not.
- No
- No, I did not. I am a native speaker.

❖ Which of the following areas did the test cover?

Options	Frequency	Percentage
A. Pronunciation	00	00%
B. Vocabulary	00	00%
C. Structure	00	00%
D. Fluency	00	00%
E. Comprehension	00	00%
F. Interaction	00	00%
G. All of them	13	86.67%
H. More than one area	02	13.33%
Total	15	100%

Table 3.13: Test Covered Areas



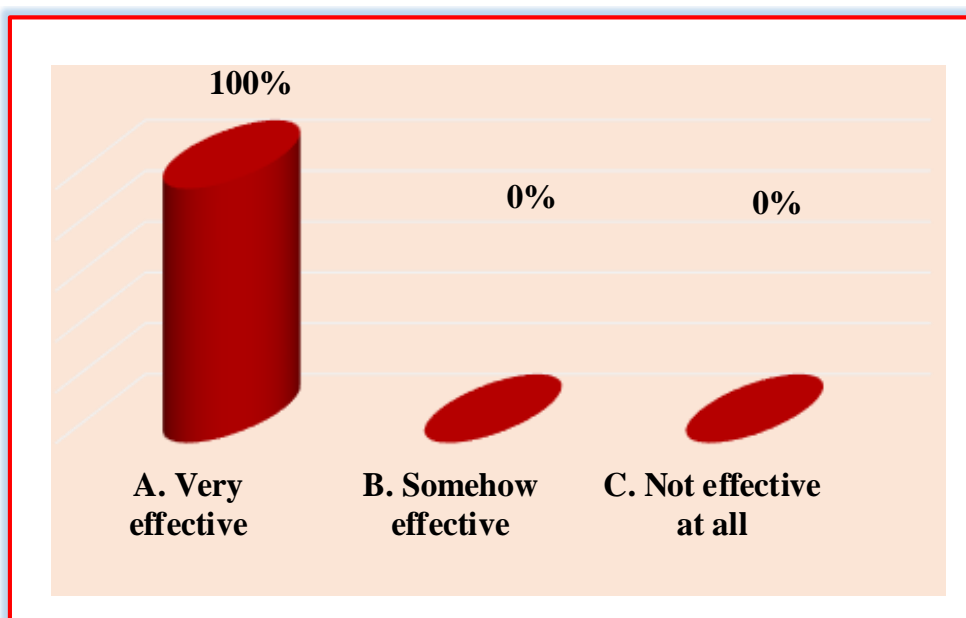
Bar Chart 3.6: Test Covered Areas

Through question 12, we intended to reveal the main areas in which the test is devised. Table 3.13 and Pie Chart 3.6 indicate that (13.33%) of the participants said that the test covers more than one area. At the same time, the plurality of them (86.67%) aforementioned that it included all the areas mentioned in the table above.

Question 12 - To what extent is English effective in your domain?

Options	Frequency	Percentage
A. Very effective	15	100%
B. Somehow effective	00	00%
C. Not effective at all	00	00%
TOTAL	15	100%

Table 3.14: Effectiveness of Using English in Aviation



Bar Chart 3.7: Effectiveness of Using English in Aviation

This question is meant to know the effectiveness of English in the pilots' jobs.

To illustrate what is displayed above, all the participants (100%) affirmed the usefulness of English, whereas no one of the samples opted for "somehow effective" and "not effective at all" options. This demonstrates that using English in the respondents' domain is beneficial.

➤ **Pilots' explanations**

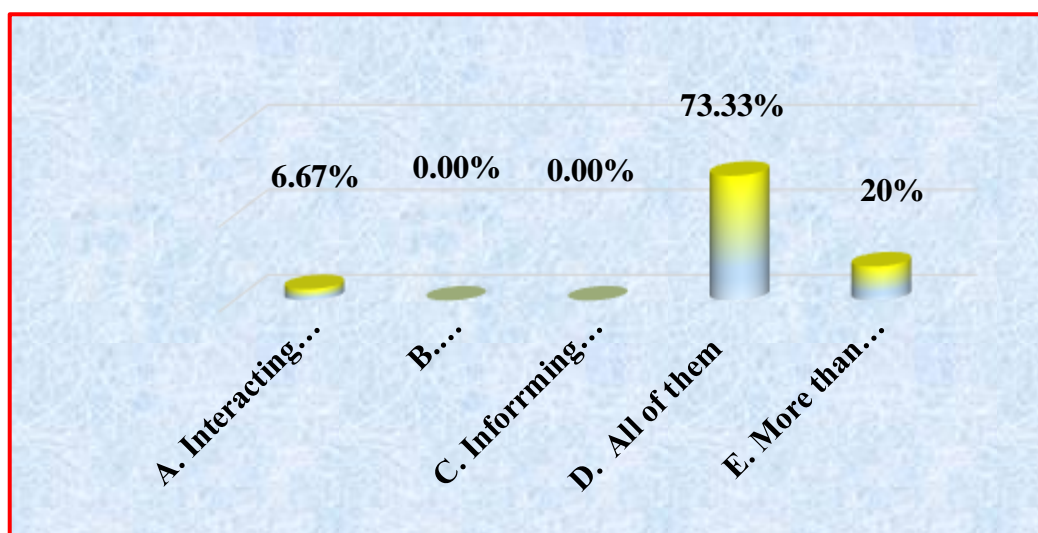
- All communications between aircraft and ATC were in English.

- In such technical domains, one needs to interact, meet, and communicate with pilots from different countries, and English is a global language.
- Because research has shown that the cause of numerous accidents happened due to language barriers and misunderstandings between pilots and ATC, and confusion in the cockpit after introducing standard operating procedures primarily in English.
- So the importance of English in aviation lies in maintaining the safety of passengers."
- Because an aviation course deals with the English language around the world.
- It is practical to facilitate the interaction between employees of different nationalities.
- As it is known, English is the official language of aviation.
- English is the official language of aviation.
- Very effective. English is the language of the domain.
- if the pilot does not understand the controller's message, it affects flight safety
- English is the language of aviation.
- English is the language of aviation.
- English is the official language of aviation.
- English is a global language, and it is used worldwide.
- One ought to interact, meet, and communicate with various pilots from different countries, and English is a global language.

Question 13- In what situations do you need to use English?

Options	Respondents	Percentage
A. Interacting with assistants and air controllers	0	00%
B. Communicating with stewards and air hostesses	01	05%
C. Informing and/or warning passengers	0	00%
D. All of them	11	55%
E. More than one situation	08	40%
Total	20	100%

Table 3.15: Frequency of Situations in Which Pilots Use English



Bar Chart 3.8: Frequency of Situations in Which Pilots Use English

This item highlights the main situations in which pilots use English during their flights. The results in table 3.15 and Bar Chart 3.8 demonstrate that (6.67%) of the participants used English to interact with their assistants and air controllers. While the highest rate (73.33%) of them usually use English in interacting with assistants and air controllers, communicating with stewards and air hostesses, and informing and/or

warning passengers. However, the rest of the respondents who represent (20%) chose more than one situation.

Question 14- After English became the official language of aviation; do you think the lack of English language mastery represents a natural barrier for pilots?

Options	Frequency	Percentage
A. Yes	14	93%
B. No	01	07%
Total	15	100%

Table 3.16: Frequencies of Whether Lack of English Represents a Barrier for Pilots

Item 14 was mainly designed to ascertain whether the lack of English language mastery represents a barrier for pilots. From the results in table 3.16, 14 out of 15 respondents answered positively; this proportion represents 93 % of the sample assigned in this study. Furthermore, the table above displays that just one respondent in the sample recognised that the lack of English language mastery represents a solid barrier for pilots.

If yes, please justify

In the coming statement, the pilots who answered said that the lack of English mastery presents a barrier for them have been clarified and justified their answers.

- Communications on the flight deck must be accurate, brief and precise.
- I think that poor command of English may result in miscommunication.
- The pilot needs to have a certain level of English to communicate clearly with the ATC.
- Knowledge of aviation jargon is insufficient because you must use general English to communicate.
- English mastery or fluency is of critical importance.

- Yes, it does. In doing our job, we meet many people from different parts.
- I already mentioned that English is the official language of aviation.
- Yes, I do think so. A poor command of English may result in disasters.
- As I told you, it affects flight safety and the safety of passengers, of course.
- Yes. Besides being the language of aviation, English is used by one-third of the world's population.
- A poor command of English may cause air catastrophes.
- Yes, I do think so.
- English is a global language, and it is used worldwide.
- I think that poor command of English may result in misunderstanding and thus in catastrophes.
- Based on pilots' insights, we can conclude that the lack of English mastery represents a barrier and can lead to a hostile atmosphere, which may cause accidents.

Question 15- According to you, what makes English the language of the skies/ aviation?

The general aim behind this following item is to explore the causes that make English the lingua franca of aviation. Subsequently, in this interrelated question, all the participants have given their viewpoints as follows:

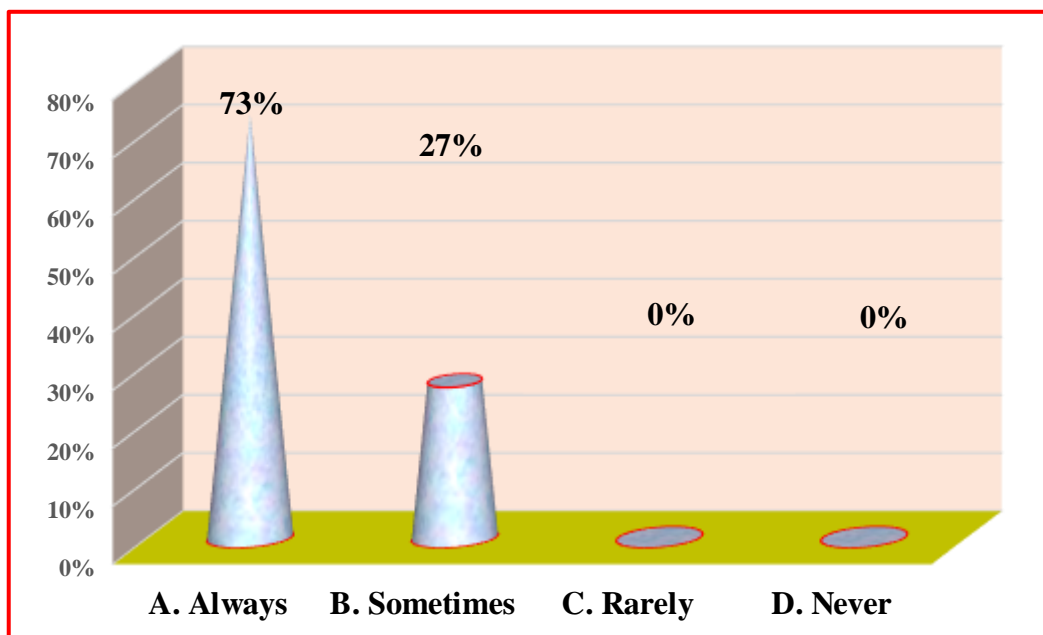
- The most international language and adopted by ICAO and IATA.
- It has spoken and used by almost one-third (1/3) of the world's population.
- Because most nations involved with aviation in its early days spoke English.
- It is a simple, straightforward and global language; it is the language of science.
- English became the lingua franca of aviation and was the world's most widespread second and foreign language.

- English is spoken almost everywhere around the globe.
- Because it is used all over the world.
- It is used almost all over the world.
- It is a global language.
- because aviation was born among the English
- English is used by one-third of the world's population.
- It is the official language of aviation.
- It is studied all over the world.
- Because it is the global language
- English is spoken almost everywhere around the globe.

Question 16- How often do you communicate or interact in English with people from different cultural backgrounds?

