



**UNIVERSITY  
OF TURKU**

## **What's English to You?**

Employees' Attitudes and Experiences on English as a Working Language: Sense of Self-  
efficacy in an MNC in Finland

Tiia Haimakainen

Master's Thesis

Degree Programme in Multilingual Translation Studies, Department of English

School of Languages and Translation Studies

Faculty of Humanities

University of Turku

March 2024

The originality of this thesis has been checked in accordance with the University of Turku quality assurance system using the Turnitin Originality Check service.

## Acknowledgments

I want to express my gratitude to the case company (which will remain anonymous throughout the thesis) for allowing me to conduct my study on its employees. Without this opportunity from you, my thesis would not have reached the extent and greatness that it now has, nor would it have had such an excellent target group to conduct the study on.

I also want to thank my thesis advisor Outi for the constant and beyond-belief valuable support and feedback on my work. Thanks to you, the final product is as tremendous as it is.

Last, I want to highlight the importance of my loved ones and the support they have provided me throughout this entire research and writing process. Thank you for your love, perseverance, and help in every shape and form. You have been my *most* valuable resource.

Master's Thesis

**Degree Programme in Multilingual Translation Studies, Department of English**

**Tiia Haimakainen**

**What's English to You? Employees' Attitudes and Experiences on English as a Working Language: Sense of Self-efficacy in an MNC in Finland**

**Pages:** 93 pages, 2 appendices

### **Abstract**

In this thesis, I study the sense of self-efficacy and the attitudes and experiences of English as a working language of the employees of a Finnish branch of an MNC in the staffing and recruitment industry. This study aims to analyze whether the target groups' responses on their attitudes and experiences correlate with their evaluations of their skills in English and support their sense of self-efficacy in English, whether there is any evident relation that can be distinguished between the respondents' evaluations and outlooks, and whether these differ between the two individual target groups. This is a quantitative study, with the tool being a research survey. The survey gathers numerical data on the themes that look into the research questions' topics and conclude the results and their analyses based on that data.

The key results that emerge from this study are that the respondents' overall have a strong sense of self-efficacy in English. This is mirrored between the respondents' attitudes and experiences and their personal evaluations of their skills in English to be found in the phenomenon of intrinsic motivation. The respondents' positive experiences in using English professionally contribute to their intrinsic motivation stemming from a strong sense of self-efficacy, which then stimulates the translatorial activities as an everyday norm for their work. The comparison of responses between the two groups of operations and sales indicates that both groups exhibit relatively similar attitudes, experiences, and frequency of communication in English with only minor differences.

**Key words:** contemporary business, multilingualism, translatorial activities, English as a business language, self-efficacy, intrinsic motivation

# Table of Contents

<b>Acknowledgments</b> .....	<b>2</b>
<b>List of Tables, Figures, and Pictures</b> .....	<b>6</b>
<b>List of Abbreviations</b> .....	<b>8</b>
<b>1 Introduction</b> .....	<b>9</b>
<b>2 Theoretical background</b> .....	<b>12</b>
<b>2.1 Translational activities in everyday working life</b> .....	<b>12</b>
<b>2.2 Multilingualism in business</b> .....	<b>13</b>
2.2.1 Multinational corporations and international business .....	15
2.2.2 Language policy characteristics of multilingual working environments .....	17
<b>2.3 English as a business language</b> .....	<b>20</b>
<b>2.4 Sociolinguistics of contemporary working life</b> .....	<b>23</b>
<b>2.5 Self-efficacy, language, and intrinsic motivation</b> .....	<b>26</b>
<b>2.6 Asymmetry between language production and comprehension</b> .....	<b>29</b>
<b>3 Method and material</b> .....	<b>32</b>
<b>3.1 Method</b> .....	<b>32</b>
<b>3.2 Material</b> .....	<b>34</b>
3.2.1 The case company .....	35
3.2.2 Target groups .....	36
3.2.3 Structure of the research survey .....	37
<b>3.3 Ethical considerations and anonymity in the research</b> .....	<b>38</b>
<b>4 Results and analysis</b> .....	<b>40</b>
<b>4.1 Target groups' personal evaluations of their skills in English</b> .....	<b>40</b>
<b>4.2 Outlooks on English as a working language</b> .....	<b>45</b>
<b>4.3 Outlooks on competency in English in the working environment</b> .....	<b>59</b>
<b>4.4 Outlooks on using English in the working environment</b> .....	<b>73</b>
<b>5 Conclusion</b> .....	<b>86</b>
<b>References</b> .....	<b>90</b>
<b>Appendices</b> .....	<b>94</b>

<b>Appendix 1: Suomenkielinen lyhennelmä.....</b>	<b>94</b>
<b>Appendix 2: Survey for the employees of the case company .....</b>	<b>104</b>

# List of Tables, Figures, and Pictures

- Table 1.** The four skills of language based on Saville-Troike’s and Barton’s (2017) definitions. .... 29
  
- Figure 1.** The respondents' statistical distribution by their function within the case company..... 36
- Figure 2.** Responses on productive oral skills (speaking)..... 41
- Figure 3.** Responses on receptive oral skills (listening)..... 42
- Figure 4.** Responses on productive written skills (writing). .... 43
- Figure 5.** Responses on receptive written skills (reading). .... 44
- Figure 6.** Responses on the importance of English as an everyday professional tool. .... 46
- Figure 7.** Responses on the general feelings about working in English. .... 47
- Figure 8.** Responses on the frequency of working in English rather than other second languages. ... 48
- Figure 9.** Responses on general feelings about the importance of English for the organization as an instrument of everyday work. .... 49
- Figure 10.** Responses on whether proficiency in English is mandatory to professionalism in the case company's organization..... 51
- Figure 11.** Responses on perceived contentment in the organization regarding English as a working language..... 52
- Figure 12.** Responses on the stance regarding whether general proficiency in English improves the respondents' professional opportunities..... 53
- Figure 13.** Responses on whether proficiency in English is considered to signify greater professionalism. .... 54
- Figure 14.** Responses on preference for working in English over other languages. .... 55
- Figure 15.** Responses on preference for working in the first language over other languages. .... 57
- Figure 16.** Responses on confidence about working in English. .... 60
- Figure 17.** Responses on how competency in English is considered to affect the capability to perform professionally. .... 61
- Figure 18.** Responses on experiences with communicating with the respondents' internal contacts in English..... 62
- Figure 19.** Responses on experiences with communicating with the respondents' external contacts in English..... 64
- Figure 20.** Responses on the respondents' willingness to improve their professional English skills. ... 65
- Figure 21.** Responses on the respondents' need to improve their professional English skills. .... 66
- Figure 22.** Responses on the frequency of encountering minor difficulties in communication in English. .... 67
- Figure 23.** Responses on the frequency of encountering major difficulties in communication in English. .... 68
- Figure 24.** Responses on the frequency of concern over making mistakes when communicating in English..... 69

<b>Figure 25.</b> Responses on the frequency of seeking opportunities to improve skills in professional English.....	71
<b>Figure 26.</b> Responses on the frequency of communicating in English with internal contacts. ....	74
<b>Figure 27.</b> Responses on the frequency of communicating in English with external contacts. ....	75
<b>Figure 28.</b> Responses on the frequency of unprompted use of English. ....	76
<b>Figure 29.</b> Responses on the readiness to utilize English despite a contact's effort to utilize an individual's first language. ....	77
<b>Figure 30.</b> Responses on the sense of satisfaction over working in English at the case company's organization. ....	78
<b>Figure 31.</b> Responses on gaining intellectual assets from utilizing English in the case company's organization. ....	79
<b>Figure 32.</b> Responses on the importance of English for the staffing and recruitment industry. ....	80
<b>Figure 33.</b> Responses on the importance of English for the case company's organizational identity. .	81
<b>Figure 34.</b> Responses on whether English is considered essential for the case company's everyday working life.....	82
<b>Figure 35.</b> Responses on whether communication in English is considered to be well-facilitated in the case company's organization. ....	83
<b>Picture 1.</b> Kachru's (1992) model of World Englishes.....	22
<b>Picture 2.</b> Sociolinguistic phenomena from macro- to micro-level.....	24

## List of Abbreviations

BELF	Business English Lingua Franca
CEFR	Common European Framework of Reference for Languages
ELF	English as a lingua franca
MNC	multinational corporation



# 1 Introduction

The English language is a global, far-reaching bridge that connects nations, cultures, and people. It has steadily consolidated its status as the dominant language of international business, particularly following the major waves of globalization that have transformed the conventions and standards of business all around the world. The international business of any industry as we know it today is heavily characterized by fluid mobility, seamless adaptability, and increasing uniformity of both people and substance. English as a global language acts as the key facilitator of all of the aforementioned as the instrument of performance that is not only accessible but also disposable for a great majority of the actors in the international domains of business. The central role of English in almost every business sector has intrigued me to consider its meaning in a sector that encounters and connects people from a great range of other sectors – human resources, within which staffing and recruitment in particular. This thesis aims to discover how the employees of one international staffing and recruitment company in Finland view and experience English as a working language.

Finland has tended to constantly rank high among the world countries in studies focusing on competency, skills, and attitudes toward English as a foreign language, with the latest results proving this from as recently as the late 2010s (e.g., Stenger 2018, and Tilastokeskus 2018). As English increasingly consolidates its status as a means of communication both nationally and internationally, it seems to be also achieving a secure place within the realm of business activities as well. Finnish companies in various fields are globalizing, international acquisitions are increasingly made, and employees are pursuing professional opportunities abroad – all of these are circumstances in which proficiency in professional English is of utmost importance.

The objective of this thesis is to survey the attitudes and experiences that the employees of the case company have on English as their working language and specify how the target groups' responses on their attitudes and experiences correlate with their personal evaluations of their skills in English, if there is any clearly perceptible cause-reason-relation between them, and if these differ between the two individual target groups. The key theories that my study relies on are those of self-efficacy by Albert Bandura and translational activities by Justa Holtz-Mänttari, as with these theories it is possible to combine two cores of multilingual, translational communication: the humane and the linguistic, respectively. These theories are of particular interest to me for this research as the case company's employees work in a

considerably international environment, both organization- and everyday-wise. The case company is a Finnish branch of an internationally spread organization, which already so exposes the employees to a multilingual framework for working with English as the organizational lingua franca at its core. This allows observing the attitudes and experiences of English as the working language of the employees and possibly identifying some underlying affecting phenomena.

I have chosen this particular topic and approach to it, as they combine rather seamlessly both the major and minor subjects of my studies, translation and social studies and business administration, as well as my professional interest in the field of Human Resources, the staffing and recruitment industry in particular. All of the aforementioned aspects are niche in nature and combining them in an interdisciplinary manner allows me to examine the topic at hand versatily and timely, focusing on the very essence of business use of the English language. Generally speaking, the use of English as the lingua franca of business internationally has been attracting attention and examining it in the frame of a special business sector can contribute to understanding the development of English in business.

The research questions I will focus on are as follows:

1. How do the target groups' responses on their attitudes and experiences correlate with their personal evaluations of their skills in English?
2. Is there any clearly perceptible relation between them?
3. Do these differ between the two individual target groups?

With the approach of these questions I intend to look at the respondents' sense of self-efficacy in English and the possible aspects that contribute to it, if there is any theoretical phenomenon that could describe the respondents' attitudes and experiences and their correlation with their competence, and if there are any significant differences in the aforementioned aspects between the two individual target groups that form my total group of respondents for this study. The questions are explorative, and I will utilize a questionnaire in executing my study.

My hypothesis is, that there is a distinct correlation between the target groups' personal evaluations of their skills in English and their attitudes and experiences with the language. I predict that the attitudes and experiences closely mirror the respondents' evaluation of their skills in the sense that in case they evaluate their skills to be good, then their outlooks on the

language are positive, and in case they evaluate their skills to be poor, then their outlooks are negative. I also predict that there is a clearly perceptible link between them, and that it would have to do with their sense of self-efficacy and the intrinsic motivation stemming from it. I expect there to be some differentiation between the two individual target groups, but that the differences are only relatively minor.

## **2 Theoretical background**

In this section, I will review the theoretical background that supports the study in this thesis. As my research focuses on the everyday language use of specific groups of professionals in their respective working environments but who are not language professionals neither by training nor by profession, I will cover the theory of translatorial activities in everyday working life to provide context for multilingual professional language use by individuals who have obtained their professional language competencies by using the language. I will also cover the theoretical themes of multilingualism in business and elaborate on the aspect of multinational corporations operating in the international business, as well as the language policies that follow from a greater variety of languages being utilized within that realm. This is to explore the international and thereby multilingual dimensions of the case company. In addition to discussing multilingualism in international business in general, I will also elaborate on English as a business language to really emphasize this research's focus on English. As the research involves a sociological aspect of studying human interaction in a specific context, I will also cover the theoretical theme of sociolinguistics in contemporary working life to define its social substantiality to the framework of my study. Last, I will outline the focal theory of this research: self-efficacy in relation to language. Reflections of individuals' own perceptions of their skills, general use, and contact with a language, English in this study, form an immense context for the attitudes and experiences that the individual faces, which forms the very core of my study, and hence calls for being specified in detail.

### **2.1 Translatorial activities in everyday working life**

Translatorial activity, a linguistic skill that allows an individual to cross language borders, is a natural part of a multilingual individual's linguistic competency (Kolehmainen, Koskinen, and Riionheimo 2015, 372). Translatorial activities as a concept was first introduced in linguistics by Justa Holz-Mänttari, a translation scholar, in her dissertation in 1984, where she defined a then-novelty concept to expand the functions of translating and interpreting and, by doing so, transformed any translation theories of the time, effects of which are still visible in studies of the field (Kolehmainen, Koskinen, and Riionheimo 2015, 374).

Holz-Mänttari (1984, 91) has defined translatorial activities to refer to such contexts where the language users are not professional translators or interpreters, which extends translatorial activities to be possible to be performed by anyone with proficiency in two or more languages and in a great variety of situations. With the concept of translatorial activities, it is possible to

examine a remarkably wider range of language uses in a translatorial sense and recognize them as the concrete activity of translation processes (Kolehmainen, Koskinen, and Riionheimo 2015, 375), which allows the adaptation of translatory as a concept even outside of linguistics. Translating, interpreting, and the translatorial processes related to them have traditionally been regarded as solely professional activities (*ibid.*), meaning that they can only properly be conducted by well-educated and trained professionals with pertinent qualifications to substantiate their expertise and competence.

However, not all translatorial activities are either professional, institutional, or even really regarded as what is understood by the definition of translatorial (Kolehmainen, Koskinen, and Riionheimo 2015, 375). Translating, like any form of language use, can occur anywhere, anytime, and by anyone in a variety of styles. Therefore, the average language speaker, of any language, might without even really realizing it, partake in translatorial activities (*ibid.*) in their everyday life, including working life. Contemporary working life exposes an individual to a great variety of communicational situations – from job interviews with hiring companies to casual conversations among co-workers and business meetings with stakeholders, all of which can take place in one or more languages. This, of course, boosts the wide range of different linguistic activities, particularly the translatorial ones, in the everyday working life that is by its nature highly international and therefore also increasingly multilingual. If one considers contemporary working life and the workplaces within it from this perspective, it is easy to notice the multiplicative multilingualism-expanding effects that are conceived at the macro-level phenomenon of globalization and proceed all the way to the micro-level translational activities in everyday working life.

## **2.2 Multilingualism in business**

Multilingualism as a linguistic concept and phenomenon has for a long time been associated with knowledge and competency in two or more languages and their respective structured systems and is typically used to refer to an individual's ability to switch with ease between the languages, different levels of competence in said languages, and to even employ different strategies from one language to compensate any possible lack of competence in another (Mahili and Angouri 2016, 5). The multilingualism of both individuals and communities is a phenomenon that conforms to the acts of translating and interpreting (Kolehmainen, Koskinen, and Riionheimo 2015, 372). Perhaps the most prominent and recognized forms of translating and interpreting are the professions of translators, interpreters, and other similar

language professionals, but a significant amount of translating and equivalent interpreting takes place in everyday situations outside of linguistic professionalism (*ibid.*), such as communication between family members at homes, acquaintances in informal settings, and colleagues at workplaces.

The research in this thesis is set in a framework of a company with economical business objectives, which determines a great deal of the context of theoretical aspects related to it. When considering multilingualism from a strictly economic point of view, multilingual employees are valuable for their employers, as multilingual employees and their hard skills in their specific professional field can be utilized in a larger variety of settings due to the linguistic variety that the employee is adept with. This makes multilingualism such a sought-after quality across contemporary working life, as it provides the employing organization with an extensive ability to reach into such international domains that it possibly would not otherwise be able to. Multilingualism can act as a resource for both a single individual and a larger community and has proven to be a valuable resource in navigating intricate linguistic situations (Kolehmainen, Koskinen, and Riionheimo 2015, 372), which allows access to a wider range of possibilities in many regards, particularly when considering opportunities in contemporary working life and business.

A modern employee eligible for the global markets is multilingual (Angouri and Miglbauer 2014, 148), as there are only a very limited number of languages that can act as an exclusive means of communication in the international markets. A multilingual employee with, more or less, extensive skills in foreign languages opens significant opportunities to their employer by being able to not only communicate but perform beyond national borders in a way that is both efficient and lucrative for the organization (Hopp 2014, 92). Naturally, employees do not need to master several languages as they enter the organization as language training can be arranged for the staff to develop and reinforce their language skills. Such training can stimulate intercultural and international communication significantly, which in turn can boost the efficiency, value, and accuracy of the business activities of the organization (*ibid.*). Encouraging the employees to expand and advance their language skills can, in addition to the business-related advantages, generate a stronger sense of contentment and satisfaction within the organization, as such personal aspects of the employees are being reinforced and provided with support. Ignoring versatility in linguistic aspects might cost an organization a significant pool of talent (*ibid.*) in case the aptitude and skills of the employees go unused or even

unnoticed due to the lack of language policies that could possibly enable the practical application of the employees' skillset.

Competency and proficiency in multiple languages enable greater global mobility for an employee (Angouri and Miglbauer 2014, 150), which, of course, is a great asset for an international organization with business operations and commercial activity internationally. This type of mobility is a priority in, for example, the European Union in an agenda of working towards greater economic competitiveness (*ibid.*). Multilingualism is prioritized as a skill in modern working life (Angouri and Miglbauer 2014, 149). For such incentives, multilingualism can be seen to have become a solid phenomenon in contemporary working life. Being at least relatively proficient in two languages or more has been acknowledged as mandatory for an individual in that sphere to gain market advantages on both personal and professional levels (Angouri and Miglbauer 2014, 150). Skills and proficiency in multiple languages in addition to only the first language are considered increasingly essential to be able to pursue and further utilize professional opportunities available in international business (Angouri 2013, 564). Competency in languages other than English has been found to be important in business and even its prosperity (Angouri 2013, 566), which further puts emphasis on the advantages of multilingualism that elicit opportunities in contemporary working life.

### 2.2.1 Multinational corporations and international business

Contemporary business environments tend to be characterized by international collaboration (Angouri and Miglbauer 2013, 225). The simultaneously international and multinational activities and collaborations in contemporary business have shaped the global identities and local cultures interacting in business (Gimenez 2002, 323), with the concepts and ideas of global and local being increasingly reconstructed in any multilingual and multinational working environment (Angouri and Miglbauer 2013, 225). These factors continually keep intertwining with and affecting each other, making the field of contemporary international business complex but cross-cutting. To understand contemporary international business, it is important to know the actors that contribute to its operations, and hence I will now take a closer look at international business and the multinational corporations operating within it.

A multinational corporation (MNC) is a business organization consisting of headquarters and one or more subsidiary units that are spatially separated from each other and, more often than not, have varying language environments (Fredriksson, Barner-Rasmussen, and Piekkari

2006, 407). Communication within an MNC comprises different languages which makes crossing linguistic boundaries and engaging with the interface between different languages a necessity (ibid.) which is routinely an everyday reality in the working environments of MNCs. Due to their linguistic diversity, MNCs provide a fertile ground for examining not only linguistic diversity itself but also any issues that might stem from it (ibid.). That aspect has affected the approach that I adopt to my study in this thesis.

Organizations of different sizes and operational scales have gradually expanded their activities beyond national borders over the past decades (Angouri and Miglbauer 2013, 225), which undoubtedly calls for multilingual personnel and competence. Multilingualism tends to be an everyday reality and a conversational routine for employees in multinational companies (Angouri and Miglbauer 2014, 147) and, therefore, sets out a stern demand for more versatile linguistic competencies in the individuals who aspire to prosper in such international settings. The organizations are, however, not solely globalizing in the sense of becoming English-only leviathans – they are expanding their operations in such a manner that makes the linguistic networks within them increasingly complex. This is demonstrated perhaps most evidently in the form of different mergers and acquisitions, which usually tend to result in the organization being divided into its main headquarters and then the different subsidiaries. A merger or an acquisition, particularly a cross-national one, is probable to bring about considerable changes to just about every aspect of the organization's communication (Louhiala-Salminen, Charles, and Kankaanranta 2005, 402). English, of course, has seemingly taken a dominant role in being a primary language of business (Angouri and Miglbauer 2014, 155), but in addition to the commonly recognized lingua franca of English, modern workplaces are linguistically more diverse far beyond just that (Angouri and Miglbauer 2014, 147). As pointed out previously in the discussion regarding corporate mergers and acquisitions, internationally operating MNCs tend to be characterized by, in addition to the common corporate language of English, also by the local languages. A quintessential description of the reality of business particularly in Europe would be “multilingual” (Fredriksson, Barner-Rasmussen, and Peikkari 2006, 407), as many organizations, whether they originate from within or outside of Europe, extend their subsidiaries to such global arenas that incorporate a great number of different languages to the organization's everyday life.

The international nature of business activities and the ever-increasing rate of mobility around the world [...] have accentuated the language needs for both those who migrate, decide to work abroad or travel for work and other purposes



and for those who need to adapt their business to the profile of their customers and stakeholders. (Angouri 2013, 564)

Due to the development of interconnectedness between a variety of cultures globally, a global culture has emerged (Gimenez 2002, 323) and for its part has been affecting international business and the market conditions and the corporate structures within it. The contemporary systems in business have become rather convergent and, in that way, connected to each other (ibid.), as the international markets have, due to globalization, developed to resemble each other significantly. Janssens, Lambert, and Steyaert (2004) have recognized four key trends that imply the multilingual reality of contemporary MNCs: international communication extending through entire organization structures and not only the highest executive level departments, modern organizational processes having run the new language-related issues through the structures, stakeholders in countries with the first language being something other than English expecting communication to be facilitated in the local language, too, and other major languages outside the linguistic area within the Western sphere emerging and gaining influence. Intersecting a variety of linguistic domains in various aspects of business has become in modern business environments more of a rule than merely an exception due to the international and globalized nature of modern business activities (Angouri 2013, 564), and this has generated an appeal for an intricate network of language-related competencies to utilize. Intercultural skills are in modern working environments generally accepted as key abilities to ensure a successful business, which has led to a growing amount of focus on facilitating opportunities for employees to develop their intercultural skills (Angouri and Miglbauer 2013, 226). Organizations around the world have increasingly started to recognize the influence languages have on business success in global markets and economies (Mahili and Angouri 2016, 2), which has created a need to facilitate the management of the needs that linguistic diversity in order to actually be beneficial requires.

### 2.2.2 Language policy characteristics of multilingual working environments

Using many languages simultaneously for the purposes of working is not a novelty notion (Mahili and Angouri 2016, 1). However, the globalizing world reaches novelty levels of variety and motility in the linguistic landscapes in contemporary business (ibid.), which ultimately leads business activities everywhere in the world, which then demands these multilingual working environments to adequately respond to the challenge of managing the linguistic environment. Employees are working in increasingly multilingual and, hence,

linguistically diverse environments require them to incorporate languages other than solely their first language into their working life (Angouri and Miglbauer 2013, 225).

Diverse linguistic encounters enable also diverse cultural encounters, as linguistically varied environments tend to display cultural varieties as well. Therefore, the contemporary multilingual working environments expose employees to new intercultural encounters, which, for their part, demand new interpersonal skills to be developed and policies to be formed (Angouri and Miglbauer 2013, 225). Language policy as a concept and theory is intricate and multifarious, but can be defined and outlined, as Angouri (2013, 567) has defined “the term [to refer] to ‘a body of ideas, laws, regulations, rules and practices included to achieve the planned language change in the society, group or system’”. Additional specifications to the concept can be added with the following rationale:

[T]he concept has been related to patterns of language use in a given setting and also issues of ideology are brought to the fore as well as the ways in which language use is manipulated and controlled which highlights issues of power and struggle. (Angouri 2013, 567)

Despite language policies becoming increasingly common in organizations across different sectors, ambiguity in policies is still relatively common (Mahili and Angouri 2016, 4), which promotes ambivalence in approaches and strategies concerning languages utilized in the working environment. The ambiguity can, however, be intentional – if the organization’s interests can benefit and align from ambiguous language policies, it is common to employ that ambivalence for the purpose of pursuing the interests (ibid.). Language policies and choices that they are formed based on relate to and reflect directly the social, political, and moral environment and values of the organizations (Mahili and Angouri 2016, 6), which could, at least to some extent, reflect the possible ambiguity and even vagueness in the definitions of the policies. The domain that an organization operates on not only influences but can as much as determine the choices and ultimately policies that the organization operates with (Angouri and Miglbauer 2014, 155). If an organization operates in for example political environments in which a neutral approach to global languages is beneficial, ambiguity could be considerably favorable for the organization to apply in their language policies, even regarding matters as central to conducting business with a lingua franca within said organization.

In general, in the context of multinational corporations, lingua franca has been adopted as a device to conduct nearly any national or international business (Angouri and Miglbauer 2013, 227). In Europe, the most common lingua franca reported to be used for such is English

(ibid.). Various multinational corporations are inclined to adopt particularly English as the corporate language that both the headquarters and the subsidiaries share, as it allows all of those branches to easily facilitate communication between every branch, and mitigates any possible hindrances when entering new markets (Fredriksson, Barner-Rasmussen, and Piekkari 2006, 407), yet still, what language acts as a lingua franca depends on the local context (Angouri and Miglbauer 2013, 228), and cannot be extrapolated to every organization everywhere.

Language skills of an employee are of utmost importance in both policies and possibilities (Angouri and Miglbauer 2014, 148) that characterize and form contemporary working life. This can be seen in a variety of aspects. The flexible and ever-shifting modern working environment demonstrates and discloses the variety of language-related ideologies that are being laid on the modern employee who is expected to be increasingly global and universal (Angouri and Miglbauer 2014, 152). Language proficiency in the very general contemporary working life policies nowadays tends to be considered as a mandatory competency to be taken as a competitive advantage and, therefore, a valuable asset for the organization (Angouri and Miglbauer 2014, 150). Multilingual employees have been recognized to be easier to move between offices, branches, and even countries, as their potential to facilitate the companies' expansion in their networks and meeting, particularly economic, targets (Mahili and Angouri 2016, 3), meaning that utilizing the versatile language proficiency found in multilingual staff could be of great benefit to any organization. If the multilingual essence that multinational corporations emanate is not acknowledged appropriately, a lot of the multilingual communication might become insignificant in many regards (Fredriksson, Barner-Rasmussen, and Piekkari 2006, 407).

In fact, as decisions that stem from ideological groundings are both affecting and reflecting the language policies taking place in organizations, the policies and their way of directing language use can heavily affect either the inclusion or exclusion of certain languages and, furthermore, certain social encounters that those languages would have enabled (Mahili and Angouri, 2016, 2), which, of course, can be considered to be detrimental to several social aspects of the working environment. Prospects such as the aforementioned provide valuable insights into the importance of proper and adequate language policies and their management, as inappropriate and insufficient policies and their management can lead to socially harmful consequences, which can, particularly long-term, have ultimate effects on the organization's operations and business.

When an organization engages in cross-border mergers and acquisitions, the pivotal decision of choosing the corporate language comes into question (Louhiala-Salminen, Charles, and Kankaanranta 2005, 402). A collective corporate language can be considered a tool for administrative management in a multinational corporation (Fredriksson, Barner-Rasmussen, and Piekkari 2006, 409). By adopting collectively for everyone working in the corporation a language to conduct business in, the organization goes on to work for its own advantage and cohesion in a few different ways. A commonly and widely adopted corporate language within the corporation is designated to increase the organization's efficiency in its business actions, as a common corporate language tends to decrease misunderstanding and confusion in communication, refrains from unnecessary translational processes, and fosters a joined sense of belonging and adherence within the organization (*ibid.*).

As the corporate language sets in and finds its place within the functions of the organization, it will benefit the organization in valuable ways that the organization can then eventually use for its advantages in both local and global markets. Moreover, once the corporate language is immersed in the organization, it acts as the connecting tool between the central headquarters and the more peripheral subsidiaries of the organization (Fredriksson, Barner-Rasmussen, and Piekkari 2006, 409), which standardizes and unifies all the actions and functions within the organization. However, impressions and opinions of a corporate language have been noticed to significantly differ depending on the company's geographical location and the individual employee's positional rank in the organization (Fredriksson, Barner-Rasmussen, and Piekkari 2006, 416), and this is something that should be considered particularly when discussing language management in organizations.

### **2.3 English as a business language**

English as the leading contemporary language globally has been compared to a variety of different global norms and standards, such as the Christian calendar of time tracking and the Arabic numbers as the standard for counting (e.g., Janssens, Lambert, and Steyaert 2004, and Huntington 1996). The global phenomenon of English as a lingua franca (ELF) has extended its reach from English-speaking countries to relatively all across the world, and linguist Alan Firth (1996, 240) has defined it to be “a ‘contact language’ between persons who share neither a common native tongue [...] and for whom English is the chosen foreign language of communication”. English seems to undisputedly be the dominant and principal language of many social domains, including business and contemporary working places with a global

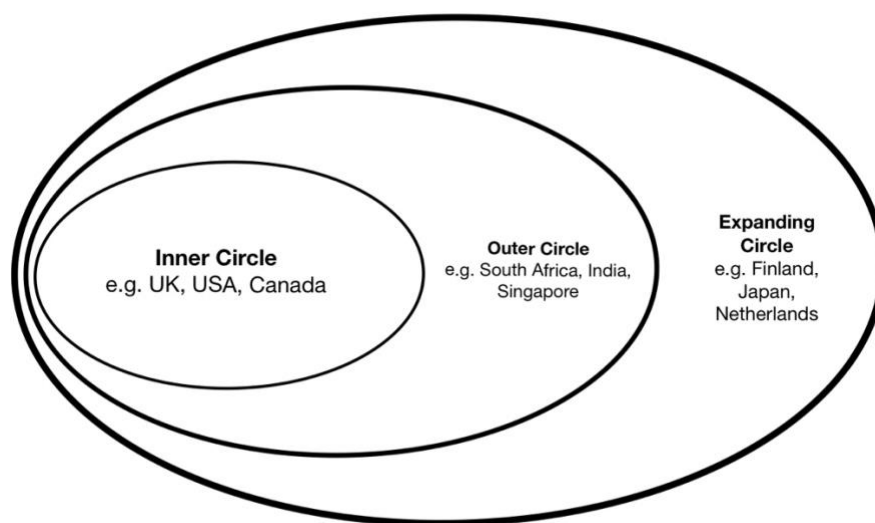
nature within it (Angouri and Miglbauer 2014, 155), and this is recognized widely across the linguistic field (e.g., Angouri 2013, 566, and Piekkari et al. 2005, 333). Universally adopted business languages, English being one of the most prominent of them, are of high value across the contemporary business sector and its activities, mainly due to the benefits that proficiency in English provides to those capable and willing to utilize it (Angouri and Miglbauer 2014, 151). Excellent English proficiency has been noted to be a requirement in modern working life (Angouri and Miglbauer 2013, 228), and English has been recognized as the most useful second language for a person to be proficient in regard to their professional career opportunities (Angouri and Miglbauer 2013, 227–228), which further cements its status in the international business.

