The Challenges of Communication of Non-native Speakers at the Workplace Dispute

Resolution Scenarios

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Declaration

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Abstract

This study is dedicated to the challenges and difficulties experienced by non-native speakers in the dispute resolution setting in the workplace. The emerging proliferation of international students suggests that a growing number of ESL/EFL applicants will be hitting different companies in their search for employment opportunities. The companies are believed to benefit most from the adequately established protocols that regulate internal communication. Thus, the research unveils that businesses with ESL/EFL employees who struggle due to misunderstanding and flawed dispute resolution mechanisms are subjected to faster burnout and plummeting job satisfaction. The research draws information from the current scholarly literature as well as from the primary research to identify the critical aspects of communication between native and non-native speakers in English-speaking environments. The recommendations rest on the theoretical frameworks and empirical findings presented in other studies that emphasize the effectiveness of online dispute resolution tools and project-based learning initiatives designed to improve the language proficiency of the ESL/EFL personnel members. The study also emphasizes the importance of cultural awareness programs for contemporary businesses to diminish the communication gap and equip the organizations with the competencies needed for the future state of the global labor market.

Keywords: dispute resolution, ENL, ESL, EFL, language, English, learning, proficiency, communication, management.

Introduction

The global international political, economic, and business environments depend on the international cooperation between different countries. The globalization process makes the further growth and development of the global society impossible without the cross-border movement of capital and workforce. Millions of individuals from both developed and developing countries are committed to their education to end up pursuing a career in the English-speaking environment. However, some of the people may not be quite ready for the challenges linked with the person's integration with the English-speaking community if such an individual is not a native speaker. Given the proliferation of variations of the English language adopted by both the native speakers and the ESL audiences, there is a chance that people will experience certain difficulties while trying to convey certain meanings while using English as the primary medium for communication. The growing amount of theoretical concepts and empirical evidence indicate that the ESL/EFL audiences are at risk of experiencing stress and discomfort due to the inability to adequately express themselves in the educational or occupational setting in the English-speaking environment. Therefore, there is a possibility of non-native speakers being at a higher risk of being involved in disputes in the workplace as the result of communication gaps between them and the native speakers. There is a wide spectrum of reasons behind the ESL employee's limited participation in verbal communication in the face-to-face communication scenario. There is a significant variety of cultural environments around the globe. Every culture is associated with a particular set of communicational attributes, attitudes, and preferred modes of behavior. Therefore, the interaction between the representatives of different cultural backgrounds can be remarkably challenging without the presence of a third party that would serve as a reflexive intermediary.

The international educational environment is characterized by a rapidly growing number of international students seeking their career development and employment

opportunities abroad. Conclusively, the organizations derived from English-speaking countries or the ones that use English as the only language for internal communication must be adequately prepared for the upcoming influx of applicants of different origins. While some businesses remain conservative about the need to enforce the usage of English as the only language accepted within the walls of the organizations, they might soon find themselves overwhelmed with the need to reconsider the approach to internal communication management. Otherwise, such organizations might no longer be fit for the rapidly evolving conditions of the international labor market. Businesses that fail to organically employ and retain talented employees even though they may belong to the ESL proficiency group are at risk of losing their competitive positions in the long-term perspective. Mobility and flexibility come as the core determinants of growth and competitiveness for contemporary organizations. Therefore, the businesses of today have to take advantage of the diversity and mobility provided by the international labor market.

The inability to effectively express themselves in dispute-resolution settings along with social exclusion may adversely impact the emotional and physical state of the ESL employee. Therefore, it is imperative to ensure that contemporary organizations have the most effective instruments for mitigating the adverse impacts of such a phenomenon at their disposal. The attitudes of the native speakers towards the proliferation of the ESL staff members in their organizations and the daily setting are yet to be studied thoroughly. Therefore, this study is aimed at finding out the attitudes that native speakers adapt when there is a need to interact with non-native speakers. Furthermore, it is essential to identify whether the ESL audiences feel any pressure when there is a need to interact with native speakers regularly. The factors that cause the potential discomfort for both the native and non-native speakers need to be identified.

Almost every industry in the modern world has been affected by the proliferation of solutions generated by the information technology sector. Modern businesses have significantly changed the ways in which they interact with their employees and their target audiences. Thus, it is possible to assume that the contemporary technological solutions are capable and powerful enough to facilitate the process of dispute resolution that involves both the ENL and ESL stakeholders. Alternatively, this research also aims to identify whether there is a managerial theory that allows developing policies and initiatives aimed at improving the ESL employees' comfort in the dispute-resolution setting without the usage of technology. Thus this study will have its research methodology designed to provide the answers to the following research questions:

Research question #1: Does the existence of a language barrier between the ENL and ESL/EFL employees hinder the organization's long-term performance indicators?

Research question #2: What comes as the primary barrier for the non-native speakers to commit to open and transparent verbal communication in the classroom or workplace?

Research question #3: Should there be a clear distinction between the ESL and EFL language variety groups for the managerial policy and decision-making?

Research question #4: What techniques can be employed to diminish the communication gap between the ENL and ESL/EFL employees to ease the dispute resolution process in the workplace?

Literature Review

A growing spectrum of literature is dedicated to the issues that pivot around communication barriers derived from the employees' native languages. Internal communication's effectiveness is linked to the standards of performance for contemporary organizations, both commercial and non-commercial. Thus, insufficient clarity and transparency of the messages passed on from one party to another may have an adverse impact

on the organization's processes. The intensified cross-border movement of human capital should be approached as the new norm and the logical outcome of the globalization process's contemporary phase. Thus, it is inevitable that more and more organizations will be employing non-native speakers to benefit from their skills and expertise. However, it is essential to ensure that such individuals are adequately integrated into the organization's internal environment to minimize the risk of misunderstanding and conflict. Furthermore, the organization needs to train and educate both the native and non-native speaker portions of its workforce to mitigate the adverse effects of linguistic differences during negotiations and dispute resolution processes. Thus, this literature review is dedicated to the existing array of theoretical concepts addressing workplace communication and the phenomena that might be triggered by the language differences in the given setting.

There is no doubt that communication clarity and effectiveness negatively impact the organization's performance indicators. However, some managers are still rather reserved when it comes to commitment and resource allocation needed to improve the deployed communication techniques and regulatory protocols. The primary issues associated with such behavioral patterns can be linked with measurement difficulties. Thus, Garnett et al. (2008) find that most organizations find it easier to measure the costs associated with communication management than the positive outcomes of the organization's performance marks. Nevertheless, the authors are deeply convinced that language is tightly interrelated with the organizational culture, which in turn is a powerful mediator of organizational performance. Their findings unveil that the way in which the communication is set up has a direct influence on both individual and collective productivity along with job satisfaction in the long-term perspective. Thus, superior communication competence is strongly linked with better chances for organizations to effectively achieve their goals and minimize unwanted costs along the way. Individual employee productivity and motivation are associated with eight dimensions of

communication. These are supervisory communication, subordinate communication, communication climate, personal feedback, organizational integration, media quality, corporate information, and coworker communication (Garnett et al., 2008). These dimensions were utilized to test the interrelation between communication and employee performance. Accordingly, matters like goal setting and feedback on achievements came out as significant boosters of the individual employee confidence, motivation, and productivity. Furthermore, the authors underline the strong link between performance-related feedback and job satisfaction. The matter of organizational culture is often approached as a combination of common symbols and meanings. Thus, organizations often pick specific symbols and imagery to signify and communicate the established combination of mission and objectives to their personnel's entirety.

Workplace communication ecology is approached as a separate determinant of sustained growth and development for contemporary organizations. Modern businesses and non-commercial organizations use a plethora of tools to convey specific kinds of information. Thus, each tool has different leverage in terms of communicating certain kinds of information. Written communication often benefits from the records of the embedded messages and the ability to get back to the transferred content for a double-check. However, messages like e-mails often lack the emotional context and the non-verbal signs that could ensure a better rendering of the message on the recipient's end (Turner et al., 2010). Thus, the authors argue that the richness of select communication channels plays a central role in the organization's ability to establish the desired communication ecology. Accordingly, face-to-face communication is viewed as the richest option due to the inclusion of multiple attributes. The list includes important aspects such as intonation and body language. Such an assumption stems from the media richness theory and channel expansion theory. The latter pivots around the idea the nominal richness of media should not be viewed as a constant value. Alternatively, the

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concept proposes that the medium may either grow or plummet in terms of effectiveness based on the user's knowledge and experience available by the moment of usage. However, the authors are deeply convinced that the media selection framework is not enough to shed enough light on the peculiarities of communication processes within organizations. Thus, the success of interpersonal communication that takes place in every organization depends on communication readiness as well. This assumption leads to the idea of communication technologies being insufficient for granting communication readiness in a uniform manner. Different communication channels and media are proposed to ensure effective interpersonal links between individual employees to foster greater effectiveness of informal communication. Eventually, different tools have different degrees of impact on the link-building process in the context of the organization's staff members. Therefore, the management at organizations must be focused on picking the solutions that grant long-lasting links, both formal and informal, between the parties involved in the communication process.

Aakhus (2007) proposed approaching communication as design. Therefore, the author advocates for the use of two primary approaches for communication design. The primary way is depicted as the creation of communication tools. The majority of modern organizations use a variety of internal messaging tools and corporate social networks to share important information and ensure a quick way for the employees to get in touch with remote colleagues. The second approach pivots around the idea of developing a design methodology. Thus, it stems from the development and deployment of strategies based on the empirical and normative dimensions of communication (Aakhus, 2007). This method advocates for the examination and critical approach to the employed communication practices. Thus, the organization is expected to develop an adequate vision of the communication tools, practices, and techniques that yield stronger benefits and perhaps provide a better ratio between the resource input and performance gains in the long-term perspective.

Thus, with more and more organizations resorting to the use of foreign specialists and experts derived from the environments with a different cultural underpinning, the co-existence of native and non-native speakers in the workplace becomes virtually inevitable. Lauring and Selmer (2010) have explored the matter of interrelation between common language and group cohesiveness in the corporate setting. Thus, the authors approach group cohesiveness as a unifying force for the group members. There are two dimensions primarily defined for group cohesiveness that are the emotional and task-oriented cohesiveness. The emotional dimension derives from the interpersonal links built between the team members on the basis of friendship, mutuality of interests, and commonality of values, beliefs, or aspirations. Task-oriented cohesiveness derives from the inclusion of different employees in a team responsible for the completion of a specific task or a project. Thus, individuals within an organization that pursues different sets of values and beliefs are much likely to be hostile toward each other, thus displaying a weaker record for emotional team cohesiveness. However, a case with like-minded people working together on the same task would be characterized by the highest possible rate of both emotional and task-oriented cohesiveness. Group trust and group involvement are viewed as major determinants of cohesiveness. The author argues that group trust reflects the predictability of other team members' reactions as the result of an individual's specific actions or attitudes. Group involvement reflects on every team member's intrinsic willingness to commit to the mutual task to facilitate the successful and timely completion without delegating their responsibilities to the peers. A common language is viewed as a strong contributor to the improved frequency and efficiency of the communication process. The equally successful usage of the same language requires fewer team members' efforts to pass a specific piece of information on to their peers, subordinates, or managers. However, the majority of organizations that operate in multicultural environments or have international business links are forced to deal with a multilingual workforce. Therefore, insufficient language skills may

prevent the desired communication frequency for the employees who come as non-native speakers in organizations that adopt a specific language as the primary mode of communication within the internal environment. In fact, the sense of exclusion induced by a staff member's inability to adequately express their needs, feelings, or to accurately convey a certain meaning, may substantially reduce the willingness to interact with other coworkers. Such a condition undermines the quality of internal communication for organizations through the diminished frequency of communication. Some of the organizations decide to mitigate the adverse effects of such a phenomenon by dividing the entirety of their staff into groups that utilize the same language for internal communication. However, such a policy may provide limited yields. While the inter-group performance indicators can be noticeably boosted, such a unit's representatives may display hostility to the other departments that speak different languages. With organizations that use English as the primary language, an effective set of measures is needed to build an environment that would facilitate the consistency of communication for both the native speakers and ESL employees.

The complexity of linguistic needs expressed by organizations has been studied by Coleman (1988). The author argues that the mere nature of larger organizations serves as a powerful source of extra challenges associated with language management. The internal community within the organization should not be approached as constant. Thus, it resembles a living organism that remains in the process of constant change, evolution, and mutation. Accordingly, the relationships between different individuals and groups of individuals within the organizational communities tend to change. Such a condition grants that some of the managerial practices designed and deployed for language management purposes may become inefficient at a certain point. Shared knowledge, unwritten conventions and agreements, rivalries between individuals and groups of individuals, and organization's internal politics come as the primary driving forces behind the phenomena described above.