Options	Frequency	Percentage
A. Always	11	73%
B. Sometimes	04	27%
C. Rarely	00	00%
D. Never	00	00%
Total	15	100%

Table 3.17: Frequency of Pilots' Interaction with their Foreign People

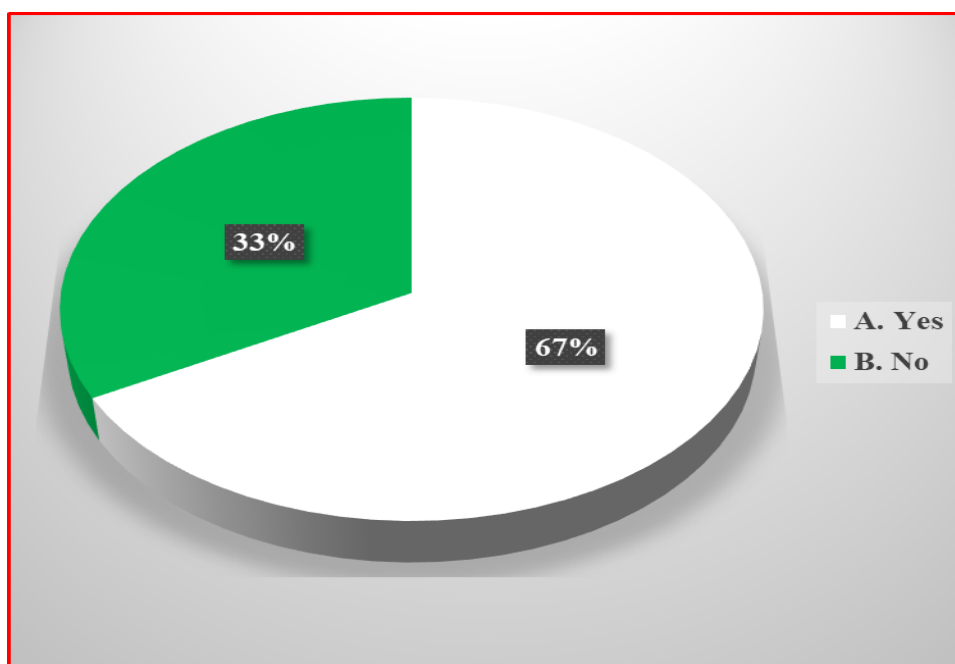


Bar Chart 3.9: Frequency of Pilots' Interaction with their Foreign People

The current item aims to determine the percentage of the pilots' interaction with foreign people from different cultural backgrounds using English. The results show that four out of fifteen participants (27%) sometimes interact with others. Moreover, the most percentage (73%) is of pilots, who share, and exchange ideas with foreign people in the airport or aboard.

Question 17- As a pilot in an international company, have you ever been in a situation where you encountered a communication breakdown or a misunderstanding with someone from a different cultural background?

Options	Frequency	Percentage
A. Yes	10	67%
B. No	05	33%
Total	15	100%

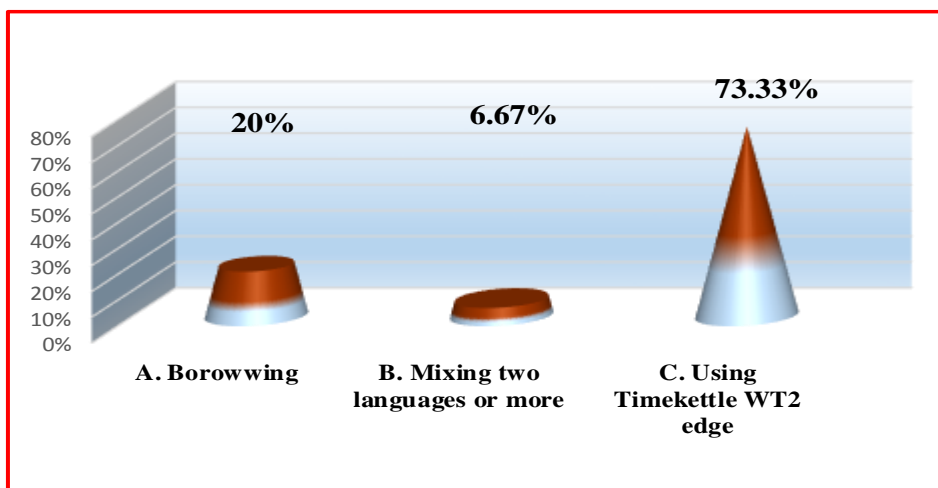
Table 3.18: Situations of Communication Breakdown**Pie Chart 3.7:** Situations of Communication Breakdown

This question seeks to enquire whether the pilots of the given sample have ever been in a situation in which they faced a communication breakdown or a misunderstanding with someone from a different cultural background. As the table above displays, ten out of fifteen participants (67%) stated that they faced a communication breakdown with someone from a different cultural background. However, the rest of the respondents (33%) asserted they did not face such an issue. Considering those rates, we can conclude that English links pilots and air traffic controllers. Hence, everybody working in the domain should have a good command of this language to avoid such accidents.

Question 18: In case you are in a situation of communication breakdown, what strategies do you follow to tackle the problem?

Options	Frequency	Percentage
A. Borrowing	11	20%
B. Mixing two languages or more	04	6.67%
C. Using Time kettle WT2 edge	00	73.33%
Total	15	100%

Table 3.19: The Strategies Followed in Tackling the Communication Breakdown



Bar Chart 3.10: The strategies followed in Tackling the Communication Breakdown

The ultimate objective of this item is to identify the strategies used to overcome the communicative breakdowns. The pilots' answers show that the primary method to overcome communication breakdowns is "to use Time kettle WT2 edge", with a rate of (73.33%); this small multilingual online translation device supports 40 languages and 93 accents for online translation with a pace range (0.5-3 Seconds).

In contrast, only one pilot (6.67%) tends to mix two or more languages to be understood. On the other hand, three out of fifteen participants (20%) preferred borrowing. These strategies can help reduce communicative breakdowns and ensure safety in the skies.

Question 19- According to you, what are the main reasons behind the occurrence of intercultural communication problems in aviation?

This open-ended question seeks to investigate the pilots' reasons behind the occurrence of intercultural communication problems in aviation. Following this, each participant stated a reason built up from their personal experience.

- I think monolingualism is the primary reason.
- Misinterpretation of language and other signals.
- I believe the incidence of intercultural communication problems is sporadic among pilots, and I assume such issues may occur among air hostesses, air controllers, and other operating staff.
- In aviation, we are dealing with different people of different nationalities, so the main problem is the accent; most pilots and ATC speak English with their accent, not the accent they should talk with it.
- In this situation, you can face problems sending a message, especially in an emergency.
- Misunderstanding and miscommunication between the pilots and air traffic controllers
- Poor command of English may be the primary cause of such intercultural communication issues.
- Monolingualism and racism primarily cause intercultural communication

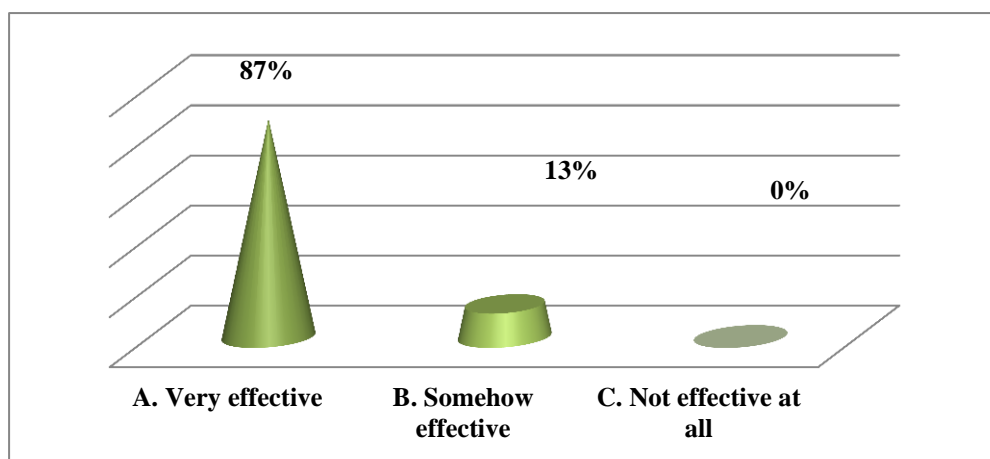
difficulties.

- I believe monolingualism is the most important reason.
- The big reason for communication problems is language.
- I think monolingualism is the primary reason behind such communication issues.
- Monolingualism is one of the signs of intercultural communication issues.
- Poor command of English.
- I do believe the incidence of intercultural communication problems is infrequent among pilots.
- Usually, because the pilot has a poor command of other languages.

Question 20 - To what extent is English effective in solving intercultural communication problems in international airports or companies?

Options	Frequency	Percentage
A. Very effective	13	87%
B. Somehow effective	02	13%
C. Not effective at all	00	00%
Total	15	100%

Table 3.20: Effectiveness of English in Problematic Situations



Bar Chart 3.11: Effectiveness of English in Problematic Situations

The pilots' viewpoint concerning English and its effectiveness in solving intercultural communication difficulties in international Airports is divided into two categories. As illustrated in the Bar Chart above, 13 out of 15 claimed that English is vital, while 13% of the respondents declared that it is somehow compelling, and lastly, no one indicated that English is not adequate.

Please, say how!

- As I already mentioned, English is a kind of a global language spoken and used worldwide.
- English is a global language.
- Considering that English is the language of aviation prevents misunderstanding among different aviation personnel members, especially between pilots flying and monitoring and crew members from other countries.
- English is lingua franca; that is why people from different cultures and languages use English to facilitate communication. In aviation, we need to understand and make ourselves understood.
- English solves such problems by facilitating communication among the air staff aboard.

- English is very effective; as it is widely spread worldwide, it brings different cultures closer.
- One-third of the world's population speaks or understands English.
- English is spoken worldwide, and it is a global language.
- English is widely used all over the world.
- My number one rule in aviation is flight safety.
- It makes one at ease at work.
- English is a global language.
- The large majority of people who meet in international airports speak English.
- English is a global language spoken and used all over the world.

The explanations indicate that the pilots found comfort in using English; it helps them get along and communicate with others.

3.7. Air Hostesses and Stewards' Questionnaire

3.7.1. Aims of the Stewards and air Hostesses' Questionnaire

The goal of using this data collecting method was to gather information on stewards and air hostesses' deficiencies in their work place. Furthermore, we wanted to know how they see the significant of English in Dubai airport. As a result, the emphasis is on their attitudes toward the use of English as a Lingua Franca in solving Intercultural communication with both their colleagues and passengers.

3.7.2. Description of the Stewards and air Hostesses' Questionnaire

It is designed as follows:

A cover page consists of a short passage as an introduction that presents the current research and the instructions for Air Hostesses and Stewards to answer it as required. The body of the questionnaire is composed of twenty (20) questions that vary

between close-ended questions for which the respondents are supposed to give a "yes" or "no" answer or to choose the appropriate solution from a predetermined set of keys. In addition to this type of question, there are open-ended questions, also called "follow-up" questions that take the form of «justify your answer or explain please." These questions allow the respondents to express their opinions, offer suggestions, or comment freely.

The questionnaire is divided into three categories: (A) General backgrounds, (B) Air Hostesses' Intercultural Communicative Competence, and (C) The Status of English in Dubai International Airport.

The 20 items designed for the questionnaire are as follows:

- **Questions 1 to 5:** are labelled as "general questions" about target air companies' personal information about the air hostesses and stewards' qualifications and working experience.
- **Questions from 6 to 9:** are devoted to getting data concerning information about the communicative competence of air companies' personnel. It includes questions that are varied between close-ended and open-ended questions. These questions aim to gather information concerning the importance of the communicative competence in the work environment; the native language of each air hostesses and steward, the foreign language(s) mastered by each of them, and the primary language(s) are used as a means of communication in the airports.
- **Questions from 10 to 20:** seek to gather data on the status of English in Dubai Airport. It contains eleven (11) questions that aim to determine the effectiveness of using English and prove its efficiency in improving air hostesses' and stewards' communicative competence. The questions are close-ended for air hostesses and stewards to tick in the corresponding answer. These questions seek to know whether or not the participants face difficulties communicating with each other,

their feelings towards these difficulties, and how to solve them. The questions are also asked to know their opinions on using English as a lingua franca.

3.7.3. Validating and Piloting the Stewards and air Hostesses' Questionnaire

After creating the initial draft of the students' questionnaire was delivered via email to the supervisor for evaluation. Because the questionnaire was lengthy and had numerous errors, the supervisor proposed that specific changes be made to improve its precision. The supervisor's suggestions were taken into consideration while designing the final version. Following validation, it was piloted with three air hostesses who work at the airport in Tunisia. They affirm they had no such difficulties and are familiar with the questions.

3.7.4. Administration of the Stewards and air Hostesses' Questionnaire

The final document was distributed to participants over the internet following the validation and piloting phases. The Facebook platform was used to contact the stewards and air hostesses; the questionnaire link was sent to an air hostess in Dubai airport, and she forwarded it to her colleagues. The online questionnaire was created using the survey program Google Forms, which allows for many surveys (structured, semi-structured and unstructured questionnaires). After two weeks, 20 replies with complete answers from stewards and air hostesses were received.