The extent of how widely English has spread as the primary language of business can be pinpointed to a few main causes: the British Empire extending itself at its prime worldwide, the United States of America having been and continuing to be a great political and economic influence globally, the global digitalization enabling a rapid and wide spreading of relatively anything, including languages, and the increasing amount of international mergers and acquisitions in business (Fredriksson, Barner-Rasmussen, and Piekkari 2006, 406). These four causes have both individually and together had a significant effect on why, how, and how swiftly English has risen to the top of global languages. Any other language that can be considered such a world language has not been able to expand and penetrate to such an extent globally as English has (Seidlhofer 2011, 3), which highlights the dominion of the language in a variety of domains in global societies.

The important role of English undisputedly defines the ways in which choices and strategies regarding languages are being made in the corporate world (Fredriksson, Barner-Rasmussen, and Piekkari 2006, 407). I reviewed insights of multinational corporations and international business and language policy characteristics of multilingual working environments in their own, respective sections earlier within this theoretical framework of my thesis' background and will here focus exclusively on English as a business language. English is so widely adopted in business as the primary language of communication has generated a new term to define it, Business English Lingua Franca (BELF). BELF is generally considered a neutral term to be used in global business mainly due to the consensus of BELF not being anyone's first language but rather being shared between people globally as a tool to use to conduct business (Louhiala-Salminen, Charles, and Kankaanranta 2005, 404). BELF speakers

integrate their own respective cultural attitudes and linguistic practices into the business language used (Louhiala-Salminen, Charles, and Kankaanranta 2005, 404).

The significance of being adept in English in modern working life has become obvious due to its value as a means of communication for anyone with proficiency in it, regardless of their personal, professional, or any other background (Angouri and Miglbauer 2014, 155). English has even been recognized to be the language of preference in communication in the modern workplace between people with more other languages than just English in common (Angouri and Miglbauer 2014, 155). In Nordic countries, using English as a principal language in business communication is a relatively recent development (Louhiala-Salminen, Charles, and Kankaanranta 2005, 401). This can be seen essentially to be due to the prior lack of English-speaking countries engaging in social activities in the Nordics and the modern tendency within the Nordics to increasingly opt for English as a corporate language (Louhiala-Salminen, Charles, and Kankaanranta 2005, 401–402). This sets the Nordics utilizing BELF, including Finland, to the Expanding Circle of English in the classification of World Englishes by linguist Braj Kachru (1992), seen in Picture 1.



**Picture 1.** Kachru's (1992) model of World Englishes.

Kachru's (1992) model of World Englishes classifies the global dispersal of English into three individual categories: the Inner Circle, the Outer Circle, and the Expanding Circle. As Kachru (1992) defines, the Inner and Outer Circles consist of countries that have English as either their native language or due to historical connections have had strong affiliations with nations

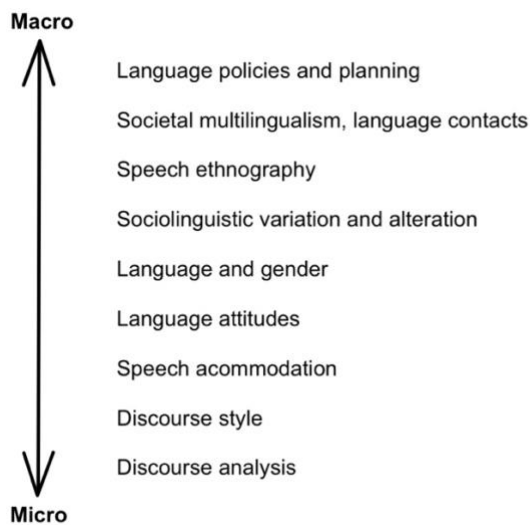
that have English as their native language, whereas the Expanding Circle has had no formal associations with the English language but is still used for international communication as a major lingua franca. The difference between the Inner and the Outer circles is that the countries in the Inner Circle tend to have English as the native language and the countries in the Outer Circle tend to utilize English as an institutionalized official language (Xiaoqiong and Xianxing 2011, 220–221). ELF and BELF both are operated within all of the Circles of the model but can be considered to be the most heavily relied on in the countries of the Expanding Circle, as those are the countries that do not have English as their official language, but rather as a language as a means of communicating to both other non-English countries in the Expanding Circles and to the very English countries of the Inner and Outer Circles. This classification then sets, as mentioned, Finland in the Expanding Circle, as English has been noted to have a strong standing in Finnish multilingual and international communication (Leppänen et al. 2011, 17), including the social domain of business. This theme I will explore in a more concentrated manner in sections 4.2, 4.3, and 4.4.

## **2.4 Sociolinguistics of contemporary working life**

The foundation of relatively any modern workplace is based on socially embedded and expressed communicative habits (Sarangi 2005, 160), which leads me to now look at the sociolinguistics of modern working life. The topic of social constructions in modern working life is, in general, wide-ranging, and hence I will be here focusing on sociolinguistics solely. Sociolinguistics in short refers to a field of study that is concerned with how and to what extent language affects the social roles of a community (Britannica n.d.), which in the case of my study is the community of a contemporary workplace. Sociolinguistics as a term for a field of study has been in use for over 50 years, yet it still is occasionally found hard to decisively be defined (Nordberg 2013, 13), as is with many other human sciences. Researching and inspecting modern working life and workplaces within it requires therefore extreme caution from the researchers, as they operate on the volatile ground between the everyday micro-level social interactions and the overtime macro-level societal transformation (Sarangi 2005, 160).

The macro- and micro-level phenomena mentioned earlier alongside the rationale of sociolinguistics in general and that are being researched in the field of sociolinguistics all affect, both individually and as a collective, the languages that are being used in social and

conversational settings, including working life. Nordberg (2013) has suggested a depiction of their relations, that I have imitated in Picture 2.



**Picture 2.** Sociolinguistic phenomena from macro- to micro-level.

As seen in Picture 2, at the very top of the macro-to-micro-level hierarchy of the sociolinguistic phenomena are the macro-level, society-encompassing phenomena, e.g. language policies and planning, that reach through the meso-level phenomena, e.g. language and gender, all the way to the micro-level phenomena and aspects, e.g. discourse analysis. If considering all of these from the viewpoint of an organization in contemporary working life, it is relatively straightforward to connect all of the phenomena to the practical context of a workplace. An organization tends to have some general, society-generated language policies guiding the organization's internal language policies and their planning, even if the two would ultimately not be completely parallel. The discussed sociolinguistic phenomena and contemporary working life are intricately intertwined, and understanding this intersection is crucial for addressing various challenges and opportunities in contemporary workplaces.

Creating meaning with language requires the conversationists to apply usually the three following, reciprocally influential and interplaying spheres: culture, encounters, and dialogue (Louhiala-Salminen, Charles, and Kankaanranta 2005, 404). When a situation is multicultural, multinational, and possibly even multilingual, each of the aforementioned aspects in the framework of the conversationists involved influences the discourse, despite its level of formality. Contemporary workplace exhibits a varying range of conversational settings, particularly in the age of working that combines on-site and remote work, which broadens the



mediums in which the conversations take place. The official communication that takes place within an organization, regardless of its medium, heavily characterizes the organization's way of establishing and regulating itself (Gimenez 2002, 325). The way that the employees of any organization communicate, both the more and less official discourses, is a direct reflection of how the organization is being shaped on a day-to-day basis (ibid.), which is perhaps one of the most revealing ways to look at an organization's structure and the rationale behind it.

Language, its use, and the policies related to both aforementioned create, maintain, and, if needed, change the everyday realities of an organization (Gimenez 2002, 325), as it is a common tool that is, or at least should be, available for all employees across all the different levels of the organization. Commodifying language as a tool of business, however, juxtaposes monolingualism with multilingualism, standardization with alternation, and prominence with authenticity, as the market has developed to perceive linguistic resources to hold measurable influence and value (Angouri 2013, 565). This has, of course, affected the way languages and the linguistic resources they provide to the business are viewed and treated.

As I have discussed, commodifying languages for the purposes of business, market advantage, and other similar, capitalistically influenced purposes is increasingly common in modern business and commercial life altogether. To understand that shift, it is essential to recognize and understand the capital value of language, and therefore I will now dissect the concept of language as social capital, which I will, alongside the notion of sociolinguistics in general, return to with practical context later, in sections 4.2, 4.3, and 4.4.

Describing language as capital refers directly to the abstract market value of a language, which realizes and takes different and context-dependent substantial economic worth in different environments (Angouri and Miglbauer 2014, 151), and each environment will enable the capitalistic value of a language to be utilized according to its individual interest. Power and prestige are at the very forefront of contemporary business, in relation to which in regard to economic advantages and benefits a language forms its value (ibid.) Viewing language as such an instrument and means for economic gain reduces its function from communication to commodity (ibid.) and such development can be seen to have increased the strain that nowadays exists between language and economic interests (Angouri 2013, 565). This notion is emphasized by the currently prevailing view of seeing vast language proficiency to enhance

and promote an individual's general social status to a greater extent than their functional abilities in their organization (Lauring, Vulchanov, and Sterner 2023, 61).

Striking discussion has emerged, particularly in the field of linguistics, regarding the correlation between language use and its benefits in an economic sense and how that affects the essence and objectives of language learning in the wider contexts of language teaching, language imperialism, and the related capitalistically inclined discourses (Angouri 2013, 565). Considering multilingualism as a talent with trade value diminishes linguistic abilities to merely commodities that earn value solely through their significance and relevance in the global economy and markets (ibid.), which could at length lead to severe pejoration of language as a unique and distinctive resource and even a characteristic attribute of an individual. Seeing communication solely as a skill that can just be acquired diminishes linguistic and cultural competencies and intelligence to nothing more than simple assets whose value is dependent on the global economy and its fluctuations (Angouri and Miglbauer 2013, 225). However, this can be considered also as a more positively understood quality of languages, that only enriches and extends the usage and its purpose for the languages, and ultimately can boost the usage of a language and therefore promote it on an extensive scale. Linguistic substance advantages are likely to bring an organization economic prosperity, but rather than being a common norm that applies everywhere, it is more dependent on both socio-political and economic contexts (Angouri and Miglbauer 2014, 150), as languages and their values depend on their surroundings, and therefore cannot be unchangingly transferred from setting to setting.

## **2.5 Self-efficacy, language, and intrinsic motivation**

When studying people's perceptions and remarks on their personal traits, attributes, and skills, it is of utmost importance to recognize as many background factors with effect as possible. The theory of self-efficacy provides a powerful tool for this. Self-efficacy is a theory on how people's beliefs, behaviors, and environments interact with and affect each other, and has been recognized to have been first proposed by psychologist Albert Bandura in his article published in 1977, and which he has elaborated on in his later publications. Understanding self-efficacy is essential in any socially inclined science, including linguistics, due to its crucial role in a variety of social areas.

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. Self-efficacy

reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. (American Psychological Association 2009)

So, in brief, self-efficacy is a concept and a theory that explains how individuals perceive and disclose their skills and capabilities. As my study in this thesis focuses on many different occasions and settings within the framework of which my research subjects' respective perceptions and remarks on themselves are being evaluated, I will now look at the theoretical concept of self-efficacy and highlight the applicability it has to my study.

[Self-efficacy] is a generative capability in which cognitive, social, emotional, and behavioral sub-skills must be organized and effectively orchestrated to serve innumerable purposes. (Bandura 1997, 36–37)

The beliefs that form an individual's sense of efficacy in themselves are of great importance in general in forming judgments of one's competency, which is why different people with similar skills can behave and perform in remarkably different ways (Bandura 1997, 37), and for that reason, any personal attributes, as well as the surrounding circumstances and settings, should be taken into consideration in as great detail as is both possible and appropriate for the purpose of the scrutiny. Self-efficacy is, therefore, not an instrument for merely measuring skills, but rather for understanding what an individual can and will do under varying circumstances with the skill set that they possess (*ibid.*). The outcome in any situation and context stems from the actions that have been taken to reach the outcome and the behavior behind the actions that determine the ultimate outcome to a great extent (Bandura 1997, 21). In like manner, the expected outcomes are highly dependent on how an individual assesses themselves to be able to perform in the situation (*ibid.*). This demonstrates the conditionality between people's perceptions and disclosures on aspects regarding themselves and their capabilities and the outcomes that they are then capable of reaching. The former of the aforementioned is the solid core of self-efficacy, and the latter is more of an expectation of the outcome with precognition available from self-awareness that is recognized via self-efficacy. The views of self-efficacy primarily arise from four key sources: achievements in personal performance, experiences by proxy, external influence, and physiological conditions (Bandura 1977, 191).

Due to the multifaceted nature of how an individual forms their self-efficacy, there are a few different, but equally important aspects that need to be taken into consideration when looking at self-efficacy and reflecting that on any skill set of an individual. First, the perception of one's self-efficacy is, of course, affected by, in addition to the sense of performance, the

personal bias that is undoubtedly part of self-knowledge as well (Bandura 1997, 85). That bias might be more of a hidden and concealed attribute of self-efficacy, but it is still important to recognize to exist and to have an effect. With languages, I consider that to be the most distinguishable with confidence, or on the contrary, the lack of it, that an individual expresses when defining and describing their competency in a certain language. The bias then affects the way the individual describes and expresses their competency, and depending on the individual's confidence might be either of ameliorative or pejorative nature to the reality.

Second, an individual's mood at any given time, under any given circumstances, affects the perception of self-efficacy. The state of an individual's mood can further distort the bias that already exists in the awareness that the individual experiences about themselves, with extreme moods naturally exerting significantly more intense senses of self-awareness (Bandura 1997, 111). The mood, being the state of mind and the way that an individual feels at a particular time (Cambridge Dictionary n.d.), is prone to change even in a short frame of time, and therefore can have a major effect on how an individual perceives themselves and their different proficiencies. When considering this from the viewpoint of language skills, I believe this to emerge particularly in settings that have either an encouraging effect on the individual in using a language or, on the contrary, a discouraging effect. This view emphasizes the external factors' importance, which I, in brief, earlier referred to. So, as self-efficacy is a highly mental and psychological experience of an individual, it is both natural and necessary to consider the cognitive aspects that perhaps most heavily affect the formation of an individual's sense of their self-efficacy.

Self-efficacy can, of course, be perceived with any possible skills and competencies an individual possesses, including languages. As has already been discussed, my research in this thesis is centered around the individuals in my target groups' personal outlooks on multiple aspects of their language use and its environments. Hence, I base my study on self-efficacy on the framework of the core four skills of language; listening and reading, which make up the receptive language skills, and speaking and writing, which make up the productive language skills. These skills, commonly referred to as the four skills (e.g., in Brown 2000) and their theory are a concept widely adopted and reviewed in the field of linguistics, particularly regarding the study of second language acquisition and applied linguistics.

*Table 1. The four skills of language based on Saville-Troike's and Barton's (2017) definitions.*

	PRODUCTIVE	RECEPTIVE
ORAL	Speaking	Listening
WRITTEN	Writing	Reading

The four skills presented in Table 1 are what are across the field of linguistics (e.g., by Brown in 2000, and Saville-Troike and Barton in 2017) recognized as the very core skills of language acquisition, comprehension, and production. I have chosen them for my study as they focus on a fixed yet comprehensive set of skills regarding language use and written language. They also provide a fair division between productive and receptive language, allowing me to examine my research subjects' self-perceived language skills in relation to the other themes of the study in a close yet still in a relatively general manner.

Closely related to self-efficacy and cognitive behaviorism in general is Bandura's notion of people behaving in a certain way in order to achieve desired reinforcement (Deci and Ryan 1985, 223). This manifests itself as intrinsic motivation, which is an individual's innate need to be and appear competent and self-determining in a certain behavior, skill, or subject matter (Deci and Ryan 1985, 58), such as foreign languages. In my study, I will consider both self-efficacy and the possible intrinsic motivation stemming from it from the viewpoint of competency in English and examine how these are displayed in the respondents' outlooks.

## **2.6 Asymmetry between language production and comprehension**

When taking a closer look at the four skills of language from the perspective of paralleling production and reception, there is a significant matter to be reviewed – the asymmetry between the skills in language production and comprehension. The asymmetry that exists between language production and comprehension is a general observation in the field of psycholinguistics where researchers and scholars (e.g., Clark 1993, Clark and Hecht 1983, and Hendriks 2013) have observed that individuals tend to find it easier to understand a language than to produce one. Language processing, including the acts of production and comprehension, is an intricate and multifaceted topic within which various theories and models proposed by different professionals in the linguistic field have explained the different features and elements of language production and comprehension. However, for the purposes

of my research, I will now, in brief, discuss only the asymmetry between language production and comprehension, as understanding it provides essential insights into one of the main themes of this research; the target groups' personal evaluation of their skills in English, which I will discuss in greater detail in section 4.1.

Although production and comprehension are generally seen as aspects of performance that reflect the same underlying system of grammatical competence, production and comprehension differ in several ways. (Hendriks 2013, 14)

The acts of language production and comprehension are contrasted with their respective characteristics as functions of language use. Two key differences that Hendriks (2013, 15) identifies between language production and comprehension are, first, the physical processes between the two acts and, second, the course of information flow in the aforesaid acts. The physical processes are unmistakable from one another, with producing language involving muscle contractions and comprehending language involving conscious identification (*ibid.*), making them completely different and therefore distinctive acts of language use that should be considered and examined in their own respective terms. The course of information flow in the two acts is also incontestably different, with in language production the information flow progressing from a form to a meaning, and in language comprehension, vice versa, from a meaning to a form (*ibid.*). This distinction further justifies the asymmetry, providing significant context and rationale for the notion of it. In short, the specific tasks of a speaker and a listener in an interactive setting differ from each other, and due to this, the cognitive processes behind these interactive actions differ also (*ibid.*).

In cognitive processing comprehension primarily involves the decoding and interpretation of incoming information (Hendriks 2013, 15), meaning that when a language is being either listened to or read, brains can rather passively process the information recognizing the patterns and making sense of it. Comprehension generally requires significantly less cognitive effort compared to the active production of a language (*ibid.*), which involves first developing a thought to be communicated, then selecting the appropriate linguistic elements to convey the thought appropriately, and finally organizing them into coherent sentences which are then inserted into the communication.

To thoroughly understand this asymmetry between the acts of language production and comprehension, it is essential to consider why and how this asymmetry develops. Clark (1993, 246) argues, that for language acquisition to proceed in a logical order, the individual

must first be able to comprehend the language to be then able to produce it. This assertion explains the asymmetry with both logical and humane aspects of human behavior and development in language acquisition, and this, therefore, is a compelling and rational theoretical background to the asymmetry between language production and comprehension. A fundamental observation in language acquisition, in general, is that the skills in producing and comprehending a language do not develop conjointly (Hendriks 2013, 18), but rather sequentially. In this sequential way of development, comprehension tends to be ahead of production (ibid.) due to the necessity of first being able to comprehend to then be able to produce the language (Clark 1993, 246), which further explains and elaborates the asymmetry that tends to come to occur in language development and skills. This tendency has been found to go back to the very earliest stages of language development in childhood. Children have been recognized to not spontaneously produce even simple units of language, i.e., words, until they reach approximately 12 months of age, whereas they tend to show clear indications of language comprehension already at approximately 9 months of age (ibid.), which sets language comprehension significantly ahead of language production in the timeline of the entire process of language acquisition. This impression seems to be maintained into adulthood and remains a fundamental part of the process of language acquisition throughout life (Clark 1993, 245). The asymmetry is something I will later return to with a practical context in section 4.1.

### **3 Method and material**

In this section, I will go over and explain in detail the method I applied for the research as well as describe the material that formed the data of the research. I will, in detail, dissect first the methodology of this research and the treatment and analysis of the data, then, the main material of primary research data, and last, I will consider the ethical aspects and anonymity of my research in general.

#### **3.1 Method**

The research of this thesis focuses on surveying the attitudes and experiences that the employees of the case company have on English as their working language, and to be precise, specify how the target groups' responses on their attitudes and experiences correlate with their personal evaluations of their skills in English, is there any clearly perceptible relation between them, and do these differ between the two individual target groups. Quantitative research aims to observe and explain a phenomenon's typicality and regularity (Williams and Chesterman 2002, 64) and so I have chosen to approach the theme of this research with a quantitative study, as it allows me to really contrast the possible negative, positive and neutral experiences and attitudes and thus compare their prevalence in the target groups.

As Vanhatalo and Vehkalahti have expressed regarding quantitative study in general, the interest is not focused as much on individuals and their responses as it is on the summary and conclusion that can be drawn from all of the responses in total and that reflects the phenomenon at hand (2020, 242). This is a notion that I will be heavily focusing on in my research as well, as the very key aim of my study is to find out if the attitudes and experiences within the target groups tend to be negative, positive, or neutral, and by looking at them quantitatively instead of qualitatively, I can draw such conclusions. The research in my thesis will be conducted as a case study, which I have chosen to do as an opportunity arose in my professional life, and I chose to pursue the opportunity. A case study allows me to limit the scene of the research to a finite yet natural context (Williams and Chesterman 2002, 65), and that is an aspect that suits the aims of my research perfectly.

The tool of quantitative research that I will be utilizing in my research will be a questionnaire survey. A questionnaire survey is a rather traditional tool for quantitative research to collect data on the researched phenomenon, and the data will most often consist of numbers that can then be interpreted according to the purposes of the study (Vanhatalo and Vehkalahti 2020,



241). As the primary interest of my research is in surveying how the target groups' responses on their attitudes and experiences correlate with their personal evaluations of their skills in English, is there any clearly perceptible relation between them, and do these differ between the two individual target groups, I consider the quantitative questionnaire survey to serve the purposes of the research the best. I will operationalize the theoretical dimensions to more condensed entities in the survey itself that will be realized in the form of separate thematic sections and individual questions in the survey. Operationalizing is a vital part of conducting a quantitative questionnaire survey, as it allows the aims and themes of the research to be dissected to such formats that are more accessible to the target groups and therefore serve the purposes of the research at the stages of the concrete realization of the survey (Vanhalto and Vehkalahti 2020, 242).

In qualitative studies, the data can be drawn with the chosen method by either open or closed questions (Eliasson 2013, 36–37). In my research, I chose to utilize only closed questions. Closed questions bear multiple benefits regarding handling and investigating the data: the data is easily converted to an analyzable format, the respondents will provide useful answers and data that are fit for the research's aims, and closed questions with set options for answering tend to be easier for the respondents to react and answer to (Eliasson 2013, 37). This allowed me to formulate the questions to be directly aligned with the theoretical themes of the study and facilitate the production of comprehensively relevant and useful data and as the main tool of this research is the survey, it is of key importance to utilize it so that it provides proper data for the analysis.

The themes of the theoretical framework are visible in the setting of the research questions. As presented earlier, the research questions are:

1. How do the target groups' responses on their attitudes and experiences correlate with their personal evaluations of their skills in English?
2. Is there any clearly perceptible relation between them?
3. Do these differ between the two individual target groups?

The first question delves into the theoretical dimensions of self-efficacy and the elements affecting it, such as the setting of an international corporation and the possibly detected language policies shaping the circumstances of multilingual opportunities taking place within the corporation. The second question seeks to uncover any possible, clearly perceptible

relation between them, and if any theoretical phenomena could explain these occurrences. The third question aims to find out whether these occurrences differ between the two individual target groups, and if so, to what extent. All of the questions are formulated within the quantitative core of the research so that it will be possible to ultimately review the extent and frequency of the attitudes and experiences that shape the respondents' sense of self-efficacy and whether there is a significant difference in this between the two individual target groups. The questionnaire's individual sections are not separated with the aim of each individual section focusing on each individual research question, but all of the sections encompass items for all of the research questions.

The questionnaire was ultimately conducted in the late spring of 2023. I first drafted the arrangement and contents of the questionnaire to serve the purposes of my study, constantly mirroring the structure of the questionnaire to the research aims I had for the study. As the initial planning of the questionnaire was concluded, I worked on finalizing it in collaboration with a representative of the case company to ensure its suitability for the target groups. The representative themselves was not a part of either of the target groups and hence was able to contribute to designing the questionnaire in that sense impartially and solely from the viewpoint of the company. I distributed the completed questionnaire only to the target groups of the case company, permitting its distribution within the company solely to the target groups. The questionnaire was designed and distributed with the survey platform Google Forms, and the respondents had approximately a total of six weeks to submit their responses to the questionnaire form after which the form was closed for good. The data was collected from the Google Forms platform to the Apple Numbers spreadsheet application for overviewing the data, from which it was transferred to the Microsoft Excel spreadsheet editor for data visualization. From Microsoft Excel, the data in the form of figures was then transferred to the final version of the thesis where it was analyzed and discussed.

## **3.2 Material**

The primary material in the research of this thesis consists of the data collected from a survey that was prepared individually for my purposes. The data itself consists of the responses that the participants submitted through a questionnaire. A total of 41 responses to the survey were submitted to the questionnaire form. The total of responses is further divided based on the two individual target groups, which I will elaborate on in Section 3.2.2. Each respondent completed a total of 30 multiple-choice questions regarding their attitudes and experiences on

using English as a working language, four multiple-choice questions on personal evaluation of their skills in English, as well as a general question about whether they work in the operative or sales function in the case company. The data was collected with an electronic questionnaire form, which was distributed to the target groups via email.

The population consisting of the target groups cannot be in this case defined to an exact number, as the survey was distributed via the case company's internal mailing lists of the exact target groups – the current employees from the functions of operations and sales. The mailing lists included accounts of current employees still working at the case company as well as some accounts of former employees, and therefore it is not possible to exactly define how many people actually were in my target groups. The accounts of former employees have, however, been made inaccessible to those former employees, so this method of distribution via the mailing lists posed no information security risk regarding the confidence of the study. With the inability to define the population exactly, it is also not possible to define the actual response rate to the survey, which sets the number of participants to the actual total amount of the population in the target groups in the realm of mere uncertain estimates. Despite this, the material represents a decent proportion between the two individual target groups, which I will elaborate on in Section 3.2.2.

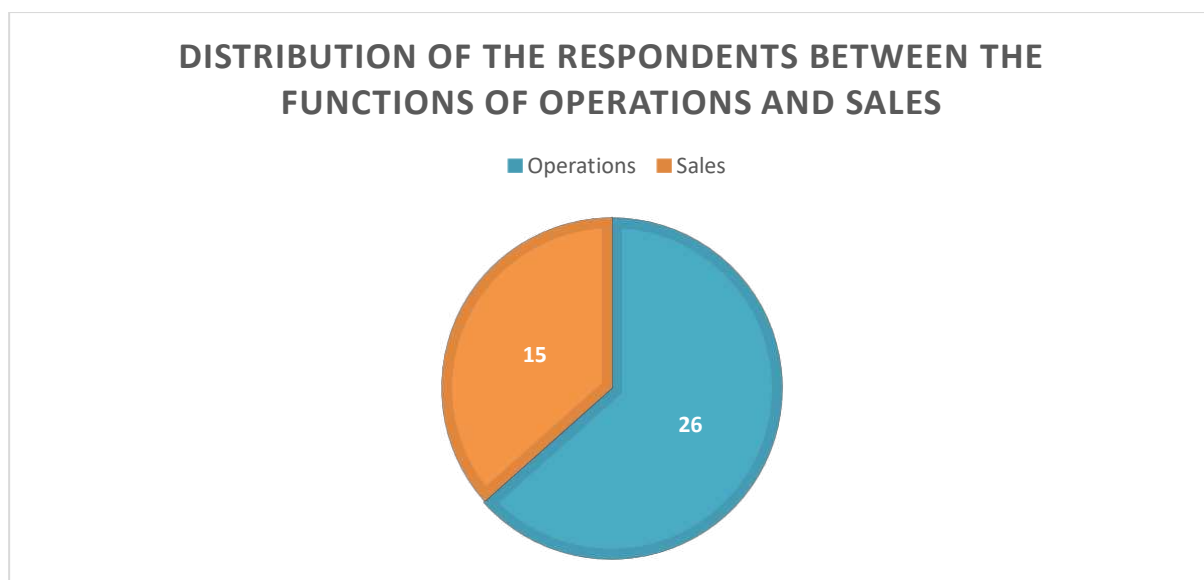
### 3.2.1 The case company

Now, I will briefly introduce the case company of my research, within the limits of protecting its wished anonymity. The anonymity and ethical considerations regarding it will be discussed in greater detail in Section 3.3. The case company of this study is an international company with business operations in Finland. The company is a staffing and recruitment agency, which refers to a company that specializes in services of temp broking, recruitment, and staff development (Työmarkkinatori 2022). The corporate language between the international offices of the company is English, but each office utilizes in their daily operations the local languages, which in the case of my target groups means utilizing in addition to English Finnish and Swedish as well which are the two official languages of Finland. All these three languages can be professionally utilized by employees in both of my target groups, which I will elaborate on in Section 3.2.2.

### 3.2.2 Target groups

In this subsection, I will elaborate on the basic and background information regarding the target groups that participated in the survey that was utilized in the data collection for the research of this thesis. This is intended to provide an understanding of their language knowledge and its substance to the professional setting that they work in, which might assist in interpreting the findings about their attitudes and experiences on English as a working language. The specifications of the types of employees that will be presented in this section are also intended to give some additional professional information about the respondents while still maintaining the company's and the employees' anonymity, but I will go into further detail on anonymity in this research in Section 3.3.

The respondents of the survey are professionals in the staffing and recruitment business in Finland by either their education, professional experience, or both, with expertise according to their specific function. In this study, they are divided into two specific target groups. The division is based on an organizational division between two distinct functions: the operations and the sales of the case company. The two functions are separate in their purpose for the company but actively work together for the company's business objectives. I have presented the respondents' statistical distribution in Figure 1.



*Figure 1. The respondents' statistical distribution by their function within the case company.*

Figure 1 shows that from a total of 41 respondents, 26 were from the function of operations and 15 from the function of sales. As discussed earlier, this does not represent the total amount of employees working in the case company's operations and sales functions but rather

gives a partial representation of the total amount of the functions' personnel in the case company. This data was from the first question of the survey, which was intended to find out the statistical distribution of the two functions' employees and their respective rates of response. The employees work in the linguistic environment of the case company where Finnish is the primary working language in the company's Finnish branch, and the employees of which formed the target group for this study. Alongside Finnish, the employees can be exposed to settings in which they are required or recommended to utilize English, which is the corporate language of the case company internationally, or Swedish, which is the second national language in Finland and can therefore add to the linguistic capacities of people involved in the professional situations.

The employees from the function of operations work versatily with internal colleagues, external clients, and their own employees who work via their administration at the client companies' organizations. This gives the employees from operations a versatile array of people to work with daily, which might include people from a variety of different linguistics backgrounds, including English. The employees from the function of sales also work in a multifaceted manner with internal colleagues and external clients, which exposes them to diverse linguistic encounters. However, the exposure to foreign languages, including English, is not certain in the sense that all of the employees will be working with certainty with people in languages other than Finnish. The employees from both the functions of operations and sales are professionals with languages in the sense that their job requires skills in more than just their first language, and the skills in both Finnish and English that are the main working languages in the case company, are checked as a part of the recruitment process for professional roles in both functions. The employees are white-collar workers with academic backgrounds from primarily universities and universities of applied sciences, which substantiates their level of education regarding and professional experience with foreign languages, including English.

