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**The Place of English in the Maritime Industry:  
Case study of GEMA Industry in Bejaia**

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## **Abstract**

English has evolved into a universal language with a significant influence across various aspects of life, including society and workplace. Its importance is recognized globally, even for non-native speakers. In Algeria, alongside Arabic, Berber, and French, English holds increasing significance, particularly in education, business, and international communication. The evolution of English for Specific Purposes (ESP) has been notable, meeting professional language needs. Algeria now offers tailored courses in English for specific purposes, reflecting its importance in areas like business, tourism, and engineering. This dissertation examines the use of English among GEMA workers in Bejaia City, analyzing its importance, role, and various uses across different professional statuses within the company. Given its prevalence in global exchanges and industries, particularly in maritime, the study explores how learning English within the Maritime company aids in professional growth and career advancement. It also identifies challenges faced in developing English skills and suggests strategies for improving English language support within the Maritime Company. To achieve our objectives, we relied on 8 questionnaires for the 8 GEMA workers. In conclusion, the dissertation underscores the ongoing need to enhance language proficiency in the Maritime Industry in particular and the Maritime industry all along Algeria to ensure safety, efficiency, and competitiveness.

**Key words:** English language, GEMA workers, Maritime Company

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Dad, your unwavering support has been my greatest strength. This achievement is as much  
yours as it is mine.

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## **Dedication**

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## **List of Abbreviations and Acronyms**

- **GEMA: General Maritime Algeria**
- **CNAN: Compagnie Nationale Algérienne de Navigation**
- **EPB : Entreprise Portuaire Bejaia**
- **EMP : English for Maritime Purposes**
- **ME : Maritime English**
- **EST : English for Science and Technology**
- **EBE: English for Business and Economics**
- **ESS : English for Social Studies**
- **SMCP : Standard Marine Communication Phrases**
- **SMNV : Standard Marine Navigational Vocabulary**
- **STCW : Standards of Training, Certification, and Watchkeeping**
- **IMO: International Maritime Organisation**
- **MSA: Modern Standard Arabic**
- **EA/OP: English for Academic and Occupational Purposes**
- **ELT : English Language Training**

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## General Introduction

English stands out as one of the most influential languages worldwide, originated in Britain and evolved into a universal language. Its impact spans various spheres of life, including culture, society, politics, and ethics. Furthermore, English has emerged as a fundamental tool in education, workplace, legal systems, and commerce. Even for non-native speakers..., it holds significant value (Dutta, 2019). Rajathurai (2018) stressed the worldwide significance of English, noting its universal use and its vital role in education, media, and business. Similarly, Afifah (2021) emphasized the importance of English, particularly in state affairs and international relations, highlighting its profound positive impact on individuals. English is closely tied to human life, as it is essential in various aspects of our daily existence. Mastering English skills offers numerous benefits, facilitating access to education, career opportunities, and global communication.

In Algeria, a country with a diverse linguistic landscape, English holds an increasing significance alongside Arabic, Berber, and French. The Algerian government has recognized the importance of English proficiency, particularly in education, business, and international communication (Kamel, 2020). Minister T. Bouzid notably emphasized the need to integrate English into higher education and scientific research, recognizing its importance in sectors like hydrocarbons, international trade, and political science (Toubieda, 2020). Algeria's recent plans to integrate English into primary school curricula reflect its growing recognition of English as a key language for personal and societal advancement (Boukhlef.A, 2023), as well as for the working industry.

The evolution of English for Specific Purposes (ESP) has been significant, especially in the context of professional language needs. ESP, defined as a tailored language teaching for specific purposes, has become increasingly important globally (Hutchinson & Waters, 1987).

Algeria now offers courses specifically adapted to teach English for specific purposes in various disciplines, reflecting its importance in areas like business, tourism, and engineering (Boudersa, 2018). This shift is crucial for meeting the demands of a globalized world and providing the Algerians with greater opportunities.

English for Maritime Purposes (EMP) is another critical aspect in Algeria, and particularly in a port city like Bejaia. EMP encompasses the language used by those at sea, in ports, and in the shipping and shipbuilding sectors (Bocanegra-vall, 2013). In Bejaia, English is essential for effective communication with foreign sailors, ensuring operational efficiency and safety in the port environment (Leyla, 2015). The General Maritime Society (GEMA) plays a vital role in maritime activities in Algeria, particularly in Bejaia, offering services such as consignment, shipping, transit, monitoring, and port placement (Pateau, 2015). GEMA's work is crucial for Algerian commercial ports and maritime transport, hence the significance of English in the maritime industry.

### **Aim of the Study**

This research aims to investigate the use of the English language among GEMA workers in Bejaia City by analysing the importance, the role and the different uses of English from the different professional statuses of the workers in the company. As English is the language used in the world exchanges and industry, mainly in the maritime one, the study explores the opportunities that learning English within the Maritime Company, that are offered to the staff in their professional growth and career advancement in the maritime sector. English is the language used for many maritime certifications, courses, and training programs, so being proficient in it makes it easier to pursue specialized training, access educational opportunities, and stay up to date with industry innovations. Moreover the study aims to provide insights into the use of English language among Gema workers in Bejaia

City, focusing on its importance, role, and various uses across different professional statuses within the company.

By analyzing these aspects, the study aims to uncover the opportunities that learning English within the Maritime Company provides for staff in their professional growth and career advancement in the maritime sector. As English serves as the primary language in global exchanges and industries, particularly in maritime, being proficient in it is crucial. Additionally, the study aims to recognize challenges faced in developing English skills and provide insights into potential strategies for improving English language support within the Maritime Company.

## **1. Research Questions**

The research aspires at answering the following questions:

1. To what extent does English constitute a basic medium for GEMA workers in Bejaia?
2. Is English language useful for communication and collaboration in GEMA Company in Bejaia?
3. What are the different difficulties and obstacles that workers of GEMA in Bejaia face when using English in their work?

## **2. Methodology**

### **2-1 Population**

This study is conducted with Gema company workers. Gema is a company that exists all over the Algerian coastline. It has 11 agencies. It discusses how workers handle the use of English language within their workplace. It also discusses the impact of English in the maritime industry.

### **2-2 Sample**

This study is focused only on Gema company workers in the city of Bejaia. We handed eight questionnaires to the eight workers of the company. The staff is composed of four Shipping agents, three managers and only one boss.

### **2-3 Methods and Procedures for Collecting Data**

A questionnaire is handed for the workers in order to collect necessary data.

### **2-4 Data Collection and Analysis**

The current research adopts some procedures for collecting information about the research. The questionnaire aims to gather as much as possible of information in a short time. The data are analyzed by using both rule of threes and thematic analysis. After gathering the questionnaires given to the workers, we analysed and ordered their answers to come to a proper conclusion about the situation.

### **3. The Structure of the Work**

The present work is divided into two chapters. The first chapter is dedicated to the theoretical background. It consists of four sections. The first section deals with English as a foreign language (EFL), the second is about English for specific purposes (ESP), the third deals with English for maritime (EMP), and the last section deals with the General Maritime Society (GEMA) in Algeria. The second chapter is the practical part. It is divided into four main sections. Section 1 highlights the methodology and tools relied on to achieve our results. The results section sets down the analysis of GEMA workers questionnaire, followed by the discussion section. At last, section four is devoted to provide some recommendations drawn from the research, the constraints and limitations faced all along the whole process, then some suggestions for further research.



## **I- Chapter One: Theoretical Background**

### **Introduction**

This present chapter is divided into four sections. The first section deals with English as a foreign language (EFL), the second discusses English for specific purposes (ESP), the third is about English for maritime (EMP), and the last section deals with the General Maritime Society (GEMA) in Algeria.

### **I-1Section one:English as a Foreign Language (EFL)**

#### **I-1-1English: a worldwide language**

English as a Foreign Language (EFL) is the term used for describing the use of English by non-native speakers in nations where English is not the first language (Nordquist, 2020).English is recognized as a global language, with primary speakers in countries like the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, and various Caribbean nations. However, its status as a global language is not relatively due to its prevalence in these countries. English gains its global significance because people from around the world attribute special importance to it, even if it is not their first language (Crystal, 1997).

The English language holds immense global importance, influencing various aspects of society, education, and international interaction. Firstly, English proficiency often leads to better social and economic opportunities, opening doors to improved job prospects and higher standards of living. Secondly, English is the primary language of instruction in many top universities worldwide, making it crucial for students seeking to study abroad. This creates a high demand for English skills. Thirdly, English serves as the main language in technology and scientific research and technology, facilitating the global exchange of knowledge and

driving innovation. Finally, English is essential for international communication, playing a vital role in diplomacy, trade, and multinational organizations helping to bridge cultural and linguistic divides (Kannan, 2023).

In summary, English is a crucial language in our interconnected world, spanning education, business, and international relations. Proficiency in English offers vast opportunities and facilitates global communication. Therefore, mastering English skills is essential for personal and societal advancement.

### **I-1-2 The Place of English in Algeria**

English is highly important in Algeria, a nation known for its rich cultural and linguistic diversity (Kamel, 2020). While Arabic and Tamazight are official languages in the country, French (the first foreign language) is widely spoken due to historical ties; English (the second foreign language) is increasingly recognized as a vital language for various purposes. In Algeria, there has been an increasing recognition of the advantages of being proficient in English, especially in education, business, and international communication. (ibid).

The proposal to replace French with English as the primary mandatory foreign language in primary schools suggests a significant shift in language education policies in Algeria. This change reflects recognition of the growing importance of English in global communication, trade, and technology. By introducing English at the primary school level, authorities aim to provide students with early exposure to a language widely used in international contexts. This move aligns with efforts to equip Algerian students with the language skills needed to thrive in a globalized world and to meet the demands of various sectors, including business, science, and diplomacy. Additionally, it acknowledges the role of

English as a key language of instruction in higher education and research, fostering better integration into the global academic community (Benrabah, 2014).

T.Bouزيد (2019), highlights “the importance of promoting English as a language of research at Algerian universities, stressing on the necessity to create a conducive environment for scientific research and giving value to laboratories and research centers by economic institutions”(in Tayeb.Bouزيد’s personal Facebook account), Moreover, incorporating English into university education was deemed essential by the minister, who stated that “it is a reality that cannot be ignored, and it will eventually be more widely adopted following the establishment of a committee to assess this suggestion" (EL BILAD, 2019).

The former minister, driven by his belief that the younger generation in Algeria is increasingly engaged with and reliant on English, conducted a poll on his official Facebook page to gauge public opinion on enhancing the English language in higher education and scientific research (ibid).

In July, 2022, the Algerian President A.M. Tebboune announced plans for English to be integrated into the primary school curriculum starting from September, 2022. This swift reform reflects several underlying motives, including considerations regarding the English language. Additionally, the reform aims to address the shortcomings in the country's efforts to promote English in the education system (Boukhlef, 2023).

English is gaining popularity in Algeria as a second foreign language, driven by several factors: dissatisfaction with French influence and a desire for a more "universal" language, globalisation and international opportunities, government initiatives to expand English language learning in schools and dissatisfaction with the French-dominated education system (Benrabah, 2014).

Accordingly, English holds a crucial place in Algeria's linguistic landscape, with growing recognition of its importance in education, business, and international communication. Government initiatives, such as integrating English into higher education and primary school curricula, reflect this recognition. These efforts aim to provide Algerians with greater opportunities in a globalized world, reduce dependency on French, and address educational shortcomings. With English proficiency increasingly valued, Algeria is taking significant steps towards embracing it as a key language for personal and societal advancement.

## **I-2Section Two:English for Specific Purposes (ESP)**

### **I-2-1Definition of ESP**

Defining English for specific purposes (ESP) has proven to be so problematic to research and “producing a simple definition of English for specific purposes (ESP) is not an easy task” (Stevens, 1987). Through time, scholars provided different definitions of English for specific purposes (ESP). According to Mackay and Mountford (1978), “ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose”. That is to say, English is taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty (Mountford, 1978).English for Specific Purposes (ESP) has been a focus for over fifty years, especially in research. Harmer (2001) defines ESP as "situations where the student has specific reasons for wanting to learn a language".