Ladegaard and Jenks (2015) argue that most international organizations put themselves at a major disadvantage as the result of assuming the homogeneity and sameness of different groups as the result of globalization processes. Indeed, the phenomenon known as globalization has fostered the building of stronger links between different parts of the world that display different cultural underpinnings derived from religion, communication, beliefs, and values. However, there is a need to distinguish between the improved availability of information and the proliferation of communication tools and the mutuality of integration for different cultures. Western culture has come as a source of new knowledge and competencies for the developing countries, thus improving the technological development of such areas through foreign direct investment and other developmental initiatives. Yet, it would be completely mistaken to assume that the culturally distinct areas would adopt the foreign worldviews and communication styles along with the inherited technology. Thus, it is impossible to label the globalization process as it is seen today as the death of cultural diversity. Yet, managers of different organizations are much likely to make such assumptions, thus neglecting the ESL specialists' needs when they get integrated with the English-speaking community inside the organization. The authors argue that socialization matters in the workplace regardless of the organization's size and scope. Most linguistic frameworks applied for workplace management are ethnocentric and Anglocentric in particular. The behavioral patterns are of critical importance in the corporate setting. Yet, those patterns are mediated by the culture. At the same point, it is remarkably challenging to precisely identify the specific degree to which culture influences the gap between what people say and what they do in regards to their claims and promises. The matter of linguistic proficiency becomes increasingly important when different cultures are mixed in the same corporate environment. Thus, the standard norms of English are often different from the actual language used in the workplace.

Multiple scholarly publications explore the matter of language management in the corporate setting for international organizations from the standpoint of Hall's concept of high and low-context cultures (Nishimura et al., 2008). Thus, the theory assumes the ability to categorize the existing cultures and divide them into two major groups. High-context cultures suggest the importance of informal connections between individuals as mediators of communication quality. Therefore, the core meaning is deeply embedded in the communicated message, and the knowledge of the appropriate cultural underpinnings is needed to properly render the information properly. High-context cultures tilt toward linear structures of speech. Such an aspect suggests that every speaker is provided a chance to express themselves once the previous one manages to successfully finish their speech. Accordingly, interrupting an opponent is far from acceptable in the majority of cultures that qualify as high-context. Furthermore, body language, intonation, and other non-verbal attributes play a significant role in communication across high-context cultures. The speaker's inability to identify the context may lead to significant misunderstandings and sometimes even hostility. High-context cultures are characterized by the explicit positioning of the actual meaning behind the communicated message. Therefore, there is a strong connection between verbal language and the precise meaning put into a message. High and low-context cultures often reflect different values and aspirations when it comes to the relationships between individuals and between the individual and the organization (Nishimura et al., 2008). Thus, low-context cultures are more prone to favor individualism, while high-context cultures pivot around collectivism and harmonic relationships between the select community members.

The authors also refer to a different approach to classify culture. They review the works of Lewis, where he proposed to divide the existing cultures into groups that combine linear-active, reactive, and multi-active cultures (Nishimura et al., 2008). Therefore, linear-active cultures function around planning and mild display of emotions. Such cultures are linked with

a high degree of task orientation and organization. However, the representatives of such cultures are often perceived as less potent multitasker since they prefer to concentrate on one objective at a time. Reactive cultures demonstrate a different approach and mostly pivot around flexibility and accommodation. The representatives of such cultures are believed to have advanced listening capabilities. Such individuals are also likely to avoid confrontation where possible and provide the opponent to fully express their concerns during the conversation. Multi-active cultures are characterized by a stronger display of emotions and impulsive behavior (Nishimura et al., 2008).

Kim et al. (1998) argue that responsibility should also be taken into the equation as a distinct behavioral dimension when approaching high and low-context cultures. Managers and people in positions of power are expected to be responsible for the actions made by their subordinates when it comes to high-context culture. On the other hand, the representatives of low-context cultures might expect the responsibility to be diffused across the organization in its entirety with no direct responsibility focus attached to specific individuals. Thus, the authors also emphasize that managers should pay increased attention to the structure of communication adopted by different cultures. Accordingly, in high-context cultures, communication hierarchy is clearly structured. However, people with such cultural underpinnings might have noticeable difficulties once integrated into the environment dominated by the low-context culture. Since such cultures rely heavily on the explicit nature of information transfer, the legal systems and insurance policies may seem to be overwhelming and complex to the individuals who descend from high-context cultures.

Given that the majority of modern corporations rely on English as the primary language for both internal and external communication, the training provided to the ESL employees plays a critical role in optimizing the organization's long-term performance and the efficiency of managerial initiatives. Brooks (2009) finds that the majority of individuals who arrive to work

in an English-speaking environment still maintain strong ties with their native communities, thus practicing the convenient and usual modes of communication. Furthermore, such people often have to deal with varying degrees of acceptance displayed by the native population in the new environment. There is a need to understand that a significant portion of low-wage employees in the corporate setting is much likely to have no formal education and represent rather weak English language proficiency. Thus, certain employers opt for professional training with the usage of the ESL employees' native language. Therefore, professional and language education can be separated to improve professional skills acquisition while language proficiency is downgraded in terms of priority. However, Burt (1997) argues that the majority of employees are still largely reluctant to fund the education for the employees with the lowest levels of literacy and English proficiency. The author is convinced that the primary barrier faced by such programs is the gap between expectations and reality. Managers often fail to realize that the improvement of language proficiency for the ESL staff members is a time-consuming initiative, and it needs to be taken into consideration for planning. The assumption about the uniformity of approaches that work equally for different groups of ESL employees also comes as a major misconception for modern firms. Therefore, the educational programs' results with equal funding are relatively inconsistent and may drive the management away from financing such projects. Therefore, the scholar believes that the customization of curricula is of paramount importance in improving ESL staff's linguistic proficiency.

The proliferation of non-native speakers in the cultural and economic environments dominated by a specific language has contributed to the emergence of the category referred to as the "new speaker" (Pujolar & O`Rourke, 2021). There is a possibility for conflicts and disputes to arise between the native and new speakers based on the approach that should be adopted for writing and speaking about certain things. Therefore, the native speakers often come as the representation of fluency, spontaneity, and the proliferation of idioms. Thus, non-

native speakers may divide in terms of inheriting the linguistic attributes employed by the native speakers. The sense of anxiety and cultural denial may prevent the new speakers from fully embracing the techniques and linguistic constructs utilized by the native speakers since it may be perceived as a move away from one's cultural and ethnic identity. On the other hand, new speakers that adopt the opposite approach may find themselves actively involved in the process of absorbing the idioms and collocations that are typical of the language and its usage in a specific region or industry (Dubrowska, 2014). Thus, new speakers may be remarkably inconsistent about the self-identification as legitimate users of a specific language. Accordingly, it is evident that the non-native speakers are subjected to oppression of a certain kind in both the corporate and social setting (Trudgill, 1995).

The matter of adaptation and the usage of discourse markers by the non-native speakers has been observed by Huang (2011). The author finds that there are quite contradicting yet rather persuasive arguments on whether non-native speakers should adopt the manner in which the native speakers use the discourse markers to sound native either in the social or workplace setting. The globalization process is linked with the opportunities for the English-speaking citizens who are not native speakers to utilize the select language for interaction with other non-native speakers with lower levels of English proficiency. Furthermore, the opportunities linked with such interaction may significantly outweigh the perspectives derived from interacting with native speakers. Accordingly, the willingness to master the English language to sound like a native speaker and adopt the styles and techniques for plain conversations may pose additional challenges for such new speakers in cases when English must be used as the primary language for communication with non-native speakers from different countries. However, non-native speakers' willingness to adopt the native-like usage of discourse markers would significantly improve the speaker's linguistic proficiency and the ability to better render some of the high-context attributes, which might be of extreme importance during negotiations

and dispute resolution settings. Nevertheless, the author argues that non-native speakers should not face any forms of punishment or discrimination for not using the discourse markers in a manner that would make them sound like native speakers. The attitudes based on tolerance and acceptance are likely to help managers with smooth and stress-free integration of the new speakers in the organization's internal environment and improve the employee's perception from the standpoint of group trust and commitment.

Eventually, the multitude of scholarly endeavors reviewed above indicates that there are a plethora of factors that need to be taken into consideration while reviewing the matter of issues that non-native speakers face in the dispute-resolution setting and communication in the workplace. There are several approaches towards the matter of linguistic education and the ways in which non-native speakers should be expected to use the dominant language of the region. On top of that, the attitudes, behavioral patterns, and responsibility acceptance of different non-native speakers are significantly influenced by their cultural underpinnings. The globalization process ensures the connection between the representatives of different cultures through technology and the instrumental ease of communication. However, the gap that has been shortened with the innovative communication methods has not yet been able to bridge the gap between the high-context and low-context cultures. The presence of such gaps provides ground for false assumptions and misjudgment on behalf of managers and educators. Therefore, non-native speakers are subjected to inadequately developed and deployed language learning programs. Thus, such educational initiatives yield questionable results that alter the management's decision-making patterns regarding financing such projects. Accordingly, the further section of this research will explore the potential array of solutions that can be effectively deployed to minimize the linguistic oppression of non-native speakers without compromising the quality of communication needed for the effective resolution of disputes and ensuring the desired efficiency levels of the internal communication of organizations.

Research Methodology

The literature review provides a series of interesting insights on the peculiarities of interaction between the native speakers and those who use English as a second language in the professional setting and daily operations. However, it is strongly believed that the theoretical concepts and ideas drawn from the literature need to be put against the empirical evidence build on the basis of data retrieved during the primary research. There is a multitude of ways to procure the information that would reflect on the state of things in regards to the particular process or phenomenon. However, it is essential to ensure that the research employs the method that is the most accurate, reliable, and cost-efficient.

A survey has been identified as the most suitable data collection method for the current research. There are three primary attributes of the survey as a research method that need to be taken into consideration to identify the potential strengths and weaknesses of the method. Thus, the survey is utilized to provide a qualitative description of a given population in regards to the attribute in question. Furthermore, there is a possibility to identify a relationship between certain variables that can be further used to build policies and regulations to alter such interrelations. Last but not least, the sample used in the research is assumed to represent the characteristics of the entire population. Thus, it is possible to apply the generalized findings to the whole population that is being studied.

Given the scope of application, surveys have a series of benefits and shortcomings that researchers must take into account. Accordingly, surveys are well-suited for gathering the demographic data and can include a wide spectrum of variables that are needed for the study. Thus, it becomes possible to gather major amounts of information with a single data collection tool. On top of that, surveys allow the researcher to measure specific attitudes that are hard to assess in the observational setting (Glasow, 2005). However, specific disadvantages need to be taken into the equation if the survey is selected as a data collection technique. First, surveys

only provide the estimated results that are supposed to apply to the entire population. Surveys also tend to lack reliability when the responses are impacted by a historical context that must be taken into consideration. Thus, the responses retrieved from the survey's target audience may contain imperfections either as the result of faulty survey design or other factors that may prevent the respondents from being honest and transparent while answering the questions. Suppose certain behaviors that qualify as inappropriate are studied. In that case, the respondents may commit to intentional misreporting to hide their own commitment to inappropriate or illicit behavior, thus distorting the researcher's vision of the studied matter.

There is a need to have an adequate understanding of the survey typology to pick the most suitable option for data collection in this research. Thus, the form of communication defines the first distinction, which highlights verbal and written surveys. Written surveys come in the form of questionnaire forms, while verbal ones in the form of interviews. There is a common belief that face-to-face interviews are capable of providing data of the best quality. Face-to-face interviews provide the researcher with the luxury of asking additional questions that may be more specific and tailored to the individual respondent's context and background. Thus, if an interviewer and the respondent feel comfortable while interacting with each other, there is a chance for the researcher to gain a plethora of valuable insights. However, not every respondent may be equally eager to open up about their concerns linked with the interview question. Therefore, the depth and quality of data will most likely vary from one respondent to another. The interviewer must also be properly trained to speak in an engaging manner, thus encouraging the target audience to provide an extended answer to every question from the list prepared for the conversation. On top of that, the interviewer needs to be a good listener to identify the hidden attributes that may not be revealed directly throughout the conversation, yet the respondent might be willing to elaborate on them if proper questions are asked in a timely manner. Interviews are much likely to be time-consuming and may induce a higher number of

reluctant individuals, thus diverting a noticeable number of potential respondents from participating in the survey. There is a need to use a certain kind of recording software to ensure that every detail from each response is saved for further scrutiny. Thus, an audio or video recorder with enough free space on the associated data carrier needs to be procured before the interview starts.

Telephone surveys are viewed as another way to gather responses from the sample, which is believed to represent the target population in the study. However, the proliferation of telemarketing initiatives in the previous decade has made most of the potential participants largely reluctant to participate in phone surveys (Janes, 2001). Accordingly, the reliability and non-response risks are significantly higher when it comes to this type of survey.

Survey design comes as a significant determinant of the quality of the retrieved data. Surveys suggest that respondents are expected to answer a set of clearly structured questions aimed to unveil specific preferences, attitudes, or behavioral patterns adopted by the people included in the sample. There may be three primary purposes of the survey research. These are exploration, description, and explanation (Pinsonneault & Kraemer, 1993). The exploratory research is primarily dedicated to getting a basic vision of the matter and building certain concepts that could enable further studies aimed at yielding more details about the topic. Descriptive studies are aimed at unveiling specific trends, processes, and attributes that can be identified in the select environment. Thus, a descriptive study can answer questions associated with the factor's existence and influence on specific variables within the studied environment. Exploratory studies are dedicated to finding out more about the cause and effect relationship between variables and processes. Thus, such initiatives are aimed at indicating how specific factors may impact other attributes of the system, which provides more leeway for the controlled operation of these variables. Given that the research dedicated to the issues experienced by non-native speakers in the English-speaking environment in terms of

professional interaction or dispute resolution is quite shallow, the current research will be of a rather exploratory and descriptive nature to pave ways for further scholarly endeavors.