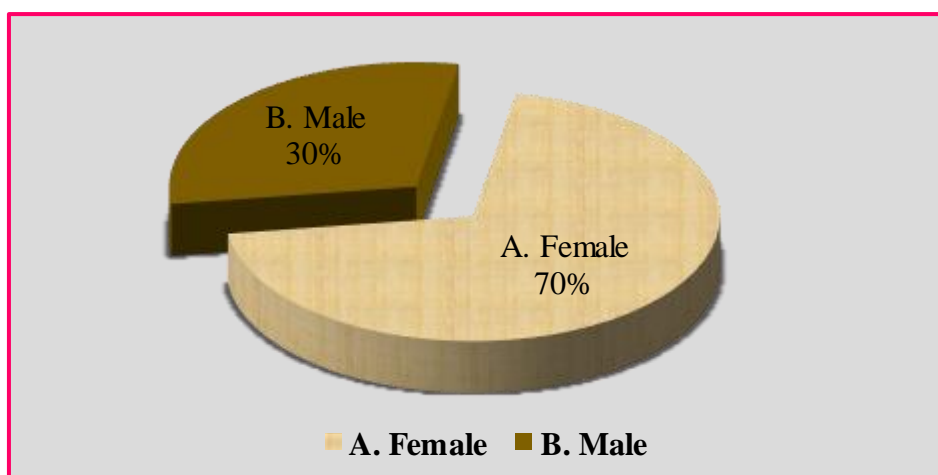
3.7.5. Analysis of the Stewards and air Hostesses' Questionnaire

Section One: General Background

Question 1 - Would you specify your gender, please?

Option	Frequency	Percentage
A. Male	6	30%
B. Female	14	70%
Total	20	100%

Table 3.21: Air Hostesses and Stewards' gender



Pie Chart 3.8: Air Hostesses and Stewards' Gender

This item represents the gender distribution of responders (Female or male). It displays the percentage of females and males. Furthermore, it is noticeable that (30%) of respondents are males, while most of the sample (70%) are females. The field of air business prefers to employ girls than males, which suggests that ladies are more suitable to serve as air hostesses. More importantly, this kind of job attracts more females than males.

Question 2 - Would you tell me your age, please?

Age	23	25	26	27	28	29	30	Total
Frequency	02	03	04	01	08	01	01	20
Percentage	10%	15%	20%	05%	40%	05%	05%	100%

Table 3.22: Air Hostesses and Stewards' Age

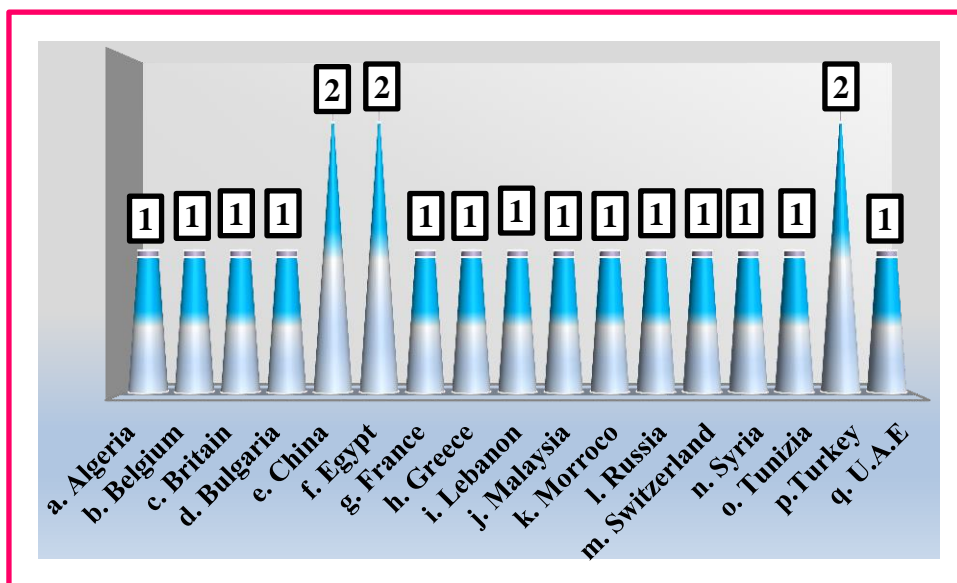
Moving on to the age of the respondents, the second question in the questionnaire asked the stewards and the air hostesses about their age. As we may notice in the table above, our respondents' age varies. Their age is between twenty-three and thirty (23 and

30 years old). The majority of them are twenty-eight years old (40%), followed by an age group, who are aged twenty-six (26%) and another age group of twenty-five years old (15 %). A low rate is noticed for those who are aged twenty-three (10%), twenty-seven (05%), twenty-nine (05%), and thirty years old (05%).

Question 3 - Which country are you from?

Country	Respondents	Percentage
A. Algeria	01	05%
B. Belgium	01	05%
C. Britain	01	05%
D. Bulgaria	01	05%
E. China	02	10%
F. Egypt	02	10%
G. France	01	05%
H. Greece	01	05%
I. Lebanon	01	05%
J. Malaysia	01	05%
K. Morocco	01	05%
L. Russia	01	05%
M. Switzerland	01	05%
N. Syria	01	05%
O. Tunisia	01	05%
P. Turkey	02	10%
Q. U.A.E	01	05%
Total	20	100%

Table 3.23: Air Hostesses and Stewards' Country



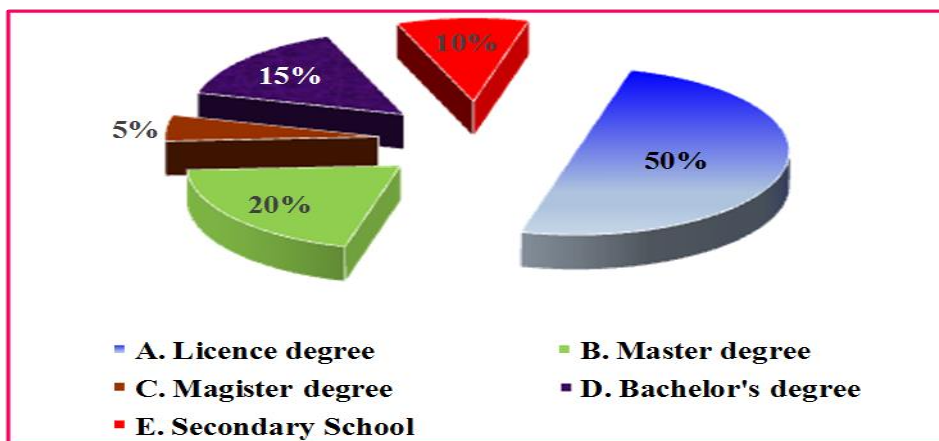
Bar chart 3.12: Air Hostesses and Stewards' Country

This question aims to know the air hostesses' and stewards' nationalities in Dubai airport. One can notice the diversity in citizenship contribution. In this sample, (06) of them (30%) hold the Turkish, Chinese, and Egyptian nationalities, while the other (14) countries come next with a rate of (05%) for each.

Question 4 - What is your level of education?

Academic Degree	Frequency	Percentage
A. Licence degree	10	50%
B. Master degree	4	20%
C. Magister degree	1	05%
D. Bachelor's degree	3	15%
E. Secondary School	2	10%
Total	20	100%

Table 3.24: Air Hostesses and Stewards' Educational Level



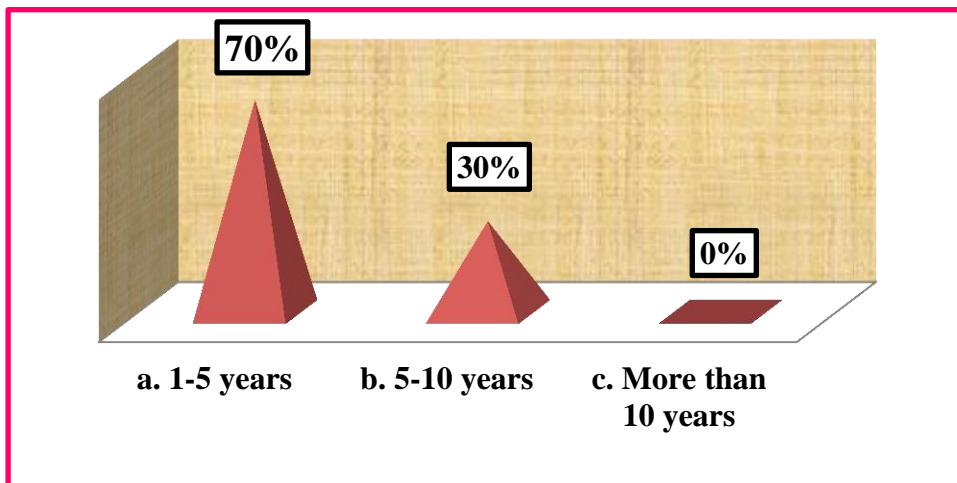
Pie chart 3.9: Air Hostesses and Stewards' Educational level

As far as the educational background is concerned, the informants were regrouped into five academic categories, as shown in the above bar graph. Regarding their educational experience, half of the participants, 10 (50%), had a licence degree (baccalaureate + three or four years at the university). However, (20%) have a master's degree (baccalaureate + five years). In contrast, three respondents (15%) have obtained a baccalaureate without university study. 2 (10%) have an upper secondary school certificate, and only one participant has a magister's degree. This means that practically all employees have obtained an academic level for particular purposes, such as meeting vocational criteria.

Question 5 - How long have you worked in this international air company?

Experience	Frequency	Percentage
A. 1-5 years	14	70%
B. 5-10 years	6	30%
C. More than ten years	00	00%
Total	20	100%

Table 3.25: Air Hostesses and Stewards' Experience



Bar chart 3.13: Air Hostesses and Stewards' Experience

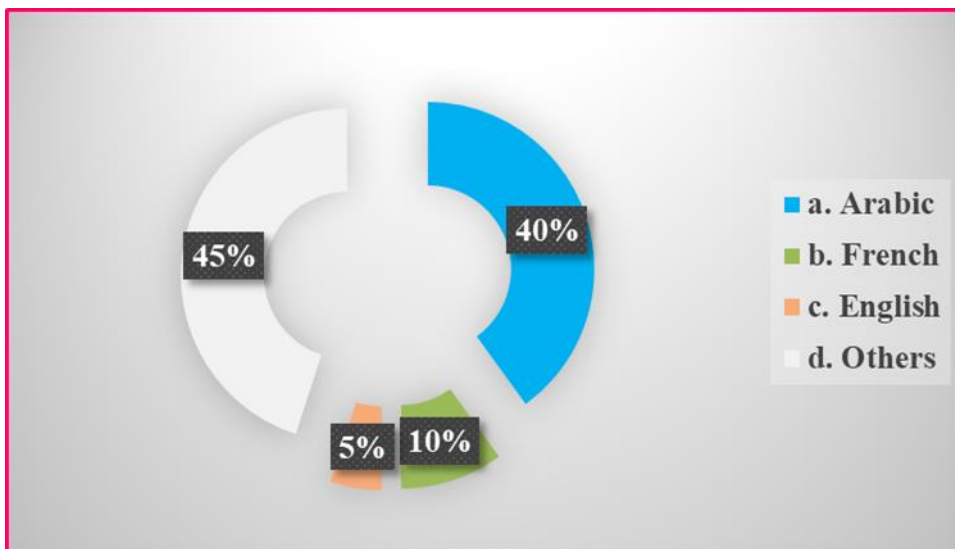
The fifth question provided data about Air Hostesses' and Stewards' working experience. A large part of the respondents (70%) have an experience of 1 to 5 years. In addition, six employees (30%) have a job experience of between 5 and 10 years, whereas no one has experience of more than ten years. This means that most Air Hostesses and Stewards have some working experience, which indicates they are far from being new to the field of air companies.

Section Two: Air Hostesses and Stewards' Intercultural Communicative Competence

Question 6 - What is your mother tongue?