Furthermore, McDonough (1998) describes ESP as "language programs designed for groups or individuals with identifiable purposes and specific needs". Moreover, Paltridge and Starfield (2013) define (ESP) as "the teaching and learning of English as a second or foreign language with the aim of using English in a specific domain". Another recent definition by

Johns and Price-Machado (2001) suggests that ESP is "a movement advocating tailored language teaching to meet the specific needs of identified student groups, considering the socio-cultural contexts in which English will be used".

(ESP) has been a component of English Language Teaching (ELT) since the 1960s. Hutchinson and Waters (1987) noted that the rise of ESP can be attributed to three key factors: changes in global demands, advancements in linguistics, and a shift towards learner-centered approaches.

Hutchinson and Waters (1987) noted that the end of the Second World War sparked a period of significant expansion in scientific, technical, and economic activities globally. This growth, driven largely by the economic power of the United States, led to an increased prominence of English.

In essence, the economic advancements in English-speaking countries during the late 1950s and early 1960s that coupled with the progress in science and technology fuelled the demand for ESP courses. This surge in demand resulted in a large number of international students enrolling in ESP courses in English-speaking countries (University of Manchester, UK).

The definition and approach to English for Specific Purposes (ESP) have evolved together, with some seeing it as an approach and others as a discipline. As ESP programs continue to adapt to meet learners' specific language needs in professional settings, it remains relevant and valuable for language learning (Carolina, 2015).

### **I-2-2Types of English for Specific Purposes (ESP)**

David Carter (1983) categorizes English for specific purposes (ESP) into three types:

### **English Used in Restricted Contexts**

Restricted Contexts include the language used by air traffic controllers or waiters. The language used in international air-traffic control could be considered 'special' because the controller's vocabulary is strictly defined and situationally determined, similar to the linguistic requirements of a waiter or flight attendant. However, knowing a restricted 'language' would not enable effective communication in new situations or outside of the specific work environment (Mackay, Mountford, 1978).

### **English for Academic and Occupational Purposes**

Carter (1983) categorized the second type of English for Specific Purposes (ESP) as English for Academic and Occupational Purposes. Hutchinson and Waters (1987) divided (EA/OP) into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each of these branches extends further into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (ibid).

### **English with Specific Topics**

In this category, the focus moves away from the purposes of using English to the specific topics that will be discussed or used. This specific type is primarily aimed at meeting the future English language needs of individuals like scientists who require English for advanced academic reading, participating in conferences, or working abroad (Carter, 1983).

### **I-2-3English for Specific Purposes in Algeria**

While French has traditionally been favored over English in the North African region for education and professional purposes, the globalized world is increasing the importance of English. Algeria, as the largest country of the continent, is moving towards adopting English

as a primary foreign language due to the growing demand from both students and professionals. This shift aligns with the globalized world's need for English as a lingua franca for communication across linguistic backgrounds (Assassi, 2020).

English, especially ESP, has become highly important in the Algerian educational system. To meet this demand, higher education institutions in Algeria are now offering courses especially to teach English for specific purposes for students across various disciplines like sociology, business, tourism, economy and engineering (Boudersa, 2018).

Defining English for Specific Purposes (ESP) has been a challenge due to its multifaceted nature. However, it is characterized by tailored language teaching to meet specific needs, as scholars like Mackay, Mountford, and Johns have highlighted. ESP has become increasingly important globally, including in Algeria, where it is recognized as crucial for meeting the demands of a globalized world, leading to its integration into various disciplines in higher education.

### **I-3Section three: English for Maritime**

#### **Introduction**

This section covers English for Maritime, including its definition and lexis, as well as its significance in Algeria overall and particularly in Bejaia.

English is the most commonly used language globally, whether as a second or a foreign language. This is why; it is considered to be a suitable choice as the official language in the maritime sector; having a universal language enhances communication and ensures clarity in interactions (Church, 2022).

#### **I-3-1What is Maritime English?**

English for maritime purposes (EMP) or Maritime English (ME) is viewed and defined differently by the maritime Stakeholders. Maritime English encompasses the English

language used by those at sea and in port as well as by individuals in the shipping and shipbuilding sectors it falls into the category of workplace English, and it includes three distinct subtypes according to their specific roles within the maritime field: *English for commercial purposes*, *English for marine engineering*, and *English for ship-related matters* (Bocanegra-vall, 2013).

Covacevic (2014) identified two main forms of maritime English (ME): ME as a restricted code and ME as an elaborated code. The restricted code of ME relies on the use of “Standard Marine Communication Phrases” (SMCP) formerly called “Standard Marine Navigational Vocabulary” (SMNV), which is a specialized register used by seafarers and is characterized by a specific terminology, phraseology, and a limited range of grammar. This version of ME involves a mechanical and non-creative use of language in which expressions and structures are memorized and used routinely to handle professional matters. Over time, it has evolved into a more complex form through the extensive use of English as a common language for academic maritime communication.

Maritime English is necessary for all sailors. It helps them communicate to each other during daily tasks and emergencies on board. This special language, with its standardized words and phrases, makes communication easier. It is called Standard Marine Communication Phrases (SMCP). It is important for communication between crew members on ships, between ships and the shore, and inside the ship. The main goal of maritime English is to make ships safer by improving communication both on board and with others (Moore, 2020).

Maritime English has many subtle aspects that, when understood, help convey different messages effectively. Mastering it reduces confusion and allows sailors to respond quickly in urgent situations (ibid).



### **I-3-2 Lexis of Maritime English**

By using specific terms and phrases, Maritime English (ME), eliminates confusion that could arise from using everyday language. It serves as a standardized form of communication for ship-to-ship, ship-to-shore, and on board interactions. Here are some examples of vocabulary specific to ME:

#### **Examples of maritime English terms that individuals in the maritime industry know what is being spoken about: adopted from Church, 2019:**

- *Hull- the body or shell of the vessel.*
- *Portholes- thee windows in a vessel's hull.*
- *Keel- the bottom of the boat as it runs from bow to stern.*
- *Deck- a level on a ship.*
- *Bridge- a room or platform at the top of a vessel's superstructure that operates as the command.*
- *Alleyway- a passage in a vessel.*

#### **Maritime English words are related to direction: adopted from Moore, 2020:**

- *Bow/Fore- the front of, or towards the front of, a vessel.*
- *Stern/Aft – the rear of, or towards the rear of, a vessel.*
- *Midships – the area between the bow and the stern on a vessel.*
- *Port- the left hand side of a vessel when facing the bow.*
- *Starboard – the right hand side of a vessel when facing the bow*

### **I-3-3 English for Maritime Purposes (EMP) in Algeria**

Algeria joined the “International Maritime Organisation” IMO in 1963, right after gaining independence, and ratified all international maritime conventions, including the 1978 STCW “Standards of Training, Certification, and Watchkeeping” for seafarers convention and

the 2006 maritime labour convention (Jora, 2016). The ratification of these conventions implies that the Algerian government has adopted English as the main language for international maritime communication. However, Algeria's complex sociolinguistic situation and its geographical proximity to non-English-speaking European and North African countries suggest the presence of other competitive languages among the personnel on board ships and within Algerian ports (Outemzabet, 2020).

Despite the Algerian government's adoption of official measures regarding the use of English for maritime communication by Algerian ship crews and port personnel, scientific researchers know little about language practices in general, and specifically about the use and needs of English among Algerian port regulation staff (port officers, safety officers, radio officers, pilots) (ibid).

### **I-3-4 English for Maritime purposes (EMP) in Bejaia**

#### **I-3-4-1 Language Practices in the Port of Bejaia**

Bejaia city is situated in the Northwest of Algeria and is experiencing a rapid economic growth. English language is becoming increasingly important, especially for workers in various sectors, both private and public, including the port. The Port is located in the centre of the city. Focusing on the administration staff; it is evident that mastering the English language is crucial for daily communication, especially with English speakers (Leyla, 2015).

The port of Bejaia is mostly multilingual using Tamazight, Modern Standard Arabic (MSA), Algerian Arabic, French, and English. However, there are differences in the uses of these languages (EPB, 2024).

English is used in direct face-to-face interactions between Bejaia's port regulation staff and foreign ship crews on board foreign vessels, as well as for vessel-to-shore and shore-to-

ship communications, as reported Khameli, (2024). The author notes that English is also used in casual interactions among Algerian port staff and foreign ship personnel at the dockside, typically for social and private needs such as asking for directions or information on hotels, restaurants, and other facilities (ibid).

In conclusion, Algeria's membership in the International Maritime Organization (IMO) since 1963 highlights its adherence to international maritime standards, including the use of English as the main means for communication. However, the multilingual context of Algeria's ports necessitates further research on language practices among port personnel. English is increasingly crucial, especially in administrative roles in ports like Bejaia. It serves as a common language for effective communication, particularly with foreign ships, ensuring operational efficiency and safety (IMO, n.d).

#### **I-3-4-2 Reasons for Using English in the GEMA Industry**

The use of English in the port of Bejaia could be attributed to the need of effective communication with foreign seafarers from various nationalities during different communicative events. According to the Bejaia port company “Entreprise portuaire Bejaia” (EPB, 2024), English serves as a common language for Algerian maritime officers and pilots to interact with foreign seafarers, facilitating smooth communication and ensuring operational efficiency in the port environment. The different uses of maritime English in the port of Bejaia are according to IBM, 2023;

- **Welcoming foreign ships:** This refers to the process of greeting and receiving foreign ships as they arrive at the port. This is an essential task for port regulation staff, as it ensures that the ships are properly guided and assisted during their entry and berthing.
- **Preparing the ships for the different manoeuvres until pilot’s embarkation:** This involves preparing the ships for various manoeuvres required for navigation within the port, including mooring, unloading, and loading. This task requires close coordination between the port regulation staff and the ship's crew to ensure safe and efficient operations.

- **Regulate the navigation in the port (entry, movements, and exit):** This refers to the process of controlling and managing the movement of ships within the port, including their entry, movements within the port, and exit. This is a critical task for port regulation staff, as it ensures the safety and efficiency of port operations.
- **Give port entry directions to foreign ships from control tower:** This involves providing guidance and directions to foreign ships as they approach and enter the port. This task is typically carried out from a control tower, a perspective that offers a clear view of the port's entry and exit points.
- **Communicate with foreign navigational officers during pilotage on board ships:** This involves communicating with the navigational officers of foreign ships during the pilotage process; this refers to the guidance of a ship into and out of a port by a pilot. This task requires a high level of language proficiency, as it involves communicating complex navigational instructions and information.

Consequently, English plays a vital role in maritime communication, especially in ports like Bejaia, Algeria. Its use ensures effective communication with foreign seafarers, enhancing operational efficiency and safety. While Algeria has adopted English for maritime communication, further research is needed on language practices among port personnel. English serves as a common language for tasks such as welcoming ships and regulating navigation, underscoring its importance in daily operations and safety.

## **I-4Section Four: The General Maritime Society “Gema” in Algeria**

### **Introduction**

This section is about General Maritime society “Gema” in Algeria, the different services it provides, in addition the history of the port of Bejaia.

The General Maritime Society, or GEMA, is a public economic enterprise that operates in the consignment of all kinds of vessels (ro/ro, container ships, and bulk carriers) (Gema, 2024). Moreover, GEMA assigns both tramping (homogeneous cargo) and regular

line of sight sailors. Its activities are carried out in all Algerian commercial ports, particularly, in Bejaia (ibid).

The Algerian Maritime Company of Navigation “Compagnie Nationale Algérienne de Navigation” (CNAN) had full responsibility for all maritime activities in Algeria, including ship consignment, passenger transport, merchant shipping, hydrocarbon transportation, and transit, from December 31, 1963(Khameli, F, 2024). Following a restructuring in 1987, the General Maritime Society, known as "Gema" or ENCATM (Algerian Maritime Transport Complex) was established taking on the consignment of ships, refuelling and transit (Gema, n.d).

Originally founded in 1988, ENCATM operated with a protected market and real control, becoming a society by action (SPA) in June 1990. In March 1991, the name was changed to GEMA, a society by action with a social capital of \$15.000.000, 00 DA (Gema, 2024) .The statutes were amended in February 1998 to bring them into compliance with the amendment of the law pertaining to the management of the state's capital assets, resulting in a capital increase of 300 million dollars and the release of 1900 additional activities (ibid).

The statutes were further amended in November 2004 to transfer ownership of the Gema actions. Currently, Gema has 750,000,000 DA in social capital, which is fully held by the Algerian Group of Maritime Transit (GATMA), having replaced the former Society for the Management of State Participations (EX GESTRAMAR) on February 14, 2016(Entreprise portuaire Bejaia, 2024).

