ALTRALANG Journal
e-ISSN: 2710-8619 p-ISSN: 2710-7922
Volume 8 Issue 2 / October 2026 pp. 167-178

Trilingual Genre Specialization and Translanguaging in Algerian Startup Communication: Implications for ESP Pedagogy

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Received: 01/06/2026, **Accepted:** 26/10/2026, **Published:** 31/10/2026

ABSTRACT: *Startup ecosystems are multilingual; however, English for Specific Purposes (ESP) pedagogy has been developed purely within an English-speaking context. Arguably, the greatest disconnect between the two is in Algeria, where entrepreneurs are fully capable of conducting business in Arabic, French and English. This qualitative research adds to the body of literature by identifying how entrepreneurs in a startup hub navigate the complex task of using their multiple linguistic resources (Arabic, French, and English) for the purpose of achieving their communication goals. Using semi-structured interviews with 14 founders, co-founders, and mentors who work in an Algerian startup and entrepreneurship platform, and thematic analysis, employing translanguaging theory and genre theory, this research contributes three new insights to understanding ESL literacy in the Algerian startup ecosystem: Entrepreneurs create specific genres for the three languages, they use translanguaging as a means of being quick, precise and establishing rapport, and they view the formal ESP/FOS programs as ideologically misaligned with their current multilingual reality. The results of this research have implications for educators interested in adapting Western ESP models for use in Global South settings. Rather than an English monolingual approach, a plurilingual, genre-aware, and decolonized approach is recommended for developing ESP curricula. In addition, the lived experiences of Algerian entrepreneurs provide the basis for future development of multilingual language teaching frameworks in entrepreneurial hubs throughout the world.*

KEYWORDS: Translanguaging, entrepreneurship, Algeria, Genre theory, Needs Analysis, Decolonizing ESP

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1. Introduction

With the rise of entrepreneurship globally comes an increased demand for language skills and specializations. In 2020, Algeria's startup ecosystem developed dramatically following the implementation of the Startup Law (Loi n° 22-09). This law created an attractive environment for many younger people to start their own companies, and these young founders must now navigate through a trilingual framework (Benarbia, 2025). Each day they communicate with people using Algerian Arabic (Dardja), they conduct official business and administration in French, and they seek investment, technology, and branding opportunities from international stakeholders using English. This trilingual landscape creates multiple layers of challenges for educators who teach English for Specific Purposes (ESP) and Français sur Objectifs Spécifiques (FOS) due to the need for course designers to develop courses that prepare students to function in a hybrid multi-lingual business world rather than in a monolingual environment.

In-depth research on ESP needs assessment in business has been conducted (Basturkmen, 2010; Dudley-Evans & St John, 1998); however, comparatively limited attention has been given to the unique communications patterns of entrepreneurs in multilinguistic Global South environments, such as Algeria (Benarbia, 2025; Bokerita & Teguia, 2026). Most research is based on quantitative survey methodology whereas qualitative analyses of the lived experience of entrepreneurship are few and far between. Although researchers in Algeria are beginning to explore the topic of business-related discourse (Miliani, 2000; Medjahed, 2019; Makouf, 2021; Benzerdjeb, 2021; Aliouche & Nesba, 2024; Khadam, 2023; Aliouche & Nesba, 2025), there is little published study that systematically examines how entrepreneurs strategically orchestrate their use of Arabic, French, and English in their day-to-day startup communication. This research will address this gap and explores the research question:

- How do entrepreneurs in a multilingual Algerian startup ecosystem use language to communicate effectively, and what are the implications for ESP/FOS curriculum design?

To answer the research question, a qualitative interview study was completed over three months with a total of fourteen participants representing a startup and entrepreneurship platform. Thematic analysis (Braun & Clarke, 2006) was utilized to analyze the data collected to identify patterns of communication practices reported by the participants, their communication-related challenges and perceived training needs. The study draws upon theory of translanguaging (García & Wei, 2014) and theory of genre (Bhatia, 1993), which provide insight into how language choice functions as both a resource and a genre-sensitive consideration for entrepreneurs.