The proliferation of technology has impacted the way in which scientific results are pursued. The introduction of new products and service enable the usage of communication technologies to extend the range of possibilities for the researchers that utilize survey as their primary data collection method. There are a plethora of benefits associated with the usage of e-surveys in research. Such an option is linked with better cost-efficiency since carrying out an e-survey does not require finding and renting a place for a face-to-face interview. Furthermore, in most cases, there is no need to utilize additional recording software and hardware to save the verbal responses as either audio or video. Additional benefits of e-survey unveil through a better efficiency when it comes to time-management. The researcher does not need to sacrifice massive amounts of time to go out and approach the potential respondents, trying to convince them to participate in the study and gather the responses thereafter. Thus, e-surveys are linked with lower costs, faster response times, and higher participation rates (Jansen et al., 2007). The e-survey is defined as a form of a survey in which a computer is used as the two-way communication channel, which is both responsible for connecting the respondent with the survey form and the researcher with the retrieved data.

There are different forms of e-surveys as well. Thus, each form is linked with specific benefits and shortcomings. The web-based survey often comes as the most used tool for data collection. Thus, the primary benefits associated with it are the quickest possible turnaround times and the minimum number of obstacles when it comes to reaching the target audience. The respondents are free to fill out the survey form whenever they feel comfortable while the researchers can commit to other essential tasks, thus improving their time management significantly. Web-based survey forms allow for the usage of multiple question formats. This opportunity is essential since the same survey form may contain both multiple-choice, open

questions and scales for ranking a statement included in the question. Accordingly, the respondent does not have to fill out several forms to provide all the data needed for the research. Web-based surveys may pivot around survey forms that do not record anything but the actual responses. Thus, the participants are not obliged to provide any kind of confidential data, thus making such initiatives much safer from moral, ethics, and confidentiality. There is a multitude of modern tools like SurveyMonkey and Google Forms that allow to record the responses and instantly add them to the systemized database once the respondent is done with filling out the form. Some see a series of shortcomings linked with a web-based survey. The development of the survey form and the selection of the most suitable platform may be time-consuming. It is essential that the researcher makes sure the survey form contains the minimum number of questions that provide the maximum amount of the needed information. The longer the survey form, the lower are the chances for an average participant to complete it. Thus, the form must retrieve all the required answers with the use of the lowest possible number of questions. The questions must be adequately designed to avoid confusing the respondent. Technical issues always come as a noticeable threat for the studies based on web surveys. Thus, technical problems may prevent the respondent from completing the form, which also diminishes the chances for the same person to get back with another attempt. Data security depends on the chosen platform, yet the researchers must ensure that there is no chance for any unauthorized access to the survey data if it includes any personal or sensitive information about the target audience.

There are several alternatives to the type of e-surveys described above. Email-bases surveys can be used to reach a larger number of respondents and shorten the turnaround time. However, most survey forms are at risk of getting blocked by spam filters adopted across the majority of mailbox services. Furthermore, there is a greater degree of complexity in terms of securing confidentiality and software compatibility when it comes to email-based surveys.

There is a need to mention that both the web-based survey and email-based survey are options that can only be effective when it comes to the respondents who have access to a computer. Yet, there are matters that can be studied deeper and with greater effectiveness if individuals who do not have access to a computer are also included in the sample. Thus, point-of-contact e-surveys can be considered as a viable option to improve the validity of results. Point of contact e-surveys eliminate matters like the inability to access a computer, software issues, connectivity, and software compatibility issues. However, such a method is rather similar to face-to-face interviews. It is less cost-effective and time-consuming since the researcher needs to either own or rent the necessary equipment, secure a place and time to carry out the research, dedicate time to development and arrangement, and risk a small sample that would not represent the target population.

Sampling comes as an important aspect of the survey design. There is a need to understand that the sampling approach must reflect the nature and purpose of the study. There are several options in terms of selecting the most suitable sampling approach for the current study. Most researchers start by deciding on whether probability or non-probability sampling should be used for the needs of the study. Simple random sampling, systematic random sampling, stratified random sampling, cluster sampling, multiphase sampling, and multistage sampling belong to the probability sample category (Acharya et al., 2013). However, such techniques can be rather demanding in terms of the resource input required on behalf of the researcher. Non-probability sampling is characterized by the fact that the probability that a potential respondent will be included in the sample is unknown. Such an attribute can add an additional degree of bias when it comes to the results. However, such an option is less demanding in terms of the researcher's resources and convenience. Thus, the current study will utilize the benefits of convenience/purposive sampling given the time and resource restrictions associated with the research process.

Sample type may set the restrictions in terms of the number of respondents and their demographic characteristics. However, the primary topic of the research has very little preceding research to rely upon. Thus, there could be a possibility to identify how different groups within the society react when there is a need to tackle issues like language barriers. Furthermore, the attitude on either side of the language barrier can be different within the same age group and depend on the person's status in the society (Piff et al., 2012). The origin of native speakers and ESL individuals must also be taken into account. It is necessary since native speakers and individuals who use English as a second language represent different cultural underpinnings. Thus, such individuals' interaction with a representative of different social strata may be viewed as a remarkably different experience. Different cultural peculiarities also come as the precursor of different attitudes and behavioral patterns adopted by the representatives of either gender. Thus, it has been decided to avoid dividing the respondents into groups by age. Yet, the audience will be in a position to indicate their age and gender to provide the researcher with the ability to attempt tracing certain peculiarities in attitudes that can be identified in the relationships between native speakers and ESL individuals based on age and gender.

The best possible results can be granted with the combination of cross-sectional and longitudinal surveys. However, the restrictions provide the researcher with an option to only complete a cross-sectional survey study. This alternative will provide a snapshot of the target audience taken at a certain moment in time. Thus, it will be possible to identify whether there is a specific array of beliefs, attitudes, and behavioral patterns that prevail in professional communication and dispute resolution scenarios involving either native speakers and ESL stakeholders. The identified array of issues can be further used to develop a series of activities supposed to alter the perceptional attributes for either side of the matter. Therefore, longitudinal survey research will be usable in the future to see whether specific factors have any influence on the attitudes and perceptional characteristics identified at the end of the cross-sectional

survey. Social attitudes like conservative approach, prejudice, and other factors that influence one group's perception by the representatives of another group may significantly influence the behavior of individuals and define the ability of representatives of a given social class to commit to specific behavioral patterns (Eysenck, 1975). Such attributes can be studied in regards to the ability to change such attitudes with any exogenous impact.

The survey research in this study pivots around Hill's assumption that the sample must be large enough to represent the true state of things in the target population (1998). The data collection process pivots around the principles of ethics, morale, and confidentiality. The survey form comes with a detailed introduction that informs the potential survey participant about the primary objectives of the research. Thus, the individual is informed about the input they might be making to the current scholarly endeavor by making an informed decision to participate. The audience is also informed that none of the personal information other than gender and age is recorded for the purposes of the study. Therefore, the survey is completely anonymous, and the responses cannot reveal the participant's identity. Each potential respondent is made aware of the opportunity to skip the form or withdraw from filling it out at any moment if they somehow decide that there are questions that they do not wish to answer. The survey form (see Appendix A) is divided into two sections. The first section contains questions for the ESL respondents, while the second one is designed for native speakers. Accordingly, the form is designed to provide a multifaceted view of the issue with the responses gathered from either stakeholder group involved in communication that includes language barrier between native speakers and ESL stakeholders in the English-speaking environment. The questions are designed to unveil whether the ESL individuals have any difficulties while trying to express themselves and whether such difficulties are in any way linked with their personality traits, age, gender, and language learning method. The section dedicated to native speakers expects the respondents to unveil whether they have any difficulties while interacting

with ESL individuals and whether they believe that such individuals should have a certain degree of language proficiency to effectively integrate with the English-speaking environment. The potential respondents are informed that they are only required to fill in the part of the form designed for their language category.

Data Presentation

It was possible to get quite an interesting insight during the collection of primary data. Thus, the form was completed by 55 ESL/EFL respondents and 47 ENL participants. The average age of the ESL respondent group was 32. Men constituted 36.4% of the non-native-speaking audience, with women standing for the remaining 63.6% of the pool. None of the respondents have provided the answers that would have identified them as gender non-conforming individuals, i.e., non-binary, etc. There is a strong dominance of the ESL respondents who managed to undergo formal education while getting proficient with the English Language. However, there is a need to underline that as many as 17% of the surveyed ESL respondents managed to learn at home.

Figure 1. Gender Distribution for the ESL Sample
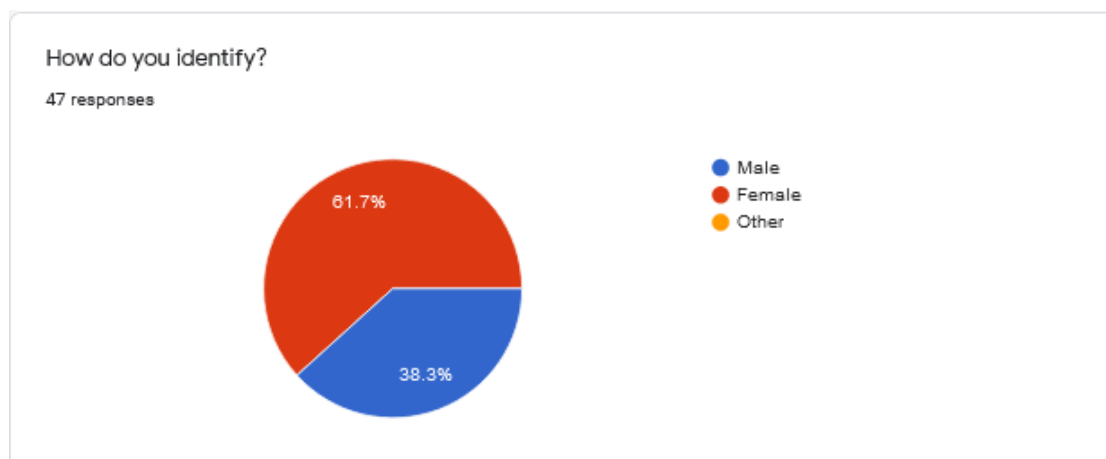
There is also a specific structure of the ESL respondents that quantitatively describes their interaction with the English-speaking environment. The majority of the surveyed people, which is 66%, have been living in an English-speaking society for under four years. A

significant portion, 20.8%, has been living in such environments for up to 10 years. The smallest yet noticeable group consists of individuals who managed to spend over ten years living full-time in English-speaking countries or working for English-speaking organizations.

Figure 2. Respondents' Experience in the English-Speaking Environment

Responses for "For how long have you been living in an English-speaking environment?"

over 10 years
10,0%

4-10 yesrs
22,0%

1-3 years
68,0%

The average age describing the ENL respondents who have participated in the survey is higher if compared to the ESL audience and sits at the value of 37. There is also a need to mention that the percentage of men in the ENL category is slightly higher than in the ESL group and sits at 38.3%. None of the surveyed ENL speakers identified as non-binary.

Figure 3. Gender Distribution for the ENL Sample

How do you identify?

47 responses

● Male
● Female
● Other

61.7%

38.3%
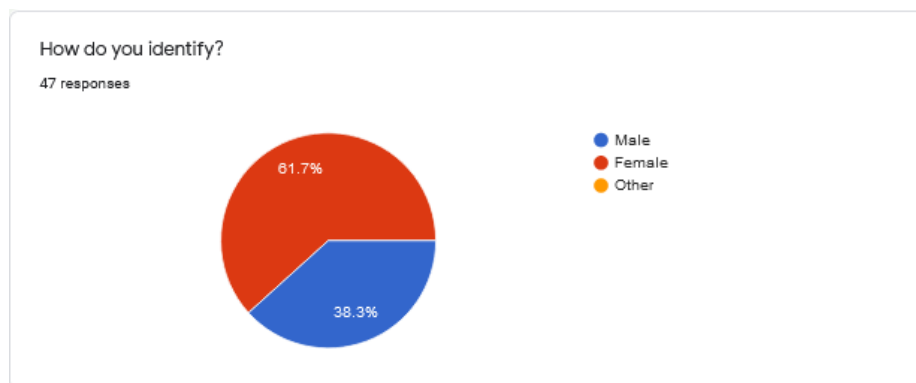
The surveyed individuals either study or work in an English-speaking environment. Some of the surveyed individuals have an empirical background which includes working in the service industry as the ENL service provider with ESL and EFL speakers coming as customers and vice versa. Therefore, the major portion of the surveyed individuals have at least several

years of interaction with the representatives of a different language proficiency group, be it professional or educational setting.

Findings

ESL Respondents

Given the scale of 1 to 10, every surveyed ESL/EFL individual was in a position to either agree or disagree with a statement that they are an outgoing or an extroverted person. Almost 90% of the surveyed individuals mentioned that they consider themselves to be extroverted people. The majority of respondents marked 7 out of 10 as a verification of the statement mentioned above. The average age that marks the beginning of the English language acquisition path for the surveyed audience is between 19 and 20, which suggests that the language was not learned during the primary school years. The respondents were also able to indicate whether the language barrier is viewed as a significant obstacle in their daily, educational, or professional endeavors. The results are not entirely consistent and vary from respondent to respondent. With the scale accepting answers from one to ten, the average score is 4.73, which is rather neutral and quite far from informative given that the select part of the form is aimed at ESL/EFL individuals. However, the further comparison of figures indicated that the individuals who learned English at school or through any other formal training option displayed a lower indicator for this question than those who consider themselves self-taught or home-schooled.