#### **I-4-1The Services Provided by GEMA**

Gema is a public industry that provides many services, here are cited some of them:

- **Consignment:** Consignments are items or merchandise sent from the consignor to the consignee. A contract is formed between the two parties, in which one party agrees to deliver a specific number of products to the other party. To ensure that the items arrive at their destination, the contract includes the consignee's name (Heavy Equipment Transport | Consignor & Consignee Definition, 2024).
- **Shipping:** The actual act of transporting products from one location to another, like from the storage area to the client, is known as shipping. A shipping or logistics company is in charge of the shipment procedure, which comes after the products are manufactured and packed (Maersk,2018)
- **Transit and Discharging all Processes:** Either a border crossing or the premises of an authorized consignee handle the transit operation. The transit procedure holder is responsible for carrying out the process within the specified period of time and ensuring that the seals attached have not lose it during shipping (Discharging the TransitProcedure - Finish Customs, 2024).
- **Monitoring:** Tracking the location of a shipment is part of monitoring its status. A crucial step in the logistics process is location tracking. Being aware of the whereabouts of every shipment enables to be transparent with clients and provides with the data require in order to resolve an issue (IBM, 2018).
- **Placement under Ports:** Port fees are the admission ticket for purchase from the port authority to enter the port. They are divided into two categories: mooring rights based on loaded cargo and tonnage dues based on gross tonnage. The kind of ship, the duration of stay, and the location are some of the variables that affect rates (Port of Antwerp Bruges, 2024)

GEMA, or the General Maritime Society, is important for maritime activities in Algeria, especially in Bejaia. It was founded in 1988 and deals with different types of ships, providing services like shipping, transit, monitoring, and port placement. GEMA's work is vital for Algerian commercial ports and maritime transport.

#### **I-4-2The Port OF Bejaia**

The Port of Bejaia, located in the north-eastern coast of Algeria, has a rich history that dates back to ancient times (Orbitshub, 2023). Its strategic location in the Mediterranean has made it an important port for international trade and petroleum, ranking second in Algeria in terms of commercial activity (Ferry, 2023). Having natural anchorage spots, Bejaia has always attracted sailors seeking secure refuge in the bay. Along the North African coast, the Phoenicians constructed a commercial center close to the present-day port. The Romans replaced them with Saldae, a Roman city built on April 26–27BC, which served as a port of passage for grain from the highlands into Rome.

The transformation of the Port of Bejaia into a modern port began in the 20th century, marking a significant milestone in Algeria's maritime history. Its infrastructure, including a quay that extends along the coastline, reflects its capacity to efficiently handle cargo and support maritime operations. The port covers approximately 300 hectares of land and features a quay that stretches an impressive 2,042 meters along the coastline, showcasing its substantial capacity to handle more than 12 million tons of cargo annually (Brochure EPB, 2012).

Just before the arrival of the French, the port of Bejaia was a blocked channel by the Sarasin port, which is still intact today. The current front port occupies the site before French settlers' arrival in 1833. Then first works were completed in 1834. The anchorage works were finished in 1879, following the completion of protection works in 1870. In 1911, the merchant

port was completed. In 1922, the front and rear port arrangements were physically delineated. The facilities necessary for receiving petroleum in the port were built between 1958 and 1960. Starting in August 1958, work was done on a 670-kilometer oil pipeline that would connect Hassi Messaoud to the port and storage terminal. It was completed on August 25, 1959, and in December 1, 1959, the first petroleum shipment was dispatched to France (ibid).

On July 13, 2023, the port was baptized with the new name of Cheikh Haddad, named after a leader of the Mokrani revolt in 1871. Today the Port of Bejaia is a vital maritime hub for international trade, ranking second in Algeria in terms of commercial activity. The port's natural anchorage sites have been attracting ships for centuries until now (Khameli, 2019).

## **Conclusion**

This chapter explores the place of English in Algeria, as the country seeks greater global integration. It highlights the role of (EFL), (ESP), (EMP), and (GEMA). EFL's importance is evident in educational reforms designed to prepare Algerians for international opportunities. ESP caters to the specific language needs of various professional and academic fields, enhancing students' employability and academic prospects. EMP is crucial for maritime communication, ensuring safety and efficiency in international operations, with the Port of Bejaia serving as a key example. GEMA significantly supports Algeria's maritime activities, particularly in ship consignment and port operations, emphasizing the importance of maritime infrastructure for economic growth and trade. In conclusion, the growing role of English in Algeria is vital for global integration, economic development, and effective communication. The strategic adoption of English is essential for Algeria's progress in a globalized world.



## **II- Chapter Two: Research Design, Results and Discussion**

### **Introduction**

The practical chapter would enable us to provide answers to our research questions. It is divided into four main sections. Section 1 highlights the methodology and tools relied on to achieve our results. The results section sets down the analysis of GEMA workers questionnaire, followed by the discussion section. At last, a section is devoted to provide some recommendations drawn from the research, the constraints and limitations faced all along the whole process, as well as some suggestions for further research are provided.

### **II-1 Section One: Research Design**

#### **II-1-1 Population**

This study is conducted with Gema company workers. It has 11 agencies. It discusses how workers handle the use of English language within their workplace. It also discusses the impact of English in the maritime industry.

#### **II-1-2 Sample**

The sample of the study encompasses the eight Gemaworkers of the company. The staff is composed of four Shipping agents, three managers and one director in the city of Bejaia

#### **II-1-3 Research tools**

This study aims to investigate the use of English language among Gema workers in Bejaia City by analysing the importance, the role and the different uses of English from the different professional status of the workers in the company. The research design chosen for this study is a cross-sectional survey design. The sample considers Gema company workers in Bejaia city. Four men and four women volunteered to participate in this research. In total eight

questionnaires were distributed equally among the participants, to gather their opinions on the use of English language in Gema company.

The questionnaire is designed to gather information on the use of the English language among Gema company workers in Bejaia City. It is designed to be simple and easy to understand, with a mixture of closed and open-ended questions. Closed-ended questions are used to collect data on the respondents' background information. Open-ended questions are used to collect data on the place of English within the maritime industry, and further suggestions for improving English language support for communication within the maritime industry.

#### **II-1-4 Data Collection Tools**

To collect data, a questionnaire distribution is opted for. Eight questionnaires were distributed among the workers of Gema, to gather a variety of opinions regarding the situation. The data collected from the questionnaire are analyzed using descriptive statistics and percentages, to summarize the responses of the participants. Qualitative data are analyzed using content analysis. Ethical considerations, such as informed consent and confidentiality, are addressed by providing information about the study to the participants and ensuring their anonymity and confidentiality throughout the research process.

#### **II-1-5 The Aim of the questionnaire**

To achieve the aim of this research, eight questionnaires were distributed among the Gema company workers in Bejaia. The aim of this questionnaire is to gather information and perceptions from workers regarding the use of English language in Gema Company. The questionnaire aims to understand the importance, role, and different uses of English among Gema workers from different professional statuses. The information gathered from the questionnaire are used to explore the importance, role, and different uses of the English language within the Maritime industry.

## **II-1-6The Description of the Questionnaire**

A questionnaire is a research tool that contains a series of purposeful questions (open and closed ended questions). According to the website of the University of Portsmouth, questionnaires are used with large numbers to collect data on people's opinions, feedbacks, etc. on a given topic. Questionnaires can be classified as both qualitative and quantitative (Questionnaires, n. d.).

## **II-1-7Gema Workers Questionnaire**

The questionnaire is divided into 3 parts; here is a description of the questionnaire sections:

### **II-1-7-1Part 1: Background Information**

This section aims to gather basic information about the workers who participated in the study. It includes demographic questions such as gender, job/position, and field of study, as well as questions about the respondents' years of experience in the maritime industry. Additionally, it includes questions about whether they use English at work or how good they think their English is.

### **II-1-7-2Part 2: English in the Maritime Industry**

This section includes questions about the role of English in the maritime industry, covering its usefulness, training provided, confidence level, challenges faced, and participation in English negotiations.

### **II-1-7-3Part 3: Further Suggestions**

This section gives an opportunity for Gema workers to provide any additional suggestions or comments they have about English language support for communication within the maritime industry and the use of English in the maritime industry overall.

## II-2Section two: Analysis and Interpretation of the Results

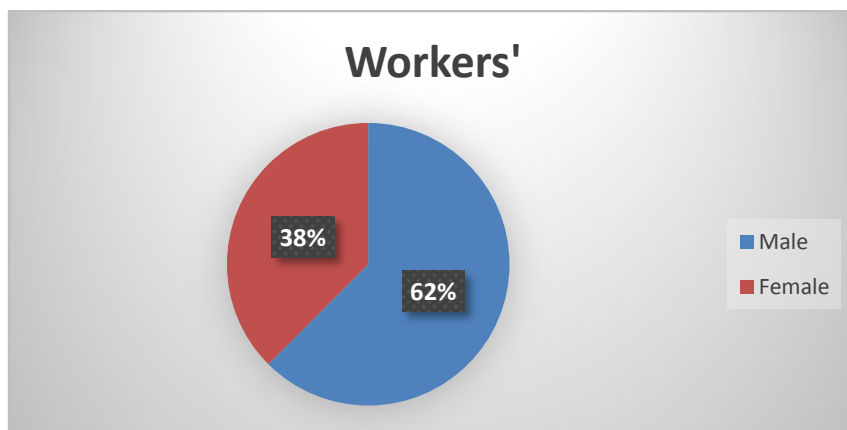
### II-2-1Analysis of the Results of the GEMA workers Questionnaire

#### Part one: Respondents Background

##### 1) Workers'

Workers	Males	Females
08	05	03
100%	62.5%	37.5%

Table n°1: Gender



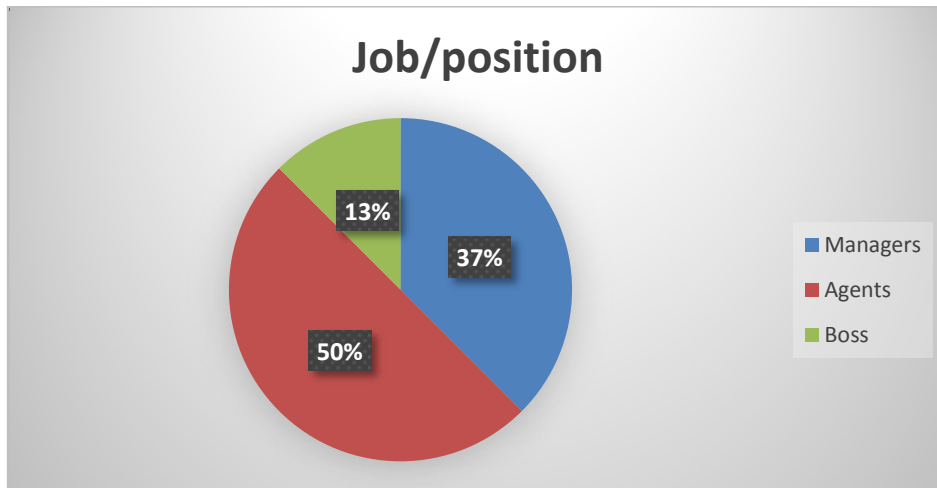
Graph n°1: Workers'

The company is composed of 05 Males that represent 62.5 % of the workers and 03 Females that represent 37.5%.