### 3.2.3 Structure of the research survey

Now I will outline the structure of the research survey that was used to gather the primary data for the research. The research survey was designed to serve the purpose of quantitative research. With quantitative questionnaire surveys, it is of utmost importance to formulate the overall structure and form as well as the questions so that the aims of the study can be met with the data that is then drawn from the replies (Eliasson 2013, 36). Every variable needs to

be approached with its individual question that is with thought devised to look into the specific matter of the variable (ibid.). Hence, I composed the survey to parallel each of the research question's themes. The research survey consisted of four individual sections with their respective themes: first, the target groups' personal evaluations of their skills in English, second, the outlooks on English as a working language, third, the outlooks on competency in English in the working environment, and lastly, outlooks on using English in the working environment. I did not have any particular prior survey base as a template or guideline for my survey's background and foundation, as I composed my survey with the themes from my study's theoretical background.

The first section aimed to map out the respondents' personal assessments of their skills in English to get an idea of their general language competency and to later mirror the assessments to the attitudes and experiences of English as a working language to consider if there is some relation between them. The second section aimed to gather knowledge on the respondents' personal outlooks on English as their working language to understand the general frames of mind regarding utilizing a foreign language, here, English, in the everyday working environment and how that could possibly affect the experiences with the language. The third section aimed to draw intellect on the respondents' personal outlooks on competency in English in the working environment to obtain knowledge on the respondents' stances on language skills' effect on working in that language. The fourth section aimed to provide insights into the respondents' personal outlooks on using English in the working environment to understand the general context of utilizing English in their professional situations. The survey was conducted completely in English, as it was a presupposition that the participants could respond to a questionnaire relating to their professional work with their English skills.

### **3.3 Ethical considerations and anonymity in the research**

Ethical strains are increasingly present in everyday contemporary research (Guillemin and Gillam 2004, 261), and hence taking them into consideration in this research was of utmost importance to me, particularly as this research involved gathering data on people. A principle in research involving people as the subjects is that the subjects' trust in both the researcher and the science remains (Tutkimuseettinen neuvottelukunta 2019, 8), and this trust can be consolidated with the ethical treatment of the research. This goes hand in hand with the general agreement on anonymity that was discussed with the case company, as I approached

the case company about the possibility of utilizing their personnel for my research, it was requested that the company remain anonymous in the research. Also, no further and unnecessary specifications about their employees were asked not to be made. I ensured this with both the overall contents of the survey and for example formulated the questions so that they would not reveal anything that was not necessary for my research or any personal and identifiable information about any of the respondents, as well as including a consent clause to the survey which every respondent could either approve or disapprove. The respondents who approved the consent clause were then led forward with the survey, whereas the possible respondents who disapproved of the consent clause were automatically removed from the survey.

Another central ethical aspect that had to do with my method of quantitative questionnaire directly was the sample size that I was able to gather from my target groups. It is an ethical principle of credible research that the sample size represents the population to an adequate degree (Clarkeburn and Mustajoki 2007, 70). As I have elaborated in greater detail when describing my target groups, the data that I was able to gather from my questionnaire represented only a part of the total, and therefore represents a part of the current circumstances at the case company. However, acknowledging the limitedness of the data gathered and the limits that it sets for the ultimate conclusions provides valuable context for the analysis, and will be appropriately recognized as a part of the general analysis as well as the ultimate conclusions that I will be drawing from the results.

## **4 Results and analysis**

In this section, I will discuss the results of the research and perform an in-depth analysis of them by the theoretical framework that I have gathered for the study. I will first discuss the respondents' personal evaluations of their skills in English, then their outlooks on English as a working language, then their outlooks on competency in English in the working environment, and last their outlooks on using English in the working environment. An overall conclusion will follow in Section 5.

The results and analysis will be formed based on the total of 41 responses that I received to the survey form, which does not represent the total amount of employees working in the case company's operations and sales functions but rather gives a partial representation of the total amount of the functions' personnel in the case company. In the tables that depict the data, I have color-coded the different data bars to represent the negative, positive, and neutral connotations the statements carry. This color symbolism in the layout of the research data is based on centuries-old psychological associations of color (Birren 2016, 124), with this triadic range being selected for their functional purpose of conveying an emotion (Birren 2016, 166). The color red represents the perceived negative, green the positive, and yellow the neutral. I have also added the color grey to represent those responses that convey no emotion, being more devoid of emotional meaning and value in general. I ultimately chose these particular colors in order to demonstrate my view of classifying the different categories of responses.

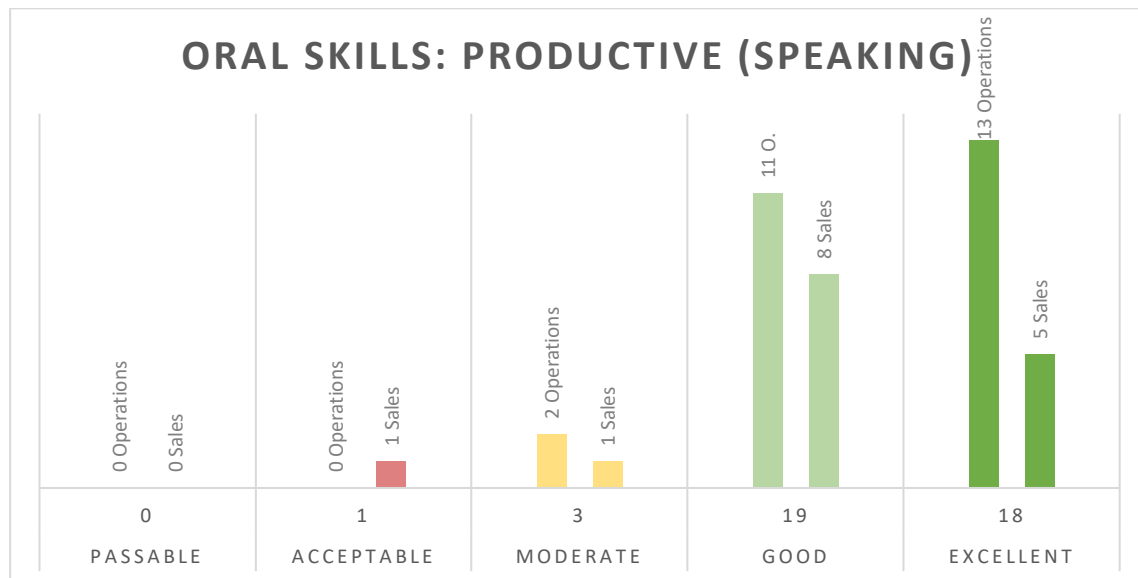
### **4.1 Target groups' personal evaluations of their skills in English**

For this section of the results of my research and their analysis, I will look at the research subjects' personal evaluations of their skills in English. The target groups were given four multiple-choice questions in which they were asked to evaluate their skills in English on a Likert scale, with the options ranging from passable and acceptable to moderate to good and excellent. These options were modeled based on the Common European Framework of Reference for Languages (CEFR) but were ultimately constructed to be rather looser interpretations of the CEFR levels. The CEFR levels consist of six levels of different language users – more broadly categorized as Basic Users, Independent Users, and Proficient users (Council of Europe n.d.) – but I wished to include slightly altered categories of CEFR's classification to ensure that the respondents could easily identify and pick out their possible language level. The four questions divided the evaluation of language skills in accordance



with Saville-Troike's and Barton's (2017) classification of productive and receptive skills: speaking and writing, and listening and reading, respectively.

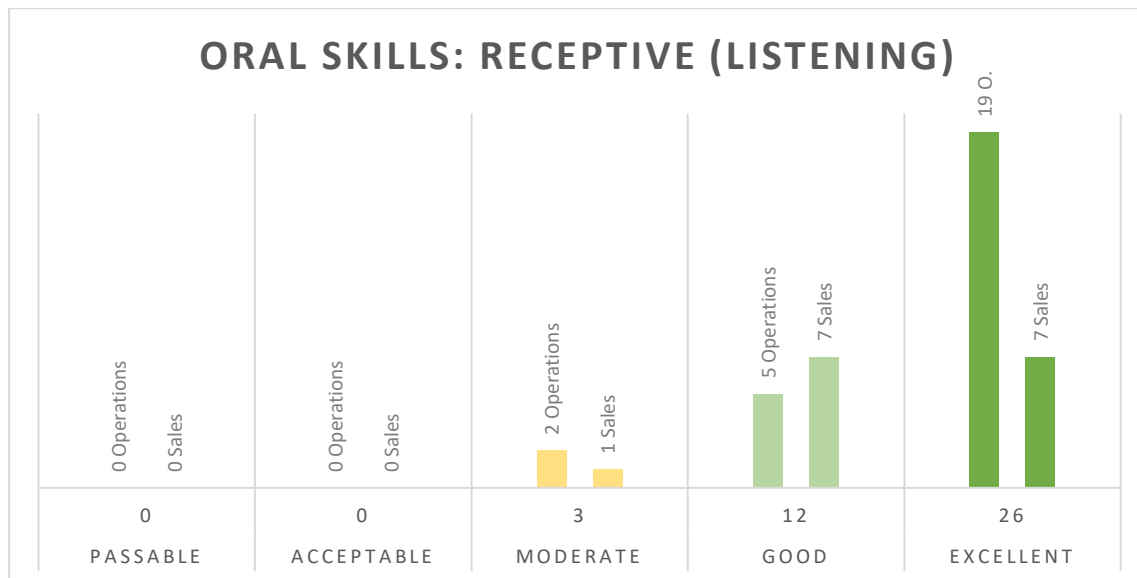
The first skill that was asked to evaluate was speaking – a productive skill. The data gathered from the responses to the evaluation of skills in speaking English are displayed in Figure 2.



*Figure 2. Responses on productive oral skills (speaking).*

Figure 2 shows that a vast majority of respondents, 37 out of the total of 41, evaluated their productive oral skills in English to be on the levels of good and excellent, which indicates a good sense of self-efficacy in speaking English among the respondents. Three considered their skills to be moderate, and only one respondent evaluated their oral skills in English to be at the level of acceptable, below moderate. This shows a strong sense of self-efficacy in oral skills in general, with a great majority evaluating themselves to be well-competent when using English orally in a professional context. The distribution in the evaluated levels of skills between the departments of sales and operations is rather even, and it goes on to show that the employees in both functions generally consider themselves to possess great skills in English. Perhaps the most significant difference between the two functions' responses is at the skill level of acceptable: a single respondent from the function of sales has submitted an evaluation to this category, which slightly lowers the overall sense of self-efficacy among the employees working in sales. However, based on this observation, it would be unjust to make a statement about the sales function's low sense of self-efficacy in comparison to that of the operations function but rather consider this as solely an additional note that does not constitute the complete truth of the observation.

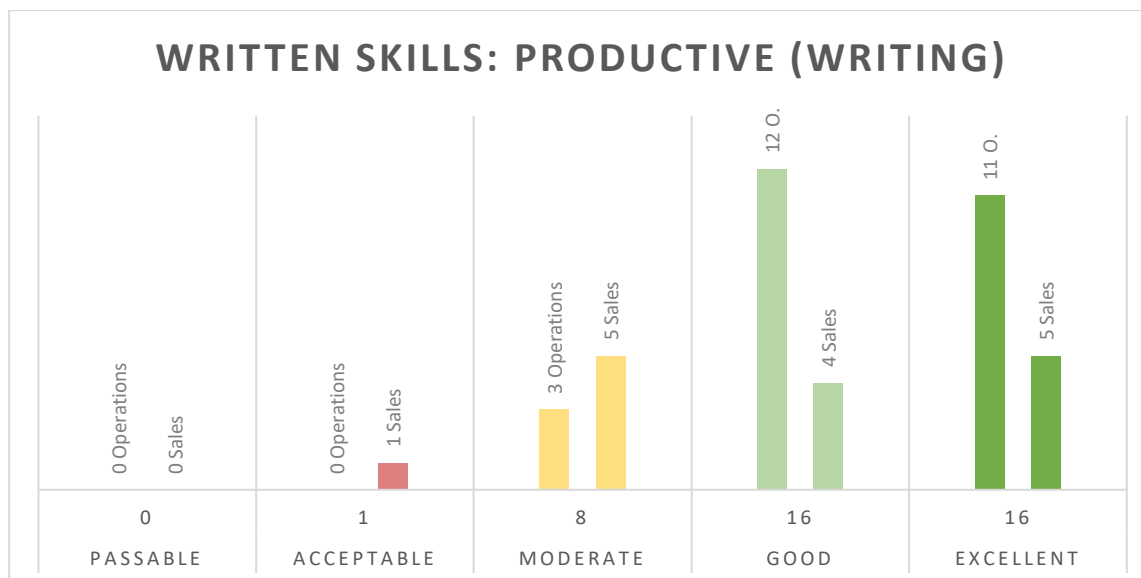
The next skill that was asked to evaluate was listening – a receptive skill. The data gathered from the responses to the evaluation of skills in listening English are displayed in Figure 3.



*Figure 3. Responses on receptive oral skills (listening).*

Figure 3 shows that, again, a majority of the respondents, 38 out of 41, evaluated their receptive oral skills in English to be on the levels of good and excellent, which indicates a very strong sense of self-efficacy in reading English among the respondents. However, with the evaluation of skills in listening, there was a slightly heavier inclination towards the category of excellent, displaying a stronger sense of self-efficacy amidst both of the target groups in their receptive oral skills in English. Also, as in the first question regarding oral skills, three respondents considered their skills to be on a moderate level. In general, the weight of the responses centers on the positively associated skill levels, with both functions of operations and sales implying a strong sense of self-efficacy in their receptive oral skills in English in their answers, which mirrors the findings of earlier studies demonstrated in my theoretical framework for this study regarding the asymmetry between language production and comprehension. It is also worth noting that amongst the respondents from the function of sales, this is the skill that the respondents displayed the strongest sense of self-efficacy with, as a total of 14 respondents from the group evaluated their skills to be either on the levels of good or excellent, and only one evaluated their skills to be on the level of moderate.

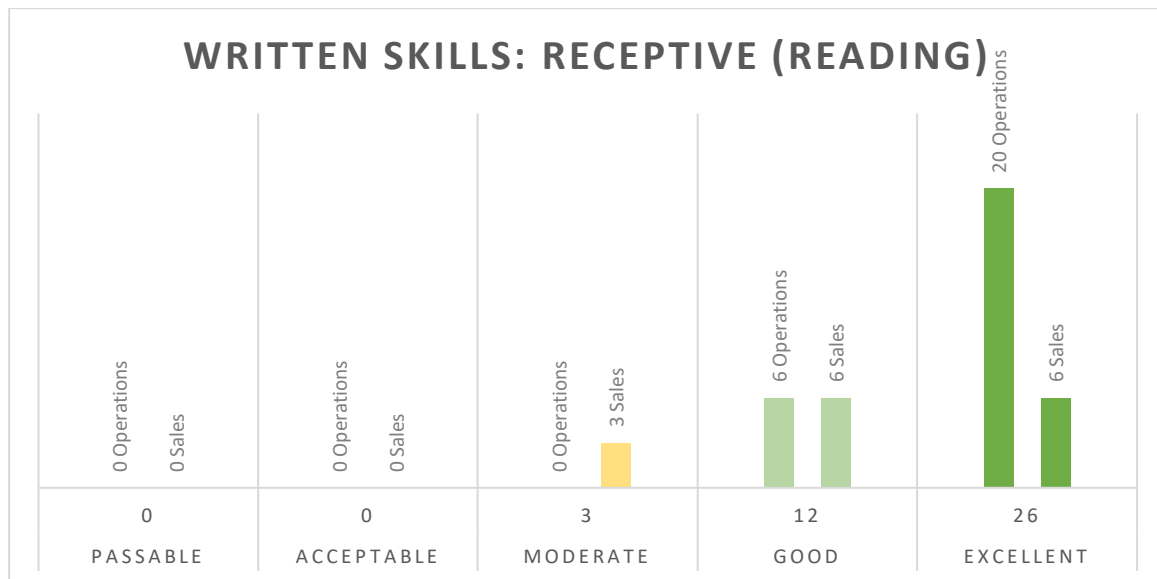
The next skill that was asked to evaluate was writing – a productive skill. The data gathered from the responses to the evaluation of skills in writing English are displayed in Figure 4.



*Figure 4. Responses on productive written skills (writing).*

Figure 4 shows that in a similar manner to the productive oral skill of speaking, a great majority of the respondents, 32 out of 41, evaluated their productive written skills to be on the levels of good and excellent, which indicates a generally good sense of self-efficacy in writing English among the respondents. However, there were a total of eight respondents who evaluated their skills to be on the moderate level, which was considerably more than in any other skill. Also, one respondent had evaluated their skills to be below moderate, on the acceptable level of skills. Overall, writing was the skill with the lowest sense of self-efficacy among the respondents, from both groups. The responses were fairly similar to those of speaking, but the difference in the moderate skill level decreased the observed sense of self-efficacy in writing English among the respondents.

The last skill that was asked to evaluate was reading – a receptive skill. The data gathered from the responses to the evaluation of skills in reading English are displayed in Figure 5.



*Figure 5. Responses on receptive written skills (reading).*

Figure 5 shows that in a highly similar manner to the receptive oral skill of listening, most of the respondents, 38 out of 41, evaluated their receptive reading skills in English to be on the levels of good and excellent, which also here, like with listening, indicates a very strong sense of self-efficacy in reading English among the respondents. Out of that sample, a total of 26 respondents evaluated their skills to be on the level of excellent, which makes both reading and listening with a high sense of self-efficacy in the skills the respondents' strongest ones. When looking at the results more closely, it can be noticed that reading was the skill that the respondents from the function of operations evaluated their self-efficacy to be the strongest as none of the respondents from that group evaluated their skills below the level of good.

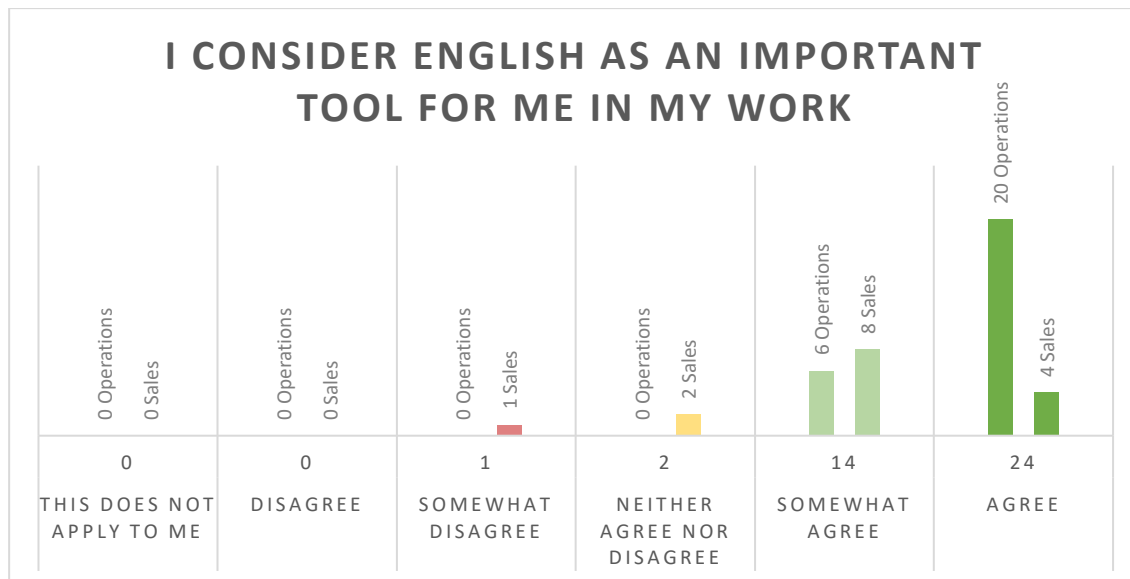
The results on the respondents' self-efficacy in the four language skills reflect the asymmetry in productive and receptive language skills. Of the four skills that were queried from the respondents, the strongest sense of self-efficacy in both the groups of operations and sales was undoubtedly in their receptive skills, listening and reading, which echoes the asymmetry between language production and comprehension. For the respondents from the function of sales, the individual skill in which the respondents displayed the strongest sense of self-efficacy was listening, a receptive skill. The respondents from the function of operations displayed in their responses an equally strong sense of self-efficacy in listening and reading, both receptive skills, and this showcases a slightly larger overall scale of language skills for the respondents from operations in which they display a sense of self-efficacy compared to sales. This can be due to the respondents from the function of operations having by default in their professional positions a larger audience of contacts whom they utilize BELF with.

Generally, there seems to be a strong sense of self-efficacy in BELF among the respondents from both target groups, which reflects well an MNC operating in Finland regarding linguistic inclinations among the employees. The strong sense of self-efficacy also reflects the generally strong competency with foreign languages, English in particular, in Finland (Tilastokeskus 2018). Despite some concerns over the deterioration in foreign language skills in general in Finland (Taalas and Pitkänen-Huhta 2020), it is still clear that English remains the one language that is prioritized in foreign language learning (e.g., Yle News 2019, Richardson 2020, and Taalas and Pitkänen-Huhta 2020). This prioritization can be seen to be reflected in the results here as well, with such a generally strong sense of self-efficacy in all four skills of English. Self-efficacy and the outcome expectations between language skills and scenarios of language use will be presented and discussed in the later sections.

## **4.2 Outlooks on English as a working language**

For this section of the results of my research and their analysis, I will look at the research subjects' outlooks on English as a working language. The target groups were given 10 multiple-choice questions for this section's theme, in which they were asked to consider and reflect on their attitudes and experiences regarding English as their working language. The question items in this section of the questionnaire focused on the very everyday circumstances and reception associated with English in the respondents' working environment in general and they were devised into a statement-like form, to which the responses then acted as reactions demonstrating the respondents' outlooks on English as a working language. As in the previous section, the options for the responses were provided on a Likert scale with the options ranging from "disagree" and "somewhat disagree" to "neither agree nor disagree" to "somewhat agree" and "agree". For every question item there was also the response option of "this does not apply to me" which was advised to be chosen only in the case that the situation or thought described in the statement would not have applied to the respondent's personal situation and that this option would not suffice as an option through which ignorance or unawareness towards the statement could be signified.

The first item of this section pertained to the perceived importance of English as a working language for the respondents personally. The data gathered from the responses to the first item are displayed in Figure 6.

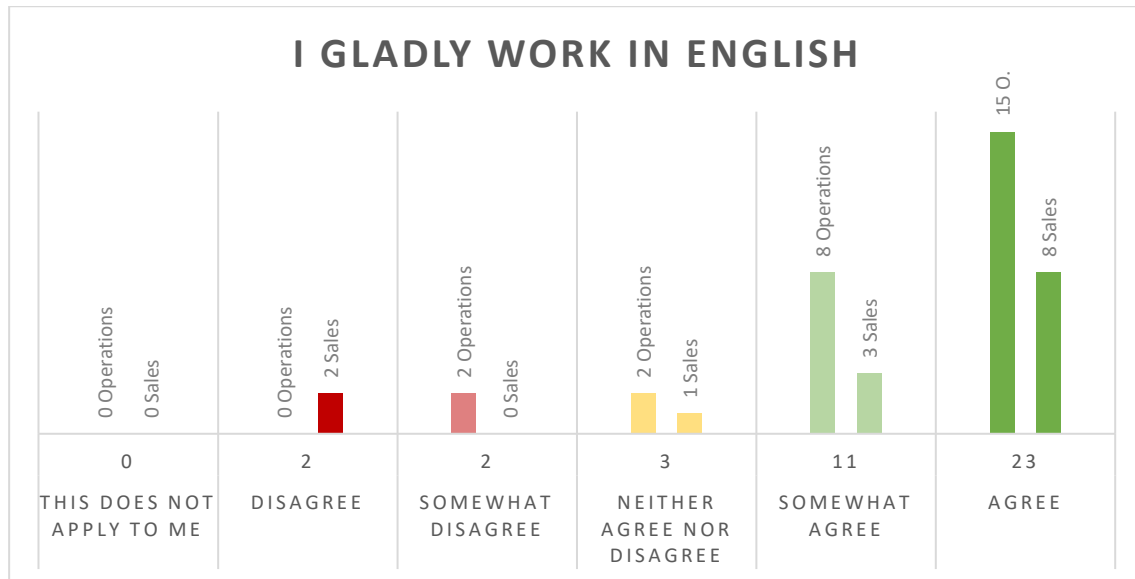


*Figure 6. Responses on the importance of English as an everyday professional tool.*

Figure 6 shows that, with 38 responses either fully or somewhat agreeing with the given statement out of the total of 41, a vast majority of the respondents consider English as an important tool for them in their work. Only two respondents set their evaluation in the middle of the response scale, and one to the left of the middle with a somewhat disagreeing stance with the statement, which indicates only slight disagreement with the statement's notion overall. The data from Section 4.1 demonstrated a generally strong sense of self-efficacy in English among the respondents which can be connected to this item. The respondents' perceived competency in English and the following intrinsic motivation promote valuing the language in working more. As pointed out, only three respondents indicated either neutral or disagreeing views of the item's statement. These three respondents were all from the individual target group of sales, which makes in comparison to the respondents from the other individual target group of operations overall more positive in their inclination towards English as their working language.

In the formulation of the statement in this item, the language is presented as a tool and a means of working for the respondents. This intentional wording derives from the notion of language seen as capital which I discussed within the general theoretical framework in Section 2.4.1. This can now be seen to be supported by this data affirming that the target groups not only seem to consider English as a tool in their work but also seem to put value and importance on it, perhaps because of its constant presence in their daily work.

The second item of this section focused on the respondents' general feelings about working in English. The data gathered from the responses to the second item are displayed in Figure 7.

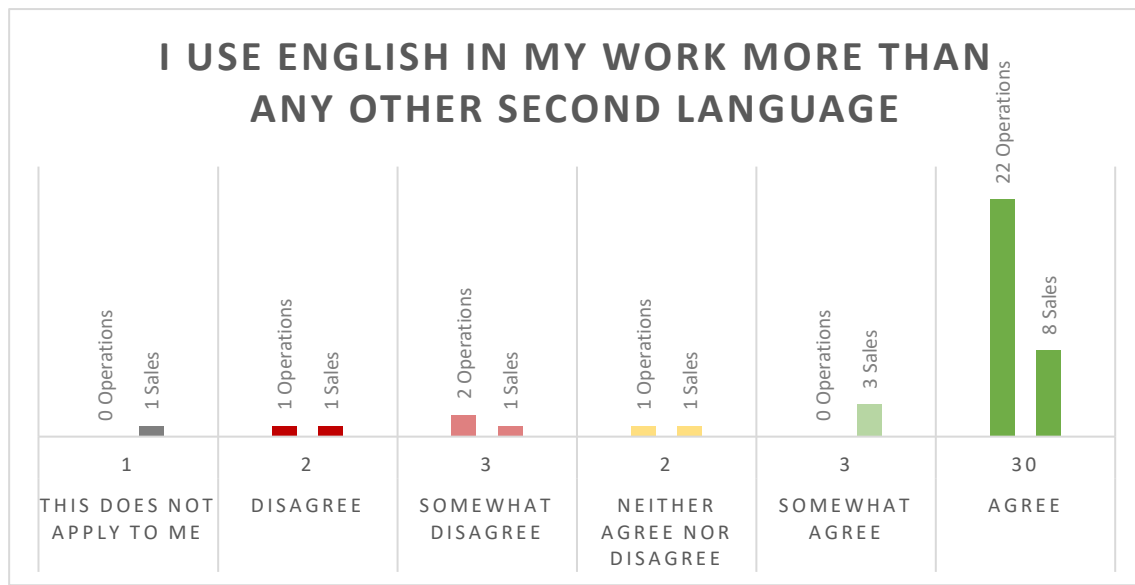


*Figure 7. Responses on the general feelings about working in English.*

Figure 7 shows that there is some dispersion between the responses to the item's statement. The majority of the responses were set on the far-right end of the scale that signifies general comfort in working in English, with 23 respondents fully and 11 respondents somewhat agreeing with the statement regarding the contentment of working in English. There is generally a strong sense of contentment in working in English among both of the individual target groups, but there is also some variation. The neutral and disagreeing stances in the responses are noticeable but not overpowering: two respondents from the target group of sales expressed disagreement and one neutrality, and two respondents from the target group of operations expressed disagreement and two neutrality. This still leaves a great majority of the respondents overall leaning towards agreeing with the statement.

This data seems to slightly contradict the data regarding the respondents' individual language skill evaluations from Section 4.1 and the assumed intrinsic motivation based on said evaluations, as they demonstrated a generally strong sense of self-efficacy in the respondents – here it is found that the sense of self-efficacy in English is not fully mirrored in the respondents' attitudes on working in English. Working in English means in great likelihood here for the majority of the respondents engaging in translatorial activities as they are working between English and another language as they, for example, attend meetings that are held in English and work with documentation that is only in English.

The third item of this section inquired about the respondents' tendency to work in English more often than in any other of their second languages. The second languages were not limited to any given set of languages, as I wanted to enable the respondents to mirror their stance on this with English to any possible second language, as that can vary greatly in an international organization, like that of the case company operating in Finland. The data gathered from the responses to the third item are displayed in Figure 8.



*Figure 8. Responses on the frequency of working in English rather than other second languages.*

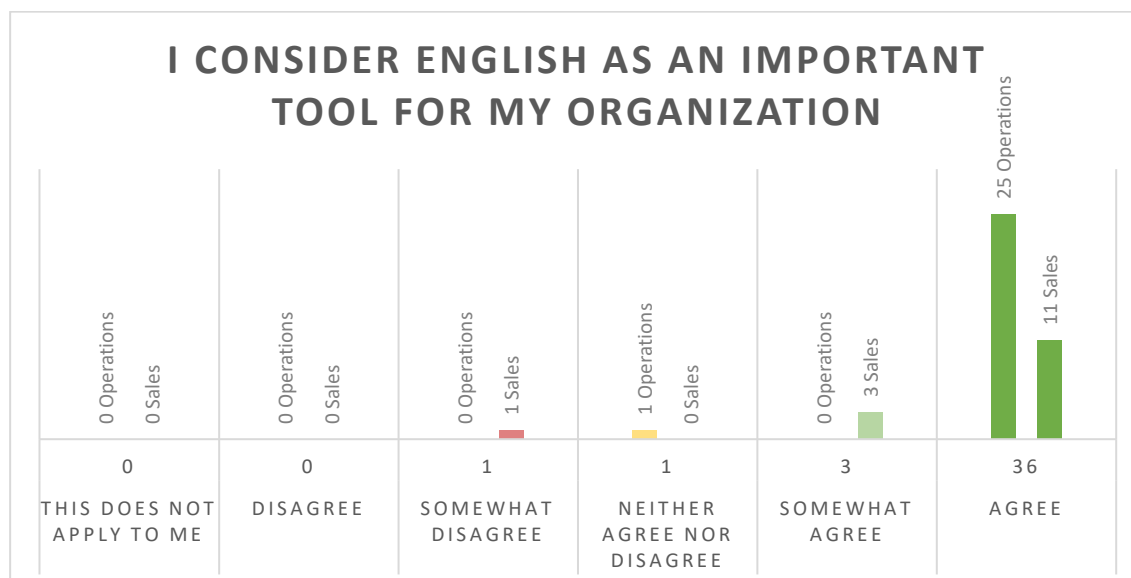
Figure 8 shows that in the responses the majority agree with the statement of the item. There is also some minor, yet noticeable, disagreement and even unsuitability indicated towards the statement in the responses. 30 responses out of the total of 41 were submitted to the scale option of fully agreeing with the statement which implies a significant tendency among the respondents to utilize English in their work over any other second language that they might be proficient in. Between the individual groups of operations and sales, there is some difference. From the target group of sales, proportionally more answers were submitted that signified the respondents' either negative or neutral outlooks on the statement compared to those of the target group of operations.