Figure 4. ESL Respondents and the experience in the English-speaking environment
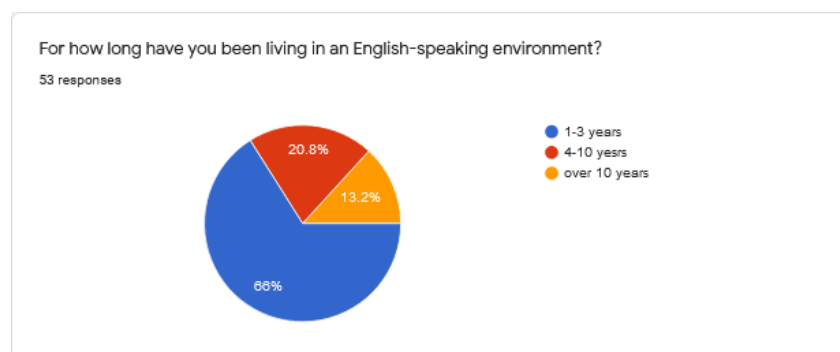
The indicators are 4.73 and 5.037, respectively. The difference is not remarkably high. However, the gap could be more visible if a higher number of self-taught individuals was included in the sample, which could be considered for future research.

Regardless of the inconsistencies associated with daily difficulties reported by the surveyed audience as the result of the language barrier, the majority of the surveyed individuals have reported that they somehow felt inferior due to their language status.

Figure 5. Language status and communication barriers

Figure 6. ENL-ESL/EFL interaction and the impact of cultural background
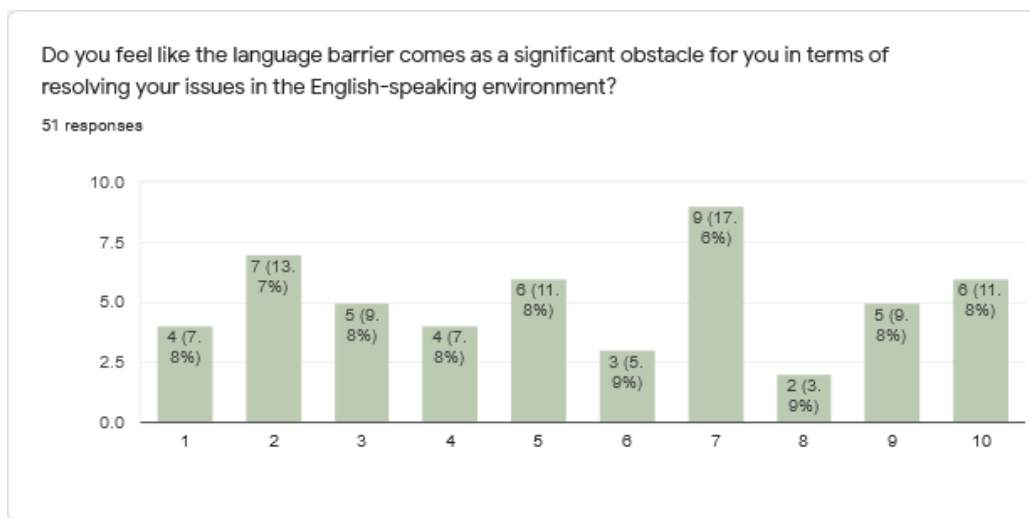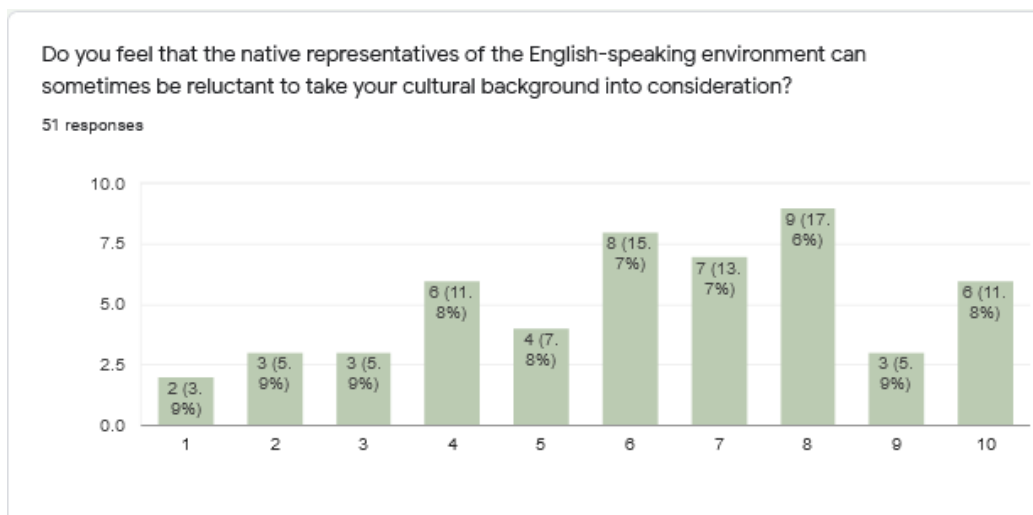
The surveyed individuals were also quite likely to support the statement that the native speakers may sometimes be reluctant to consider their cultural background and the associated needs or preferences during the interaction. Such issues may put a certain footprint on the individuals' vision of the future discomfort associated with religious practices or other peculiar cultural commitments in case there is a need to dedicate to them while in the workplace.

The survey participants are quite consistent in terms of having to take some time to pick the most suitable word among the other synonymic alternatives to make their speech sound contextually appropriate. However, it was not reported as a major challenge. At the beginning of the survey design, there was an assumption about the needs that non-native speakers express in regards to having their thoughts translated into English before the sentence is pronounced. However, such an assumption has been proven to be false, with the respondents giving this criterion a rating of 4 out of 10. However, a significant portion of the surveyed individuals mentioned that the complexities of English pronunciation made them feel uncomfortable at a certain point in their life, be it a phone call or face-to-face communication. On the other hand, the respondents have generally agreed that their ESL status may come as an obstacle in terms of rendering the context of the other fast-paced speaker. It was not marked as a major issue. Last but not least, the majority of the surveyed individuals are consistent in their opinion about the continued use of English as the primary language for international communication, be it in occupational or educational settings.

Given the attention that some studies pay to gender differences in the context of sociolinguistic adaptation in foreign environments, the responses of the male and female participants have been compared across either group. The ESL female respondents have started learning English later than their male counterparts, with the average age being 20 years versus 18. Additional research is suggested for future scholarly endeavors to get a better vision of the influence of cultural background on women's access to linguistic education. It is possible to

assume that in cultures that are more conservative about the distribution of societal roles across gender groups, women are at a disadvantage in terms of early access to education. On top of the presented findings, women included in the ESL category were more eager to report being outgoing and extraverted. However, such an attribute could have contributed to the total number of negative language-related experiences across the group. Therefore, the ESL/EFL female respondents were more eager to outline the shortcomings of their ESL status in the social, educational, or occupational settings. The female part of the ESL/EFL respondents group has also indicated more serious difficulties in terms of dealing with negotiations and rendering the context when they have to deal with fast speakers.

ENL Respondents

As for the ENL audience from the survey sample, it was subjected to a shorter list of questions. Almost 94% of the surveyed individuals mentioned that they are eager to adapt to the ESL speaker's communication style to contribute to the overall productivity and ease of the conversation. At the same time, over half of the surveyed native speakers (54.8%) admitted that the process could be associated with certain challenges. At the same time, 38.3% of the surveyed individuals have reported that helping an ESL/EFL person with linguistic difficulties would be easy. Thus, the majority, which is over 82% of the surveyed native speakers, is convinced that the people that come to the English-speaking country have to master their language proficiency to adequately integrate with the new environment. Thus, it is possible to conclude that the majority of the native speakers are explicitly ready to facilitate the integration of the foreign newcomers in the English-speaking environment, yet they strongly expect the mutuality of effort to be there. The respondents were expected to indicate a specific language proficiency level that they would see as sufficient for the non-native speaker to effectively become a full-time member of the English-speaking community. The responses are rather consistent with the data drawn from the previous question. Thus, 44.7% of the surveyed native

speakers expect that the ESL/EFL audience would have an advanced level of language proficiency. 21.3% of the group are convinced that upper-intermediate is the proficiency level that would be enough for the non-native speakers to deal with the majority of commitments and duties in the English-speaking environment. On top of that, almost one-third of the survey participants believe that even the intermediate level would provide the ESL/EFL individual with considerable employment opportunities. Some of the native speakers who turned out to be more eager to show flexibility in their interaction with non-native speakers are inclined to believe that language proficiency is not of high importance given the proliferation of technological solutions for translation. However, the percentage is insignificant, with only 2% of the ENL respondents sharing such a standpoint.

Figure 7. ENL respondents and the preferred level of English proficiency among the ESL/EFL peers

Responses for "What English proficiency level would you consider adequate for an ESL person to seamlessly fit in the English-speaking environment?"

Basic 2,1%
Upper Intermediate 21,3%
Advanced 44,7%
Intermediate 31,9%
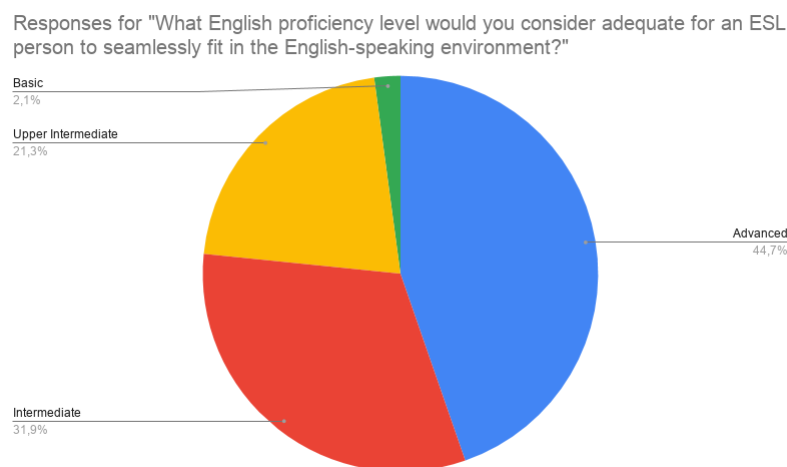
The results retrieved from the ENL audience display very few gender-based deviations in the responses. Thus, the female group in the ENL sample is slightly older than the male group, with the average age being 37 versus 36. Additionally, the female part of the group is showing a stronger commitment to the idea that the non-native speakers have to work harder in improving their language proficiency.

Preliminary Conclusions

The data drawn from the primary research indicates that there is still a certain spectrum of issues that arise during communication between the ESL/EFL audiences and the native speakers as the result of the language barrier. Furthermore, the majority of the non-native speakers are likely to reflect on their perceived status derived from their language category and language proficiency. The respondents included in the sample have reported the negative experiences resulting from such people being treated as inferior by the native speakers. On top of that, there is a noticeable trend underlined by the responses provided by the female ESL/EFL survey participants. The data shows that women in countries that do not use English as the official or primary language are more subjected to judgment and negative experiences derived from their language category. Furthermore, ESL/EFL women seem to lag behind their male peers in terms of getting access to education. Thus, it is necessary to further investigate the impact of culture and other local conditions on the gap that described the discrepancy between the access to education provided to the representatives of either gender. The retrieved data also indicates that phonetics plays a major role in the ESL/EFL individual's confidence. The impact is particularly noticeable when it comes to face-to-face interaction and phone or video calls. Nevertheless, the majority of the surveyed ESL/EFL individuals are convinced that the English language should be kept as the universal communication medium since the majority of the international educational infrastructure is already adequately tailored to the acquisition of this language by non-native speakers.

The data retrieved from the ENL participants provide promising insights for the outcomes of this study. The responses reveal that the native speakers are predominantly eager to assist their ESL/EFL peers whenever they run into any communicational issues. However, some of the respondents have reported expecting certain challenges while trying to adapt to the communication style adopted by the non-native speaker. It is assumed that such challenges are

caused by the lack of appropriate training among the generic English-speaking population representatives. Thus, the majority of the surveyed ENL individuals believe that intermediate language proficiency is enough for the non-native speaker to effectively integrate with the English-speaking society. However, the respondents are deeply convinced that the ESL/EFL audience needs to display persistence and remain determined when it comes to language acquisition and proficiency.

Discussion

General Findings

Context and nuanced vision has become of increased importance in terms of the corporate dispute resolution setting. Such an outcome has been achieved after the transformation of the Western corporate environment. The transition from professional union representation and coverage to the focus on the individual relationships between the employee and the employer has put the emphasis on the relationships between the individual and the employer organization. Thus, the formal practices adopted for dispute resolution needs have been gradually replaced by the informal ones, which put non-native speakers at a noticeable disadvantage given the challenges that such individuals are having in terms of adequately expressing themselves, especially if the situation strongly requires nuanced storytelling from either stakeholder group to show their vision of the case. Thus, organizations mostly used to pivot around managerial decision-making to resolve the conflicts that unfold in the workplace. However, such techniques often yield a certain extent of bias and can be less effective. Thus, modern firms are more likely to commit to non-managerial decision-making for the needs of workplace dispute resolution. Peer review panels come as a common tool for such purposes. The outcome of the panel and its impact on the decision made on the dispute may significantly depend on the socialization of the involved employee with the rest of the personnel (Colvin, 2003). Thus, there is a need to remember that ENL and EFL employees may be at a significant

disadvantage in such situations due to the socialization issues derived from the potential and existing language barriers.