2. Literature Review

2.1 English for Specific Purposes and Entrepreneurship

The traditional focus of English for Specific Purposes (ESP) has been on conducting needs analyses and examining genre conventions within professional settings (Munby 1978; Hutchinson and Waters 1987; Dudley-Evans & St John 1998). Within the business sector, for example, Bhatia (1993) employed genre analysis to develop a framework for understanding how genres are used in a professional setting, while Charles (1996) explored negotiation as a unique type of discourse that is used in business. Recent studies by Gambhir and Tangkiengsirisin (2023) demonstrate how startup pitch decks can be considered a unique genre and emphasize the combination of different modalities that characterize these types of entrepreneurial texts. Yet, still lacking in research, is an understanding of how multilingualism impacts startup teams.

2.2 ESP in the Algerian Context

Algeria has special advantages for studying how multiple languages are used for business. In Algeria three languages are spoken: Arabic, French, and English. English is increasingly being used as the language of science and research, business, and international trade. In other words, English is being used in business and commercial enterprises (Medjahed, 2019). Many scholars in Algeria have contributed to the research area of ESP and Business Communication.

The work of Miliani (2000, 2010) was one of the first studies to focus on the practices of ESP in Algerian Higher Education. He found that designing ESP courses must consider both the socio-economic context of the students and their linguistic realities. More recently, Benabdelmoumene and Bensafa (2023) and Aliouche and Nesba (2025) conducted a needs analysis of English for business in Small and Medium-Sized Enterprises (SMEs) in Algeria, which showed that Algerian entrepreneurs require adequate oral communication skills for their roles as business owners more than written communication skills in the form of formal written documents. Makouf (2021) also conducted research that compared the use of Arabic and French with English in corporate email communications in Algeria, showing patterns of how code-switching, using two or more languages within one conversation, impacted the relationship between Algerian entrepreneurs and their business contacts and the concepts of power and rapport management. Metaiche (2024) examined the content of English for entrepreneurship courses within Algerian universities and found that there was a disconnection between the textbook content and the language that is used within startup communications.

All of these studies together seem to indicate that Algerian entrepreneurs operate within what is referred to as a plurilingual ecosystem i.e., three languages, and while they do use English as the language of business as an international language, typically they will use the language either on a selective basis for certain types of business communications such as international contracts or communicating with investors, or as a third language. However, as of today there have been no studies focused on how entrepreneurs in Algeria use the languages of Arabic, French, and English to communicate during startup activities and to establish their businesses, which will be addressed in this statement of research by using translanguaging theory to inform this research.

2.3 Multilingualism and Translanguaging in Business

The idea of translanguaging i.e., combining languages in an integrated and fluid way as one single space of language use developed by García & Wei (2014), was used as a framework in educational and professional environments. Angouri's (2014) research into multilingual professional environments found that multilinguals do not simply engage in translanguaging as a practice of switching between multiple languages, but rather they create norms for communication (translanguaging) that are specific to them as an individual or group. Using their model of translanguaging, Creese & Blackledge (2010) showed that multilingual teams can use translanguaging to form both identity and relationships among team members.

Researchers from Algeria have also conducted studies involving translanguaging. Makouf (2021) describes the "trilingual hybridity" of business emails written in Algeria in which authors use both French, Arabic, and English to achieve some level of pragmatic effect i.e., politeness and urgency. Benabdelmoumene and Bensafa (2023) states that Algerian entrepreneurs spontaneously use translanguaging to engage in negotiations, particularly when discussing technical vocabulary that does not have a direct English equivalent. The theoretical framework for this research stems from the theory of translanguaging (García & Wei, 2014). We may contend that the way in which entrepreneurs use multiple languages reflects how they creatively and agentively utilize all the languages in their linguistic repertoire, rather than deviating from a monolingual norm. This perspective counteracts the monolingual bias in traditional ESP and provides the opportunity for the development of a plurilingual pedagogical approach.

