Barriers to Intercultural Communication Among Algerian University Teachers and Researchers: A Study of Challenges in Spoken and Written English Communication

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Abstract:
This study investigates the barriers to intercultural communication faced by Algerian university teachers and researchers in spoken and written Business English communication with international colleagues, particularly during individual exchanges about their research. Using a mixed-methods approach, data was collected through structured questionnaires from participants across various Algerian universities. Key challenges identified include understanding colloquial expressions, dealing with accents and pronunciation, and navigating the rapid pace of speech. Additionally, difficulties in written communication, such as maintaining appropriate formality and tone, understanding cultural references, and addressing grammar and syntax issues, were significant obstacles. The findings highlight the need for targeted support and resources to enhance intercultural communication skills, aiming to foster more effective and inclusive academic collaborations. By addressing these barriers, this study aims to contribute to greater intercultural understanding and cooperation within the global academic community.

Keywords: Academic Collaboration, Algerian University, Intercultural Communication, Business English Communication, Challenges

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1. INTRODUCTION

Business English (BE) is an evolving branch of English Language Teaching (ELT) that can be tailored to meet diverse needs (Frendo, 2005). It is a specialized form of English that focuses on vocabulary, expressions, and communication skills essential for business and professional contexts (Koester, 2010). BE encompasses various skills such as writing emails, negotiating deals, delivering presentations, and participating in meetings, making it vital for professionals seeking international engagement (Gimenez, 2000). Given that English serves as the global language of business, proficiency in Business English facilitates effective communication, enhances career prospects, and strengthens professional relationships (Harding, 2013). Furthermore, mastery of BE aids in understanding industry-specific terminology and practices, making it easier to navigate the global business environment (Koester, 2004).

Business English is divided into two sub-branches: Business English for General Purposes (BEGP) and Business English for Specific Purposes (BESP) (Frendo, 2005). BEGP focuses on broad business communication skills, such as negotiation, emailing, telephoning, and participation in meetings, making it suitable for learners aiming to improve overall business proficiency (Gimenez-Moreno, 2011). BESP, on the other hand, is tailored for specialized fields and can be further divided into Business English for Accountancy, Business English for Marketing, and Business English for Academic Purposes (Harding, 2013).

Effective intercultural communication is essential for academic collaboration and professional growth (Drew & Heritage, 1992, as cited in Koester, 2004). This study focuses specifically on Business English for Academic Purposes (BEAP) and examines the barriers that hinder Algerian university teachers and researchers from communicating effectively with international colleagues in English (Koester, 2010). Identifying these challenges is crucial for developing targeted strategies that foster more inclusive and productive academic environments (Frendo, 2005).

This research paper intends to answer the following question:

What are the primary barriers to intercultural communication faced by Algerian university teachers and researchers in spoken and written English communication with international colleagues?
The objectives of the study are as follows:
1.Identify key challenges in spoken English communication among Algerian university teachers and researchers.
2.Examine difficulties in written and spoken English communication.
3. Gather suggestions for improving academic intercultural communication.

2. Business English as a Branch of ELT

Business English (BE) is an essential part of the English Language Teaching (ELT) ecosystem. It specifically addresses the needs of professionals and students in business contexts (Frendo, 2005), providing them with the language skills necessary for effective communication in the business and professional world. This includes everything from understanding industry-specific vocabulary to mastering the art of business correspondence. Historically, Business English has had a strong presence in Europe, largely because many of the world's leading business schools and multinational corporations are based there. This Eurocentric focus has influenced the development of BE materials and teaching methods. However, this traditional hub is expanding as global business environments evolve (Neeley, 2012).

According to Harding (2013) BE is evolving due to many factors; one of them is the Digital learning where the rise of digital technologies has transformed how Business English is taught and learned. Online courses, virtual classrooms, and digital resources have made BE more accessible to learners worldwide, allowing for flexible and personalized learning experiences (Duraipandi & Murugan, 2024). Second factor is that English is an International Language (EIL) and Business English increasingly recognizes the role of English as a global lingua franca. This shift emphasizes the importance of clear and effective communication among non-native English speakers from diverse linguistic and cultural backgrounds. The third factor is New markets and contexts where the demand for Business English is growing in emerging markets and new business sectors. This requires BE programs to adapt and cater to the specific needs of these new learners, incorporating relevant industry-specific terminology and practices.