As I prefaced the interpretation of the data regarding this statement, there were no set limitations regarding the second languages to which the respondents reflected their experiences. I did not want to limit the options to the perhaps most likely second languages among the target groups, Finnish and Swedish, but instead wanted to enable a more extensive pool of second languages which allowed more personal considerations for the respondents



here. With this item, the presumed relation between the recognized sense of self-efficacy in English among the respondents and the intrinsic motivation that it prompts seems to be relatively clear, as the preference for English over the other possible alternatives is so strong. Disagreement on the statement is sort of solid but still low in comparison to the level of agreement, with only five responses being submitted to signify disagreement. The one response that implies the statement's inapplicability to the respondent's situation leaves some things about its circumstances open for interpretation. Options of possibilities range, but are not limited to, from that of English being the respondent's actual first language which would naturally eliminate the feasibility of English being used as a second language, to that of the respondent not utilizing any foreign or second languages in their work to the extent that they could consider there being any preferences regarding them, or to that of the respondent's limited language proficiency.

The fourth item of this section focused on the respondents' general feelings about the perceived importance of English to their organization as an instrument of everyday work. The data gathered from the responses to the fourth item are displayed in Figure 9.



*Figure 9. Responses on general feelings about the importance of English for the organization as an instrument of everyday work.*

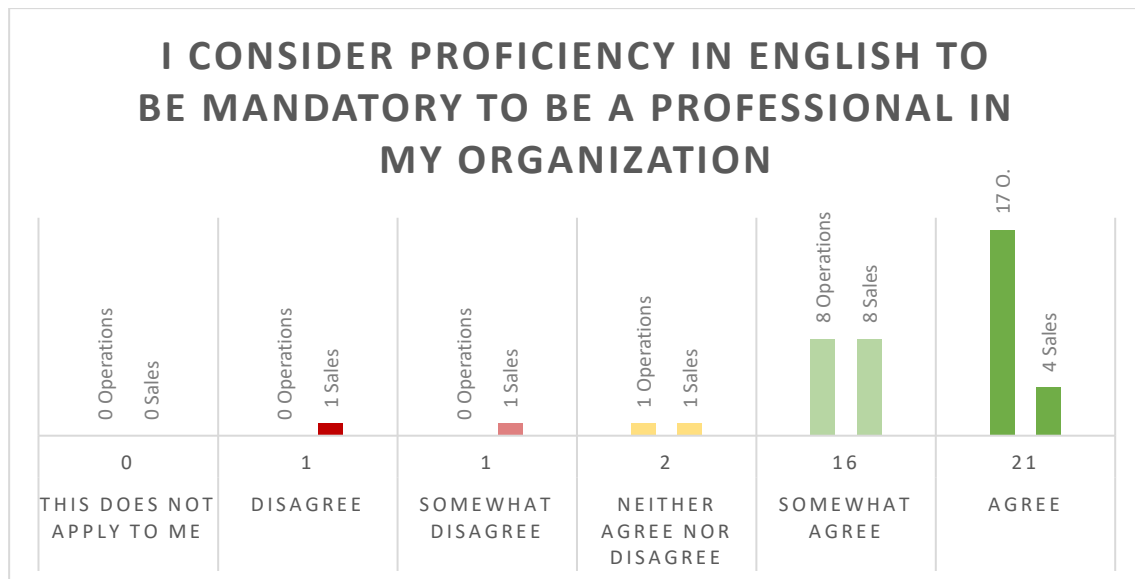
Figure 9 shows that, like the respondents considered English important as a working tool for them personally, they for majority consider it important for the entire organization as well, with 39 respondents out of the total of 41 signifying agreement with the statement.

Disagreement and neutrality towards the statement are notably minor, with only one disagreeing response, submitted by a respondent from the target group of sales, and one

neutral response, submitted by a respondent from the target group of operations. A significant majority of the respondents implied in their responses that they fully agreed with the item's statement, making it possible to surmise the impact of the intrinsic motivation toward English amongst the respondents with this particular statement. Nearly every respondent, from both of the individual target groups, submitted a response signifying complete agreement with the item's statement. Only three respondents, all from the target group of sales, submitted a response of only somewhat agreeing, one respondent, from the target group of operations, a response signifying neither agreement nor disagreement, and one respondent, from the target group of sales, a response somewhat disagreeing.

These statistics indicate a high general value of the English language as capital for the organization from the viewpoint of these particular parts and functions, which seems to provide consolidation to the status of BELF in the case company. Translational activities in the everyday working life of the organization can also be regarded to be recurrently present in the business activities of the organization as English is, based on this data, highly valued among the employees. This, of course, mirrors well the discussed global identity that MNCs tend to have. Particularly in an MNC organization that operates in a linguistically remote area of Finland, it is valuable to recognize the importance of English. This general stance could be generated from strong or strongly endorsed language policies that could encourage the employees to value the language, as its importance is asserted formally.

The fifth item of this section focused on the respondents' stance on whether proficiency in English is required for an individual to be considered a professional in any role in the case company's organization. The data gathered from the responses to the fifth item are displayed in Figure 10.

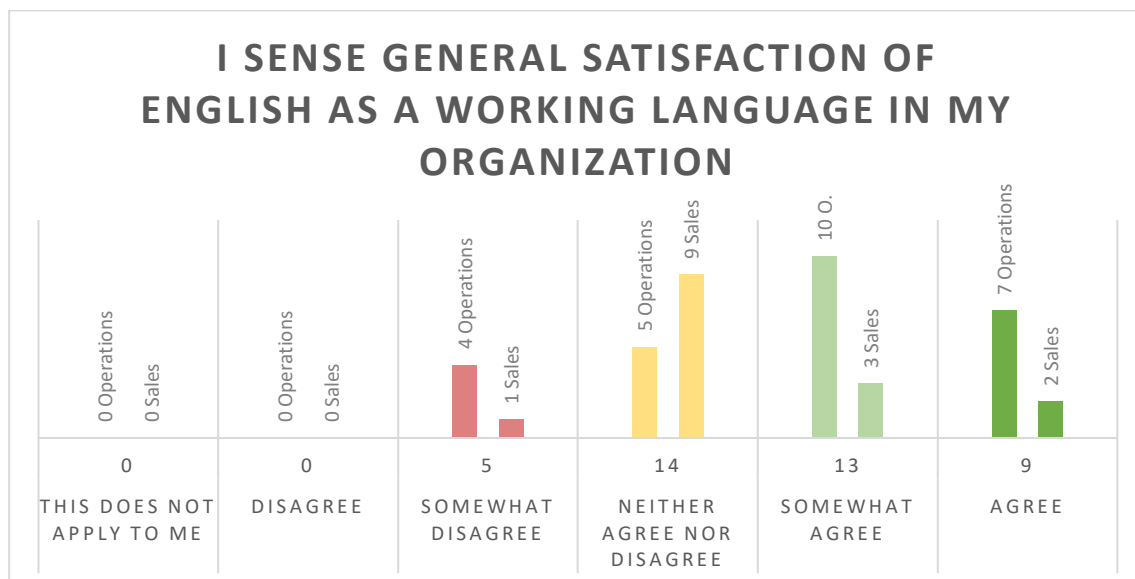


*Figure 10. Responses on whether proficiency in English is mandatory to professionalism in the case company's organization.*

Figure 10 shows that a great majority of the respondents agree on the statement's notion that proficiency in English is mandatory for being considered as a professional in the organization. However, it is interpretable from the data that there is some divergence in the level of agreement, as there were 21 respondents who submitted an answer of completely agreeing with the statement and 16 respondents only partially agreeing. As the responses cluster, despite slight disagreement, around agreeing with the statement, the underlying consensus seems to imply the valuing of English as a key means of working for the respondents, further implying the language's value as capital for the respondents' working life. The strong agreement with the statement's notion on the importance of English to the case company's organizational professionalism implies that the language is in substantial use, both in terms of extent and status. This further suggests that translatorial activities between English and other languages used by the employees in the target groups are considerably present in their everyday working lives, as well as that the case company utilizes BELF to a great extent.

When comparing the two individual target groups, it is distinct from the data that there is more disagreement toward the statement among the respondents from the target group of sales than from that of operations. This might be a modest reflection of the perceived sense of self-efficacy, as that is somewhat lower in the target group of sales. If this is then considered from the viewpoint of intrinsic motivation, that could easily explain the indifference to this item's statement from the respondents from the target group of sales, as the lower sense of self-efficacy can affect the respondents' intrinsic motivation to extol the significance of English.

The sixth item of this section looked into the respondents' outlooks on perceived contentment among their peers in the organization regarding utilizing English as a working language. The data gathered from the responses to the sixth item are displayed in Figure 11.



*Figure 11. Responses on perceived contentment in the organization regarding English as a working language.*

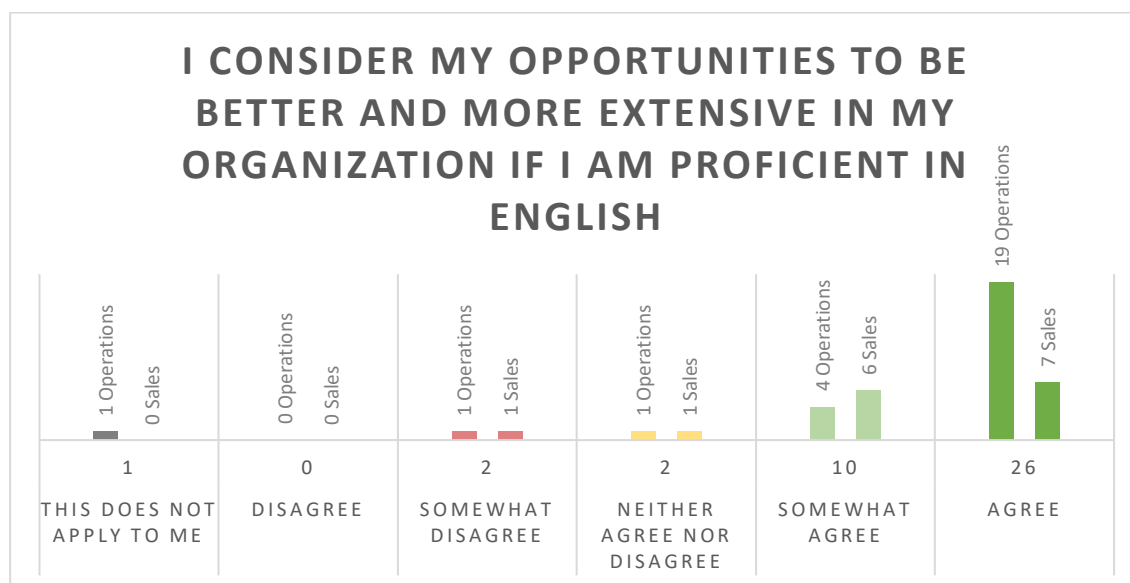
Figure 11 shows that there is significant indifference toward the item's statement and only rather partial agreement. The data suggests a varied range of opinions among the respondents from both of the individual target groups, with five respondents only somewhat disagreeing, 13 respondents somewhat agreeing, and 14 respondents neither agreeing nor disagreeing with the item's statement. This shows that a significant portion of the respondents did not strongly lean toward either full agreement or disagreement. The option on the Likert scale that most individual responses were submitted to was neither agreeing nor disagreeing with the statement, indicating a significant level of neutrality or uncertainty toward it.

As English is an official working language in the organization, both in the national branches and on the group level internationally, it is safe to expect that the organization has thus assumed a multilingual identity with particularly English as its lingua franca, as is common with MNCs (e.g., Angouri and Miglbauer 2013, 227, Louhiala-Salminen, Charles, and Kankaanranta 2005, 402, Fredriksson, Barner-Rasmussen, and Piekkari 2006, 409). With the multilingual identity and common corporate language comes into question the aspect of language policies and their management, and in relation to the statement of this item, it could be reckoned that with dominant satisfaction over dissatisfaction and uncertainty regarding

English as the organization's working language, there are successful language management practices in place in the organization.

Impartiality towards the statement arose mainly from the individual target group of sales, whereas partial disagreement stemmed primarily from the group of operations. It is also noteworthy that the respondents from the target group of sales were mostly utterly impartial to the statement's notion, as from that group, nine respondents submitted such responses. The respondents from the individual target group of operations mostly showed agreement with the statement, with, however, some variation in the extent of agreement. The respondents from the target group of operations also signified a greater inclination toward some disagreement. The data altogether is quite varied on the assumed stances of the respondents, and based on these results solely, an absolute conclusion regarding the respondents' view on the English language, their sense of self-efficacy regarding it, and the possible intrinsic motivation deriving from it cannot be made.

The seventh item of this section mapped out the respondents' stance on whether they consider general proficiency in English to affect their professional opportunities in an ameliorative manner. The data gathered from the responses to the seventh item are displayed in Figure 12.



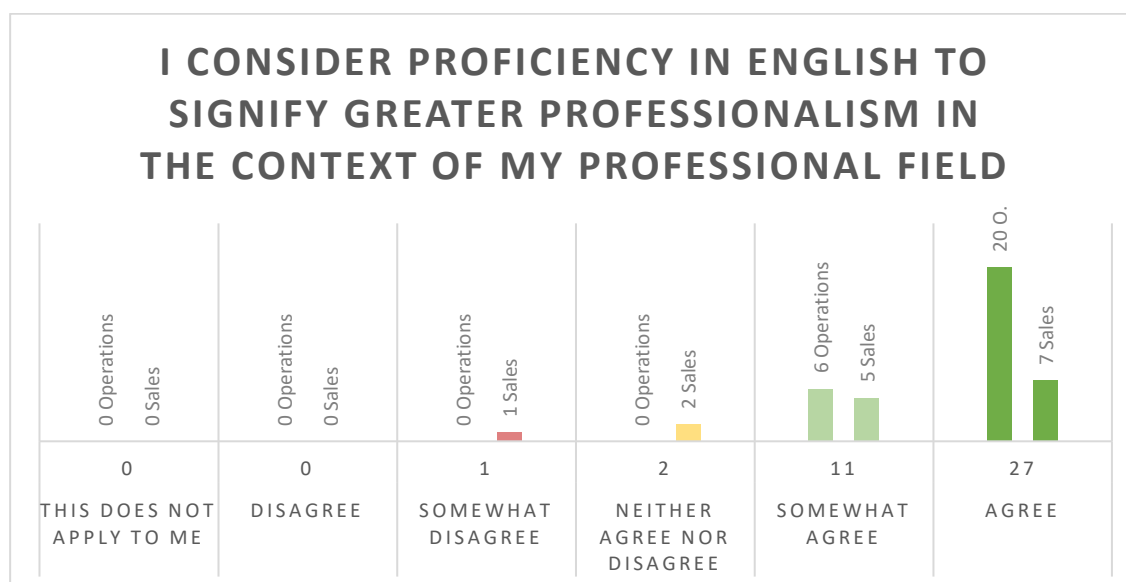
*Figure 12. Responses on the stance regarding whether general proficiency in English improves the respondents' professional opportunities.*

Figure 12 shows that among the respondents, there is a highly predominant trend of agreement among the participants with 36 respondents out of the total of 41 submitting an answer that signifies even partial agreement with the given statement's notion. Only a

minority expressed some level of disagreement, two responses, or neutrality, two responses. One respondent from the individual target group of operations indicated in their response that the statement does not apply to them, which could be due to the nature of the statement being irrelevant to their personal experiences or opinions.

The data suggests a predominant trend of agreement among the respondents, with only a minority of the respondents expressing some level of disagreement or neutrality. The strength of agreement is particularly notable, as a significant number of respondents from both of the individual target groups provided strong affirmative responses. Agreeing with the statement's notion so strongly, in general, indicates that, like the data in the priorly presented Figures 9 and 10, the English language has significant value as a capital for the employees. The opportunities that they consider English to be favorable for can be in this context either social or professional, and in an MNC like the case company, these opportunities can extend across the borders of the Finnish branch to all of the other, international branches.

The eighth item of this section mapped out the respondents' stance on whether they consider general proficiency in English to represent greater professionalism in the respondents' professional fields in general, both within the operative and selling functions. The data gathered from the responses to the eighth item are displayed in Figure 13.



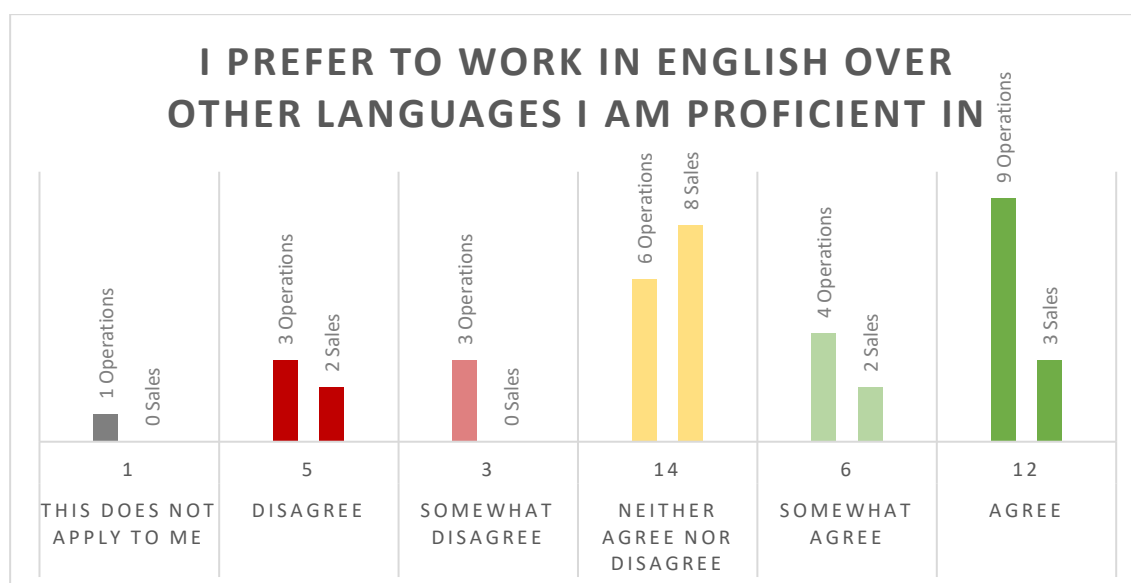
*Figure 13. Responses on whether proficiency in English is considered to signify greater professionalism.*

Figure 13 shows that the strength of agreement with the statement is particularly notable, as a significant number of respondents provided strong affirmative responses. 27 respondents out of the total of 41 submitted a response signifying full agreement, and 11 respondents

submitted a response signifying even partial agreement, which indicates a notable consensus among the respondents in favor of the statement. The data suggests a predominant trend of agreement among all of the participants, with only a slight minority expressing some level of disagreement or neutrality. The strength of agreement with the statement is particularly notable as a significant number of respondents provided strong affirmative responses. Only two respondents indicated impartial neutrality and one some disagreement with the statement in their responses, all three of them being from the individual target group of sales.

The responses en masse signify a great valuation of the importance of English as a tool for a contemporary employee in the staffing and recruitment industry, which further reinforces my prior thoughts on, based on the data from the questionnaire, the English language's value as a capital for the employees of the case company. As the respondents signify such appreciation for the English language professionally, it is likely that they derive this notion from their personal, practical experiences and outlooks – implying that English is of great value in their professional everyday, which would further imply them profoundly engaging in translatorial activities on the regular. This would, with high likelihood, also suggest great significance of BELF for the case company's organization.

The ninth item of this section explored the respondents' preference for working in English over any other languages that they are proficient in, including their first and second languages. The data gathered from the responses to the ninth item are displayed in Figure 14.



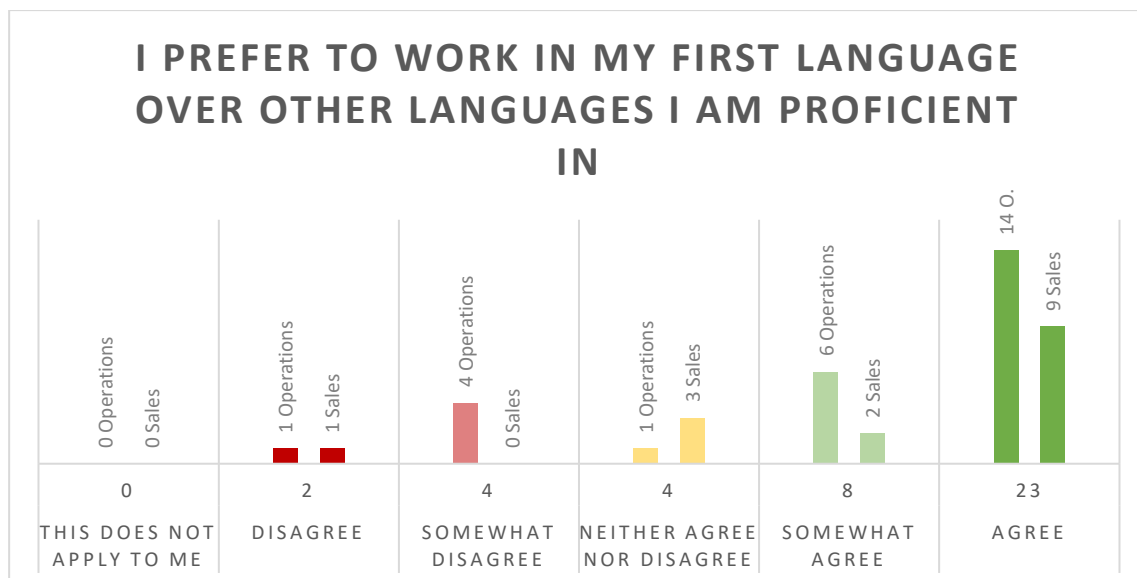
*Figure 14. Responses on preference for working in English over other languages.*

Figure 14 shows that there is a diverse range of opinions regarding this particular statement's notion among the respondents. The largest and most significant section of the respondents consisted of those who neither agreed nor disagreed, indicating a notable level of neutrality or uncertainty. Another significant section of participants expressed a clear and strong agreement with the statement. A small but noticeable number of participants expressed clear disagreement with the statement. Some participants showed mild or partial disagreement and, on the contrary, agreement with the statement which suggests a nuanced perspective where some individuals lean towards disagreement but not strongly so. The response signifying the statement's unsuitability for the respondents, submitted by a respondent from the individual target group of operations, could indicate that the respondent does not work at all in English, or that they do so so little that comparison is irrelevant. The overall division of attitudes was fairly proportionate between the two individual target groups, with some disparity in the neutral and mild agreement and disagreement.

The responses imply that despite signifying great regard for the professional importance of English, these individuals within the larger scale of employees in the case company still show a significant preference for other languages over English. Such other languages could be, for example, their first languages, but to this particular thought I will return in the reflection of Figure 15. Preference for utilizing other languages over English in professional settings can also derive from the possibility of not having as many actual opportunities for utilizing English as there are for the local languages; in this case, Finnish and Swedish.

The tenth and last item of this section explored the respondents' preference for working in their first language over any other languages that they are proficient in. Here, the respondents were allowed to determine their first language themselves, as limiting the comparison to be solely between the local languages of the case company, Finnish and Swedish, and English could have been unjust to the respondents' other possible first languages. The data gathered from the responses to the tenth item are displayed in Figure 15.





*Figure 15. Responses on preference for working in the first language over other languages.*

Figure 15 shows that there is an evident predominant trend of agreement among the respondents with only a minority of the respondents expressing some level of disagreement or neutrality. The strength of agreement with the statement is particularly notable, as a significant number and a relative majority of the respondents provided strong affirmative responses. The two individual target groups showed relatively similar stances to this item's statement, with the most significant difference being in the responses implying disagreement. Four respondents from the target group of operations submitted a response signifying partial disagreement and one a response signifying total disagreement, whereas only one respondent from the target group of sales submitted a response signifying total disagreement.

The results between this item and the previous one, the ninth, are not completely coherent, as they somewhat parallel each other thematically. Based on the data from the two figures, Figure 14 and Figure 15, no absolute conclusions regarding the preferred language of working can be drawn. However, it is evident that the respondents, in general, prefer to work in their first language, and are content with working in English. It is possible that English, in fact, is the first language of some of the respondents, and that could affect the dilemma of mirroring the data between Figure 14 and Figure 15.

The data in this section was, in general, insightful and provided this research with a lot of meaningful results regarding the respondents' attitudes and experiences with working in English, the possible affecting phenomena, and the differences in stances between the two individual target groups. I will now discuss the results in a general and conclusive manner

briefly, mirroring them to significant prior research that has focused on similar themes regarding BELF and MNCs as well as some theoretical framework regarding the respondents' background and proficiency in English, which is likely to affect their attitudes and experiences on the language.

The data from this section overall suggests that English is a frequently used working language within the case company's organization for both promoting and sustaining business, referring to the functions of sales and operations, respectively. English is also generally considered to be a working language that the case company's employees gladly utilize in their everyday work. However, data from some of the items indicates uncertainty between preferring working in English and working in the first language. Mahili and Angouri (2016) have reported similar impressions and perceptions, with choices that the employees make regarding languages, local and global, being fluctuating and hesitant, implying situation- and context-specificness. English has been recognized as essential for business activities for an MNC (Angouri and Miglbauer 2014, 165), and despite some hesitance towards the actual language use, this was evident from the attitudes and experiences that the respondents mirrored in their responses to my survey as well. This, of course, implies a significant value of BELF for the case company's organization, business operations, and everyday activities, further bolstering the global status of English.

It is also notable to recognize the significance of the English language as a means of working for the employees of the case company. Based on the responses to the items in this section, it seems that BELF is well regarded and utilized alongside the local languages and the respondents' first languages. Having access to both the corporate language and local languages has been noted to enable the employees of an MNC to access a greater variety of social situations (Mahili and Angouri 2016), and this seems to be the scene, based on the interpretations that my research data allows to conclude, in my case company as well. Multilingualism has been recognized to have fluctuated in the contemporary, increasingly global world (ibid.), which can also affect the contemporary employees in MNCs, such as those of the case company in my research, resulting in a multilingual workforce with almost hidden abilities in translatorial activities in everyday working life.

To attempt to understand the possible rationale behind these attitudes and experiences, I want to consider the respondents' personal evaluations of their skills in English and mirror them to the theory of self-efficacy and the possible intrinsic motivation stemming from it. As intrinsic

motivation primitively stems from an individual's genuine, innate need and want to sense competency and self-sufficiency at the given ability (Deci and Ryan 1985, 32), in the scope of my research, the English language, it is natural to connect an individual's sense of self-efficacy to their substantive experiences and views regarding it. So, as I have examined the data from the items in this section and mirrored it with the research questionnaire's respondents' personal evaluations of their skills in English, there is a considerable connection between the perceived language competencies and the outlooks on English as the respondents' working language in general.

The respondents have displayed a great sense of self-efficacy in English, and, generally speaking, have shown a strong valuation of the language in their attitudes and experiences with it. There are some differences in this between the two individual target groups, operations and sales, but the differences are relatively slim, with the respondents from the target group of sales displaying only slightly lesser engagement in the valuation of English in a professional context. From these results, it is interpretable that the respondents' general strong sense of self-efficacy contributes to their intrinsic motivation to utilize the language, which can further be seen to supply their professional usage of it.

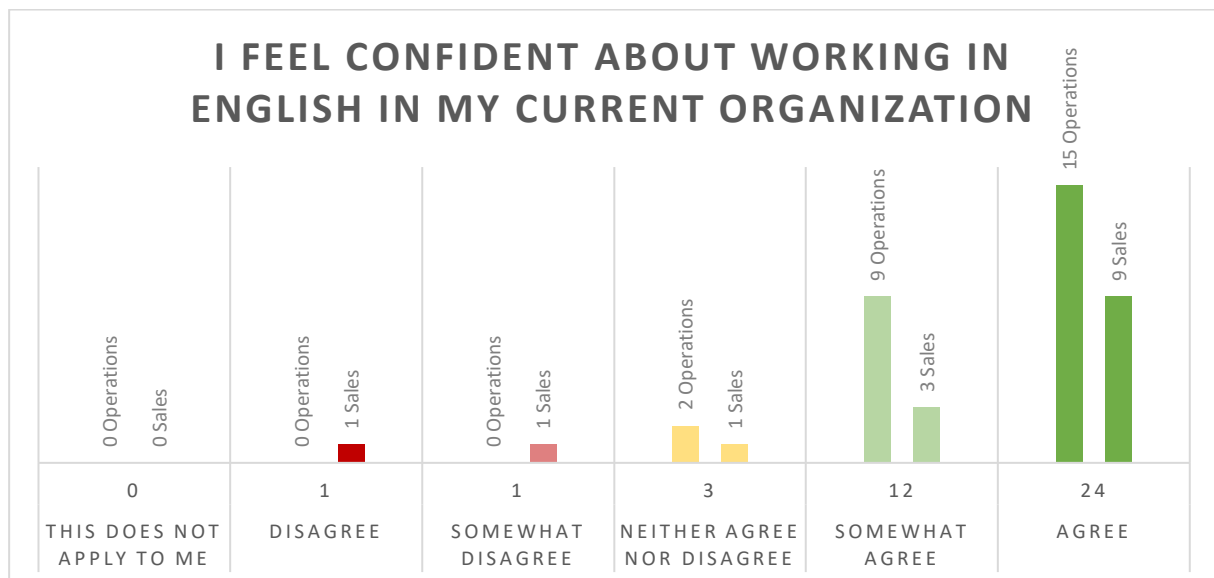
#### **4.3 Outlooks on competency in English in the working environment**

For this section of the results of my research and their analysis, I will look at the research subjects' outlooks on competency in English in the working environment. The target groups were given in this section as well 10 multiple-choice questions for this section's theme, in which they were asked to consider and reflect on their attitudes and experiences regarding competency in English in general in their everyday working environment. The question items in this section of the questionnaire focused on the very everyday circumstances and reception associated with perceived competency in English in the respondents' working environment in general and they were devised into a statement-like form, to which the responses then acted as reactions demonstrating the respondents' outlooks on English as a working language.

As in the previous sections, the options for the responses were provided on a Likert scale with the options ranging from "disagree" and "somewhat disagree" to "neither agree nor disagree" to "somewhat agree" and "agree", and alternatively in some items from "never" and "rarely" to "occasionally" to "often" and "frequently". For every question item there was also the response option of "this does not apply to me" which was advised to be chosen only in the case that the situation or thought described in the statement would not have applied to the

respondent's personal situation and that this option would not suffice as an option through which ignorance or unawareness towards the statement could be signified.

The first item of this section was about the confidence that the respondents feel about using English as their working language in the case company's organization. The data gathered from the responses to the first item are displayed in Figure 16.