2.4 Genre Theory and Digital Entrepreneurship Discourse

The study also uses Genre theory (Bhatia, 1993; Swales 1990) as its theoretical framework to explore how different types of written communication used by startups relate to their particular purpose. Startups create many different types of genres such as pitch decks, elevator pitches, cold emails, investor updates, Slack messages, and WhatsApp group chats, etc. Each genre has specific conventions, audience expectations, and language choices associated with it. In recent years, due to advances in digital technology, new hybrid genres have begun to emerge such as multi-modal WhatsApp threads that include emojis, voice notes, hyperlinks, and these hybrid genres can no longer be classified according to the conventional types of genres (Kern 2015).

A growing body of literature exists relating to digital entrepreneurship in Algeria. For example, a recent study by Metaiche (2024) looked at how Algerian entrepreneurs have utilized Facebook and LinkedIn to build their professional brands and found that the majority of them are using English when building their brands on Facebook and LinkedIn but are using Arabic to promote their business and build community on Facebook and LinkedIn. This is consistent with the current research in terms of using digital platforms to enhance communications.

2.5 Technology-Mediated Communication and Digital Scaffolding

Entrepreneurs are heavily dependent on digital platforms to communicate (WhatsApp, Slack, Zoom, email). Kern (2015) points out that the development of technology has changed the way we develop our communicative competence because technology requires learners to create both multimodal and asynchronous communications via the use of tools. Kress (2010) called this type of communication "multimodal orchestration," which is a way to think of how meaning is created using text, image, sound and layout.

Algeria is beginning to develop research on technology mediated ESP. Makouf (2021) documented the use of Google Translate and Reverso among Algerian business professionals. However, there has not yet been a systematic study of how entrepreneurs scaffold their use of language using digital tools, as this study aims to do.

2.6 Needs Analysis and the Algerian Entrepreneurial Context

Needs analysis is fundamental to ESP. Traditional needs analysis instruments like surveys do not necessarily capture the situated or implicit needs of entrepreneurs, which can include skills in translanguaging, literacy around using digital tools, and intercultural negotiation. In Algeria, Miliani (2007) called for more ethnographic approaches to needs analysis by incorporating a combination of interviews, observations, and document analysis. Benabdelmoumene and Bensafa (2023) adopted a mixed-method study of questionnaires and semi-structured interviews that demonstrated a disconnect between what is taught in academic ESP courses and what is needed in the workplace. The current study will utilize the purely qualitative interview approach called for by Miliani (2010) and will identify implicit needs of entrepreneurs that a survey would not identify.

2.7 Theoretical Framework: Translanguaging and Genre Theory

The study is based on two theories that complement one another: Translanguaging Theory García and Wei (2014) that describe language as an integrated repertoire, not as separate codes. Speakers select from their complete linguistic resources to reach communicative goals depending on the context in which they are speaking. The translanguaging framework allows for the analysis of the intentional use of code-mixing as a resource rather than a deficiency. Second, Genre Theory by Bhatia (1993) and Swales (1990) who discuss how communicative events reflect rhetorical purposes, audience expectations, and social conventions. The language choices of entrepreneurs are genre-sensitive; entrepreneurs often use English in formal genres and mix languages in informal relational genres.

Together, these theories provide a comprehensive framework to better understand how and why entrepreneurs use language in the ways that they do, as well as support the need to critique existing curricula of ESP for ignoring both translanguaging and digital or hybrid genres.

3. Methodology

3.1 Research Design

The qualitative exploratory approach adopted was informed by the need to understand the participants' points of view deeply (Merriam & Tisdell, 2016). Semi-structured interviews were the only technique used to collect data due to their flexibility and richness of the data collected about the situated practices of the interviewees.