The fourth factor is the Need for Expansion. To keep up with these changes, Business English needs to expand 'narrow focus': traditional BE programs often focus on established business practices and terminology. To stay relevant, they must broaden their scope to include new business trends, technologies, and communication strategies. Build partnerships: Collaboration with businesses, educational institutions, and cultural organizations can enhance BE programs. These partnerships can provide valuable insights into current business practices and create more dynamic and context-specific learning experiences. Raise cultural awareness: As business becomes increasingly global, intercultural communication skills are essential. BE programs should emphasize the importance of understanding and respecting different cultural norms and practices, helping learners navigate the complexities of international business. These expansions and adaptations ensure that Business English remains a vital and effective tool for learners and professionals in the ever-changing global business landscape (Smith, 2021).

2.1 International Context of Use of BE

In today's globalized business environment, English serves as an international language, bridging communication between non-native speakers (NNS) from diverse backgrounds. Business English helps in navigating this international context, ensuring effective and culturally sensitive communication. It emphasizes clear and neutral language, reducing barriers and fostering global collaboration (Frendo, 2005).

2.2 Spoken and written business discourse

The language of work encompasses the specific genres relevant to an occupation. Language of work and academia as an example is a specific genre. Mastering these genres allows professionals to perform their roles more effectively, adhere to industry standards, and engage in meaningful interactions with colleagues, clients, and stakeholders. Koester (2004) mentions that 'Any set of communicative events (spoken or written) that have the same communicative purpose and typically share certain recurring features, such as the same underlying structure, and can therefore be recognized as belonging to the same type. Some genres are common to many different areas of work (e.g., meetings, job interviews, business letters), whereas others are specific to particular professions (e.g., cross-examinations, medical records).'(p. 122).

Koester's (2004) definition highlights the concept of genres in workplace discourse. A genre is a set of communicative events that share a common purpose and recurring features, making them recognizable as a specific type of communication. Examples include meetings, job interviews, and business letters, which are common across various fields, while others like cross-examinations or medical records are unique to specific professions.
Workplace discourse refers to the communication that takes place in various professional settings. These interactions occur across a wide spectrum of environments. Koester (2010) notes that 'Workplace discourse involves interactions occurring across a whole range of occupational settings from factories to offices, hospitals to government offices, private businesses to non-profit organizations' (p.3).

Written business discourse: Business correspondence, whether through letters or emails, exhibits differences in register, syntactic structures, and formality. Business letters tend to use more complex syntactic structures, with well-constructed sentences and paragraphs, often reflecting a higher level of formality. They rely on explicit construction, ensuring all necessary information is contained within the text, which minimizes the need for contextual knowledge. On the other hand, business emails often use simpler syntactic structures and can rely more on context, given their typically shorter nature and the expectation of a quicker response. Emails might employ

elliptical forms, where some parts of the sentence are omitted but understood from context. Additionally, business emails can be more informal compared to letters, utilizing a conversational tone, contractions, and sometimes even colloquial language. In essence, business letters and emails each have their distinct stylistic and structural characteristics, shaped by their intended purpose and the medium through which they are conveyed.
Business emails, as examined by Gimenez (2000) and Gimenez-Moreno (2011), showcase features more akin to spoken rather than written language.

While written language often employs elaborate syntactic structures with greater lexical density, business emails typically favor simple, straightforward syntactic structures, preferring co-ordination over subordination. Written language relies on explicit constructions, ensuring clarity and completeness within the text. In contrast, business emails rely on context, making references to unstated propositions and utilizing elliptical forms where parts of the sentence are omitted but understood from context. Furthermore, written language tends to use formal language, maintaining a professional and polished tone. Business emails, however, often adopt a more informal language, reflecting a conversational style that includes contractions and colloquial expressions. These variations highlight the dynamic nature of email communication in business settings, balancing between efficiency and clarity.