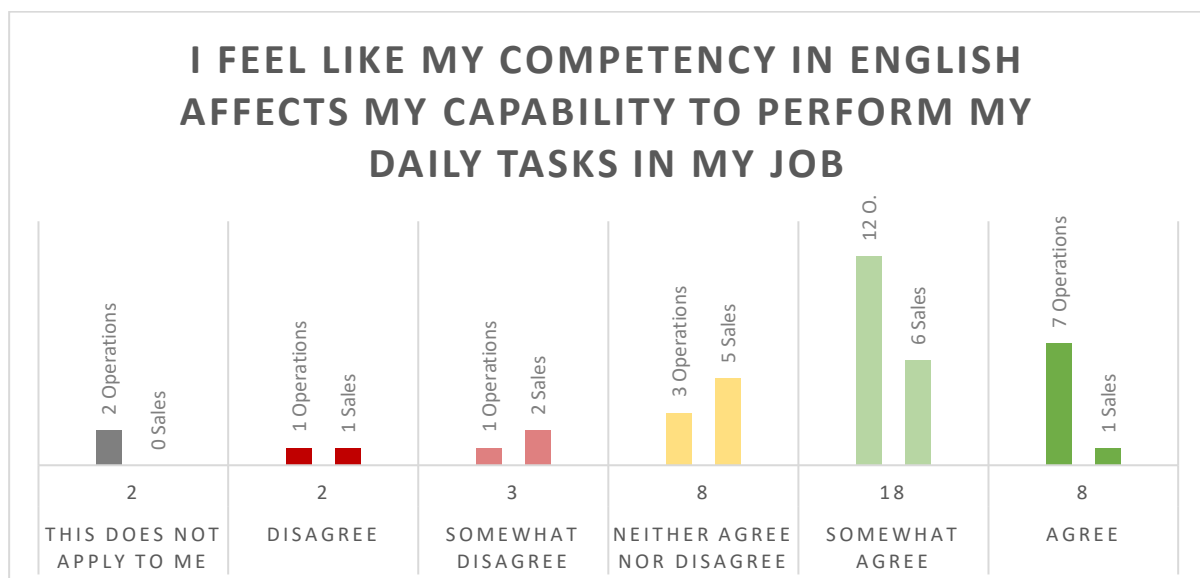
*Figure 16. Responses on confidence about working in English.*

Figure 16 shows that the majority of respondents fall into the response categories signifying agreement with the item's statement, with 36 out of the total 41 respondents implying in their responses agreement of at least some level. This demonstrates a generally positive inclination or agreement with the statement presented among the respondents which indicates general contentment and sense of ease regarding English as a working language in the case company's organization. Some indifference and disagreement were also perceivable from the submitted responses, but responses signifying such outlooks made up only a relatively minor part of the total, as only two respondents submitted responses with the notion of disagreement, and three respondents submitted responses of more indifferent stance. The difference in the responses between the individual target groups of operations and sales is also rather minor; respondents from the target group of sales exhibit slightly greater disagreement, whereas respondents from the target group of operations demonstrate slightly greater indifference to the statement.

Mirroring these responses to the found sense of self-efficacy in English among the respondents, the results correspond closely. The sense of self-efficacy has been noted to be

generally strong, and the responses to this item's statement imply relatively strong confidence to utilize the language in everyday working situations in the case company's organization. This confidence is highly likely associated with the intrinsic motivation that stems from the strong sense of self-efficacy and can be further attributed to, for example, accumulated experience with the professional specialist terminology in English that the respondents have worked with in their respective professional roles in the niche industry of staffing and recruitment. As also discussed in prior sections, the case company's MNC nature can influence the very practical use of English, as they tend to have the demand to facilitate the use of BELF properly for business purposes. Sociolinguistically this could represent the macro-level organizational enabling of versatile language utilization which then reaches the micro-level realization of language use in both the more formal and informal contexts within the organization.

The second item of this section looked into the respondents' experience with their competency in English possibly affecting their capability to perform in their professional roles. The data gathered from the responses to the second item are displayed in Figure 17.



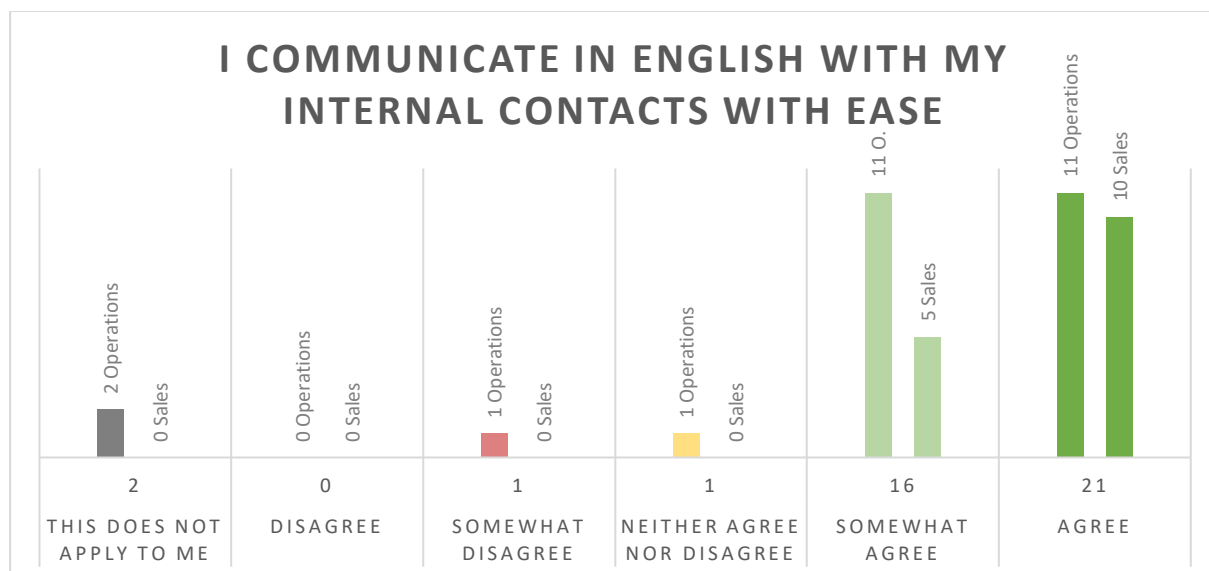
*Figure 17. Responses on how competency in English is considered to affect the capability to perform professionally.*

Figure 17 shows that there is a rather diverse range of opinions, with varying degrees of agreement and disagreement. 26 respondents out of the total 41 have submitted a response of agreement, either partially or completely, and five have submitted a response that implies disagreeing with the statement, either only moderately or more absolutely. Eight respondents exhibited in their responses indifference to the statement, and two expressed total disregard by

noting the statement's unsuitability for them personally. The majority of the respondents demonstrate leaning toward agreement, but there is a noticeable contingent of the respondents that either disagree or display a more neutral stance on the statement's notion.

The respondents' outlooks on their competency in English having an effect on performing professionally can be considered to reflect, at least to some extent, the scope of their valuation of English as an asset to them professionally and the extent to which they engage in translatorial activities in their everyday working life. Prior discussion of my results has implied a steady general valuation of English as capital for the respondents, but that notion is slightly challenged with this data. There are some notable variations in the perceptions between the respondents from the two individual target groups, most strikingly in regard to the level of agreement with the statement. Understanding the differing viewpoints within different functional units of an organization can inform targeted strategies aimed at fostering cohesion and alignment across departments.

The third item of this section looked into the respondents' experience with communicating with their internal contacts in English and how effortlessly they consider themselves to be able to do so. Internal contacts here refer to the respondents' contacts within the case company's organization, regardless of the contacts' location and branch in the company. The data gathered from the responses to the third item are displayed in Figure 18.



*Figure 18. Responses on experiences with communicating with the respondents' internal contacts in English.*

Figure 18 shows a strong general tendency towards agreement, with a majority of the respondents, 37 out of the total 41, expressing either a strong or moderate agreement. It is

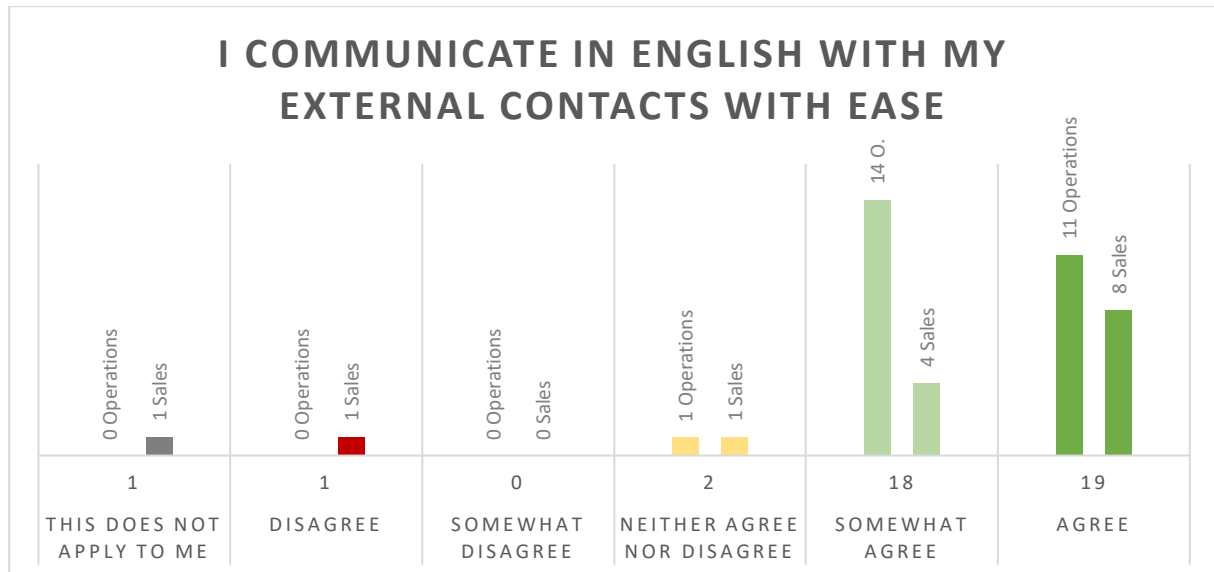
noteworthy that there are no explicit disagreements, only one individual moderately disagreeing response, which could imply a high level of consensus among the respondents. Two respondents, both from the individual target group of operations, have submitted a response that the statement does not apply to them personally, which could imply that they are not using English in the described context in particular, but this is not a completely certain argument, of course. Respondents from the individual target group of sales express in their responses only agreement with the statement, either moderately or strongly, whereas respondents from the target group of operations have more discrepancy in their submitted responses.

The data regarding this statement echoes the target groups' self-evaluations of their skills in English exceptionally closely, strengthening the theory of self-efficacy contributing to the respondents' intrinsic motivation for using English. When comparing this data to the initial self-evaluations in English of both of the individual target groups, it should be noted that these differ slightly. The respondents from the target group of sales evaluated their language skills slightly lower than the respondents from the target group of operations, but this data would suggest that they overall find it easier to utilize in internal communication in comparison to respondents from the target group of operations. However, as there are only a few respondents from the group of operations that have not signified agreement with the statement in their responses, this discrepancy is only very minor.

These responses align overall well with the premise of an MNC, and this data indicates that internal communication utilizing English is well-facilitated within the case company's organization. This, of course, speaks on behalf of the adaptation of BELF solidly into the everyday of the organization, possibly both more formally and informally. Such compliance again could speak for organizational macro-level enabling of linguistic versatility which then takes reality as the employees' vast opportunities for language use and incorporates the translatorial activities between the local languages and BELF fundamentally to the employees' work.

The fourth item of this section looked into the respondents' experience with communicating with their external contacts in English and how effortlessly they consider themselves to be able to do so. External contacts here refer to the respondents' contacts outside the case company's organization, such as employees and other stakeholders in their client company

organizations. The data gathered from the responses to the fourth item are displayed in Figure 19.



*Figure 19. Responses on experiences with communicating with the respondents' external contacts in English.*

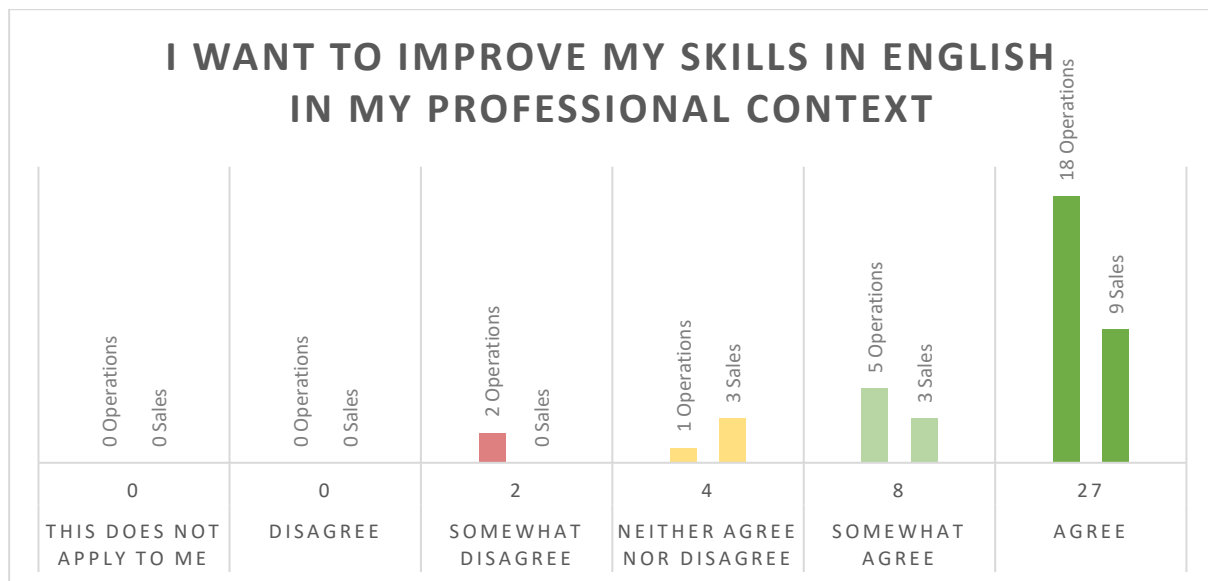
Figure 19 shows highly similar results to those of Figure 18, which are to some extent comparable in their paralleling statement settings. There is a strong general tendency towards agreement with the item's statement, with a majority of the respondents expressing either a strong or moderate agreement, as was with the previous item. The most significant difference to the previous item is with the number of indifferent responses and level of disagreement: two respondents submitted an indifferent response, and one a fully disagreeing response, whereas in the previous item about internal communication, there was less indifference and more moderate disagreement. There is also one response submitted to signify the statement's inapplicability to the respondent and whereas in the previous item, such responses were submitted from the individual target group of operations, here the response is submitted from the group of sales.

The strong sense of self-efficacy that was apparent in the respondents' personal evaluation of their English skills is clearly reflected in these responses, too. Even as the level of agreement regarding the ease of communication in English varies slightly among the respondents, the overall ability to do so seems to be well-experienced. External communication differs slightly from internal slightly so that it crosses organizational boundaries, and the possible language management policies do not extend to the other end of the communication. They can be transferred into the strategies and concrete implementation of English in communication, but, of course, are not fully relayed. However, based on this data, as was the internal



communication, the external communication is well-facilitated so that the employees feel confident in utilizing the English language, which speaks on behalf of the MNC's adaptability in varied linguistic contexts. The respondents' general sureness about communication in English with external stakeholders also includes the translatorial activities closely to their everyday working life in a greater variety of communication settings.

The fifth item of this section discovered the respondents' willingness to improve their professional English skills. The data gathered from the responses to the fifth item are displayed in Figure 20.



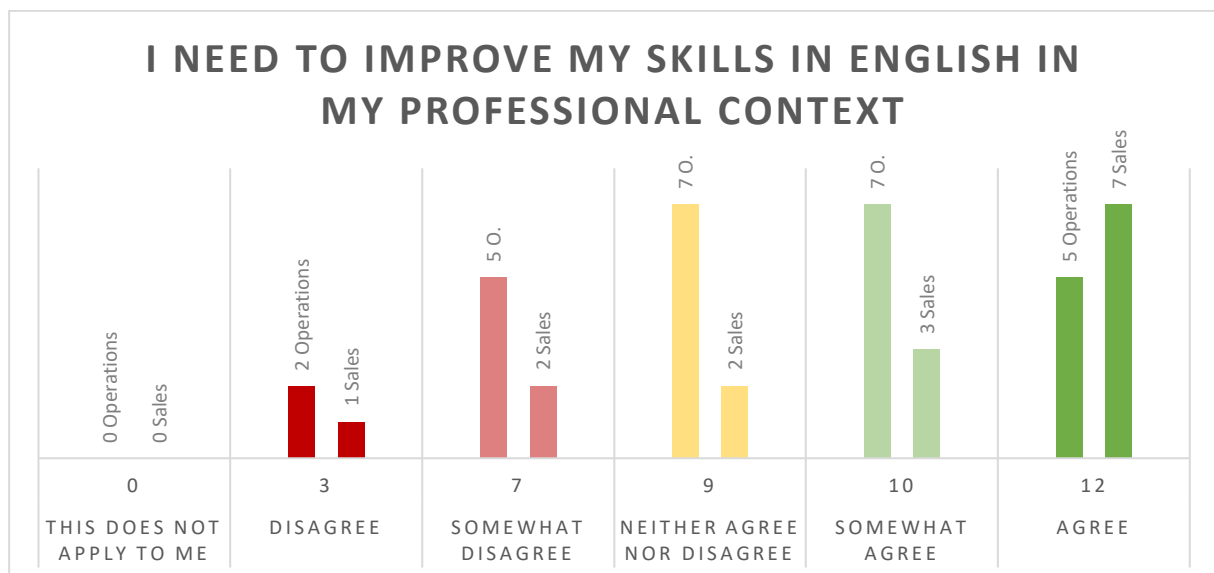
*Figure 20. Responses on the respondents' willingness to improve their professional English skills.*

Figure 20 shows that a great majority of the respondents, 35 out of the total 41, display either moderate or full agreement with the statement's notion of willingness to improve their professional English skills, i.e. develop the respondents' BELF proficiency. However, there is a minority of the respondents that in their responses show some reservations or a neutral stance towards the statement, which could imply either hesitation or even reluctance to improve their professional English skills. There are only very minor differences in the responses between the two individual target groups of operations and sales: respondents from the group of operations show slight disagreement with the statement whereas respondents from the group of sales do not, and more so indicate indifference to the statement in their responses.

Despite the respondents having acknowledged a generally strong sense of self-efficacy in their personal evaluations of their English skills, they still go on to display a quite significant

willingness to develop their professional English skills further. This willingness does not, in my opinion, disprove the sense of self-efficacy at all, but rather shows interest and eagerness to extend the language competency. The development-oriented mindset can be considered to imply great valuing of extensive skills in BELF, which can derive from the general awareness of English being considerable capital in the international business, in which the case company also operates and hence benefits from extensive language competency. The responses imply that English is considerable capital to these respondents within their professional fields, and most likely to the staffing and recruitment industry in general as well.

The sixth item of this section discovered the respondents' thoughts on whether they need to improve their professional English skills. The data gathered from the responses to the sixth item are displayed in Figure 21.



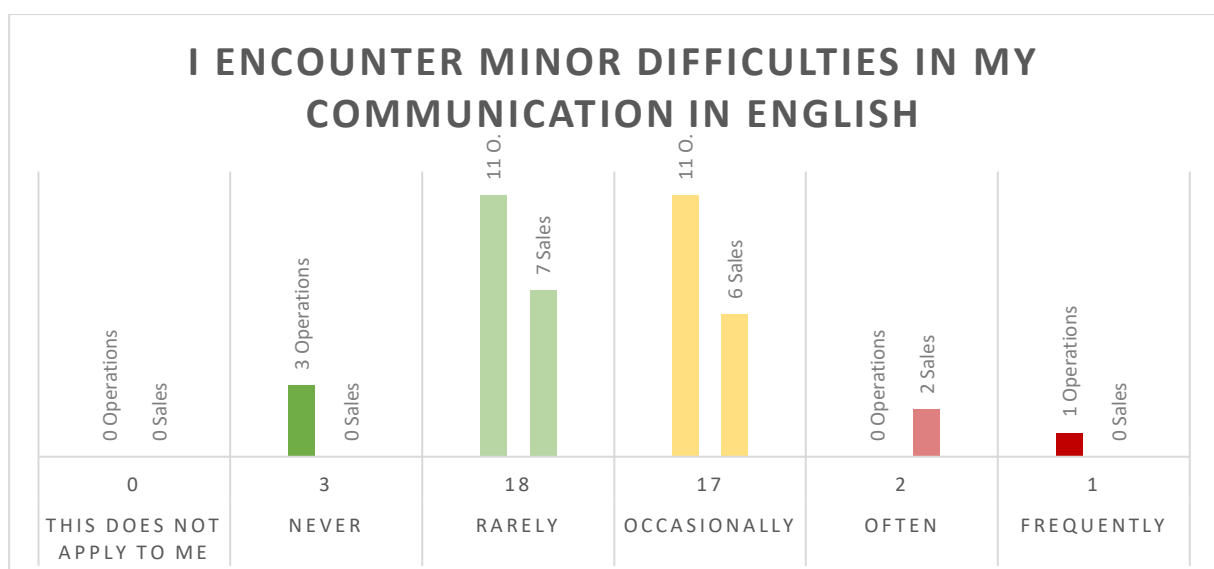
*Figure 21. Responses on the respondents' need to improve their professional English skills.*

Figure 21 shows that there is quite a significant scattering visible in the responses overall among the respondents. A slight majority of the respondents, 22 out of the total 41, lean towards agreeing with the item's statement implying that they consider to need to improve their professional skills in English. However, there is also considerable indifference and disagreement on the statement distinguishable from the responses. Nearly all responses are divided rather evenly between the two individual target groups of operations and sales, in proportion to their unique number of respondents.

Despite this item's statement is closely parallel to that of the previous item with the objective of surveying the respondents' willingness to improve their professional English skills, the

results from these two items are not fully comparable to each other. This is due to not being able to tell which respondents have submitted which responses to both of the items, and there can hence be some underlying effects that cannot, within the scope of this study, be taken into consideration. However, these items and their data give a good overall impression of the perceived willingness and need of the respondents to improve their professional English skills, i.e. develop their BELF proficiency in their professional roles within their field of business. The responses suggest that, based on the apparent need of the majority of the respondents to enhance their performance in English, English is a significant language in their working life. This further suggests that translatorial activities are also substantially present in their everyday working life and take place most likely between the case company's local languages and English. Even though the data from this item does not directly disprove the respondents' actual level of competency in English, it does indicate some need of the respondents to improve their BELF skills to perform in everyday translatorial activities even better.

The seventh item in this section mapped out how often the respondents regarded themselves as encountering minor difficulties when communicating in English professionally. The data gathered from the responses to the seventh item are displayed in Figure 22.



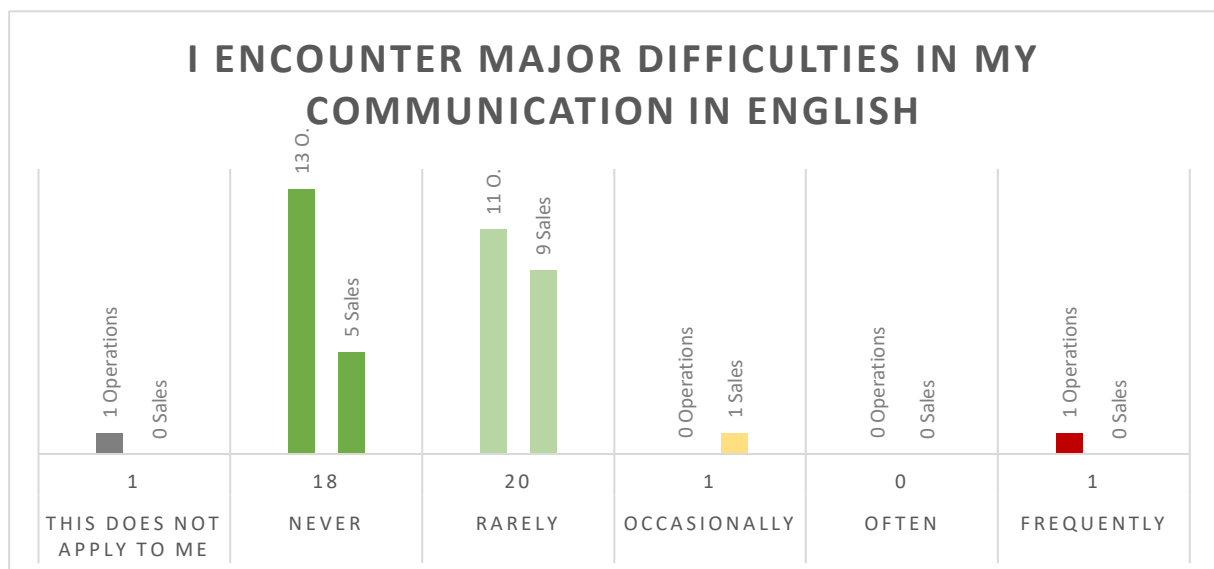
*Figure 22. Responses on the frequency of encountering minor difficulties in communication in English.*

Figure 22 shows that a slight majority of the respondents, 21 out of the total 41, experience minor difficulties only infrequently, either never altogether or only rarely. A significant number of the respondents, 17, recounted experiencing this occasionally, indicating some recurrence. A smaller number of the respondents, 3, submitted responses indicating more

frequent occurrences, either often or frequently. The responses between the individual target groups of operations and sales display a rather similar pattern, with only trivial differences in the encounter frequencies.

A variable that cannot be taken into account with this particular data is the general frequency of utilizing the English language professionally overall, as that was not part of the statement setting. However, the data does imply that as the respondents utilize English in professional contexts and settings, they in general do so without minor difficulties hindering or complicating the use of the language. This reflects rather well the respondents' personal evaluation of their skills in English, as those were overall good and indicated a strong sense of self-efficacy. Also, these results speak on behalf of the respondents' abilities to manage themselves in the everyday translatorial activities that they professionally encounter, which is, of course, a good representation of the employees in an MNC.

The eighth item in this section mapped out how often the respondents regarded themselves as encountering major difficulties when communicating in English professionally. The data gathered from the responses to the eighth item are displayed in Figure 23.



*Figure 23. Responses on the frequency of encountering major difficulties in communication in English.*

Figure 23 shows that a remarkable majority of the respondents, 38 out of the total 41, recount experiencing major difficulties in communicating in English professionally either never or only rarely, which is a significant finding regarding the perceived sense of self-efficacy of the respondents. Despite recounting in general more minor difficulties, the relative rarity or even absence of any major difficulties is telling regarding the general linguistic competence of the

employees of the case company. Only one respondent, from the individual target group of sales, had submitted a response implying encountering major difficulties occasionally, and one respondent, from the group of operations, a response implying encountering major difficulties frequently. These deviations from the majorities are, of course, noteworthy, but not striking in the sense that they would affect the overall perception of the respondents' strong sense of self-efficacy debilitatingly. One respondent, from the group of operations, submitted a response indicating the statement's unsuitability for them personally, but this does not affect the overall view in any significant manner.

As with the data from Figure 22 regarding minor difficulties with professional communication in English, also these results imply that as the respondents utilize English in professional contexts and settings, they are in general capable of doing so without major difficulties affecting the use of the language in a competent manner. This reflects well the respondents' personal evaluation of their skills in English, as those were overall good and indicated a strong sense of self-efficacy among the respondents. Again, these results speak on behalf of the respondents' abilities to participate and engage in the everyday translatorial activities that they professionally encounter.

The ninth item in this section regarded the respondents' personal concerns of possible mistakes in English make them seem less professional. The data gathered from the responses to the ninth item are displayed in Figure 24.

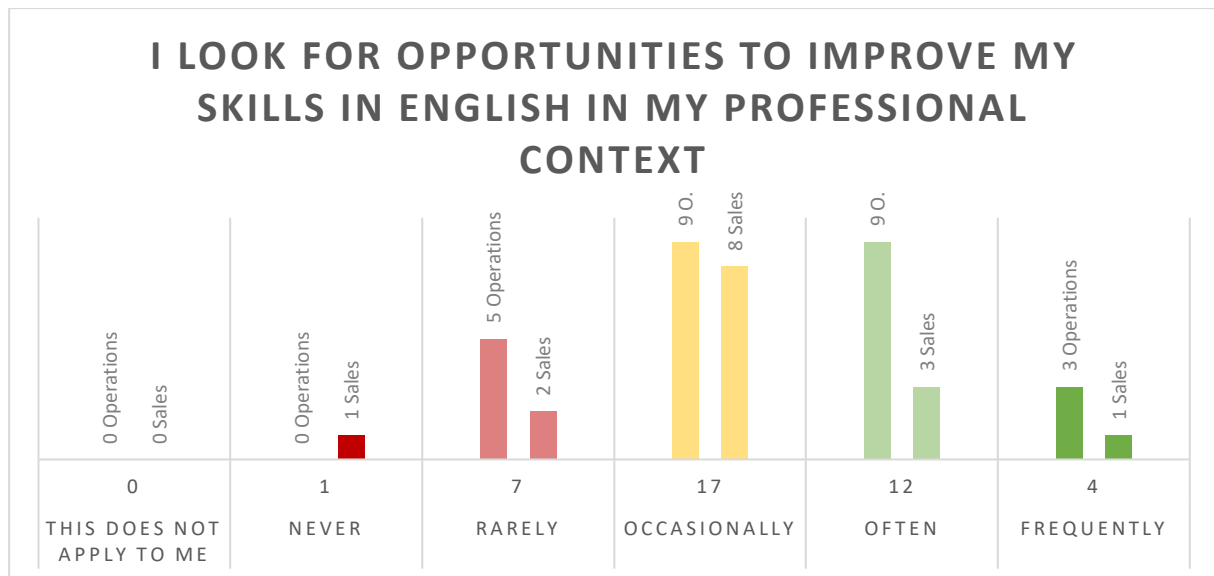


*Figure 24. Responses on the frequency of concern over making mistakes when communicating in English.*

Figure 24 shows that the majority of the respondents, 24 out of the total 41, do not express in their responses a frequent worry about possible mistakes in the language when communicating in English making them seem less professional for their contacts, both internal and external being included in that scope. However, there are somewhat notable proportions of respondents who report in their responses occasional, frequent, or even frequent occurrences of worry about mistakes in English being detrimental to their image of professionalism. There are also two respondents, one from the individual target group of operations and one from that of sales, who with their responses implied the statement's unsuitability for them personally, which can here be due to a plethora of reasons, the speculating of which would not really contribute for my study. The results are rather similar between the two individual target groups, except for the middle-way response option of "occasionally" and the ultimate response option of "frequently"; with these, the respondents from the group of operations are significantly more prominent than the respondents from the group of sales. As the responses overall display such strong confidence in the language use among the respondents, these disparities raise no concern for the general conclusions that can be drawn from this data.

The respondents' strong sense of self-efficacy in the English language is well reflected in this set of data again, indicating even further confidence in utilizing the language for professional communication. This would imply that the confidence is so robust that mistakes, even if taking place, are not of great concern for the respondents. The data can also suggest that translatorial activities are so everyday for the respondents that their skills of operating between another language and English within the working environment of an internationally operating MNC have been able to develop to such a level that mistakes are even not likely, or very discreet. Also, emotional engagement with any matter at hand is slightly more distant when speaking in a second language (Peñarredonda 2018), which English for at least the majority of the respondents is, and so the attitude towards the language and performance in it can be nonchalant and even indifferent.

The tenth and last item of this section looked into the respondents' activity of seeking and pursuing opportunities to develop their professional English skills. The data gathered from the responses to the tenth item are displayed in Figure 25.