3.2 Participants and Context

In this research, the researcher conducted the research in Algeria, within a working space that is home to many start-ups. Since the enactment of the Algerian Startup Law (Loi n° 20-09) in 2020, there has been a rapid increase in the number of operators within the entrepreneurial ecosystem of Algeria. There are numerous young founders who have established their companies and operate in multiple languages: Arabic, French and English. Currently many young entrepreneurs are utilizing English as a tool for conducting international networking, submitting funding applications and implementing digital marketing strategies. However, many businesses still predominantly operate in French as their medium of communication, while Arabic (both standard Arabic and Dialectal Arabic or Darija) is mainly used for creating team spirit, developing working relationships with clients and communicating with customers in local dialects.

Purposive sampling techniques were used to recruit 14 participants (8 male, 6 female) from the study, who met the following selection criteria:

- They must be currently involved in a startup (founders, co-founders or key team members)
- Must have a working knowledge of English, but operate within a multilingual working environment (Arabic, French and English)
- Must be part of one of the working hubs for at least six months

The primary language of the participants included: Algerian Arabic (7), Kabyle (2), French (3), Arabic/French Bilinguals (2). They ranged in age from 22 to 42. Pseudonyms have been utilized to protect anonymity. All participants provided their written consent prior to the start of the study. Participation was voluntary, and anonymity for the startup platform and for the participants was guaranteed. They were informed of the study's purposes and their rights prior to the start of the study. The participant's information is illustrated in table 1.

Pseudonym	Gender	Age	Primary Language(s)	Role in Startup
P1	Male	29	Algerian Arabic	Founder
P2	Male	34	French	Co-founder
P3	Female	26	Algerian Arabic	Key team member
P4	Female	42	Arabic/French Bilingual	Founder
P5	Male	31	Kabyle	Co-founder
P6	Male	25	Algerian Arabic	Key team member
P7	Female	28	French	Founder
P8	Male	38	Algerian Arabic	Co-founder
P9	Female	23	Kabyle	Key team member
P10	Male	36	Algerian Arabic	Founder
P11	Male	27	French	Co-founder
P12	Female	32	Arabic/French Bilingual	Key team member
P13	Female	22	Algerian Arabic	Founder
P14	Male	40	Algerian Arabic	Co-founder

Table 1. Participant Information

3.3 Data Collection

The interviews occurred within a three-month span (January-March 2026); all the interviews were audio recorded (with participant consent) for a period of 30-45 minutes and included questions related to each other:

- "On a daily basis, how does communication work in your team? What language do you use to communicate and at what times do you communicate?"
- "How do you handle individuals on your team who do not speak/understand English very well?"

- "What has your experience been using other strategies such as code-switching/translating? Can you give an example?"
- "What did you find lacking in your English language training (if anything) that would assist you with launching your startup?"

Follow-up questions were often asked to gather additional detail from participants regarding previous experiences.

3.4. Data Analysis

The data analysis followed the six stages outlined by Braun and Clarke (2006) for conducting thematic analysis. A brief overview of each of the stages follows:

Step 1. Familiarization with data: Transcripts were produced verbatim and then translated into English, for both Arabic and French communication. Each transcript was read twice while taking notes regarding our initial ideas. For example, French being used for formal vs. Arabic for emotional comments vs. English for technical language.

Step 2. Initial codes developed: Through individual/interview-by-interview open coding in NVivo, 218 initial codes were produced. Table 2 shows codes with example quotes:

Code	Example quote
Using French for formal emails	When I write to a client, I use French. It is expected
Arabic for team WhatsApp	In the group, we speak Dardja Algerian Arabic mostly
English for investor pitch	The pitch deck must be in English; that's the rule
Frustration with textbook English	I studied business English, but it was all banking letters
Reliance on Google Translate	I use DeepL for English, then my friend checks it

Table 2. Codes with Examples

Thid Stage-Searching for Themes: The codes were grouped physically (Table 2) into themes for each candidate example or code grouped: used French for formal e-mails, used Arabic for team WhatsApp, used English for investor pitch i.e., each code grouped under Trilingual Genre Specialization. After all codes were combined there were four candidates featured.

