People's Democratic and Poupular Republic of Algeria

Ministry of Higher Education and Scientific Research

Ibn Khaldoun University of Tiaret

Faculty of Letters and Languages

Department of English

Exploring the Use of English in Economic Companies in Algeria

Case Study / National Company Sonatrach in Hassi R'mel

A Dissertation Submitted to the Department of English in Partial Fulfillment of the

Requirements for the Degree of Master in Linguistics

Submitted by: **Under the supervision of**:

- Mrs. Sekoura AIT AISSA   Dr. Khaled BELARBI

- Mr. Sid Ali AIT ALLAOUA

Board of Examiners

Members	Name & Surname	Rank	Institution
President	**Mohamed HEMAIDIA**	**Prof**	**Ibn Khaldoun Tiaret**
Supervisor	**Khaled BELARBI**	**MCA**	**Ibn Khaldoun Tiaret**
Examiner	**Naima BOUKHELIF**	**MCA**	**Ibn Khaldoun Tiaret**

Academic Year: 2023-202

Dedications

To my parents, my husband and children

To my brothers, sisters in law and their children

To my sister, her husband and children

To my best friend Hayat

To my partner Sid Ali

Sekoura

To my beloved parents.

To my brother and my sister.

To my family.

To my friends.

To my partner in this work.

Sid Ali

Acknowledgements

First, all praise be to Allah, the Almighty who facilitated the completion of this work and who gave us the will, courage, and guidance in carrying out this research.

we owe a profound gratitude to our supervisor, **Mr. Khaled Belarbi**, for his continuous encouragement, guidance, and support throughout the process of writing this dissertation.

Special thanks also go to the respectable examiners **Pr. Hemaidia Mohamedand Dr. Boukhelif Naima** who have devoted their precious time to read and evaluate this work.

We would also like to thank all the teachers in the Department of English at the University of Tiaret.

We also extend special thanks to all the staff in Sonatrach (Hassi R'mel) for their cooperation.

Abstract

This research investigates the role of English in the Algerian economy, focusing on itsapplication within Sonatrach, Algeria's national oil company based in Hassi R'mel, Laghouat province. Despite Algeria's strategic geographic position and economic potential, limited English proficiency poses challenges in attracting international business. Employing interviews, questionnaires, and document analysis (including Sonatrach manuals and emails), the study explores reasons for using English, challenges faced by employees, and its impact on international business relationships.Economic globalization is the primary driver behind English becoming the international business lingua franca. Sonatrach provides English language training and resources, such as manuals and emails, yet achieving proficiency, especially in technical and business contexts, remains challenging. Nonetheless, participants exhibit a positive attitude towards English, acknowledging its crucial role in fostering global partnerships and operational efficiency.In conclusion, Algerian businesses, including Sonatrach, are gradually integrating English into their operations, albeit unevenly. The study identifies limitations concerning research scope and interaction opportunities with English-speaking counterparts, suggesting future research to explore specific linguistic needs across diverse sectors beyond oil.

Keywords: **English as a Lingua Franca, International Business, Hassi R'mel Gas Company, Algerian Economy, Sonatrach as an International company**

Table of contents

List of Figures

List of Tables

List of Abbreviation

HRM: Hassi R'mel

ESP: English for Specific Purposes

EAP: English for Academic Purposes

EOP: English for Occupational Purposes

IMRAD: Introduction, Methods, Results and Discussion

SONATRACH : The National Company of Research, Production, Transport,

Transformation and Trade of the Hydrocarbons (Société Nationale pour la Recherche, la

Production, le Transport, la Transformation et la Commercialisation des Hydrocarbures)

LNG: Liquefied Natural Gas

CIEL: Centers of Intensive Training for the Language

INH : National Institute of the Hydrocarbons (institut Nationale des Hydrocarbures et la

Chimie)

IAP : The Algerian Institute of Petroleum (Institut Algérien du Pétrole)

USTO : Oran Technology and Science University (Université des Sciences de la

Technology d'Oran)

SMA: Sonatrach Management Academy

QCA: Qualitative Content Analysis

ECI: Economic Complexity Index

AFTZ: Arab Free Trade Zone

GSTP: Global System of Trade Preferences

BP: British Petroleum

EBP: English for Business Purposes

ELT: English Language Teaching

General Introduction

General Introduction

In recent years, Algeria has positioned itself as a promising hub for international business opportunities, boasting advantageous geographic positioning at the northern gateway to the African continent, coupled with favorable economic incentives such as low-cost labor and reduced taxes. Despite these attributes, Algeria lags behind other developing countries in its linguistic infrastructure, particularly its limited use of English. This deficiency presents a significant barrier, leading many international investors and multinational corporations to favor countries where English is more widely spoken, facilitating smoother business operations and international collaborations.

The underutilization of English in Algeria poses a critical challenge to its economic advancement, forming the central focus of this research endeavor. This study aims to thoroughly investigate and understand how English is currently employed within the Algerian economy, exploring the reasons driving its adoption, the challenges encountered by users, and the attitudes towards its integration. This research is guided by several pivotal questions:

1. Why has English emerged as the dominant language in international business?
2. What specific challenges do Algerian employees confront when utilizing English in their professional environments?
3. What are the broader effects of employing English in international business contexts?
4. To what extent do Algerian economic enterprises prioritize the use of English?

To address these inquiries, the study advances hypotheses grounded in the dynamics of economic globalization and organizational practices within Algerian firms:

1. The dominance of the United States in the global economy and the imperatives of economic globalization necessitate the widespread use of business English as a lingua franca.

2. While Algerian companies demonstrate a commitment to language training, there remains a need for higher levels of English proficiency among new hires.

3. Despite potential challenges, participants generally exhibit a positive attitude towards using English, with perceived benefits outweighing minor inefficiencies.

4. Algerian businesses are gradually integrating English into their operations, albeit unevenly; however, there remains a notable emphasis on understanding technical terms and navigating English-language manuals.

Methodologically, this investigation employs qualitative research methods, including interviews, questionnaires, and document analysis, with a specific focus on Sonatrach Company as a case study within the Algerian economic landscape. Data analysis will utilize Qualitative Content Analysis, drawing upon theoretical frameworks such as Newman and Ober's insights into business communication.

Structured in the IMRAD format, this dissertation comprises an introduction, literature review, methodology, presentation of findings, and a general conclusion. It seeks to elucidate the impact of English proficiency on economic activities in Algeria, offering recommendations to enhance its role in fostering international business relationships and promoting overall economic growth.

English for Specific Purposes (ESP)

English for Specific Purposes (ESP) witnessed rapid growth since the 1960s and became relevant in English Language Teaching (Agustina, 2014). English became the universal language of science, technology, and commerce. This led to the creation of a new generation of learners or professionals who know their needs in specific domains. This new learning movement is known as ESP English for Specific Purposes. Hutchinson and Waters (1987, pp. 6-8) highlighted three main reasons for the development of ESP:

- The demands of a Brave New World.

- A revolution in linguistics.

- Focus on the learners

Definition of ESP

Many definitions of ESP have been provided. ESP, according to Hutchinson and Waters (1987, p. 19), is an approach to language learning, which is based on learner's need. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language?' In addition, 'all decisions as to content and method are based on the learners' reason for learning' (Ibid). That is, ESP courses are designed to meet the specific needs and learning goals of the learner. According to Rahman (2015), ESP is different from General English in the sense that ESP refers to a particular type of English used in specific disciplines.

According to the above-mentioned definitions, ESP is teaching English for adult advanced learners who have a good level of English. In addition, the courses are designed depending on learners' needs in a specific field or professional area. Here are some examples of how the learners' needs influence the design of specific courses. A case of a professional learner, for instance, an Algerian doctor working in America should know how

3

to communicate with his/her American patients. In order to do so, he/she needs to learn a specific type of English, known as English for Medicine. Similarly, a businessperson needs to learn the English needed in the workplace, known as Business English. From this perspective, Boudersa (2018, p. 3) indicated that:

In the ESP course, the type of English that Algerian students need to learn is the one that trains and prepares them for success in academic and professional contexts... ESP courses aim to make students specialists in their professional fields through the English medium. Dudley-Evans and St. John (1998) identified two main types of ESP that are shown in Figure 1:

Figure 1

Classification of ESP (Dudley- Evans and St. John, 1998) (p6)
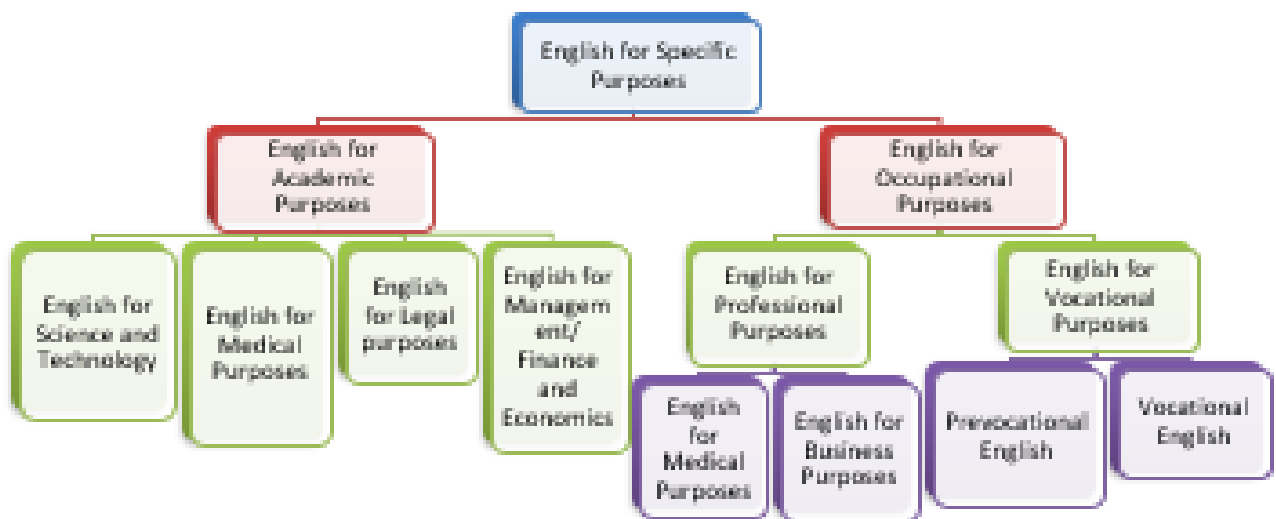
Classification of ESP

As it can be seen in Figure 1, ESP is divided into two main branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The latter is

4

further subdivided into English for Professional Purposes and English for Vocational Purposes. Since the purpose of the present study is to highlight the use of English in the workplace, let us discuss the first subdivision of English for Occupational Purposes, which is English for Professional Purposes. The primary goal of English for Professional Purposes is to provide students with effective skills and strategies for the accurate and confident use of English in a professional context such as in business. This sub-class of English for Professional Purposes is known as English for Business Purposes. According to Rahman (2015, p. 25), English for Business Purposes (EBP) is developed for communicative functioning of English in business contexts. Sekhar Rao (2019, p. 4) further explained that:

Business English (English for Business Purposes) is a new branch of ESP (English for Specific Purposes) which is a type of ELT (English Language Teaching) emerging as a response to a growing awareness of certain types of learners with specialized needs which are not fulfilled in General English courses. The teaching of Business English, directly related to learners' and employer s' professional needs, started to be accompanied and guided by abundant theoretical literature.

The goal of any business English course is to permit learners to communicate effectively with others in business environments. Having adequate vocabulary, writing business reports and emails, telephoning, giving presentations, taking parts in meetings, and negotiating are relevant skills to achieve effective business communication.

Chapter One

Review of the Literature : Globalization and

English Language in Algeria

1.1. Introduction

The present study aims to explore the use of English language in the Algerian economy and economical firms mainly the gas national company Sonatrach in Hassi R'mel in the province of Laghouat. This chapter is divided into three sections. The first section provides some background information about language, English and globalization and the factors that led to its globalization. The second section deals with the status of the English language in Algeria, Algerian business and international trade, and then explores English in Hydrocarbon sector in Algeria.

The last section presents some definitions of English for specific purposes and its classification.

1.2. Definition of a Language

Language is a well – structured system used by humans for communication. Edward Sapir (1921) defined language as" a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols". This means that the language is exclusively used by humans. Although animals and other creatures do communicate, they do not communicate with a language. The system they use cannot reach a level where it is called a language (it is not a developed one); they use what is known as a species – specific system, which is used exclusively by a certain specific group of creatures (other creatures cannot use same system of communication).