The aspects of socialization in the workplace influence the ability of minority groups to stand their ground while dealing with disputes based on matters like inequality and discrimination. The theory of rational organizations suggests that firms are willing to insulate the internal environment from the external legal environment to protect themselves from the exogenous environment impacts. Therefore, the internal dispute resolution algorithms are adjusted to have them tailored to the company's environmental peculiarities (Edelman et al., 1993). Thus, the employer's goal goes down to handling an internal dispute without letting it have its way to the exogenous legal system. However, rational aspects are not the only ones that define the behavior of organizations in terms of resolving internal disputes. The handling of discrimination cases requires particular attention. Thus, specific firms may be in greater dependence on public approval. Therefore, organizations may be willing to adopt stronger and transparent mechanisms to resolve the discrimination-based internal dispute for publicity reasons. Thus, the creation of symbolic structures and institutional elements come as an organization's gesture in the realm of public relations.

Workplace resolution algorithms function as the private law systems that include a variety of individualized interpretations, customs, and other internal attributes that accumulate overtime for the organizations. Rules that apply to workplace dispute resolution can be generally divided into two categories that are formal and informal rules. The informal dimension requires a greater amount of attention from the researchers since the informal attributes impact the implementation of dispute resolution and prevention algorithms on a daily basis (Gwartney-Gibbs & Lach, 1994). Therefore, organizations can have a noticeable influence on the incidence rate and resolution options when it comes to workplace disputes.

Socialization has a lot to do with language. It plays a paramount role in the process of creating an environment where the mutuality of understanding is achieved through the multitude of shared meanings and visions. Thus, Barner-Rasmussen and Bjorkman (2007) argue that language fluency should be approached as an important attribute of socialization and identity-building. These are believed to be the important forces behind the emergence of shared vision and growing trust between different individual stakeholders or stakeholder groups that take origins from different environments. Thus, language fluency is defined as the individual's ability to use select languages for both oral and written communication. The assumption that fluency impacts the degree of trust and comes as the factor is diminishing the risk of conflict emergence stems from the social identity theory. The authors (2007) also believe that the socialization mechanisms utilized within the organization have a strong influence on the development of both formal and informal ties between the organization members in favor of increased productivity and successful conflict prevention. Such an assumption is linked with the intention of people to link positive attributes with the representatives of the same group. Thus, insufficient language proficiency inherently assumes the individual's outgroup status and undermines the perceived trustworthiness accordingly. In particular, non-conventional phonology and intonation attributes are likely to contribute to the negative assessment of an outgroup by the internal group members. The authors had examined the relationship between trust and the combination of socialization mechanisms and language fluency across two samples. Thus, either sample included the representatives of a regional division from a multinational company. The study had revealed two different results, which can be explained by psychic cultural differences. Therefore, the outcomes of this research underline the importance of cultural context when it comes to language fluency and its role in trust-building across different corporate settings.

Social exclusion is a dangerous phenomenon that can have a lasting impact on the victim. Hitlan et al. (2006) have studied language proficiency as the potential driver of social exclusion in the workplace. The authors are deeply convinced that social exclusion can induce aggressive behavior and victim's disconnection from the parties responsible for the inclusion. Furthermore, the psychological condition of the individual subjected to social exclusion can undermine the person's interaction with the neutral stakeholders. Such a condition is exceptionally dangerous from an organizational standpoint. Individuals whose productivity plummets as the result of psychological trauma and oppression induced by social exclusion are no longer as successful as meaningful contributors to the firm's growth and development. Therefore, it is imperative for the management to attempt predicting and preventing the scenarios that can be the precursors of language-driven social exclusion in the workplace. Ostracism is considered to be one of the most noticeable behavioral patterns triggered by social exclusion. It can adversely impact the communication process within the organizations both at the individual and department levels. Therefore, specific agents may fail to receive the important information due to communication issues triggered by social exclusion in the workplace. The authors underline the differences in reactions displayed by different gender representatives in response to social exclusion, which is consistent with the survey findings presented in the sections above. Thus, men tend to display stronger commitment prior to their exposure to the phenomenon, while women are more likely to engage in social compensation. Thus, they work harder collectively and display a broader array of friendly behaviors. Thus, the study reveals that women are inherently more likely to compensate for the experiences brought by social exclusion through a visible increase in on-the-job performance. Hitlan et al. (2006) also refer to the study of Schneider et al. (2000) dedicated to the matter of ethnic discrimination in the workplace across the United States. The study highlights that the growing number of immigrants in the country indicates a higher chance for the country's citizens to

encounter individuals whose language proficiency is lower than theirs. Therefore, the matter of language barrier as a driver of social exclusion in the workplace becomes increasingly urgent for the English-speaking world and the United States in particular. Given that several of the country's states have adopted the English-only laws for the workplace settings, ESL and EFL English speakers may find themselves under additional pressure, which can significantly hinder their social adaptation and diminish their workplace productivity, engagement, and job satisfaction. All of the aforementioned attributes have a noticeable impact on the individual's mental state, which comes as an extra reason for the problem to get the needed amount of scholarly attention.

The matter of English-only rules is a significant issue that organizations and policy-makers have to take into consideration in English-speaking countries. Thus, there is a series of legal cases like Garcia v. Gloor and Guiterrez v. Municipal Court (Perea, 1990) that insist on such laws being the drivers of national origin discrimination. The regulations that enforce the exclusive use of a particular language in the workplace are partially driven by the ability of the ESL employees of the same origin to use a different language to interact with each other. Such a communicational option may inherently benefit the effectiveness of information exchange between the employees. However, the managers and supervisors can have little to no understanding of the matters discussed by their subordinates. Such a condition diminishes the manager's or supervisor's degree of control over the personnel, which in turn makes the exclusivity laws and regulations more attractive from the standpoint of native speakers. National security reasons may also influence the deployment of such regulations, given the approach developed by the United States after the events of 9/11. Furthermore, the U.S. Federal Court has identified that the rules that required staff members to use English as the only language in the workplace do not violate Title VII if the employer has valid reasons to demand such practices from their employees. However, there is still a vivid lack of consensus over the

consistent application of such regulation. There are reported cases that involve organizations firing their employees of Hispanic descent for using several words in their native language to get clarification or during a lunch break (Ainsworth, 2010). Therefore, the social rights movement activists insist that the ESL and EFL employees are much more likely to be under continued pressure and subjected to a greater variety of risks associated with job security due to their language status. The author underlines how easily the English-only paradigm can be transferred from the corporate setting to any other. Thus, some of the American prisons have adopted a similar model, thus enforcing that internal communication is exercised exclusively in English. The same goes for the communication that unfolds during the phone calls and meetings between the inmates and their family members or legal representatives. Some courts have followed the model, and it can be spread much further. Setting the national security concern aside, it is possible to conclude that a significant portion of punitive measures taken against the ESL employees for not using English in the workplace qualifies as rather counterproductive and delivers a destructive emotional experience for the affected individuals and groups of individuals.

Adding a new language to one's portfolio means gaining access to a new speech community. Therefore, proficiency within the given language determines the degree of penetration and acceptance that an individual can ensure within the new society. Thorne et al. (2009) believe that the interaction with native speakers or at least with more experienced language users provide the less experienced language users with an ability to develop discrete semiotic resources, sensitivity to certain dispositions, and normative behavioral patterns in the select linguistic community. The authors are concerned with the limitations that the educational settings impose on modern language learners despite technological advancement. Thus, it is assumed that most educational initiatives lack inclusiveness when it comes to contextual adjustment of language used to provide the non-native speaker with the ability to develop and

adequately display status-appropriate identity stances. The research of Thorne et al. (2009) indicates that first-hand interaction with experienced language users and native speakers provides the learners and novices with an extended array of opportunities to accumulate the empirical background needed to further integrate with the language-related environment. Thus, it is possible to conclude that the creation of conditions under which learners can exercise the new language use with less fear of repercussions derived from language misuse strongly facilitates the successful integration in the new environment as an ESL or EFL stakeholder. Additional attention needs to be paid to the nature of English teaching practices adopted globally. While the common assumption of the perfect learning process pivots around the idea of native speakers being the best language teachers, the truth is that the majority of English teachers around the world are also ENL/EFL speakers (Cheng et al., 2012). While some of the conventional views define a non-native speaker as someone who is not in a position to acquire a native speaker's language proficiency, there is still a strong debate on whether native speakers are exclusively superior as teachers when it comes to practices. The construction of identity is viewed as an important aspect of the teacher's influence on the effectiveness of the learning process. There is a need to take the cultural difference into the equation. Thus, it is possible to assume that being the representatives of a low-context culture, ENL speakers maybe not fully capable of transmitting some of the contextual nuances to the target audience due to the lack of cultural awareness in a particular educational setting. Thus, non-native speakers are often seen as the ones who attempt the minimization of their ESL/EFL identity to reinforce the credibility that stems from the English language. However, such an aspiration may be remarkably destructive in terms of the teacher's empirical background linked with the adaptation of language constructs originating from English to the combination of local attributes that would facilitate the learning process. Accordingly, non-native English teachers are much more likely to have a deeper background in terms of the differences between the

English language and the one that comes as the learner's native language. Given the risks associated with limited cultural awareness, the ENL teacher may lag behind their non-native peers from the standpoint of bridging the contextual gap.

There is a specific classification of groups within the society based on the language status of their representatives. The four-way typology of English users includes ENL, ESL, EFL, and EBL. These stand for the native, second, foreign, and base language accordingly. Alternatively, it is suggested to apply categories like EAL or ELWC as English as an additional language or English as the language of wider communication (Nayar, 1997). Some scholars are not entirely sure whether there is a concrete distinction between ESL and EFL in the contemporary, highly globalized world. A study carried out by Rautionaho et al. (2018) is dedicated to the usage of the progressive form in English across different groups of language users. The research included two versions of English spoken by the native speakers with both British and American users taken into account. The ESL pool included speakers from India, Nigeria, and Singapore. Furthermore, the authors decided to examine a distinguished EFL pool consisting of individuals from Finland, France, and Poland. The research assumed that the non-conventional forms of English are likely to emerge as the result of certain peculiarities that take place during the process of second language acquisition. The outcomes of the study underlined the justified usage of the ENL-ESL-EFL dichotomy. The study unveiled that in specific scenarios, non-native speakers use progressive forms more often than the ENL stakeholders. Furthermore, the ENL, ESL, and EFL clusters should be approached rather as dichotomous attributes than the gradient divisions of the English language (Edwards & Laporte, 2015). Gries and Deshors (2015) argue that a stronger empirical background is needed to decide whether the ENL-EFL dichotomy has to be bridged into a single ESL/EFL folder. Thus, the authors are convinced that both options are the forms of English that emerge in language contact situations and are acquired. Accordingly, the study indicates that both ESL and EFL language variety

groups should be approached as distinct and internally coherent categories that do not belong to the same continuum and should be viewed separately. The discrete approach to either of the various groups provides a better view of matters like syntactic complexity, sentence length, and coordination-based complexity (Qi, 2014). A better understanding of such attributes can provide both the teachers and learners with the tools that ensure greater effectiveness in terms of English language acquisition and improving language proficiency to integrate with the international English-speaking community faster.

The educational environment has a massive influence on the learner's language acquisition abilities. Therefore, there is a multitude of variables that can impact an individual's English language proficiency in the long-term perspective. Arkoudis et al. (2009) opt for the classification of factors that pivots around an individual and the societal impact experienced by such an individual. Thus, the social factors include the opportunities for an individual to use the language to communicate in both social and academic contexts. The authors are also convinced that the amount of support received by the learner throughout the language acquisition process also comes as a major determinant of the person's language proficiency. The ability to speak a new language on a regular basis is viewed as the proficiency determinant that is of paramount importance. Accordingly, individuals who regularly contact other people who can also speak English are much more likely to display higher proficiency than the ones without such an opportunity. Rojo and Markee (2015) are deeply convinced that the measures and policies deployed in educational settings can facilitate and prevent sociolinguistic inequality. Thus, the presentation of the dominant culture, which is linked with the language that is the subject in the educational process, needs to be reconsidered to avoid the phenomenon known as "cultural racism." On the one hand, the consideration of cultural attributes in the process of language acquisition is of high importance since it provides the learners with a better vision of the potential non-verbal clues that highlight the context of the message derived from

the native speaker. On the other hand, uncompromised prioritization of the dominant culture, which would be the culture of the country that will receive the learner at a particular moment in time, will be among the sources of pressure exerted on such an individual. Thus, the dominance of culture associated with the foreign language may make the ESL or EFL individual feel inherently inferior when it comes to any interaction that involves the usage of the language in question.