Language	Frequency	Percentage
A. Arabic	8	40%
B. French	2	10%
C. English	1	5%
D. Others	9	45%
Total	20	100%

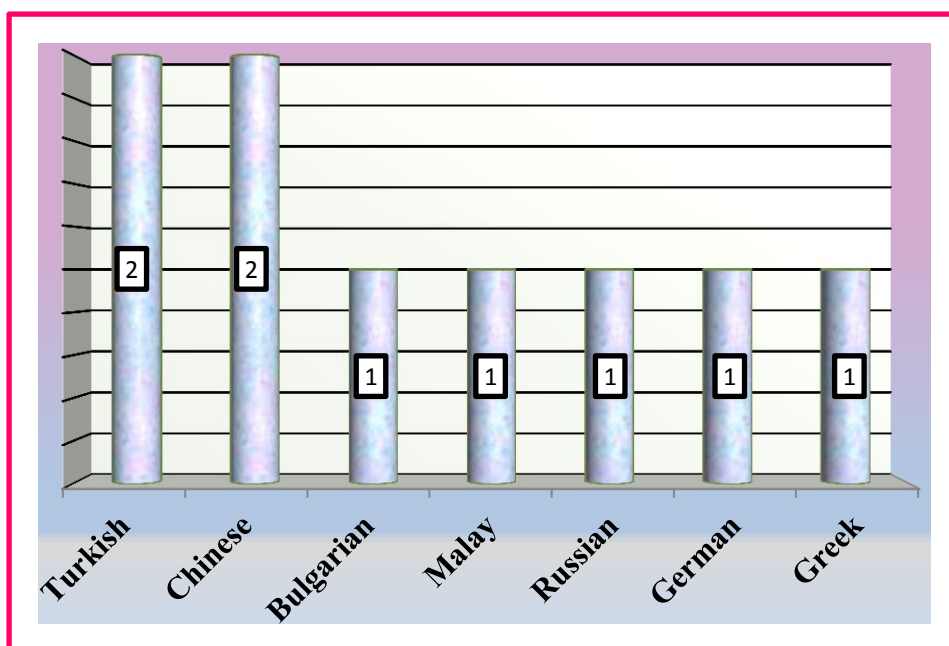
Table 3.26: Air Hostesses and Stewards' Mother Tongue



Pie chart 3.10: Air Hostesses and Stewards' Mother's Tongue

The data provided demonstrate the mother tongue of the Air Hostesses and Stewards. Arabic scores the most significant percentage among other mother tongues with a rate of (45 %) out of the sample; nevertheless, the different languages come in second with a rate of (40 %) compared to others. French comes in third with 10% of the participants, and just one of them is an English speaker (5 %).

If others mention it, please.



Bar chart 3.14: Air Hostesses and Stewards' Other Mother Tongues

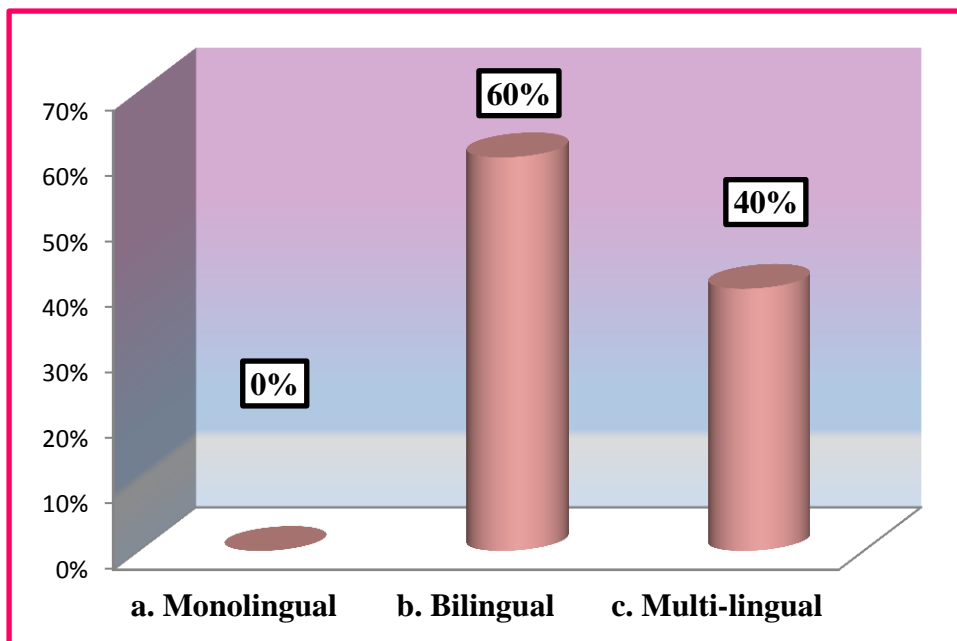
This question aims to declare the other the other mother languages are; as the figure above shows that the other languages are:

- Turkish.
- Chinese.
- Bulgarian.
- Malay.
- Russian.
- German.
- Greek.

Question 7 - Are you:

Option	Respondents	Percentage
A. Monolingual	0	0%
B. Bilingual	12	60%
C. Multilingual	8	40%

Table 3.27: Air Hostesses and Stewards' Mastery of Different Languages



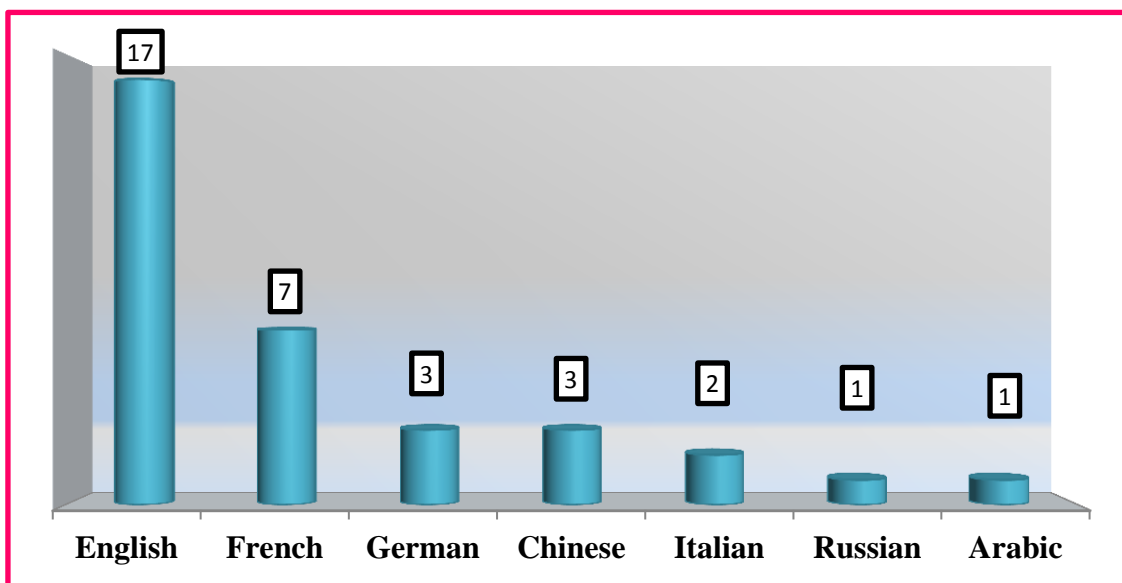
Bar chart 3.15: Air Hostesses and Stewards' Mastery of Different Languages

The table above (3.7) reveals that twelve out of 20, that is (60%) of the respondents claim to be able to communicate in two different languages at work; additionally, (40%) of the staff have language capabilities in more than two languages, aside from their native language, which is referred to as "multilingual." However, the use of a single language has not been chosen (0 %). This indicates that the number of Air Hostesses and Stewards who speak more than one or two languages has exceeded the number of monolingual speakers, which may benefit international business concerns.

Question 8 - If you are bilingual or multilingual, please specify the language (s) you master in addition to your native language.

Language	English	French	German	Chinese	Italian	Russian	Arabic
Frequency	17	7	3	3	2	1	1

Table 3.28: The Different Languages the Air Hostesses and the Stewards' Master



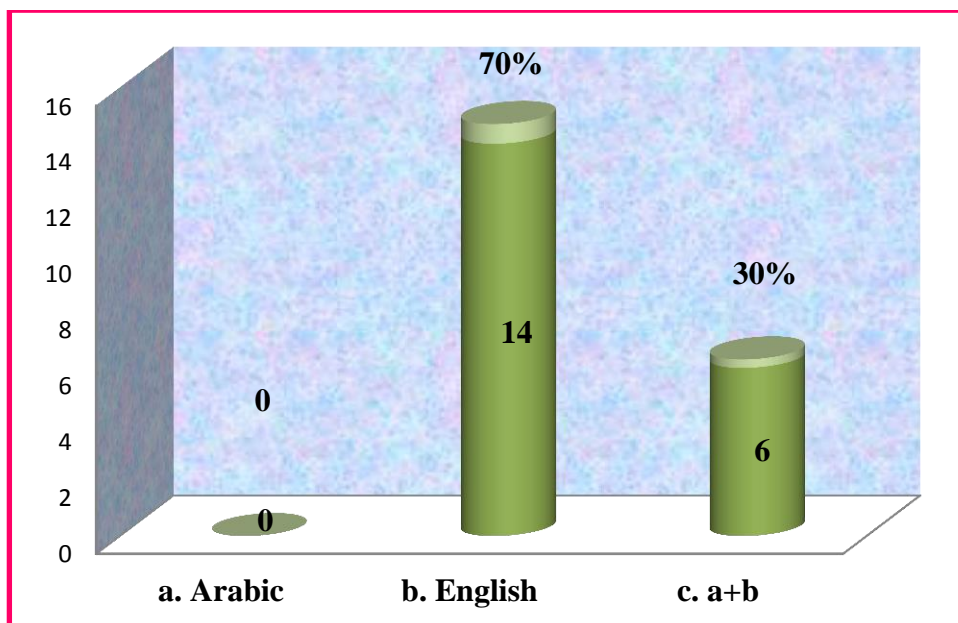
Bar chart 3.16: The Different Languages Mastered by Air Hostesses and Stewards.

This question aims to identify the language(s) mastered in addition to their native tongue. According to the collected data, most respondents (17) mention English, while seven speak French; three speak German and Chinese. Moreover, two (02) participants are fluent in Italian. Finally, Russian and Arabic are identified in one person each.

Question 9 - Since you work in an international airport, would you mention the main communication languages?

Options	Respondents	Percentage
A. Arabic	0	0
B. English	14	70%
C. a+b	06	30%
Total	20	100%

Table 3.29: The Main Languages Used in Communication



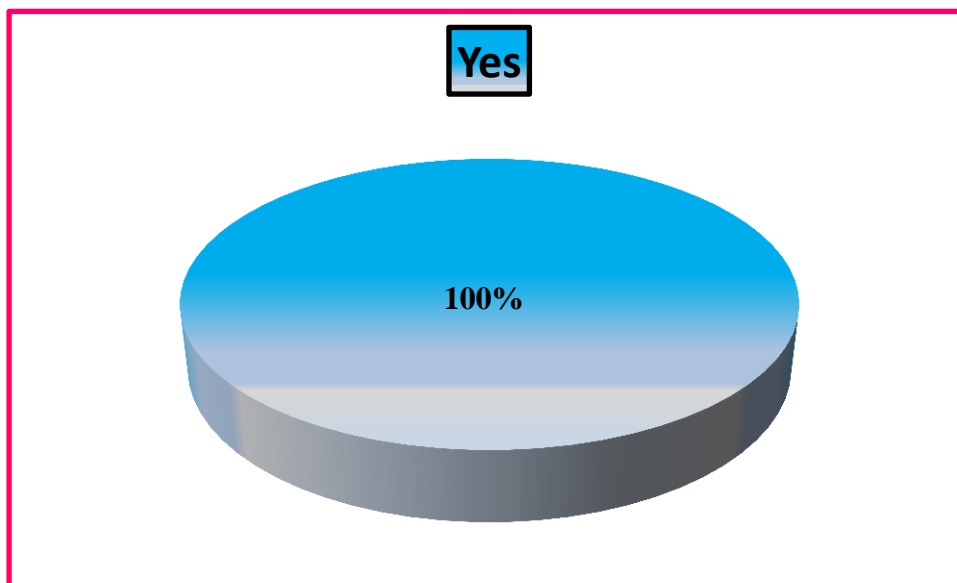
Bar chart 3.17: The Main Languages Used in Communication

This inquiry aims to find the most often utilized language to communicate. Table (3.28) reveals that the majority of respondents (70%) have chosen English as an ordinary working language; nevertheless, the remaining participants have provided a different answer, with 30% selecting "Arabic plus English." In contrast, no one communicates only in Arabic.

Question 10 - Is English the language used there?