## 2) Job/Positions?

<b>Job/Positions</b>	<b>Director</b>	<b>Managers</b>	<b>Shipping Agents</b>
N°	01	03	04
100%	12.5%	37.5%	50%

Table n°2: Job/Positions



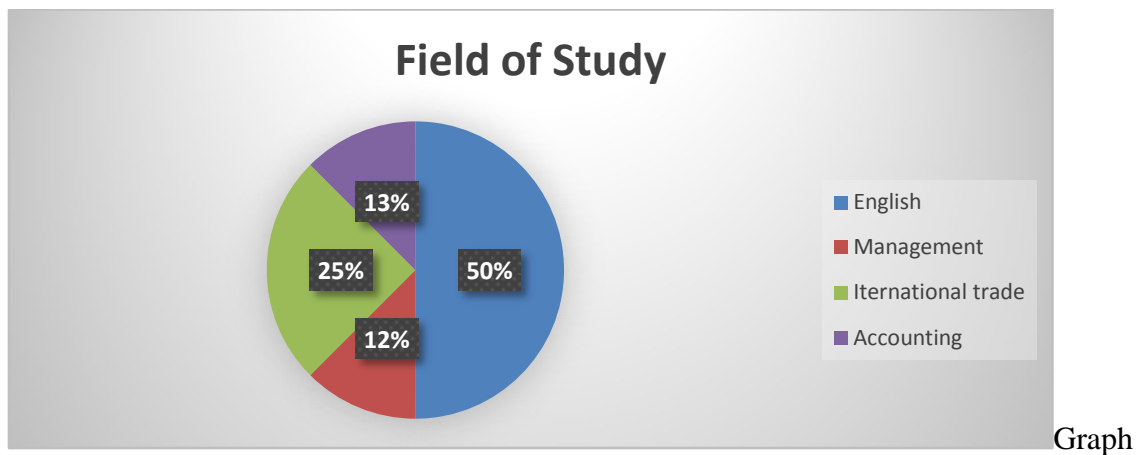
Graph n°2: Job/Positions

In the company, the staff is organized under three hierarchical positions, 37.5% of them are Managers; 50% are agents and 12.5% for the general manager of the company which corresponds to 1 worker.

### 3) Field of study?

Field of study	English	Management	International Trade	Accounting
8	04	01	02	01
100%	50%	12.5%	25%	12.5%

Table n°3: Field of study



Graph

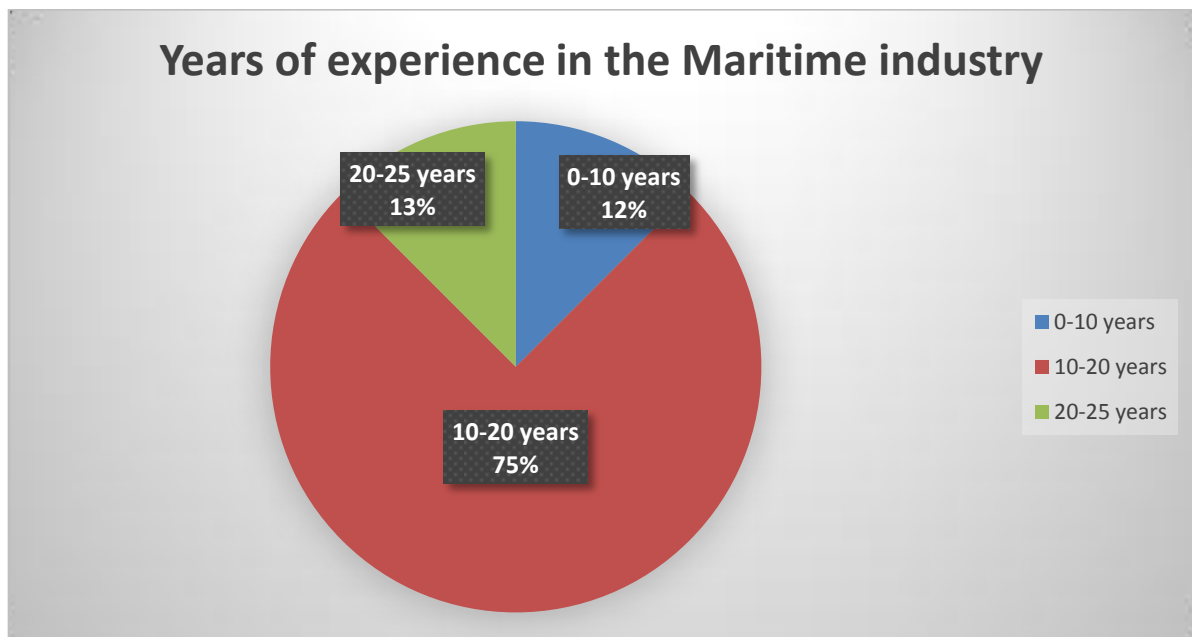
n°3:Field of study of workers

Regarding the different fields of study, 50% of the workers studied English, 25% of them studied international trade, and then 12.5% studied Management. Finally 12.5% studied accounting.

#### 4) Years of experience in the maritime industry

Years of experience	0-10 years	10-20 years	20-25 years
8	01	06	01
100%	12.5%	75%	12.5%

Table n°4: Years of experience in the maritime industry



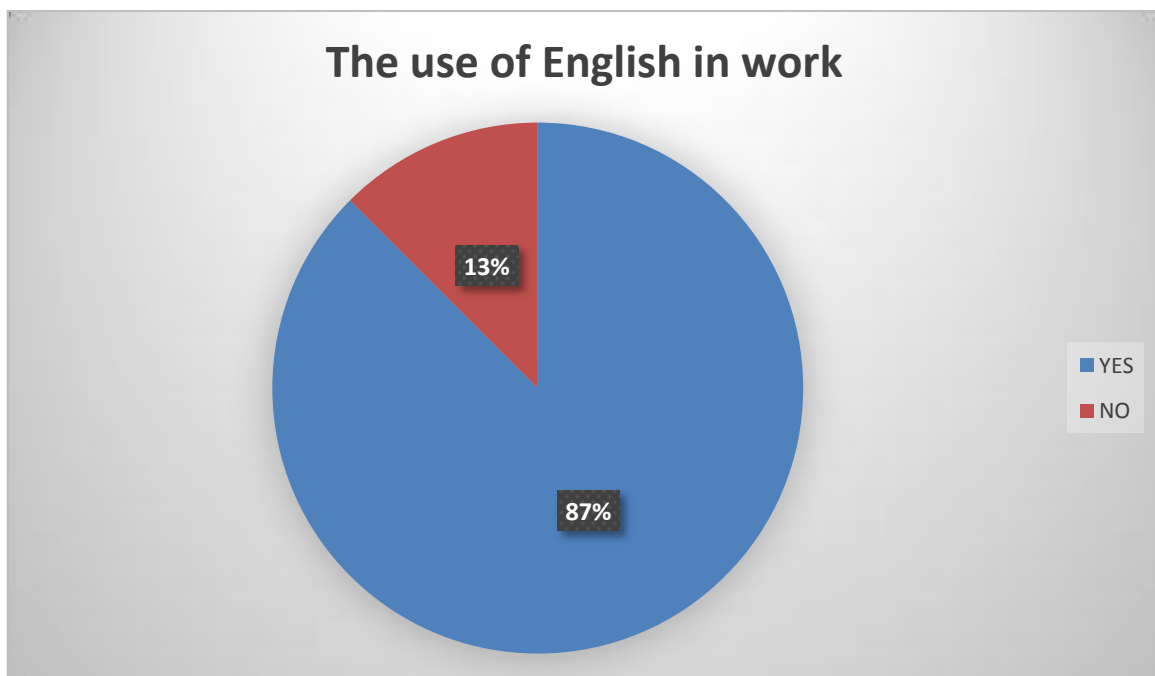
Graph n°4: Years of experience in the maritime industry

The workers have different experiences levels, firstly workers who have 0-10 years of experience represent 12.5%, 10-20 years represent 75%, and finally 12.5% represent of 20-25 years of experience.

### 5) The use of English in work

YES	NO
87.5%	12.5%

Table n°5: The use of English in work



Graphic n°5: The use of English in work

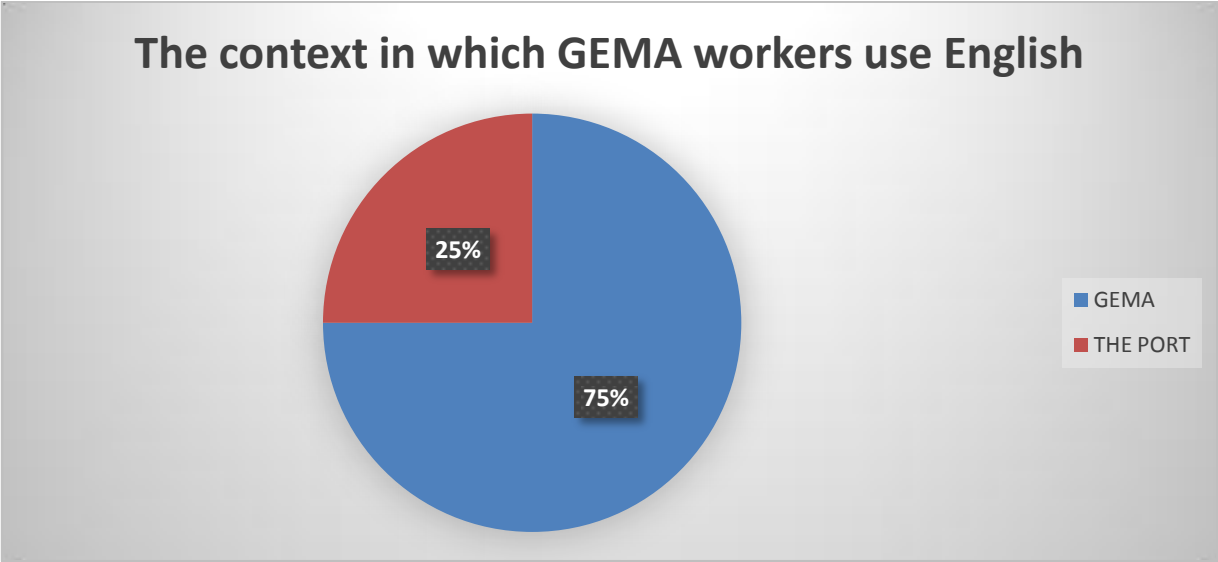
87.5% of the workers answered YES to the question "Do you use English in your work?" while 12.5% of them answered NO.



6) If YES, Where?

GEMA	THE PORT
75%	25%

Table n°6: The context in which GEMA workers use English



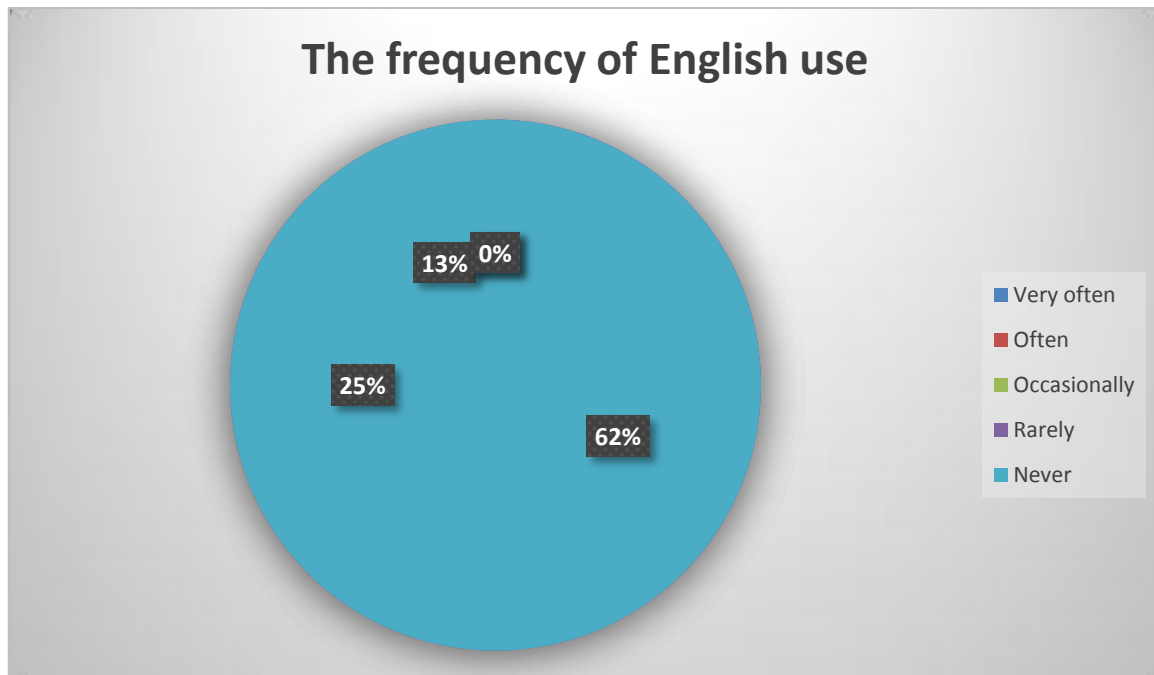
Graph n°6: The context in which GEMA workers use English

Among the 87.5% who use English, 75% of workers use English in their workplace compared to 25% of them who generally use English at the port.