Spoken business discourse: In the realm of spoken business discourse, several key areas come into play, including meetings, negotiating, problem-solving, and relationships at work. Effective communication during meetings is crucial as it involves presenting ideas, making decisions, and fostering collaboration (Koester, 2010). Negotiating skills are equally important, requiring clear articulation of interests and the ability to reach mutually beneficial agreements (Frendo, 2005). Problem-solving, on the other hand, demands critical thinking and the capacity to communicate solutions clearly. Building and maintaining positive relationships at work are essential for a harmonious and productive environment, relying heavily on interpersonal communication (Koester, 2004). For teaching English for Specific Purposes (ESP), these elements suggest that the curriculum should focus on practical communication skills, role-playing real-life business scenarios, and providing students with the tools to navigate complex business interactions confidently（Frendo, 2005; Harding, 2013).

2.3 What is special about the language of work?

The language of work has distinct characteristics that set it apart from everyday language. Here are six key features ((Drew & Heritage, 1992 in Koester, 2004):
Goal Orientation: Work-related communication is purpose-driven, focusing on achieving specific objectives or tasks. This goal-oriented nature ensures

efficiency and clarity in interactions. Turn-Taking Rules: In professional settings, there are established norms for when and how individuals can contribute to a conversation. These rules help maintain order and ensure everyone has a chance to speak. Allowable Contributions: There are expectations regarding what types of comments or contributions are appropriate in a workplace context. This helps keep discussions relevant and focused on the topic at hand. Professional Lexis: The use of specialized vocabulary and jargon specific to a particular profession or industry. This professional lexis allows for precise and efficient communication among colleagues. Structure: Work-related communication often follows a predictable structure, such as meeting agendas, email formats, or report templates. This structure aids in organization and understanding. Asymmetry: There is often an imbalance in power or knowledge between participants in workplace interactions. This asymmetry influences how communication is conducted and how information is shared. These characteristics highlight the unique nature of workplace language, emphasizing efficiency, clarity, and professionalism

BE focuses on equipping learners with the language skills needed to navigate these genres effectively. It emphasizes the vocabulary, structures, and conventions associated with different business genres, ensuring that professionals can communicate clearly and appropriately in various contexts. Understanding and mastering the genres of workplace discourse is crucial for effective communication in business and professional settings

2.4 Barriers to intercultural communication

More people are coming into contact with individuals from other cultures due to several factors. Technological advancements have made travel easier, faster, and cheaper, facilitating global movement. The internet connects people worldwide, allowing for cross-cultural communication and collaboration. A mobile labor force, including refugees and migrants, leads to greater cultural integration in various regions. Additionally, the increasing diversity of the workforce in many industries promotes interactions among individuals from different cultural backgrounds, fostering a more interconnected and multicultural world.

Intercultural communication faces several barriers, including attitude, perception, stereotypes, interpretation, and culture shock (Gibson, 2000). Negative attitudes, prejudices, and biases can hinder effective communication, while different cultural perceptions can lead to misinterpretations of behaviors and language. Stereotypes oversimplify and inaccurately represent individuals, creating barriers to genuine understanding (Gibson, 2000). Language and contextual differences affect how messages are interpreted, leading to potential misunderstandings. Additionally, culture shock, the stress and discomfort experienced in unfamiliar cultural environments, can impact one's ability to adapt and communicate effectively. Addressing these barriers

is crucial for fostering positive intercultural interactions. (Drew & Heritage, 1992 in Koester, 2004).

Non-verbal communication encompasses various aspects, including body language (kinesics), which involves gestures, facial expressions, and posture; eye contact (oculistics), which helps convey attentiveness and emotions; and touch (haptics), which communicates feelings and relationships. Body distance (proxemics) refers to the physical space between individuals, impacting the perceived intimacy of interactions. Paralanguage includes elements such as tone of voice, speed, and pitch, all of which influence the meaning and emotional impact of spoken messages. Turn-taking is the structured manner in which individuals alternate speaking and listening, ensuring smooth and respectful exchanges. These non-verbal cues play a crucial role in effective communication, often conveying more than words alone (Drew & Heritage, 1992 in Koester, 2004)

3. Literature Review

Reserach on the literature of Business English shows that both oral and written forms of business communication assist in organizational communication which is efficient, but each has its own unique set of problems. Spoken discourse advantages from real-time interaction and immediate feedback, while written discourse suffers from a lack of spontaneity,bound by strict clarity and structure. In today's world developing efficient communication strategies and designing effective English for Specific Purposes (ESP) programs tailored to global business demands requires solving these problems, especially in intercultural settings.