Options	Frequency	Percentage
A. Yes	20	100%
B. No	00	0%
Total	20	100%

Table 3.30: The Mainly Used Language



Pie chart 3.11: The Mainly Used Language

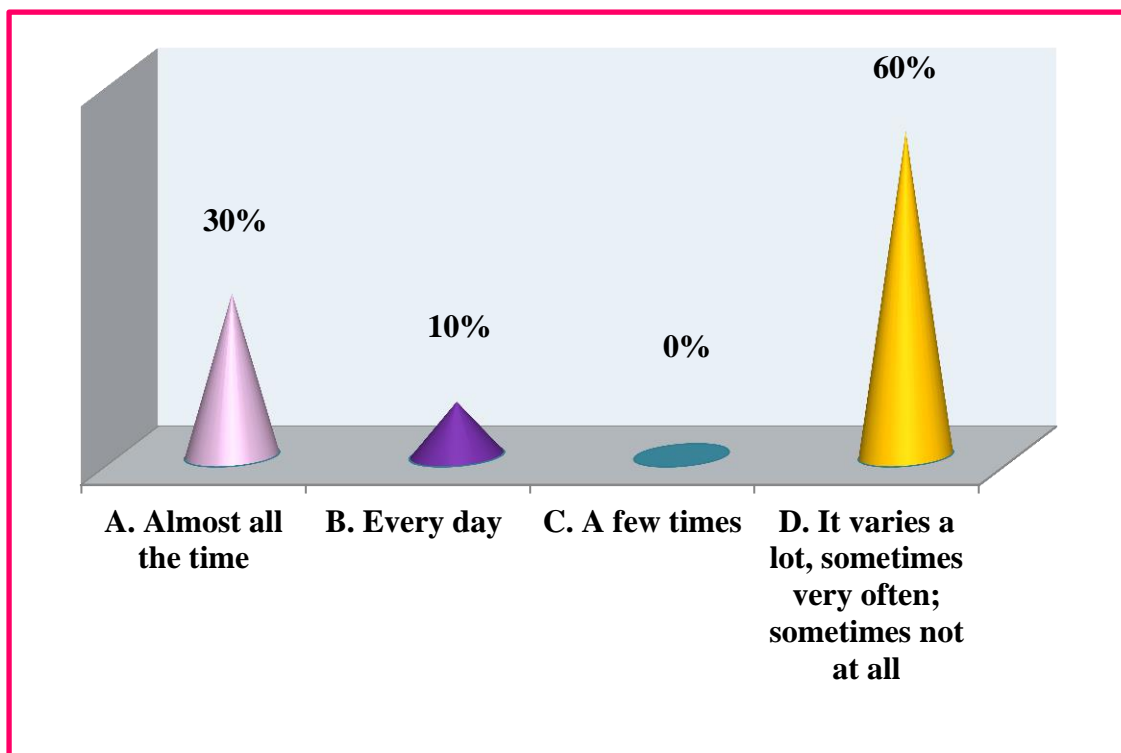
This item seeks to determine whether or not English is the most often used language. Pie chart (3.11) shows that the entire sample (100%) stated that English is the most often used language at Dubai Airport; however, no one (0%) out of (20) noted the opposite. As a result, English is regarded as a primary language for exchanging ideas, information, or news.

Section Three: The Status of English in the International Airport

Question 11 - How often do you use English at work?

Options	Respondents	Percentage
A. Almost all the time	6	30%
B. Every day	2	10%
C. A few times	0	0%
D. It varies a lot, sometimes very often; sometimes not at all	12	60%
Total	20	100%

Table 3.31: Frequency of Communicating or Interacting with Others



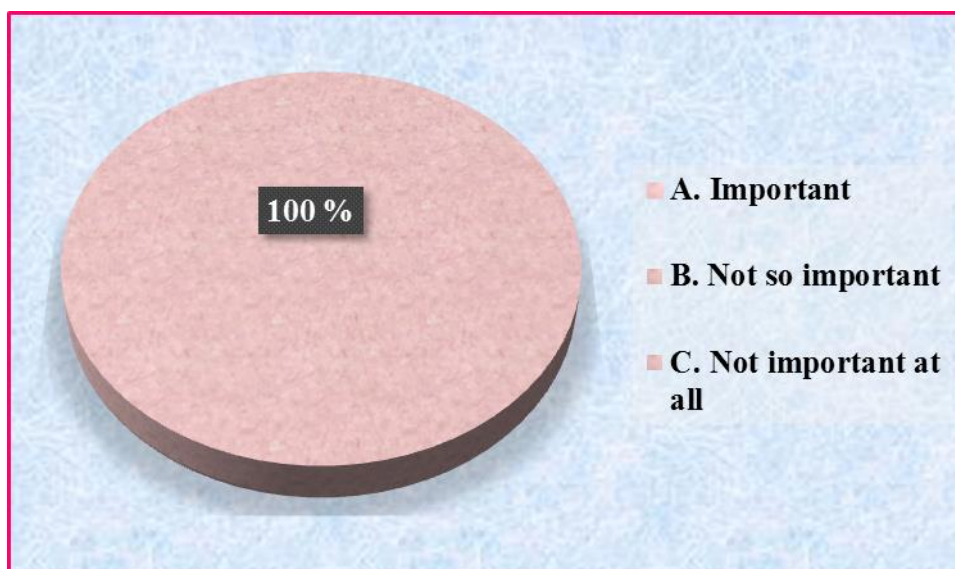
Bar chart 3.18: Frequency of Communicating or Interacting with Others

According to the table (3.31) and the bar graph (3.18), the percentage of (60%) reflects those whose communication with others varies a lot, sometimes very often; sometimes not at all; yet, (30%) of the participants frequently have regular contact in the workplace. However, (10%) stated that they use English every day, while none of them selected "a few times." According to the findings, communication is critical for the hostesses and stewards.

Question 12 - How important is the use of English in your job?

Answer	Frequency	Percentage
A. Important	20	100%
B. Not so important	0	0%
C. Not important at all	0	0%
Total	20	100%

Table 3.32: Importance of Using English in Airports



Pie chart 3.12: Importance of Using English in Airports

Concerning this item, all the respondents believe that English is significant in their present occupation, while the two other choices are not selected. This means that in today's business-oriented world, most employees use English as a primary means of communication.

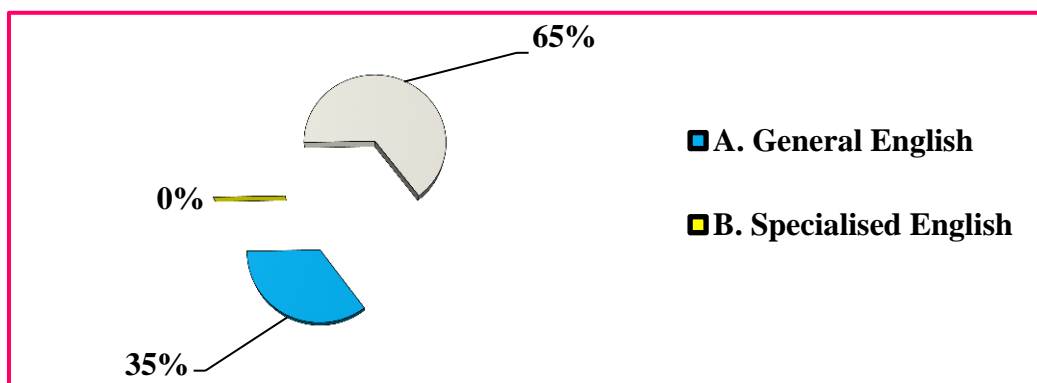
❖ **Justify your answer, please:**

About (50%) of them justified their answers by saying that English is essential in their job because it is the world's common language (some of them use the term English as a global language). It helps them communicate with people from different nationalities. Other respondents stated that they are in contact with passengers from different continents daily, so English makes the interaction easier; they add that this language is understandable by most passengers.

Question 13 - What kind of English do you use?

Answer	Frequency	Percentage
A. General English	7	35%
B. Specialised English	0	0%
C. Depends on the situation	13	65%
Total	20	100%

Table 3.33: Kinds of English Used in Airports



Pie chart 3.13: Kinds of English Used in Airports

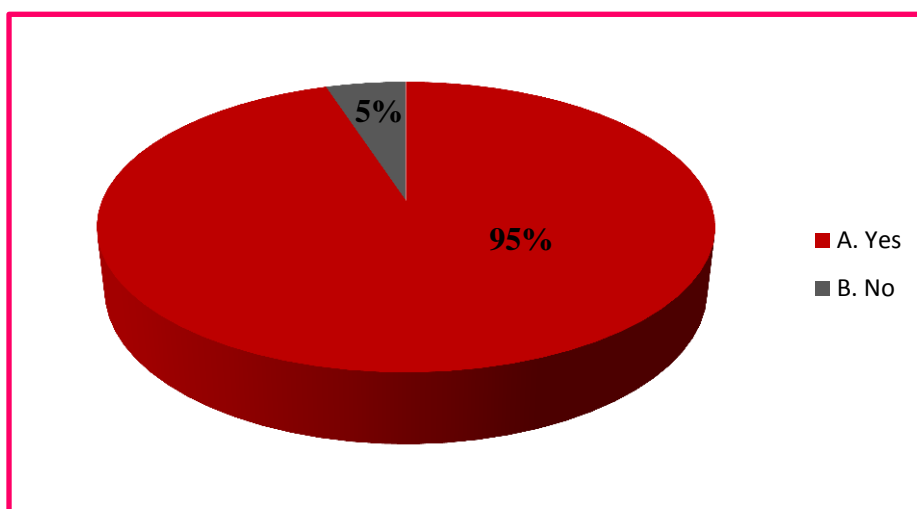
It can be noticed from the results above that the majority of respondents (65%) state that the kind of English used in the airport depends on the situation, while (35%) of

the participants use general English to communicate with others; yet, no one uses Specialized English.

Question 14 - Did you speak English before your Host/Hostess training?

Options	Frequency	Percentage
A. Yes	19	95%
B. No	01	5%
Total	20	100%

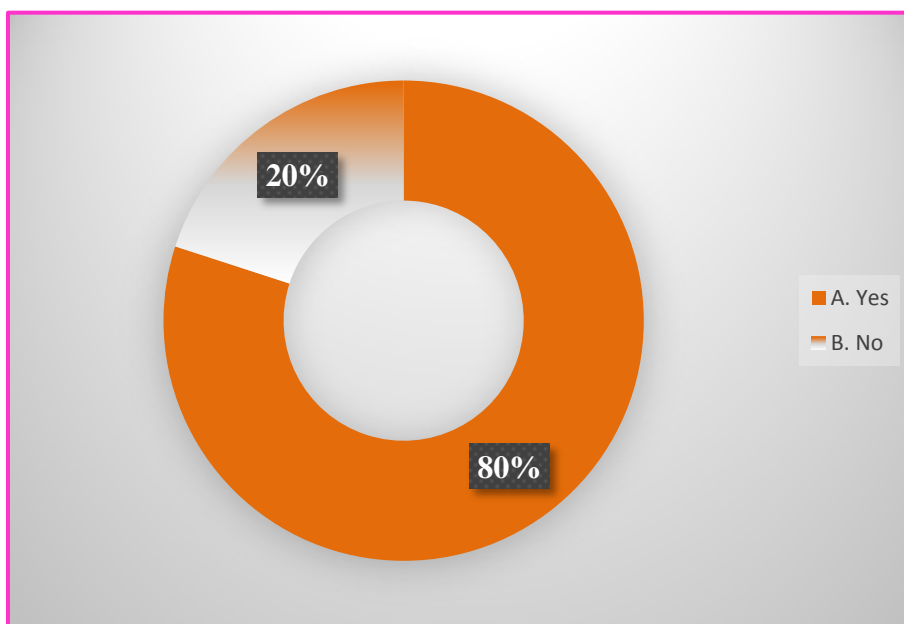
Table 3.34: Speaking English before the Training



Pie chart 3.14: Speaking English before Training

Most participants (19) (95%) replied that they spoke English before training, and only one respondent claimed that he did not speak English before. This reveals that nowadays, English is the most spoken language in the world as a second or foreign language.

❖ If yes, was your level of English enough in your training?



Pie chart 3.15: Level of English Before Training

A quick glimpse at this figure reveals that (80%) of participants declared that their level of English was enough for their training. Meanwhile, (20%) of them had a negative answer, which means their level was not enough in English. As we stated before, this language is spoken by 1/3 of people worldwide.

Question 15 - Was mastering English required in your Host/Hostess training?