7) If YES, How often do you use English in your daily work?

How often?	Very often	Often	Occasionally	Rarely	Never
8	05	02	01	00	00
100%	62.5%	25%	12.5%	0%	0%

Table n°7: The frequency of English use



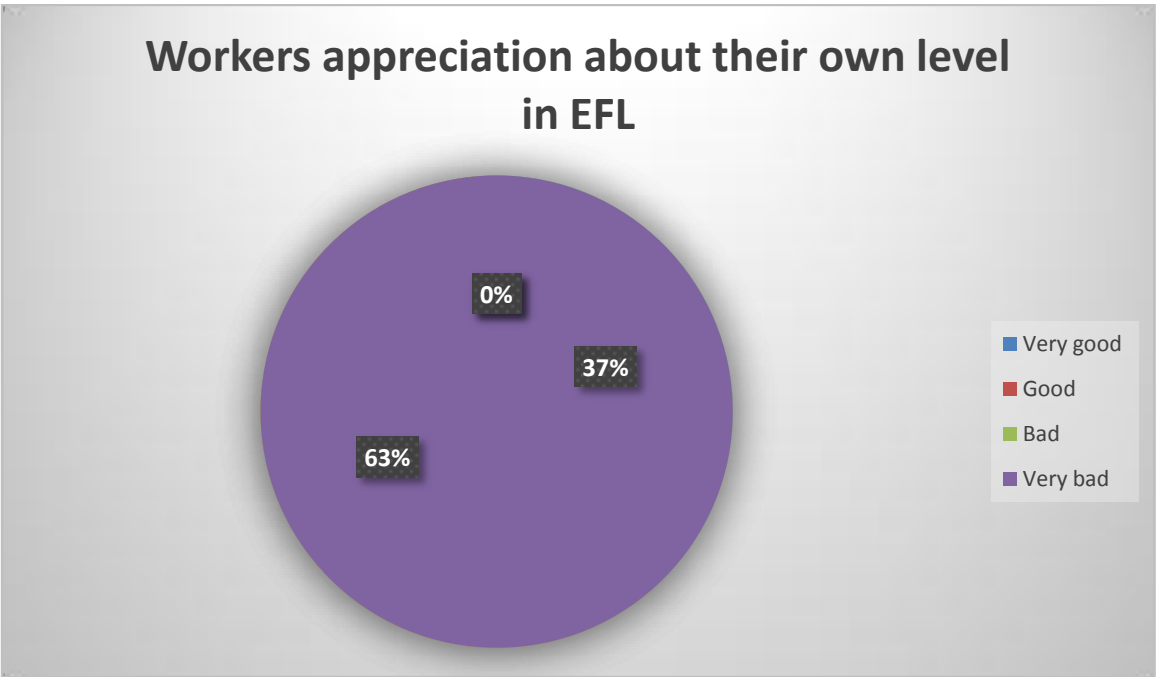
Graph n°7: The frequency of English use

62.5% of the workers use English very often, 25% uses English often and 12.5% answered occasionally, finally no one 0% answered Never and Rarely.

8) How would you rate your proficiency in English?

Proficiency in English	Very good	Good	Bad	Very Bad
8	03	05	00	00
100%	37.5%	62.5 %	0%	0%

Table n°8: Workers appreciation about their own level



Graph n°8: Workers appreciation about their own level

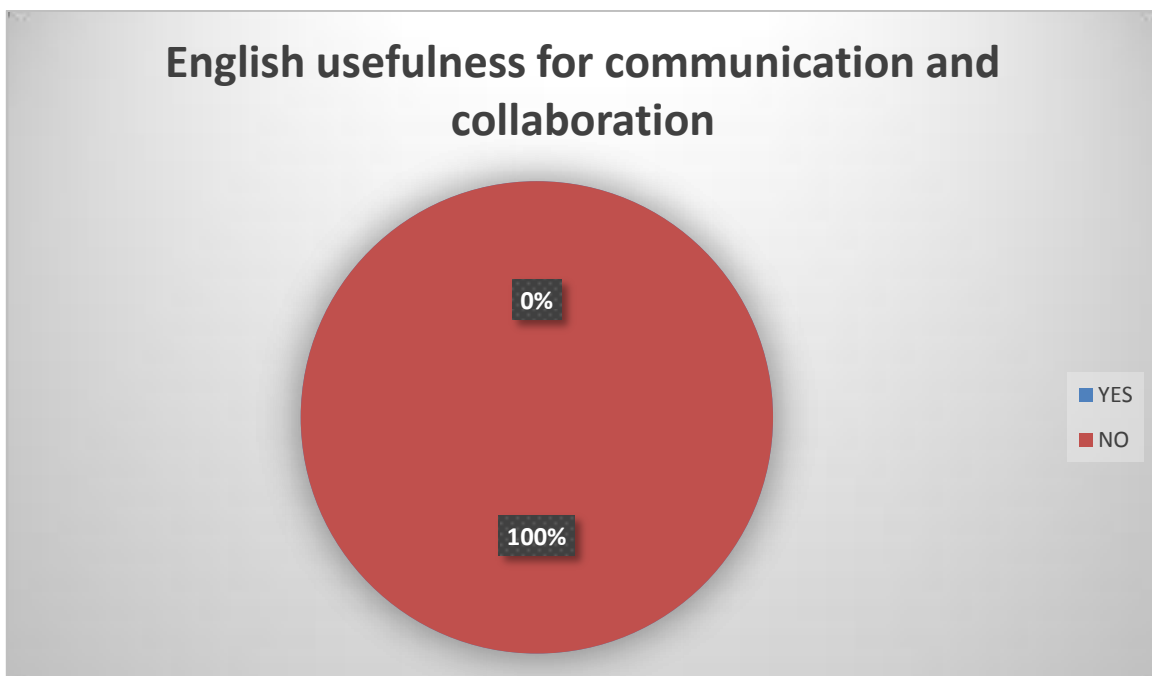
The findings indicate that 62.5% of the workers rate their proficiency in English as "good", while 37.5% rate it as "VeryGood". No workers rate their proficiency as "Bad" or "Very bad".

## Part Two: English in the Maritime Industry

9) Is the English language useful for communication and collaboration in your company?

YES	NO
100%	0%

Table n°9: English usefulness for communication and collaboration



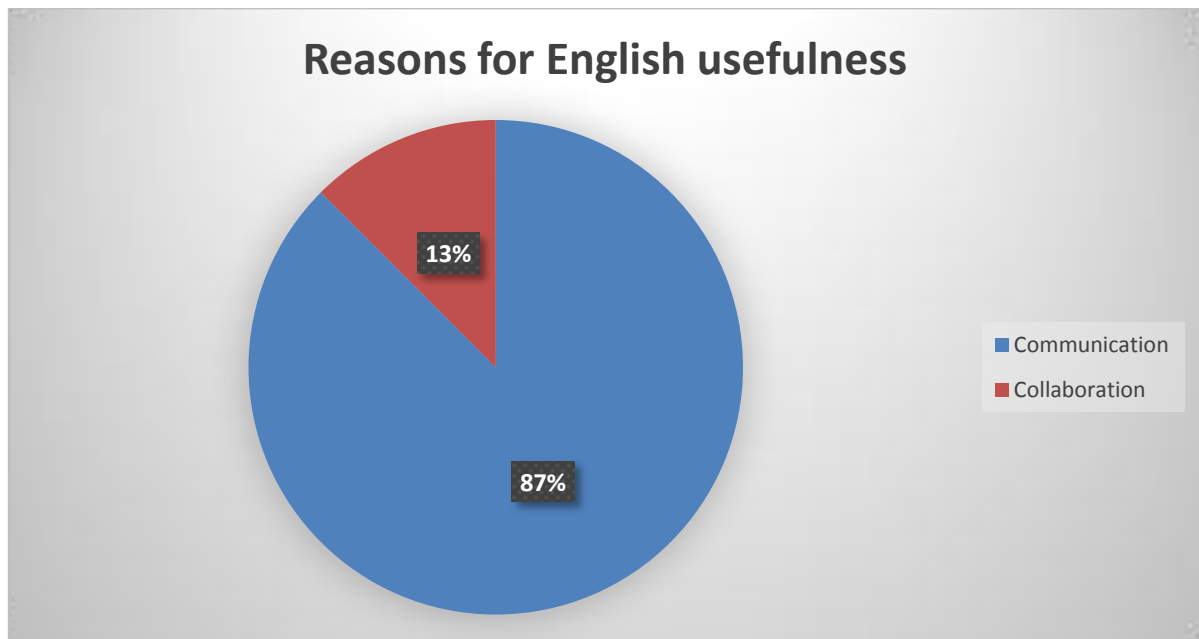
Graph n°9: English usefulness for communication and collaboration

All the workers 100% answered with a YES to this question. This means that they are aware of its importance for both communication and collaboration.

10) If YES, would you please explain, why is it useful?

<b>Communication</b>	<b>Collaboration</b>
87.5%	12.5%

Table n°10:Reasons for English usefulness



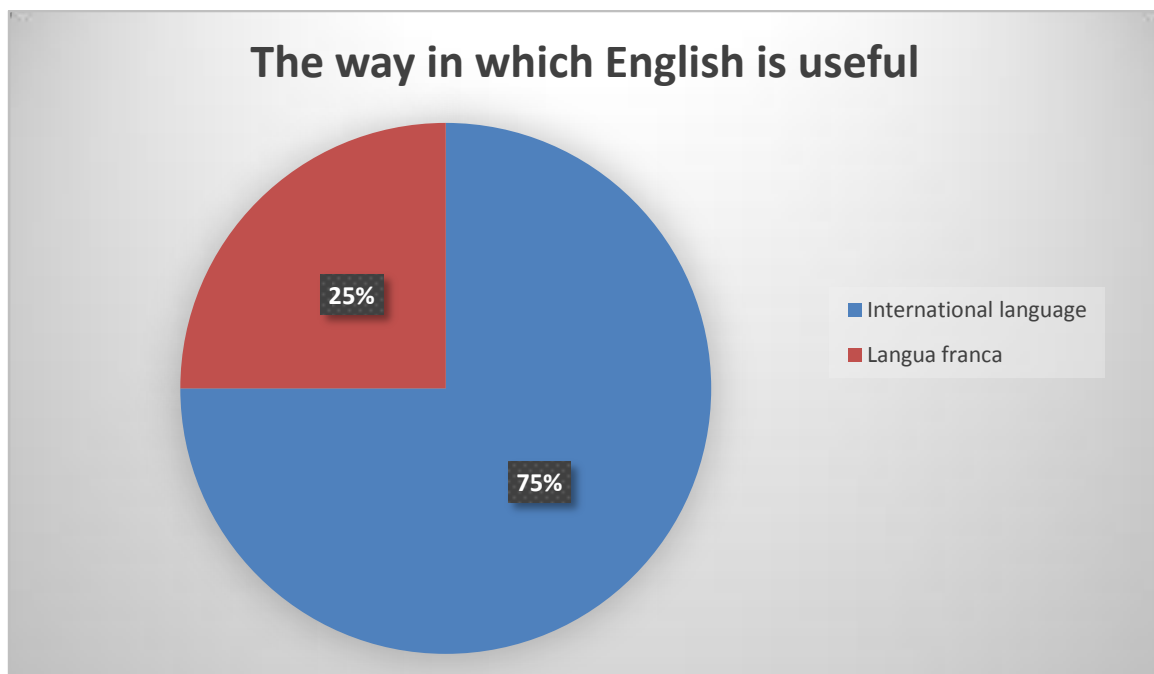
Graph n°10: Reasons for English usefulness

87.5% answered that they use English especially for Communication with the foreign ship-owners, while 12.5% use English for collaboration in the different phases of the maritime consignment.

11) If YES, would you explain, how is it useful? /12) If NO, in which language do you do your transactions?