According to the Hutchinson Encyclopedia (2001), "Language is the human communication through speech, writing or both…the term language is also used for systems of communication with language-like qualities, such as animal language (the way

the animals communicate), body language (gestures and expressions used to communicate ideas), sign language (gestures for the deaf), or for use as (a lingua franca) and computer languages (such a BASIC or COBOL).

We learn new languages for certain goals for example: to study, travel and for many other purposes and most importantly to communicate according to statistics and data (n.d) in an article about the most spoken language in 2022, there are currently 7,117 known languages spoken by people around the world. Each language contributes to making the world a linguistically diverse place.

Our concern in this research is English which about 1,46 billion people speak around the world,English is the most used language in the world.

1.3. English and Globalization

English as a global language: As mentioned above, according to 2023 statistics «1.46 billion people speak English in the world. Incredibly, this amounts to 18, 07% of the global population, almost 1 in 5 people. More people speak English than any other language». (29 th December 2023 by Dean Talbot / statistic: 26% speakers speak it as a first language and 74% as a second language.

Globalization rhymes with English as the global language and its use for specific purposes and business. Several factors can be considered to a position behind English as a global language and that of business success. Actuality has emerged as a global language as an upshot of conquest and colonization to be then twined later with modernism, development, and success in business. Business English is presently one branch of ESP, Dudley-Evans & St John (1996) cite,

"Business English as an umbrella term used similarly to the term English for specific Purposes to embrace both general courses in the appropriate lexis and grammar for business communication."

Furthermore, technological development, economic globalization, improved communication, and its straightforward involvement in knowledge dissemination mainly the scientific and technological outcomes as well as commercial, economic, and industrial transactions as regards corporations, all, have contributed to its global promotion. In terms of use, English occupies different statuses according to whether used as a native language, second, official, or foreign one.

1.4. Main Factors of English Globalization

Fennel (2001:243) distinguishes four factors that accordingly led to the status of English as a global language.

Figure 2

Main Factors of English Globalization

1.4.1. Historical and Political Factors

The ancient empires are an early example of globalization mainly the "British colonialism 1from the seventeenth to the twentieth century, the British leadership in the industrial revolution in the eighteenth and nineteenth centuries, the American economic superiority and political leadership, and the American technological domination."(Qt in Romanowski 2017:42). Therefore, globalization is a process completed in the 20th century through which new policies and systems have spread in the world.

1.4.2. Science and Culture Factors

The globalization of the English language and its effects on cultural identity need to be understood in two main contexts: firstly, as an instrument for achieving economic success; and secondly, as a tool for facilitating cross-cultural communication. Another significant factor contributing to the current status of English is its role as English for Specific Purposes (ESP), responding to the necessity felt by professionals in various fields to engage in specific professional activities or update their knowledge. This has led to a revolution in adapting teaching methods and materials to meet learners' specific needs. As Block and Cameron (2002) argue, "... globalization changes the conditions under which language learning takes place. In this sphere, as in others, some of the most significant changes are economic" (p.5).

1.4.3. Economic Factors

Many thinkers and ideologists determine that the major factor of globalization is economy and business. «Cameron (2000) and Cope and Kalantzis (2000) believe economic reasons to be most important for what language to learn and what linguistic skills to

develop. For Block and Cameron (op cit) 'Communication skills' and the new literacy's demanded by new technologies, as well as competence in one or more second/foreign languages, all represent valuable 'linguistic capital', to use Bourdieu's (1991) term. Heller (1999) among others argues "languages are coming to be treated more and more like commodities and that this view is displacing traditional ideologies in which languages were primarily symbols of ethnic or national identity." (qt in Block and Cameron: op cit). This view has even disturbed if not diverted national language policies. As Bowles and Cogo (2016:4) notes "In international business contexts, especially multinational corporations the use of English as a 'corporate language' has become a common practice, if not an official recognition of the company's language policy."

1.5. The Status of the English Language in Algeria

Algeria is a multilingual society where four major languages coexist: Arabic, Berber, French and English. According to Nakla (2021, p. 39), 'Both Arabic and Berber are deemed as official and national languages while French is viewed as a main foreign tongue because of the colonial impact'. Indeed, Algeria was under the French regime for 132 years, and this led to the dominance of French as the first foreign language. However, with the globalization of the English language, the relevance of the French language diminished. The initiative taken by the Algerian government regarding the implementation of English in different domains such as education, administration, scientific research and business shows how prominent the English language is in Algeria. The Algerian government envisions replacing French with English Indeed, according to Fox and Mazzouzi (2019) the Algerian High Education Minister Tayeb Bouzid has published on his official Face book page in 2019 that 'the French language does not get us anywhere' and proposed to replace French

with English as the main foreign language in Algeria. From this perspective, Grandguillaume (2004; cited in Abbassia, 2021, p. 84) stated that:

Algeria is experiencing a new era of linguistic update, especially among recent generations and workers in direct exposure to English language in their occupations; English now has a promising status of competition with the French language.

The need for foreign languages has even slowed down the Arabization policy in scientific and high technology demanding sectors among which the hydrocarbon sector which manifests the need for foreign languages. In addition to the use of French for historical reasons, a need for English was felt as a sine qua non condition in some economic sectors. Phillipson (1992:6), in his turn argues.

English has a dominant position in science, technology, medicine, and computers, in research, books, periodicals, and software; in transitional business, trade, shipping, and aviation, in diplomacy, and international organizations; in mass media entertainment, news agencies and journalism; in youth culture and sport, in education systems, as the most widely learned foreign language.

Due to the fact that many international companies, employees come from different countries with different language backgrounds requiring thus a common language of a lingua franca status. For the modern world of business, international communication is inseparably linked to English as a lingua franca. According to Stern Kopf (2004:46), "A Study conducted by Zeh-Glocker (1999) demonstrates that 81% of the companies needed English "very frequently" or "frequently" for business communication, this idea is quietly supported by Nadezda Stojkovic (2015:37) who observes.

We are all aware that English has become the international language of business. This has been facilitated by the changes and advancements in technology so that English has gained a role it has never had before. We are facing an incredible challenge when it comes to teaching business English, the globalized world, endless possibilities and new markets worldwide, demand that business people seek professional language training to prepare themselves for the real business situations they encounter business people have specific expectations and needs that require developing generalized business skills such as giving presentations, taking notes, participating in meetings, making phone calls, negotiating and socializing.

It is pivotal to highlight that the hydrocarbon sector in Algeria is by far the largest Industrial business in exporting oil, gas, and the main source of investment. SONATRACH' a French word which stands for: the national company for the research, production, shipping, transformation and trade of the hydrocarbons. It is one of the key market job providers and a key economic sector, business people at high professional hierarchies are not the only working fraction feeling the need for business English.

University students who are preparing themselves for professional careers, senior technicians, and engineers in different domains are all concerned with the need to further their knowledge of English tailored to their corresponding area of practice to be ready for real-life situations in the workplace.

1.5.1. English in the Hydrocarbon sector

English occupies a very important place in the hydrocarbon industry and represents an advantageous skill and even a necessity for job market recruiting conditions and in- company international communication. As the oil and gas industry constitutes a key market sector in

today's globalized economy and an important job provider, it is evident that the issue of English language proficiency in this very important field becomes an individual and a shared worry among large fractions of workers, all hierarchies and job profiles included. This has recently developed into "communities of practice" interest as regards language learning focusing on the professional profile and what communication skills in relevant situations and contexts need to be developed to conduct such activities in the processes of exploration, extraction, refining, transportation, marketing products, and even management roles.

1.5.2. English in the Hydrocarbon Sector in Algeria

The hydrocarbons sector that is, the oil and gas industry, which is one of the most important industries in Algeria and a promising job market, is a working place in which the use of English is of great necessity. In fact, English language proficiency is not a condition for recruitment because they rather require hydrocarbon profile senior technicians and engineers from different petroleum specialties such as petroleum geologists, production engineers, and drilling engineers among others.

However, necessity also arose to give interest to the English language which is perceived as a key step in the development of foreign direct investment growth. In fact, it is the foreign direct investment, which is behind the need to giving importance to English in helping retain existing foreign companies as well as attracting new ones.

Furthermore, oil and gas multinational companies are also facing challenges in developing a workforce with sufficiently strong English skills. As this Industry contributes greatly to economic development, there is a strong imperative for improved English-speaking skills in the workforce. This increasing demand for English education motivates many young Algerians to take up English education to improve their chances of employment

with national and multinationals that offer a very attractive salary grid corresponding to the different professional positions

Figure (3) shows that the oil and gas companies are key drivers of the English language. The Euromonitor International (2011:67), the UK-based English course provider, Language Solutions International, reveals, "The demand for English speakers from oil and gas companies is increasingly high. The institute provides services to Baker Hughes, Anadarko, BP, Burlington Resources, Halliburton, Schlumberger, and Sonahess as well as government monopoly Sonatrach." See Figure: 3

Figure 3

Industries that demand the English language.
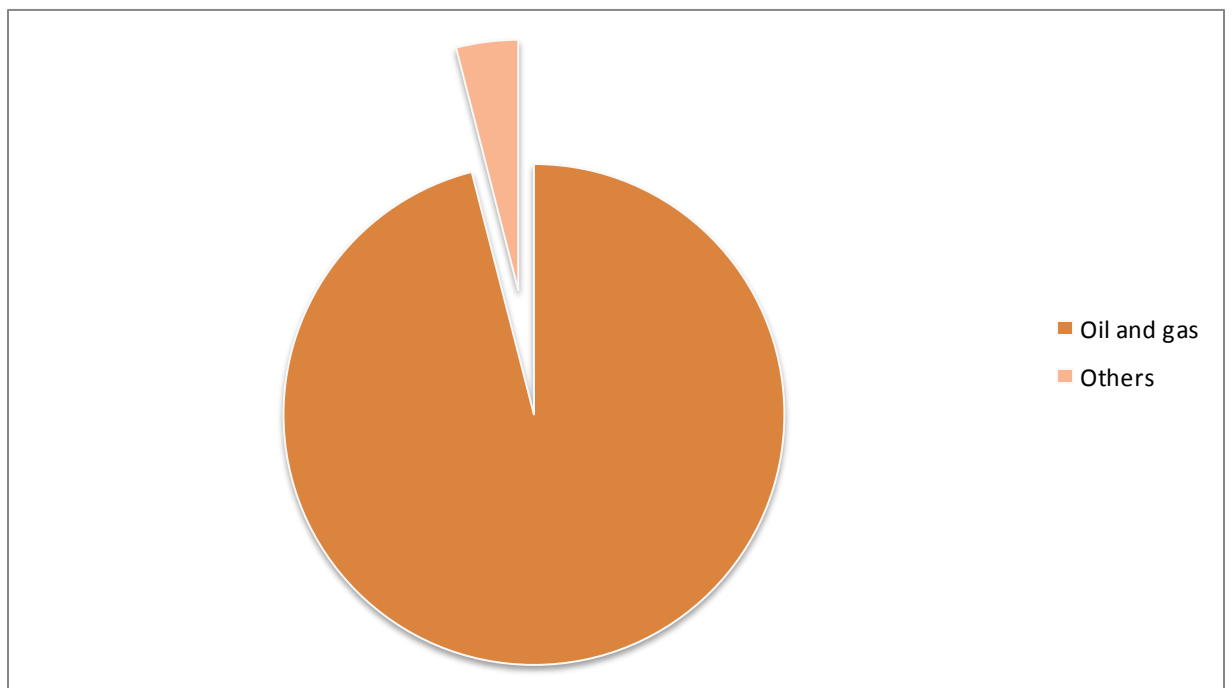
Euromonitor international trade interviews (2011)

Note: "Others"include sectors excluding oil and gas

1.6. Algerian International Trade

Algerian companies are increasingly involved in global business.

Algeria is the 56th largest export economy in the world and the 94th most complex economy according to the Economic Complexity Index (ECI). The top import origins are China, France, Italy, Spain and Germany. Natural gas and petroleum products account nearly for all of exports. Algeria's main imports were wheat, cars, petroleum products, dairy products and medicine. Thus, the Algerian Ministry of Commerce and Industry made international trade agreements. The Main International Economic Cooperation are:

- Cooperation agreement with the European Union.

- Member of the African Union.

- Member of the Arab League.

- Member of the Arab Maghreb Union.

- Member of the Arab Free Trade Zone (AFTZ).

The country has signed a trade agreement with 21 other countries in the São Paulo Round of the Global System of Trade Preferences among Developing Countries (GSTP).