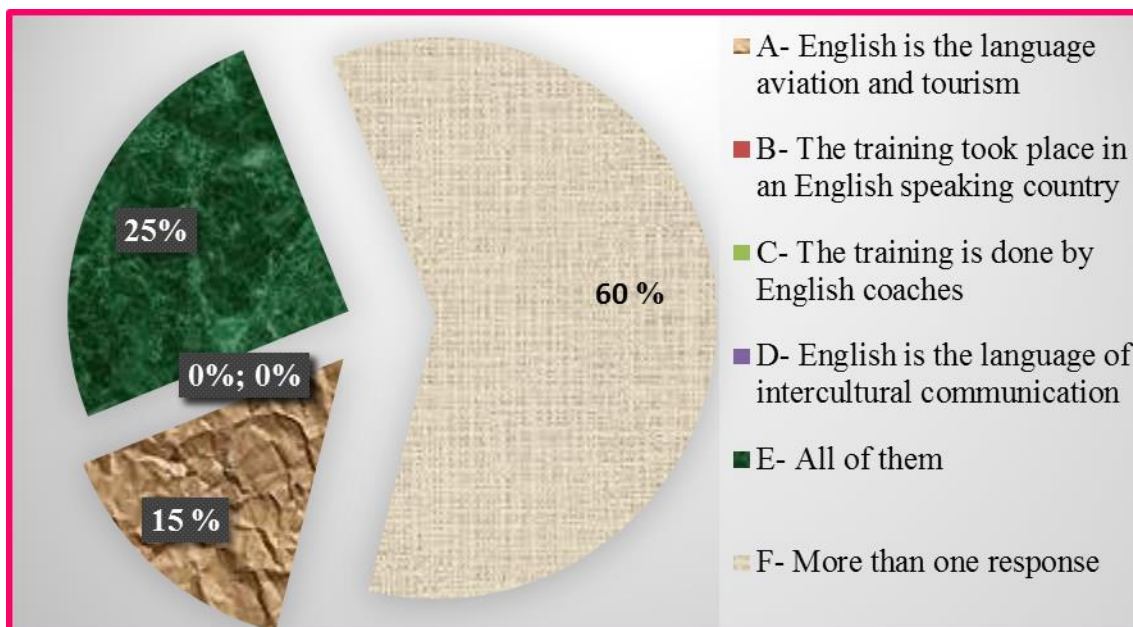
Options	Frequency	Percentage
A. Yes	19	95%
B. No	01	5%
Total	20	100%

Pie chart 3.16: The Mastery of English as a Prerequisite in Training

When the participants were asked about the ability to English as a prerequisite in training, (95%) of them answered positively. This means that English is the lingua franca

of transportation. Only one of them declared that the knowledge of English was not required in his training because he did his training in the USA.

❖ If yes, is that because



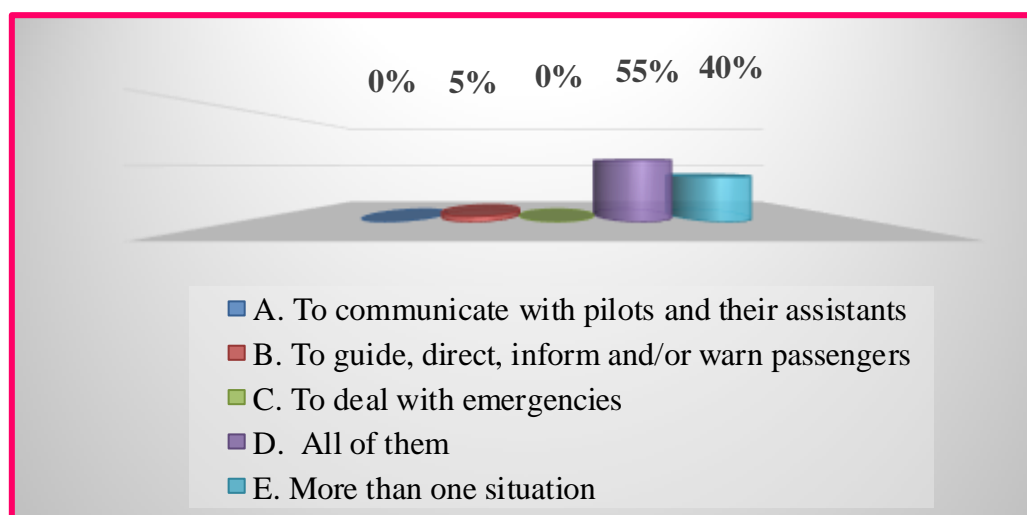
Pie chart 3.17: The Reasons behind Requiring English as a Prerequisite in Training.

Then, the respondents were asked to justify their answers. As for those required to master English in their training, three out of twenty respondents (15%) said they do so because it is the language of aviation and tourism. In contrast, another group of participants (25%) chose all the proposed options: English is the language of intercultural communication. Their training is done either by English coaches or in an English-speaking country. What is evident in the data gathered is that most stewards and air hostesses (12 representing (60%) selected more than one response.

Question 16. In what situations do you need to use English in your job?

Options	Respondents	Percentage
A. To communicate with pilots and their assistants	0	00%
B. To guide, direct, inform and/or warn passengers	01	05%
C. To deal with emergencies	0	00%
D. All of them	11	55%
E. More than one situation	08	40%
Total	20	100%

Table 3.36: The Situations in Which Air Hostesses and Stewards Use English

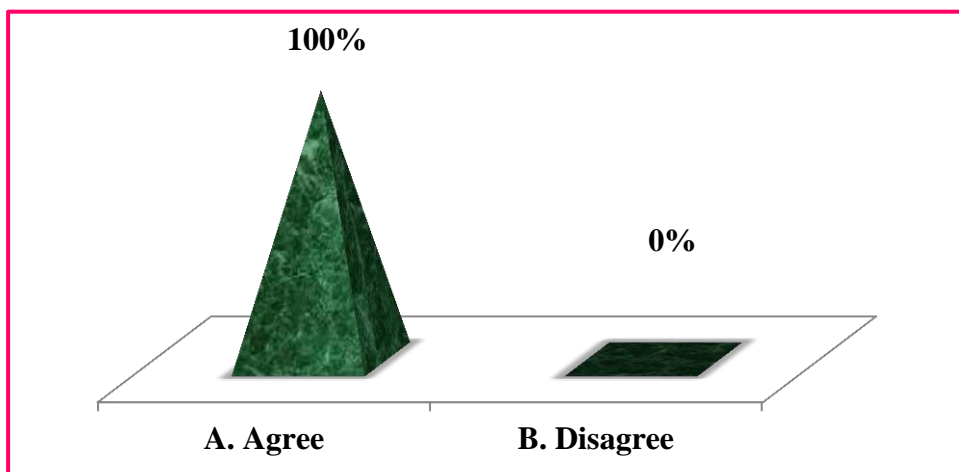


Bar chart 3.19: The Situations in Which Air Hostesses and Stewards Use English

The primary goal of this question is to determine the scenarios in which stewards and air hostesses interact in English while on the job. The table and graph reveal that most participants (55%) use English in all situations, including communicating with other pilots and their assistants, dealing with emergencies, and guiding, directing, informing, or warning passengers. However, 5% of the participants utilize English to advise, direct,

inform, and/or warn passengers, while 40% are interested in using it in several situations during their job.

Question 17 - Do you agree/ disagree that having a good mastery of the English language and good communication skills are among the leading professional qualities of any successful Host/Hostess?



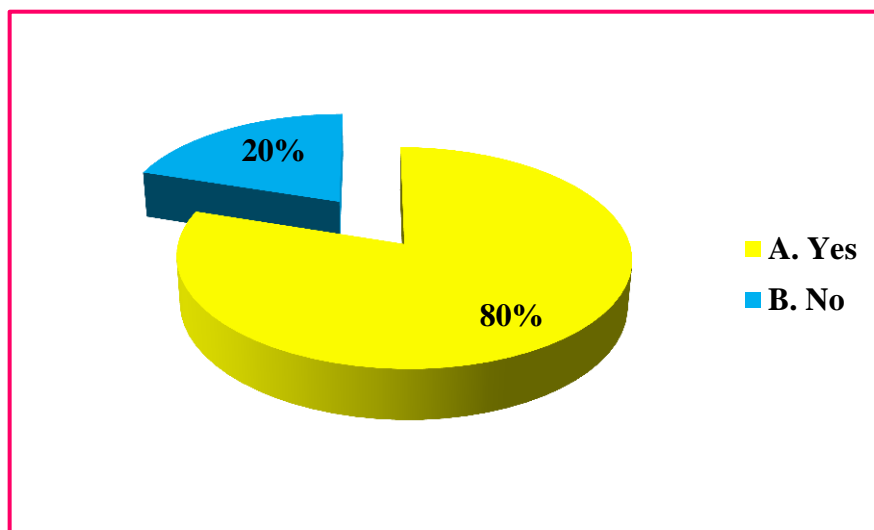
Bar chart 3.20: Successful Air Hostesses and Stewards

The figure (3.18) reveals that the whole sample (100%) agreed that having a good command of the English language and good communication skills are among the leading professional qualities of any successful Host/Hostess training; yet, no one (0%) out of (20) said the opposite.

Question 18 - Have you ever encountered difficulties communicating with someone from a different cultural background?

Options	Frequency	Percentage
A. Yes	16	80%
B. No	04	20%
Total	20	100%

Table 3.37: The Difficulties Encountered When Communicating With Someone From a Different Cultural Background



Pie chart 3.18: The Difficulties Encountered when Communicating with Someone From a Different Cultural Background

According to table (3.37), most of the participants (80%) have difficulty speaking with people from different cultural backgrounds, whereas four out of twenty participants (20%) claim to have no cross-talk. Employees seem to cooperate with people of other nationalities in some ways easily.

❖ **Please, state some of these difficulties**

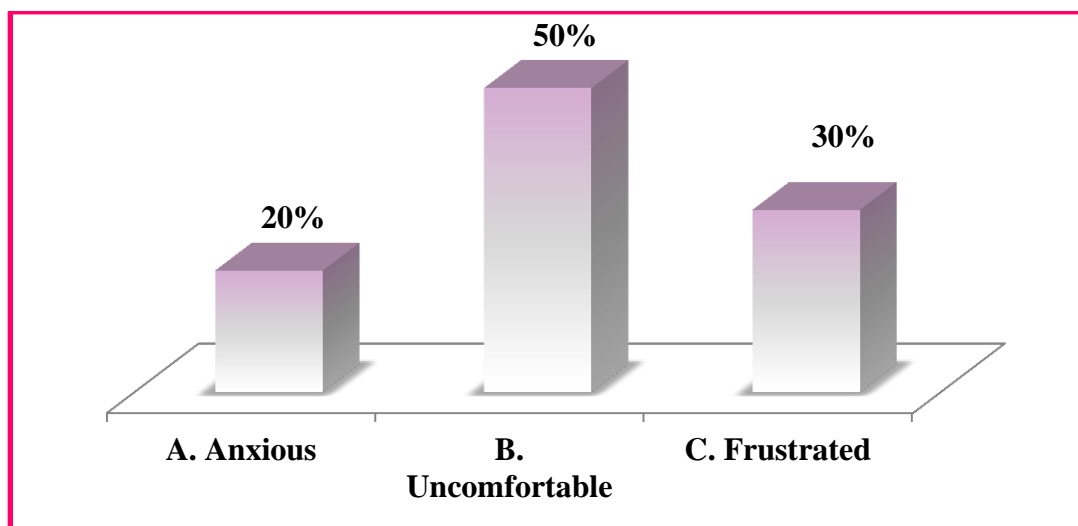
Concerning communication difficulties, some respondents stated that their foreign employees use poor pronunciation, making it difficult to understand them effectively. Others have commented that misinterpretation caused by accents makes it very hard for them to communicate; some airport personnel speak little English. The remaining participants also mentioned cultural background, interference with numerous other languages or native languages, and unfamiliarity with the activity's technical vocabulary.

❖ If yes, how do you feel when you encounter such difficulties?

Answer	Frequency	Percentage
A. Anxious	4	20%
B. Uncomfortable	10	50%
C. Frustrated	6	30%
Total	20	100%

Table 3.38: Air Hostesses and Stewards' Feelings When Facing Communication

Difficulties



Bar chart 3.21: Air Hostesses and Stewards' Feelings When Facing Communication

Difficulties.