<b>International language</b>	<b>Lingua franca</b>
75%	25%

Table n°11: The way in which English is useful



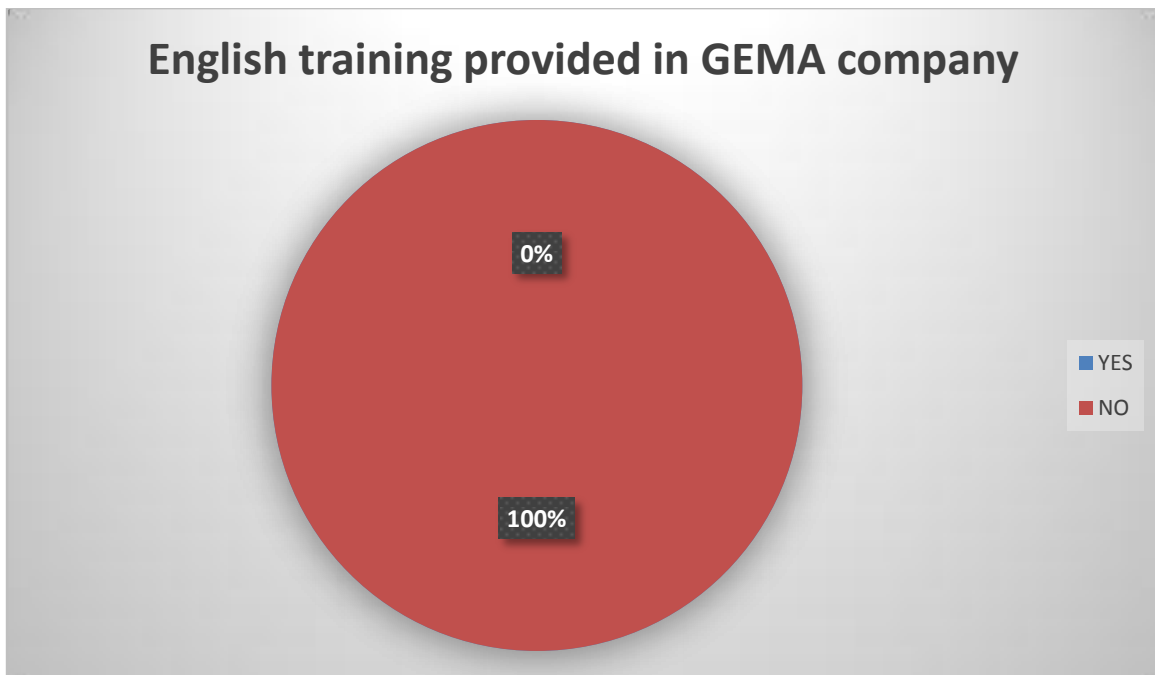
Graph n°11: The way in which English is useful

75% of the workers explained that English is an international language and that all maritime relations are conducted in English, while 25% explained that English is a lingua franca

13) Is there any training of English provided in the company Gema industry?

YES	NO
100%	0%

Table n°12:English training provided in the GEMAcompany



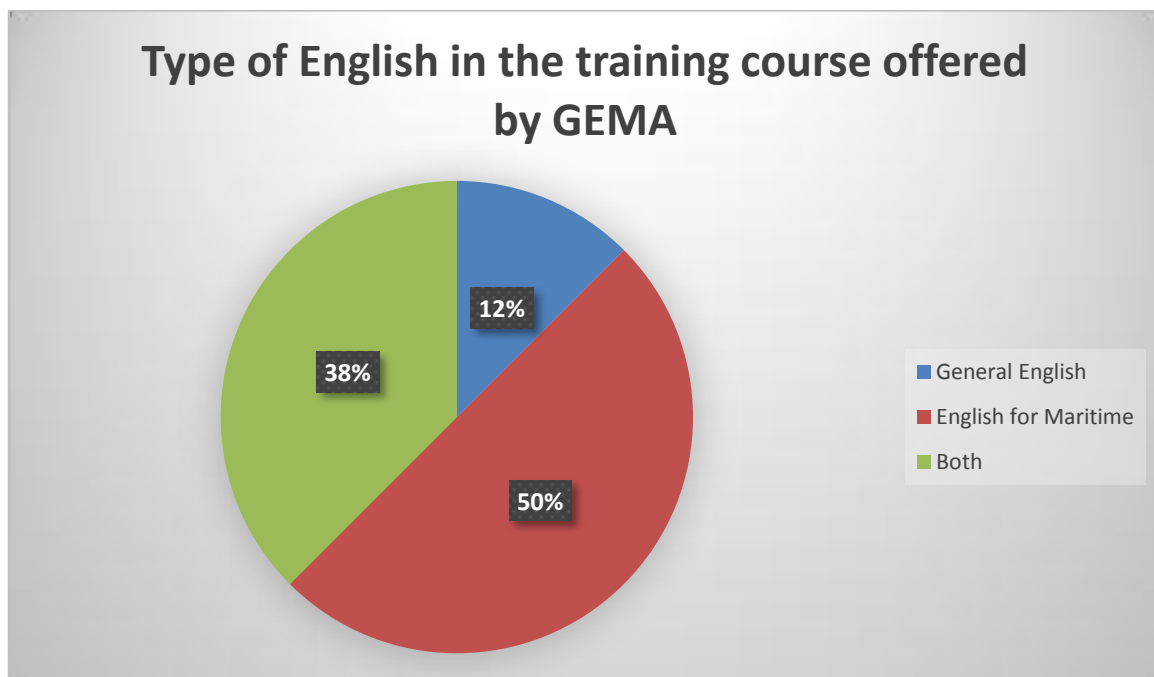
Graph n°12:English training provided in the Gema company

According to the data, 100% of the workers stated that there is English training provided at Gema.

14) If YES, is it about?

Which type?	General English	English for Maritime	Both
8	01	04	03
100%	12.5%	50%	37.5%

Table n°13: Type of English in the training course offered by GEMA



Graph n°13: Type of English in the training course offered by GEMA

According to the data, 12.5% of the workers indicated that only General English training is provided. While, 50% stated that English for Maritime purposes is offered. However, 37.5% of respondent's report that both General English and English for Maritime purposes are available at Gema.

15) If NO, what do you do to learn English for maritime?

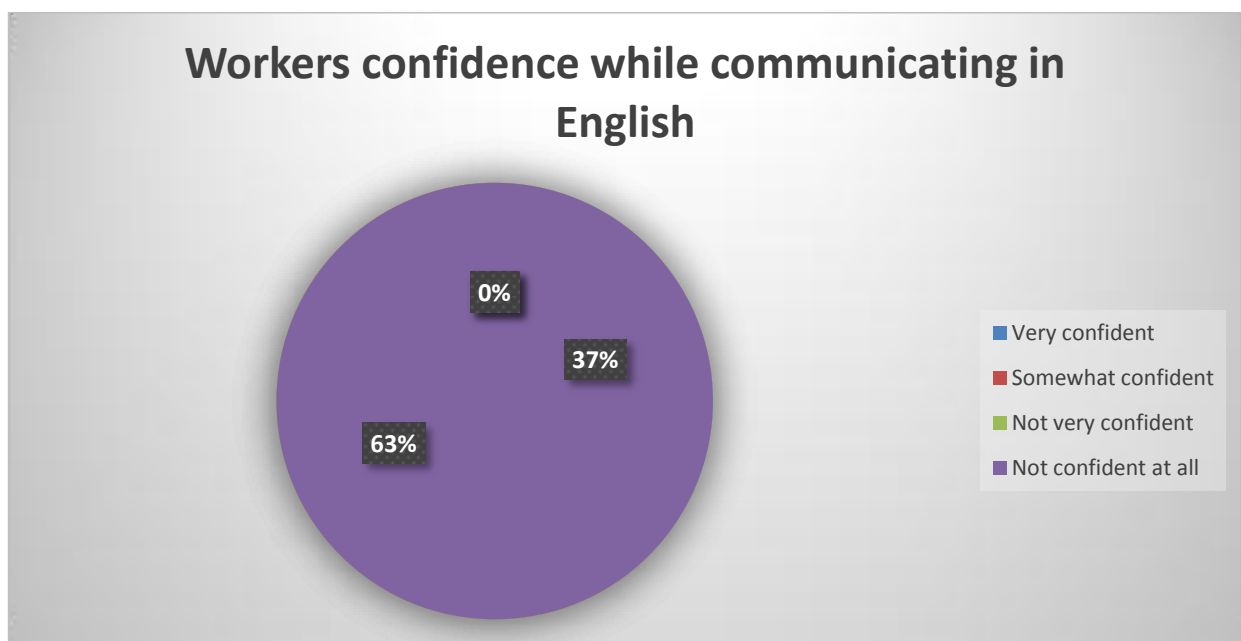
For this question there is no answering, all the workers have answered with Yes to question13



16) Do you feel confident while communicating in English with colleagues?

Do you feel confident?	Very confident	Somewhat confident	Not very confident	Not confident at all
8	03	05	00	00
100%	37.5%	62.5%	0%	0%

Table n°14: Workers confidence while communicating in English



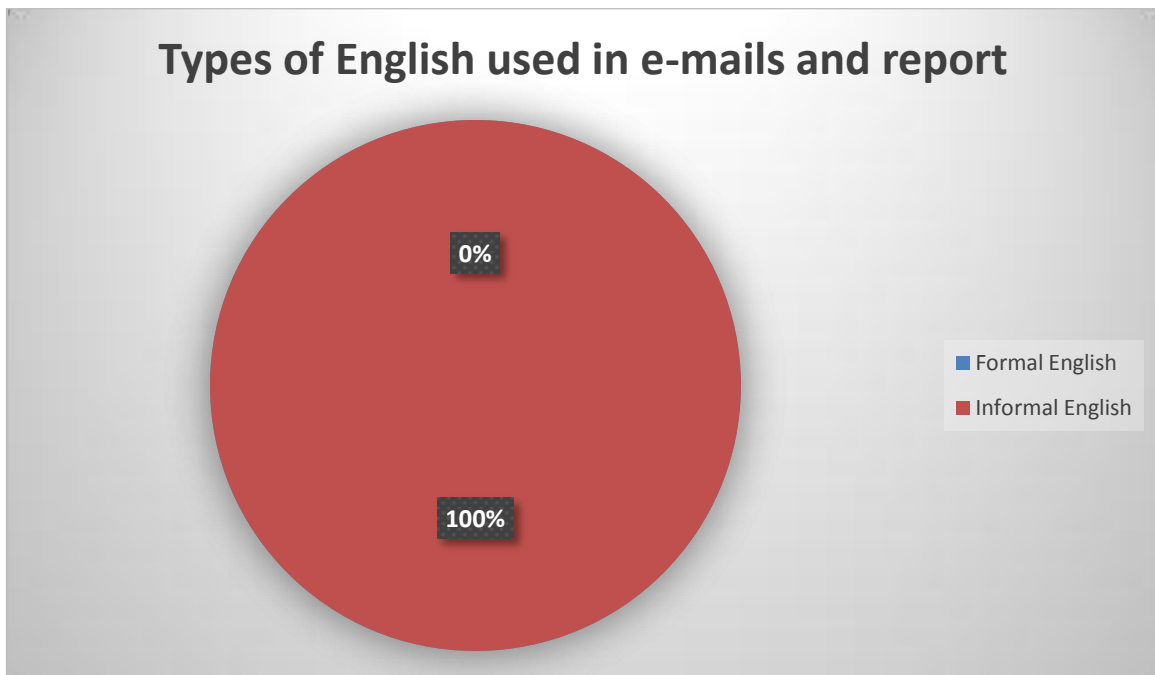
Graph n°14: Workers confidence while communicating in English

62.5% of the respondents reported feeling “somewhat confident” in their English skills. Additionally, 37.5% indicated feeling “very confident” in their proficiency. Interestingly, none of the respondents reported feeling “not very confident” or “not confident” at all in their English abilities.

17) When writing an e-mail or a report which type of English do you use?

