JUMP ON THE BAND WAGON:
English language and communication needs among event management professionals

Master's Thesis

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Globalisaatio on vaikuttanut moderniin työelämään muun muassa lisäten kielitaidon merkitystä osana työntekijöiden ammatillisuutta. Englannin kieli näyttäytyy työelämässä erityisesti kansainvälisten markkinoiden, omistussuhteiden ja verkostojen kautta. Tapahtumatuotanto on toiminut kansainvälisillä markkinoilla jo vuosikymmeniä ja kasvavan live businekseen ansioista Suomessa esiintyy vuosittain satoja ulkomaalaisia artisteja. Tapahtumatuotanto on kasvanut myös liike-elämän konferenssien ja kasvuyritystapahtumien osalta monipuolistaen työn sarkaa entisestään.

Tämän tutkimuksen tarkoituksena oli selvittää, mikä on englannin kielen merkitys tapahtumatuotannon ammattilaisten työelämässä: millaisissa viestintätilanteissa englannin kieltä käytetään, millaista kielellisiä ja viestinnällisiä kompetensseja alan ammattilaisten tulee olla. Tutkimuksen sivujuonteina toimi kulttuurienvälinen viestintä sekä sosiaalinen media, joiden yhteyttä englannin kielen viestintätilanteisiin selvitettiin kielitaitokartoituksen yhteydessä. Tutkimus oli laadullinen haastattelututkimus, jonka aineisto koostuu kuudesta puolistrukturoidusta teemahaastattelusta. Haastateltavat työskentelevät eri tapahtumatuotannon tehtävissä ja organisaatioissa.

Tutkimuksen tulokset osoittavat, että englannin kielen ja kulttuurienvälisen viestinnän taitoja tarvitaan tapahtumatuotannossa paljolti samoissa tilanteissa kuin muualla liike-elämässä. Tutkimuksen perusteella määrällisesti tärkeimmäksi osa-alueeksi osoittautui kirjallinen viestintä, kuitenkin niin että haastateltavat kokivat suulliset viestintätilanteet haastavammaksi. Kaiken kaikkiaan hyvät viestinnälliset- sekä sosiaaliset taidot koettiin työssä pärjäämisen kannalta erittäin tärkeiksi. Tulosten perusteella työelämään valmistavan koulutuksen tulisi ottaa huomioon alan erityisenglanti, erilaisten tekstilajien normit sekä erityisesti neuvottelutilanteissa vaadittava sovitteleva ja soveltava kielitaito. Tulosten mukaan tapahtumatuottajat hyötyisivät myös business englannin opinnoista esimerkiksi talous- ja sopimus jargonin osalta. Myös kulttuurienvälisen viestinnän osaamiselle nähtiin olevan tarvetta. Sen sijaan sosiaalinen media ei työllistänyt kyseistä vastaajajoukkoa, vaikka sen keskeinen rooli alalla tunnustettiin välittömästi. Tutkimuksen myötä koottiin tapahtumatuottajan profiili, jota voi hyödyntää kohderyhmän kielten opetuksessa.

Asiasanat – Keywords ESP, needs analysis, working life, event management, intercultural communication
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1 INTRODUCTION

The Finnish history records will be remembering the summer 2018 as one of the hottest summers in the history when the temperature rose up to +25 degrees centigrade in more than sixty days during the summer. The festival customers will remember the summer as the 'super-summer' of festivals when the rubber boots could be left in the warehouse, Finnish popular music acts headlined festivals and bid farewell on ski jumping venues, *Prophets of Rage* made Seinäjoki City rage again in *Provinssi* and *Ruisrock* was sold-out to a record in April - just to mention few images that will stay imprinted in my mind. It is these experiences and memories (individual and collective) that form the essence of event managements, but also what functions as the core of a very successful business.

Being an interdisciplinary field, event studies incorporates event managements, and tourism, but also resonates with fields such as hospitality, leisure, sports, theatre and cultural studies. Furthermore, event studies conjoin with business management as planned events are most often (if not always), seen as business ventures where, regardless of the management of the event (profit, non-profit, governmental), money is always needed in the production and management process (Getz 2016:131). In addition to consumer markets and - consumption, events are nowadays seen also as appropriate forums for implementing public goals (Getz 2016:6), and moreover, as efficient networking tools for business endeavours which is also the starting point of the internationally celebrated Finnish start up conference *SLUSH*. The increased use of events as a means of place development, sponsorship and branding and the overall commercialization of events have led to the growth of the event industry and also the field of event studies and education.

In 2017 the estimated value of Finnish Music Industry was 930,2 MEUR from which approximately 50% (475,5 MEUR) was credited by the entire live music scene and 272,2 MEUR by festivals, concerts and live music venues in particular (Suomen musiikkialan talous ja vienti 2017, Music Finland 2018). Finland's Festivals association (FF) published their most recent statistics reporting their member festival total numbers: 822 593 sold tickets and 2 million festival hosted guests (Festivaalien käyntimäärät 2017, Finland's festivals). Furthermore, Music Finland and LiveFIN reported a total of 3000 live music

events being organised by the group of 45 respondents allocating app. eight events being organised each day (Elävän musiikin talous 2018, Music Finland and LiveFIN). In reality, the total number of sold tickets and organised festivals in the country is notably higher, as the statistics are often based in member organisation and festivals focusing on specific field or theme. For example, FF's 82-member festivals exclude major festivals such as music festival *Provinssi* and on the other hand, massive business events such as *SLUSH* and *Nordic Business Forum*, but also the hundreds of small-town festivals that employ professionals and benefit industry.

For years English has been acknowledged as the lingua franca of business communication (Nickerson 2005). According to studies English is commonly used in the Finnish industry with the total of 80% of the companies using it on a daily basis (Confederation of Finnish Industries EK, 2014). The globalisation has influenced the language use of practically everyone working on business with merely the level, context and means of language and communication skills varying according to the job description (Virkkula 2008). The customers get a sense of the globalisation of the live music business when looking at tour releases as booker manage to squeeze in even more and more international acts, to the logistically very difficult Finland, into the touring schedules. However, according to the statistics the industry seems to operate mostly on domestic consumer markers as the percentage of international guests vary from 0% to 40% as within the total of 33 respondents only four music festivals (*Vaasan Kuorofestivaali*, *Lieksan Vaskiviikko*, *Flow Festival*, *Musiikin aika*) estimated that minimum of 10 percent other festival customers was international (Kinnunen 2018). If we are operating in a business that is heavily concentrated on domestic markets, what is the role of English language for the professionals working in the event management field? Moreover, what are the specific language skills and situations a student should master in order to sail through the event management business in English? Although language and communication needs have been largely studied, especially in the context of business English, further studies on the specific language needs in the field of arts and culture have not been reported (Huhta 2011).

The aim of the present thesis is to provide an insight to the specialised language skills used in the business context of event management. The present study research approach

relies on qualitative methodology consisting of six semi-structured interviews. The interviews focused on exploring the English working life skills of the professionals working in the live music business scene. All in all, the data consisted of over six hours of recorded and transcribed data that was used as the basis of assessing the language use needs of the professionals. The concept of needs is complex. Especially the perspective, whose needs, is constantly under discussion even as we speak since multiple stakeholders, teachers, learners, educational politicians all have an opinion on what needs to be learned. This study, however, focuses solely on determining the language and communication needs experienced by the event management professionals as it is those needs that are commonly considered as the starting point of both ESP/LSP course design and working life -led HE.

In addition to the English language needs, the role of intercultural communication skills and intercultural communicative competence were included in the study. The pre-assumption of the study is that Business English also plays a crucial role in the language use of the event management professionals. The role of cross-cultural communication is eminent in the English for specific business purposes field as language reflects culture and culture can shape language. Business English studies consider that raising awareness of one's own and the opponent's culture helps to achieve mutual understanding that will most likely lead to closing a deal or cooperation. The second sub-feature of the present study was social media and its' effects of the professionals working life.

The present thesis is bound to language and communication teaching in the Universities of applied sciences (UAS) hence providing an insight on the internationalization process of the UAS's in general and a present situation description of the English language teaching at the degree programmes of cultural producers taught in four UAS: Arcada-, Humak-, Metropolia - and Seinäjoki University of Applied Sciences. Within the present study, a short enquiry was made to the UAS's offering a degree programme on cultural management. The cultural producer degree, also referred to as Bachelor of Culture and Arts, is not a prerequisite for working in event management field or live music business, however, in the present study the setting is considered as a natural path to the industry. Thus, this study presents recommendations on the cultural producers teaching based on the findings of the data.

The language and communication teaching in the UAS follow the characteristics of Language for Specific Purposes (LSP) /Vocationally oriented language learning (VOLL), as they set the focus in language learning to the professional working field context instead of general English language (Kantelinen and Heiskanen 2004:14). For this reason, the present study addresses English for specific purposes (ESP) as the basis of its conceptual framework elaborating on needs analysis that is used in determining the specific needs of the students. Needs analysis or needs assessment is a relatively familiar tool in the field of English language teaching (ELT), however, in the field if ESP it is the constitutive marker, the cornerstone of teaching and course design. For a teacher the needs analysis provides an understanding of the interface between the business principles and language (Dudley-Evans and St John 1998:70).

This study looks up to the extensive works of Marjatta Huhta (2006, 2010, 2013) on language training and language and communication needs of professional purposes. The CEF Professional Profiles created by Huhta, Vogt, Johnson, Tulkki, together with their ample research groups and projects, provide language teachers with a rich, practical information on language and communication situations on several fields. The secondary aim of the data collection process was to build a professional profile on event management using the needs analysis as a tool. The results of this study may benefit teachers when teaching English to event management students or designing integration between language and subject teaching. Language and communication needs surveys have not been conducted in the field of culture and arts as far as is known (Huhta 2011).

My motivation for the present study dwells from a personal experience of teaching English in the University of Applied Sciences as a novice teacher in 2008. As the business students challenged me by asking ‘what does this has to do with my field of work’, I did not have a clear answer. The business studies I have taken in the University helped me with the contents, but little did I know about the work responsibilities or tasks that they would have to face when graduating. Having a CEF Professional Profile at hand when I held my first English course for future industrial designers or media producers would have been a bliss. However, as I later on taught English to students whose professional field was familiar to me, the feeling was opposite: this was the field I knew, this was a

field I had also worked in. I instantly decided that if I ever graduated from English language, this would be my topic: drawing an insight into the English language needs of professional event managers. Easy does it.

This thesis is constructed from several theoretical sections starting from English as specific purposes presented in Chapter 2 followed by details of an integral part of foreign language teaching, intercultural communication and competence, in Chapter 3. The third chapter also provides an insight to the second sub-features of this study; social media and its role in the target group. Chapter 4 elaborates ESP discussing needs and needs analysis while Chapter 5 provides and insight to the UAS that currently teach the degree of cultural management that serves as the education basis for the event management field. Chapter 6 caters for research methods, details on data collection and methods of analysis following chapter 7 that presents the analysis of the data. Finally, in chapter 8, the study discusses the results and offers implications of language teaching of the target group. The study includes two appendixes: the interview framework and the used examples in Finnish.

2 TEACHING ENGLISH FOR SPECIFIC PURPOSES

In this chapter, the development of English language and communication teaching, related to ESP approach, is discussed. The approach is commonly referred to in HE language education and in professional language teaching, hence assorted also in the theoretical framework of the present study. The name ESP itself states the most debated issues in the approach; specificity and purpose, how they are defined and who defines them. The following issues are also viewed in the present chapter, along the way with characteristics, classification, developments, teaching and the close family of ESP.