1.7. English in Algerian Business

English in Algeria is used as a linking language for diplomatic and business communication at international and local. While French dominates local communication in Algeria's business world, English is widely used by American and British multinational oil and gas companies in the south of Algeria to perform tasks related to their work. For example, PB, formally British Petroleum (Bp.2017), engages in English language in Algeria

They also train local Algerian citizens in such fields as plumbing and electricity so that BP can recruit local employees who are skilled in their job and proficient in English. Internationally, English is also used when French/Arabic are not common to speakers. English is also used among administrators when interacting with foreign officials with whom there is no other shared language. Due to Algeria's reticence to fully transition to a free-market economy, there is an untapped potential for English to gain a foothold in the Algerian landscape. Such potential is expected to materialize, as Algeria is transition slowly to a free market economy (Benrabah, 2013).

Conclusion

This chapter reviewed notions and concepts that are essential for the study. It first introduced the importance of English in the world, then it describes its status in Algeria and in the hydrocarbon sector. Finally, it presented definitions of the key concepts about ESP and its classification. The subsequent chapter describes the research design and the methodology used, data collection and data analysis

Chapter Two: Research Design and Methodology

1.1. Introduction

This chapter is concerned with the description of the methodological approach and the research procedures used to investigate the use of English in economical companies and in Hassi R'mel gas station in Sonatrach national company. It outlines the methodologies where the procedure, the context of the study and the participants are described, followed by the materials used to collect data information.

1.2. Research method

According to Chivanga and Monyai (2021, P.12), the research method «should be selected in accordance with the research problem in order to develop appropriate research instruments, in order to generate data, which is meaningful with the context of the research topic».

In order to fulfill the objectives of the study, we relied on the qualitative method. According to Crocker (2009).the qualitative research method necessitates collecting textual data and analyzing it using interpretive analysis. It allows the researcher to gain data on given topic from the participants 'point of view. Indeed, Mohajan (2018, P.2) indicated, "Qualitative researchers are interested in people's belief, experience, and meaning systems from the perspective of the people". Since the aim of the present study is to highlight the use of English in Sonatrach Company in Hassi R'mel, the qualitative research method seems appropriate.

1.3. Definition of a Questionnaire

Questionnaires are a common research tool used to collect data from a set of respondents. They consist of a series of questions or prompts designed to elicit information.

When used in research, questionnaires typically include a variety of question types. This often includes both open-ended questions, which allow for more detailed, qualitative responses, as well as closed-ended questions that generate quantitative data that can be statistically analyzed. The combination of quantitative and qualitative data gathered through a questionnaire enables researchers to both measure trends and outcomes, as well as gain deeper insights and explanations from respondents. It is important to note that questionnaires are distinct from surveys, despite the terms sometimes being used interchangeably. Surveys are a broader research method that can incorporate questionnaires as one of the data collection tools.

In summary, questionnaires are a focused research instrument that allows for the systematic collection of both numerical and descriptive information from a defined group of participants. They play a vital role in enabling researchers to gather comprehensive data to address their research objectives.

1.3.1. Survey vs Questionnaire

The terms "survey" and "questionnaire" are often used interchangeably, but this reflects a common misunderstanding. While the two are related, they are distinct research tools that serve different purposes.

A survey is the broader concept - it refers to a systematic method of collecting information from a population, or a representative sample, to gain insights and draw conclusions. Surveys can utilize various data collection techniques, including questionnaires, interviews, observations, and more.

In contrast, a questionnaire is a specific research instrument that is a key component of many surveys. Questionnaires consist of a set of questions or prompts designed to gather information from respondents. They allow researchers to collect both quantitative data, through closed-ended questions, as well as qualitative insights, through open-ended questions.

The confusion arises because questionnaires are frequently used within the context of a survey. However, it is important to recognize that a survey is the broader methodological approach, while a questionnaire is just one of the tools that can be employed as part of that approach. Understanding the distinction between surveys and questionnaires is crucial when designing and implementing research projects. Misusing the terms can lead to confusion and undermine the validity and reliability of the research findings. By clearly differentiating these concepts, researchers can ensure they select the appropriate data collection methods to effectively address their research objectives.

A survey is the overarching process of collecting data from a set of respondents in order to gain insights and draw conclusions. Survey research can utilize a variety of data collection methods, and a questionnaire is just one of the instruments that may be employed as part of a survey. In contrast, a questionnaire is specifically defined as the list of questions or prompts that are circulated to the target audience. On its own, a questionnaire does not achieve much - it is simply the research tool or instrument.

It is only when the questionnaire is put into action as part of a broader survey that the data collection and analysis process can take place. The survey is the encompassing research methodology, while the questionnaire is the specific instrument used to gather information from respondents.

To summarize the key distinction:

- A survey is the overall process of collecting data to generate insights.

- A questionnaire is the instrument, consisting of a set of questions, that is used to collect data as part of a survey.

- The survey is the "what" and the "why" of the research, while the questionnaire is the "how" - the tool utilized to execute the survey and gather the necessary information.

- Understanding this difference is crucial, as it ensures researchers select the appropriate data collection methods to effectively address their research objectives and questions.

2.4. Advantages vs disadvantages of using a questionnaire

Questionnaires are a popular data collection method due to their inherent advantages, such as cost-effectiveness, speed of implementation, and the ability to reach a wide audience. However, there are also some potential disadvantages to consider. Questionnaires may be limited in their ability to capture nuanced or complex responses, and respondents may not always provide truthful or thoughtful answers. Additionally, questionnaire design can be challenging, and poor wording or structure can introduce bias into the data. Researchers must carefully weigh these tradeoffs when determining if a questionnaire is the most appropriate data collection instrument for their specific study objectives and target population.

2.4.1. Advantages of using a Questionnaire

Questionnaires are advantageous for gathering large amounts of data quickly and efficiently, allowing for standardized responses that facilitate straightforward analysis and

comparison. They also provide anonymity to respondents, encouraging honest and diverse feedback.

a. Questionnaires are relatively cheap

Depending on the scope and complexity of the research study, using a questionnaire can be a cost-effective data collection method compared to other approaches. The process of employing a questionnaire is relatively straightforward. The researcher first needs to carefully design the survey questionnaire, formulating the appropriate questions and response formats. Once the questionnaire is finalized, it can be distributed to the target respondents. This distribution can be facilitated in various ways. For instance, the questionnaire can be set up as an online form, allowing for easy digital data collection. Alternatively, the researcher may opt to conduct in-person market research, administering the questionnaire directly to respondents.

This distribution can be facilitated in various ways. For instance, the questionnaire can be set up as an online form, allowing for easy digital data collection. Alternatively, the researcher may opt to conduct in-person market research, administering the questionnaire directly to respondents.

Regardless of the specific distribution method, the key advantage of using a questionnaire is its efficiency. Once the questionnaire has been circulated, the researcher can simply wait for the responses to be submitted. The data can then be compiled and processed, enabling the researcher to begin the analysis phase of the study.

This streamlined approach makes questionnaires a practical and cost-effective research tool, particularly for studies with large sample sizes or limited budgets. By carefully designing the questionnaire and selecting the appropriate distribution channels, researchers

can gather the necessary data to address their research objectives in a time and resource-efficient manner.

b. You can get and analyze results quickly

Depending on the scale of the survey, using a questionnaire can enable researchers to gather results quickly, often within 24 hours of making the questionnaire available to respondents.

This rapid turnaround is a key advantage of the questionnaire methodology. Once the questionnaire has been designed and distributed, whether through an online platform or in-person data collection, the responses can start flowing in within a short timeframe.

This speed in data collection translates to the ability to begin analyzing the results promptly as well. Researchers are not faced with a lengthy wait before they can start processing the gathered information and drawing insights.

The combination of quick data collection and prompt analysis is particularly valuable for studies that require timely insights. Researchers can leverage questionnaires to gather critical data and gain an understanding of their target audience or market in a matter of days, rather than weeks or months.

This efficiency makes questionnaires a practical and cost-effective research tool, especially for studies with large sample sizes or tight deadlines. By thoughtfully designing the questionnaire and selecting the appropriate distribution channels, researchers can gather the necessary data to address their research objectives in a time-sensitive and resource-efficient manner.

c. They are easily scalable

You can easily send an online questionnaire to anyone in the world and with the right software you can quickly identify your target audience and your questionnaire to them.

d. Questionnaires are easy to analyze

If your questionnaire design has been done properly, it's quick and easy to analyze results from questionnaires once responses start to come back.This is particularly useful with large scale market research projects.Because all respondents are answering the same questions, it's simple to identify trends.

e. You can use the results to make accurate decisions

As a research instrument, a questionnaire is ideal for commercial research because the data you get back is from your target audience (or ideal customers) and the information you get back on their thoughts, preferences or behaviors allows you to make business decisions

f. A questionnaire can cover any topic

One of the biggest advantages of using questionnaires when conducting research is (because you can adapt them using different types and styles of open ended questions and closed ended questions) they can be used to gather data on almost any topic.

2.4.2. Some Drawbacks of using a Questionnaire

1. Respondents could lie

The biggest risk with a questionnaire is that the respondents could lie in answering the questions, especially when dealing with sensitive topics.

Rather than give their actual opinion, a respondent might feel pressured to give the answer they deem more socially acceptable, which doesn't give you accurate results.

2. Respondents might not answer every question

In many cases, respondents might not answer every question, from questionnaire length, they might not understand what is being asked, or they simply might not want to answer it.In case where questionnaires are received without complete responses, it could negatively affect the research data and provide an inaccurate findings.

3. They might interpret what is being asked incorrectly

Respondents may interpret questions depending on their understanding, culture and environment.If your questions are not written in a very clear way, the respondent might misunderstand what is being asked and provide an answer that does not reflect what they actually think.

4. Respondents could get survey boring

An important issue that the researcher may face when sending out a questionnaire, is that the informants could get bored when receiving many questionnaires at the same time.In these circumstances, rather than thinking about the response options in the questionnaire and providing accurate answers, respondents could start to just tick boxes to get through the questionnaire quickly.

2.5. Definition of an interview

Research interviews are a critical qualitative data collection method that enable researchers to gain in-depth insights into the thoughts, experiences, and perspectives of individual participants. Unlike impersonal survey questionnaires, interviews provide an

opportunity for a personalized, two-way dialogue that allows researchers to explore complex phenomena in greater depth. Through the interactive exchange of questions and responses, researchers can uncover nuanced information that may not be easily captured through other data collection techniques. Designing an effective interview protocol is essential to ensure the data gathered is relevant and insightful for the research objectives. When executed properly, research interviews can be a powerful tool to develop a comprehensive understanding of the topic under investigation.

2.5.1. The Significance of Research Interviews in Gathering Primary Data

Research interviews are an invaluable tool for gathering first-hand, unfiltered primary data, as they allow researchers to directly interact with participants and gain in-depth insights into their thoughts, experiences, and perspectives. The interactive nature of interviews enables the exploration of complex phenomena in a way that cannot be easily captured through other data collection methods.

1. Subjective Experience

Research interviews facilitate in-depth exploration of a research topic, enabling researchers to delve into the nuances and complexities of participants' experiences, perspectives, and opinions through one-to-one conversation. The interactive nature of interviews allows for the capture of subjective experiences and personal narratives, adding depth to the findings that may not be possible through other data collection methods. Additionally, research interviews offer the unique advantage of comprehensive understanding of the research subject by providing a platform for participants to express their thoughts, feelings, and beliefs.

2. Personal Insights

Research interviews provide a platform for participants to share their personal views, thoughts, and experiences, generating rich qualitative data that adds a human element to the research and enhances the understanding of the topic from the participants' perspectives. The interactive nature of interviews allows researchers to uncover unanticipated insights and emerging themes through open-ended questions and active listening, leading to the identification of new perspectives and patterns that may open up additional avenues for exploration. Furthermore, the opportunity for participants to express their opinions and narratives is a key advantage of the research interview methodology.

3. Clarification and Validation

The interactive nature of research interviews enables researchers to clarify participants' responses, validate their understanding, and probe deeper into statements to ensure accurate data collection and interpretation. This interactive exchange allows researchers to seek clarification on any ambiguity in the information provided, leading to a more comprehensive and reliable understanding of the research topic.

4. Contextual Information

Research interviews enable researchers to gather contextual information that provides a comprehensive understanding of the research topic, as participants can offer insights into the social, cultural, or environmental factors shaping their experiences, behaviors, and beliefs. This contextual data helps researchers place the information in a broader context, facilitating a more nuanced analysis and interpretation of the findings.