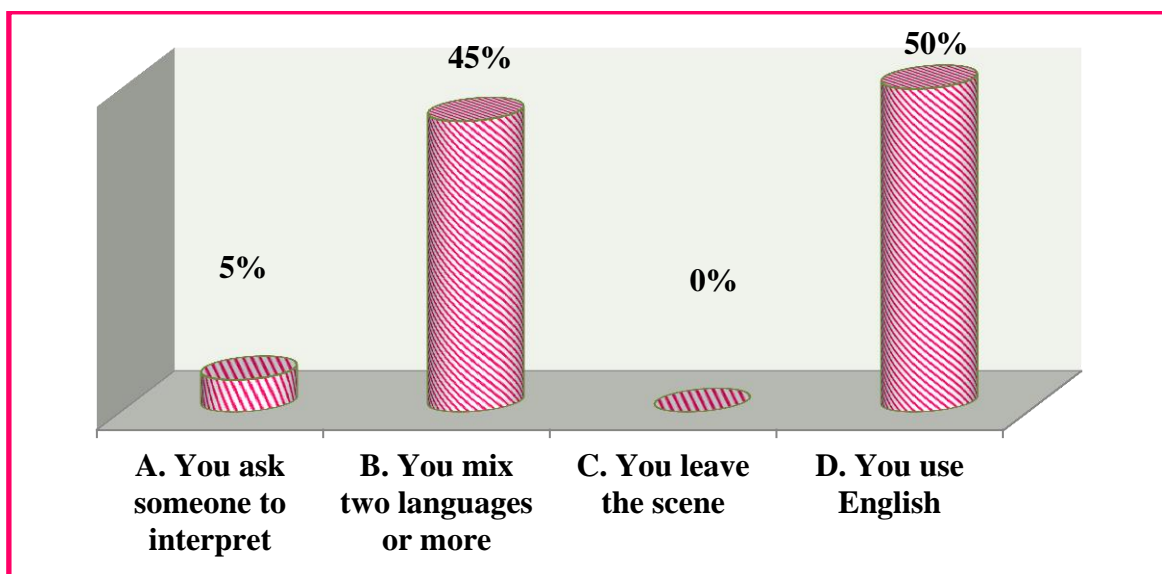
This question seeks to ascertain workers' attitudes regarding the impact of the challenges mentioned earlier (item 3.18). According to the data, Overall, half of the participants (50%) declared that they feel uncomfortable when communication breakdowns occur; however, (30%) of them think they are somehow frustrated, while four (04) participants feel anxious about those conflicts. In other words, communication

problems among corporate members can cause employees to feel various bad feelings, making it impossible for them to achieve their communicative goals.

Question 19 - What do you do when you find it challenging to communicate with someone who does not speak your language?

Answer	Frequency	Percentage
A. You ask someone to interpret	1	05%
B. You mix two languages or more	9	45%
C. You leave the scene	0	0%
D. You use English	10	50%
Total	20	100%

Table 3.39: Air Hostesses and Steward's strategies to overcome their communication difficulties



Bar chart 3.22: Air Hostesses and Steward's strategies to overcome their communication difficulties

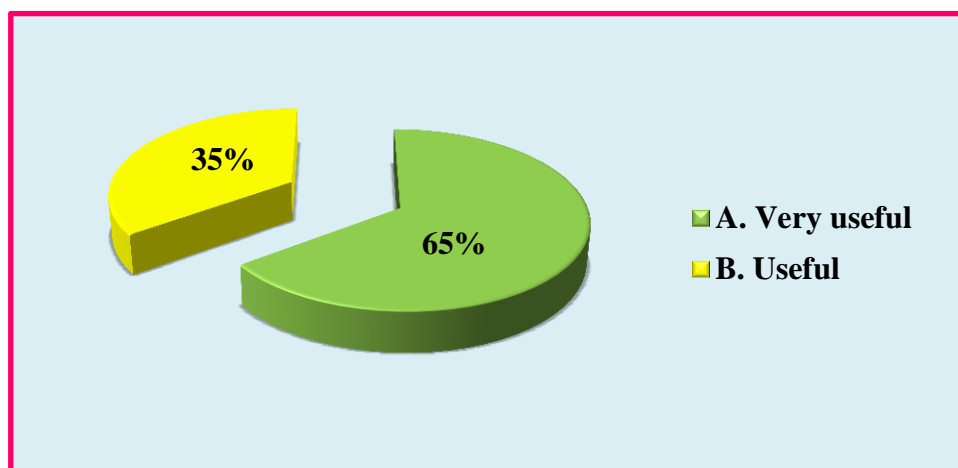
The responses of the participants suggest that the most common technique for overcoming communication challenges is "to use English," with a rate of (50 %);

nevertheless, among nine participants by (45 %) tend to combine two or more languages with being clearly understood by the listener. One person (5%), on the other hand, preferred to ask someone to interpret. More specifically, these methods can help reduce communication disputes and develop good collaboration among foreign passengers and /or staff.

Question 20 - To what extent do you find English useful in reducing intercultural communication difficulties in international air companies?

Answer	Frequency	Percentage
A. Very useful	13	65%
B. Useful	7	35%
C. Not useful at all	0	0%
Total	20	100%

Table 3.40: The Degree of Usefulness of English in Reducing Intercultural Communication Difficulties in International air companies



Pie chart 3.19: The Degree of Usefulness of English in Reducing Intercultural Communication Difficulties in International air companies

This question aims to know to what extent English effectively reduces the intercultural communication barriers in Dubai Airport. All the hostesses and Stewards in our sample stress the importance of English in their workplace. Thirteen (13) respondents considered English helpful in facilitating their interaction, whereas seven participants opted for it as a valid subject.

❖ **Justify your answer, please**

The participants' justifications differ, but they all affirmed that English plays a vital role in reducing Intercultural problems. Some respondents state that one-third of the world's population has a good command of English; the latter facilitates communication and eases the interaction among people. Moreover, working in an international company may cause embarrassing intercultural communication issues that can be easily tackled when English is used. Another justification was that English-language communication opens the doors for people to make the communication. In international airports, the employees and the passengers come from different backgrounds and speak other languages; the use of English facilitates communication between them. Finally, someone said that English is the world's lingua franca; it encourages interaction between people of different backgrounds.

3.8. Summary and Discussion of the Findings

As the previous section was devoted to summarising and unveiling the findings, a conclusion can be attained by showing and interpreting data and discussing or simply rehashing the outcomes. This section summarises the study findings led through two data collection methods. To be more specific, we have devised two semi-structured questionnaires: one for the pilots and another for the air hostesses and stewards. The two surveys were thoroughly designed to answer the research questions and have a deeper understanding of the issue under investigation.

Concerning the study objectives set at the preliminary stage, the research explored the role of English as a Lingua Franca in facilitating intercultural communication in an international airport. Moreover, it attempts to examine the use of English, by native and non-native speakers at Dubai airport, as a means of communication. One of the main concerns of this investigation is to shed light on the importance of English in aviation and ascertain that any misunderstanding among aviation professionals can cause high-risk incidents and accidents. More importantly, this investigation is meant to determine the intercultural attitude of the employees to facilitate communication.

The collected data indicate that pilots, air hostesses, and stewards understand the importance of English proficiency in an international airport. They also recognise the importance of English as a Lingua Franca in a multilingual workplace as one of the best alternative forms of communication. In other words, those analysis instruments provided essential insights and ideas that enabled us to answer our research questions and validate our study hypothesis. English as a Lingua Franca could be a helpful tool for employees of various cultural backgrounds to improve their corporate communication processes.

3.8.1. Discussing the Results of the Pilots' Questionnaire

Regarding the pilots' questionnaire, the data acquired in the first section provide general information about the respondents and reveal their respective nationalities, as Dubai airport is an international airport. According to the statistics, the majority of Dubai airport pilots, in one way or another, speak English; however, most consider themselves multilingual or bilingual compared to others. Furthermore, most pilots are fluent in English, in addition to their native tongues. Due to its global importance, airport professionals worldwide prefer to use English rather than other languages.

A quick look at the gathered data shows that the entire sample opted for English as an essential requirement in their training because it is a widespread language. Therefore, pilots affirm that mastering English in their professional training was of paramount importance because it either took place in an English-speaking or was conducted by English-speaking coaches; English is the language of aviation.

All the pilots at Dubai International Airport reported that they had communication challenges with their counterparts due to a poor command of English. They mentioned that poor proficiency and ambiguous pronunciation are the main factors of misunderstanding and communication breakdowns; speaking either slowly or quickly, formulating unfinished or ungrammatical sentences, and bad pronouncing may cause air disasters. Additionally, the use of different accents would instead exacerbate ambiguity and misunderstanding.

It is equally worth mentioning that most pilots use different methods to overcome communication breakdowns, such as "using electronic translation devices" and "Borrowing". To be more specific, these methods can be of great help in reducing language barriers. In other words, most participants emphasise that using English to communicate at work is to ensure security in the skies.

Finally, all participants are aware of the effectiveness of the English language in aviation. According to questionnaires, the airport receives travellers from a wide range of countries, most of whom speak only English. They also emphasised the importance of the English language in their jobs, citing its impact on aviation safety as an example. As nobody can deny the importance of English in everyday life, language issues have become such a problem in aviation that no pilot, native or non-native speaker, can internationally fly without having a decent command of the English language. To put it another way, speaking English is critical for aircraft safety.

3.8.2. Discussing the Results of the Stewards and Air Hostesses' Questionnaire

Analysing the stewards and air hostesses' questionnaire revealed fruitful information to answer some essential research questions. The first section illustrates the broad background of the stewards and air hostesses, indicating that the female proportion working in Dubai international airport is relatively higher than the male one. The results also show that almost all the flight attendants are well experienced and come from various countries.

The gathered data from section two indicate that only one steward is an English native speaker, while more than half of the flight attendants claim to be bilingual and add English to their list of spoken languages. Concerning the importance of English, all the respondents believe it is rather crucial for occupational purposes. They argue that it is the most commonly used language and helps them communicate with people from different origins and races.

In the third section, the collected answers focus on the diverse situations of communication breakdowns. Confrontation with different cultural backgrounds influences the employees' reactions to these communication hurdles, including anxiety, uncomfortableness, and, on occasion, anger. Regarding communication challenges, some respondents admitted that their co-workers' wrong pronunciation usually spoils the communicational context. Another proportion of participants has noticed that using different accents makes the interaction even more difficult. The remaining participants agree that different cultural backgrounds, mother tongue interference, and unfamiliarity with the technical terminology or jargon are equally crucial in face-to-face communication.

In other words, communication issues among workers in an international airport may engender a series of unpleasant feelings, making it harder for them to meet the goals of good communication. However, that is no problem since there are strategies to fix and overcome those language barriers, such as using English or mixing their mother tongue with English to ensure the message is delivered and clearly understood.

In conclusion, the two questionnaires helped collect data from pilots, air hostesses and stewards and provided more profound insights about the topic in general and intercultural communication in particular. The findings obtained through the present study answer the research questions and attain the study aims. Thus, the research hypothesis is validated. Aircrew initially highlighted the importance of English in aviation, which is a pillar of success in interacting with people from different cultural backgrounds. Equally important, the study shed light on the air staff' positive attitudes toward using different tools to overcome the language difficulties in terms of instructions and interaction. Moreover, it is a crucial step in ensuring flight safety. That is why knowing how to contextualise English properly and, more importantly, how to solve communication problems and misunderstandings is highly recommended in aviation.

This study raised three primary research questions to fulfil the general aim. The questions' answers summarise the main points of our study's results. Hence, the questions will be discussed in the subsequent section.

3.9. Interpretations of the Results

- **Research question 01:** To what extent is English significant in the international airports?

English is widely used in the aviation industry and is required for professionals. Aviation English is the de facto official language of civil aviation, as everyone knows. It is worth noting that most pilots, air hostesses and stewards understand the importance of

English in airports. They also feel that using English is of paramount significance nowadays as it is a valuable communication tool for exchanging views with people from other countries. Furthermore, we noticed that the survey participants want to use English at work and aspire to improve their English language skills because it is vital for their job advancement. As a result, they consider English the best language for international communication.

- **Research question 02:** What English language difficulties do the personnel of Dubai Airport encounter in communication?

The main issue in Dubai airport was discovered to be verbal communication. The findings revealed that the participants' lack of understanding of general and specific vocabulary prevents them from fully participating in any conversation; they also stated that they could hardly get the gist of a small number of words in simple sentences articulated at a slower regular pace. They equally recognised a lack of fundamental grammatical competency. Their sentences are always unfinished, ungrammatical, and usually mispronounced.

Most of them attribute their challenges to their little exposure to this language; also, it shows that they were aware of their language deficiencies. They all acknowledge that listening and speaking skills need to be improved, as their communication is exclusively through speech. The results of the two questionnaires likewise related their difficulties to the detrimental effects of their language backgrounds (Mother Tongue Interference). They cannot adequately and accurately express themselves in decent and appropriate English. They concluded that communication is the key to guaranteeing flight safety.

- **Research question 3:** How do the personal' staffs perceive the use of English as a lingua franca to overcome their communication barriers?

Fundamentally, as previously stated, most of Dubai's flight crews face difficulties speaking with foreigners, colleagues or passengers. The pilots, air hostesses and stewards maintain that the little difficulties they experience have no negative impact on the airline's efficiency. Regarding attitudes regarding English in airports, the participants had a generally favourable outlook, and the few obstacles they experienced had no repercussion on the company's performance. The findings revealed that most of the participating personnel had a good attitude toward their company's deployment of English as a *Lingua Franca*. On the other hand, they argued that adopting such a strategy is required to connect all flight crew members and lower airport communication issues. As a result, they will gradually improve their English communication skills at the airport.

To recap, the three research questions were addressed by evaluating and discussing the survey replies of pilots, air hostesses, and stewards. It is possible to conclude that using English as a *Lingua Franca* in international airports enhances intercultural communication.