2.1 The ESP developments

ESP has become a pertinent component of teaching English as a second language or foreign language that has grown from the more general movement of language for specific purposes (LSP). LSP concentrates on teaching languages commonly considered as lingua franca (French, German and also English) for specific purposes. ESP has strong roots in the history of language teaching and English language teaching (ELT) above all. The approach was developed in the 1950's and 1960's due to the remarkable progress in the field of science and technology in the post-war countries, which led to the upswing in the world economic activities and ultimately to the rapid internationalization and globalization. In this setting, largely based on the power of United States, English language became the dominant language of commerce and technology. At that time, instead of developing general English skills, first and foremost workers needed more restricted language skills to be able to function in the specific job they needed to proceed. There was a need for language teaching designed for specific purposes. ESP –and admittedly also LSP- was there to offer a more precise and tailored language services in a globally used language. (see e.g. Robinson 1980; Hutchinson and Waters 1987; Swales 2000). Instead of describing the formal features of the language or the rules of English grammar, ESP emphasized defining the ways in which language is used in real communication (Widdowson 1983:6), and thus, the specificity of the ESP comes from revealing and teaching the communication situations that the learner encounters in the real life (Huhta 2013:36). ESP course design played a key part in the development of the new more communication centred ELT approach in the field of linguistics. In addition to

the previous trends, educational psychology also contributed ESP, by emphasizing the central importance of the learners and their attitudes to learning (e.g. Rodgers 1969 as quoted by Hutchinson and Waters 1987).

All in all, LSP, and ESP for that sense, is a relatively young field of study. According to Upton's summation (2012:10-12) on LSP at 50's, Strevens (1977) argues that the first steps towards the development of LSP was taken in the early 1900s as the first international travel courses were held. Swales (1985), on the other hand, has suggested that it is the Barber's article 1962 that marks as "the beginning of the story" of LSP and, a few years later, the book by Halliday, McIntosh and Strevens (1964) provided the theoretical foundation for LSP as a distinct field of study and not simply as an instructional endeavour. Hutchinson and Waters present five main developmental phases of ESP development: register analysis, rhetorical or discourse analysis, target situation analysis, skills and strategies and learning- centred approach (1987:9-15). The beginning of ESP was strongly a language and material centred period, whereas the process of learning has aroused only recently. During the past decade, ESP has emphasized social situatedness (Belcher 2004:166) and language as the key of helping the learner to "become a member of the community of practice" (Paltridge 2009, cited in Upton 2012:25). There are multiple ways in determining the student needs i.e. finding the commonly shared linguistic guidelines of a specific group or context. For example, Hyland emphasises the efficiency of genre analysis where analysing the spoken and written texts, and grouping them according to similarities, illustrate how language is being used in the particular community (Hyland 2004 as cited in Hyland 2011:205). Bazerman refers to genres as the "frames for social action" providing them with effective ways of getting things done using language (Bazerman 1997 as quoted by ibid.).

Upton (2012;10-12) predicted that context-based methods such as observations and ethnographic approaches are likely to become more common and the analysed data multimodal (Engberg, 2006) for these enables the researchers with a better understanding of the interactions the between people and between people and text. Also issues of power and accommodation will come into question (see more, Tollefson 1991, Belcher 2006, 2009). Upton summarises the development of LSP which stacks up to one of ESP writing that "we have moved from prioritizing 'words and structures', to prioritizing 'texts and

purposes', to prioritizing 'learners and genres', and are now more concerned with 'contexts and interactions' "(2012:14). The last development stage, contexts and interactions, is the focus of this study and, moreover, of modern needs analysis discussed later in chapter four.

2.2 ESP characteristics

A question has been made of what ESP is. After several developmental phases, it can be said that ESP is an approach where decisions on materials, forms of teaching are made based on the best interests of the students. It is clear by now that neither ESP, nor LSP, possess a single straightforward definition. This section provides an outlook on the dominant and variable features of ESP that are commonly used when characterising the concept. Furthermore, the section discusses the differences of ESP and General ELT.

Over the years, the ESP has been characterized by several writers. In 1991 Robinson (1991:2) described the essential features of ESP as goal directed, meaning that students study English language for study or work purposes, and secondly based on a need analysis, which aims to specify the needs and goals of the students as closely as possible. Few years later, Dudley-Evans and St John (1998:4-5) published the widely quoted model of absolute and variable characteristics of ESP where they defined learner needs an absolute ESP feature. In their model Dudley- Evans and St John point out that ESP is always 1) about specific learner needs, 2) leans on the underlying methodology and activities of the present discipline, 3) focuses on language (grammar, lexis, register, discourse) that is valid to those current activities and discipline. In addition to these absolute characteristics, both Robinson and Dudley-Evans and St John list variable characteristics of ESP. Robinson (1991:3) lists three variable aspects 1) ESP course students are usually adults rather than children, 2) time period of an ESP course is usually well scheduled, and furthermore, 3) ESP students commonly have some proficiency in English and the field before ESP course. Dudley- Evans and St John (1998:4-5) contribute the variables list by stating that ESP may be related or designed for specific discipline, and thus, ESP course may be 'specific' also in terms of topic or subject matter and that ESP may use a different methodology from that of general English. However, both admit that the previous characteristics (adult students) are not always considered as defining

since ESP may also be taught to primary school to e.g. ESL pupils and to students studying in perennial university degree programmes (Robinson 1991) or secondary school (Dudley-Evans and St John 1998). In fact, later on Cruickshank (2009) introduced the term English for educational purposes, referring to EAP for school age students (as quoted by Woodrow 2018:6). A more recent definition of ESP is offered by Swales (2000) stating that ESP attempts to give learners access to the language they want and need to accomplish their own academic or occupational goals. Huhta (2013:36) suggested that two more defining characteristics exist. First of all, ESP is evidence-based meaning that ESP materials based on only teacher/writer intuitions are not very reliable, but versatile perspectives on the tasks and activities of the professionals' communication needs must be taken into consideration. Secondly, Huhta (ibid.) argued that ESP is specific to the professional context not the professional domain emphasising professional purposes and professional community context. For example, in the case of event management the community context includes sound and light engineering, legislation and financial issues, not to mention the various subjects and themes that emerge accordingly to the B2B client's business field, that most likely all influence the communication situations.

In order to highlight its unique features, ESP is commonly juxtaposed with General English making generalisations of the differences between the two. The needs analysis conducted prior to an ESP course directs the curriculum design as it emphasises the language skills portrayed by the needs analysis whereas an EGP course puts an equal emphasis on all the four language skills: writing, speaking, listening and reading. Contrary to EGP, ESP hardly incorporates grammar to its' contents, and most often also outlines the vocabulary to a rather narrow focus (Woodrow 2018:6). Especially EAP, but also ESP in general invests in writing and reading. Woodrow emphasises the importance of selecting appropriate, authentic texts used by 'the target interlocutors in communication' (2018:38). Speaking and listening skills are vital in ESP, especially for the business scene, although depending largely on the communicative nature of the target group. Listening comprehension skills may be practiced according to task- based factors. According to studies difficulties in comprehension are often interrelated with unfamiliar words or structures (e.g. Hasan 2000:142).

As implied earlier, there is no specific methodology for ESP teaching, although communicative and interactive teaching methods, and especially task-based learning, are commonly emphasised and discussed in the ESP research setting (Hyland 2007; Hutchinson and Waters 1987). In contradiction to the prevailing EFL methodology, ESP tends to apply the methodology dominant to the content field, for example, problem-based learning (PBL) been used in the English for medical purposes while case-studies are widely used in the business scene (Woodrow 2018:131) both discussed later in this chapter. In fact, acknowledging and relying on the concepts and activities of a specific ESP field has been considered characteristic of ESP from early on.

2.3 Classifications of ESP

ESP is commonly divided to English for occupational purposes (EOP) and English for academic Purposes (EAP). In principal the subdivision of ESP types could continue endlessly depending on variation of target groups, origins and functions. This section provides an insight to the common classification and typing of ESP's focusing on English for Business purposes (Business English or BE) as it is the most relevant type in the commercial field of event management, relatively.

The ESP approach, deriving from EFL (English foreign language), is traditionally divided into two branches: English for occupational purposes (EOP) and English for academic purposes (EAP)/ English for educational purposes, the prior referring to working life study needs and the later to academic study needs. The third branch of ESP English for Vocational purposes (VESL) is focused on occupation-specific vocational ESL teaching (West 1984: 143). VESL, sometimes referred to as EVP (English for vocational purposes) is sometimes classified under the headline of EOP (e.g. Dudley-Evans and St. John 1998:6) and others as an individual third orientations of ESP (e.g. Huhta 2010:17). Subsequently the main three trends may be broken up according to 1) the period when the ESP class is held or 2) according to the discipline 3) or the professional area providing different types of ESP. As illustrated in the figure 1, the subdivisions such as the Business English, may also branch off to EAP and EOP entities where the prior serves academic purposes of EBP and the later working life needs of EBP. In real-life the branches also overlap.

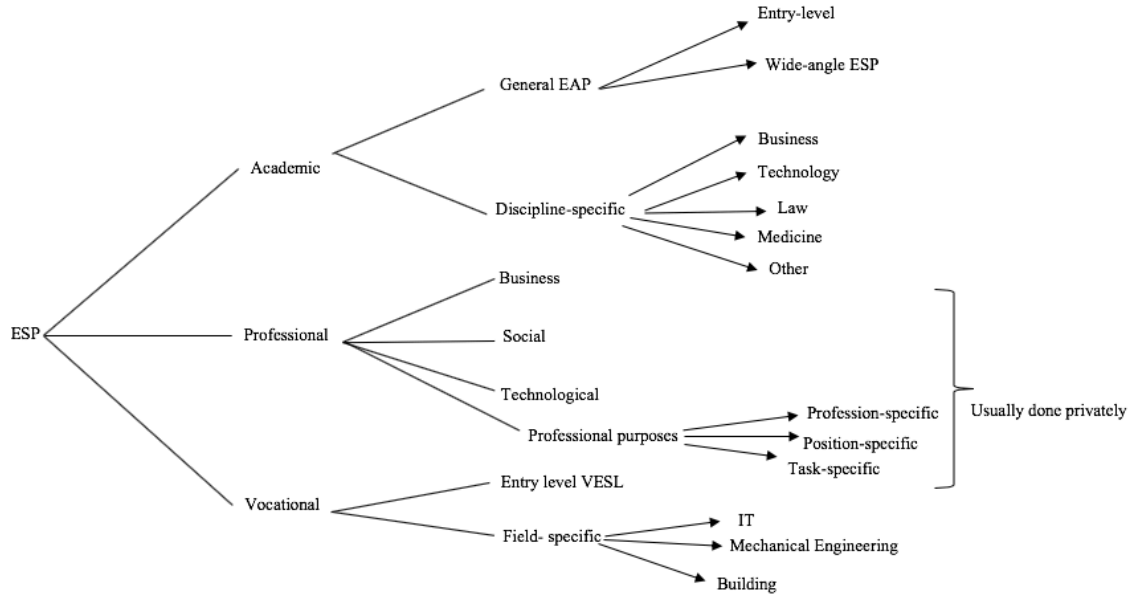

Figure 1. ESP Classification (adapted from Huhta 2010:17)

A central ESP/EAP issue that has become a subject of debate over the years, concerns the integration of language and content. The debate on subject-specific versus common core EAP led to the distinction of English for Specific Academic Purposes (ESAP) and English for General Academic Purposes (EGAP) (see more, Blue 1988). An ESAP course is designed based on the discipline specific needs of e.g. medical school students, whereas EGAP is constrained on common academic needs (Dudley-Evans and St John 1998:42). When discussing about EAP it is worth mentioning that there are many academic features that are similar regardless of the discipline - not everything has to be reinvented. The question of the specificity in the ESP - how specific should an ESP course be – has been conducted using the terms narrow and broad ESP. Generally speaking, the narrow- angled ESP course is favoured if the students share similar specific needs, on the contrary to wide- angled course, which is more suitable for a versatile student group or, for example, first year students in HE (Basturkmen 2006:15). Roughly speaking, e.g. factory workers dealing with repeating routine-like tasks could benefit from ESP tailored for the specific tasks, whereas nurses benefit from a broader understanding of language as the range of topics they discuss with patients is usually wide (Härmälä 2010). For a teacher the choice between a narrow- or broad- angle ESP course, may also be influenced by the skills level of the students at the starting point. As stated by Quirk, Greenbaum, Leech and Svartik

(1972) about the teaching of "restricted' language; it is no use trying to approach a point on the upper rungs if there is no foundation" (as quoted by Basturkmen 2006:17).