*Figure 25. Responses on the frequency of seeking opportunities to improve skills in professional English.*

Figure 25 shows that the most significant number of respondents, but not the majority with 17 responses out of the total 41, imply in their responses occasional tendency and interest to pursue opportunities to improve their professional English skills. 16 respondents indicate in their responses a more frequent rate, either occasional or very frequent, at which they tend to seek opportunities for improving their skills in English in professional contexts. Only a minority, 8 respondents, stated that they either rarely or even never actively seek such opportunities. The responses are rather alike between the two individual target groups, who in scale to their total volumes display rather similar tendencies with the statement's notion.

The notion of this item can be linked to the theory of language as capital; here, it can be considered to emerge from a slightly different viewpoint. As has been discussed, the English language seemingly holds value as social capital for the respondents, but in the light of this data, the respondents might rate their language skills as sufficient enough that there is no acute need to be actively and frequently improving said skills, as they can manage with the already existing skillset well enough. This ties the attitude again to the recognized strong sense of self-efficacy and could link that to successful experiences of language use, which has generated the mindset according to which major improvements are not considered necessary. Also, as BELF is no one's native language (Firth 1996, 240), perhaps standards regarding it are considered differently.

The data from this section overall suggests that competency in English is in a rather straightforward manner well-valued in the working environment for the majority of the

employees of the case company. Such attitude is reflected in the responses that the respondents submit to the described experiences regarding their working environment from the viewpoint of language competency, and both of the individual target groups, operations and sales, seem to have relatively similar outlooks. Competence in several languages is commonly associated in international business with impact and importance (Angouri 2013, 571). As the respondents of my survey display solid wishes to improve their skills and hone their competence in English, they signify a great motive to expand their linguistic competence beyond just their local languages. The data overall suggests that this is, for the majority of the respondents, more of a wish than an urgent need, which speaks well on behalf of an internalizing the international and therefore multilingual mindset of an MNC, which the case company most definitely is.

Communicative settings with BELF as the language of choice have been recognized in a sense to have no native speakers but rather communicators who are engaging in business activities and pursue the profit of that (Louhiala-Salminen, Charles, and Kankaanranta 2005, 417). This characterization fits the employees of the case company as well, particularly as they are on the expanding circle of world Englishes. The case company is, after all, a Finnish branch of an international parent organization, and the employees within it are purely communicators who, in a way, choose to utilize English as a tool for pursuing business objectives. Language choice has previously been recognized to be affected by the possible languages' suitability for the situation as well as the participants' available competencies in the possible languages (Angouri 2013, 570). I see this to be closely reflected in particular in the outlooks that the respondents had regarding communication between internal and external contacts. The respondents' internal contacts within the case company's organization are of high likelihood to utilize the case company's local languages, which might offer an easier approach to communication for the respondents. External contacts have a significantly greater variety of possible languages for communication, which might result in utilizing BELF being the most secure option to opt for.

Again, to attempt to grasp the bigger picture of the possible rationale behind the attitudes and experiences of the respondents, I want to consider their personal evaluations of their skills in English and mirror them to the theory of self-efficacy and the possible intrinsic motivation stemming from it. The respondents have displayed a strong sense of self-efficacy which is most evidently reflected in their outlooks regarding the degree and importance of competency in English in their working environment. The respondents overall, from both of the individual



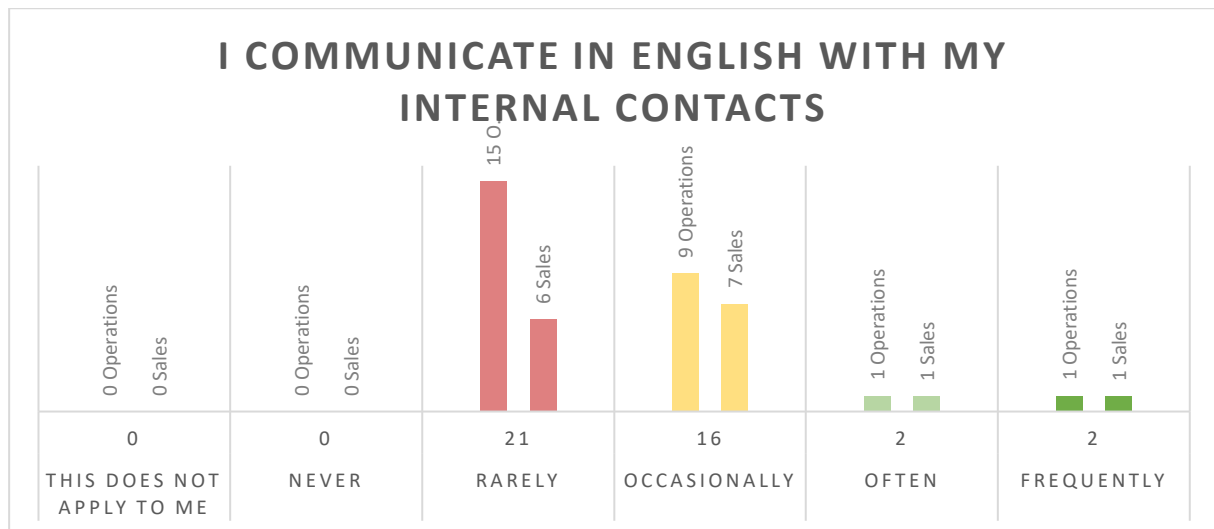
target groups, imply in their responses the ease of communication in English as well as confidence in it, which suggests immense intrinsic motivation that is generated by these positive experiences and attitudes following them. This would further suggest a common presence of translatorial activities in the respondents' everyday working life, which has been able to accumulate these positive reinforcements for their sense of self-efficacy. Positive experiences have been recognized to feed an individual's intrinsic motivation to a great extent, which further goes on to increase the individual's interest in the activity (Deci and Ryan 1985, 59). As the respondents' intrinsic motivation is so good, engaging in translatorial activities and accepting them seems to be very normal of everyday business in the case company's organization.

#### **4.4 Outlooks on using English in the working environment**

For this section of the results of my research and their analysis, I will look at the research subjects' outlooks on using English in the working environment. The target groups were given in this section, too, 10 multiple-choice questions for this section's theme, in which they were asked to consider and reflect on their attitudes and experiences regarding using English in the working environment of the case company in general. The question items in this section of the questionnaire focused on the very everyday circumstances and reception associated with working in English in the respondents' working environment in general and they were devised into a statement-like form, to which the responses then acted as reactions demonstrating the respondents' outlooks on English as a working language in their working environment. As in the previous sections, the options for the responses were provided on a Likert scale with the options ranging from "disagree" and "somewhat disagree" to "neither agree nor disagree" to "somewhat agree" and "agree", and alternatively in some items from "never" and "rarely" to "occasionally" to "often" and "frequently". For every question item there was also the response option of "this does not apply to me" which was advised to be chosen only in the case that the situation or thought described in the statement would not have applied to the respondent's personal situation and that this option would not suffice as an option through which ignorance or unawareness towards the statement could be signified.

The first item of this section looked into the frequency with which the respondents communicate in English with their internal contacts. Internal contacts here refer, too, to the respondents' contacts within the case company's organization, regardless of the contacts'

location and branch in the company. The data gathered from the responses to the first item are displayed in Figure 26.



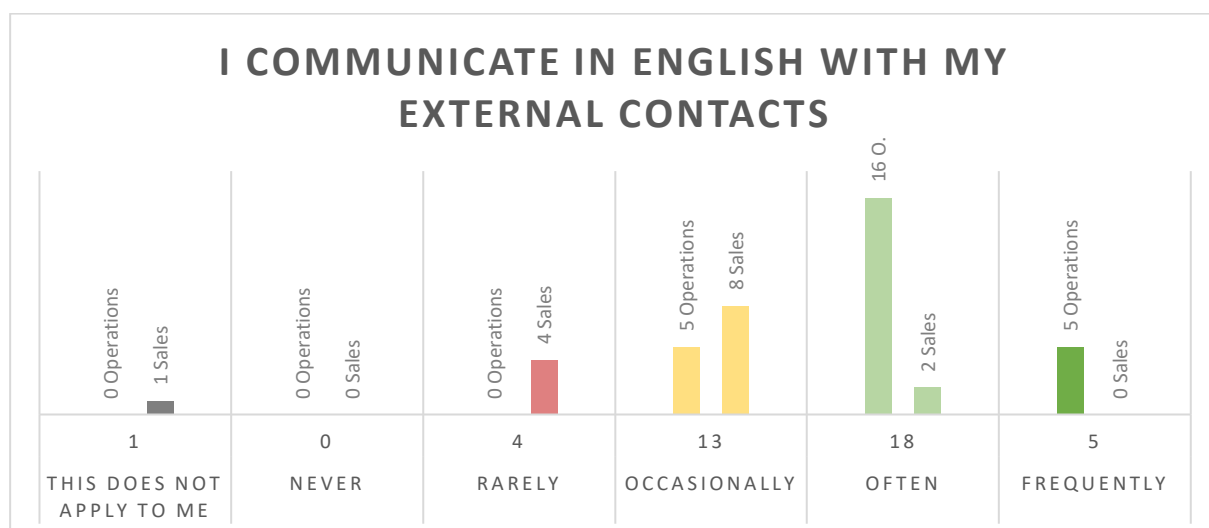
*Figure 26. Responses on the frequency of communicating in English with internal contacts.*

Figure 26 shows that the most significant number of respondents with a slight majority, with 21 responses out of the total 41, imply with their responses that they use English for internal communication only rather infrequently. Also, another significant number of respondents, 16, suggested in their responses somewhat more often, occasional, internal communication in English. Only four respondents out of the total 41 expressed at least some level of frequent rate at which they communicate with their internal contacts in English. The observed fact that the majority of the respondents reported engaging in communication in English with their internal contacts only rarely could be seen to affect the development of their intrinsic motivation, as the rare experiences might not prove over time to be sufficient to reinforce the sense of self-efficacy that contributes to the intrinsic motivation. However, as the positive nature of the experience is the most crucial factor in the development of intrinsic motivation (Deci and Ryan 1985, 32), even if the experiences are more infrequent but positive, they can be considered to contribute to the good sense of self-efficacy which ultimately influences the intrinsic motivation for using the language.

The multilingual nature of an MNC is reflected well in these responses, and that fortifies the image of the case company being a multilingual organization. As all of the respondents have submitted a response signifying at least some internal communication in English, that can be considered as a firm indication of the everyday multilingualism taking place in the case company and further implying the presence of translatorial activities in the company's

everyday working life. Despite this, however, the communication seems to, in the light of this data, centre around the local languages in the branch's internal communication, which is, of course, only natural and therefore understandable. Regarding this, the individual target groups of operations and sales seem to be relatively similar, which suggests that they utilize English in internal communication to a comparable extent.

The second item of this section looked into, paralleling the first item, the frequency with which the respondents communicate in English with their external contacts. External contacts here refer to the respondents' contacts outside the case company's organization, such as employees and other stakeholders in the client companies' organizations. The data gathered from the responses to the second item are displayed in Figure 27.



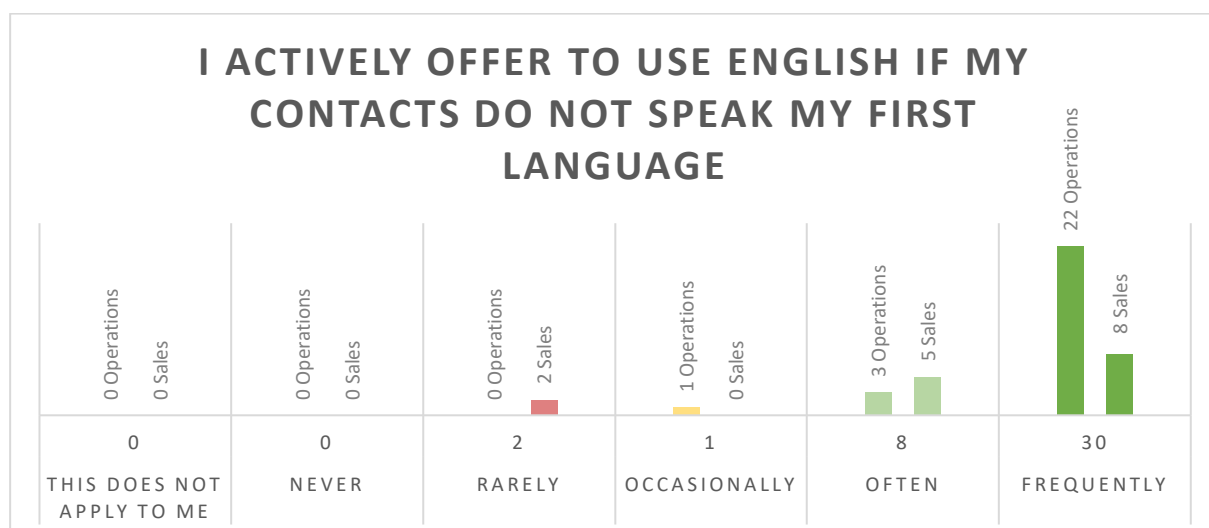
*Figure 27. Responses on the frequency of communicating in English with external contacts.*

Figure 27 shows that the most significant rates at which the respondents communicate in English with their external contacts are the more infrequent occasional, 13 responses, and more repeated often, 18 responses. Less than one-fourth of the respondents implied in their responses that they opt for English communication with their external contacts either rarely or, on the contrary, frequently. One respondent, from the individual target group of sales, also suggested in their response that the item's statement does not apply to their personal situation, which can refer to various situations, speculating of which does not really contribute to this study.

If the data allows some speculative interpretation, it is possible to think that the respondents' external stakeholders provide a greater ground for multilingual communication than the internal ones. This does not, however, diminish the multilingual communication taking place

internally in the case company, but rather emphasizes the linguistic variety that the employees can encounter in their daily work, allowing them to engage in various ways with various individuals in translatorial activities. The differences in responses between the individual target groups of operations and sales are rather minor but indicate that the respondents from the group of operations have somewhat more external contacts whom they utilize English in communication with.

The third item of this section surveyed the respondents' activeness in facilitating the opportunity to utilize English in case the contact being conducted business with does not speak the respondents' first language, e.g. Finnish or Swedish. The data gathered from the responses to the third item are displayed in Figure 28.



*Figure 28. Responses on the frequency of unprompted use of English.*

Figure 28 shows that the scenario of the item's statement is relevant to all respondents and that a great majority of them, 38 out of the total 41, in an unprompted manner offer to use English in communication at great frequencies. While there are smaller number of respondents reporting in their responses the unprompted utilization of English occurring occasionally or even only rarely, the number of these responses is very minor compared to the greater frequencies. The responses between the two individual target groups are highly similar and very comparable to each other. The respondents from the group of operations showcase in their responses slightly more frequency, but not significantly more.

The responses overall reflect, again, the respondents' perceived and already well-recognized great sense of self-efficacy in the English language. Significant intrinsic motivation stemming from the strong sense of self-efficacy is reflected in the respondents' readiness to actively

offer to have English used as the lingua franca in case the contact person does not have command of their first language, i.e. the case company's branch's local languages. The contacts that are being referred to in the item's statement could hypothetically be originally from any of Kachru's (1992) circles of world Englishes, but BELF constructs the perfect medium for communication between them and the respondents, which shows the employees' adeptness to work multilingually in international environments and settings. The organization seems to facilitate BELF well which is reflected in the respondents' stances, as the effects dribble from the macro-level policies to the micro-level realities.

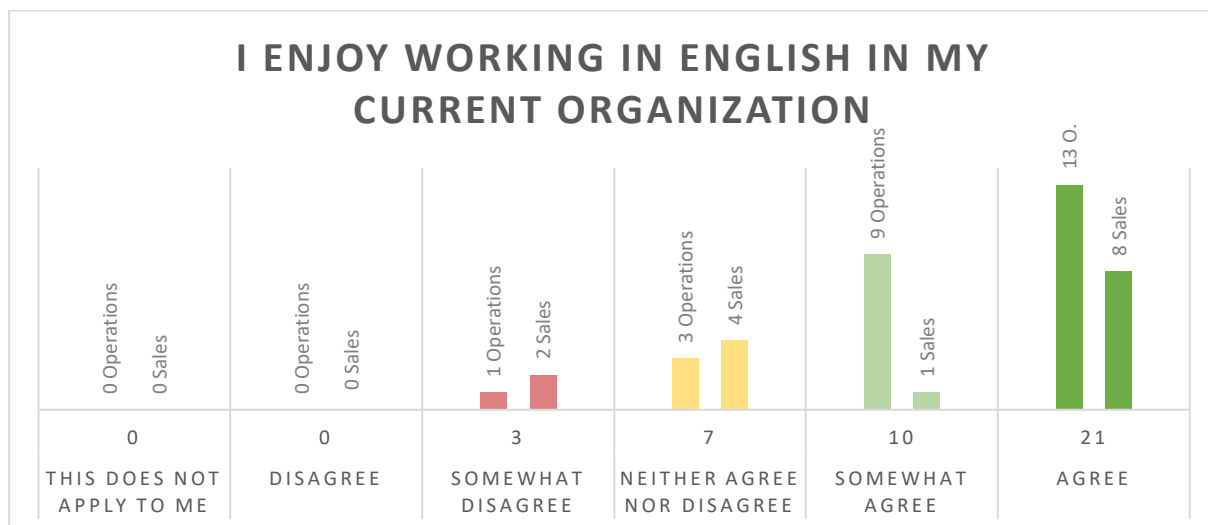
The fourth item of this section looked into the respondents' readiness to utilize English despite their contacts' efforts to utilize the respondents' first languages. The data gathered from the responses to the fourth item are displayed in Figure 29.



*Figure 29. Responses on the readiness to utilize English despite a contact's effort to utilize an individual's first language.*

Figure 29 shows that there is a rather diverse range of opinions regarding the item's statement among the respondents. While a great majority of the respondents, 29 out of the total 41, agree at least to some extent with the statement, there are also respondents who either disagree or have a more indifferent stance. The category of agreeing is the most prominent, suggesting that the sentiment presented in the survey is generally well-received. Some hesitancy is indeed notable in the responses, but that does not necessarily reflect on or derive from the respondents' sense of self-efficacy in English in particular. As the statement also involves their first language, that polarizes the notion highly and can therefore affect the way that the respondents' have approached the statement.

The fifth item of this section examined the respondents' general sense of satisfaction with working in English at the case company's organization. The data gathered from the responses to the fifth item are displayed in Figure 30.

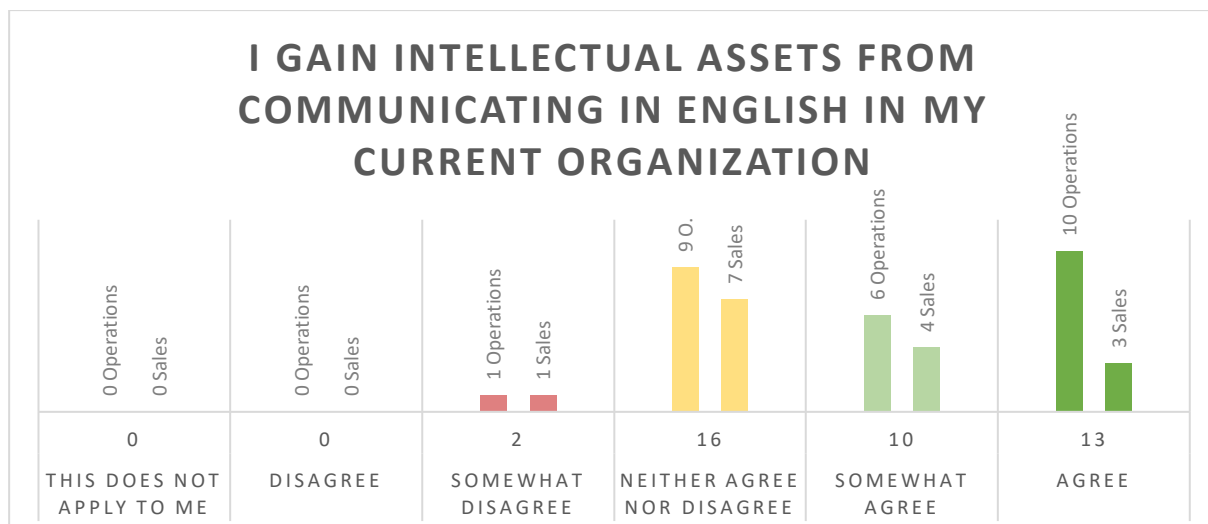


*Figure 30. Responses on the sense of satisfaction over working in English at the case company's organization.*

Figure 30 shows that the majority of respondents, 31 out of the total 41, demonstrate with their responses notable happiness and satisfaction with working in English in the case company's organization. The absence of explicit disagreement may indicate overall support for the presented idea, and the relatively slight disagreement and indifference do not elicit great cause for concern over the general stance. The responses between the two individual target groups are again highly similar and therefore very comparable to each other. The respondents from the group of operations showcase in their responses slightly more agreement with the item's statement, but not drastically.

The responses to this item help in tracking the highly likely origin of the respondents' perceived sense of self-efficacy and particularly the intrinsic motivation that they have in other responses tended to display towards English as their working language: the respondents in general enjoy working in English in the organization of the case company. This could indicate that the language policies of the organization suit the employees' needs for language use, particularly that of English. Enjoyment for its part most likely affects the previously examined readiness to utilize English in professional situations.

The sixth item of this section surveyed whether the respondents considered they were gaining intellectual assets from utilizing English in their work in the case company's organization. The data gathered from the responses to the sixth item are displayed in Figure 31.

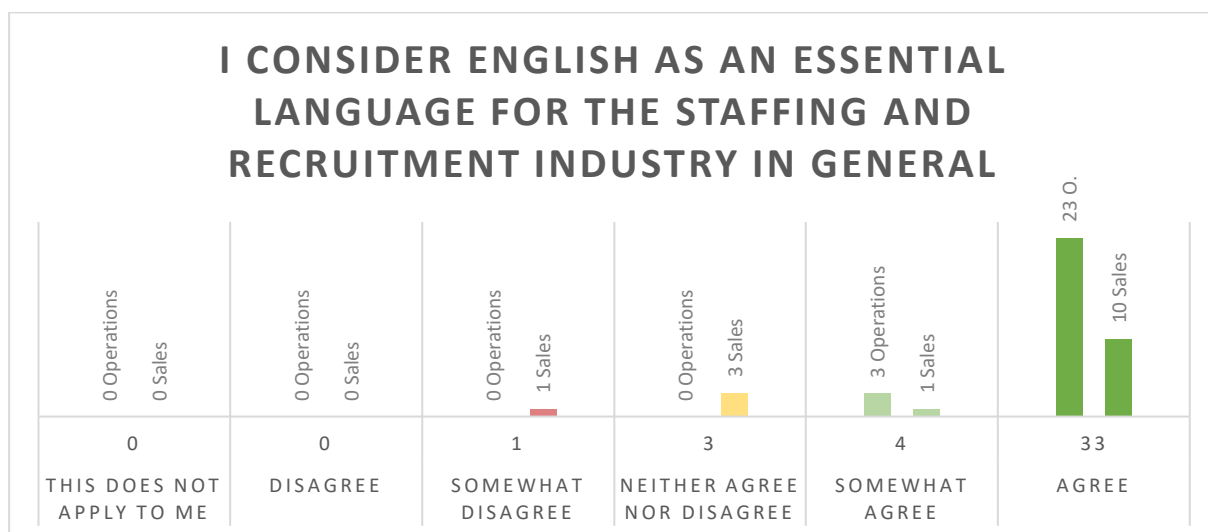


*Figure 31. Responses on gaining intellectual assets from utilizing English in the case company's organization.*

Figure 31 shows that the most significant notion that the respondents imply towards gaining intellectual assets from utilizing English in their work in the case company's organization is indifference, as 16 out of the total 41 respondents have submitted such a response. That does not form a majority of the respondents, but rather the most notable response group. The second most common response was that of agreeing, and the third most common somewhat agreeing, which forms a solid stock of the respondents who agree with the statement's notion. Only a small number of the respondents expressed a moderate level of disagreement, and the absence of strong disagreement may indicate overall support for the statement. The responses from the two individual target groups are rather similar, with the respondents from the group of sales showing somewhat more indifferent stance towards the statement.

The subject matter of this item's statement mirrors also the concept of language as capital. With prior statements regarding similar notions the general data has implied the value of English as capital for the respondents, but the data from this item challenges that slightly. As noted, for the majority of the respondents English seems to hold substantial value but almost equal part of the respondents display indifference to it. This does not per se lower the possible value of the language, but somewhat challenges the concept. Perhaps the utilization of the language in itself is valuable for the respondents, but it does not acquire them valuable assets. An aspect to also consider with this particular item and the significant indifference towards its notion is the interpretation of intellectual assets. If the respondents have had hardships in envisioning the possible intellectual assets that they could gain from utilizing English professionally, it is possible that this has had an effect on their responses.

The seventh item of this section examined the respondents' stance on whether English is an essential language for the staffing and recruitment industry in Finland in general. The data gathered from the responses to the seventh item are displayed in Figure 32.



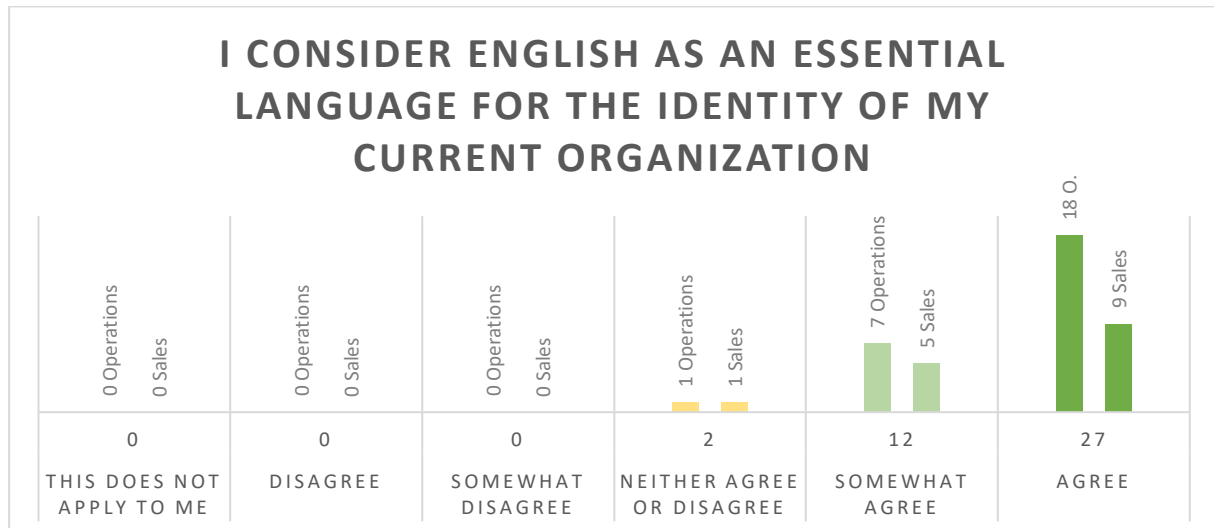
*Figure 32. Responses on the importance of English for the staffing and recruitment industry.*

Figure 32 shows that a significant majority, 37 out of the total 41, agree to a lesser or greater extent with the statement, taking a stance that English indeed is an essential language for the staffing and recruitment industry, in which the respondents work in the case company. The absence of strong disagreement could suggest widespread support for the presented idea and overall speaks on behalf of general agreement on the importance of English to a niche professional field. There is some noticeable differentiation between the two individual target groups, with the respondents from the group of sales showing somewhat more disagreement and indifference towards than the respondents from the group of operations.

The subject matter of this item's statement also mirrors the concept of language as capital. The staffing and recruitment industry witnesses first-hand the waves of internationalization as it moves masses of professional talent and reflects the global employment trends. Also, as has been discussed, the case company is an MNC in the field of staffing and recruitment with international branches connected to it, which realizes international communication between the branches. Some branches might have some local languages in common but with English as the corporate language, BELF facilitates linguistically equal communication between employees from every branch. In addition to that, some matters in the field can have very established practices and idioms in English, which is why encountering and handling them in English could be socially easier for, for example, the respondents as actors of the field.



The eighth item of this section examined the respondents' stance on whether English as a language is important for the case company's organizational identity. The data gathered from the responses to the eighth item are displayed in Figure 33.

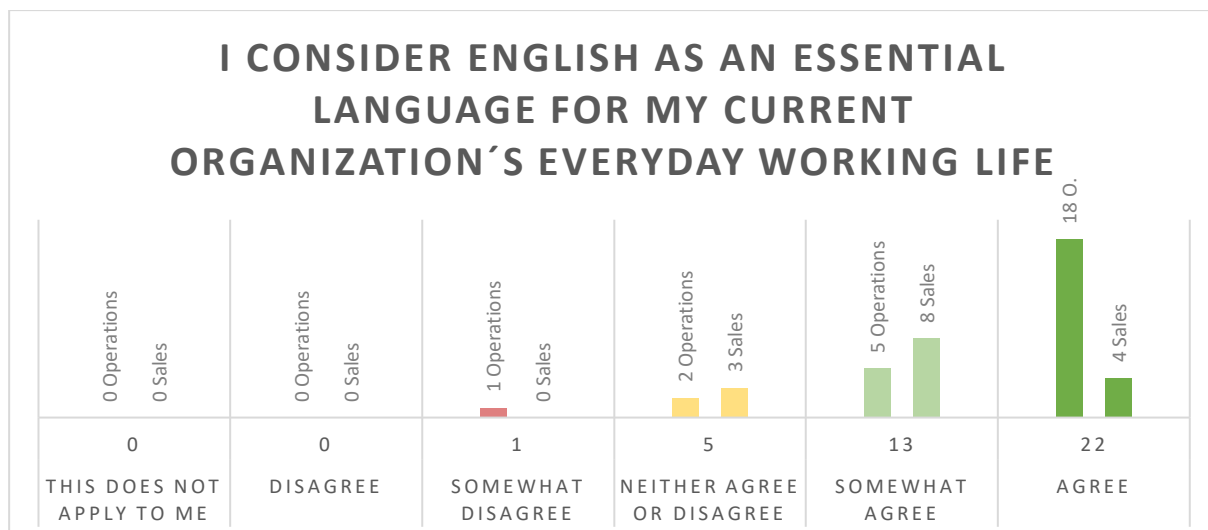


*Figure 33. Responses on the importance of English for the case company's organizational identity.*

Figure 33 shows that a substantial majority of the respondents, 39 out of the total 41, consider English as an essential language affecting the identity of the case company's organization. There is very little indifference towards the statement with only two such responses, each from the two individual target groups of operations and sales, and zero disagreement. Both of the individual target groups seem to display relatively similar views toward the statement in their responses and are therefore very comparable to each other.

The item's statement carries also a very social aspect, as it mirrors the respondents' views and their own, individual attitudes to the greater experiences of the entire organization and its image. The case company is an MNC with, based on the data gathered for this study, seemingly well-suited language policies, macro-level codes and protocols regarding the language that are so deeply implemented and actively practiced that they now are echoing in the micro-level positive outlooks. BELF has consolidated its status in the organization, at least in the views of the respondents which, of course, does not represent the entire organization of the case company, but a significant part and functions of it.