5. Non-verbal Cues

Research interviews enable researchers to capture not only verbal responses, but also valuable non-verbal cues such as body language, facial expressions, and tone of voice, which can convey participants' emotions, attitudes, and levels of comfort, providing a more holistic understanding of their experiences and enriching the data collection process. While research interviews offer several advantages, making them a reliable tool for gathering information, the choice of the appropriate interview type is crucial for collecting useful and meaningful data. Overall, the integration of verbal and non-verbal data in research interviews is a key strength of this qualitative method.

2.6. Context of investigation

The investigation was carried out in Sonatrach Hassi R'mel located in the province of Laghouat. SONATRACH is a French word which stands for: the National Company for Research, Production, Transport, Transformation and Trade of the Hydrocarbons (Société Nationale pour la Recherche, la Production, le Transport la Transformation et la Commercialization des Hydrocarbures) was created on December 31st, 1963. It is the largest oil and gas company in Algeria and in Africa; it operates in exploration, production pipeline, transportation and marketing of hydrocarbons and by-products.

As for Hassi R'mel (HRM), situated in the province of Laghouat, is the largest natural gas field. It was discovered in 1956 alongside the Hassi - Messaoud field, and has also been operated by state-owned company SONATRACH ever since. Production of natural gas started in 1961, and in 1964; Algeria became the first country to export liquefied Natural Gas (LNG).Natural gas from Hassi R'mel is supplied to Morocco, Spain Portugal, Tunisia, Italy and Slovenia through three major export pipelines, with its 5000 qualified employees, Hassi

R' Mel today is a powerful element of national development mainly economic and social ones.

2.7. Data collection instruments

A case study may involve observation, interviews, questionnaires, discussion, site visits, videos and written records, and documents. Thus, in the empirical part, three types of data collection methods were used.

The first method was observation; the researcher is allowed to collect "live" data from "live" situations. Second, information gathered during an interview with a head service in the company. To get a boarder picture of the situation, we conducted an interview to investigate the respondent's idea, values, prejudices, perceptions, views, feelings and views on business English as a common language in international trade. Finally, the third tool was the questionnaires, which were distributed as a way to gather information because the participants may feel more comfortable while answering (unlike interviews which seem to make the participants a little embarrassed).

2.7.1. Observation

This research was exploratory and spontaneous; therefore, the informal observation was much less clear about what we were looking for, we should note what was happening before, deciding its importance for the research and find out what happened within the company.

In our research, the observation was conducted during two sessions. The first was on January 23, 2024. The objective was to get a global idea of the company and its services. The second took place on February 03, 2024, to better understand the main activities of workers.

The observation was important in assessing the workplace and confirming that it was suitable for our research objectives. The two observation sessions took place after obtaining the authorization of the department head and obtaining the approval of the firm. All the data gathered from this was used to improve the interpretation of the interview. By the end of the observation phase, we were given some documents (manuals of machines and materials) and a video that shows clearly the real situation of the English use in the Company.

2.7.2. Interview

The interview in this research was conducted in Algerian dialect and French as the participant asked insisted on the fact that he will be able to convey more information if he uses the language, he is comfortable with making the interviewee comfortable will help in the accuracy and authenticity of data.

2.7.3. Questionnaire

The questionnaire is used to collect the necessary data that would validate or invalidate the hypotheses in this perspective; the aim of our questionnaire is to know the gender, age and educational background of the workers in the firm. It also investigates their satisfaction about the training courses taken in the pedagogic centers of the company, the difficulties and drawbacks they face while using English at work especially with foreigners in multinational companies that cooperate with Sonatrach.

2.8. Sample population (participants)

The sample of this work are the employees of Sonatrach" Hassi R'mel" .The participants were a head service as a responsible and 25 workers including 10 engineers, 13

technicians in production and laboratory and 2 administrators, we have interviewed 15 males and 10 females.

The reason behind choosing these participants is that the aim of this study is unveiling to what extent the English language is used in Algerian business and its effectiveness. The mentioned participants are the only staff that need and use English As a result; our context provides the suitable data to explore the use of English.

2.9. Data Analysis Procedure

This study was carried out in Sonatrach National Company (Hassi-R'mel) as a case study. To understand why and how things happen and investigate the realities, we conducted observations, interviews and questionnaires as data collection tools for our case study. The data collection took place at the end of the first semester and during the second one. They were conducted separately through three sessions in the company.

The first session aimed to have an overall idea about the company and have an observation of the participants. As for the two other sessions, we interviewed the head service and distributed the questionnaires and asked the workers the necessary questions.

Conclusion

Throughout the present chapter, a synoptic description of the practical part of the study was provided and explained; we explained the research method, procedure, the context, and the participants who contributed to the fulfillment of the present study. We also described each data collection tool (observation, interview and questionnaires). In the next chapter, the data collected through these instruments will be analyzed and interpreted.

Chapter Three: Presentation and Discussion of the Findings

3.1. Introduction

This chapter presents the gathered data and shows the outcomes of the questionnaires and the interview conducted with the staff of Hassi R'mel Sonatrach in the province of Laghouat. The questions were designed to highlight the use of English in the firm. This chapter is divided into two sections. The first section is devoted to the display and the presentation of the results and discussion of the results obtained from the questionnaires, as for the second section, it is devoted for analyzing and discussing the results related to the interview with the head service as a responsible in company.

3.2. Section One

1. Description of the Questionnaire

The questionnaire used in this study is meticulously designed and tackles specific points concerning the use of English. It includes 11 different open-ended and close-ended questions

2. Analysis and Findings

Question 01

What is your gender?

15 of the workers are males and 10 are females, in this company the majority of the workers are males.

Figure 4

Gender of the workers

Gender of the workers [NOM DE CATÉGORIE]

females 40%

males. 60%
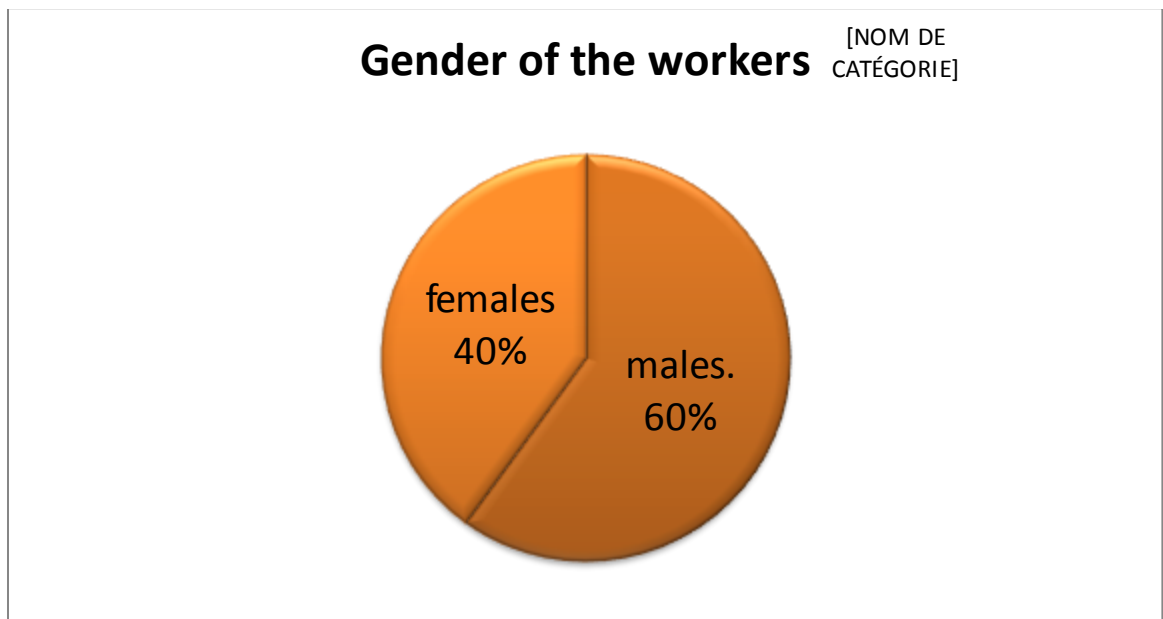
Question 02

What is your job?

Table 1

Distribution of participants by Employment type

Answers	Frequencies	Percentage
Technicians	13	52%
Engineers	10	40%
Administrators	02	08%

Figure 5

Distribution of participants by employment type.
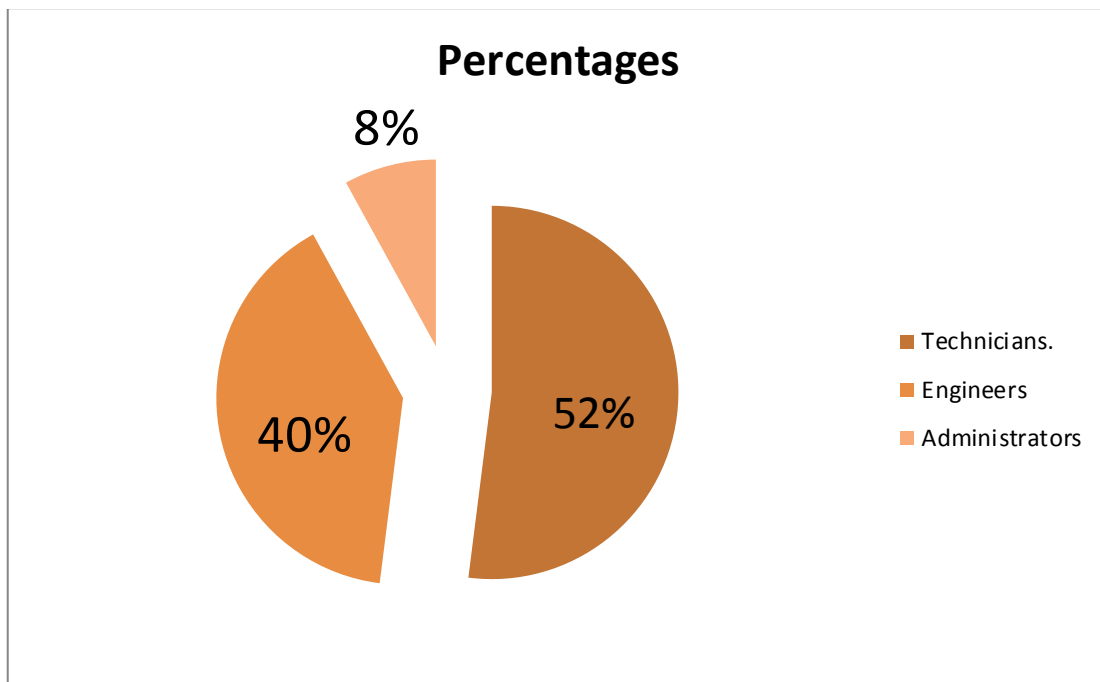
Question 03

Work experience

Table 2

Participants experience

Answers	Frequencies	Percentage
1 - 5	10	40%
6 - 10	10	40%
11 - 15	03	12%
16 - 20	00	00%
21 years and above	02	08%

Figure 6

Participants experience.
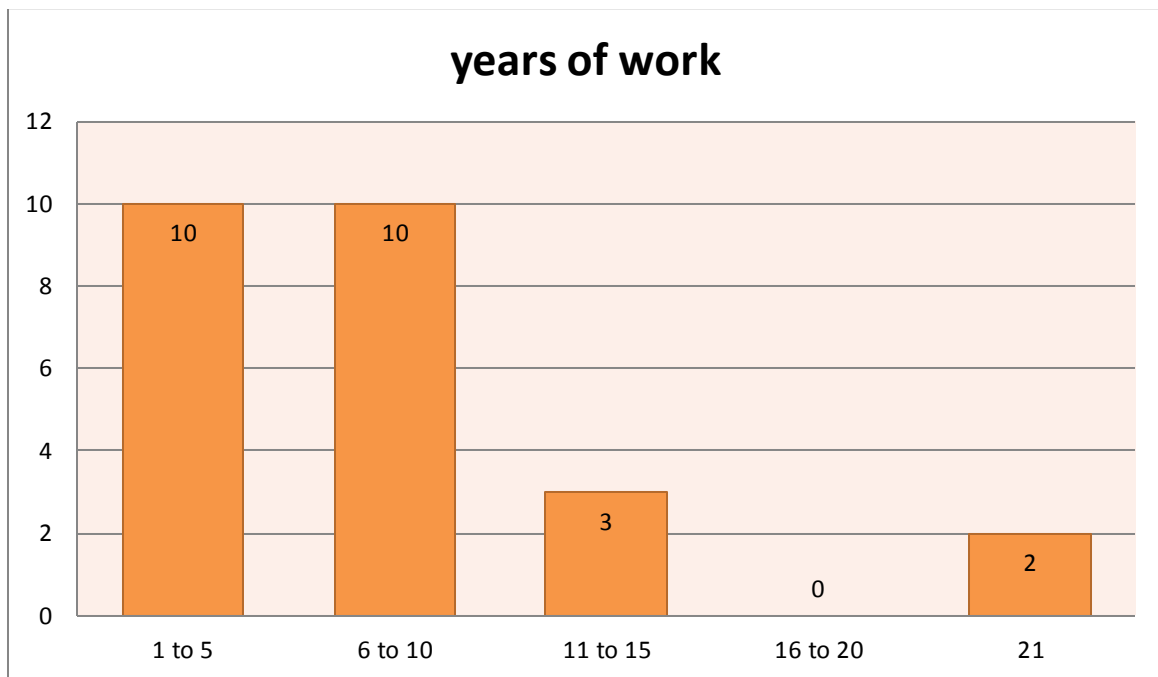
Table 1- 2 and figure 4 – 5 present information about the experience of the participants in their current job position and for how long they have been working in Sonatrach company: 40% of the workers have been working for 1 to 5 years, 40% workers as well have been working for more than 6 to 10 years while 12% have been working for 11 to 15 years, only 08% have been working for more than 21 years.