Conclusion

The fieldwork for our inquiry is described in this chapter. The data from the pilots', air hostesses', and stewards' surveys, on the other hand, was gathered and structured in tables and charts. The results of the data tools are then qualitatively analysed. Next, all the findings were compiled and discussed as a whole. Finally, all the pertinent knowledge from this study was used to answer the critical research questions, which sought to determine the usefulness of employing English as a *Lingua Franca* to eliminate communication constraints in Dubai International Airport.

General Conclusion

General Conclusion

English is gaining ground as a global language in a wide range of enterprises and industries. Consider the aviation industry, which highly emphasises this language because it is the principal mode of communication. To maintain aviation safety and facilitate interaction, all the air staff, native or non-native, must perform on international flights while speaking English; in other words, communicative competence while using the English language is as crucial for these individuals as technical competency.

The case study of the present dissertation deals with the role of English in facilitating international communication at Dubai International Airport. It aims to identify the English language problems that pilots, stewards, and air hostesses may face at work by shedding light on their deficiencies, difficulties and attitudes. Three research questions guided the study:

- To what extent is English significant in international airports?
- What English language difficulties do the personnel of Dubai Airport encounter in terms of communication?
- How do the personal' staff perceive the use of English as a lingua franca to overcome their communication barriers?

Having asked these questions, the following hypothesis is put forward.

RH: If the airport personnel use it as a Lingua Franca, the misunderstanding among them will be reduced.

This dissertation is divided into three chapters. The theoretical portion of the research is covered in the first two chapters, while the fieldwork is covered in the last chapter. A review of pertinent literature is presented in the first chapter. The researcher's goal in the second chapter was to highlight the most significant intercultural and multilingual communication barriers and how to overcome them. Before moving on to the

discussion, it's worth noting that the third chapter was designed to give a broad overview of the airport where the research was conducted, the data collection techniques, the instruments, and the population involved in our analysis. It also examined the information gathered from the questionnaires on the pilots, stewards, and air hostesses.

The data for this study was gathered using a mixed-method approach in which we used two questionnaires: a pilots' questionnaire and a stewards and air hostesses' questionnaire. The first went to fifteen pilots, and the second to twenty stewards and air hostesses. The participants were picked randomly to learn about their perspectives and attitudes on using English in Dubai International Airport, as well as to evaluate the research hypothesis and obtain insight into their ideas and attitudes toward this project.

The research topic, which included employees' perceptions of English as a Lingua Franca and the function of English in fostering multilingual communication, was addressed through the analysis and interpretation of the data obtained, as well as a thorough discussion of the findings. Furthermore, the findings supported the validity of this research hypothesis, which argues that workers in a multilingual corporation utilising English as a lingua franca will improve communication and lessen communication problems among aircrew, flight attendants and passengers.

The outcomes of analysing, interpreting, and discussing the data acquired were used to address the fundamental research questions. The current study found that English as a Lingua Franca facilitates intercultural communications in international airports.

Recommandations

In light of the results of the current study, further recommendations and suggestions are to be considered for later research:

- The air staffs need skilled, experienced trainers and coaches to help participants improve their English skills in aviation-related subjects.

- It is also advised that native speakers of English or train pilots, stewards and air hostesses
- Be sent to English Speaking countries to strengthen their command of the English language and communicate effectively.
- They also need in-service training.
- We would also recommend that they utilise language laboratories believing it would help improve their English language skills and provide them with additional practice.
- We would equally recommend interaction with English native speakers to acquire a correct pronunciation, get accustomed to various accents and achieve proficiency in English.

Limitation of the study

The current dissertation contains several limitations discovered during the study findings' application due to a range of circumstances. As a result, the effects of language barriers must be assessed within the parameters of their methodology, samples, design, and findings. The most serious problem was that we could not employ "interviewing" as a secondary data collection method as we had anticipated. The study's most crucial shortcoming was the latter, which prevented the researcher from delving deeper into the subject. Due to the unusual circumstances, the university administration allowed this study to be completed in a limited time. As a result, if these errors were avoided, the research results would be much better.

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APPENDICES

Appendix 1:

A Questionnaire for Pilots

Dear pilots,

This questionnaire aims at collecting data about The Role of English as a Lingua Franca in Reducing Intercultural Communication Problems in International Air Companies. You have been selected as best source of information to contribute to this study by responding to the following questionnaire. We would be very grateful if you could take some time to provide us with some answers. Your responses are very important for the success of this work. Please, tick (✓) the answer(s) that works best for you and make full statements whenever necessary.

Your collaboration is indeed appreciated.

***Obligatoire**

1- Would you specify your nationality, please? *

2- How did you become interested in aviation? *

3- How long have you been working as a pilot? *

A- 1-5 years

B- 5-10 years



C- More than 10 years

4- What is your Urst language? *

A- Arabic

B- French

C- English

D- Others

If others, please specify

5- Are you *

A- Monolingual

B. Bilingual

C- Multi-lingual

6- Which foreign language(s) do you prefer to use in addition to your mother tongue? *

7- Where did you do your flight training? *

8- Did you speak English before your flight training? *

A- Yes

B- No

If yes, was your English level enough at your training? *

A- Yes

B- No

9- Was mastering English required in your flight training? *

A- Yes

B- No

If yes, is that because: *

A- English is the language of intercultural communication

B- English is the language aviation

C- The training took place in an English speaking country

D- The training is done by English speaking coaches

E- All of them

10- Did you have an English language course in your training? *

A- Yes

B- No

If yes, did you learn ? *

- A- General English
- B- English of the domain
- C- Both

11- Did you need to take an English test before flight training? Why? What kind of test? *

Which of the following areas did the test cover? *

- Pronunciation
- Vocabulary
- Structure
- Fluency
- Comprehension
- Interaction
- All of them

12- To what extent is English is effective in your domain? *

- A- Very effective
- B- Somehow effective
- C- Not effective at all

Please explain! *

13- In what situations do you need to use English in your job? *

- A- Interacting with assistants and air controllers
- B- Communicating with stewarts and hostesses
- C- Informing and/or warning passengers
- D- All of them

If others, please specify

14- After English became the official language of aviation, do you think that the lack of English language mastery presents a natural barrier for pilots? *

- A- Yes
- B- No

If yes, please justify *

15- According to you, what makes English the language of the skies/aviation? *

16- How often do you communicate or interact with foreign people from different cultural backgrounds using English? *

- A- Always
- B- Sometimes
- C- Rarely
- D- Never

17- As a pilot in an international company, have you ever encountered any communication breakdown, while in service, with someone from a different cultural backgrounds? *

18- In case you are in situation of communication breakdown, what strategies do you follow in tackling the problem? *

- A- Borrowing
- B- Mixing two languages or more
- C- Using Time kettle WT2 edge

19- According to you, what are the main reasons behind the occurrence of intercultural communication problems in the domain of aviation? *

20-To what extent is English effective in solving intercultural communication problems in international air companies? *

- A- Very effective
- B- Somehow effective
- C- Not effective at all

Please, say how! *

Appendix 2:

A Questionnaire for Air Hostesses and Stewards

Dear respondents,

We are currently conducting an investigation for the sake of showing ‘The Role of English as a Lingua Franca in Facilitating Intercultural Communication Problems in International Air Companies’. You are kindly invited to answer the following questionnaire. It will not take more than 10 minutes of your time. Be sure that your responses will be anonymous and any information which you choose to share will be solely used for completing the academic research of my Master’s Dissertation. Please tick the appropriate answer(s) and write full statement(s) whenever necessary.

Your contribution is highly valued, thank you.

***Obligatoire**

Section One: General Background

1 - Would you specify your gender, please? *

A- Male

B- Female

2 - Would you tell me your age, please? *

3 - Which country are you from? *

4 - What is your level of education? *

*

5 - How long have you been working in this international air company?

- A) 1-5 years
- B) 5-10 years
- C) More than 10 years

Section Two: Air Hostesses' Intercultural Communicative Competence

6 - What is your mother tongue? *

- A- Arabic
- B- French
- C- English
- D- Others

If others, mention it please:

7 - Are you: *

- A- Monolingual
- B- Bilingual
- C- Multi-lingual

8 - If you are bilingual or multilingual, please specify the language (s) that you master in addition to your native language. *

9 - Since you are working in an international airport , would you mention the main languages used *
to communicate

10- Is English the most language used there? *

A- Yes

B- No

Section Three: The Status of English in the International Airport

11 - How often do you use English at work? *

Only one answer

A- Almost all the time

B- Every day

C- A few times

D- It varies a lot, sometimes very often, sometimes not at all

12 - How important is the use of English in your job? *

A- Important

B- Not so important

C- Not important at all

Justify your answer, please *

13 - What kind of English do you use? *

Only one answer

- A- General English
- B- Specialised English
- C- Depends on the situation

14 - Did you speak English before your Host/Hostess training? *

- A- Yes
- B- No

If yes, was your level of English enough at your training? *

- A- Yes
- B- No

15 - Was mastering English required in your Host/Hostess training? *

Only one answer

- A- Yes
- B- No

If yes, is that because: *

- A- English is the language aviation and tourism
- B- The training took place in an English speaking country
- C- The training is done by English coaches
- D- English is the language of intercultural communication
- E- All of them

If others, please specify

16 - In what situations do you need to use English in your job? *

- A- To communicate with pilots and their assistants
- B- To guide, direct, inform and/or warn passengers
- C- To deal with emergencies
- D- All of them

If others, please specify

17 - Having a good mastery of the English language and good communication skills are amongst the main professional qualities of any successful Host/Hostess. *

Only one answer.

- A- Agree
- B- Disagree

18 - Have you ever found some difficulties when communicating with someone from a different cultural background? *

Only one answer

- A- Yes
- B- No

Would you mention some of these hurdles, please? *

If yes, how do you feel when you encounter such difficulties?

- A- Anxious
- B- Uncomfortable
- C- Frustrated

19 - What do you do when you find it difficult to communicate with someone who does not speak your language?

- A- You ask someone to interpret
- B- You mix two languages or more
- C- You leave the scene
- D- You use English

If others, please specify

20 -To what extent do you Und the use of English useful in reducing intercultural communication difficulties in international airports?

Only one answer

- A- Very useful
- B- Useful
- C- Not useful at all

Justify your answer, please: *

Thank you very much for your time and collaboration

الملخص

أصبحت اللغة الإنجليزية بلا شك لغة مشتركة عالمية في الاقتصاد العالمي. لطالما كانت لغة مشتركة للنقل والسفر ومعترف بها كلغة أداة تستخدم للتواصل بين غير الناطقين بها. لأن أفراد الطاقم الجوي يتفاعلون بانتظام مع بعضهم البعض والركاب ؛ من مجموعة متنوعة من الخلفيات اللغوية والثقافية ، يعد التواصل الفعال في اللغة الإنجليزية أمراً بالغ الأهمية كطريقة مرئية للتواصل في المجتمع العالمي. نتيجة لذلك ، يمكن أن تساعد مهارات الاتصال العملي في الحد من سوء الفهم والصراع والغموض. سوء الفهم شائع في مكان العمل ، وخاصة بين الموظفين متعددي الجنسيات ، ويمكن أن يؤدي إلى وقوع حوادث. تركز الدراسة الحالية على كيفية استخدام اللغة الإنجليزية كلغة مشتركة في المطارات الدولية لسد هذه الفجوة. الهدف من هذا البحث هو مساعدة موظفي المطار في أداء وظائفهم بفعالية في إعدادات اللغة المستهدفة. لتحقيق هذا الهدف ، تم إجراء دراسة استكشافية لتقييم مستوى التفاعل والتحديات مع الناس من مختلف البلدان. حصل الباحث على معلومات حول احتياجات وتحديات الموظفين باستخدام منهجية نوعية. في مطار دبي الدولي ، تم تسليم استبيانين: أحدهما للطيارين والآخر للمضيفين والمضيفات. نتيجة لذلك شملت هذه الدراسة خمسة عشر (15) طياراً وعشرون (20) مضيفاً ومضيفة جوية. أعرب كل من الطيارين والمضيفين والمضيفات عن رغبتهم القوية في تحسين لغتهم الإنجليزية. الطيارون الذين يجيدون هذه اللغة بطلاقة هم أفضل استعداداً لتجنب سوء الفهم والحفاظ على سلامة الطيران. كما تساعد المضيفات والمضيفات في مناطقهم الخاصة في تعزيز الخطاب متعدد الثقافات.

الكلمات المفتاحية: اللغة الإنجليزية ، التواصل بين الثقافات ، اللغة الإنجليزية كلغة فرانكا (ELF)، مطار دبي الدولي.