Formal English	Informal English
100%	0%

Table n°15:Types of English used in e-mails and report



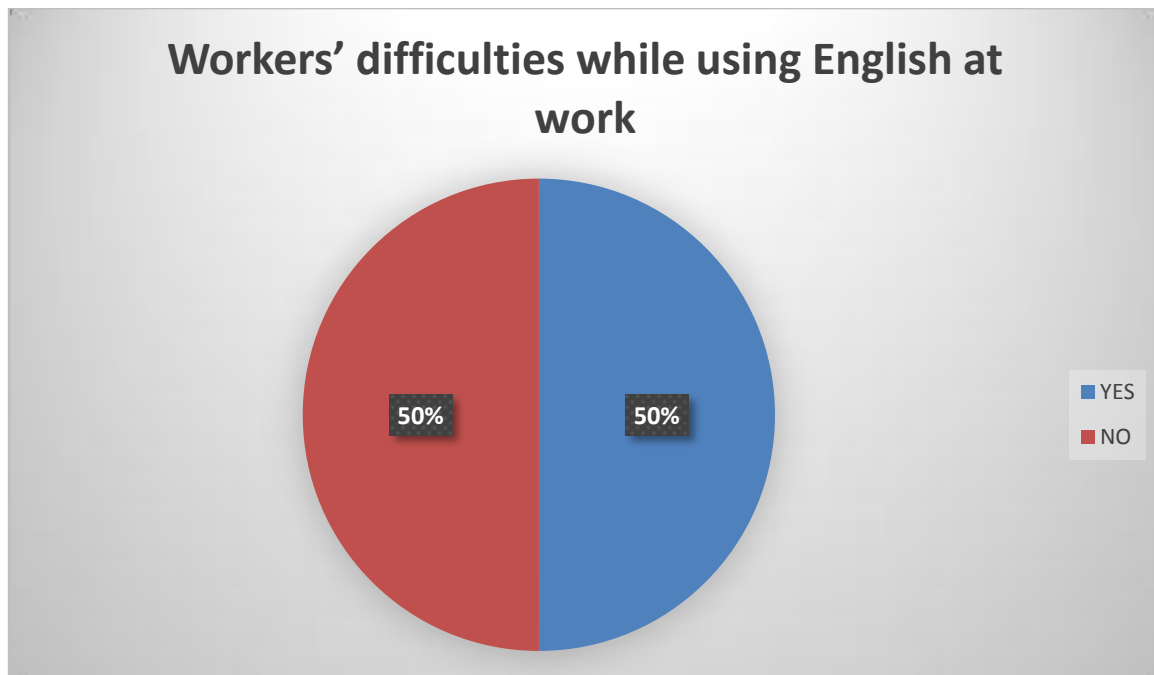
Graph n°15:Types of English used in e-mails and report

The data shows that 100% of the respondents use formal English. This is obvious as GEMA is an administrative institution.

18) Difficulties faced due to language barriers in your work?

YES	NO
50%	50%

Table n°16: Workers' difficulties while using English at work



Graph n°16: Workers' difficulties while using English at work

Half of the respondents have reported facing difficulties due to language barriers in their work, while the other half does not encounter such difficulties.

19) If YES, would you please cite some of them?

The half who face language barriers encounter difficulties due new challenges and situations, as well as difficulty in understanding some new technical term.

20) Have you ever participated in negotiations conducted entirely in English?

YES	NO
87.5%	12.5%

Table n°17: Workers' participation in negotiations conducted entirely in English



Graph n°17: Workers' participation in negotiations conducted entirely in English

87.5% of the respondents answered "YES" to participating in negotiations conducted entirely in English, while 12.5% answered "NO".

21) If YES, do you handle it easily?

YES	NO
87.5%	12.5%

Table n°18: Handling negotiations



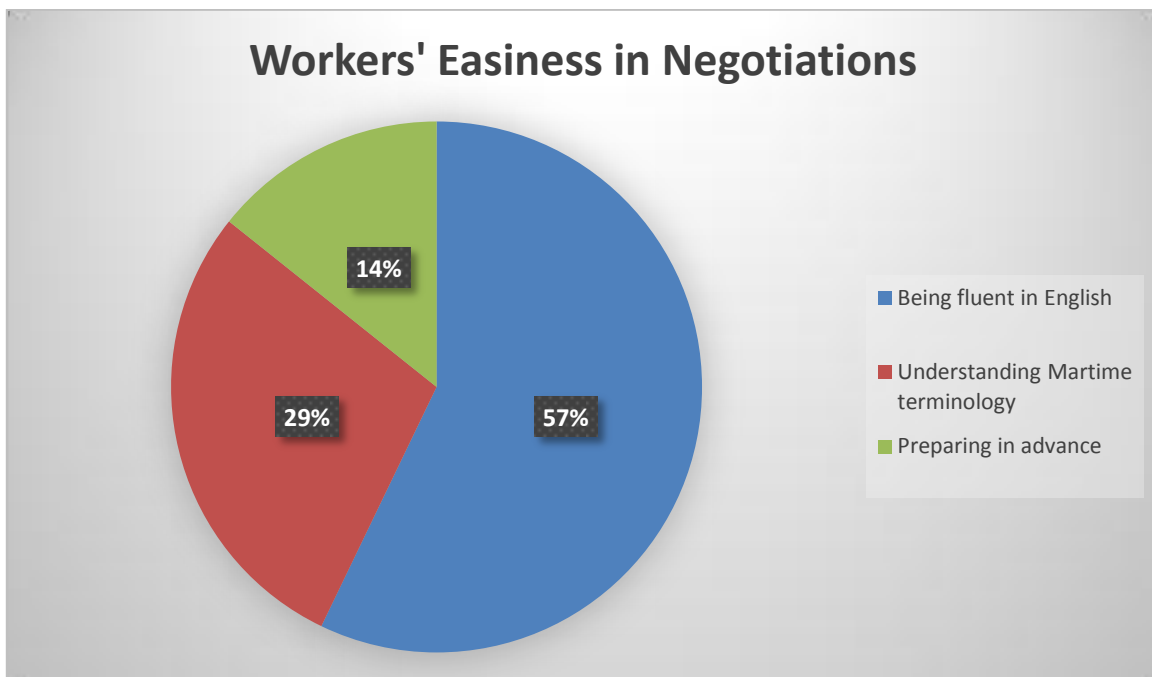
Graph n°18: Handling negotiations

87.5% of the respondents answered "YES" to handling negotiations easily in English, while 12.5% answered "NO"

22) If YES, How?

If YES, How?	Being fluent in English	Understanding Maritime terminology	Preparing in advance
07	04	02	01
100%	57.14%	28.57%	14.29%

Table n°19: Workers' easiness in negotiations



Graph n°19: Workers' Easiness in Negotiations

57.14% mentioned being fluent in English as a factor contributing to their ease. Additionally, 28.57% attributed their ease to understanding maritime terminology, while 14.29% mentioned preparing in advance.

23) If No, Why?

Moreover, those who answered "NO" to participating in negotiations conducted entirely in English, state cited that their role primarily involves accounting and financial matters within

the company. This suggests that their job responsibilities do not typically involve negotiations conducted entirely in English, focusing more on financial aspects.

### **Part three:Further Suggestions**

24) Do you have any suggestions for improving English language support for communication within the maritime industry?

The workers 'answers are summarized under the following headings:

- 1) **Specialized English Training Programs:**GEMA could develop training materials specifically designed for the tasks and responsibilities of its workers. For example, Managers may need to learn vocabulary related to port operations, while Shipping agents may require terminology associated with navigation and ship handling.
- 2) **Continuous Learning Opportunities:**GEMA could encourage a culture of continuous learning by offering regular English language training sessions, workshops, or online courses. These opportunities would allow workers to improve their language skills progressively over time.

25) Please feel free to add any comments or suggestions concerning the use of English in the maritime industry?

The answers are featured under two headings:

- 1) **Continuous Improvement:** Language skills require continuous practice and improvement. Encourage maritime professionals to regularly practice English, both in professional and personal contexts, to maintain and enhance their proficiency.

2) **Technology Integration:** Embrace technology as a tool to support language learning and communication. Using translation apps, language learning software, digital communication platforms and facilitate cross-cultural interactions.

### **II-3 Discussion of the Results**

The results of the survey suggest that the gender distribution shows a predominance of male workers, constituting 62.5% of the total staff, compared to 37.5% female workers. This gender imbalance suggests potential areas for improvement in promoting gender diversity and inclusivity within the company. In terms of job roles, the largest proportions are agents 50%, followed by managers 37.5%, and one general manager 12.5%. According to Indeed Editorial Team (2023) in a traditional business hierarchy the board of directors is at the top, followed by the CEO, other chief executives, vice presidents, directors, managers, and lower-level employees. This structure involves the flow of important information from the top to the bottom. This may be explained by the fact that the central agency is located in Algiers.

Half of the workers studied English, reflecting a strong emphasis on language skills, likely due to the company's need for international communication. Another 25% studied international trade, showing a focus on global commerce, while 12.5% studied management and accounting, indicating a diverse range of expertise in the workforce. Most workers 75% have 10-20 years of experience, showing a well-experienced workforce. Fewer workers have less than 10 years 12.5%, according to Elsey (2022), experience remains a crucial aspect of any business, although the way it is delivered has evolved over time.

The data reveal a strong reliance on English within the workplace, with a significant majority of workers 87.5% using English in their daily tasks. This indicates the importance of English as a communication tool within the company. Interestingly, while 75% of workers use English regularly, only 25% use it occasionally at the port, suggesting that English might be more crucial in certain work environments or roles within the company. English is a vital



language in global business, bridging language barriers for multinational corporations and enhancing job and promotion opportunities for employees worldwide(Kirstin, 2023).

It is noteworthy that the majority of workers 62.5% have reported using English very often, indicating a high frequency of English communication within the workplace. This suggests that English proficiency is not just important but almost constant for a large portion of the workforce (ibid).

In terms of proficiency, the majority of workers 62.5% have rated their English skills as good, while 37.5% have rated their level as very good. This indicates that most of the workers have at least a satisfactory level of English proficiency in the company, which is essential for effective communication in diverse work environments. English is the most commonly used language globally, whether as a second or a foreign language. This is why, it is considered to be a suitable choice as the official language in the maritime sector (Church, 2022).

Interestingly, there were no responses to the question regarding alternative languages for transactions, suggesting a strong reliance on English as the primary language for conducting business within the company. This underscores the significance of English as the main mode of communication in the maritime industry.

The data present a clear consensus among workers regarding the use and importance of English in their work environment. The fact that 100% of the workers have affirmed the use of English reflects a strong acknowledgment of its necessity within the company. This unanimity underscores the universal recognition of English as a crucial language for communication in the maritime industry. The majority of the workers 87.5% have indicated that they primarily use English for communication with foreign ship-owners. This highlights the pivotal role of English in facilitating international business transactions and maintaining

effective communication with stakeholders from different cultural backgrounds. Additionally, 12.5% have reported using English for collaborations in maritime consignment, illustrating its versatility in various operational phases “having a universal language enhances communication and ensures clarity in interactions” (Church, 2022).

It is noteworthy that there were no responses to the question about alternative languages for transactions. This suggests a strong reliance on English as the primary language for conducting business within the company. This reliance underscores the vital role of English as the main mode of communication in the maritime industry, reflecting its importance in facilitating smooth operations and international collaborations.

Furthermore, 75% of the workers perceive English as an international language, emphasizing its widespread use in maritime relations. This perception aligns with the global nature of the maritime industry, where English serves as a common language for communication across borders. The remaining 25% view English as a lingua franca that covers multiple domains, indicating its importance beyond just business interactions. English stands out as one of the most influential languages worldwide (Dutta, 2019).

The data reveal that English training is widely available at Gema industry, with 100% of workers confirming its provision. Among those who receive training, 12.5% have indicated that they only have access to General English training. In contrast, 50% reported receiving English for Maritime training. Additionally, 37.5% stated that they have access to both General English and English for Maritime training. The availability of English training reflects Gema's recognition of the importance of language skills in the maritime industry. Offering both General English and English for Maritime training caters to the diverse needs of the workers, providing them with language skills relevant to their specific roles and responsibilities.

It is notable that there were no responses to the question about alternative methods for learning English for Maritime. This suggests a reliance on the training provided by Gema industry, indicating a proactive approach to skill development within the company. Overall, the data highlights Gema's commitment to enhancing the English proficiency of its workforce to meet the demands of the maritime sector effectively. According to Eliasson and Gabrielli (2015), the learning processes have to be designed in the institutions in which maritime students receive their Maritime English Training (MET). The institutions need to design MET programmes which are internationally unified.

The survey results show that 62.5% of the respondents feel somewhat confident in their English skills, while 37.5% feel very confident. Notably, none of the respondents expressed feeling not very confident or not confident at all in their English while communicating with colleagues and supervisors. This could be explained in the fact that 50% of the workers studied English at university, while others learned English in their trainings.