Analyzing each type of job separately is important in this section, since investigating the experience of the workers as if they were one unit working for the company, cannot provide us with specific accurate data. Knowing the job of each one makes it clear that the amount of experience and knowledge they get in one year is not the same if we take into consideration the level of proficiency in the English language.

Question 04

What is your level of English?

Table 3

Level of English of Participants

Answers	Frequencies	Percentage
Basic	05	20%
Medium	15	60%
High	05	20%

Figure 7

Participants 'level of English
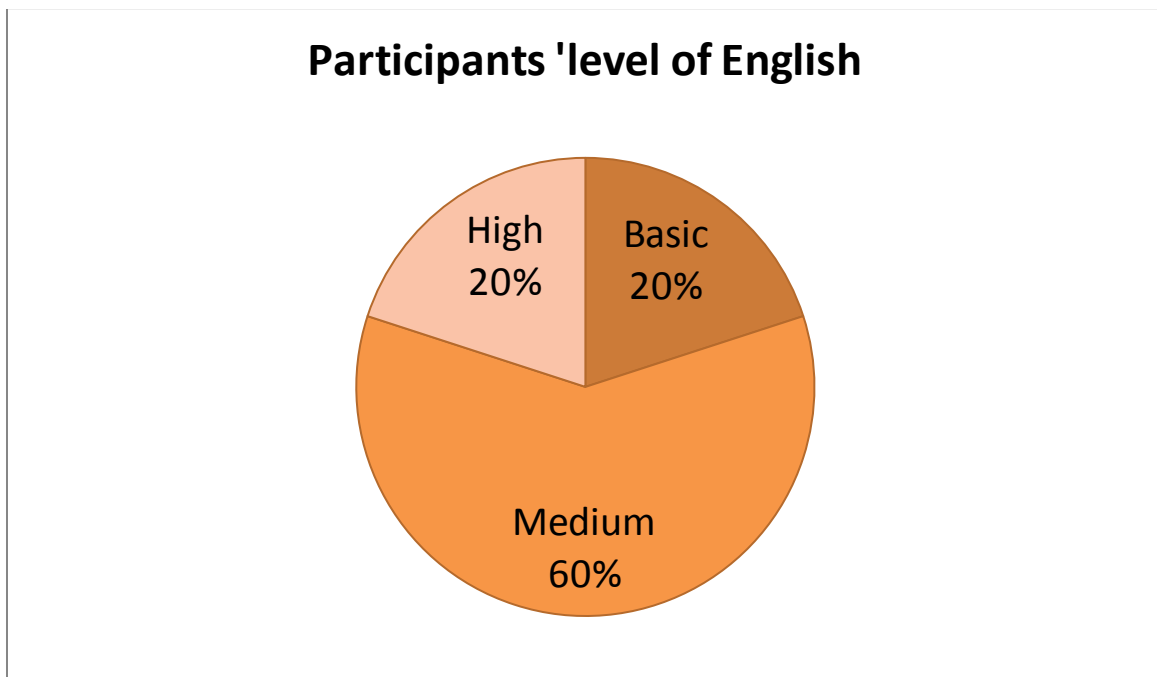
Question05

What is the degree of your proficiency in the following skills?

Table 4

Participants English proficiency

Skills	Good		Fair		Poor	
	Frequencies	Percentage	Frequencies	Percentage	Frequencies	Percentage

40

Listening	12	48%	12	48%	01	04%
Speaking	06	24%	18	72%	01	04%
Reading	15	60%	10	40%	00	00%
Writing	08	32%	17	68%	00	00%

Table 3 – 4 and figure 3 show the workers level and degree of English proficiency in the four language skills, most of the participants seem to have medium level. 48% have a good or fair level in listening only 04% have a poor level in listening and speaking. Whereas only 20% of the participants (mainly engineers) have a high level and a good level in all the skills.

Question 06

Have you taken any courses in the English language during your training? If yes, how do you evaluate the program?

Table 5

Frequency of English course Enrollment among participants.

Answers	Frequency	Percentage
Yes	23	92%
No	02	08%

Figure 8

Frequency of English course Enrollment among participants.
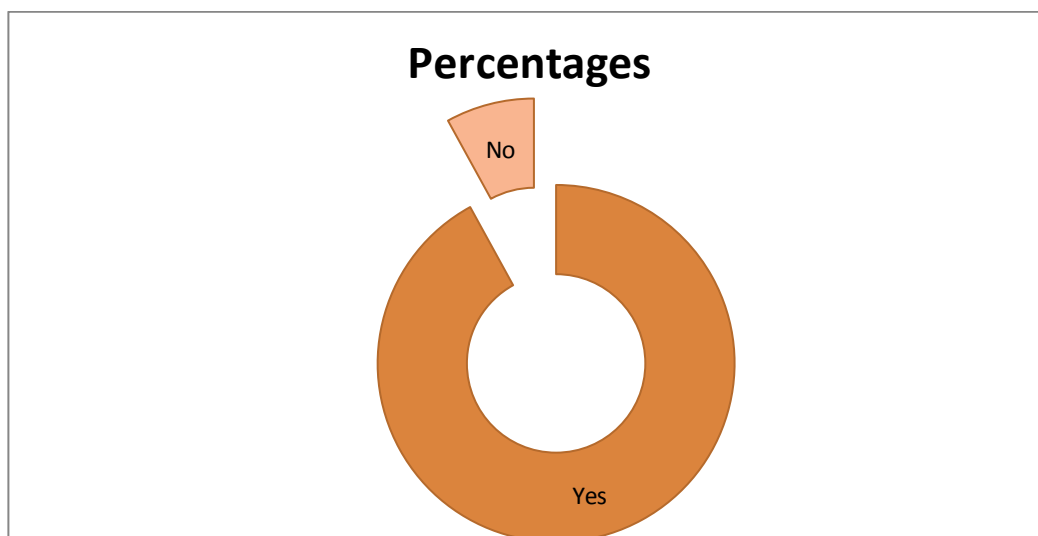
Table 6

Evaluation of sufficiency of training English course

Evaluating of the program	Frequency	Percentages
Not enough	17	74%
Enough	06	26%
More than enough	00	00%

Figure 9

Evaluating of sufficiency of training English course.
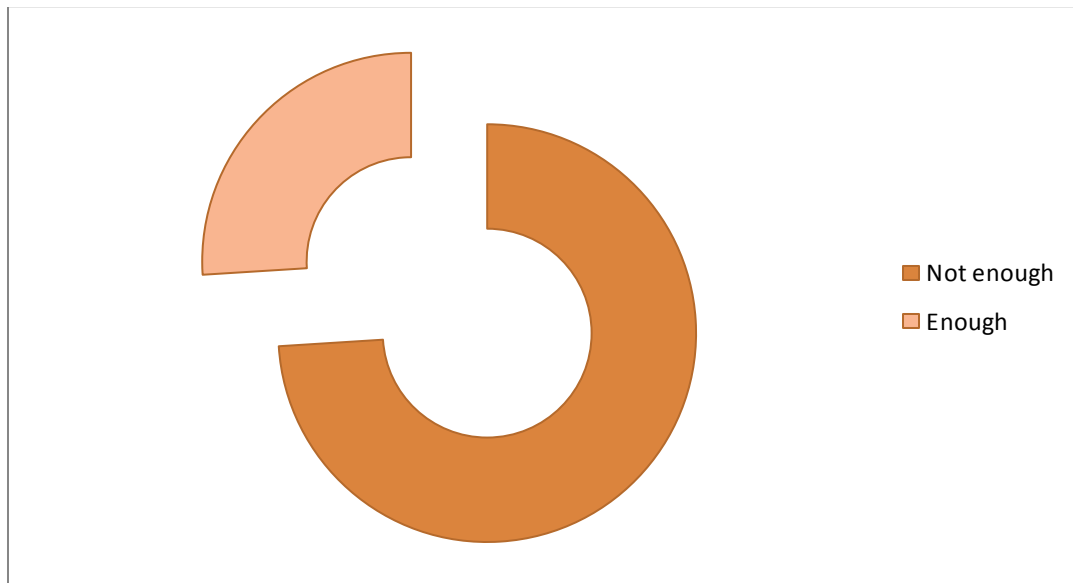
Question 06 investigates whether the participants have taken any English language courses during their training. It also checks whether those who had the English course found it enough for their jobs Table 05 and figure 07 show that 92% of the participants had English language courses during their training, while 08% did not have any English language courses. Table 06 and figure 08 show whether those participants who took English courses think such courses were enough for them or not. 26% of the participants agreed that the courses were enough, 74% think these courses were "Not enough "for them to work, whereas none think that those courses are «more than enough".

Question 07

 In your opinion, on w

hich skills should the training focus?

Table 7

Training skills focus

Skills	Frequency	Percentages
Listening	10	40%
Speaking	10	40%
Reading	00	00%
Writing	05	20%

Figure 10

Training skills focus

Training skills focus

Table 7and figure 8 show that 40% of the participants agree that the focus in the training should be on listening and 40% on speaking skills because they are main skills they need when exchanging information or instructions at work. The rest of participants, which is 20%

agree that the focus in the training should be on the writing skill as they need it to write reports and prepare presentations.

Question08

When you don't understand a message in English, what do you do?

Table 8

Participants preference Strategy for handling misunderstood messages

Answers	Frequencies
I use Google translation (To Arabic/ French)	23
I ask a colleague or my responsible	15
I use a dictionary	02

When interacting with foreigners the staff of the company sometimes misunderstands or do not understand the messages either written or in communications, question 8 aims at investigating how the workers solve such situations. 23 of the participants claim that they use their phones to translate using "Google translation", and sometimes they ask a colleague or a responsible, few participants claim that they use a dictionary.

Question 09

Do you think English is important?

Table 9

Frequency of trainings abroad

Answers	Frequencies	Percentages
Yes	25	100%
No	00	00%

Table 9 shows the participants 'views regarding whether English mastery is important in the workplace. All the participants (100%) answered yes, as it's the lingua franca of international business.

Question 10

Have you had any training abroad?

Table 10

Frequency of trainings abroad

Answers	Frequencies	Percentages
Yes	19	76%
No	06	24%

Question11

Which language do you use with the foreigners?

Table 11

Languagesusedwithforeigners

Languages	Frequencies
English	25
Arabic	18
French	10

Table 9 – 10 aims at exploring the contact of the workers with foreigners outside Algeria, most of the staff claimed that they have already had a training abroad for professional reasons the countries visited were China, Italy, India, Tunisia, Malaysia, Turkey, Russia, United States, Japan, England, Egypt, France, Luxembourg, and Spain. As for the languages used in the training, 100% argued that they use English in all the communication,

besides English18 participants use Arabic in Arabic countries like: Tunisia and Egypt.10 of participants claimed that using French is still frequent.

3.3. Section Two

Analysis and Discussion the Interview

The research work has been also based on the head service's interview. It contains 9 questions that are addressed to the responsible of the company. The following are the detailed results of the interview.

Question 01

To start with, would you please introduce yourself to our readers?

First, we started our investigation with the head service to provide us with some information about him; he introduced himself, his age, his function, work experience and his position in the company. Our interviewee is an engineer, he is 42 and he has been the manager of Telecommunication Unit in Hassi R'mel for 14 years.

This question aims at introducing our interviewee. Than discussing the usage of the English language in his department and in the company in general, he gave us his point of view and some facts, as he is one of the responsibles and decision makers in the firm.