3.1Verbal business communication

The discourse analysis of spoken business communication emphasizes its importance in the functional communication of a workplace. In the workplace, meetings, negotiations, problem solving, and relationship building activities require orderly turn-taking, enunciation, and culturally appropriate social cues. Koester (2010) argues that effective communication in meetings facilitates decisions and collaboration, and Frendo (2005) argues negotiation involves effective communication of interests for mutually beneficial results. All of them highlight the need for practical communication approaches in today's business environment, especially when interacting with people from diverse cultures, where gaps created by preconceived notions and biases abound.

3.2 Written Business Communication

This type of business discourse is marked with compliance to structural conventions and with determined use of terminology. Gimenez (2000) and Gimenez-Moreno (2011) observe that business emails as well as business correspondence, reports and even proposals are crafted within specific structures to achieve desired effectiveness and correctness. The formal nature of written communication, which borders on the documentation of office interactions, follows strict boundaries such as set formats, standardized registers and even professional language, which present a different kind of challenge. Harding (2013) states that writing without the opportunity to offer immediate clarifications within the document results in a gap, hence requires special care in statements.
Issues in Spoken and Written Business Discourse

3.3 Both forms of business discourse whether spoken or written share common challenges like struggles with clarity, structure, and cultural depth. Koester (2004) mentions workplace communication has features characterized by goal orientation, specific discourse rules, as well as hierarchical inequities that obstruct free and open dialogue, for example, distinct features of workplace communication. Barriers of language, miscommunication through non-verbal cues, and cultural prejudices further complicate these issues in a globalized context. Addressing these challenges requires appropriate strategies developed by business professionals and educators that consider the context and flexibility for the shifting international communication landscape.

4. Methodology:

This study employs a mixed-methods approach, combining both quantitative and qualitative data collection techniques to investigate the barriers to intercultural communication among Algerian university teachers and researchers.

Participants: This study examines the barriers to intercultural communication faced by Algerian university teachers and researchers when interacting with international colleagues in spoken and written English. The participants, drawn from various Algerian universities, represent disciplines such as Natural Sciences, Social Sciences, Humanities, and Engineering. A total of 13 participants were involved, with diverse academic backgrounds and varying years of experience in teaching and research (less than 5 years to more than 15 years). This variety ensures a comprehensive understanding of communication challenges across different fields.

Data Collection: Data was collected using a semi-structured questionnaire designed to elicit detailed information about the participants' experiences and

challenges in spoken and written English communication with international colleagues. The questionnaire included both closed-ended and open-ended questions to capture a comprehensive understanding of the barriers faced.

The questionnaire comprises 13 questions which are grouped into five sections as follows: The first section takes contractors's' demographic and professional details (Questions 1-3). The second section assesses the scope and the context of English used in academic interactions (Questions 4-5). The third and fourth sections focus on the challenges identified in speaking (Questions 6-7) and writing (Questions 9-10) English communications respectively. Lastly, the fifth section examines the respondents' training in intercultural communication and has open-ended questions for other insights and recommendations from respondents (Questions 11-13).

Data Analysis: Quantitative data from the closed-ended questions were analyzed using descriptive statistics to identify patterns and trends in the participants' responses. Qualitative data from the open-ended questions were analyzed using thematic analysis to identify common themes and insights related to the barriers and challenges faced in intercultural communication.