As mentioned earlier, the first prime attention in ESP focused on science and technology. However, nowadays ESP has several well-acquainted subdivisions such as English for Business and economics, English for medicines, English for social sciences, and English for aviation. Business English, in particular, is widely used in both EAP and EOP courses and considered as the "mediating language between the technicalities of particular business and the language of general public" (Pickett 1989 cited in Dudley-Evans and St John 1998:8). The use of English as the means of communication has been studied especially carefully on the field of business communication. Numerous papers report studies on different small-scale activities in the field of business, for example, meetings and emails (Louhiala-Salminen et al 2005; Chew 2005) and negotiations (Planken 2005). The research findings and conclusions are commonly used in developing teaching English for specific purposes and understanding English as lingua franca. An ESP course usually involves jargon from a specific field or fields; however, the special vocabulary is subsequent to the fact that the activities held in the class match the language needs of the students. For example, Louhiala-Salminen et al (2005) studied the LC use of two Nordic companies' staff undergoing a merger. The finding showed that learning banking terminology was not the issue but communication situations, such as negotiations, and the effective manner of communication, that caused the most concerns. Similar results were achieved in a blended learning experience conducted using the social media tool Twitter as instead of special lexical difficulties students were struggling with grammatical issues; prepositions and tense (Pérez-Sabater and Montero-Fleta 2015:19).

The dominance of English language in the global economy makes language competence a key qualification feeding also the Business English lingua franca (BELF) research. Intercultural communication plays a fundamental role in EBP teaching not to mention the BELF research that provides knowledge and perspectives into the communication competence of global business. A survey conducted by Forey and Lockwood (2007 as quoted by Nickerson 2014: 454) presented 'the economic importance functional 'nativeness'' (emphasis original) referring to a competence that includes a high-level language proficiency but also adaptability to a wide range of communication styles and

preferences. Although conducted and targeted to emerging economies, the name and description represents combination of the language skills needed when operating in global business markets around the globe – especially as Business English is largely used between non-native English speakers (NNS). Nickerson also argues that the future of ESP lies in understanding and educating of the ELF (2014:456).

2.4 ESP teaching and collaboration

The diverse role of a teacher is usually a theme worth devoting a chapter in merely all ESP theory books. The theme is valid also in the present study framework that resonates with teacher's role as a course designer and collaborator. In this section, teaching of ESP is considered from the teacher's perspective touching on integration and methodological approaches commonly used among ESP.

An ESP practitioner (Swales 1985), as pointed out by Dudley-Evans and St John, is a combination of a teacher, course designer, collaborator, researcher and evaluator (1998:13) while Woodrow contributes the list by adding need analyst, discourse analyst and materials provider (2018:54). Nowadays there are ready-made ESP teaching materials available that facilitate especially the 'common core' or broad ESP course such as EGAP or EGBP. However, in more specific, narrow focused courses, the teacher is still often the material designer or at least the collector though he/she might not be the 'primary knower' of content in the classroom. Even if the teacher might efficiently apply student knowledge as an asset in the classroom, it does not write off their responsibilities for ensuring that students are able to manage in the professional communication situation and adopting knowledge of the subject matter facilitates the student's learning without a doubt (Woodrow 2018:46). Although the specificity of the ESP has been studied as a motivating factor, the teacher still holds a substantial role in the attitude the students take on language learning. As Lax (2006:71-72) points out, language learning is a lifelong journey that the teacher may contribute by teaching also the courage in communicating through, for example, using role plays.

Especially in a multi-disciplinary field such as event management, collaboration between the content and language teacher would most likely be beneficial and full of opportunities

as it touches effectively so many topics (technology, marketing, arts, sales, sustainability, communication, social media, regional development to name a few). Dudley-Evans and St. John present three levels for subject-specific ESP work: 1) cooperation, 2) collaboration and 3) team- teaching (1998:42-45). The first step is a loose cooperation where language teacher asks and takes consideration the student's subject course contents, student wants and institutions expectations (Hutchinson and Waters 1987) integrating them to language teaching in some level. The second step requires activity from both language and subject study teachers, and moreover, actions to achieve the pre-defined and shared goals. In practice, the cooperation could involve having input in one another's course materials, tasks or helping one another's students on either language or subject issues such as taking on event management articles to English class or returning event production journal in English. The last step, team-teaching, requires working together in the same classroom. The collaboration could be eye-opening, though also rather employing, as summarized by Robinson (1991:21): language and subject teachers tend to focus on different levels of the content (White 1981) and have varying perceptions on what they consider central in a material or topic (Zuck and Zuck 1984).

As mentioned earlier, problem- based learning (PBL) is frequently used in English for medical purposes where it suits perfectly for activities such as diagnosing. What is problematic about incorporating PBL and ESP is that it requires collaboration between the language and the content specialist, this also being the stepping stone of the approach. Furthermore, finding the balance between the content and the language teaching might prove tricky and the approach requires a significant amount of staging and carefully draws instructions (Woodrow 2018:134).

1. Analyse objective of ESP course
2. Generate problem based on context
    In collaboration with discipline experts
3. Plan stages of PBL activity
4. Consider timing for each stage
5. Plan tasks and purposes
    Skills
    Content
    Language
6. Ensure resources are available
7. Devise evaluation system to measure efficacy and relevance of course

Figure 2. Steps in using PBL in ESP course design (Woodrow 2018:135)

The other much applied methodological approach, case-study approach, also replicates the target situation, which in the present study situation could be artist and cooperation negotiations. The case-study approach is commonly used in the business setting and also referred to as the "the most appropriate pedagogical model for ESP-B" (Boyd 1991:729). The case study approach is commonly divided into three types depending on the openness of the case. Mascolini and Freeman (1982) highlighted the open case term where students themselves are responsible for collecting information and providing answers on the case study topic whereas in the closed case all the information is provided for the students (ibid. 2004:139). Also, pre-structured cases and vignettes employ professionals or researchers as they are responsible for providing the background information (outline and comments) (ibid.). Esteban and Pérez Cañado point out that adapting the case-study approach adds another dimension to the ESP practitioner: a facilitator and a consult.

2.5 ESP and the close family

ESP is no means a unique ELT approach, moreover, it shares similar features with more recent approaches such as CLIL and VOLL that were promoted by the growth and development of the European Union. All three approaches are descended from globalisation, mobility spurred by current industrial and technological revolutions, world crises and events. This section will broaden the perspective on specific language teaching by briefly introducing CLIL and VOLL often referred to in professional language teaching and HE in general.

Content and language integrated learning (CLIL) drawn from the content-based instruction as it is known in USA, is dual- focused approach namely language and content where a subject is taught in an additional language, whereas ESP focuses on providing the student the language skills they need to master the communication situations in their professional setting. According to Marsh (2002) CLIL is an umbrella term referring to "any dual-focussed educational context in which an additional language, thus not usually the first foreign language of the learners involved, is used as a medium in the teaching and learning of non-language content" (quoted by Coyle 2008:99). Unlike ESP, that may be seen more suitable for adults or students that have some background knowledge of the

foreign language, CLIL may be applied at any stage and age of the student (Coyle 2008; Dudley- Evans and St John 1998). The 4Cs framework for CLIL by Coyle (1999) reflects the key elements of efficient CLIL teaching or activity: content, communication, cognition and culture (Coyle 2008:103) and the understanding of the interrelatedness of the four. The third C, culture, incorporates intercultural awareness ('awareness of self and others') that is considered a crucial aspect of language and communication.

In 2016, Yang observed 21 CLIL and ESP courses to understand how teachers implemented the two approaches in the classroom. The results indicate that CLIL teachers spend much more time on content teaching but pay less attention to language teaching; in contrast ESP teachers normally attend to both learners' language development and disciplinary knowledge (Yang, 2016). The Yang's study conducted in a polytechnic university in Taiwan concluded that the teacher's expertise in language or subject content defined the emphasis and assessment of the course, i.e. ESP language teacher emphasised also linguistic knowhow where as CLIL subject teacher demanded and valued less or even very little from linguistic learning achievements.

CLIL (such as ESP) was naturally contributed by the general socio-economic globalization and especially in Europe, also by the European Commission's alignment on further internationalisation and mobility of students, teachers and workers which CLIL was considered as the key factor. The profound difference between CLIL and ESP is their origins; the forms of CLIL (and CBI) are derived from English second or foreign language learning and ESP from English foreign language learning (e.g. Master 1997). Both CLIL and ESP have been criticized for being English -centred demolishing the diversity of language and societies (e.g. Coleman 2006; Philipson and Skutnabb-Kangas 2011). According to recent study results, a deduction has been made that CLIL is gradually replacing ESP courses in Europe and in Asia (e.g. Arnó- Macià and Mancho-Barés 2015; Yang 2016; Greere and Räsänen 2008).

Despite of being also rivals, it is clear that ESP and CLIL are similar in many ways and may can benefit one another. The level of cooperation may include e.g. tutoring between the teachers or team teaching/ adjunct teaching where content and language teachers

design and/or implement the course with specified outcomes and criteria for both content and language (Woźniak 2017; Räsänen 2008; Arnó-Macià and Macho-Barés 2015).

Similarly, VOLL was also reinforced or even generated by the Council of Europe as a result of the modern language project 'Language learning of European citizenship' between 1989 and 1996. Vocationally oriented language learning is situated between LSP and general English as, although used mainly in the tertiary education, VOLL is not limited to either working life or academic life, which is characteristic of ESP. Instead VOLL is based on an 'all round language proficiency [in general in life] and tools for lifelong language' (Vogt and Kantelinen 2013:62-69). The ideal VOLL language teaching integrates, not only the technical competence, but also the social and personal competences of the student's, thus, contributing also the student's ability to learn, grown stable in mind and communicate adequately (Kohonen 1997:27). VOLL has been characterized as holistic, learner-centred, content-based, action-oriented, task-based, interdisciplinary and fostering learner autonomy (Vogt and Kantelinen, ibid). The prior description ties VOLL to working life but also to the post-communication approach on language teaching accentuating intercultural learning (Egloff and Fitzpatrick 1997:15). From a teacher's perspective, VOLL shares some of the same issues confronted by ESP; VOLL foreign language teachers are usually language specialists, and rare specialists at the subject area (Vogt 2009:68). Another similarity with ESP is that also the ideal VOLL language teaching requires knowledge of the daily activities of a specific job or field -let alone the changes in it.

3 LANGUAGE AND COMMUNICATION SKILLS IN THE MODERN WORKING LIFE

> Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect to least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them. (Kramsch 1993:1)

During the past decades the definition of what is regarded as valuable language competence has changed. The value of communication competence surpassed linguistic competence mostly due to the globalization that influenced also the development of LSP/ESP in the recent history. By the 1990's culture was no longer viewed as the fifth language skill, referred to at the opening quotation of Kramsch, but as an integrated inseparable aspect of language and as the fundamental tool in cross-cultural communication. This chapter will provide an insight into the sub-features of this study: intercultural communication and social media emphasising the prior theme. Communicative competence and intercultural competence will be discussed touching the prior in the modern working life setting addressing the works of Byram and other merited language researchers. Finally, the study provides an insight to social media in the event management framework addressing some of its functions in the light of recent research and laying a foundation on the final research question of this thesis: how does social media and English language use intertwine in the event management professional's working life?

3.1 Communicative competence

> - - - when discussing intercultural competence in foreign language education, it is important to underline that 'intercultural competence' always implies 'communicative competence', and therefore always also has a linguistic, sociolinguistic and discourse component. (Sercu 2010:75)

The concept of communicative competence (CC) appears frequently in the field of foreign language learning. As pointed out by Sercu above (2010), intercultural competences in basically an extension of communicative competence sharing constructive elements and issues. The concept of communicative competence (general and language) has developed during the past decades and contributed and modified by writers such as Hymes (1972), van Ek (1986), van Ek and Trim (1991) Canale and Swain (1980). For example, van Ek's

communicative ability comprised six 'competences': linguistic, sociolinguistic, discourse, strategic, socio-cultural and social competence, together with autonomy and social responsibility (cited in Byram 1997:9-10) whereas Canale and Swan (1980) discuss only four competences as illustrated below.