Fourth Stage-Review of Themes: Each candidate theme will be reviewed against data independently by two reviewers, a colleague of Applied Linguistics and an ESP Professor, based on the appropriate 86% reviews and additional reviews the following significant themes were abandoned; Humor and Politeness had too little data available for use as Theme. Three Themes were started using additional themes edited and a similar sample of data utilized were identified.

Fifth Stage-Separate Theme:

1. Trilingual Genre Specialization: The language used by participants is allocated to specific genres with the languages they participated in: French for formal written communication, Arabic (Darija) for informal verbal communication, English for international genres (Pitches, Investors Updates).
2. Translanguaging as a Pragmatic Resource: while in one interaction, participants combine the three languages in a coordinated manner to clarify, emphasize or show rapport.
3. The Perceptions of Inadequacy for ESP/FOS Programs in General, all participants but one critiqued included No ESP programs at university as not relevant to Start-Up Organization or Start-Up Language.

4. Findings

Theme 1: Language is Used Strategically across all three Genres

There was a clear separation of how the participants used language within the three-language system. French was the language of record for all formal documentation, including emails from clients and government documentation.

"French is the language of administration, you can't get around it, the only way to get around it is if you write it in French and the person in Dubai doesn't read it." (P7)

Algerian Arabic (Darija) was used during team meetings, brainstorming sessions, and to build social connections.

"We speak Darija together, it is quicker and more enjoyable to speak this way." (P10)

While English was used for investor pitches, resumes for international applications, and technical terminology and social web branding.

"Speaking English will give you credibility when you are looking for funding or investors outside of the country." (P12)

They were not random uses but rather purposeful use. One participant said it best:

"If I wrote the actual visual presentation in French, the investor in Dubai is not likely to read it. If I speak in Darija during a meeting with a French business partner, they will view me as unprofessional." (P4)

Theme 2: Translanguaging as a Pragmatic Tool

Even when using one genre of the three genres above, there were instances of participants translanguaging:

"We were talking about a bug and I said, 'had error ta3 la connection' and are using French and Arabic to convey that faster, so we all understand". (P1)

"I switch to French when I want to be serious and I speak in Darija when I want to be warm. I use English for technical terminology". (P12)

Many times, participants used Google Translate and Deep L as a translation tool when using English but also relied on bilingual team members to verify that they accurately understood the message being conveyed.

Theme 3: Perceived Shortcomings in ESP/FOS Programs

All participants in this study expressed dissatisfaction with their ESP/FOS learning experiences. For example:

• University English was focused only on reading comprehension of outdated articles and did not include any instruction on how to compose a cold email to an American investor (P6).

• I learned only FOS and that was solely focused on learning English for tourism and that did not help me to learn how to negotiate with a supplier in China in English (P10).

• They never told us that we can speak French and Arabic in addition to English, only told us that we must know English (P11).

Each of these examples illustrates the gap between what is taught in formal ESP/FOS curriculum and the actual multilingual experiences of Algerian entrepreneurs.

5. Discussion

This investigation into the linguistic practices of Algerian entrepreneurs operating in multilingual startup teams provides insight into the effects of this environment on English for Specific Purposes (ESP) and English for Occupational Specialization (FOS) pedagogy for future researchers. Three central themes have emerged which demonstrate the diversity, complexity and resourcefulness of multilingualism but remain unaddressed by current ESP/FOS programs. An examination of these themes in the context of the literature will be provided with reference to the Algerian context.

5.1 Trilingual Genre Specialization: Beyond Code Switching

As with the previous study on trilingual hybridities in Algerian business emails conducted by Makouf (2021), our results confirm that entrepreneurs allocate French, Arabic and English to distinct genres. However, an important finding of the current study is that this allocation is not a fixed allocation, but a context-sensitive allocation; i.e., within the same WhatsApp conversation, an entrepreneur may have used Arabic for humor, English to provide a link to technical information, and French to give an official announcement. This is consistent with the translanguaging theoretical perspective presented by García and Wei (2014) that views the way languages are used as a fluid integrated inventory.