The data highlight that 100% of the respondents use formal English; this is due to the fact that GEMA is an international company in which formal language use is obligatory. According to Indeed Editorial Team (2023), using a professional tone and formal language can enhance the clarity of writing. Formal writing employs complete sentences, precise wording, and concise phrases to maintain clarity and directness.

50% of respondents reported facing challenges due to language barriers in their work though they feel confident in English use but they still lack necessary skills, while the other 50% do not encounter such difficulties. Those experiencing language barriers mentioned difficulties in understanding technical terms and encountering new challenges. Communication challenges arise due to differences in language proficiency, with some languages being particularly challenging to acquire despite widespread language learning

efforts. Online translation tools may fail to capture cultural nuances like idioms and proverbs. Moreover, regional dialects and variations in vocabulary within industries can lead to miscommunication, especially in work environments requiring precision. Jargon used within specific industries may be unfamiliar to outsiders, causing confusion or frustration and potentially leading to workplace conflict. Moreover, limited exposure to English in certain countries may further impede communication in global workplaces. Although hiring translators can alleviate these obstacles, it can be costly and slow down company operations (Chand, 2005).

According to the data, the majority of the respondents (87.5%) have stated that they participate in negotiations conducted entirely in English, indicating a high level of English proficiency within the workforce. However, 12.5% have reported not participating in such negotiations. Of those who mentioned feeling at ease during negotiations, 57.14% have attributed it to their fluency in English, suggesting that language proficiency plays a significant role in their comfort level. Additionally, 28.57% have mentioned understanding maritime terminology as a factor contributing to their ease, indicating the importance of industry-specific language skills. Another 14.28% have mentioned preparing what to say in advance, highlighting the value of thorough preparation before negotiations. On the other hand, among those who do not participate in negotiations conducted entirely in English, they claim that their role primarily involves accounting and financial matters within the company. This suggests that their job responsibilities may not typically require negotiations conducted in English, as they focus more on financial aspects rather than language-intensive interactions. Overall, the data reflects a workforce with a high level of English proficiency, but also highlights the importance of industry-specific language skills and job role considerations in determining participation in English-language negotiations

According to Bookkah (2023), negotiation skills are essential in various aspects of life, including everyday interactions and business deals. Accordingly, to improve negotiation abilities in English, it is important to start with a high opening offer to allow downward negotiation; to avoid closed questions as they limit understanding of the other party's position; to actively listen and use silence effectively to gather information and convey confidence. Learning useful negotiation phrases is also beneficial; such as suggesting solutions, making concessions, proposing compromises, setting limits, accepting offers, and closing conversations professionally. These skills and phrases can enhance an ability to negotiate successfully in English-speaking environments.

The results suggest that GEMA can implement specialized English training programs to develop and provide materials for its workers, such as providing Managers with vocabulary related to port operations and Shipping agents with terminology for navigation. Additionally, GEMA could foster a culture of continuous learning by offering regular English language training sessions, workshops, or online courses; hence allowing workers to gradually improve their language skills over time. Encouraging maritime professionals to practice English regularly, both professionally and personally, is essential for continuous improvement. Moreover, integrating technology into language learning could be beneficial, as well as utilizing translation apps, language learning software, and digital communication platforms to facilitate cross-cultural interactions. According to Admiral Marine Services LLC (2023); getting an education and training in the maritime industry is essential for being knowledgeable and skilled in the sector. Maritime education institutions provide a range of courses that are designed to develop a workforce that is both knowledgeable and skilled. These courses include a variety of industry topics, such as engineering, safety, navigation, and communication.

## Section Three: Recommendations, Limitations and Suggestions for Further Research

### 1. Recommendations

- ***Specialized Training:*** Provide specific English language training courses that are related to the particular responsibilities and obligations of all positions in the company, such as ship handling for shipping agents and port operations for managers.
- ***Experience Enhancement:*** Encourage maritime professionals to regularly practice English in both professional and personal contexts to maintain and enhance their proficiency.
- ***Feedback Mechanisms:*** Establish feedback mechanisms to allow employees to provide input on language training programs and suggest areas for improvement.
- ***Access to Language Resources:*** Provide easy access to language resources such as dictionaries, language learning apps, and online courses to support employees' language learning efforts.
- ***Incorporate Language into Job Descriptions:*** Include language proficiency requirements in job descriptions and recruitment processes to ensure that new hires possess the necessary language skills for their function.
- ***Language Exchange Partnerships:*** Establish partnerships with other organizations or language schools to facilitate language exchange programs, where employees could practice English with native speakers in a structured setting.

### 2. Limitations

- ***Sample Size:*** The study's sample size is relatively small, limiting the generalizability of the findings to the entire workforce as the study is limited to the GEMA workers in the Bejaia City. A larger sample size would provide a more representative picture of language proficiency and preferences within the organization.

- ***Self-Reported Data:*** The data collected rely on self-reported responses from employees, which may not always accurately reflect their actual language skills or usage. Some respondents may overestimate or underestimate their proficiency level, affecting the reliability of the data.
- ***Language Barrier in Survey:*** The survey itself may have posed a language barrier to some employees, particularly those with lower English proficiency level. This could have led to incomplete or inaccurate responses from certain segments of the workforce.
- ***Time Constraints:*** Employees may have been rushed or distracted while completing the survey, impacting the quality of their responses. Limited time for survey completion may have prevented respondents from providing more thoughtful or detailed answers.

### **3. Suggestions for Further Research**

***Employee Perspectives:*** Explore employees' perspectives on language proficiency and its importance in their daily work. Qualitative research methods, such as interviews or focus groups, could provide deeper insights into individual experiences, challenges, and preferences.

***Comparative Analysis:*** Compare language proficiency and usage patterns between different sectors of the maritime industry, such as shipping, logistics, and port operations. Understanding how language requirements vary across these sectors could inform targeted language training programs.

***Impact of Language Training:*** Evaluate the effectiveness of language training programs in improving communication and job performance within maritime companies. This could involve assessing the impact of different training methods, such as classroom-based learning, online courses, or immersive language experiences.

## General Conclusion

This dissertation investigates the importance of English language proficiency in the Maritime Industry, focusing on a case study of GEMA Industry in Bejaia. The objectives were to investigate the significance and the role of English language usage among GEMA workers and provide recommendations for improvement. Through a questionnaire distribution and data analysis, it was found that English proficiency is crucial for communication, safety, and efficiency within GEMA Industry, despite challenges such as language barriers and technical terminology difficulties. The study highlights the need for tailored language training programs and support initiatives to enhance English skills among workers.

To achieve these objectives, the research questions were formulated as follows: To what extent does English constitute a basic medium for GEMA workers in Bejaia? Is English language useful for communication and collaboration in GEMA Company in Bejaia? What are the different difficulties and obstacles that workers of GEMA in Bejaia face when using English in their work?

The results have provided insightful answers to these questions. Accordingly, English constitutes a basic medium for GEMA workers in Bejaia, serving as a fundamental tool for communication, safety, and efficiency. Yes, the English language is highly useful for communication and collaboration in GEMA Company in Bejaia, enabling smooth coordination and critical information exchange among workers and with international partners. Moreover, GEMA workers in Bejaia face many challenges such as language barriers and difficulties in understanding technical terminology when using English in their work.

The results obtained suggest that it is necessary to explore employees' perspectives on language proficiency, conducting comparative analysis between different sectors of the



maritime industry, and evaluating the effectiveness of language training programs. In summary, this study highlights the critical role of English language skills in the Maritime Industry, specifically within GEMA Industry in Bejaia. It provides insights into challenges, opportunities, and recommendations for enhancing language support and fostering professional growth within the sector.

In conclusion, the dissertation underscores the importance of ongoing efforts to improve language proficiency in the Maritime Industry to ensure safety, efficiency, and competitiveness.

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## Appendices

### GEMA workers' questionnaire

#### Questionnaire

This research is investigating the use of English language among GEMA workers in Bejaia City. We assure you that your answers are going to be anonymous. We kindly request you to be honest and cooperate with us. We truly thank you in advance for your collaboration

**Please put a tick ✓ next to the answer of your choice or write in the space provided**

#### **I. Respondent Background :**

1. Gender:.....
2. Job/position:.....
3. Field of study:.....
4. Years of experience in the maritime industry :.....
5. Do you use English in your work?
  - a) Yes
  - b) No
6. If Yes, Where?: .....
7. If yes, how often do you use English in your daily work?
  - a) Very often.
  - b) Often
  - c) Occasionally
  - d) Rarely
  - e) Never
8. How would you rate your proficiency in English?
  - a) Very good
  - b) Good
  - c) Bad
  - d) Very bad

**II. English in the maritime industry:**

**9. Is English language useful for communication and collaboration in your company?**

- a) Yes
- b) No

**10. If yes, would you please explain, why is it useful ?**

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

**11. If Yes , would explain , How is it useful ?**

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

**12. If No, in which language do you do your Transactions?**

.....  
.....

**13. Is there any training of English provided in the company GEMA industry?**

- a) Yes
- b) No

**14. If yes, is it about :**

- a) General English
- b) English for Maritime
- c) Both

**15. If No, what do you do to learn English for maritime?**

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

**16. Do you feel confident while communicating in English with colleagues and supervisors?**

- a) Very confident
- b) Somewhat confident

- c) Not very confident
- d) Not confident at all

17. When writing an e-mail or a report which type of English do you use

- a) Formal English
- b) Informal English

18. Have you ever faced any difficulties due to language barriers in your work?

- a) Yes
- b) No

19. If Yes, would you please cite some of them ?

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

20. Have you ever participated in negotiation conducted entirely in English?

- a) Yes
- b) No

21. If Yes, do you handle it easily?

- a) Yes
- b) No

22. If Yes, How?

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

23. If No, Why?

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

III. Further suggestions:

24. Do you have any suggestions for improving English language support for communication within the maritime industry?

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

**25. Please feel free to add any comment or suggestion concerning the use of English in the maritime industry?**

.....

.....

.....

.....

## Résumé

Ce thème étudie l'importance de l'anglais dans l'industrie maritime, en se concentrant sur une étude de cas de l'industrie GEMA à Béjaia. Les objectifs étant d'analyser l'importance et le rôle de l'usage de la langue Anglaise parmi les travailleurs de GEMA et de formuler des recommandations d'amélioration. Grâce à la distribution d'un questionnaire et à l'analyse des données, il a été constaté que la maîtrise de l'Anglais est cruciale pour la communication au sein de GEMA Industrie, cependant, les employés n'échappent pas à des défis tels que les barrières linguistiques et les difficultés de terminologie technique. L'étude souligne la nécessité de programmes de formation linguistique adéquate et d'initiatives de soutien visant à améliorer les compétences en Anglais des travailleurs.

Mots clés : Anglais, GEMA Industrie, Employés de GEMA

## ملخص

بحث هذه الأطروحة على أهمية إتقان اللغة الإنجليزية في الميدان البحري، مع التركيز على دراسة حالة GEMA في بجاية. وتتمثل الأهداف في تحليل أهمية ودور استخدام اللغة الإنجليزية من طرف العاملين في GEMA وتقديم توصيات للتحسين. من خلال توزيع الاستبيانات وتحليل البيانات، وجد أن إتقان اللغة الإنجليزية أمر بالغ الأهمية للتواصل والسلامة والكفاءة داخل صناعة GEMA، على الرغم من التحديات مثل الحواجز اللغوية وصعوبات المصطلحات التقنية. تسلط الدراسة الضوء على الحاجة إلى برامج تدريب لغوية مخصصة ومبادرات دعم لتعزيز مهارات اللغة الإنجليزية بين العمال.

## Agzul

Asentel-nney yerra azal i usxdem n tegnizit deg temguri n yillel. Nerra lwelha yef tussna n uħric n tegmuri GEMA deg Bgayet. Iswan d asleđ n wazal d umeskan n useqdec n tutlayt tagnizit gar yixeddamen n GEMA rnu ħur-s d asewjed n iwellihen n useggem. Nefreq isastanen d tesleđt n igemmađ, iban-d d akken aseqdec n tegnizit tewlem atas i taywalt. Tayellist d uwennee deg tkebbanit n GEMA, ħas ulamma yella ucqirrew abħal tilisa tusnalsanin akked useggem n wawalen atrarren. Tussna-a terra lwlha-s i usilley tasnalsant iwakken ad yili uwennee useqdec n tutlayt tagnizit deg uxeddim.