> (1) grammatical competence (phonology, orthography, vocabulary, word and sentence formation)
> (2) sociolinguistic competence (knowledge of sociocultural use of rules; ability to handle settings, topics, and communicative functions in different sociolinguistic contexts)
> (3) discourse competence (mastery of understanding and producing texts in the modes of speaking, listening, writing and reading, including textual cohesion and coherence)
> (4) strategic competence (compensatory strategies in case of difficulties in the three areas above; for example, paraphrase, clarification, slower speech, request for repetition, coping with noise, using fillers).
>
> (Canale and Swain 1980: 28-31)

In the present study framework, communicative language competence is considered as consisting of three components: linguistic, sociolinguistic and pragmatic with each component intertwined in one another and comprising knowledge and skills and know-how (CEFR 2001:13). **Linguistic competences** include lexical, grammatical, semantic, phonological, syntactic, orthographic and orthographic competences (CEFR 2001:109-118). **Sociolinguistic competences** refer to sociocultural conditions of language use packed with both subconscious and conscious, social conventions (rules of politeness, norms of sexuality; age; social class, rituals etc) that are highly influential markers in communication (ibid.). Finally, the **pragmatic competences** replicate the 'functional use of linguistic resources (production of language functions, speech acts)' including discourse skills, cohesion and coherence, knowledge of text types and form, as well as the most delicate fields of irony and parody. All in all, the CEFR stresses the impact and influence of cultural environments and communities when using and learning language (ibid).

3.2 Intercultural communication competence

In the late 1990's Byram was one of the writers arguing for a broader understanding of communicative language teaching pointing out how a person's cultural background effects on perceiving and interpreting the message conveyed (1997:3). Byram argued that communication is not merely information exchange but "it is focused on establishing and

maintaining relationships" and that "the effectiveness of communication in the foreign language depends on their [speakers] ability to de-centre and understand how messages will be perceived in another cultural context." Similarly to Byram, the work of Louhiala-Salminen (2005:419) have pointed out among BELF learners that only after understanding and appreciating" a range of communication cultures, including their own, they [learners] will also learn to appreciate flexibility", which Louhiala- Salminen refers as "one of the most vital skills in the rapidly changing business community of today".

> intercultural competence is the subset of abilities that enable language users to build bridges by mobilising strategies and means in order to overcome the communication problems that go with different contextualisation patterns (Cuvelier 2001:68-70).

Over the year's researches have classified cultures in many different ways. In 1976 Hall divided cultures according to the way of communication, into low-context (i.e. implicit in communication) and high-context (i.e. explicit in communication) whereas Hofstede's model on cultural dimensions resulted the recognition of the four dimensions of national cultures: power distance, individualism vs. collectivism, masculinity-femininity, and uncertainty avoidance (Hofstede 1991;2001). A fifth dimension, long term versus short term orientation was added on the basis of research by Harris and Bond (as quoted by Hofstede 2012:22-23). Especially the Hoftede's IBM project has had an indisputable impact on the development of intercultural communication competence studies, although the results have also received criticism (e.g. Holden 2002:34). The variation between behaviour in individual level is considerably high, hence it must be acknowledged that "the dimensions do not represent an absolute country position, but only their positions relative to other countries" as pointed out by Hofstede (2012:31) in response to the criticism of the dimensions being obsolete or stereotypical. All in all, intercultural communication has been studied for approximately thirty years during which the focus has shifted from classifying the differences between cultures and countries, a perspective embodied by the Hofstede's dimension to mention one, to raising the awareness of cultural diversity and finally to cooperating and communicating in the cross-cultural field (Dervin and Keihäs 2013; Kemppainen 2009). As the workplaces become more multicultural, the intercultural communication skills are bound to become a part of the 'common core'.

In the 21st century intercultural communication is considered as a multi-disciplinary field that touches, for example, sociolinguistics, communication studies, business studies and psychology, making it a shared research topic and an integrated aspect in many subjects. Intercultural communicative competence (ICC) is commonly treated under three to four dimensions: knowledge, skills and attitudes (including traits). For example, Jokikokko (2002) covers the prior dimensions dividing them into knowledge/awareness, skills, attitudes and actions, acknowledging also that the factors overlap (quoted by Kemppainen 2009:111). One of the most frequently addressed works on the field is Byram's (1997) schema of factors involving ICC that consist of affective (attitudes, traits), cognitive (knowledge) and behavioural factors (skills, actions and behaviour). To begin with Byram names intercultural attitudes *(savoir êntre)* as the foundation of ICC: "the attitudes towards people who are perceived as different in respect of the cultural meaning, beliefs and behaviour they exhibit but also to relativizing one's one own" (1997:34). Byram identifies a curious and open attitude as the prerequisite of a successful intercultural or cross-cultural communication situation (ibid). Individual characteristics might either contribute or decelerate the acquisition of ICS. CEFR, that was also contributed by the works of Byram, discusses selfhood factors (attitudes, motivations, values, beliefs cognitive style, personality traits) that influence the development of second language skills and intercultural personality under the definition of existential competence (CEFR 2001:106). The second factor in Byram's scheme is knowledge (*savoirs*) of self and others coated by the knowledge on the interaction process in the interlocutors' country on a societal or individual level (1997:35). The knowledge may be culture specific or general, and shed light "to ways in which culture affect language and communication" as pointed out by Sercu (2010:75). The third aspect of ICC is skills of interpreting and relating (*savoir comprendre)* that stand for "the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own" (Byram 1997: 61). In order to learn new knowledge, one needs the skills in order to discover and interact on culturally sensitive issues and customs. The second sub-division of skills, *the savoir apprendre/faire,* that refers to the ability to acquire "new knowledge of a culture and cultural practices and the ability to acquire new knowledge and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction" (ibid.):

The CEFR on the other hand, defines intercultural skills and know how (*savoir faire)* as in a more functional manner breaking it down to abilities and capacities:

> • the ability to bring the culture of origin and the foreign culture into relation with each other;
> • cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;
> • the capacity to fulfil the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;
> • the ability to overcome stereotyped relationships.
>
> (CEFR 2001:104-105)

CEFR describes the *savoir apprendre*, the ability to learn, roughly speaking as an "ability to observe and participate in new experiences and to incorporate new knowledge into existing knowledge, modifying the latter where necessary" (CEFR 2001:106). Furthermore, the CEFR discussed the *savoir faire* under the heading 'practical skills and know-how' including social, living, leisure and, the most essential in the present study setting, vocational and professional skills:' the ability to perform specialised actions (mental and physical) required to carry out the duties of (self-)employment' (CEFR 2001:104). Finally, the fifth savoir, *savoir s'engager,* is critical cultural awareness that highlights the purposes of foreign language teaching in obligatory education encouraging students to raising awareness of the cultural relatedness of their own background as well as the others:

> Critical cultural awareness/political education: an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries (Byram 1997: 63).

Much like Jokikokko (2002) in the classification of ICC factors, also CEFR incorporates competencies and savoirs underlining the influence of shared knowledge, values and beliefs held by social groups in other countries and regions (such as religious beliefs, taboos, assumed common history, etc.) in the framework of language learning and intercultural communication (CEFR:11).

> Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness. (CEFR: 11).

As pointed out by Aguilar (2018), intercultural competence is not included in the traditional ESP materials and not for that matter in the learning/teaching goals. However, studies also indicate that the ESP (and EMI: English medium instruction) classroom could function as a useful tool in grounding and developing intercultural competence and raising awareness of the 'otherness' (Bocanegra-Valle 2015 quoted by Aguilar 2018:37). In order to achieve its' full potential, the teaching staff need education on the methodologies for developing intercultural skills (ibid). Whereas traditional ESP neglects intercultural competence, CLIL deepens students' intercultural awareness through the positioning of the 'self' (emic or insider perspective) and the 'other' (etic or outsider perspective) (Coyle 2009:184).

3.3 Global communicative competence

In the contemporary society, where HE promotes the mobility of workers and students, immigration is emerging, megatrends such as globalisation, digitalisation, rise of geo-economy has remodelled the business setting, intercultural competence and communicative competence in general become more crucial and everyday skills. Martin and Nakayama (2015:14) for one have listed factors that have contributed to the change, regardless of the location of the workplace: (1) economic globalization, (2) shifting demographic patterns, (3) the rapid pace of technological change. In fact, there are already indications that the value of cross-cultural communication proficiency is outstripping traditional language proficiency (e.g. Vandermeeren 2005:175) as studies in intercultural sociolinguistics and intercultural communication show that the problems often arise from different aspects of communication and not the language itself. For example, Pan, Scollon and Scollon (2002:11) summarized situational reasons for communication difficulties:

- body language, dress, tone of voice
- use of space, layout, and design of both physical spaces and publications
- the use of colours to reflect subtle impression
- timing at the face-to face level as much as the degree of punctuality on meeting deadlines
- the use of meetings for negotiations as opposed to ratification of already agreed positions
- leading with main topics as opposed to leading with social relationships
- talking vs. silence
- formal agendas vs. open discussion.

Whether a message is successfully received depends on several factors such as the language used; the style of communication; in a verbal communication the activity of the interlocutor in receiving the message. The various business books guiding professionals in intercultural communication skills have also noticed the shift towards the virtual communication means such as emails, phoning and Skyping (Tomal and Nicks 2010: 82). Another significant change has taken place in the definition of English, where the shift of correct English has changed from the native speaking language to English being used by second language speakers across the word. The world culture bound references such as slang, idioms and acronyms are recommended using at low incidence (ibid.).

Global communicative competence (hereafter GCC) is conceptualized by Louhiala-Salminen and Kankaanranta (2011) consists of three layers: multicultural competence, competence in English as a Business Lingua Franca (BELF) and the communicator's business know-how. Their study results portray the complex and interrelated union of culture, language and communication in the BELF scene while distinguishing the BELF competence different from the Standard English or native speaker competence:

> The users of English as a lingua franca in a particular situation are capable of making use of the situation-specific "core" of the English language. At the same time, they use highly specialized, shared terms, and concepts to adapt to the forms and norms of the language required in each business situation.

Based on their study results, Louhiala-Salminen and Kankaanranta (2011) recommend that "sociolinguistic and strategic competence, for example, interactional skills, rapport building, and the ability to ask for and provide clarifications should be the focus" of BELF language students as these are language activities fundamental when closing deals, but also for succeeding in the multicultural environment requires sensibility and tolerance towards the "different ways of doing things" and includes such issues as listening skills, accommodation skills, and understanding different accents and varieties of language" (2011:259). They also underline the importance of more traditional communication skills such as directness, clarity and politeness as tool of increasing effectiveness in the prior (ibid), features that land on the sociolinguistic and pragmatic competences when considered the CEFR classification. The final layer on the GCC is the business know-

how that is considered as an integral part of the competence that might also be considered as defining much the contents and features of the inner layers (ibid).

3.4 Social media in event management and education

The social media platform Facebook was created fourteen years ago and what seems as a short period of time, social media has revolutionised the way we perceive the world, communicate with one another and consume goods and services. The revolution has influenced also the event management business: how events are promoted to customers, how customer influence the event brand image, how tickets are being bought and sold. Social media has made it possible for a single weekend events to be turned into a brand and a phenomenon that lives and breath 365 days building the hype for the upcoming event, informing customers about current issues, reliving the event afterwards, communicating with customers, taking a stand on current issues it supports just to mention few of the communicative action's events use social media for.