Furthermore, the findings of this study challenge the theory prevalent in ESP/FOS course design that suggests learners should be able to competently use either English or French in all situations. The data suggest that in Algeria an entrepreneur needs to be functionally trilingual, or in other words, able to produce and process all the language genres in any of the three languages. Aliouche and Nesba (2025) suggested this, but it was not developed in their previous work. The current article develops the argument that a plurilingual approach to ESP and FOS is more effective than teaching English as a separate subject; ESP and FOS courses should teach how to select the correct language for each communicative function.

The research reveals that while the participants in this study fully supported the idea of trilingual specialization, they expressed anxiety about using English to communicate effectively in high-stakes usages such as an investor pitch. This indicates that even with the availability of plurilingual resources, English competence continues to serve as a gatekeeping skill; ESP/FOS programs should build proficiency in English as a second language while simultaneously legitimizing and providing opportunities for learners to use their native Arabic and French languages.

5.2 From a Pragmatics Perspective: The Signature of Algeria's Translanguaging

Translanguaging conversations that employ Arabic, French and English are ubiquitous, and this is a prominent feature of Algerian language practices (Makouf, 2021; Miliani, 2000, 2010). Participants viewed the use of mixed-language conversations for pragmatic purposes such as speed, precision, relationship-building, and identity, as effective rather than stigmatized or taboo, as is often the case in many other contexts, including formal education settings.

This study has established that the use of translanguaging is an effective means of serving practical functions. When discussing ESP (Dudley-Evans & St John, 1998) program development, it is critical to identify the way the learner interacts in a plurilingual environment and the way plurilingualism interacts with a mono-glossic ideal i.e., the belief that learners should only communicate in the target language. However, the data presented below indicates that many of the individuals in this research reject the mono-glossic ideal. The data supports the construction of what has been referred to as a hetero-glossic orientation (Canagarajah, 2013), the use of translanguaging in teaching and practice as an acceptable alternative to the mono-glossic ideal. For Belmehdi (2025)'s study of Algerian ESP/FOS, this means that the "English-only" approach to language acquisition must be abandoned in favor of the strategic orchestration of three different languages.

While many participants viewed the practice of translanguaging as a natural way to communicate, some of the participants reported that older-generation investors or clients who spoke French only expect them to communicate in either French or English and do not allow for translanguaging. This presents a significant differential power; translanguaging is permitted among employees of a given company or interpreter but may be penalized when communicating with parties outside the company. Consequently, while the participants in this study do not see the use of translanguaging as a detriment to their ability to communicate with clients and investors, they will also need to develop the ability to effectively navigate these expectations without sacrificing their ability to communicate in all three languages.

5.3 The Inadequacy of ESP/FOS Programs

The negative feedback provided by nearly all participants in this research regarding university-based ESP/FOS programs is in line with the findings reported by Benabdelmoumene and Bensafa (2023) and Metaiche (2024), who both noted a disconnect between the content presented in an academic program and the actual skills and competencies required to successfully perform in the workplace. However, in addition to the observations made by both Benabdelmoumene and Bensafa and Metaiche, this research also identifies an ideological disconnect, as well ESP/FOS courses are developed based on a monolingual, textbook-based understanding of English or French used for specific purposes, whereas the actual forms of communication that will be used in an entrepreneurial context i.e., start-up communication, are characterized by a plurilingual, digital, and hybrid approach to the use of languages.

In addition, the research supports the need for an ethnographically informed needs analysis of ESP/FOS course development (Miliani, 2010). For example, the way in which individuals in this study described their communication needs with respect to composing cold emails, managing multilingual group chat discussions, and negotiating across multiple languages has not yet been included as part of any ESP/FOS course that has been developed and delivered to learners in Algeria. The conclusion that can be drawn from this research is that to effectively develop ESP/FOS courses, learners must have the opportunity to actively engage in designing the course materials and content through collaboration with entrepreneurs and start-ups.