Question 02

Would you provide us with a short summary about your company?

This question provides us with a summary of the history of the company and its main activities.

He started by giving us a general introduction of Sonatrach firm, the meaning of its abbreviation.

When it started to operate, its main functions and different units, he showed us the organigramme of the company. Then, he moved to Hassi R'mel field, the year of its inauguration, its functions, the number of the workers, the fields where they work and the countries that cooperate with the company.

Question 03

Do you have any contact with foreigners or your work is only limited in Algeria?

This question aims to know if there is an international business expanding to another country. The responsible confirmed that there is a clear business exchanges with foreign people since Sonatrach is a multinational company.

Question 04

Linguistically speaking, which language do you use in the meetings and communications?

The objective of this question is to investigate the lingua franca in business economy, the answer was English.

Question 05

How do you evaluate the degree of proficiency of the employees of the company in English?

This question aimed at knowing the degree of proficiency of English before hiring them, while hiring and after having some English courses given by the company.

The answer of our interviewee for this question was that the company does not require a high level in the English language while hiring engineers and technicians only in the psychological test.They ask them some questions in English, but it is not a decisive factor in the decision of hiring them, some English courses are delivered in Arzew station in Oran, for the time allocated in the training was not sufficient at all. Therefore, the respondent confirmed that the level after the training was still insufficient to perform in the professional career.

Question 06

Since English has become a powerful tool for communication, what do you suggest for your employees to develop the professional workforce?

This question investigates the company's policy towards language learning training. The answer of our interviewee suggested that to solve these problems in the company, they organize meetings with the directors and the responsible where they expose the issue in which they declare the urgent state for the obligation of English courses to develop their level of English and enhance their skills.

Question 07

What kind of English do your employees need?

This question is very important which can serve our research. What kind of English needed in Sonatrach Company and what skills need to be required.

Our interviewee argued that there is a gap between the English language skills required at work and the English skills that employees have seen at the university. Each one needs a specific English, so our respondent found a difficulty to answer this question as

49

Sonatrach is a huge company with many units, so everyone needs special English, it depends on the workers' need and job. For example, a manager learns business English and how to negotiate contracts, Technicians need only a specific vocabulary to understand the manuals to start a machine, materials or to use products in laboratories. For the workers in administrations, they need speaking and reading skills to communicate with foreigners and how to do presentations.

Question 08

Concerning the formationof English, do you choose the workers randomly or only those who are concerned?

In this question, we wanted to know if all the workers are concerned with the English language in the workplace, or if there are only few of them who are in the urgent need for the training.

The organiramme is the best answer, because there are many departments at the level of the company. On the other hand, the selection of the workers is obligatory for only the concerned ones.

Question 09

Where do they take these courses?

This question was delivered to know the places and the centers where the workers learn English.

The answer to this question was a long one, as our interviewee mentioned in details the institutes and the pedagogic centers where these courses are taken. What we have noticed

is that all the training are taken in Oran, by the exception of two of them (INH: National Institute of Hydrocarbon and IAP: The Algerian institute of Petroleum) that are in the province of Boumerdes.

The above mentioned centers mission is to provide the necessary staff with both the technical and the English language skills for a specific range of roles within the oil, gas and energy industry. For IAP Arzew, the English language is used for the all disciplines, IAP trainees would be proficient both in general and technical English. The trainees take courses in English for one semester before moving to specialties needed. USTO (Oran technology and Science University) started to provide technological staff to industrial job market As for SMA (Sonatrach Management Academy), it provides training in technological and managerial domains as well as in foreign languages (English and French) and in computing.

3.4. Section Three:

3.4.1. Document Analysis

To examine the characteristics of Business English as a Lingua Franca, during the observation phase, we were given some manuals, a video as well analyzed some business emails of the company to know the main linguistic features of the business English they use. The video revealed clear barriers between Algerian workers and foreigners, where the foreigner who was a Chinese person spoke in English and an Algerian translator was translating the speech into Arabic or French. Whereas the emails were exchanged between non-native English speakers (Indians / Chinese /Italian / Algerians).

The greetings in the email were formal. It is either: "Dear Mr." "Good day" Good morning and Good evening are also used. The closure of the salutation is always "Best

regards" or (Brgds), what marks business emails using English as a Lingua Franca is the over use of abbreviations and acronyms. The frequent ones are:

- Info: Information

- Brgds: Best Regards

- MSG: Message

- ASAP: As soon as possible

- GD: Good day

- PLS: Please

List of Acronyms:

GLV – Gas Lift Valve

HGS – High Gravity Solids

HPHT – High Pressure High Temperature

HSP – Hydraulic Submersible Pump

ICD – Inflow Control Device

ICV – Inflow Control Valve

LIH – Lost In Hole

LS- Long String

MEG – Mono Ethylene Glycol

MIYP – Maximum Internal Yield Pressure

Mnt – Maintenance

MSR acid – Mud Silt Removal acid

MuSol – Mutual Solvent

MVERT – Corrosion log from Baker Hughes

NAPF – Non Aqueous Phase Fluid

NASA – Non Active Side Arm

NPSH – Net Positive Suction Head

NRV- Non Return Valve

OD – Outer Diameter

OGD – Onshore Gas Development

PBR – Polished Bore Receptacle

PBTD – Plug Back Total Depth

PCP – Progressive Cavity Pump

PKR – Packer

PTA – Pressure Transient Analysis

PWRI – Produced Water Re-Injection

PWV – Production Wing Valve

RDF – Reservoir Drilling Fluid

RTTS – Retrievable Test Treat Squeeze

SAP – Sustainable Annulus Pressure

SARA – Saturates, Aromatics, Resins, Asphaltenes

SBF – Synthetic Base Fluid

SCSSSV – Surface Control Sub-Surface Safety Valve

SDA – Self Diverting Agent

SIBHP – Shut-in Bottom Hole Pressure

SICP – Shut-In Casing Pressure

SIDPP – Shut-In Drill Pipe Pressure

SITHP – Shut-In Tubing Hanger Pressure

SIWHP – Shut-In Well Head Pressure

SPF – Shots Per Foot

SPM – Side Pocket Mandrel

SPP – Stand Pipe Pressure

SS- Short String

SSD – Selective Shutting Device

SSD – Sliding Side Door (same as above)

TBG - Tubing

TCP – Tubing Conveyed Perforations

TDS – Total Dissolved Solids

TSS- Total Suspended Solids

UFO – Unable to Flow and Observe (inactive string category)

UMV – Upper Master Valve

UTA – Umbilical Termination Assembly

VDA – Viscous-elastic Diverting Acid

VDL – Variable Density Log

VES – Viscous Elastic Surfactant

VFP – Vertical Flow Performance

VSD – Variable Speed Drive

WDW – Water Disposal Well

WEG – Wire line Entry Guide

WHM – Wellhead Maintenance

WI – Water Injection

WLL – Wire line Logging

WRSCSSV – Wire line Retrievable Surface Control

SSV WSO – Water Shut-Off

WSW – Water Supply Well

XMT – Xmas Tree

XO – Cross Over

YP – Yield Point

ARPR – Annual Reservoir Performance Report

BP – Business Plan

CAR – Corporate Activity Report

CFDP – Conceptual Field Development Plan

DCC – Decision Cycle Compression

e-JMC – Electronic JMC

EOFL – End of Field Life

ERP – Enterprise Resource Planning

FFD – Full Field Development

FFDP – Full Field Development Project

FP – Finance Proposal

JIP – Joint Industry Project

JMC – Joint Management Commission

IAG – Integrated Asset Group

IAM – Integrated Asset Meeting

LTDP – Long Term Development Plan

MPAP – Major Project Approval Process

MSC – Maximum Sustainable Capacity

NFA – No Further Activity

NFI – No Further Investment

PID – Project Identification Document

RFC – Ready for Commissioning

SOR – Statement of Requirements

TOR – Terms of Reference

When the sender needs to emphasize the importance of the email. Under the subject he adds :

Important:…………………………………………………………………………………

The sentences used are very short and direct with no attention given to grammar and punctuation. For example in an Email we found: Unfortunately we didn't get such information. Latest we received"we notice the omission of the article "in "the latest and the tense used was incorrect".

The structure of the sentences aims only at transmitting the message using basic language as for the manuals, they were written in correct academic language as they are official documents.

3.4.2. Document Analysis Discussion

Generally, the linguistic features of email contribute of the creation of a variety of communication that are informal in conversation than other forms of business communication. We can reveal a list of the features that are appeared frequently:

- Formal greeting

- The use of acronyms and abbreviations

- Omission of punctuation

- Dropping the use of definite and indefinite articles

- Capitalization

Business e-mails are usually seen to contain a formal greeting or salutation since is show friendliness and expresses the starting of the a message findings of this study further showed that e-mails messages were closed with two types of closing salutations and greetings : Best regards and Brgds.

Most emails are written in short sentences and paragraphs. Not only the length patterns, but also the low level of language difficulty, make sure the emails are easy to understand. The results indicate that the letters were written briefly in clear and easy language. By focusing on key information and direct management, recipients can understand the message without confusion.

Conclusion

The first section of this chapter presented the results obtained from the questionnaires conducted with the twenty five workers, the question were analyzed using qualitative content analysis and discussed and interpreted the data collection.

The second section presented the results obtained from the interview conducted with the head service and discussed the data collected. The results revealed the existence of communication barriers with the company's collaborators. This chapter provided answers to the main research questions raised in the general introduction of the dissertation.

General conclusion

General conclusion

With the ongoing globalization of markets and internationalization of trade, professionals from a wide range from of organizations, from large international companies to small firms, are increasingly coming together to do business in the workplace. Such international business brings together people from diverse linguistic and socio-cultural backgrounds leading to the adaptation and use of a common language for communication. As English as a global language has become the most widely used language in the world. The aim of this study was to explore how English is used in Algerian economy, why it is used and the attitude towards this use..

In Algeria, which is the main interest of our research, companies are increasingly involved in global business, this makes English especially business English very important as a medium of communication in a business context where Algerian people usually use either Arabic or French language in their daily life. As a result, a good mastery of English as a foreign language is necessary to get a job in an international company.

The main findings revealed that the first hypothesis was true due to the dominance of the United States over the global economy and economic globalization leading to the mandatory use of business English as a Lingua Franca. As for the second hypothesis, it was disconfirmed as the findings revealed that the policy of the company is interested in language training, thus there is no lack of English courses, however there is still need to ask for higher levels in English while hiring.

The third hypothesis was true, as the participants had a positive attitude in general and the small challenges, they face do not affect the efficiency of the company. As a result, we

57

confirmed that the English language facilitates communication between business companies across the globe.

The fourth hypothesis was also confirmed Algerian business companies are gradually adopting English. However, it is not widely used the data results confirmed that not all workers need to communicate in English but they have to promote the understanding of reading the manuals and be aware of the technical terms.

It is worth mentioning that the present study has faced some limitations that prevented the achievement of the objectives set during the process of data collection.

The first limitation concerned a significant lack of research in the use of English in Algeria and in economical companies especially Sonatrach for confidentiality reasons. The second limitation was that there was no face to face interaction between foreigners (English speaking partners) and Algerian employees, but during the observation phase, we were given a video of 45 minutes between an English speaking trainer and the Algerian workers in Sonatrach. You will see an extract of 3 to 4 minutes in the presentation during the viva voce, where the foreigner speaks in English and a translator was translating the speech into Arabic and French. Finally, we wish that further studies could investigate the attitude of this use in more depth to understand the linguistic needs of the Algerian employees to incorporate specific English training in economy and in other domains such as medicine, media, and technology.

References

List of References

Abassia, B. (2021). Development of the Algerian sociolinguistic landscape: Preliminary Observations, May, 9(3), pp. 80–91 [online]. Available from http://www.sciencepublinggroup.com/journal/peperinfo? Journal id 501&doi=10.11648/j.20210903.13 [Accessed 23 September 2021].

Agustina, T. (2014). English for specific purposes (ESP): An approach of English teaching for non-English department students. Beta, 7(11), PP37–63.

Benrabah, M. (2013). Language conflict in Algeria from colonialism to post-independence.

Bordersa, N. (2018). ESP Education in Algeria: A description of the teaching situation scenario with focus on problems, challenges, and training. International Arab journal of English for specific purposes (IAJESP), 1(2), P. 1-22 [Online]. Available from: http://revuesimist.ma/index.php/IAJESP/Article/view/14393 [Accessed 23 September 2021].

Bourdieu, P. (1981). *Language and symbolic power*. Massachusetts: Harvard University Press.