5. Data Analysis and Interpretation

Question1, 2 and 3: Field of Research, teaching experience and position

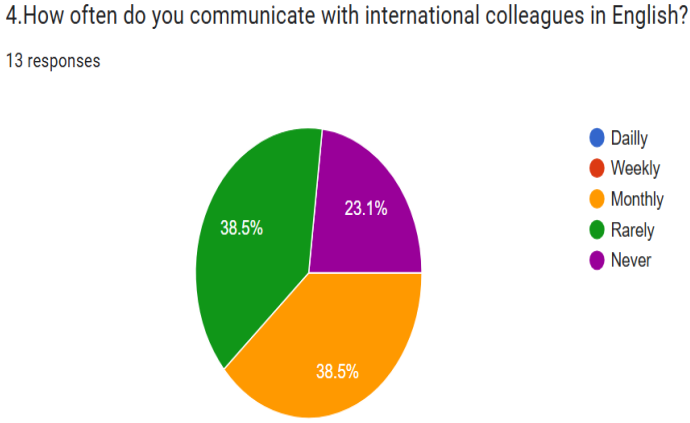
The majority of respondents (69.2%) are in the Humanities field, followed by 23.1% in Social Sciences, and 7.7% in Engineering. There are no respondents in Natural Sciences or Other categories. This distribution suggests that the study predominantly captures the perspectives of individuals in the Humanities and Social Sciences.

Analyzing the data, 61.5% of respondents have less than 5 years of experience, while 15.4% have 5-10 years, 11-15 years, and more than 15 years each. This variety in experience allows us to assess how communication challenges may vary based on the length of academic involvement. The highest positions held by respondents include MCA (30.8%), MCB (15.4%), Assistant Teacher (15.4%), and PhD student (38.5%), reflecting a diverse demographic profile.

Question 4: Frequency of English Communication with International Colleagues

The pie chart illustrates the frequency with which respondents communicate with international colleagues in English. Out of 13 total responses, 38.5% of respondents reported communicating "Rarely," another 38.5% reported communicating "Weekly," and 23.1% reported "Never" communicating in English with international colleagues. Notably, there are no responses for "Daily" or "Monthly" communication.

Fig.1. Frequency of English Communication with International Colleagues Among Algerian University Researchers

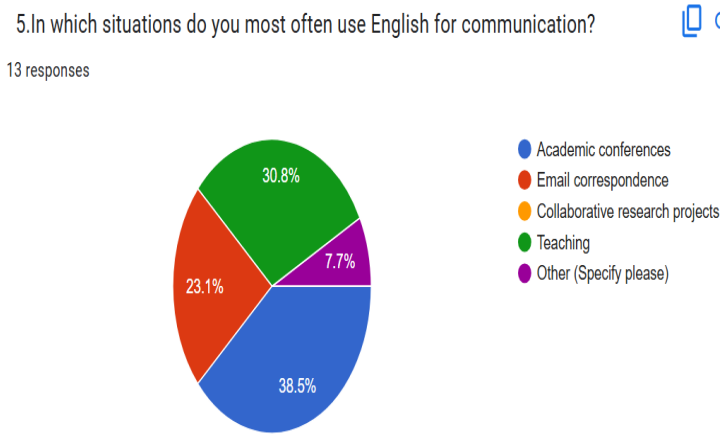


This data highlights that a significant portion of the participants either rarely or never communicate in English with international colleagues, which may indicate underlying barriers to such communication. The weekly communication frequency suggests that some respondents have regular interactions, but there remains a considerable number who experience limited or no communication. This finding underscores the need to address the challenges and barriers that hinder effective intercultural communication in academic settings.

Question 5: Contexts of Using English for Communication

The pie chart illustrates the various contexts in which respondents most often use English for communication. Out of 13 total responses, the most common context is academic conferences, with 38.5% of respondents indicating that they use English in this setting. Teaching is the second most common context, with 30.8% of respondents reporting that they use English while teaching. Email correspondence accounts for 23.1% of responses, indicating that a significant portion of communication takes place through written exchanges.

Fig.2. Contexts in Which Algerian University Teachers and Researchers Use English for Communication