Kaplan and Haenlein's defined social media as "group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow for the creation and exchange of user generated content" (2009:61). By Web 2.0, also called as the participative (or participatory) and social Web, they refer to user-generated, collaborative and information sharing Word Wide Web. Microblogging (*Twitter*), social networking platforms (*Facebook*), content communities (*Youtube*) are difference sub-categories in the social media classified by their features (ibid). Festival manager's motives for using social media are manifold, doing business being one of them. Even in the early days the studies showed that, for example, sports and entertainment venues that had a defined social media strategy noticed a revenue increase, compared to those without one (Rothschild 2011:148). "The high cost and uncertain returns associated with television advertising, print ads, and radio spots is not suited for an environment with increased pressures, shrinking marketing budgets, and new customer expectations" (Rothschild 2011:140). Consumer-generated contents (CGC), such as reviews, blogs and posts, have become essential as fresh CGC generate sales and user experience knowledge, adds visibility online and appearing in *Google* search and portrays the present situation of the industry (Moriuchi 2016:88-89). Compared to the traditional media, social media

was considered easier to target, more flexible and cost efficient. However, the managing of the content, and allocating resources to do so, has been considered as the key issue when implementing a successful social media strategy (Rothschild 2011:148; Davidson 2011:131).

Festivals have been a part of our culture since ancient history. Festivals bring together large audiences, both local residents and tourist, to enjoy experiences shared among the people. Social media in this context, may reinforce the experience a unity before, at site and after the festival. Consumers are contributing to the festival experience, enhancing the overall experience and sociability, shaping the image of the festival as they comment, share and post the content provided by the festival managers or create their own stories. Flinn and Frew (2013:419) state that the last decade has changed the rather management structured event business to a co-created construct of the management and consumers.

According to a case study on festival's Facebook and Twitter feeds conducted by MacKay et al (2017), the main purpose of tweets/posts is information sharing followed by reason such as relationship building and information seeking, plus the inevitable notions for outdoor festivals in particular, weather. Furthermore, over 35 percent of the social media messages perceived an informational nature, whereas roughly 27 per cent was promotional and less that 20 per cent was classified as conversational by nature (ibid). Furthermore, studies (e.g. Hudson et al 2015) indicate that interacting with the festival's social media channels reinforces the emotional attachment to the festival, thus, boosting the loyalty to the festival and generating more word of mouth.

The use of social media platforms in HE education has grown rapidly during the last decade. Nowadays students are accustomed to using internal e-learning environments, for example *Moodle*, from very early on and several courses include a closed, or open, *Facebook* group or at least a *WhatsApp* -group. The use of social media platforms is a common, if not inevitable, project management tool in event productions. Software's such as *Slack*, *Trello* and *Google Docs* offer a wide range of possibilities for event production management offering a shared space for the scattered production team. Social media, together with mobile devices in particular, cater for ubiquitous learning referring to learning that takes place anytime and anywhere with the notion that anyone can create

and share knowledge (Bruce 2009). The ubiquitous learning aligns well with Dewel's (1859–1952) vision of learning as a process of 'lived experiences', not forgetting the Lave and Wenger's (1991) situated learning that emphasises the value of learning through observing practices (Gruzd et al 2016: 477).

In teaching social media is commonly used to facilitate student engagement, to organise teaching, engaging with outside resources, enhancing student's attention to content, building communities of practice and resource discovery (Gruzd et al. 2016: 490). "The teaching context education and learning theories provide several benefits of incorporating social media into education: '(1) exposing students to practices, (2) extending the range of the learning environment, and (3) promoting learning through social interaction and collaboration, and revealed another, unexpected aspect of social media use: (4) use by instructors for organizing their teaching' (Gruzd et al. 2016: 490)." According to the study, the most popular social media platforms used for teaching were blogs, microblogging, video sharing via *YouTube*, social networking via *Facebook*, and document sharing (including *Google Docs*) (ibid).

4 NEEDS ANALYSIS – the how and what of a course

One of the most conventional quotations in the history of ESP must be the Abbot's (1981) acronym 'TENOR' that highlight the wide-ranging scale of General English teaching: teaching English for no obvious reason. Few years later, Carver (1983: 131) suggested actions such as directing the learner's attention to purposes outside the classroom and maximising communicative activities inside the classroom, to reduce the amount of 'Tenor' in classrooms. ESP relies not so much on methodology but authentic materials, although authenticity has long been a vexed term as quotations such as 'one person's authenticity may not be another's' (Belcher 2006: 137) and 'authenticity resides not in texts but in the interaction between texts and intended contexts' (Widdowson 1983: 1978) are widely quoted. Interestingly, in the early years of ESP held no discussion on authenticity. In fact, ESP practitioners created their own texts as they were considered more illustrative on the linguistic features on agenda (Hutchinson and Waters 1987:158). Nowadays, a substantial part of defining the authenticity of material in a specific setting arises from the needs analysis (NA) which is referred as the cornerstone of a successful ESP course design or the *what* and *how* of a course (e.g. Dudley-Evans and St John 1998). The chapter number four offers a closer look at the definition and development of the needs analysis, providing also details about the CEF Professional Profile (Huhta et al.) and previous research finding on language surveys conducted for working professionals.

4.1 Defining needs and analysing them

Needs analysis, also referred to as needs assessment, is namely for gathering information about a predetermined group of people, company staff, profession or occupation (Brown 2011: 269). It is frequently described as "a continuous process" of course design as stated by Hyland (2003:58). Hyland (ibid.) explains the continuous process by drawing on the ESP practitioner's course design cycle: "we modify our teaching as we come to learn more about our students, and in this way, it actually shades into evaluation - the means of establishing the effectiveness of a course". Hyland's description shares similar features with Dudley-Evans and St. John (1998: 121) view on the nature of the key stages of ESP process:

> needs analysis, course and (syllabus) design, material selection (and production), teaching and learning, and evaluation) and it proceed in a cyclical form instead of separate, linearly - related activities.

Several sets of steps have been offered to support the NA forming process that usually proceed with eight to ten steps and most of which begin with defining the purposes of the NA and needs. Figure 3 below offers Brown's (2011) steps in the NA process that is, in fact, a compilation of the NA process works of his colleagues Schutzand Derwing (1981), Jordan (1997) and Graves (2000).

A Get ready to do NA

1 Define the purpose of the NA

2 Delimit the student

3 Decide upon approach(es) and syllabus(es)

4 Recognize constraint

5 Select data collection procedure

B Do the NA research

6 Collect data

7 Analyse data

8 Interpret results

C. Use the NA results

9 Determine objectives

[implement decisions (assessments, materials, teaching strategies, etc.)]

10 Evaluate and report on the NA project

[Decide on further information to gather (for ongoing curriculum evaluation)].

Figure 3. Steps in the NA process (combined by Brown 2011:270)

Over the history of ESP and needs analysis the concept of needs has evolved with each researcher broadening the perspective of the needs. In the next section, we will look into the concept of needs more closely.

> Need is actually an umbrella term that embraces the many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in. Needs can involve what learners know, don't know or want to know, and be collected and analysed in a variety of ways. (Hyland 2006:73)

Hutchinson and Waters (1987:55-62) discuss necessities, lacks and wants under the umbrella term 'target needs' where each sub classification looks into the needs from a different perspective. According to Hutchinson and Waters, *necessities* are what the learner has to know in order to function effectively in the target situation. Necessities are thus determined by the society, companies and/or the employers (ibid). *Lacks*, on the other hand, are differences between what the learner currently knows and the target L2 proficiency making the viewpoint especially valuable from the teaching and teacher's perspective (ibid). The third concept *wants* are determined as the learner's needs, what the learner wants to learn or feels lacking. Hutchinson and Waters (1987:60) refer the lacks as the starting point, necessities as the destination, although wants might struck a discordant note to the discussion. Finally, the missing piece of their journey analogy, *the route*, discusses learner needs as the means of achieving the destination that should always be influenced by the learner backgrounds, motivations, learning conditions etc (1987:60-62).

Berwick (1989) offers a complementary perspective deepening the concept on *felt needs* by the individual *and perceived needs* by the authority while Brindley (1989) refers to *subjective and objective needs* that in fact carry similar meaning to Berwicks concept. The objective needs, as Brindley points out, are based on facts which may be introduced by outside views, while subjective needs are those that involve the personal perspective of the learner as an individual. For instance, an objective need for an event producer in live music event could be to communicate with international agents on tour schedules for that is they key task in the promoter's working life where a subjective need could be, for example, the individual's wish to have more confidence while dealing with international those international agents. The Brindley's concept evolves to process-oriented and product-oriented needs (1989), where the prior refers to a broader perception of needs analysis viewing the entire process of learning incorporating attitudes, motivation, personality, awareness, wants and expectations, learning styles. The later product-oriented needs focus merely on the end-product, the language used in the communication situations. In the present study case, the process-oriented view would consider also how the confidence could be increased while dealing with the international agents or how the needed language skills could be efficiently acquired by the students whereas the product-

oriented need would be defined as the ability to communicate e.g. via emailing or with the international agents.

Robinson views needs on micro-, macro and meso-level (1991:7) where micro-level needs are those of the individual learner, macro-level needs rise from those of the society and the meso-level needs represent the context of the workplace or institution. Robinson's definition of needs is in fact used as the starting point of the CEF Professional Profiles, where the profiles aim at building an ESP/VOLL course that responds to the specific language and communication needs of the professional working life but also strives to educate professionals to function successfully in the global working life setting. What separates the present study from its model, the CEF Professional Profile, is that the present study focuses solely on individual level experiences. The data is collected from the professional, thus, presenting their subjective views on language and communication needs instead of an organisation, company or authority. Roughly speaking, the present study also touches the macro-level, needs of the society, as the data shows also touches on themes such as globalisation and cross-cultural issues. Finally, Vandermeeren's definition represents a broader view on needs rising above the discussion on objective versus subjective needs as she tightens the focus in her studies on business purposes stating that

> the need for business firms for employees whose knowledge of foreign languages and of the cultures that these languages are embedded in suffices for establishing and maintaining business contacts with speakers of these languages (Vandermeen 2005:160).

None of the presented concepts are that far from one another but in fact are completing the overall picture of what needs to be considered and how in order to achieve a profound ESP course. As pointed out by Brown (2011:269), 'defensible curriculum' is a "puzzle of varying viewpoints, perspectives, agendas and needs that requires constant reflection with the changing working life".

4.2 Sources and methods for NA's

The choice among sources is an important issue for, as Chambers (1980) asserts, "whoever determined needs largely determines which needs are determined" (quoted by Long 2005:24). The Jasso-Aguilar's study on Waikiki hotel maid's language use (1999)

has been widely quoted as a case example of dissenting perspectives of language needs by the staff and the management but also an example of institutional power being overrun by the actual language needs in a particular real-life setting. Long for one emphasises the value of triangulation in methods and sources. The combining of different sources and/or methods is used in qualitative research to validate data and increase the credibility of the study. Variety and combination in measures is also likely to increase the quality of the gathered information (Long 2005:25-30). There are roughly five sources of information for NA's: published and unpublished literature, learners, teachers and applied linguistics, domain experts and triangulated sources. Long recommends also familiarizing published and unpublished NA's, union offices, companies job description or task description databases (ibid). Huhta (2013:36) supports the prior viewpoints arguing for an evidence-based needs analysis that covers multiple perspectives (sources mentioned prior in the text) shedding light to professional context and details of the communicative events which are needed for building an effective and functional ESP course. The data-collection possibilities for NA's are multiple:

> non-expert intuitions, expert practitioner, intuitions, unstructured interviews, structured interviews, interview schedules, surveys and questionnaires, language audits, ethnographic methods, participant observation, non-participant observation, classroom observation, diaries, journals, logs, role-plays, simulations, content analysis, discourse analysis, analysis of discourse, register/rhetorical analysis, computer-aided corpus analysis, genre analysis, task-based, criterion-referenced performance tests and triangulated methods
> (Long 2005:31-32).

Questionnaires are valuable to ascertaining the persuasiveness of existing views, in other words, but less so for creating new knowledge about an unfamiliar field, which may be pre-empted by too early a rush to quantification (Long 2005:64).