Bowels, H., & Cogo, A. (2016). *International perspectives on English as a Lingua Franca: Pedagogical insights*. London: Palgrave McMillan.

Block, D., & Cameron, D. (2002). Globalization and language teaching. Great Britain: Routledge.

Cameron, D. (2000). Good to talk? Living and working in a communication culture. London: Sage.

Chivanga, S. Y., &Monyai, P. B. (2021). Back to basics: Qualitative Research Methodology for Beginners. Journal of Critical Reviews, 8(2), pp. 11-17.

Croker, R. A. (2009). An introduction to Qualitative research in Applied linguistics: A Practical introduction. London: Palgrave McMillan, PP3-24.

Crystal, D. (2003). English as a global language. Cambridge University Press.

Dudley-Evans, T. (1998). Development in English for specific purposes: A multidisciplinary approach. Cambridge University Press.

Euro Monitor International. (2011). The benefits of the English language for individuals and societies: Quantitative indicators from Algeria, Egypt, Iraq, Jordan, Lebanon, Morocco, Tunisia, and Yemen: British Council Cambridge Scholars Publishing.

Fennell, B. (2001). A history of English: A sociolinguistic approach. Oxford, UK: Blackwell.

Fox, E., & Mazzouzi, R. (2019). Algeria's higher Education Minister encourages switch from French to English. Al Fanar Media: Covering education, research, and culture, 3rd Sep [online] available from: https://www.al-fanarmedia-Org/2019/09/Algerias-minister-of-higher-education-encourages-switch-from-French-to-English/ [Accessed 26 October 2021].

George Salgado Gomes (Dec 2009). Acronyms used in the Oil Gas Industry.

Heller, M. (1999). Linguistic minorities modernity: A Sociolinguistic ethnography. London: Longman.

Hutchinson, E. (2001). Hutchinson Encyclopedia.

Hutchinson, T., & Waters, A. (1987). English for specific purposes: A learning centred approach. Cambridge: CUP.

Mohajan, H. K. (2018). Qualitative Research Methodology in social sciences and related subjects. Journal of Economic Development, Environment and People, 7(01), PP23–48.

Nakla, H. G. (2021). Enquiring the linguistic landscape of an Algerian working-class area: The Case of Sidi El Haouari District, Language and Cultures, June, 2(2), PP37–48, [Online].

Nourman, A., & Ober, S. (2013). Business communication: In person. In print. Online 8th edition.

Oakley, A. (1998). Gender, Methodology, and people's ways of knowing: some problems with feminism and paradigm debate in social science. Sociology, 32, 707–734.

Phillipson, R. (1992). Linguistic Imperialism. Oxford University Press.

Rahman, M. (2015). English for specific purposes (ESP): A holistic review. Universal Journal of Educational Research, 3(1), PP 24-31 [online] available from:
http://www.hrpub.org/download/20150101/UJERU.PDF [Accessed 23 September 2021].

Romanowski, P. (2017). Intercultural communication competence in English language.

Sapin, E. (1921). Language: An introduction to the study of speech. New York: Harcourt Brace.

Sekhar Rao, V. C. (2019). English for business purposes: An ESP approach. Journal for Research Scholars and Professionals of English Language Teaching, 3(15), pp 1-8.

Statistics and Data. (n.d.). An article about the most spoken language.

Sternkopf, S. M. (2004). Language and business: International communication in Saxon small and medium-sized   companies. Berlin: Frank and Timme.

Stojkovic, N. (2015). Vistas of English for specific purposes. Cambridge: Cambridge Scholar Publishing.

Appendices

Appendix 1

The questionnaire administrated to the staff.

We are **Sekoura Ait Aissaand Ait Allaoua Sid Ali**. We are Master two students in «Linguistics", enrolled in the department of English at Ibn Khaldoun University of Tiaret. This questionnaire in part of a research project entitled "The use of English in Economical Companies is Algeria: Hassi R'mel Sonatrach". Our research results will be used for academic purpose. Your answers will be anonymous and confidential. Thanks for taking the time to answer our questions.

- What is your gender?

Male ☐   Female ☐

- What isyour job?

- How long have you been working in Sonatrach company?

1 - 5 years ☐   0 years ☐   11 - 15 years ☐

16 - 20 years ☐   21 or more ☐

- What it is your level of English?

Basic ☐   Medium ☐   High ☐

- What is the degree of your proficiency in the following skills?

	Good	**Fair**	**Poor**
Listening			
Speaking			
Reading			
Writing			

- Did you have / have you taken any training in the English langauge?   If yes, how do you evaluate the program?

Not enough ☐   Enough ☐   More than enough ☐

- In your opinion, on which skills should the training focus?

Listening	Speaking	Reading	Writing

- What would you do if you do not/ did not understand a message/ a speech in English?

- Do you think English is important?

Yes ☐   No ☐

- Have you had any training abroad?

Yes ☐   No ☐

If yes, in which country:

- Which language did you use to communicate with?

Appendix 2

The interview administrated to the head service.

We are **Sekoura Ait Aissa** and **Ait Allaoua Sid Ali**. We are Master two students in «Linguistics", enrolled in the department of English at Ibn Khaldoun University of Tiaret. This interview is part of a research project entitled "The use of English in Economical Companies in Algeria: Hassi **R'mel Sonatrach**". Our research results will be used for academic purpose. Your answers will be anonymous and confidential. Thanks for taking the time to answer our questions.

Mr. Mustapha received us in his office on Monday, 22nd April 2024 at 10 o'clock. The interview was in French and Arabic:

Interviewer: Thank you sir, for devoting this time to answer our questions for a dissertation submitted in fulfillment of the requirement for the degree of a Master in English.

Interviewee: You are welcome, it is my pleasure.

Interviewer: To start with, would you please introduce yourself to our readers?

Interviewee: I am Mustapha, I am 42 years old. I am the telecommunications' Center Manager in Hassi R'mel. I have 14 years of experience.

Interviewer: Now, would you provide us with a short summary about your company?

Interviewee: SONATRACH is a French word which stands for: the National Company for Research, Production, Transport, Transformation and Trade of the Hydrocarbons (Société Nationale pour la Recherche, la Production, le Transport, la Transformation et la Commercialisation des Hydrocarbures), was created on December 31st 1963.

It is the largest oil and gas company in Algeria and in Africa; it operates in exploration, production pipeline, transportation, transformation and marketing of hydrocarbons and by-products.

As for Hassi R'mel (HRM), situated in the province of Laghouat, is the largest natural gas field. It was discovered in 1956 alongside the Hassi - Messaoud field, and has also been operated by state-owned Company SONATRACH ever since Production of natural gas started in 1961 and in 1964; Algeria became the first country to export Liquefied Natural Gas (LNG). Natural gas from Hassi-R'mel is supplied to Morocco, Spain, Portugal, Tunisia, Italy and Slovenia through three major export pipelines, with its 5000 qualified employees, Hassi - R'mel today is a powerful element of national development mainly economic and social ones.

Interviewer: Do you have any contact with foreigners or your work is only limited in Algeria?

Interviewee: As you know, Sonatrach is a multinational company, so we are in touch with many countries.

Interviewer: Linguistically speaking, which language you use in meetings and communications?

Interviewee: All the international economy today uses English. It is the lingua franca of the world

Interviewer: How do you evaluate the degree of proficiency of the employees of the company in English?

Interviewee: Let me be frank, during the contact between us and the foreigners, , there is a clear Obstacle in understanding native speakers and participating in a conversation with them, even though our workers, engineers or whoever, have a simple background in English as they studied it at the university, but still insufficient to understand or interact.

Interviewer: Since English has become a powerful tool for communication, what do you suggest for your employees to develop the professional work force?

Interviewee: To solve these problems in our company, we organize meetings with the directors and the responsibles where we expose the issue in which we declare the urgent state for the obligation of English courses to develop their level of English and enhance their skills.

Interviewer: Okay, what kind of English do your employees need?

Interviewee: Well, I cannot answer directly what English is needed in our firm, because SONATRACH is a huge company with many units, so everyone needs a special English, it depends on the worker's need and job, for example: a manager learn business English and how to negotiate contracts, technicians need only a specific vocabulary to understand the manuals to start a machine materials or to use products in laboratories. For the workers in administrations, they need speaking and reading skills to communicate with foreigners and how to do presentations.

Interviewer: Concerning the formation of English, do you choose the workers randomly or only those who are concerned?

Interviewee: Certainly the training planned by the company is obligatory for the concerned employees who need English. As instance you can't form a driver or an electrician to communicate in English, only the staff concerned and the kind of English needed, we react only in serious situations.

Interviewer: where do they take these courses?

Interviewee: Sometimes we send them to Arzew station to get English for 3 months in Sonatrach pedagogic centers and institutions. General Business English is taken in: Centers of Intensive Training for Language (CIEL) and other external language providers (private), we have also I.N.H (National Institute of Hydro. Carbons), and IAP (the Algerian Institute of Petroleum) whose mission is to provide the necessary staff with both the technical and the English language skills for a specific range of roles within the oil, gas and energy

industry.   For IAP Arzew, the English language is used for all disciplines, IAP trainees would be proficient both in general and technical English. The trainees take intensive courses in English for One semester before moving to specialties needed. It's important to note that with the opening of the universities to the industrial sector

SONATRACH is among industries concerned, concerning the western Universities; let us take the example of l'USTO (Oran Technology and Science University) that started to provide, technological staff to the industrial job market, we have also SMA (SONATRACH Management   Academy) which provides training in technological and managerial domains as well as in foreign languages (English and French) and-computing.

Interviewer: Thank you very much for receiving us, I hope I did not take much time.

Interviewee: You are welcome I hope I answered all your questions.

Research Authorization

الجمهورية الجزائرية الديمقراطية الشعبية
People's Democratic Republic of Algeria

Minstery of Higher Education and Scientific Research
University of Ibn Khaldoun, Tiaret
Faculty of Letters and Languages
Department of English

وزارة التعليم العالي والبحث العلمي
جامعة ابن خلدون، تيارت
كلية الآداب و اللغات
قسم اللغة الإنجليزية

إلى السيد (ة): مديري مؤسسة سوناطراك-

الموضوع :طلب السماح للطلبة بإجراء بحث علمي

بصفتي رئيس قسم اللغة الانجليزية بكلية الاداب واللغات بجامعة ابن خلدون تيارت. أتقدم إلى سيادتكم الموقرة بطلب السماح للطالبين ايت

عيسى سكورة وايت علاوة سيد علي المسجلين بالسنة الثانية ماستر 2 لسانيات اللغة الانجليزية بنفس القسم بإجراء بحث علمي لإعداد

مذكرة التخرج.

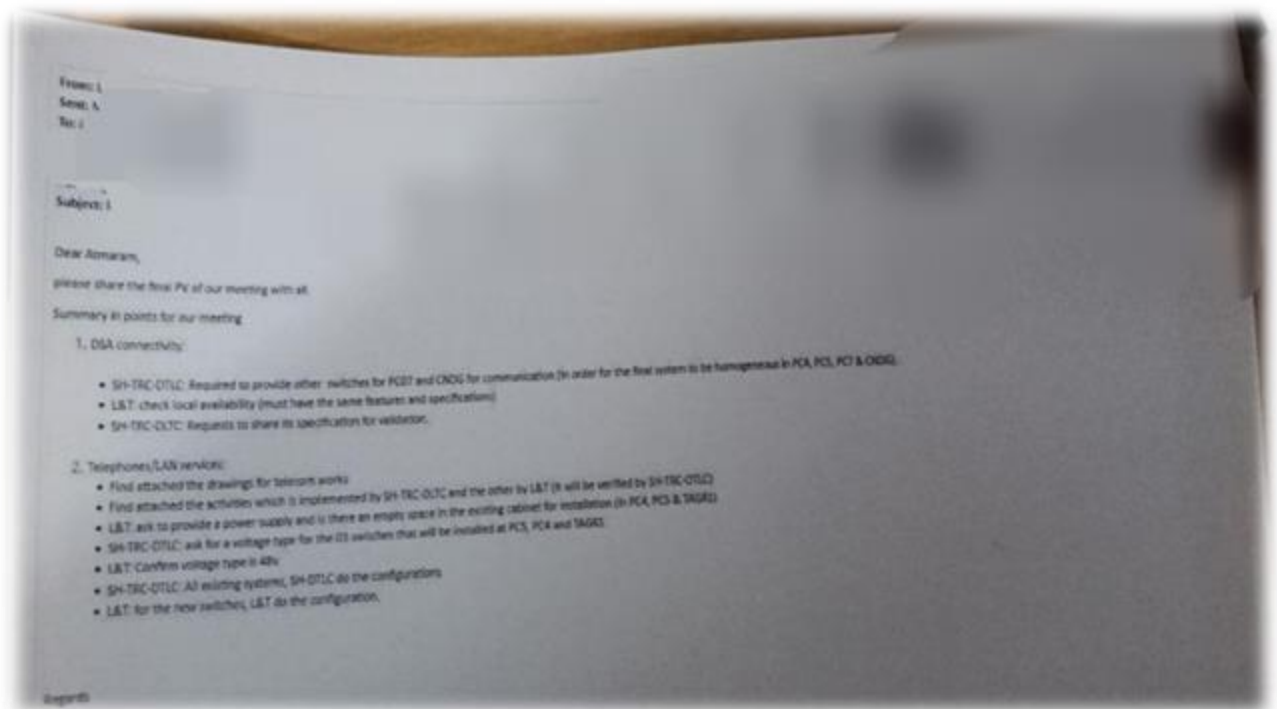وفي الأخير تقبلوا مني أسمى عبارات التقدير والاحترام

حرر بتيارت في 2024/02/20

رئيس القسم

68

Appendix 4

From: L
Sent: A
To: J

Subject: L

Dear Atmaram,

please share the final PV of our meeting with all.