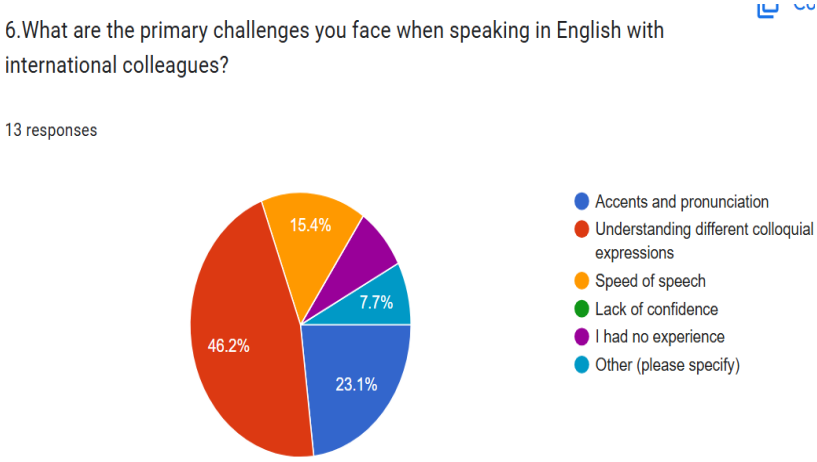
Interestingly, none of the respondents indicated that they use English in collaborative research projects, which is not represented in the pie chart. This absence suggests that collaborative research projects may not be a prevalent context for English communication among the surveyed group. Lastly, 7.7% of respondents specified other situations for using English, which were not detailed in the chart (such as Peer Review and Editorial Work).

This data highlights the primary contexts in which English is used for communication by Algerian university teachers and researchers, with academic conferences and teaching being the most significant. It suggests the need for targeted support and resources to enhance English communication skills in these specific settings, thereby improving intercultural communication in academic environments.

Question 6: Challenges Faced by Algerian University Teachers When Speaking in English with International Colleagues

This figure illustrates the primary challenges faced by Algerian university teachers and researchers when speaking in English with international colleagues. According to the responses, the most significant challenge is understanding different colloquial expressions, accounting for 46.2% of the responses. This highlights a major area where additional support and resources may be needed to improve comprehension and communication effectiveness.

Fig.3:Primary Challenges Faced by Algerian University Teachers and Researchers When Speaking in English with International Colleagues



Accents and pronunciation are the second most common challenge, with 23.1% of respondents indicating difficulties in this area. This suggests that pronunciation and accent training could be beneficial for enhancing verbal communication skills. Speed of speech is another notable challenge, affecting 15.4% of the respondents. This indicates that the rapid pace of spoken English can pose difficulties for some individuals, potentially hindering effective communication. Interestingly, none of the respondents reported a lack of confidence as a primary challenge. This absence may suggest that the respondents feel relatively confident in their English-speaking abilities but struggle more with specific linguistic aspects.

A small percentage of respondents (7.7%) indicated that they had no experience communicating in English with international colleagues, which may reflect a limited exposure to such interactions.

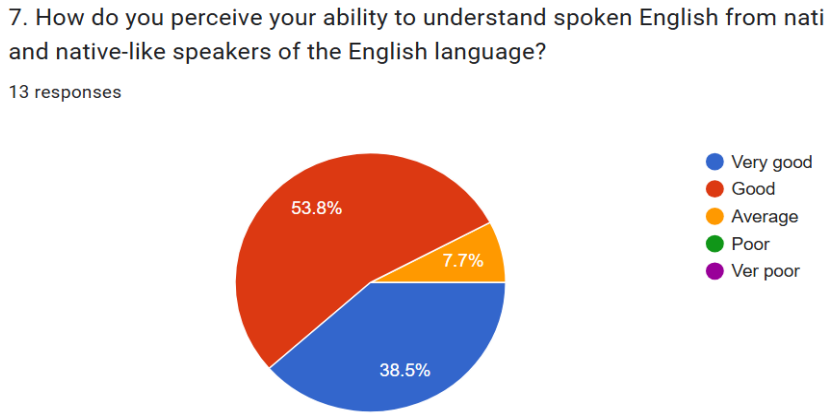
Overall, the data highlights the key areas where Algerian university teachers and researchers face challenges in spoken English communication, emphasizing the need for targeted interventions to address issues related to colloquial expressions, accents, pronunciation, and the speed of speech.

Question 7: Ability to Understand Spoken English from Native and Native-Like Speakers

The figure illustrates how Algerian university teachers and researchers perceive their ability to understand spoken English from native and native-like speakers. Out of 13 total responses, 38.5% of respondents rate their ability as "Very good," while the majority, 53.8%, rate it as "Good." Only 7.7%

of respondents perceive their ability as "Average," and none of the respondents rated their ability as "Poor" or "Very poor."