4.3 Second generation needs analysis

Many HE institutions, such as the UAS, offer their staff the possibility of a working life period where the staff can network and acquire the knowledge of the needs of the industry. Supposing you are (a novice) language teacher, how do you acquire the massive amount of rapidly developing interdisciplinary information that you should adopt in order to provide your students with professionally specific language teaching? In this chapter we will focus on the practical course design and needs analysis tool CEF Professional Profile. As CEF Profile contains language learning and teaching dimensions incorporated from

the Common European framework for reference (CEFR), terminology provided by the CEFR will also be considered in the end of the chapter.

The idea of the CEF Professional profiles was to enable, especially novice teacher, or a teacher without a professional background, to design and run language teaching relevant to working life scene catering them with field specific knowledge of general communication situations, challenges and snapshots (Vogt 2009:69). The CEF was funded by the European Union in the framework of Leonardo Da Vinci Programme. Huhta et al (2013:14-15) describe the CEF Professional Profile as "the second generation needs analysis" making a contrast between the language- centred first generation needs analysis (which focuses largely on the four basic skills speaking, listening, writing and reading) and the modern comprehensive task-based approach. Huhta (2013:51) argues that a shift in the focus of teaching the future and current professionals is needed. Firstly, she points out that ESP should be redirected away from foreign language education and towards training in communication for professional purposes in which foreign language arises. Secondly, Huhta (ibid.) suggests that ESP should the perceive specific communication needs over specific language needs, and thus, move towards the idea of language and communication for professional purposes (LCPP), which is better suited to the fulfilment of the goals that members of the professional discourse community hold in common.

> LCPP arises from the interests of professional language and communication usage in second language and serves the purposes of effective language and communication utilisation in professional settings. (Huhta 2010:26)

The precursor of the CEF Professional profile, the Prolang project, laid the foundations to the holistic approach to communication situations employed in the CEF Professional Profiles. The observations made during Prolang indicated that communicative events involve several of the four language skills simultaneously and thus, an integrated approach should be employed (Huhta 2013:40-41). Secondly, the professional communication situations appear as chains of flow of communication situations that should be considered as an entity instead of unrelated telephone calls, speeches or reading activities (ibid.). Thirdly, creative language/communication capacity should be trained as means of solving social problems etc in addition to broader education purposes (ibid).

Translation and interpretation, often excluded from ESP course, are in fact repeating communicative events in the working life (ibid.). Finally, the Prolang also contributed in the discussion of authenticity stating that "simulations of workplace communication, despite their complexity, can promote empowered" engaged learning in the classroom (ibid.). In the Prolang report Huhta refrains from using LSP/ESP concept and favouring 'target-oriented language training', 'targeted learning' or 'tailor-made learning' (Reeves and Wright) pointing out that the latter are more appropriate to "the kindo of language is immediately useful for job purposes" (1999:23-24).

CEF Professional Profile (and CEFR for that matter) relies heavily in identifying communication situations and - tasks viewing users and learners of language as 'social agents' who have tasks to accomplish in a society. Hence the tasks are viewed more as communicative activities, influenced by current circumstances and contexts (CEFR 2001:9) encompassing also intercultural communication more effectively than traditional ESP usually does (Aquilar 2018:28). According to the CEF Profile ideology, also the communication situations should be viewed and constructed using multiple sources and data collection methods as pointed out earlier when discussing the definition of needs. However, Huhta has also argued that "those who know the needed communication at the workplace are the domain experts (members of target workplace community) who operate in the relevant language at work" (Huhta 2010:35) that is also the case in the present study's data collection sourcing.

Furthermore, the CEFR divides language and learning into following dimensions: strategies, tasks, texts, an individual's general competences, communicative language competence, language activities, language processes, contexts and domains which are refined and adjusted to the needs analysis tool used when compiling a CEF professional profile. The CEFR presents four domains: the public domain, the personal domain, the educational domain and the occupational domain (CEFR 2001:14) from which occupational and educational are significant in terms of the present study focus. Occupational refers, namely, to the activities eminent in the context of working life and educational to an institutional environment and activities. As pointed out earlier, language does not develop in a vacuum, but the common situations and concerns define the common nature, forms and use of it (CEFR 2001: 45). Each domain is influenced by

'external situations' such as locations, times, institutions or organisations, persons, objects, events, operations and texts (ibid.). Another external physical, social or timely conditions may also affect the language user, for example poor telephone line pronunciation or writing, power or social relations, pressure, lack of preparation time or spontaneous situations to name a few (ibid: 47). The CEFR continues broadening the domains distinguishing themes and sub-themes i.e. the topics that are involved in the discussions, texts are and communication events. Another dimension essential for the present study is tasks referring to the language and communication activities relevant in the working life of the professional event management individuals. Tasks are commonly interrelated with strategies (illustrated in Table 1) that are used in order to manage the tasks appropriately processing oral or written texts (ibid).

Table 1. CEFR points out interaction strategies as an example (CEFR 2001:85)

Planning
• framing (selecting praxeogram)
• identifying information/opinion gap (felicity conditions)
• judging what can be presupposed
• planning moves
Execution
• taking the floor
• co-operating (interpersonal)
• co-operating (ideational)
• dealing with the unexpected
• asking for help
Evaluation
• monitoring (schema, praxeogram)
• monitoring (effect, success)
Repair
• asking for clarification
• giving clarification
• communication repair

4.4 Previous research on the language needs of working professionals

As pointed out earlier, needs analysis have been conducted in Finland starting from the 1970's. This section presents some of those starting with the language surveys conducted by the Confederation of Finnish Industries EK (2009; 2014). Language needs may also be conducted on a regional level, as e.g. the Martin et al. (2013) study that defined the language proficiency needs recognised among the largest employers in the Vaasa region collecting data from regional employers, students, university staff and alumni. Virkkula (2008), on the other hand, has comprised a summary contrasting and comparing the language needs surveys and studies conducted by Konivuori 2002; Lehtonen 2004; Määttä 2005; Virkkula 2006 and Berghroth 2007. Vandermeeren (2005) conducted a study on Finnish and German for business-oriented foreign language businesses that has been referred to in the present study several times, in addition to the extensive works of Louhiala-Salminen and Kankaanranta (2005; 2011). Finally, the master's thesis study that has to be mentioned in the present study since it follows largely the framework if the present study; Ekola (2016) studied the English proficiency of academic researchers in relation to the language needs posed by their work using the CEF Professional profile, Dialang language test and self-assessment forms. The aim of this section is to portray some of the most general notions presented by the prior studies. The focus of business communication has been chosen for that is also what event management is at the professional level, it is business. This study relies on the subjective perspective of the working professionals, whereas the studies presented here provide a broader understanding on the language skills in the form of employers and industry perspectives.

As presented in the introduction of this study, English language is widely used in the global work markets up to the point that it is commonly referred to as the lingua franca. Generally speaking in the global business communication English is used while communicating with other staff members or with external stakeholder such as customers and suppliers (Mercer 1996 as cited in Virkkala 2008:383). According to the language surveys conducted by the Confederation of Finnish Industries EK (2009;2014), English is the most used foreign language among the Finnish companies. The most common reasons for foreign language use are the internationalisation of the operational environment and Russian markets (at least was before the economic sanctions placed by

the Russian government in 2014) (Confederation of Finnish Industries EK 2014:16). Other main reasons for using English in the workplace were being part of an international corporation, growth in exports and international staff members (ibid.). In addition to English, German is largely used in the Finnish businesses. Vandermeeren (2005) report additional two purposes 1) preventing misunderstandings by using the interlocutor's mother tongue (in this case Finns using German) in situations such as contracts or legal documents, 2) foreign language being used in commerce, for example, in presale texts types such as orders, providing a receiver-friendly image (2005:174).

According to the studies good language skills are generally considered as a default, as a constituent part of working proficiency (Martin et al. 2013:65; Virkkula 2008: 414). Excellent language proficiency was considered especially vital for employees working in sales and customer service, but also for management level and employees working on marketing (Martin et al 2013: 29-30; Confederation of Finnish Industries EK 2014:10; Virkkula 2008: 414). The study results also pointed out that language skills are considered as a part of a broader communication proficiency (Martin et al 2013:67) that also includes elements such as cultural competence (Confederation of Finnish Industries EK 2009: 9). The ability to produce and understand language, communicate clearly and convincingly, to argue and debate and to establish good rapport, were considered as the markers of a good language skill (Martin et al. 2013:67, EK, 2009: 9). Futhermore, Virkkula (2008:403-404) pointed out that the notion of language competence varied between language users: those who considered themselves as proficient language users payed more attention to the pragmatic competence discussing issues such as level of politeness and register whereas those who possess a lower level of language competence perceived it largely from the viewpoint of language. Also, Louhiala-Salminen et al (2005) has underlined the pragmatic competence vital in the business communication field as discussed in chapter three. The prior studies thus underline the relationship between the language competence and work responsibilities that generally define whether the language becomes an integral tool of accomplishing the work (such negotiations and meetings) or whether it will remain as a passive feature of work (such as reading manuals when operating machinery.

Understandably written English especially in the form of emailing, has dominating in the work places but also lowered the level of formality (Virkkula 2008: 390). Interestingly, both the Martin et al. and Virkkula also pointed out that translation skills are considered as a practical part of language skills, as it reduces the use of external translation services. Ekola's study showed that English was used and encountered more in the written mode (76%) than in spoken mode (24%) (2016:92). Traditionally (silent) Finns considered speaking a foreign language more complex to writing language (Virkkula 2008). Finns find speaking a foreign language challenging, even intimidating, especially in the form of spontaneous small talk, meetings or telephone conversations (Virkkula 2008). In Martin et al. (2013:63) study employers emphasised the value of good spoken skills whereas several alumni struggled with field specific vocabulary and weak communication- and negotiation skills. The courage of using the language skills was named as a significant marker, as pointed out by the employers, language proficiency becomes an asset to the company only if it is used actively (ibid:67). Among the employer, studying the content subjects in a foreign language was considered as an efficient means of learning the specific vocabulary (ibid). All in all, studies, in order to provide more working life –led teaching, more versatile possibilities of language and communication training should be employed, integration to content studies being one of them.

5 PROMOTING GLOBALISATION AND PROFESSIONAL WORKING LIFE

Universities of applied sciences have been highly influenced by globalisation and internationalisation ever since they were formed in the 1990's. Another distinct feature of the UAS is the fact that they were formed to cater and develop the regional business environments. This chapter provides a closer look at the prior UAS characteristics, internationalisation and interrelatedness to working life, and how they are interconnected and implemented using LSP/ESP in the language teaching. In addition, this chapter provides an overview of the English language teaching and integration in the degree programmes of cultural production that are closely related to the field of event management.

5.1 The founding domains of UAS language education

Coleman (2006:4) has listed the drivers that have influenced the 'englishization' of higher education in Europe: CLIL, internationalization, student exchanges, teaching and research materials, staff mobility, graduate employability and the market in international students. Higher education institutions have been teaching through English since 1950's taking us back to the same time period and societal changes which enabled the rise of ESP as well. Finland had followed the trend of English language HE education gradually starting from 1980's but it was not until the 1990's, when the English language degree programmes became hugely popular in the all of Europe. Nowadays, Finnish education institutions offer over 400 English taught programmes (Over 400 full degree programmes available in English. www.studyinfinland.fi, June 4, 2018). The boom was largely caused by the Bologna process. In 1999, the Ministers of Education from 29 European countries met in Bologna (Italy) and decided to create the European Higher Education Area (EHEA) through a resolution known as Bologna Declaration. Afterwards, 48 countries have signed the EHEA. The original aim of such a project was to promote and facilitate academic mobility, improve the competitive edge of the European universities and enhance the comparability of studies across all the educational systems of these countries. Lifelong learning, degree structures, international openness and quality assurance are some of the main focus areas of the process, however, the emphasis is shifting from structures to life-long learning and the promotion of high-quality teaching and learning.

(European Commission/EACEA/Eurydice 2018; Ministry of Education and Culture, 2018).