A series of individual factors can significantly influence the learner's success in language acquisition endeavors. Attributes like age, personality, previous educational background, and natural aptitude have a noticeable impact on the person's learning potential. The increasing proliferation of international students in the global academic environment facilitates the assumption that individuals arrive fully equipped and ready to seamlessly integrate with the new linguistic environment. However, the empirical evidence suggests that it is not always the case. Furthermore, international students must be encouraged to improve their language proficiency to secure higher levels by the moment of graduation. The nature of the English language suggests that the learning process demands more input than a series of workshops or single-course educational programs. Thus, organizations need to be aware of their employees' educational and empirical backgrounds to deploy dedicated language proficiency improvement initiatives where necessary. There is still a serious discrepancy between the priorities and aspirations that come as pivot points for the educational programs in the academic environment and the recruitment campaigns in the corporate setting. Arkoudis et al. (2009) managed to gather data about how students and employers rank skills and personal attributes that facilitate one's employability. Therefore, intra- and extracurricular activities were marked at the bottom of the list across either category. However, there is a strong distinction between the attitudes developed towards cultural and social alignment in either sample. While communication skills, both oral and written, have been ranked as the second

and first most important attribute across the educational and corporate setting, cultural and social adjustment has been on the ninth position in the academic environment while the workplace setting demanded it to be as high as on the fourth position. Thus, given such a gap, ESL students may come across major difficulties while trying to secure employment with the cultural adaptation skills received throughout their educational path. A significant portion of organizations in both developed and rapidly developing economies are likely to include English language proficiency as the determinant of a candidate's chances to be successfully employed. Furthermore, nearly half of such companies use English proficiency as an integral part of performance appraisal programs (Lan et al., 2011). Thus, language proficiency is still viewed as an important aspect that strongly influences an individual's employability perspectives and growth-related opportunities in the workplace.

Given the plethora of nuances associated with the employability and job security for the ESL and EFL individuals in the English-speaking corporate environment, there is a need to identify the most effective learning methods that could be employed both by the academic institutions as well as the organizations that wish to deploy language proficiency improvement programs for the employees. Musa et al. (2011) propose the idea of project-based learning as one of the most effective means of improving the language proficiency of the ESL and EFL staff members. The authors base their concept on the assumption that the learning process is based on social interactions that are linked with cognitive challenges positioned slightly above the learner's current ability. Thus, with every challenge, an individual is expected to push the boundary of either physical or intellectual performance to resolve the next challenge. Meaningful interaction with peers that display a higher degree of capability also comes as an effective initiative for the transfer of knowledge and learner's improving proficiency. Accordingly, there is a possibility to outline several attributes of project-based learning that can beneficially influence the employee's language proficiency and on-the-job performance.

The first benefit is linked with the fact that project-based learning initiatives pivot around cases and tasks that are very similar to the real-life scenarios that such individuals are likely to encounter in their daily work routine. Thus, the knowledge retrieved from such exercises comes as a set of blueprints for task completion and problem resolution in the occupational setting, thus minimizing the time needed for effective decision-making. Most project-based learning initiatives include peer interaction as the mandatory attribute. Therefore, learners will have to discover the best ways to interact with their co-workers to be as effective as possible when there is a need to cope with a specific task. Thus, the collaborative nature of work comes as another driver for the native and ESL/EFL speakers to overcome the language barrier through the intensified information exchange. Project-based learning pushes the students towards developing specific skills like planning, negotiation, or consensus-making that would grant more linguistic leeway in negotiations. Participation in project-based learning programs will improve the learner's ability to retrieve and adequately render the non-verbal clues from their ENL colleagues. Therefore, the learner will develop a better ability to identify the context and adjust their linguistic choices based on the speaker's intonation, word choice, and pace. Word memorization has been a distinct subject for a study carried out by Magno (2012). The study unveiled that the process of word memorization is particularly effective when the learner needs to seek translation to get the meaning behind a particular term. Project-based learning suggests that the company's employees will find themselves in several situations when they will have to express themselves with the usage of words and phrases that are yet to be known to them. Thus, the exercise that involves the memorization of the pairs, including a term and its foreign translation, will push one's language proficiency further. There is a need to ensure that adequately trained intermediaries mediate the interaction between the ENL/EFL employees and their ENL peers in terms of the project-based learning program. A significant intensification of contact between the language learners and native speakers can be linked with

a vast array of experiences. Thus, an unprepared learned in an unmediated process may be subjected to a series of surprising and potentially negative experiences. EFL/ESL individuals may be baffled, surprised, and discouraged if there is a case of word misuse, inability to render the interlocutor's message within a single attempt, or not knowing the best English alternative to translating a certain word (Kilianska-Przybylo, 2012). Accordingly, a specially-trained coach needs to be put into place to prepare the learners for the inevitability of such situations. Thus, with the appropriate coaching, the learners will be better prepared to deal with complexities of this kind with greater ease and lower emotional repercussions that can hinder the overall learning progress.

The empirical findings of the study carried out by the authors (Musa et al., 2011) indicate that the ESL/EFL participants of the project have highlighted the positive impact of the initiative on their language proficiency and communication skills. The intensification of information exchange between the ENL and ESL/EFL colleagues in terms of such projects brings down the language barriers since learners have little choice but to adapt to each other's speaking style and learn to quickly identify the best word options and sentence structures to effectively express themselves and tackle the assigned objectives.

Teacher training is viewed as an important aspect of improving the efficiency of the language acquisition process. Given the intensification of the cross-border movement of capital and workforce, most national economies around the world are expected to experience a noticeable influx of migrant families and the need to provide a better educational environment for their children. Thus, Pearson et al. (2008), project-based learning is believed to be an important tool for solidifying the teachers' proficiency and the effectiveness of the learning process. The authors also insist that the learning process should pivot around the simulation of real-life scenarios that would make the learners better equipped for the challenges that can potentially unfold in the occupational setting. Thus, the project-based learning proposed above

is believed to be most effective when combined with problem-based learning. Thus, the involved stakeholders are subjected to a greater need for communication, which comes as the primary stream of empirical knowledge. Furthermore, the unprecedented internationalization of English is often mentioned as the reason for which the select language should no longer be considered as the exclusive preserve of its native speakers (Dewey & Leung, 2010). Such a notion indicates that the matter of either belonging to a specific cultural environment or being excluded from it should not be determined by the factor of language proficiency.

Approach at the Organization Level

Given that there is a plethora of opinions and propositions regarding language proficiency as a mediator of communication and dispute resolution in the occupational setting, contemporary organizations still need employable ways to accommodate the needs of their ESL/EFL employees to improve the efficiency of information exchange between individuals and departments. Such an outcome is linked with the organization's ability to significantly improve its performance indicators as well as to minimize the incidence risk for disputes in the workplace. The primary research results have indicated that the majority of ESL/EFL respondents are experiencing a certain array of difficulties while interacting with native speakers. Furthermore, such issues have been reported across the entirety of our survey sample. Such a finding underlines the existence of accommodation nuances for the non-native speakers in the long-term perspective as well since such issues have also been reported by the respondents who have been living in the English-speaking society for over ten years. On top of that, the opinions gathered from the native speakers included in the survey sample indicate that ENL employees across the majority of organizations will be likely to support their non-native-speaking peers in the adaptation process.

Thus, it is essential to analyze the instruments and techniques that are already available to the majority of contemporary organizations and can be used to bridge the communication

gap between the ENL and non-native speakers in the personnel ranks. Modern organizations have experienced a series of improvements in their daily performance as the result of multiple innovations derived from technological evolution. The emergence of different computer-based solutions and new communication tools has significantly influenced the way in which organizations handle their internal communication. Accordingly, it will be ignorant not to consider such options for improving the dispute resolution techniques to aid the ESL/EFL employees from the standpoint of dispute resolution.

Modern organizations use intranets to provide the entirety of their personnel with all the information that might be needed to ensure the appropriate workplace performance and behavioral patterns. Thus, such databases can contain a variety of documents on the organization's internal regulations, rules, code of conduct (Scott, 1998). Furthermore, such resources can be used to provide the new employees with an extended array of learning materials to ensure a faster and more efficient onboarding process. Such an outcome is imperative for the organization's long-term optimization of costs. A successfully integrated employee is more likely to display higher job satisfaction indicators, which is linked with lower staff turnover perspectives. The diminished staff turnover provides the organization's HR department with enough leeway to concentrate on the initiatives that would work in favor of improving the conditions for the existing employees rather than regularly replacing the ones that leave due to low job satisfaction. There is a need to understand that the deployment of intranets is primarily viewed as an option by larger organizations that have the budget to finance the development of proprietary software to tailor it to the organization's custom set of needs and practices (Bansler et al., 2000). However, the emergence of multiple start-up businesses in the information technology sector is associated with the potential release of more affordable and uniform solutions that smaller organizations can effectively use to optimize performance through improved and organized communication.

Contemporary organizations must explore the opportunities of intranets and other digital corporate communication tools for the needs associated with workplace dispute resolution. While there is a multitude of factors that favor the face-to-face mode of negotiation, the electronic forms of communication still provide a vast array of benefits, especially when it comes to the vocalization of non-native speakers among the company's employees. Yildiz and Bichelmeyer (2003) have examined the differences between the participation of the EFL speakers in negotiations and discussions in the classroom setting and via the electronic forum. The study draws the reader's attention to the fact that most settings in the English-speaking society are not friendly enough to provide the non-native speakers with enough leeway to freely express themselves. Therefore, there is a need to see if there are factors that are hindering the confidence and decisiveness of non-native speakers in face-to-face communication since such attributes are of paramount importance in corporate and dispute resolution scenarios. The authors have acknowledged the series of difficulties that non-native speakers might face while dealing with their ENL peers online. Written communication does not provide the receiving stakeholder with emotional clues like the voice pitch, intonation, and facial expression if the message is transmitted through the web in a written form. The speaker's cultural background largely predefines the way in which non-native speakers parry the arguments of an opponent during a negotiation initiative. Thus, a highly assertive speaker representing a low-context culture may sound way more assertive and convincing than a reserved speaker from a high-context culture. Thus, dimensions like power distance, individualism versus collectivism, femininity versus masculinity, and uncertainty avoidance are critical to the individual's engagement in open discussion or an argument in the face-to-face communication setting (Yildiz & Bichelmeyer, 2003). The majority of the ESL/EFL respondents from the study reported clearly distinguished speaking anxiety, which appeared to be prevailing over the deficiencies in the writing skill displayed by the same group. The respondents also mentioned

that they opted to remain silent unless they were called upon, so there was a clear indication of everyone willing to hear their opinions. Thus, when a teacher wanted to get particular suggestions or answers to their questions, the ENL classmates were primarily the ones to respond in the face-to-face scenario. Therefore, the individuals experienced more comfort while expressing their thoughts, ideas, and concerns in a written form on the online forum set up by the educational institution. Furthermore, the examination of the content posted by the non-native speakers on the forum unveiled that the conversations were remarkably diverse, and ESL/EFL students managed to be proactive despite the reserved behavior displayed in the classroom. It was common for the respondents to comment that the ability to double-check the grammar, word choices, spelling, and sentence structure prior to sending the message came as a major contributor to their openness and proactive behavior on the online resource. Therefore, the authors conclude that the deployment of the online resources for communication between the native speakers and the ESL/EFL peers positively impacts the openness of the latter stakeholder group and grants better results in terms of communication frequency and intensity.

The knowledge retrieved from the study discussed above and combined with the results of the primary research indicated that computer technology could provide the non-native-speaking employees of contemporary organizations with the leeway to better express their concerns during the process of dispute resolution. Zondag and Lodder (2007) act as avid proponents of the alternative dispute resolution models combined with online dispute resolution. Thus, the concept is presented as the Computer-Assisted Dispute Resolution (CADR) framework. With conflicts performing a social function, it is common to assume that such phenomena have a discretely adverse impact on the affected communities. Thus, the authors propose approaching the matter of conflict as the communication setting in which a different set of rules should apply. Despite the benefits associated with the progress in the IT sector and its impact on the quality and speed of information processing, the authors are deeply

convinced that such progress unfolds much faster than the industry's ability to either mitigate or prevent conflict. However, the information shared and processed with the means of IT is mostly recorded and can eventually gain evidential value if used for resolving certain disputes. Accordingly, recorded phone calls or scripts extracted from an online conversation, be it a telephone messenger or the chat built into a corporate intranet, the things said by either stakeholder group can be used as the leverage to end the dispute in a fair and transparent manner. Therefore, the specialists working with disputes in organizations need to have the tools at their disposal that would be able to effectively render and classify the information related to the dispute. The automation process can be linked with a series of complications given the ability of artificial intelligence to spot words that may indicate the stakeholder's willingness or reluctance to accept the position of their counterpart. Therefore, language comes again as a critical mediator of the message rendering process.

Despite the limited ability to convey the emotional underpinnings, words still function as powerful units in the communication process. Therefore, even in the case of online negotiations and dispute resolution, the word should be picked appropriately to precisely convey the meaning and intention of a speaker. There is a possibility to improve the process of online dispute resolution by introducing a third party that would function as the arbitrator. The party's impartial approach and neutrality should serve as the pivot point for the decision-making in terms of the ongoing dispute (Rule & Villamor, 2004). There are a plethora of words that have different shades of meanings based on the context in which they might be used. Therefore, certain stakeholders may unintentionally associate specific words like "case" or "dispute" with the negative repercussions. Thus, a reflexive and considered approach is needed when words are used for online dispute resolution in the corporate setting. Specific business environments operate in ways that do not allow the opportunity to replace specific words with synonyms that would be more suitable in terms of the emotional context. They are linked to

particular terminology and operational categories. The escalation of a dispute can be effectively tracked through the language used throughout the process. Therefore, the word choices may reflect the stakeholder's attitude at a specific stage of the resolution process. Accordingly, the transition from "concern" to "problem" clearly illustrates the grade of escalation in terms of the particular conflict situation. Multiple languages that are used in the same workplace setting can add a noticeable degree of complexity for those responsible for the development of online dispute resolution systems. Since native speakers and their ESL/EFL peers may be using different synonyms to describe the same thing, it may become challenging to adequately track and measure the involved individual's attitude to the particular aspect within the dispute.