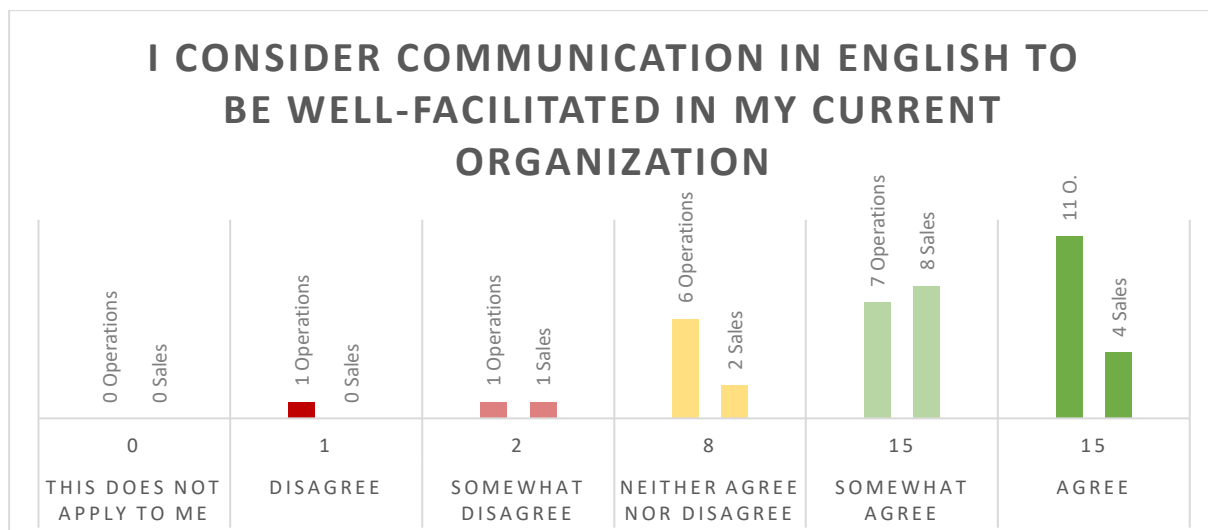
The ninth item of this section looked into the respondents' views and experiences on whether English is an essential language for the case company's everyday working life. The data gathered from the responses to the ninth item are displayed in Figure 34.



*Figure 34. Responses on whether English is considered essential for the case company's everyday working life.*

Figure 34 shows that there is a strong overall agreement, 35 responses out of the total 41, on the essentiality of English among the respondents with only a small number expressing a moderate level of disagreement, one response, or a more neutral stance, five responses. There is no strong disagreement, and even the more moderate disagreement, as well as the indifference, are represented rather modestly, indicating that the common stance is to consider English as an essential language for the case company's everyday working life. The individual target groups have responded relatively similarly, with the most notable, yet still minor, difference being that the moderate disagreement originates from the group of operations. These responses reflect the most apparently well-internalized multilingual identity of an MNC that the case company's organization most evidently embodies and reinforces in their everyday working life. BELF is in general considered here as a fundamental everyday tool for working within the organization among the employees in my target groups, which further emphasizes the presence of translatorial activities in which the employees are highly likely to engage in with their professional roles in their respective business functions.

The tenth and last item of this section queried if the respondents considered, based on their own experiences, whether communication in English is well-facilitated in the case company's organization. The data gathered from the responses to the tenth item are displayed in Figure 35.



*Figure 35. Responses on whether communication in English is considered to be well-facilitated in the case company's organization.*

Figure 35 shows that there is some variance in the level of agreement with the statement between the respondents. The majority of the respondents, 30 out of total 41, display in their responses either partial or total agreement with the statement, whereas eight respondents indicate indifference. Three respondents either partially or fully disagree. There are some differences between the individual target groups of operations and sales, with the respondents from the group of operations displaying in their responses quite significantly more disagreement and indifference compared to the respondents from the group of sales.

An aspect of this study that this item with its statement most closely touches on is that of language policies and their discernability in the everyday working life of the case company's organization from the viewpoint of my target groups. These results suggest that for the majority the respondents regard communication in English to be rather well-facilitated, with some indifference and disagreement of different levels also present in the respondents' outlooks. This could imply that there are good language policies taking place in the organization, but they are perhaps not the most suitable for the entire organization, as there is some dissent about this among the respondents, who represent only a part of the entire organization beyond the scope of my research. Sociolinguistically these results overall imply good facilitation of multilingual communication in the case company's applicable macro-level policies which are in general well-accepted and embraced on the micro-levels of social use among the respondents. This could, of course, affect the sense of self-efficacy among the respondents, as their language use is supported by their surrounding organization.

The data from this section overall suggests that the use of English in the working environments of the respondents within the case company is overall well facilitated, structured, and set up. I believe, based on the overall sense of the responses, this to be contributing to their perceived strong sense of self-efficacy and the intrinsic motivation that follows, as the intrinsic motivation in particular prompts an individual to engage in a variety of activities in which their abilities and interests can be utilized in the best and most optimal way to achieve the aim of the activity (Deci and Ryan 1985, 43). Bandura (1977) has also suggested a motivation-related theory of cognitive behaviorism according to which people's behavior, in general, is prompted by their attempt to achieve any coveted reinforcements to the behavior and objectives that the behavior is used to attain. I take this to be evident from the gathered responses as well, as the respondents display an evident inclination and devotion to the use of English professionally in the case company's organization. These aspects, from my point of view, account for the possible rationale behind the attitudes and experiences of the respondents.

Linguistic variety is actively encouraged and reinforced by MNCs (Angouri 2013, 572), which is an assertion that my findings in this study also support. Flexibility in language policies has been connected to MNCs' objectives of increasing the productivity of their employees (Angouri 2013, 572). Such policies accommodate the notion of it being both officially and socially acceptable to utilize different languages in a way that the individual employees best consider themselves can be seen as a social liberty and a statement of trust, which could be considered to represent the sociolinguistics in a modern MNC. Professional communication facilitated with BELF is not a resolution to all communication-related, possibly social, issues (Louhiala-Salminen, Charles, and Kankaanranta 2005, 417), and I view this notion to be presented in my target groups' respondents' outlooks as well. English has previously been recognized as important for business activities (e.g., Angouri and Miglbauer 2015, 165), and that is the general notion that emerges from the data that I have gathered from the responses to my study's survey as well.

I will complete my overview of this section by taking a look at the overall comparison of the responses between the two individual target groups of operations and sales. The frequency of communication in English is comparable between the two individual groups, with only some minor differences that I regard not to affect the overall conclusion. The attitudes towards English as a professional tool in the case company's organization are comparable between the two target groups, with the outlooks ranging similarly between them. The attitudes are

seemingly mainly positive. The experiences in utilizing English professionally are also relatively similar between the groups. They are mainly positive with minor contradictory views, but, overall, the responses imply good experiences in practical professional environments.

## 5 Conclusion

In this section, I will look back at and conclude the key findings and results that I discovered from the data as well as discuss possible further research. I will first discuss the key results that emerged from my analysis regarding my research questions and hypothesis and then reflect on further research possibilities. As I move on to review the key results of my study, I want to recall the research questions that I sought to find resolutions to:

1. How do the target groups' responses on their attitudes and experiences correlate with their personal evaluations of their skills in English?
2. Is there any clearly perceptible relation between them?
3. Do these differ between the two individual target groups?

I will discuss these questions in regard to each section of the analysis and mirror the questions to the sections' themes within the theoretic framework of this study.

If we summarize and briefly overview the respondents' own perceptions of their language skills first, we notice that they, in general, have a strong sense of self-efficacy in English, particularly BELF in the context of my study. Also, their sense of self-efficacy in the four language skills – speaking, listening, writing, and reading – mirrors the asymmetry in productive and receptive language skills, meaning that their overall evaluations of their skills were better in receptive skills. This notion already gives us an understanding of what level and in a sense type of language users the respondents, at least simplistically considering, are.

The data gathered from the survey overall suggests a clear, positive correlation between the respondents' personal evaluations of their skills in English and their attitudes and experiences in using English professionally within the case company's organization. The strong sense of self-efficacy, positive experiences, and intrinsic motivation contribute to the respondents' favorable outlook on English as a valuable working language. The findings support the idea that employees with a positive evaluation of their language skills are more likely to have positive attitudes and experiences in utilizing English in a multinational business context. The correlation is supported in a few different ways.

First, the respondents, in general, exhibit a strong sense of self-efficacy in English, with positive evaluations of their language skills in speaking, listening, writing, and reading. This self-efficacy is reflected in their overall positive attitudes towards using English in their

everyday work. Second, the asymmetry in productive and receptive language skills, where overall evaluations of skills are better in receptive skills, indicates that the respondents feel confident and proficient in understanding and consuming English content. This aligns with positive experiences in using English for the functions of sales and operations within the case company. Third, English is reported to be frequently used for both promoting and sustaining business within the organization, specifically in sales and operations. The positive attitudes and experiences related to the frequent use of English indicate that the respondents perceive English as a valuable and effective working language. Fourth, the respondents' positive experiences in using English professionally contribute to their intrinsic motivation. Intrinsic motivation, stemming from a strong sense of self-efficacy, prompts the respondents to engage in translatorial activities and accept English as a norm in their everyday business interactions. Last, the encouragement of linguistic variety and flexibility in language policies within the MNC supports the positive attitudes and experiences reported by the respondents. This flexibility allows employees to use English alongside local languages, providing them with a variety of social situations.

Based on these findings, I find a key link, and therefore a facilitator of relation, between the respondents' attitudes and experiences and their personal evaluations of their skills in English to be found in the phenomenon of intrinsic motivation. The respondents' positive experiences in using English professionally contribute to their intrinsic motivation stemming from a strong sense of self-efficacy, which then prompts the respondents to engage in translatorial activities and accept English as a norm in their everyday business interactions. I see the intrinsic motivation of the respondents being evident throughout the data, driving their positive attitudes, experiences, and efforts to enhance their English language skills. It manifests in the context of the respondents' attitudes, experiences, and language skills in a few different, but equally important, ways.

First, the respondents report English as a frequently used working language within the case company's organization for both sales and operations functions. The positive attitudes and experiences related to the frequent use of English suggest that the respondents are intrinsically motivated to engage with English as a valuable tool in their everyday work. Second, the recognition of multilingualism and the ability to use both the corporate language of English and local languages contributes to a greater variety of social situations for the respondents. The desire expressed by the respondents to improve their English skills indicates a strong intrinsic motivation to expand their linguistic competence beyond local languages, aligning

with a genuine interest in achieving proficiency. Third, the communicative settings with BELF as the language of choice reflect a pragmatic use of English for business activities. The respondents, as communicators engaging in business objectives, choose to utilize English as a tool, highlighting a purpose-driven intrinsic motivation to achieve success and efficiency in their professional communication. Fourth, the encouragement of linguistic variety and flexibility in language policies within MNCs aligns with the notion of social liberty and trust. This accommodation contributes to an environment where employees can choose languages based on their competencies and situational suitability, fostering a sense of autonomy and intrinsic motivation. Last, the overall positive experiences in utilizing English professionally, along with the respondents' evident inclination and devotion to using English in the case company's organization, suggest a strong intrinsic motivation. This motivation can be considered to be sparked by positive reinforcements, ease of communication in English, and the desire to excel in everyday translatorial activities, even if subconsciously so.

There were some minor differences noticeable between the two individual target groups of operations and sales throughout the sections. Regarding the respondents' target skills, the respondents from the group of operations displayed the strongest sense of self-efficacy in both listening and reading, whereas the respondents from the group of sales did so with only listening. This is not a major difference in the grander scheme of things, but it is still noteworthy to recognize. The comparison of responses between the two groups of operations and sales indicates that both groups exhibit similar attitudes, experiences, and frequency of communication in English. The slight differences between the groups do not significantly impact the overall positive correlation. The responses between the two groups also indicate a relatively consistent intrinsic motivation to use English in professional settings. The minor differences between groups do not significantly impact the overall positive attitudes and experiences reported, further emphasizing the intrinsic motivation to engage with English across the different business functions of the case company.

For further research, based on thinking that has sparked from working on this study, I would suggest looking at a few different things regarding multilingualism in modern business environments. If considering working life in contemporary international business in general, further research could delve into how the working life and the languages there could affect the educational needs that respond to that. This could prove to be useful in the grander scheme of social development policies in any society and its policies regarding languages in particular. If considering the organization and environment of the case company that I engaged in my



study, a longitudinal study could uncover any possible changes in the responses and allow the observation of possible development in them. This could be an insightful survey of my target groups' personal development regarding multilingualism and professional working proficiency in languages. I could also advocate for studies focusing on similar themes as my study to be conducted, but with the difference of utilizing interviews for the method. A survey certainly has its limitations, particularly regarding the straightforwardness and candor of the responses, which could be overcome with a different methodology. By doing so, the responses could be analyzed to a different, perhaps more profound extent.

Overall, I want to conclude by saying that the world can always make use of a variety of linguistic research, as how else will we know what to say, how, when, and where.

## References

- American Psychological Association. 2009. "Teaching Tip Sheet: Self-Efficacy." American Psychological Association. [online] Accessed 12 June 2023.  
<https://www.apa.org/pi/aids/resources/education/self-efficacy>.
- Angouri, Jo. 2013. "The Multilingual Reality of the Multinational Workplace: Language Policy and Language Use." *Journal of Multilingual and Multicultural Development* 34, no. 6: 564–581. Taylor & Francis Social Science & Humanities with Science & Technology.
- Angouri, Jo, and Marlene Miglbauer. 2013. "Local Languages and Communication Challenges in the Multinational Working Place." In *Language and Intercultural Communication in the New Era*, edited by Farzad Sharifian, and Maryam Jamarani, 225–244. Ebook Central Academic Complete.
- Angouri, Jo, and Marlene Miglbauer. 2014. "'And Then We Summarise in English for the Others': The Lived Experience of the Multilingual Workplace." *Multilingua* 33, no. 1: 147–172. De Gruyter Journals.
- Bandura, Albert. 1977. "Self-efficacy: Toward a Unifying Theory of Behavioural Change." *Psychological Review* 84, no. 2: 191–215. EBSCOhost APA PsycARTICLES.
- Bandura, Albert, 1997. *Self-efficacy: The Exercise of Control*. New York: Freeman.
- Birren, Faber. 2016. *Color Psychology and Color Therapy: A Factual Study of the Influence of Color on Human Life*. Ebook Central Academic Complete.
- Britannica. n.d. "Sociolinguistics." Britannica. [online] Accessed 17 July 2023.  
<https://www.britannica.com/science/sociolinguistics>.
- Brown, Henry Douglas. 2000. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents.
- Cambridge Dictionary. n.d. "Mood." Cambridge Dictionary. [online] Accessed 18 June 2023.  
<https://dictionary.cambridge.org/dictionary/english/mood>.
- Clark, Eve. 1993. *The Lexicon in Acquisition*. Cambridge: Cambridge University Press.
- Clark, Eve, and Barbara Hecht. 1983. "Comprehension, Production, and Language Acquisition." *Annual Review of Psychology* 34, no. 1: 325–349. EBSCOhost Business Source Complete.
- Clarkeburn, Henriikka, and Arto Mustajoki. 2007. *Tutkijan arkipäivän etiikka*. Tampere: Vastapaino.

- Council of Europe. n.d. The CEFR Levels. Common European Framework of Reference for Languages (CEFR). *Council of Europe*. [online] Accessed 9 October 2023. <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>.
- Deci, Edward, and Richard Ryan. 1985. *Intrinsic Motivation and Self-determination in Human Behavior*. New York: Plenum Press.
- Eliasson, Annika. 2013. *Kvantitativ metod från början*. Lund: Studentlitteratur.
- Firth, Alan. 1996. "The Discursive Accomplishment of Normality: On 'lingua franca' English and Conversation Analysis." *Journal of Pragmatics* 26, no. 2: 237–259. Elsevier ScienceDirect Journals Complete.
- Fredriksson, Riikka, Wilhelm Barner-Rasmussen, and Rebecca Piekkari. 2006. "The Multinational Corporation as a Multilingual Organization: The Notion of a Common Corporate Language." *Corporate Communications* 11, no. 4: 406–423. ProQuest Central.
- Gimenez, Julio. 2002. "New Media and Conflicting Realities in Multinational Corporate Communication: A Case Study." *International Review of Applied Linguistics in Language Teaching* 40, no. 4: 323–343. ProQuest Central.
- Guillemin, Marilys, and Lynn Gillam. 2004. "Ethics, Reflexivity, and 'Ethically Important Moments' in Research." *Qualitative Inquiry* 10, no. 2: 261–280. SAGE Journals Premier 2022 (PREM2022).
- Hendriks, Petra. 2013. *Asymmetries between Language Production and Comprehension*. Dordrecht: Springer. Springer.
- Holz-Mänttari, Justa. 1984. *Translatorisches Handeln. Theorie und Methode*. Helsinki: Suomalainen Tiedeakatemia.
- Hopp, Armin. "Why Should HR Look at Corporate Language Training?" *Strategic HR Review* 13, no. 2: 92–93. Emerald eJournals Premier.
- Huntington, Samuel. 1996. *The Clash of Civilizations and the Remaking of World Order*. New York: Simon & Schuster.
- Janssens, Maddy, José Lambert, and Chris Steyaert. 2004. "Developing Language Strategies for International Companies: The Contribution of Translation Studies." *Journal of World Business* 39, no. 4: 414–430. Elsevier ScienceDirect Journals Complete.
- Kachru, Braj. 1992. *The Other Tongue: English Across Cultures*. Urbana: University of Illinois Press.

- Kolehmainen, Leena, Kaisa Koskinen, and Helka Riionheimo. 2015. "Arjen näkymätön kääntäminen. Translatorisen toiminnan jatkumot." *Virittäjä* 119, no. 3: 372–400. Journal.fi.
- Lauring, Jakob, Ivan Vulchanov, and Sebastian Stoermer. 2023. "Linguistic capital and status: The interaction between language skills, personal reputation, and perceived collaboration performance." *European Management Review* 20, no. 1: 61–75. Wiley Online Library Database Model 2020.
- Leppänen, Sirpa, Anne Pitkänen-Huhta, Tarja Nikula, Samu Kytölä, Timo Törmäkangas, Kari Nissinen, Leila Kääntä, Tiina Räisänen, Mikko Laitinen, Päivi Pahta, Heidi Koskela, Salla Lähdesmäki, and Henna Jousmäki. 2011. "National Survey on the English Language in Finland: Uses, Meanings and Attitudes." *Studies in Variation, Contacts and Change in English* 5. Helsinki: VARIENG.
- Louhiala-Salminen, Leena, Mirjaliisa Charles, and Anne Kankaanranta. 2005 "English as a Lingua Franca in Nordic Corporate Mergers: Two Case Companies." *English for Specific Purposes* 24, no. 4: 401–421. Elsevier ScienceDirect Journals Complete.
- Mahili, Ifigenia, and Jo Angouri. 2016. "Language Awareness and Multilingual Workplace." In *Language Awareness and Multilingualism* 1–10, edited by Jasone Cenoz, Dark Gorter, and Stephen May. Springer Education eBooks 2020 English/International.
- Nordberg, Bengt. 2013. "Vad är sociolingvistik?" In *Sociolingvistik*, edited by Eva Sundgren, 13–38. Stockholm: Liber.
- Peñarredonda, Jose Luis. 2018. "The huge benefits of working in your second language." *BBC.com*. [online] Accessed 20 December 2023. <https://www.bbc.com/worklife/article/20180525-why-using-a-foreign-language-could-make-you-better-at-work>.
- Piekkari, Rebecca, Eero Vaara, Janne Tienari, and Risto Sääntti. 2005. "Integration or Disintegration? Human Resource Implications of a Common Corporate Language Decision in a Cross-border Merger." *International Journal of Human Resource Management* 16, no. 3: 330–344. EBSCOhost Business Source Complete.
- Richardson, Egen. 2020. "Finnish schools teach languages earlier than ever, but struggle to move beyond English." *Yle.fi*. [online] Accessed 21 October 2023. <https://yle.fi/a/3-11492669>.
- Sarangi, Srikant. 2005. "Social Interaction, Social Theory and Work-related Activities." *Calidoscópico* 3, no. 3: 160–169. DOAJ Directory of Open Access Journals.

- Saville-Troike, Muriel, and Karen Barton. 2017. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
- Seidlhofer, Barbara. 2011. *Understanding English as a Lingua Franca*. Oxford: Oxford University Press.
- Stenger, Wif. 2018. "Finland ranks sixth in English skills, early instruction crucial." *Yle.fi*. [online] Accessed 15 October 2023. <https://yle.fi/a/3-10071036>.
- Taalas, Peppi, and Anne Pitkänen-Huhta. 2020. "Suomalaisten kielitaito romahtanut – ei mikään pikku juttu, nyt on toimittava." *JYUnity*. [online] Accessed 21 October 2023. <https://jyunity.fi/ajattelijat/suomalaisten-kielitaito-romahtanut/>.
- Tilastokeskus. 2018. "Englantia osataan parhaiten." *Kielitaito 2017*. [online] Accessed 15 October 2023. [http://www.stat.fi/til/aku/2017/04/aku\\_2017\\_04\\_2018-12-12\\_kat\\_002\\_fi.html](http://www.stat.fi/til/aku/2017/04/aku_2017_04_2018-12-12_kat_002_fi.html).
- Tutkimuseettinen neuvottelukunta. 2019. "Ihmiseen kohdistuvan tutkimuksen eettiset periaatteet ja ihmistieteiden eettinen ennakoarviointi Suomessa." *Tutkimuseettisen neuvottelukunnan julkaisuja* 3. [online] Accessed 21 September 2023. [https://tenk.fi/sites/default/files/2021-01/Ihmistieteiden\\_eettisen\\_ennakoarvioinnin\\_ohje\\_2020.pdf](https://tenk.fi/sites/default/files/2021-01/Ihmistieteiden_eettisen_ennakoarvioinnin_ohje_2020.pdf).
- Työmarkkinatori. 2022. "Henkilöstöpalveluala." Työmarkkinatori. Accessed 10.9.2023. [online] <https://tyomarkkinatori.fi/ammattialat/hallinnollinen-tyo/henkilostopalveluala>.
- Vanhatalo, Ulla, and Kimmo Vehkalahti. 2020. "Luku 2: Kysely." In *Kielentutkimuksen menetelmiä I–IV*, edited by Milla Luodonpää-Manni, Markus Hamunen, Reetta Konstenius, Matti Miestamo, Urpo Nikanne, and Kaius Sinnemäki, 240–273. Helsinki: Suomalaisen Kirjallisuuden Seura. Free E-Books.
- Williams, Jenny, and Andrew Chesterman. 2002. *The Map: A Beginner's Guide to Doing Research in Translation Studies*. London: Taylor & Francis Group. Ebook Central Academic Complete.
- Xiaoqiong, Betsy Hu, and Xianxing, Jiang. 2011. "Kachru's Three Concentric Circles and English Teaching Fallacies in EFL and ESL Contexts." *Changing English* 18, no. 2: 219–228. Taylor & Francis Social Science & Humanities with Science & Technology.
- Yle News. 2019. "English increasingly dominant at Finnish schools." *Yle.fi*. [online] Accessed 21 October 2023. <https://yle.fi/a/3-10798188>.

## Appendices

### Appendix 1: Suomenkielinen lyhennelmä

Tämä tutkielma käsittelee monikansallisen henkilöstöpalvelualalla kansainvälisesti toimivan yhtiön suomalaisen sivuliikkeen työntekijöiden henkilökohtaisia näkemyksiä, kokemuksia ja asenteita englannin kieleen heidän työkielenään. Englannin kielen kasvatettua merkitystään kansainvälisenä liiketoiminnan lingua francana osana maailmanlaajuista globalisaatiota ja englanninkielisten yhteiskuntien ja kulttuurien ollessa keskeisiä globalisaation toimijoita, on englannin kielen merkityksen tarkastelu verrattain pienen kielialueen, tämän tutkimuksen tapauksessa Suomen, puitteissa erittäin ajankohtaista ja merkityksellistä.

Tutkimukseni taustalla on henkilökohtainen mielenkiintoni sekä kansainvälistä liiketoimintaa että englannin kielen asemaa tapausyrityksen organisaatiossa kohtaan. Suomalaisten kielitaito on globaalisti lukeutunut parhaisiin erityisesti niiden tutkimusten joukossa, joissa keskitytään englannin kielen taitoon ja osaamiseen sekä asenteisiin sitä kohtaan (esim. Stenger 2018 ja Tilastokeskus 2018). Englannin kielen keskeinen asema lähes kaikilla liiketoiminnan sektoreilla on herättänyt mielenkiintoni tarkastelemaan sitä, kuinka se yhdistää eri sektorien ihmisiä toisiinsa laajan vaikutusalueensa johdosta. Erityisenä mielenkiinnon kohteena on englannin kieli osana henkilöstöhallinnon sektoria ja toimintoja, minkä piirissä ammatillinen mielenkiinnon kohteeni henkilöstöpalvelun ala on erityisen laaja-alainen, ja näin otollinen tutkimukseni kohteeksi.

Tutkimukseni tavoitteena on tarkastella sitä, kuinka kansainvälisen henkilöstöpalvelualan suomalaisen sivuliikkeen työntekijät näkevät ja kokevat englannin kielen työkielenään. Keskeisenä tarkasteluni kohteena on se, kuinka tapausyritykseksi valitun organisaation työntekijät arvioivat omaa englannin kielen taitoaan ja kuinka tämä arvio mahdollisesti vaikuttaa heidän näkemyksiinsä ja kokemuksiinsa sen käytöstä vaihtelevissa ammatillisissa tilanteissa ja ympäristöissä heidän arkipäiväisessä työelämässään. Selvitän myös, onko näiden välillä jotakin selkeästi havaittavaa syy-seuraussuhdetta, ja vaihtelevatko tulokset kahden erillisen kohderyhmän välillä. Keskeisimmät teoriat, joita tarkastelussani hyödynnän, ovat Albert Banduran minäpystyvyyden teoria sekä Justa Holtz-Mänttärin translatoristen toimintojen teoria. Näiden pohjalle muodostuvalla laajemmalla teoreettisella viitekehyksellä pystyn tarkastelemaan monikielisen käännösviestinnän kahta rinnakkaista ydintä: inhimillistä ja lingvististä.

Tutkimuskysymykseni ovat muodostuneet juuri sen taustan valossa, mikä yhdistää tapausyrityksen kansainvälisen todellisuuden tarkastelun puolia sekä organisaatio- että arkitasolla. Tapausyritys on kansainvälisesti toimivan monikielisen katto-organisaation suomalainen sivuliike, joka jo tämän asetelman johdosta altistaa työntekijänsä monikieliselle työympäristölle. Tutkimuskysymykseni ovat muotoiltu siten, että niillä otetaan huomioon kohderyhmien monipuolinen ja erityinen englannin kielen käyttö ammatillisessa arjessaan. Tutkimuskysymykseni ovat:

1. Kuinka kohderyhmien vastaukset heidän asenteistaan ja kokemuksistaan korreloivat heidän omien englannin kielen taidoistaan esittämiensä arvioiden kanssa?
2. Onko näiden välillä havaittavissa selkeää, teoreettisesti selitettävää yhteyttä?
3. Onko näissä eroja kahden erillisen kohderyhmän välillä?

Hypoteesini on, että henkilökohtaisten arvioiden ja asenteiden ja kokemusten välillä on selkeä korrelaatio. Uskon, että asenteet ja kokemukset heijastavat vastaajien arvioita kielitaidostaan hyvin läheisesti siten, että jos kielitaidon arvioidaan olevan hyvä, myös näkemykset englannin kielestä ovat positiivisia, sekä päinvastoin. Uskon myös, että näiden välillä on selkeästi havaittava yhteys, joka perustuu vastaajien minäpystyvyyden tunteeseen ja siitä kumpuavaan luontaiseen motivaatioon. Odotan, että kohderyhmien välillä on joitakin eroavaisuuksia, jotka eivät kuitenkaan ole merkityksellisen suuria.

### **Teoreettinen viitekehys**

Tutkielmani teoreettinen viitekehys koostuu sekä lingvistiikkaa ja liiketoimintaa käsittelevistä teemoista, jotka muodostavat myös tutkimukseni keskeisimmän ytimen. Tutkimukseni keskittyy päivittäiseen monikielisyyteen sellaisten asiantuntijatehtävissä toimivien henkilöiden keskuudessa, jotka eivät niin koulutukseltaan kuin ammattistatukseltaan ole kieliasiantuntijoiksi laskettavia, minkä vuoksi erityisesti translatoristen toimintojen teoriatausta on keskeisessä roolissa. Kartoitan osana teoreettista viitekehystäni myös monikielisen ja kansainvälisen liiketoiminnan periaatteita sekä kieliin liittyviä toimintaperiaatteita osana kansainvälistä liiketoimintaa ja sen toimijoita ja niiden käytäntöjä. Tarkennan myös englannin merkitystä liiketoiminnan kielenä, ja esittelen eri sosiolingvistisiä аспектеjä siihen liittyen. Lopuksi tarkennan minäpystyvyyden sekä kielen tuottamisen ja ymmärtämisen välisen asymmetrisyyden periaatteita, jotka ovat myös keskeisiä tutkimukseni tematiikassa.

Translatoristen toimintojen käsitteen on kehittänyt ja määritellyt Justa Holtz-Mänttari (1984, 91), kuka on määritellyt translatoriset toiminnot viittaamaan sellaiseen kääntävään kielenkäyttöön, joka ei rajoitu ainoastaan kieli- ja käännöstieteen koulutettuihin asiantuntijoihin, vaan kattaa kaiken kahden tai useamman kielen välillä tapahtuvan kielen käytön. Translatoristen toimintojen käsitteen avulla on ollut mahdollista laajentaa kieli- ja käännöstieteellistä tarkastelua merkittävästi laajemmalle poikkitieteelliselle alueelle ja tunnistaa monipuolisemmin erilaista kääntämistä ja sen prosesseja (Kolehmainen, Koskinen ja Riionheimo 2015, 375). Perinteisesti kääntäminen, tulkkaaminen ja niihin liittyvät kieltä kääntävät prosessit on määritelty yksinomaan koulutettujen ammattilaisten suorittamaksi asiantuntijatoiminnaksi (Kolehmainen, Koskinen ja Riionheimo 2015, 375), mutta translatoristen toimintojen määre on laajentanut niihin liittyvää tarkastelualaa huomattavasti, näin ollen mahdollistaen myös tämän tutkimukseni tulokulman.

Monikielisyys liiketoiminnassa on kasvattanut merkitystään osana globalisoituvan maailman muutosta. Nykypäivän odotuksiin ja vaatimuksiin liiketoiminnassa vastaava työntekijä on monikielinen (Angouri ja Miglbauer 2014, 148), sillä vain rajatulla joukolla kieliä voi yksikielisesti toimia kansainvälisillä markkinoilla. Monikielinen työntekijä on työnantajalleen monipuolinen mahdollisuus, sillä tämä voi sekä kommunikoida että liikkua kansallisten rajojen poikki tavalla, joka on sekä tehokasta että tuottavaa organisaatiolle (Hopp 2014, 92). Monikielisyys onkin näin tarkasteltuna kiinteä osa nykypäivän liiketoimintaa, ja on tutkimuksessani tarkastelemani kansainvälisen tapausyrityksen puitteissa keskeisesti työtä määrittävä seikka.

Moderneille liiketoiminnan ympäristöille on enenevässä määrin tunnuksenomaista kansainvälinen yhteistyö (Angouri ja Miglbauer 2013, 225). Rinnakkaisesti tapahtuvat kansainväliset ja monikansalliset yhteistyön muodot liiketoiminnassa muovaavat globaaleja identiteettejä ja paikallisia kulttuureja (Gimenez 2002, 323), mikä osaltaan on uudistanut globaalien ja paikallisten käsityksiä monikielisissä ja -kansallisissa työympäristöissä (Angouri ja Miglbauer 2013, 225). Monikansallinen yritys on organisaatio, joka koostuu pääkonttorista sekä yhdestä tai useammasta sivuliikkeestä, jotka ovat toisistaan erillisiä ja näin ollen omaavat erilliset kieliympäristöt (Fredriksson, Barner-Rasmussen ja Piekkari 2006, 407).