Fig.4: Perception of Ability to Understand Spoken English from Native and Native-Like Speakers



This data suggests that a significant majority of the respondents feel confident in their ability to understand spoken English from native and native-like speakers, with 92.3% rating their skills as either "Very good" or "Good." The relatively high self-assessment indicates that most participants are comfortable with listening comprehension in English, which is a positive sign for effective verbal communication. However, the small percentage of respondents who perceive their ability as "Average" highlights the need for continued support and training to ensure all individuals can achieve a higher level of comprehension.

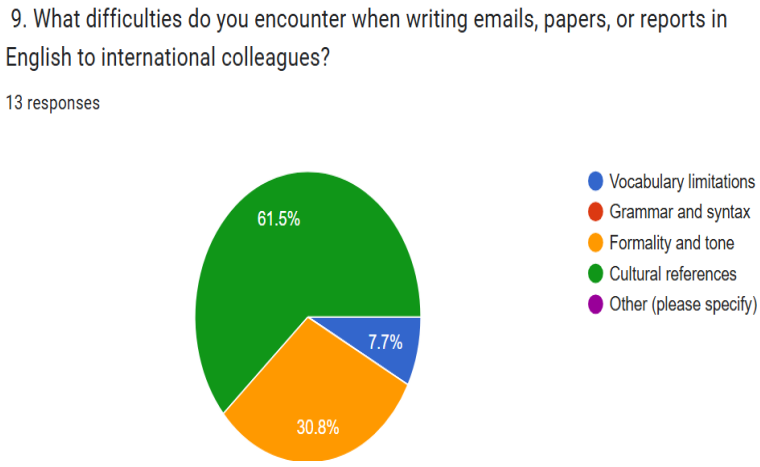
The findings of Uestion 7 reveal an interesting contrast: while most participants rate their listening comprehension of native and native-like English speakers as "Good" or "Very Good" (92.3%), they still face notable challenges in spoken communication. Difficulties with understanding colloquial expressions, accents, and speech speed suggest that while their formal comprehension is strong, spontaneous conversations in intercultural settings pose obstacles. This indicates that structured training and exposure to informal English including diverse accents and natural speech patterns could help bridge the gap between confidence in listening skills and effective real-time communication in academic collaborations.

Question 9: Difficulties in Writing Emails, Papers, or Reports in English

The pie chart illustrates the various difficulties faced by Algerian university

teachers and researchers when writing emails, papers, or reports in English to international colleagues. According to the data, the most significant challenge is related to cultural references, accounting for 61.5% of the responses. This indicates that understanding and appropriately incorporating cultural references in written communication is a major barrier for the respondents.

Fig.5: Difficulties Encountered by Algerian University Teachers and Researchers When Writing Emails, Papers, or Reports in English



Formality and tone are the second most common difficulty, reported by 30.8% of respondents. This suggests that maintaining the correct level of formality and achieving the appropriate tone in written English communication is another significant challenge.

Grammar and syntax pose a challenge for 7.7% of the respondents. This indicates that while some individuals face difficulties with the structural aspects of writing, it is less of a widespread issue compared to cultural references and formality and tone. Interestingly, none of the respondents reported vocabulary limitations as a difficulty, suggesting that the participants feel relatively confident in their English vocabulary when writing.

Overall, the data highlights that the primary challenges in written English communication among Algerian university teachers and researchers are related to cultural references and achieving the correct formality and tone. These findings suggest a need for targeted support in these specific areas to improve written communication with international colleagues.

Question 10: Frequency of Seeking Feedback on Written English Communication

The results reveal insights into how frequently people seek feedback on their written English communication. Notably, nearly half of the respondents

(46.2%) sometimes seek feedback, showing an awareness of the importance of external input for improvement. Conversely, a significant portion (30.8%) never seek help, indicating either a high level of confidence in their skills or a lack of awareness about the benefits of feedback. Only a small fraction (7.7%) always seek help, suggesting that while feedback is valued, it is not consistently pursued. Additionally, 15.4% of respondents rarely seek help, which implies occasional reliance on feedback rather than a regular practice. Overall, the data reflects a diverse range of confidence levels and approaches to enhancing written English communication skills.