Brett et al. (2007) have examined the role of face and language in dispute resolution scenarios. Thus, the authors have unveiled that the esteem and status that the involved parties give to each other largely define the further development of the conflict. Accordingly, either stakeholder group can signal the amount of respect it has for the other stakeholder group to involve in the mutually beneficial resolution of the conflict. Accordingly, an inaccurate selection of words may make the other party believe that the counterpart does not respect them enough to engage in a meaningful conversation. The same applies to the use of metaphorical structures (Cohen, 2003). Therefore, the words that affirm and give a face to the other party are believed to act as factors that positively influence the potential of having an open and honest discussion that would lead to a faster resolution of the case. The study revealed that the attacks on the opponent's face and the usage of words that underline the stakeholder's hostility have a negative influence on the likelihood of positive dispute resolution. Therefore, it is expected that the involved individuals or the other stakeholder groups must stick to the word choices that portray them as a firm without displaying unnecessary hostility and aggressive stance.

Conclusion

The findings retrieved throughout the study indicate that the problem of the language barrier for the non-native speakers in the dispute-resolution setting is still significant either in the workplace or any other English-speaking environment. There is a need to mention that despite the proliferation of questionable practices and the overall complexity of managing global proficiency in regards to a single language, there are several perspectives for improvements in the future. This study has unveiled that the mere nature of English proficiency categories needs to be approached from the standpoint of methods that are employed throughout the process of language acquisition. Therefore, it is reasonable for scholars and practitioners to distinguish between the ESL and EFL categories to develop the most suitable onboarding and adaptation procedures when such individuals commit to a full-time operation in the English-speaking environment.

Both functional and systematic deficiencies of the local and international educational initiatives make it hardly possible for individuals born outside English-speaking countries to master the English language equally to a native speaker. Therefore, for a variety of reasons, non-native speakers are still largely reserved when it comes to their engagement in communication. Such a condition may adversely impact the ability of ESL/EFL individuals to stand their ground during the dispute resolution process if it unfolds in the workplace scenario. Therefore, it is necessary to develop and deploy algorithms that would encourage better involvement in communication among non-native speakers. The primary data retrieved in this study indicates that phonetic attributes and respect towards the cultural aspects come as rather important determinants of the individual's commitment to the conversation. Therefore, the contemporary managerial practices of modern organizations must take such aspects into account. The existing studies underline that despite the array of technical and technological obstacles, non-native speakers still prefer written communication over face-to-face interaction

in the majority of cases. Therefore, the development of initiatives aimed at providing the ESL/EFL employees with better conditions for expressing themselves in a dispute-resolution scenario should pivot primarily around the text-based forms of communication. However, focusing solely on written communication hinders the progress of organizations in terms of moving the dispute resolution processes toward the realm of oral negotiations in which both the ENL and ESL/EFL stakeholders perfectly understand each other.

Modern organizations are expected to commit to practices like project-based learning and learning initiatives that pivot around problem-solving. The problem-solving scenario is usually linked with tasks of high complexity, which makes it impossible for a single individual to come up with a viable solution plan. Therefore, managers are expected to compose the teams for such training initiatives of both the ENL and ESL/EFL employees. The nature of the task will force the representatives of either language proficiency group to interact with the outgroups for the sake of better efficiency. However, it is imperative to develop such learning initiatives with an inclusive mindset. Management must be aware that the ESL/EFL staff members will be inevitably subjected to stress due to the need to participate in face-to-face negotiations where English would be the primary language. Thus, the dedicated coaches must be put into place to provide the ESL/EFL with the understanding that they will inevitably face direct verbal communication with their ENL peers. Furthermore, the coaches are responsible for establishing the employee's confidence derived from the acceptance and understanding related to one's need to take some time to pick the right words to express themselves properly. The empirical findings provided in the literature reviewed above underline the effectiveness of such methods in terms of improving the language proficiency of non-native speakers. The author of this research is deeply convinced that improved language proficiency is linked with the individual's better ability to avoid conflicts and get better at mitigating the adverse aspects of conflict in the workplace.

On the other hand, project-based learning is not considered as a sole and sufficient measure to improve the conditions and would improve the comfort of the ESL/EFL employees' participation in the workplace dispute resolution. Thus, it is suggested that modern organizations emphasize the usage of intranets to facilitate dispute resolution in the written form. The proliferation of software solutions allows that even relatively small businesses adopt intranets to improve the organization's internal information exchange. Thus, the architecture of intranets comes as the perfect basis for creating the digital dispute resolution institutions inside organizations. Accordingly, either stakeholder group involved in the conflict can post their claims that will be recorded and gain evidential value upon input. Thus, the management may use the written claims provided with the mediator's neutrality and assistance by either individual involved in the dispute. Such information can be used as the firm basis for the transparent and unbiased decision-making needed to put the dispute to an end. The implementation of such dispute-resolution systems is relatively inexpensive by nature and would not incur any significant changes in the organization's short-term structure of costs. Furthermore, the improved communication among employees and the increased clarity of the provided argument coupled with the reinforced reflectiveness and openness of the ESL/EFL stakeholders in multinational companies will benefit the organizational performance records. Therefore, the deployment of online dispute resolution platforms based on the corporate intranets is projected to secure noticeable improvements for the organization's cost structure in the long-term perspective.

However, either of the conceptual frameworks proposed above needs to be supported by other managerial initiatives to yield maximum effectiveness. The author is still remarkably concerned with the respondents indicating that the native speakers are often likely to omit the cultural context while interacting with their ESL/EFL peers. Therefore, contemporary organizations are expected to put a greater effort into improving their personnel's cultural

awareness through a series of specially designed educational practices. The global economy is already a combination of highly-intertwined national economies, and the ongoing technological evolution suggests that the trend will prevail from now on. Therefore, the organizations operating in English-speaking environments or employing English as the primary language for internal communication must take the cultural underpinnings of non-native speakers into account. Apparently, the organizations and their managers need to be aware of the fact that the native speakers are eager to bridge the communication gaps with their ESL/EFL peers on the condition that there is a mutuality of effort. This statement is verified by the information drawn from the primary research in this study. Therefore, companies that employ non-native speakers must set a specific language proficiency level as the employability condition. Furthermore, such companies are advised to deploy an in-house program for the ESL/EFL staff members to improve their language proficiency. Such programs can be effectively combined with initiatives like the project-based learning described above. Thus, the non-native speakers will have a wide spectrum of opportunities and situations where they will be able to fearlessly exercise the usage of the English language. Such a strategy is likely to produce positive outcomes linked with improved linguistic proficiency and higher chances of the ESL/EFL employees to secure either upper-intermediate or advanced proficiency levels. The author of this study is deeply convinced that the improvement of linguistic proficiency for the non-native speakers employed by the organization combined with the preliminary measures that would encourage openness and transparency would favorably influence the status of the ESL/EFL groups in terms of the workplace dispute resolution. First, the improved language proficiency will beneficially impact the communication processes that have the select individual involved on a regular basis. Accordingly, the incidence rate and risks of misunderstandings and subsequent disputes will be noticeably diminished. Furthermore, the individuals who come as non-native speakers, yet with decent English language proficiency, will be in a position to

effectively express themselves in the dispute resolution process to ensure that all the relevant information is provided to the decision-makers responsible for bringing the dispute to an end.

Limitations of the Study

Given the multitude of employable insights retrieved from the primary and secondary research, the study is still subject to several limitations. The first limitation is linked with the nature of the survey research adopted for the primary data collection. The form was designed for the cross-sectional survey, which measures the attitudes and aspirations of the target audience at a particular moment in time. However, the addition of a longitudinal survey after the deployment of measures that are believed to facilitate the resolution of disputed with ESL/EFL individuals involved would provide a better vision. The inclusion of a longitudinal survey with a sample consisting of the employees within the organizations that decided to commit to the suggested measures would reveal the degree of effectiveness associated with either measure. Sample size and random sampling also come as the shortcoming for the particular study, resulting from limited resources available to the author. However, a bigger sample and a better gender distribution of respondents across either category could have provided a higher degree of precision during the primary data analysis. The section for the ENL respondents could have been extended to deliver a wider array of insights describing the peculiarities of communication between the native speakers and their ESL/EFL peers. However, that comes as a consideration for future research endeavors.

Reflection

This study has become a valuable experience for me as a scholar and a specialist in business communications. The information retrieved and analyzed during the research has underlined who important cultural contexts and local circumstances are for non-native speakers in terms of language acquisition and mastering. The English language comes as the primary vessel for delivering important messages in realms like international politics, science, and business. The early expansion of the language in question has significantly influenced the global educational infrastructure, which makes it the most convenient language to acquire from the standpoint of available learning materials. On top of that, I managed to discover that the non-native speakers are also eager to keep the particular language where it is now in terms of international communication. The research has become a valuable insight into primary data collection's peculiarities if the survey is used as the research method. Thus, even a relatively concise and adequately designed survey form can provide a vast amount of valuable information from some of the relatively modest survey samples. The processing of the responses requires extra input from the researcher to compare the retrieved information and assess it against the existing findings presented in the scholarly literature. Given that the particular study deals with different conceptual frameworks as well as the results of actual primary research, I believe that its findings can serve as the basis for future research endeavors aimed at resolving the core matter mentioned in the topic. The continued interaction between different cultures will remain the pivot point of international economic, scientific, and political growth and development. Therefore, the global community needs to keep seeking ways to find improved ways of setting up a productive interaction between the natives and non-native speakers to minimize the risk of misunderstandings that may result in disputes.

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Appendix A: Survey Questionnaire

This questionnaire is designed to identify whether non-native speakers face challenges in adapting to the English-speaking environment while dealing with ENL (**English as a Native Language**) speakers and other non-native speakers. The findings of this research will provide a solid ground for future policy-making. There is a need for a supportive environment for an organic and seamless integration of non-native speakers in the English-speaking environment. Therefore, the potential misunderstandings and communication issues are minimized. The primary focus of the study is the daily interaction with other people and dispute resolution in the workplace. **This research is for academic purposes only**. It is absolutely confidential. **I will not use the data retrieved from your responses elsewhere. You may reserve the right not to participate in this survey and you may withdraw from filling out the form at any moment. Incomplete forms will not be taken into account during the survey data analysis, and the responses that you provided before the withdrawal will not be recorded.

I have read the terms and conditions associated with the subsequent survey form and hereby confirm that I approve the usage of my responses for the needs of the research mentioned above

Dear respondents, please reply to the following questions by ranking them on a scale of **1 to 10**. Please put **"1"** if you **strongly disagree** with the statement included in the question and put "**10**" if you **strongly agree.** In **multiple choice questions**, please **pick the answer** that describes you best. In **open questions**, please **put in the number** that would adequately answer the question.

Section for ESL (English as a Second Language) respondents

1. How old are you?

    ___

2. How do you identify?

    Male   Female   Other

3. How old were you when you started speaking English?

    ___

4. How did you study English?

    Formal training   At home/self-taught

5. For how long have you been living in an English-speaking environment?

    1-3 years   4-10 years   over 10 years

6. Would you describe yourself as an outgoing/extraverted person?

7. Do you feel like the language barrier comes as a significant obstacle for you in terms of resolving your issues in the English-speaking environment?

8. Have you ever felt as you are at a significant disadvantage as a non-native speaker?

9. Have you ever experienced an attitude suggesting your position as inferior due to your language status/literacy?

10. Do you feel that the native representatives of the English-speaking environment can sometimes be reluctant to take your cultural background into consideration?

11. Does it take much time for you to pick the best words to describe something in English?

12. Do you have to translate your thoughts from your native language to English while communicating with other people in English-speaking environments?

13. Did you ever experience a situation when your pronunciation of English words made you feel uncomfortable/inferior?

14. Is it hard for you to get what your speaker was saying when they used complex intonation changes and fast-paced speech?

15. Did you ever feel that your ESL status had effectively prevented you from communicating the important details/nuances to your receiver?

16. Do you believe that the English language should be kept as a universal medium for international communication?

Section for ENL (English as a Native Language) respondents

1. How old are you?

    ___

2. How do you identify?

    Male   Female   Other

3. Do you adapt to the communication style of an ESL person during an interaction?

4. Does it cause any challenges or discomfort?

5. Do you think that all the ESL stakeholders are required to master their English proficiency to adequately fit into any English-speaking environment?

6. What English proficiency level would you consider adequate for an ESL person to seamlessly fit in the English-speaking environment?

7. How does it feel to help an ESL person who is having difficulties expressing their concern?

8. Do you believe that the English language should be kept as a universal medium for international communication?

Appendix B: Security Clearance
INDEPENDENT COLLEGE DUBLIN

Company Security Clearance: Name: Marilene Cardoso de Araújo

Learner Number: 51708761

Dissertation Title: The Challenges of Communication of Non-native Speakers at the

Workplace Dispute Resolution Scenarios

Company Security Clearance

Please initial as appropriate

I/We agree that the above-named learner(s) may undertake a dissertation of the nature

indicated above and that he/she/they will be given access to appropriate information sources

within our Organization.

I/We agree that copies of the finished project will be made available for assessment by staff

of Independent College Dublin and/or relevant external examiners

Company Name: _____

Signed: _____

Position: _____

Date: _____

Note to Learner: Please keep the original signed copy of this form and ensure a copy is

included in the Dissertation Appendices.