Kommunikaatio monikansallisissa yrityksissä ylittää kielten välisiä rajoja (Fredriksson, Barner-Rasmussen ja Piekkari 2006, 407), mikä onkin muodostunut päivittäiseksi todellisuudeksi monikansallisten yritysten työympäristöissä. Tällaisen kielellisen diversiteetin johdosta monikansalliset yritykset tarjoavat antoisan tarkastelupohjan monikielisyyteen



keskittyvälle tutkimukselle (Fredriksson, Barner-Rasmussen ja Piekkari 2006, 407), ja siksi olen myös valinnut juuri sen kriteereihin vastaavan organisaation tämän tutkimuksen tapausyritykseksi.

Monipuoliset kielelliset kohtaamiset mahdollistavat myös kulttuurillisesti monipuolisia kohtaamisia, sillä kielellisesti kirjavat ympäristöt tapaavat olla myös kulttuurisesti monipuolisia. Näin ollen, modernien monikielisten työympäristöjen altistaessa työntekijöitään uusille, monikulttuurisille kohtaamisille, kysyntä niiden perusteella laadittaville toimintaperiaatteille on selvä (Angouri ja Miglbauer 2013, 225). Kieliin liittyvien toimintaperiaatteiden teoria on itsessään moninainen, mutta Angourin (2013, 567) määritelmä termistä, jolla viitataan ideoiden, lakien, säännösten, sääntöjen ja periaatteiden kokoelmaan, jolla tavoitellaan kielellistä muutosta määrätyn joukon piirissä, on tämän teorian keskeisen ytimen hyvin kiteyttävä. Kieleen liittyvät toimintaperiaatteet muodostetaan ja ne usein heijastavat niitä sosiaalisia, poliittisia ja moraalisia aspekteja, jotka määrittävät ympäröivää organisaatiota (Mahili ja Angouri 2016, 6), mikä osaltaan heijastaa näitä toimintaperiaatteita usein kuvaavaa monitulkintaisuutta ja jopa epämääräisyyttä.

Ilmiö englannista lingua francana kattaa lähes koko maailman, ja Alan Firth (1996, 240) onkin määritellyt englannin olevan kontaktikieli kaikkien sellaisten ihmisten välillä, joilla ei ole yhteistä äidinkieltä ja kenelle englanti on ensisijainen vieraskielisen kommunikaation vaihtoehto. Englanti on kiistatta saavuttanut johtavan kielen asian monilla sosiaalisilla alueilla, mukaan lukien liiketoiminnan ja sen puitteissa toimivat kansainväliseksi määriteltävät työympäristöt (Angouri ja Miglbauer 2014, 155). Erinomainen englannin kielen taito on todettu jopa edellytykseksi modernissa työelämässä toimimiselle (Angouri ja Miglbauer 2013, 228), ja englanti on tunnustettu ammatillisia mahdollisuuksia ajatellen kaikista hyödyllisimmäksi toiseksi kieleksi (Angouri ja Miglbauer 2013, 227–228), mikä osaltaan vahvistaa sen asemaa kansainvälisen liiketoiminnan keskeisenä välineenä.

Lähes jokainen moderni työympäristö perustuu sosiaalisesti juurtuneisiin kommunikaation tapoihin (Sarangi 2005, 160). Niihin liittyvä sosiolingvistiikan teema on kiteytetysti määriteltynä tieteenala, joka tarkastelee miten ja kuinka laajasti kieli vaikuttaa määrätyn yhteisön sosiaalisiin rakenteisiin ja rooleihin (Britannica n.d.), mikä tämän tutkimukseni puitteissa viittaa modernin työympäristön yhteisöön. Työympäristöjä ja niiden sosiolingvistiikkaa tarkastellessa tulee huomioida niiden edellyttämä tarkastelun hienovaraisuus, sillä ne sijoittuvat päivittäin mikrotasolla tapahtuvan sosiaalisen

vuorovaikutuksen ja pidempiaikaisesti tapahtuvan makrotason sosiaalisen muutoksen koko välille (Sarangi 2005, 160). Nordbergin (2013) määritelmän makro-mikro-tasojen hierarkiasta sosiolingvistiksiin ilmiöihin liittyen mukaan makrotasolle sijoittuu esimerkiksi kieleen liittyvät toimintaperiaatteet ja niiden suunnittelu, mesotasolle sijoittuu esimerkiksi kieli ja sukupuoli, ja mikrotasolle sijoittuu esimerkiksi diskurssi. Tätä raamia hyödynnän myös tutkimukseni tapausyrittystä tarkastellessani, sillä sen kattavuus mahdollistaa laaja-alaisen tarkastelun makrotasolta mikrotasolle saakka.

Kieltä kuvailtaessa pääomana viitataan suoraan kielen markkina-arvoon, mikä realisoituu suhteellisessa, kontekstiriippuvaisessa taloudellisessa arvossa tarkasteluympäristöstä riippuen (Angouri ja Miglbauer 2014, 151). Jokainen ympäristö siis mahdollistaa kielen kapitalistisen mitattavan arvon hyödyntämisen juuri sen oman hyödyn mukaisesti. Valta ja arvovalta ovat modernin liiketoiminnan eturivissä, mihin liittyen luonnollisesti myös kielten taloudelliset edut ja hyödyt määräytyvät (Angouri ja Miglbauer 2014, 151). Tämän voidaan nähdä heijastuvan osaltaan työelämässä vallalla olevaan monikielisyyden arvoon ja arvostukseen sekä siihen, miten monikielisyys tukee yksilön sosiaalista statusta ja mahdollisuuksia työympäristössään (Lauring, Vulchanov ja Sterner 2023, 61).

Kun tarkastellaan ihmisten näkemyksiä ja huomioita omista piirteistään, ominaisuuksistaan ja kyvyistään, on korostetun tärkeää huomioida taustatekijöitä niin kattavasti kuin mahdollista – minäpystyvyyden teoria toimii erinomaisena työkaluna tälle. Minäpystyvyyden teorian on ensimmäisen kerran esitellyt Albert Bandura vuonna 1977 julkaisemassaan artikkelissa, missä hän esitteli, kuinka minäpystyvyyden teorialla voidaan selittää ja tarkastella kuinka ihmisten uskomukset, käytösmallit ja ympäristöt vaikuttavat kaikki toisiinsa. Minäpystyvyydellä viitataan yksilön käsitykseen omasta kyvystään toimia ja suoriutua jonkin asian parissa, mikä heijastaa yksilön itsevarmuutta kykyinsä kontrolloida suoritustaan ja tähän asiaan liittyvää motivaatiotaan, käytöstään ja sosiaalista ympäristöään (American Psychological Association 2009). Näin ollen, minäpystyvyyden teorialla on mahdollista selittää se, kuinka yksilöt kokevat ja tuovat ilmi kykynsä potentiaalinsa, minkä vuoksi se soveltuu erinomaisesti myös tähän tutkimukseeni, jossa tarkastelen kohderyhmieni omia arvioita kielitaidostaan ja peilaan niitä heidän asenteisiinsa ja kokemuksiinsa kielen käytön eri muodoissaan parissa.

Kielen käytön eri muotoja ja yksilön kykyjä niiden parissa tarkasteltaessa on olennaista huomioida kielitieteiden alalla keskeiseksi huomioksi muodostunut kielen tuottamisen ja ymmärtämisen välinen asymmetrisyyden periaate. Alan tutkijat ja oppineet (esim. Clark 1993,

Clark ja Hecht 1983 ja Hendriks 2013) ovat havainneet, että kielen ymmärtäminen on verrattain helpompaa kuin sen tuottaminen. Vaikka kielen tuottaminen ja ymmärtäminen yleisesti ottaen nähdään toisiaan läheisestikin vastaavina toimintoina, on niiden välillä kuitenkin useita toiminnallisia eroja (Hendriks 2013, 14). Kaksi keskeisintä eroa on ne fyysiset prosessit, joita ihmiskeho tuottaa joko ymmärtäessään tai tuottaessaan kieltä, sekä se tiedon kulku, jota näissä prosesseissa on havaittavissa (Hendriks 2013, 15). Nämä erot luovat selkeän pohjan kielen tuottamisen ja ymmärtämisen väliselle asymmetrisyydelle, minkä otan myös tässä tutkimuksessani tarkasteluun keskusteltaessa kohderyhmien omista arvioista kielitaidoistaan.

### **Metodi ja materiaali**

Tutkielmani keskittyy kohderyhmien asenteiden ja kokemusten englannin kieleen työskentelyn kielenä tarkentaen siihen, kuinka kohderyhmien asenteet ja kokemukset englannin kielestä ammatillisissa ympäristöissään korreloivat heidän omia arvioitaan englannin kielen taidoistaan. Kvantitatiivisella tutkimuksella pyritään tarkkailemaan määrätyn ilmiön tyypillisyyttä ja säännöllisyyttä (Williams ja Chesterman 2002, 64), ja olenkin valinnut juuri kvantitatiivisen tutkimuksen metodin tutkimukseeni, sillä sen avulla voin havainnoida ja tarkastella mahdollisten negatiivisten, positiivisten ja neutraalien kokemusten ja asenteiden välistä kontrastia tyypillisyydessään kohderyhmien joukossa ja vertailla näitä. Vanhatalon ja Vehkalahtien (2020, 242) näkemyksen mukaisesti kvantitatiivisen tutkimuksen periaatteesta keskittyä tutkimuksen datan pääkohtiin ja yhteenvedoon, kohdistan tutkimukseni ja sen tarkastelun juuri näin.

Tutkimukseni työkaluna hyödynnän kyselytutkimusta, joka on verrattain perinteinen työkalu numeerisen datan keräämiselle osana kvantitatiivista tutkimusta (Vanhatalo ja Vehkalahti 2020, 241). Koska tutkimukseni keskittyy juuri aiemmin keskustellun kaltaisesti kvantitatiivisen tutkimuksen ydinkohtiin kerätyn datan pääkohtien ja niiden yhteenvedon tarkastelussa, pidän kyselytutkimusta parhaana mahdollisena työkaluna tutkimukseni päämäärien tavoittamiselle. Kyselytutkimus toteutettiin loppukevästä 2023. Luonnostelin kyselyn rakenteen ja kysymykset ensin itsenäisesti tutkimukseni teemojani vastaavaksi, ja lopulta viimeistelin kyselyn lopullisen rakenteen yhdessä tutkimukseni tapausyrityksen edustajan kanssa saadakseni kyselystä mahdollisimman tehokkaasti kohderyhmiäni puhuttelevan. Kysely levitettiin tapausyrityksen sisäisesti ja kohderyhmiin kohdennetusti.

Tutkimukseni ensisijainen materiaali koostuu kyselyllä kerätystä datasta. Kyselyyn vastasi yhteensä 41 kohderyhmiin kuuluvaa henkilöä, jotka vastasivat yhteensä 30 monivalintakysymykseen asenteistaan ja kokemuksistaan englannin kielestä työkielenään sekä neljään monivalintakysymykseen henkilökohtaisesta arviostaan englannin kielen taitoihinsa liittyen. Näistä koostuva data on se tutkimukseni ydin, jota tarkastelen analyysissäni yksityiskohtaisesti, ja jonka perusteella muodostan johtopäätökseni vastauksena tutkimukselle asettamilleni tutkimuskysymyksille.

Toteutan tutkimukseni tapaustutkimuksena, minkä on mahdollistanut tilaisuus ammatillisesta taustastani. Tapaustutkimus mahdollistaa tutkimuksen piirin rajaamisen määriteltyyn mutta kuitenkin luonnolliseen kontekstiin (Williams ja Chesterman 2002, 65), mikä soveltuu tutkimukseni tavoitteisiin erinomaisesti. Tutkimukseeni valikoitunut tapausyritys tulee säilymään läpi tutkimuksen anonyyminä sen edustajien toiveiden johdosta, joten esittelen yrityksen myös anonymiteettiä suojelevassa mittakaavassa. Tapausyritys on kansainvälisesti toimivan, monikansallisen henkilöstöpalvelualan yrityksen suomalainen sivuliike. Henkilöstöpalvelualan yrityksenä se erikoistuu vuokratyövoiman välittämisen, rekrytoinnin ja henkilöstön kehityksen palveluihin (Työmarkkinatori 2022). Kaikki sivuliikkeet kattava organisaatiokieli on englanti, mutta jokainen sivuliike hyödyntää myös paikallisia kieliään, mikä tarkoittaa tapausyritykselleni suomea ja ruotsia.

Kohderyhmien jäsenet ovat henkilöstöpalvelualan asiantuntijoita Suomessa joko koulutuksensa, ammatillisen kokemuksensa tai molempien puolesta. Kohderyhmien jäsenten asiantuntijuus kohdistuu heidän operatiivisiin osastoihinsa tapausyrityksessä. Kohderyhmät jakautuvat tutkimuksessani juuri näiden operatiivisten osastojen perusteella: operaatioiden ja myynnin osastot. Yhteensä 41 vastaajasta 26 on operaatioiden osastolta ja 15 myynnin. Operaatioiden osastolla työskentelevät henkilöt tekevät monipuolisesti yhteistyötä sekä sisäisten kollegoiden, ulkoisten asiakaskontaktien että omien, asiakasyrityksissä työskentelevien alaistensa kanssa. Nämä sidosryhmät kattavat laajasti erilaisia kieli- ja kulttuuritaustoja, mikä mahdollistaa toistuvat englanninkieliset kommunikaatiotilanteet eri sidosryhmien jäsenten kanssa.

Kvantitatiivisen tutkimuksen kyselylomakkeen on ensisijaisen tärkeää olla muotoiltu ja aseteltu niin, että sillä kerättävä data vastaa mahdollisimman läheisesti tutkimuksen tavoitteisiin (Eliasson 2013, 36). Muotoilin tutkimukseni kyselyn siis neljään erilliseen osioon, jotka keskittyivät kukin niihin neljään teemaan, jotka tutkimusasetelmani asetti

tutkimukseni keskiöön: kohderyhmien omat arviot kielitaidoistaan, näkemykset englannin kielestä työskentelyn kielenä, näkemykset pätevydestä englannin kielessä työympäristössä sekä näkemykset englannin kielen käytöstä työympäristössä. En hyödyntänyt kyselyni muotoilussa mitään aiempaa mallia tai pohjaa, vaan keskityin muotoilemaan kyselyni juuri oman tutkimukseni tarkoitusperiä mahdollisimman läheisesti vastaavaksi keskittyen tutkimukselleni olennaisiin teemoihin ja niiden asetteluun kysymyksissä. Kyselyn kieleksi asetui englanti.

Ihmisiin kohdistuvassa tutkimuksessa yksi keskeinen periaate on, että koehenkilöiden luottamus tutkijaan ja tieteeseen säilyy (Tutkimuseettinen neuvottelukunta 2019, 8), ja tätä luottamusta voidaan vahvistaa tutkimuksen eettisellä kohtelulla. Tämä liittyy myös yleiseen sopimukseen tutkimuksen anonymiteetista, josta keskusteltiin tapausyrityksen kanssa. Kun otin yhteyttä tapausyritykseen mahdollisuudesta hyödyntää heidän henkilöstöään tutkimuksessani, pyydettiin, että yritys pysyisi tutkimuksessani nimettömänä. Lisäksi tapausyrityksen puolesta pyydettiin, että heidän työntekijöihinsä liittyviä yksityiskohtia ei kysyttäisi tarpeettomasti. Varmistin tämän sekä kyselyn yleisen sisällön että esimerkiksi kysymysten muotoilun avulla niin, etteivät ne paljastaneet mitään tarpeetonta tutkimukseni kannalta tai henkilökohtaista ja tunnistettavaa tietoa vastaajista. Lisäksi sisällytin suostumuslausekkeen kyselyyn, jota jokainen vastaaja saattoi halutessaan joko hyväksyä tai hylätä.

Toinen keskeinen eettinen näkökohta, joka liittyi suoraan kvantitatiivisen kyselymenetelmäni käyttöön, oli otoksen koko, jonka pystyin keräämään kohderyhmistäni. Uskottavan tutkimuksen eettinen periaate on, että otoskoko edustaa väestöä riittävällä tavalla (Clarkeburn ja Mustajoki 2007, 70). Kuten olen tarkemmin kuvannut kohderyhmiäni, kyselyni avulla keräämäni tiedot edustavat vain osaa kokonaisuudesta ja siten osaa tapausyrityksen nykytilanteesta. Kuitenkin tiedon keräämisen rajallisuuden tunnustaminen ja sen asettamat rajat lopullisten päätelmien tekemiselle tarjoavat arvokasta kontekstia analyysille ja ne huomioidaan asianmukaisesti osana yleistä analyysia sekä lopullisia johtopäätöksiä, joita tuloksista teen.

## **Tulokset ja analyysi**

Vastaukset kielen tuottamisen ja ymmärtämisen taidoista ja niistä koettu minäpystyvyys heijastivat selvästi kielen tuottamisen ja ymmärtämisen välistä asymmetrisyyden periaatetta. Sekä operaatioiden että myynnin kohderyhmät osoittivat vahvinta minäpystyvyyden tunnetta

englannin kielen ymmärtämisessä. Ymmärtämiseen liittyvissä taidoissa vastaajat operaatioiden kohderyhmästä osoittivat vahvaa tunnetta hieman laajemmin verrattuna vastaajiin myynnin kohderyhmästä, mikä osaltaan osoittaa hieman laajempaa kielitaitoa. Tämä voi johtua siitä, että operaatioiden osastolla työskentelevillä vastaajilla on ammatillisissa roolissaan oletusarvoisesti laajemmin sellaisia sidosryhmäkontakteja, joiden kanssa englantia voidaan hyödyntää ammatillisissa kommunikation tilanteissa.

Osion, joka käsittelee näkemyksiä englannin kielestä työskentelyn kielenä, data yleisesti ottaen viittaa siihen, että englanti on usein käytetty työkieli tapausyrityksen organisaatiossa sekä liiketoiminnan edistämässä että ylläpitämisessä, viitaten sekä myynnin että operaatioiden osastojen tehtäviin. Englantia pidetään yleisesti työkielenä, jota tapausyrityksen työntekijät mielellään käyttävät jokapäiväisessä työssään. Kuitenkin jotkin kysymykset viittaavat epävarmuuteen englannin ja äidinkielen välillä työkielen valinnassa. Mahili ja Angouri (2016) ovat raportoineet samanlaisia vaikutelmia ja näkemyksiä, joiden mukaan työntekijöiden tekemät valinnat kielissä vaihtelevat ja epäröivät, mikä tietenkin viittaa tilanne- ja kontekstikohtaisuuteen. Englannin kielen käyttö on tunnistettu olennaiseksi liiketoiminnan toiminnaksi monikansalliselle yritykselle (Angouri ja Miglbauer 2014, 165), ja vaikka jotkin vastaajat suhtautuivatkin epäröivästi varsinaiseen kielenkäyttöön, tämä kävi ilmi vastaajien asenteista ja kokemuksista, jotka he peilasivat vastauksissaan. Tämä viittaa merkittävään arvoon, jonka englannin kielellä on tapausyrityksen organisaatiolle, liiketoiminnalle ja jokapäiväisille toiminnoille.

On myös huomionarvoista tunnistaa englannin kielen merkitys työskentelykielenä tapausyrityksen työntekijöille. Tämän osion kysymysten vastauksiin perustuen näyttää siltä, että englannin kieltä arvostetaan ja käytetään rinta rinnan paikallisten kielten ja vastaajien äidinkielten kanssa. Sekä yrityksen kielen että paikallisten kielten käytön mahdollistaminen on huomattu antavan monikansallisen yrityksen työntekijöille mahdollisuuden osallistua monipuolisemmin erilaisiin sosiaalisiin tilanteisiin (Mahili ja Angouri 2016), ja tämä näyttää tutkimusdatan tulkintojen perusteella olevan tilanne myös tutkimukseni tapausyrityksessä.

Vastaajat ovat osoittaneet huomattavaa minäpystyvyyden tunnetta englannin kielessä, ja yleisesti ottaen ovat osoittaneet myös vahvaa arvostusta kieltä kohtaan asenteissaan ja kokemuksissaan siitä. Kahden yksittäisen kohderyhmän välillä on joitakin eroja, mutta ne ovat suhteellisen vähäisiä, ja myynnin kohderyhmän vastaajat osoittavat vain hieman vähemmän sitoutumista englannin arvostamiseen ammatillisissa kontekstissa. Näistä

tuloksista voidaan tulkita, että vastaajien yleinen vahva minäpystyvyyden tunne edistää heidän luontaista motivaatiotaan käyttää kieltä, mikä edelleen näyttää tukevan sen ammatillista käyttöä.

Osion, joka käsittelee näkemyksiä pätevyydestä englannin kielessä työympäristössä, data viittaa yleisesti siihen, että englannin kielitaidon hallinta on suurelta osin arvostettua työympäristössä tapausyrityksen enemmistön työntekijöille. Tällainen asenne näkyy erityisesti niissä vastauksissa, joita vastaajat antavat kuvailluista kokemuksistaan työympäristöstä kielitaidon näkökulmasta, ja sekä operaatioiden että myynnin kohderyhmät näyttävät omaavan verrattain samankaltaisia näkemyksiä. Usean kielen osaaminen on yleisesti liitetty kansainväliseen liiketoimintaan vaikutukseen ja tärkeyteen (Angouri 2013, 571). Koska kyselyni vastaajat ilmaisevat vahvoja haluja parantaa taitojaan ja hioa englannin kielitaitoaan, he osoittavat suurta motivaatiota laajentaa kielitaitoaan pelkästään paikallisten kielten ulkopuolelle. Data viittaa yleisesti ottaen siihen, että tämä on enemmistön vastaajien osalta enemmän toive kuin huomattava tarve.

Vastaajat ovat osoittaneet vahvaa minäpystyvyyden tunnetta arvioissaan kielitaidoistaan, mikä ilmenee selvimmin heidän näkemyksissään englannin kielitaidon tason ja merkityksen suhteen heidän työympäristössään. Vastaajat yleisesti ottaen, molemmista yksittäisistä kohderyhmistä, viittaavat vastauksissaan helppoon viestintään englanniksi, mikä osaltaan tukee luontaista motivaatiota kielen käyttöön, joka syntyy positiivisista kokemuksista ja niitä seuraavista asenteista. Tämä viittaisi edelleen yleiseen translatoristen toimintojen läsnäoloon vastaajien jokapäiväisessä työelämässä, mitkä ovat kerryttäneet näitä positiivisia vahvistuksia vastaajien minäpystyvyyden tunteelle. Positiivisten kokemusten on tunnistettu ruokkivan yksilön luontaista motivaatiota merkittävästi, mikä edelleen lisää yksilön kiinnostusta kyseiseen toimintaan (Deci ja Ryan 1985, 59).

Osion, joka käsittelee näkemyksiä englannin kielen käytöstä työympäristössä, data viittaa yleisesti siihen, että englannin käyttö vastaajien työympäristöissä tapausyrityksen puitteissa on kokonaisuudessaan hyvin mahdollistettua. Uskon tämän edistävän heidän koettua vahvaa minäpystyvyyden tunnettaan ja sitä seuraavaa luontaista motivaatiota, sillä erityisesti juuri luontainen motivaatio kannustaa yksilöä osallistumaan monenlaisiin toimintoihin, joissa heidän kykyjään ja kiinnostuksenkohteitaan voidaan käyttää parhaalla ja optimaalisimmalla tavalla saavuttaakseen toiminnan tavoitteen (Deci ja Ryan 1985, 43). Bandura (1977) on myös ehdottanut motivaatioon liittyvää kognitiivisen behaviorismin teoriaa, jonka mukaan ihmisten

käyttäytyminen yleisesti ottaen on seurausta heidän yrityksensä saavuttaa kaivattuja vahvistuksia käytökselle ja tavoitteille, joita käytös pyrkii saavuttamaan. Katson tämän näkyvän myös kerätyistä vastauksista, sillä vastaajat osoittavat selkeää taipumusta ja omistautumista englannin käyttöön ammatillisesti tapausyrityksen organisaatiossa.

Englannin käytön toistuvuus on vertailukelpoista kahden kohderyhmäni välillä. Ryhmien välillä on havaittavissa vain muutamia vähäisiä eroja, joiden en katso vaikuttavan merkittävästi kokonaisjohtopäätöksiini. Asenteet englantia kohtaan ammatillisena työkaluna tapausyrityksen organisaatiossa ovat vertailukelpoisia kahden kohderyhmän välillä, ja näkemykset vaihtelevat toisiaan läheisesti vastaavilla tavoille molemmissa kohderyhmissä. Asenteet vaikuttavat pääasiassa positiivisilta. Kokemukset englannin ammatillisesta käytöstä ovat myös suhteellisen samankaltaiset ryhmien välillä. Ne ovat pääasiassa positiivisia, joitakin pieniä ristiriitaisia näkemyksiä lukuun ottamatta, mutta kokonaisuutena vastaukset viittaavat hyviin kokemuksiin käytännön ammatillisissa ympäristöissä.

### **Johtopäätökset**

Jo lyhyellä yhteenvedolla huomataan, että vastaajilla on yleisesti vahva minäpystyvyyden tunne englannin kielessä. Lisäksi heidän minäpystyvyyden tunteensa kielen ymmärtämisen ja tuottamisen taidoissa neljässä kielitaidossa heijastaa kieleen liittyvien taitojen epäsymmetriaa, mikä tarkoittaa, että heidän yleiset arvionsa taidoistaan olivat parempia ymmärtämisen taidoissa. Tämä ajatus antaa jo hyvän ymmärryksen siitä, millä tasolla ja millaisia kielentaitajia vastaajat ainakin yksinkertaistetusti tarkastellen ovat.

Kyselystä kerätty data viittaa kokonaisuudessaan selvään, positiiviseen yhteyteen vastaajien henkilökohtaisten arvioiden ja heidän asenteidensa ja kokemustensa välillä englannin ammatillisessa käytössä tapausyrityksen organisaatiossa. Vahva minäpystyvyyden tunne, positiiviset kokemukset ja luontainen motivaatio edistävät vastaajien myönteistä suhtautumista englannin arvoisena työkielenä. Tulokset tukevat ajatusta siitä, että työntekijät, joilla on positiivinen arvio kielitaidostaan, ovat todennäköisemmin myönteisiä englannin käytössä monikansallisessa liiketoimintaympäristössä.

## **Appendix 2: Survey for the employees of the case company**

### **General**

1. I work in:



- a. Sales
- b. Operations

### **Personal evaluation of skills in English**

#### 1. Oral skills: productive

- 1) Passable
- 2) Acceptable
- 3) Moderate
- 4) Good
- 5) Excellent

#### 2. Oral skills: receptive

- 1) Passable
- 2) Acceptable
- 3) Moderate
- 4) Good
- 5) Excellent

#### 3. Written skills: productive

- 1) Passable
- 2) Acceptable
- 3) Moderate
- 4) Good
- 5) Excellent

#### 4. Written skills: receptive

- 1) Passable
- 2) Acceptable
- 3) Moderate
- 4) Good
- 5) Excellent

**Personal outlooks on English as a working language**

1. I consider English as an important tool for me in my work.
  - 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
  
2. I gladly work in English.
  - 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
  
3. I use English in my work more than any other second language. *Second language here refers to a language which is not your native language but which you actively use at for example professional or educational context.*
  - 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
  
4. I consider English as an important tool for my organization.
  - 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree

- 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
5. I consider proficiency in English to be mandatory to be a professional in my organization.
- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
6. I sense general satisfaction of English as a working language in my organization.
- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
7. I consider my opportunities to be better and more extensive in my organization if I am proficient in English.
- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
8. I consider proficiency in English to signify greater professionalism in the context of my professional field.

- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
9. I prefer to work in English over other languages I am proficient in.
- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
10. I prefer to work in my first language over other languages I am proficient in. *First language here refers to the language you are most familiar with and most accustomed to speaking, for example your native language.*
- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree

**Personal outlooks on competency in English in the working environment**

11. I feel confident about working in English in my current organization.
- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree

4) Somewhat agree

5) Agree

12. I feel like my competency in English affects my capability to perform my daily tasks in my job.

0) This does not apply to me

1) Disagree

2) Somewhat disagree

3) Neither agree nor disagree

4) Somewhat agree

5) Agree

13. I communicate in English with my internal contacts with ease.

0) This does not apply to me

1) Disagree

2) Somewhat disagree

3) Neither agree nor disagree

4) Somewhat agree

5) Agree

14. I communicate in English with my external contacts with ease.

0) This does not apply to me

1) Disagree

2) Somewhat disagree

3) Neither agree nor disagree

4) Somewhat agree

5) Agree

15. I want to improve my skills in English in my professional context.

0) This does not apply to me

1) Disagree

- 2) Somewhat disagree
- 3) Neither agree nor disagree
- 4) Somewhat agree
- 5) Agree

16. I need to improve my skills in English in my professional context.

- 0) This does not apply to me
- 1) Disagree
- 2) Somewhat disagree
- 3) Neither agree nor disagree
- 4) Somewhat agree
- 5) Agree

17. I encounter minor difficulties in my communication in English.

- 0) This does not apply to me
- 1) Never
- 2) Rarely
- 3) Occasionally
- 4) Often
- 5) Frequently

18. I encounter major difficulties in my communication in English.

- 0) This does not apply to me
- 1) Never
- 2) Rarely
- 3) Occasionally
- 4) Often
- 5) Frequently

19. I worry that making mistakes in English makes me seem less professional for my contacts.

- 0) This does not apply to me
- 1) Never
- 2) Rarely
- 3) Occasionally
- 4) Often
- 5) Frequently

20. I look for opportunities to improve my skills in English in my professional context.

- 0) This does not apply to me
- 1) Never
- 2) Rarely
- 3) Occasionally
- 4) Often
- 5) Frequently

**Personal outlooks on using English in the working environment**

21. I communicate in English with my internal contacts.

- 0) This does not apply to me
- 1) Never
- 2) Rarely
- 3) Occasionally
- 4) Often
- 5) Frequently

22. I communicate in English with my external contacts.

- 0) This does not apply to me
- 1) Never
- 2) Rarely
- 3) Occasionally
- 4) Often

- 5) Frequently
23. I actively offer to use English if my contacts do not speak my first language. *First language here refers to the language you are most familiar with and most accustomed to speaking, for example your native language.*
- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
24. I am always ready to use English even if my contacts try to communicate with me in my first language. *First language here refers to the language you are most familiar with and most accustomed to speaking, for example your native language.*
- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
25. I enjoy working in English in my current organization.
- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
26. I gain intellectual assets from communicating in English in my current organization.
- 0) This does not apply to me
  - 1) Disagree



- 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
27. I consider English as an essential language for the staffing and recruiting industry in general.
- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
28. I consider English as an essential language for the identity of my current organization.
- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
29. I consider English as an essential language for my current organization's everyday working life.
- 0) This does not apply to me
  - 1) Disagree
  - 2) Somewhat disagree
  - 3) Neither agree nor disagree
  - 4) Somewhat agree
  - 5) Agree
30. I consider communication in English to be well-facilitated in my current organization.

- 0) This does not apply to me
- 1) Disagree
- 2) Somewhat disagree
- 3) Neither agree nor disagree
- 4) Somewhat agree
- 5) Agree