The UASs, and higher education in general, are steered through legislation, national four-year development plans drawn by the government, performance-based funding and agreements, and quality assurance measures (Ministry of Education and Culture, 2015). The international policy for Finnish higher education and research has set a strategic goal: by 2025 Finland has a genuinely international community for higher education and international appeal based in scientific quality (Ministry of Education and Culture, 2017). In addition to general endeavours towards an even more "high-quality", "leading-edge", "international", "competitive" HE and RDI actions, the strategic proposal also includes a practical service proposal guaranteeing that "in Finland you will be served in English" (ibid). In the future, each UAS degree acquired in Finland should include studies abroad or an international study period at the very least (ibid). The proposal also states that by 2020 each UAS has to compile clear goals and actions for internationalisation confirming that each UAS graduate is capable of working in "the international, multicultural operational environment, understanding the [cultural and societal] diversity, global challenges and principles of sustainable development" (ibid).

Although mobility, student and staff exchange to be more precise, is emphasised considerably, it is merely one measure of internationalisation. The Report of the Ministry of Education and Culture (2015:99) lists other internationalisation measures such as

> "rapid transfer of knowledge across countries, collaboration in academic work, study programmes shaped by "internationality at home", foreign language proficiency, international communication and networks of academics, knowledge of other cultures and societies, international understanding and global awareness are more salient."

The University of Applied Science Act 932/2014 mission sets a tight focus on working life, industry and business, and the regional development:

> --the mission of universities of applied sciences is to provide higher education for professional expert jobs based on the requirements of working life and its development and on the premises of academic research and academic and artistic education and to support the professional growth of students. They are also to carry out applied research, development and innovation activities and artistic activities that serve education in universities of applied sciences, promote industry, business and regional development and regenerate the industrial

> structure of the region. In carrying out their mission, universities of applied sciences shall promote lifelong learning.

The statue 18.12.2014/1129 in Act (932/2014) concerning University of Applied Sciences states that "the student has to demonstrate adequate proficiency to meet the needs of professional working life language and communication skills in one or two languages". Furthermore, the statute takes a stand on the on level of language skills after master's degree programme:

> graduate of UAS Master's degree programme should possess *good* spoken and written language skills in one's professional field and is capable of working in *demanding* international communication and interplay setting using one of the domestic languages and at least one foreign language (23.2.2017/120 in Act (93/2017).

The prior statutes bind UAS LC teaching with LSP/ESP and VOLL - Vocationally oriented language learning, as they set the focus in language learning to the professional working field context instead of general English language (Kantelinen and Heiskanen 2004:14). In addition to professional orientation, pedagogical and administrative implementation and networking are marked as the cornerstones of high-quality language education (Airola and Kantelinen 2009:190). Hence also staying in touch with the demands of the rapidly changing world is vital for the working life -led UAS, requiring continuing efforts from the teaching staff. However, even the most enthusiastic teacher unlike to fulfil all the demands of the industry and working life as they are so versatile. Hence, some level of generalisation and adaptable practices is required to guarantee that the students are able work in varying working life environments (Tynjälä et al 2004: 9-12). Finland has a long history of needs analysis conducted in pedagogical purposes starting from the 1970s and while the contents of needs might vary, the common feature in all is the growing internationalisation and the challenges it sets on the language skills requirements and intercultural communication skills (Airola and Kantelinen 2009:191-192).

UAS language and communication teaching has been studied and evaluated over the past years. In the early years of the millennium, studies showed that language teaching in the Finnish Universities of Applied Sciences was quite versatile suggesting that the few words regulated by the law on language teaching were implemented in very different

ways among, and within, Universities and degree programmes (Kantelinen and Heiskanen 2004). During the years 2002-2007 UAS language studies were managed under the watchful eye of a language committee assigned by the UAS President's council Arene. The language committee compiled the first guidelines for language and communication teaching in UAS (Kielten ja viestinnän opetuksen käytäntösuositukset ammattikorkeakouluissa 2016) in 2011. After the *Arene* language committee dissolved, the new KIVI forum comprised of UAS language and communication experts, took over commenting and discussing on current LC issues such as updating of the preceding guideline document. According to the prior practical guidelines updated in 2016, the mission of the UAS language and communication teaching is to provide students with language and communication skills required by the globalized industrial and commerce fields and working life. The language and communication teaching emphasise the student's abilities for interaction that transcends language- and culture boundaries and professional self-concept development (ibid.). Furthermore, the mission states that international comparability and competitiveness are also the driving forces behind the development of professional language and communication teaching that derives from the national and international research. (ibid.).

The guidelines also define the integration of LC studies as learning arrangements of different grade where linguistic/communicative and occupational/professional contents are being taught in conjunction with one another (Kielten ja viestinnän opetuksen käytäntösuositukset ammattikorkeakouluissa 2016:8). However, the defining characteristic of integration is the goal-orientedness of the language learning in the process, the setting of the goals and the assessment of them by a language instructor. Those are the key elements that separate integration from language exposure, regardless of the fact, that actions such as foreign language course materials and interaction with international/exchange student may improve language skills remarkably. Integration may be applied in different levels (e.g. on curriculum level or when implementing the course) and scales (entire course or parts of one). The integration of compulsory language course and occupational studies is not recommended unless they are been assessed separate units (ibid). Regardless of the proper means of integration, cooperation between subject studies and language studies is proved to be efficient for example when learning subject specific terminology which is inevitably one of the key focus areas of an ESP course. According

to the studies, content lectures may facilitate the vocabulary learning even when lecturing in L1 merely by stating the L2 terms as they emerge in L1 and selecting L2 reading materials (Mežek et al. 2015) as added exposure the vocabulary facilitates the learning process.

According to the self-evaluation survey on UAS language teaching staff (Kantelinen, Airola and Nenonen 2016), LPS/VOLL-based education, and especially the contents of the teaching, was considered as a strength and up-to-date with the changing professional life. However, networking within and among UAS language teachers and the working life and the integration of language and professional studies was ranked as one of the objects of further development in UAS language teaching (ibid. 39-41).

5.2 English language teaching at the degree programs of cultural management

Within this study, a short enquiry was made to the Universities of applied sciences offering a degree programme on cultural management (Metropolia UAS, Seinäjoki UAS, Humak UAS and Arcada UAS) which in this study is considered as the natural, though not the only, background education for an event manager. The purpose of the inquiry was to confirm the number of ECTS credits of English language provided by the existing curriculum and whether the revisited curriculum for autumn 2018 would cause any changes to English language teaching. Furthermore, a question on English language integration in specific or other English language use in teaching was made to counterpoint the level and extent of English language in the present situation. The topic of integration is considered in this study, as the interviews also try to find the potential and natural themes for the integration of English language and event management and provide an overall view of the current situation of English language teaching and integration of the prior language in the degree programme of cultural management. A connection was made to each of the prior UAS, two of which via email and other two via telephone. The short inquiry included the following questions

1. How many ECTS credits of English language teachings is included in the degree programme of cultural management? According to your current curriculum online, you

have XX ECTS credits of English teaching. As you are in the middle of revising your curriculum, is the number of credit units changing in the future?

2. Is English being integrated into other substance studies or productions? If yes, is the integration been done systematically in coordination with the language teachers or in a more general level, for example, using English as the working language in productions where international students are involved? If no, then what are the reasons for a) not integrating systematically b) not using integration at all?

3. What are the possibilities and challenges in integrating English to cultural management substance studies?

According to the inquiries summarized in the table 2, the number of compulsory English language credits varied from two (2) to five (5) that converts to 54 - 135 working hours as 1 ECTS is worth approximately 27 hours of work. Over the years, several studies have tried to count how much time it takes to learn a language. The average hours one must spend in order to acquire a 'fluent, precise, well-constructed, confident communication for varied professional purposes' (C2 level) varies from 1100 to 2400 hours, depending on many reasons such as the earlier proficiency, learning skills, materials, nature of the language required etc (Huhta 2013:62, redeveloped from Huhta 2002:12). Within the framework reaching the next level, for example from B1 to B2 level, requires approximately 180 hours of work (ibid). Considering the assessments, it seems obvious that improving one's language skills in the UAS requires significantly more hours invested in the language learning than the mere 54 -135 offered by the compulsory English course. One might also think that it points the teacher in concentrating on issues that are most needed, most general to the majority of the students. From an individual student's perspective, it emphasises the importance of good language skills as a foundation where the professional, more field specific language skills are laid on.

When sieving through the comment, it seems that integration is been used as the wide possible meaning, as presenting questions on English language integration in their degree programme, also exchange students, foreign language course materials and English as a working language of projects arise. Thus, it seems that systematic integration, as the

process was described in this study, where the language student is involved in the designing, implementation and assessment of the course, is quite rare, and experiments on full integration of the English course into professional studies was considered useful but also time-consuming (Metropolia UAS phone conversation April 27, 2018). Other reasons for not increasing the amount of integration and co-operation between professional studies and language studies were not finding a common ground for the integration, However, the more superficial integration of English and professional studies most likely will provide the students with the English for specific purposes, at least jargon-wise and provide them with language use situations in order to improve their language skills though based on the inquiry the does resemble more features of Content and language integrated learning (CLIL) than ESP. Moreover, each representative of UAS considered integration positively as language skills in general open new labour markets for students (Arcada UAS phone conversation May 28, 2018, Seamk email May 14, 2018) and ties teaching one step closer to the working life (Humak email May 29, 2018).

Table 2. A summary of the inquiries for the degree programme managers of the UAS

	Arcada	**Humak**	**Metropolia**	**Seamk**
English language ECTS	5 ECTS, However, the course has received criticism for being too general	5 ECTS, (from which previously 2 credits under the title of professional English and 3 advanced professional English). However, in the future the course is one 5 ECTS credit course	2 ECTS, earlier had 3 but in the course of revising the curriculum, lg credits were cut down to a total 5 credits leaving English with 2 and Swedish with the 3 required for the 'virkamiesruotsi'	3 ECTS Working life communications Skills, the number of credits has remained the same for years
What is the role of integration in English language teaching	English language has a significant role in app. 20-25 ECTS/ 25% of the studies, e.g. methodology course is held in English and many students write their thesis in English	Integration is not systematic activity but is dependent on varying, fluctuating, factors. Every few years, each campus has international student to whom a separate international study programme is being structured and offered to Finnish students as well.	An extensive integration of English lg (5 ECTS) was implemented few years ago, however, the process was abandoned being too complex and time-consuming. In the future English integration is taking place in the form of international	English is being integrated into teaching when there are international students participate the courses e.g. in productions. During the past few years, a separate English language study module on cultural management has been implemented offering app. 30 ECTS for both exchange and Finnish students.

		Integration has been done on experiment bases e.g. in finance planning course, where 2/7 learning assignments were completed in English	lectures, materials etc. In the upcoming curriculum, one study module is being held entirely in English for international students and Finnish students	
Is the English language teacher involved in the planning or implementation of the integration	Earlier yes, but not recently since the lg department is revising their MO	The language teacher has been there to support the foreign lg held courses, for example, in assignments or briefing, but the subject study teacher has been responsible for the course	In the earlier extensive integration, yes. However, in the new curriculum, the 2 ECTS credits on English are being taught entirely by the language teacher, whereas in the case of the international student's study module, is yet to be seen. The decisions depend on materials, resources and the implementation of the module.	Usually no
Possibilities in the integration	English language skills enable employment in international labor markets (such as the Swedish language does for the Scandinavian labour markets).	Integration (for one) supports working life -oriented teaching/ materials that serve both lg learning and and substance learning. It also resonates with digitalization and other societal changes, individual needs etc.	In general students have good English lg skills and are ready to take in the extra challenge, if there even is one, of integrated language teaching/ substance studies conducted in English	The relevance of lg skills is undeniably almost self-evident for a cultural producer, as they apply work also from international labor markets as we speak. Teaching should enable lg skills development during studies. Increasingly more courses should be built so that they somehow support lg skills: whether it is course lectures held in the foreign lg, the working lg of the course been foreign, course material been partly/ entirely on the foreign lg.