Appendix C: Coversheet and Declaration

> **Independent College Dublin**
>
> Assessment Cover Page

	Student A	*Student B*	*Student C*	*Student D*	*Student* E
Student Number(s):	5170876	# here	# here	# here	# here

Student Name(s):

(In the same order as

student numbers above)

Marilene Cardoso de Araújo

Lecturer's Name(s): Elizabeth Gardner

Module Name: Dissertation

Assignment Title: The challenges of communication of non-native speakers at the workplace dispute resolution scenarios.

Due Date: *21/05/2021*

Date of Submission: *19/05/2021*

Requested Word Length: Minimum 15.000 Maximum 20.000

Actual Word Length (excluding list of references): 17.733

Check you have used the following file name convention: ☒ **Checked**

surname_student ID_.doc or .docx

eg: *durant_51600001.doc*, **or** *durant_51600001_bird_51600002_ james_51600003.doc*

INTELLECTUAL PROPERTY STATEMENT

By checking the box below: I/we (if submitting on behalf of a group) certify that this assignment is my/our own work and is free from plagiarism. I/we understand that the assignment may be checked for plagiarism by electronic or other means and may be transferred and stored in a database for the purposes of data-matching to help detect

plagiarism. The assignment has not previously been submitted for assessment in any other module or to any other institution.

☒ Agree

Date:

19/05/2021

Form A: Application for Ethical Approval

Undergraduate/Taught Postgraduate Research

This form should be submitted to the module leader for the relevant initial proposal and/or the relevant supervisor is the proposal has already been accepted.

Please save this file as *STUDENT NUMBER_ AEA_FormA.docx*

Title of Project	The challenges of communications of non-native speakers at the work place dispute resolution scenarios
Name of Learner	Marilene Cardoso de Araujo
Student Number	51708761
Name of Supervisor/Tutor	Elizabeth Gardner

Check the relevant boxes. All questions must be answered before submitting to the relevant lecturer / supervisor. Note: only one box per row should be selected.

Item	Question	Yes	No	NA
1	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	■
2	Will you tell participants that their participation is voluntary?	☒	☐	■
3	Will you obtain written consent for participation (through a signed or 'ticked' consent form)?	☒	☐	■
4	If the research is observational, will you ask participants for their consent to being observed.	☒	☐	☐
5	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	■
6	Will you give participants the option of not answering any question they do not want to answer?	☒	☐	☐
7	Will you ensure that participant data will be treated with full confidentiality and anonymity and, if published, will not be identifiable as any individual or group?	☒	☐	■
8	Will you debrief participants at the end of their participation (i.e., give them a brief explanation of the study)?	☐	☒	■
9	If your study involves people between 16 and 18 years, will you ensure that passive consent is obtained from parents/guardians, with active consent obtained from both the child and their school/organisation?	☒	☐	☐
10	If your study involves people less than 16 years, will you ensure that <u>active</u> consent is obtained from parents/guardians <u>and</u> that a parent/guardian or their nominee (such as a teacher) will be present throughout the data collection period?	☒	☐	☐

Item	Question		Yes	No	NA
11	If your study requires evaluation by an ethics committee/board at an external agency, will you wait until you have approval from both the Independent College Dublin and the external ethics committee before starting data collection.		☒	☐	☐
12	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.) will you inform participants in writing that their grades and/or evaluation will be in no way affected by their participation (or lack thereof) in your research?		☒	☐	☐
13	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.), does your study involve asking participants about their academic or professional achievements, motivations, abilities or philosophies? (please note that this does not apply to QA1 or QA3 forms, or questionnaires limited to market research, that do not require ethical approval from the IREC)		☐	☒	☐
14	Will your project involve deliberately misleading participants in any way?		☐	☒	
15	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?		☐	☒	
16	Does your project involve work with animals?		☐	☒	
17	Do you plan to give individual feedback to participants regarding their scores on any task or scale?		☐	☒	☐
18	Does your study examine any sensitive topics (such as, but not limited to, religion, sexuality, alcohol, crime, drugs, mental health, physical health, etc.)		☐	☒	
19	Is your study designed to change the mental state of participants in any negative way (such as inducing aggression, frustration, etc?)		☐	☒	
20	Does your study involve an external agency (e.g. for recruitment)?		☐	☒	
21	Do your participants fall into any of the following special groups? *(except where one or more individuals with such characteristics may naturally occur within a general population, such as a sample of students)*		☐	☒	
			☐	☒	
			☐	☒	
			☐	☒	
			☐	☒	

If you have ticked any of the shaded boxes above, you should consult with your module leader / supervisor immediately. **You will need to fill in Form B Ethical Approval** and submit it to the Research & Ethics Committee **instead** of this form.

There is an obligation on the researcher to bring to the attention of the Research & Ethics Committee any issues with ethical implications not clearly covered by the above checklist.

I consider that this project has **no** significant ethical implications to be brought before the relevant Research & Ethics Committee. I have read and understood the specific guidelines for completion of Ethics Application Forms. I am familiar with the codes of professional ethics relevant to my discipline (and have discussed them with my supervisor).	☒
Name of Learner	Marilene Cardoso de Araujo
Student Number	51708761
Date	09/04/2021
I have discussed this project with the learner in question, and I agree that it has no significant ethical implications to be brought before the Research & Ethics Committee.	☒
Name of Supervisor/Lecturer	Elizabeth Gardner
Date	09/04/2021

Appendix E: Transcript of Survey Responses

ESL Responses

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
30	Female	20	Formal training	1-3 years	8	9	10	8	6	10	8	8	10	9	10
31	Male	9	Formal training	4-10 years	7	2	2	3	7	4	1	2	2	2	10
26	Female	23	Formal training	1-3 years	5	7	10	8	4	5	1	10	7	5	5
26	Female	6	Formal training	1-3 years	6	2	5	4	7	3	4	4	4	4	5
33	Female	30	Formal training	1-3 years	7	6	7	5	6	6	2	6	5	5	6
36	Female	28	Formal training	4-10 years	9	7	6	6	9	4	3	8	6	5	8
33	Female	30	Formal training	1-3 years	8	10	8	7	6	6	2	6	6	5	10
34	Female	31	Formal training	1-3 years	7	10	10	6	5	6	10	10	10	10	5
29	Female	25	Formal training	1-3 years	7	5	10	8	7	4	3	7	5	5	2
31	Female	29	Formal training	1-3 years	10	7	10	10	8	8	1	10	7	10	10
40	Female	38	Formal training	1-3 years	5	7	8	6	6	6	6	6	7	6	7
39	Male	14	Formal training	over 10 years	7	9	8	4	5	8	6	6	8	8	8
36	Male	33	Formal training	1-3 years	7	9	10	6	7	5	3	10	8	7	10
26	Female	23	Formal training	1-3 years	5	7	10	8	4	5	1	10	7	5	5
38	Male	36	Formal training	1-3 years	7	8	6	5	8	6	8	9	8	7	8
27	Male	24	Formal training	1-3 years	8	4	10	6	10			9	7	8	
61	Male	21	At home/self-taught	over 10 years	10	10	10	3	10	8	1	1	1	1	10
48	Male	25	Formal training	1-3 years	5	5	5	5	7	7	7	6	9	8	6
32	Female	25	Formal training	4-10 years	7	3	5	5	3	3	3	5	3	5	7
36	Male	20	Formal training	4-10 years	9	5	8	2	5	7	3	3	2	4	8
40	Male	38	Formal training	1-3 years	6	6	8	8	2	7	4	7	9	9	10
27	Male	16	Formal training	over 10 years	9	3	1	1	1	3	3	10	1	1	10
31	Female	22	Formal training	4-10 years	7	8	9	9	8	8	3	7	5	6	7
26	Male	4	Formal training	1-3 years	3	5	8	6	8	8	7	8	6	7	9
24	Male	16	Formal training	1-3 years	9	4	9	7	8	8	3	9	5	4	10
25	Male	7	At home/self-taught	4-10 years	5	1	1	1	1	1	1	1	1	1	10
26	Female	6	Formal training	1-3 years	6	2	5	4	7	3	4	4	4	4	5
32	Female	25	Formal training	4-10 yesrs	7	3	5	5	3	3	3	5	3	5	7
31	Female	14	Formal training	1-3 years	6	5	5	5	5	6	6	7	7	6	8
23	Female	8	Formal training	over 10 years	6	1	3	2	8	5	1	10	8	6	1
54	Female	16	At home/self-taught	1-3 years	10	10	10	10	4	5	4	4	9	8	8
40	Female	38	Formal training	1-3 years	5	7	8	6	6	6	6	6	7	6	7

40	Female	38	Formal training	1-3 years	5	7	8	6	6	6	6	6	7	6	7
24	Female	3	Formal training	1-3 years	3	3	3	2	6	3	3	5	4	4	7
24	Male	7	At home/self-taught	4-10 years	2	2	2	1	4	3	1	7	1	4	7
28	Male	20	Formal training	1-3 years	7	9	9	9	4	6	6	10	9	8	9
25	Male	15	At home/self-taught	1-3 years	10	10	10	8	8	10	8	8	9	7	10
28	Male	20	Formal training	1-3 years	7	9	9	9	4	6	6	10	9	8	9
33	Male	7	Formal training	4-10 years	2	1	2	1	2	3	2	7	4	1	10
20	Female	19	At home/self-taught	1-3 years	6	7	9	9	9	8	8	10	6	9	8
33	Female	28	Formal training	4-10 years	8	3	10	10	10	6	9	10	10	7	4
33	Female	11	Formal training	over 10 years	10	2	3	3	2	1	1	3	3	3	5
34	Female	10	At home/self-taught	1-3 years	8	5	9	9	8	5	3	7	3	3	7
35	Female	7	Formal training	1-3 years	8	6	8	9	7	4	1	7	6	4	10
33	Female	14	Formal training	4-10 years	5	1	6	7	9	5	8	4	9	3	9
25	Female	15	Formal training	1-3 years	7	10	10	10	10	10	7	10	10	10	10
30	Female	17	Formal training	1-3 years	9	4	8	5	10	4	3	5	6	5	6
26	Female	21	Formal training	1-3 years	4	7	7	9	6	5	5	8	6	8	8
33	Female	14	Formal training	1-3 years	4	2	10	4	10	2	2	1	6	2	10
31	Female	18	Formal training	1-3 years	8	2	2	1	8	2	1	4	2	2	7

ENL Responses

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
31	Male	8	2	3	Advanced	Somewhat challenging	10
26	Female	7	4	8	Advanced	Somewhat challenging	7
54	Female	10	1	8	Intermediate	Easy	10
33	Female	6	4	5	Upper Intermediate	Somewhat challenging	6
33	Female	8	4	8	Upper Intermediate	Easy	10
31	Female	10	1	7	Upper Intermediate	Easy	10
40	Female	6	8	7	Advanced	Somewhat challenging	7
42	Female	7	7	9	Advanced	Easy	9
39	Male	8	5	8	Upper Intermediate	Easy	10
43	Female	6	1	2	Advanced	Easy	8
36	Male	7	7	6	Upper Intermediate	Challenging	10
60	Male	6	6	7	Upper Intermediate	Challenging	8
42	Female	7	7	9	Advanced	Somewhat challenging	9
	Male	10	6	10	Advanced	Challenging	6

61	Male	10	1	10	Intermediate	Somewhat challenging	10
48	Male	3	8	5	Intermediate	Somewhat challenging	6
32	Female	8	3	5	Advanced	Somewhat challenging	7
36	Male	8	4	5	Advanced	Somewhat challenging	8
40	Male	6	6	10	Advanced	Challenging	10
28	Male	10	4	1	Intermediate	Somewhat challenging	10
42	Female	7	7	6	Intermediate	Easy	7
42	Female	9	3	5	Intermediate	Easy	5
60	Female	7	5	5	Intermediate	Somewhat challenging	4
35	Male	7	7	8	Intermediate	Challenging	6
24	Male	8	5	8	Advanced	Easy	10
42	Female	7	7	9	Advanced	Easy	9
26	Female	7	4	8	Advanced	Somewhat challenging	7
32	Female	8	3	5	Advanced	Somewhat challenging	7
54	Female	10	1	8	Intermediate	Easy	10
20	Female	7	4	5	Intermediate	Somewhat challenging	5
31	Female	4	6	7	Advanced	Challenging	8
23	Female	10	1	1	Intermediate	Easy	1
41	Female	7	6	6	Basic	Somewhat challenging	6
40	Female	6	8	7	Advanced	Somewhat challenging	7
40	Female	6	8	7	Advanced	Somewhat challenging	7
24	Male	9	2	8	Advanced	Easy	10
42	Female	7	7	9	Advanced	Easy	9
25	Male	10	8	10	Advanced	Somewhat challenging	10
35	Male	8	6	7	Upper Intermediate	Somewhat challenging	6
35	Male	8	6	7	Upper Intermediate	Somewhat challenging	6
26	Male	8	6	3	Intermediate	Somewhat challenging	7
26	Male	8	6	3	Intermediate	Somewhat challenging	7
36	Female	7	6	10	Intermediate	Easy	10
33	Female	5	7	4	Advanced	Somewhat challenging	3
34	Female	9	8	8	Upper Intermediate	Easy	9
33	Female	6	6	7	Intermediate	Easy	10
33	Male	9	6	3	Upper Intermediate	Easy	3