Summary in points for our meeting:

1. DSA connectivity:

   - SH-TRC-OTLC: Required to provide other switches for PCDT and CNDG for communication (in order for the final system to be homogeneous in PCA, PCS, PCI & CNDG).
   - L&T: check local availability (must have the same features and specifications)
   - SH-TRC-OLTC: Requests to share its specification for validation.

2. Telephones/LAN services:
   - Find attached the drawings for telecom works
   - Find attached the activities which is implemented by SH-TRC-OLTC and the other by L&T (it will be verified by SH-TRC-OTLC)
   - L&T: ask to provide a power supply and is there an empty space in the exciting cabinet for installation (in PC4, PCS & TAGR1)
   - SH-TRC-OTLC: ask for a voltage type for the I3 switches that will be installed at PCS, PC4 and TAGR1
   - L&T: Confirm voltage type is 48v
   - SH-TRC-OTLC: All existing systems, SH-OTLC do the configurations
   - L&T: for the new switches, L&T do the configuration.

Regards

69

Appendix 5

Please read material safety data sheet (MSDS) before using this product.

CAUTION :

   1. Use in a well ventilated area or fume hood.

   2. Chemical resistant gloves and safety glasses should be
      worn when handling.

   3. Wash thoroughly with soap and water after handling.

   4. Observe all federal, state amd local regulations for disposal.

   5. For laboratory use only.

FIRST AID :

   1. Eye Contact: Flush eyes immediately with water for 15
      minutes. Seek medical help.

   2. Inhalation: Move immediately to fresh air. Consult a
      physician.

   3. Ingestion: Induce vomiting. Consult a physician.

   4. Skin Contact: Wash thoroughly with soap and water.

STORAGE :

   1. Store in a cool, dry place.

   2. Keep the container tightly sealed to avoid contamination.

FLAMMABILITY :

   1. Non-flammable

Manufacturer and Distributor
HORIBA INSTRUMENTS INCORPORATED
9755 Research Drive, Irvine, California, 92618 USA
TEL. (1)949-250-4811

S-316
油分抽出溶媒
Oil Extraction Solvent
For Laboratory Use Only
Part Number 5200100690
Net weight 1.5 Kg
HORIBA

**Appendix 6**

Test procedure
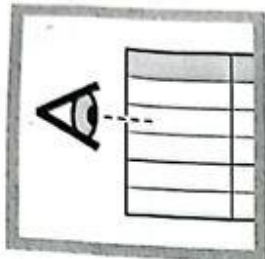
1. Select a sample volume and titration cartridge from Table 1 on page 3.
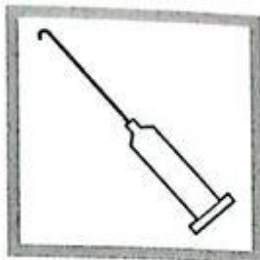
2. Insert a clean delivery tube into the digital titration cartridge. Attach the cartridge to the Digital Titrator.
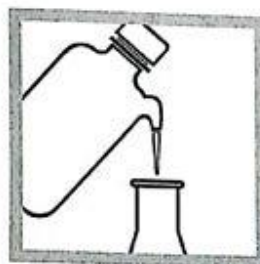
3. Hold the Digital Titrator with the cartridge tip up. Turn the delivery knob to eject air and a few drops of titrant. Reset the counter to zero and clean the tip.
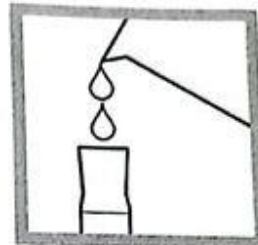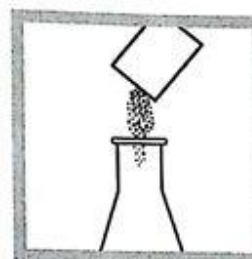
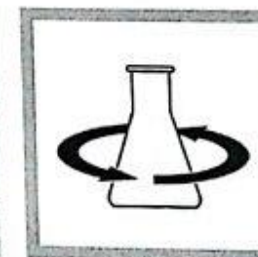4. Use a graduated cylinder or a pipet[1] to measure the sample volume from Table 1 on page 3.

5. Pour the sample into a clean, 125-mL Erlenmeyer flask.

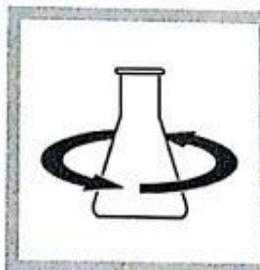6. If the sample volume is less than 50 mL, dilute to approximately 50 mL with deionized water.

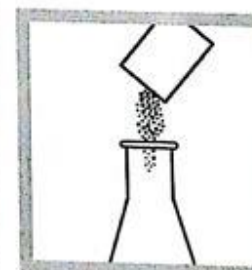7. Add the contents of one Citrate Buffer Powder Pillow.
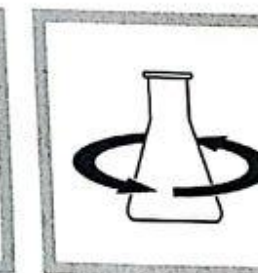
8. Swirl to mix.

9. Add the contents of one Sodium Periodate Powder Pillow.

10. Swirl to mix. The color of the solution changes to yellow if iron is in the sample.

11. Add the contents of one Sulfosalicylic Acid Powder Pillow.

12. Swirl to mix. The color of the solution changes to red if iron is in the sample.

13. Put the end of the delivery tube fully into the solution. Swirl the flask. Turn the knob on the Digital Titrator to add titrant to the solution. Continue to swirl the flask. Add titrant until the color changes from red to yellow. Record the number of digits on the counter.

14. Use the multiplier in Table 1 on page 3 to calculate the concentration. Digits used × digit multiplier = mg/L Fe.

Sample volumes and digit multipliers

Select a range in Table 1, then read across the table row to find the applicable information for this test. Use the digit multiplier to calculate the concentration in the test procedure.

Example: A 50-mL sample was titrated with 0.0716 M TitraVer Standard Solution Titration Cartridge and the counter showed 250 digits at the endpoint. The concentration is 250 digits x 0.1 = 25 mg/L Fe.

Table 1 Sample volumes and digit multipliers

Range (mg/L as Fe)	Sample volume (mL)	Titration cartridge	Digit multiplier
10–40	50	0.0716	0.1
25–100	20	0.0716	0.25
100–400	50	0.716	1.0
250–1000	20	0.716	2.5

Accuracy check

Standard additions method (sample spike)

Use the standard additions method to validate the test procedure, reagents, apparatus, technique and to find if there is an interference in the sample.

Items to collect:

- Iron Standard Solution, 1000 mg/L as Fe
- Pipet, TenSette, 0.1–1.0 mL and pipet tips

1. Use the test procedure to measure the concentration of the sample.
2. Use a TenSette pipet to add 0.5 mL of the standard solution to the titrated sample.
3. Titrate the spiked sample to the endpoint. Record the number of digits on the counter.
4. Add one more 0.5-mL addition of the standard solution to the titrated sample.
5. Titrate the spiked sample to the endpoint. Record the number of digits on the counter.
6. Add one more 0.5-mL addition of the standard solution to the titrated sample.
7. Titrate the spiked sample to the endpoint. Record the number of digits on the counter.
8. Compare the actual result to the correct result. The correct result for this titration is 10 digits of 0.0716 M TitraVer Standard Solution Titration Cartridge (100 digits of the

72

ملخص

تتناول هذه الدراسة دور اللغة الإنجليزية في اقتصاد الجزائر، مركزة على استخدامها داخل سوناطراك، الشركة الوطنية للنفط الجزائرية المقرّة في
حاسي رمل بولاية الأغواط. على الرغم من الموقع الجغرافي الاستراتيجي للجزائر وإمكانياتها الاقتصادية، فإن القدرة المحدودة على التحدث
باللغة الإنجليزية تشكل تحديات في جذب الأعمال الدولية. من خلال المقابلات والاستبيانات وتحليل الوثائق مثل الدلائل والرسائل
الإلكترونية لسوناطراك، تستكشف الدراسة الدوافع والتحديات التي يواجها الموظفون في استخدام اللغة الإنجليزية، وأثرها على العلاقات
التجارية العالمية. يُعتبر التكامل الاقتصادي العالمي السبب الرئيسي وراء بروز اللغة الإنجليزية في الأعمال الدولية. تقدم سوناطراك تدريبات
وموارد باللغة الإنجليزية مثل الدلائل والرسائل الإلكترونية، لكن تحقيق الاجتياز، خاصة في السياقات التقنية والتجارية، يبقى عقبة كبيرة. على
الرغم من ذلك، يدرك المشاركون الدور الحيوي للغة الإنجليزية في تعزيز الشراكات العالمية وتحسين كفاءة العمليات. تقوم المؤسسات الجزائرية،
بما في ذلك سوناطراك، تدريجياً بدمج اللغة الإنجليزية في عملياتها، مما يبرز الحاجة إلى بحوث مستقبلية لتلبية الاحتياجات اللغوية المحددة عبر
قطاعات متنوعة خارج قطاع النفط.

Résume

Cette étude examine le rôle de l'anglais dans l'économie de l'Algérie, en se concentrant sur
son utilisation au sein de Sonatrach, la compagnie nationale de pétrole basée à HassiR'mel,
dans la province de Laghouat. Malgré la position stratégique de l'Algérie et son potentiel
économique, la maîtrise limitée de l'anglais pose des défis pour attirer les affaires
internationales. À travers des entretiens, des enquêtes et l'analyse de documents tels que les
manuels et les emails de Sonatrach, la recherche explore les motivations pour utiliser
l'anglais, les défis rencontrés par les employés et son impact sur les relations commerciales
mondiales. La mondialisation économique est identifiée comme le principal moteur derrière
la prédominance de l'anglais dans les affaires internationales. Sonatrach propose des
formations en anglais et des ressources telles que des manuels et des emails, mais atteindre
un niveau de compétence, surtout dans des contextes techniques et commerciaux, reste un
défi majeur. Néanmoins, les participants reconnaissent le rôle crucial de l'anglais dans le
renforcement des partenariats mondiaux et l'amélioration de l'efficacité opérationnelle. En
conclusion, les entreprises algériennes, y compris Sonatrach, intègrent progressivement
l'anglais dans leurs opérations, soulignant la nécessité de futures recherches pour répondre
aux besoins linguistiques spécifiques au-delà du secteur pétrolier.

Summary

This study investigates the role of English within Algeria's economy, focusing on its use
within Sonatrach, the national oil company based in Hassi R'mel, Laghouat province.
Despite Algeria's strategic location and economic potential, limited English proficiency
poses challenges in attracting international business. Through interviews, surveys, and
document analysis of Sonatrach manuals and emails, the research explores motivations for
using English, challenges faced by employees, and its impact on global business
relationships. Economic globalization is identified as the primary driver behind the
prominence of English in international business. Sonatrach offers English language training
and resources, such as manuals and emails, yet achieving proficiency, especially in
technical and business contexts, remains a significant hurdle. Nonetheless, participants
recognize English's critical role in fostering global partnerships and operational efficiency.
Algerian enterprises, including Sonatrach, are gradually integrating English into their
operations, highlighting the need for future research to address specific linguistic needs
across diverse sectors beyond oil.