Questions 11, 12 & 13: Thematic Analysis of Intercultural Communication Barriers and Solutions

The answers to Questions 11, 12, and 13 offer important insights into the participants' experiences and viewpoints on intercultural communication in educational environments. A thematic analysis aids in organizing repeated patterns within the data, emphasizing significant obstacles and suggested remedies.

Question 11: Have you received any formal training in intercultural communication?"

Out of 13 responses, 84.6% of respondents indicated they have not received formal training in intercultural communication, while 15.4% of respondents reported that they have received such training. This highlights that a significant majority of respondents lack formal training in this area. The absence of formal instruction might result in difficulty navigating cultural differences, misinterpreting behaviors, and struggling with language variations in professional settings. So, the the theme identified was the “limted exposure to intercultural competence training”.

Question 12: What suggestions do you have for improving intercultural communication in academic settings?

Overall, the suggestions highlight the importance of exposure to different cultures and languages, raising cultural awareness, practicing language skills, and creating opportunities for direct interaction through travel and conferences. These strategies aim to improve intercultural communication and foster more effective and inclusive academic collaborations. The theme recognized was the need for an “active cultural engagement and langauge development.”

Quesion 13: Is there anything else you would like to share about your experiences with intercultural communication?

The responses suggest that while some participants had no additional comments, others emphasized the importance of real communication through travel, incorporating intercultural communication into education, creating shared spaces for interaction, and addressing resistance to cultural differences. These insights further highlight the need for comprehensive strategies to enhance intercultural communication in academic settings. Th theme pinpointed here is the need for institutional support and cultural integration.

The thematic analysis reveals three key areas for improving intercultural communication: Formal Training Deficiency, Active Engagement and Language Development, and Institutional and Structural Support.

6. Discussion

The findings reveal a contrast between participants' confidence in their listening comprehension and their struggles with spoken English communication. While 92.3% rate their ability to understand native and native-like English speakers as "Good" or "Very Good," challenges remain in colloquial expressions, accents, and speech speed. This suggests that while formal comprehension is strong, spontaneous intercultural interactions pose difficulties. Structured training focusing on informal English, accent exposure, and natural speech patterns could enhance real-world communication.

Additionally, spoken and written business communication barriers are evident. Limited engagement with international colleagues indicates a lack of intercultural communication support. Spoken challenges include colloquial expressions, pronunciation, and rapid speech, reinforcing the need for linguistic training. In written discourse, vocabulary gaps, grammar, tone, and cultural references present obstacles, aligning with challenges noted in workplace and academic communication literature.

Despite participants' self-reported confidence in listening, difficulties in understanding native discourse suggest that comprehension does not always translate into effective interaction. Addressing these gaps requires tailored training sessions in academic and business English genres, pronunciation, and fluency, alongside strategies for effective intercultural communication. The reliance on workplace discourse conventions and digital communication further highlights the need to strengthen English-language competency globally, ensuring better integration into international academic and professional settings.

7. CONCLUSION

This study investigates the barriers to intercultural communication faced by Algerian university teachers and researchers in spoken and written English communication with international colleagues. The primary barriers identified include understanding colloquial expressions, accents and pronunciation, and the rapid pace of speech. These linguistic challenges hinder effective verbal communication. Additionally, difficulties in written communication, such as navigating cultural references and maintaining the correct formality and tone, were significant obstacles.The study's findings underscore the need for targeted support to address these specific challenges. By providing training and resources focused on improving comprehension of colloquial expressions, pronunciation, and speech pacing, as well as guidance on cultural nuances and writing conventions, it is possible to enhance the overall effectiveness of academic collaboration and communication. In summary, addressing these barriers will promote greater intercultural understanding, foster inclusive and productive academic environments, and ultimately facilitate more successful international collaborations among Algerian university teachers and researchers.

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6. Appendices

Teachers' and Researchers' questionnaire

https://docs.google.com/forms/d/e/1FAIpQLSc8Fs0VRIBVyRY1pS2o5OSGKKvQ3nC1KVkEgWCrJ0XzlaZN-w/viewform?usp=header