5.4 The Need for a Major Paradigm Shift in the Development of ESP/FOS Programs

The issues and challenges facing the development of ESP/FOS course offerings in Algeria cannot be solved simply by adding additional topics to the existing curriculum. It is imperative that the entire paradigm surrounding the development of ESP/FOS programs in Algeria, which was developed based on the models developed in the West, must be critically examined and rethought from the perspective of plurilingualism. This will support the recent calls to decolonize language education by focusing on the local relevance of language use (Pennycook, 2001).

5.4 Theoretical and Pedagogical Implications for Algeria

Translanguaging Theory (García & Wei, 2014) should be central in ESP/FOS research in Algeria as opposed to the prevailing deficit models of multilingualism present in Algeria. In addition, Genre Theory (Bhatia, 1993) should also incorporate all the new hybrid digital genres i.e., WhatsApp groups, LinkedIn DMs, and account for language choice as part of the genre's identity. On the other hand, pedagogical implications may include:

1. Integrating Arabic and French into the learning and understanding of English content by learners in the ESP/FOS classroom.
2. Teaching genre-awareness across languages by demonstrating how a pitch deck in English differs to one in French and how WhatsApp communication employs the Arabic language.
3. Utilizing authentic materials from the Algerian startup community through recorded meetings, pitch videos, emails, etc.
4. Partnering with startup incubators to co-design modules based on the needs of entrepreneurs.
5. Including digital tool literacy lessons in all programs and exploring how to critically use tools such as DeepL, Grammarly, and Reverso.
6. Addressing issues of power dynamics between language users i.e., when to use which language depending on whether the audience is investors, clients, or government officials, etc.

6. Limitations and Future Research

Due to the limited scope of this study, which focused on one working space in Algiers with a total of 14 participants, it is impossible to know how extensive regional and sectoral differences (regional: Oran, Constantine, rural startups; sectoral: technology, agriculture, services) might exist. In addition, the potential for inflated reporting biases exists as all participants of this study were asked to report on their own practices. Future research should combine observations and digital trace data such as WhatsApp logs to provide more accurate and valid information about the way entrepreneurs communicate in Algeria. Future research should also perform a larger scale needs analysis by conducting research with multiple cities across Algeria and conduct a discourse analysis of actual startup texts, such as bilingual emails and pitch decks, in tandem with interviewing entrepreneurs. Finally, research should investigate the degree to which the Arabicization Policy versus the English Language Promotion Policy has a direct impact on how entrepreneurs communicate. Despite these limitations, this study provides transferable insights to other multilingual contexts and adds to the developing body of research on ESP and translanguaging occurring throughout the Global South.

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ALTRALANG Journal
Volume 8 Issue 2 / October 2026

Appendix
Semi-Structured Interview Guide

Introduction:

Thank you for agreeing to participate in this study. The purpose of the interview is to learn more about how entrepreneurs communicate in Multilingual Teams. Your answers will be kept private. This is an opportunity for you to share your real experiences; there are no wrong or right answers.

The warm-up question:

1. Describe your startup and what you do within it.

The questions:

2. Describe the way you communicate on an average day in your team or with your coworkers. What languages do you use?
- Provide an example from yesterday or the week before where you used multiple languages during a communication experience.
3. When a team member does not speak fluent English, what do you do?
- What do you do when someone uses a French or Arabic word that you do not know?
4. Have you engaged in code-switching or translation; if so, what are some examples. What instances do you purposely use more than one language at a time?

5. What kind of apps or digital resources (Google Translate, DeepL, or Grammarly) do you use to assist you with a foreign language currently?
- Please provide examples of the types of challenges or issues that you have encountered using digital apps to translate.
6. What are some things about your Education in the English Language, or French language, that you feel have been deficient in preparing you for your entrepreneurship career?
- If you could establish your own language course specifically for entrepreneurs; what would be a part of that course curriculum?
7. Have you ever experienced a situation in which your inability to communicate effectively using one of your languages, either positively or negatively?
- If so, please describe the situation.
8. How do you determine when to choose the use of English, French or Arabic when communicating in a specific situation? Is your choice spontaneous or conscious?
9. Is there anything else about how you communicate that would be beneficial for me to be made aware of?