Challenges in the integration	Integration is relatively easy, occasional difficulties in finding English lg study material has occurred (e.g. in Cultural policy)	Resources, scheduling of courses, identifying natural cooperation between courses and finding common ground on integration/ cooperation	The level of language competence varies a lot within the groups. The teaching staff changes, making it difficult to pull through long-term course executions or development projects. Some of the teachers are not keen on teaching their courses in English, for the required extra work on materials, contents etc.	The above activities are possible to conduct but require adaptation: a new way of thinking. Some teachers shun teaching in a foreign lg; for the lack of knowledge or lg skills, setting too high standards for it. Implementing a course in English needs validation and comprehensive grounds; it requires a change in attitudes and commitment from both the students and the teachers. Also scheduling or finding a common ground for the substance and lg teacher might cause difficulties
Source	Telephone conversation 28.5.2018, email 28.5.2018	Email 23.4.2018 and 29.5.2018	Telephone conversation 27.4.208	Email 14.5.2018

6 SET- UP FOR THE PRESENT STUDY

Good, if not even excellent, language skills have become a standard requirement in the modern work life (e.g. Martin et al 2013). But to stop to think of what defines good language skills in a specific work environment is a more complex question. What are the specific language skills and situations a student should master in order to sail through the event management business in English? This study focuses on exploring the English working life skills interviewing professionals working in the live music business scene.

6.1 The motivation and research questions

It has been studied that learner motivation has a remarkable impact on the quality and quantity of learning (Gardner and Lambert 1972) pointing out that learner motivation may also be increased by using real-life communication activities that serve the learner's professional life. Previous studies also show language learning times are shorter when learner's language and communication needs are directly targeted (Huhta 2002:12-14). Hence, this thesis aims at providing an insight to the specialised language skills used in the business context of event management especially as language and communication needs surveys have not been conducted in the field of culture and arts as far as is known (Huhta 2011) The results of this study could be used as a reference when tailoring the English teaching of future event management professionals or training professionals in the field. The study also briefly discusses English language integration in the content studies of event management revealing the themes where specific language skills or vocabulary is needed. According to the inquiries made for the language teachers of the cultural management degree programmes, the topic of English language use in the context of live music event production or event management in general was somewhat unexplored. In the COP- Stadia project a CEF Professional Profile was conducted for the media management studies, emphasis on tv and radio (Huhta et al 2006:196), leaving room for the manifold profession of event management.

This study contains four research questions. The first two questions concentrate on the English language use situations and competences required in the professional work and

the latter two carry the secondary features of the study: intercultural communication skills and social media:

1. What are the English language needs, context and routines recognised among the event management professionals?

2. What are the linguistics and communicative skills and competencies needed in the professional lives of an event management professional?

3. What is the role of intercultural competence in the working life of the event management professionals?

4. How does social media and English language use intertwine in the event management professional's working life?

6.2 Research methods

The statement of Denzin and Lincoln 2005a "qualitative research is many things to many people" describes the nature of research well since it has no distinctive theory or paradigm, or set if methods or practices, of its own (Dörneyei 2007:35). Despite of the fragmented overall picture, qualitative research possesses a set of distinctive features. Mackey and Gass (2005: 215) describe qualitative research as rich in description, natural and holistic, emic in perspectives, cyclical and open-ended in processes. Hence, it is common for qualitative research that the hypothesis is research-generated and has been described as "conversation with a purpose" (Burgess 1984) and "professional conversation" (Kvale 1996 cited in Richards 2009:183).

According to Rubin and Rubin,

> unlike survey research, in which exactly the same questions are asked to each individual, in qualitative interviews each conversation is unique, as researchers match their questions to what each interviewee knows and is willing to share (2012:1-18).

These characteristics of the qualitative research supported the aims of this study. The emic perspective (Rubin and Rubin 2012: 1-18) was chosen in order to provide a practical yet realistic insight to the working life communication situations and social context; what

really happens in the language use situation and where e.g. social or situational factors influence the communication.

Interviews may be divided into three forms: structured, semi-structured and unstructured interviews. Structured interviews are conducted using a questionnaire. The interview itself follows the space, order and form set by the questionnaire. Structured interview is often used to test formal hypothesis or test the generalizability of a qualitative research (Hirsijärvi and Hurme 2008:44-45). According to Richards (2009:185), in the case of structured interview, the interviewer usually knows the sort of information they are looking beforehand, but also knows that results can be analysed quantitatively making it ideal for surveys. The unstructured interview, on the other hand, allows in-depth coverage of issues and have the advantage of not pre-empting unanticipated findings by use of the predetermined questions, categories and response options, a potential limitation of structured interviews and questionnaires (Long 2005:36). Unstructured interview may also be called as the 'in-depth' and 'open' interview. The open nature of the unstructured interview emphasises the relationship between the interviewer and interviewee as a key to a successful interview. Richards describes the role of the interviewer as

> the interviewer will encourage, probe, and sometimes even nudge the interviewer in a particular direction, but not at the expense of the respondent's contribution. (2009:185).

The third and the most commonly used form, the semi-structured (also called focused) interview (Merton et al. 1990) follows a predefined set of questions, themes or the so-called interview guide (Richards 2009) addressing the issues set to cover in the interview. However, the semi-structured interview also allows variation in the order of the questions, form of the interviewee's answers and the course of the interview if the interviewer finds it necessary to address themes or questions of the predefined framework supporting the role of the interviewer set by the Richards in the prior quotation (Hirsijärvi and Hurme 2004:47). Rubin and Rubin (2012:1-18) discuss the method of qualitative interviewing using two dimensions—breadth of focus (narrow or broad) and subject of focus (meaning or description). Roughly speaking the narrow breadth of focus refers to structured interview and the broad focus as the unstructured. However, the narrowness of a study may also occur in the focus of the topic. The second dimension, subject of focus, differs studies that focus in describing the meaning of a phenomena or action, and those that

focus on describing a specific event (see more Rubin and Rubin 2012). In the scale of broad versus narrow focus, this study and semi-structured interview falls in between with the goal of describing the professional language use situations of the target group in general also hoping to underline the specificity in the data provided by the group. Semi-structured interview also allowed the much-needed probing of the information during the interviews. Language skills, presumably especially English language skills being the lingua franca, are considered as a truism which also, in my opinion, led to the situation in the interview that the subjects also stated the obvious answer disregarding the pondering of the why's and how's. In this study, semi-structured interview was the proper tool allowing the interviewer to seek for answer from another angle.

The fact that this study is inspired by the CEF Professional Profile, guided the design process of the research, without a doubt. However, the study framework of CEF Professional Profile and the its precursor Prolang study would have provided also excellent background information for a quantitative survey, however, rich and descriptive data was valued of figures or statistics. In this study, the predefined question list of the interviews follows largely the core interview questions in the CEF Professional Profiles Project (Huhta et al 2013:29). The original CEF Professional profile was formed using triangulated sources primarily interviews, observations, and questionnaires. Since the number of people interviewed in the present study is relatively small, using an interview frame that had been used and developed beforehand increased the reliability of the present study. Moreover, the result of this study is hence, at least to some extent, comparable to the original CEF Professional Profiles.

6.3 Data Collection

The data for this study was collected via six semi-structured interviews. As mentioned earlier, the backbone of the interview was a needs analysis tool modified from the CEF professionals' profile. Originally the tool consisted of four parts and 27 bulleted points. However, small changes were made and the special features of this study (intercultural competence and social media use) were added to the structure upgrading the total number of the modified question list to 34. This study was qualitative also in the sense that the quantitative use of language dimension studied, e.g. How many times do you use English

in your work, but the focus was merely on qualitative aspects such as the context, means and goals.

The interviews were held in Finnish allowing the interviewees to use their mother tongue while sharing their thoughts. The Interviews took place in spring 2018. Four of the six interviews were conducted via Skype after the participants had agreed to do the interview via email or phone. The interviews were recorded on a computer-based software *Ecamm* designed to support *Skype* and transcribed afterwards. *Skype* gave flexibility to the scheduling, and rescheduling, of the interviews with the participants heading for the hectic summer season. Apart from being practical, it also mitigated the travel costs. Altogether the six interviews added up to 5 hours 48 minutes of audio recording. The average interview took 58 minutes. For confirmability of the study, the audio recordings were transcribed. Obvious pauses and hesitations were marked in the transcription to remind, for example, of the problematic nature of the topic or question. In addition, tone of voice, if it changed considerably, was also marked in the transcript. Acoustic sounds (h'ms and grunts) were also transcribed. However, more attention was paid in the content of the text and not the form of the verbal presentation. Since no video was collected, non-verbal physical communication like gestures were not marked in the text.

6.3.1 Subjects

The data collection focused in working professionals in the field of event management. Regardless of the original research framework of CEF Professional Profiles Project, teachers or other stakeholders such as students or education policy makers, were not engaged in the data collection process of the present needs analysis. Although the teacher's comments on the general situation of language teaching were included in the theory part of this thesis, the results and implications of the present study rely solely on the subjective needs of the domain experts. The highly valued and earlier discussed triangulation of sources was not implemented in this study quite opposite to the versatile data collection sources of the ideal of CEF Professional Profiles.

The interviewed professionals were chosen from the students' professional networks; however, pre-selection was made in order to find professionals who considered English

language as a significant marker in their working life. Quite many of the event management professionals in Finland work on domestic markets only, with domestic bands and tours, and thus, English is not necessarily used in day-to-day work. Also natural selection occurred as the hectic summer was just around the corner as candidate were unable and unwilling to fit the interview in their schedules. The pre-selection or selection in general is reasoned here for convenience. Although random sampling is commonly recommended for the sake of validity, it was not applied in this study as the relatively small size of the industry in Finland would have made the process of collecting such a miniature community set very challenging. Thus, considering the size of the data and the selection process, generalizations cannot be made according to this study, but the results and implication merely point the way to the further studies.

Age and education history were collected as the background information from the subjects. The average age of the subjects was 34 years. The six participants chosen for the study include both professionals who had graduated from the degree programme of cultural management and professionals who had a different educational background (engineering, business, communication). The gender of the respondents is not specified nor do the name of the representative mark their gender in all cases. Two of the subjects worked in Finland, with the exception of on subject also working abroad three to four months of the year. Two of the interviews named English at the working language of their main work project. I use the word main here since they identified themselves as freelancers. Four of the six interviewees had a regular contract with their employers.

Table 3. Subject information

Subject	Age	Education	Degree from cultural management
Peppi	25-35	Bachelor's Degree	x
Samuli	25-35	Master's Degree	
Lauriina	25-35	Bachelor's Degree	x
Maija	25-35	Master's Degree	
Julia	36-45	Ph.D.	
Mikko	36-45	Bachelor's Degree	x

6.4 Methods of analysis

As a method for analysis, qualitative content analysis was used to construct and describe the meaning of the texts. According to Schreiner, qualitative content analysis is often used if dealing with rich verbal and/or visual data that needs interpretation (2012:3). Content analysis is used to organise consistent, compact and systematic outcome without losing the core essence of the data. Qualitative analysis process is done in order to highlight the phenomenon behind the fragmented or versatile data (Tuomi and Sarajärvi 2002:112). Patton clarifies that the core meanings found through the content analysis are called themes and patterns (2002:453). Considering the previous characterizations, content analysis seems as the perfect match for this study aiming at studying the predefined working life setting, highlighting the needs and goals of the language use in a particular setting and drawing recommendations or conclusions on the data for ESP language teaching.

Qualitative content analysis may be divided into inductive or deductive analysis, the prior concentrating on the raw data, revealing the themes and implications through repeated processing and comparison, and the later following and testing an existing theory, system or framework. Furthermore, the preceding approaches may also be combined together (Tuomi and Sarajärvi 2002:122-133). Krippendorf approaches the content analysis also "in terms of three entry points": text- driven, problem-driven and method- driven (2013: 355). The text-driven analysis is highly motivated by the "texts rich enough to stimulate the analysts' interest in them" and the research question emerges afterwards whereas the problem- driven analysis works quite the opposite deriving from the epistemic questions (ibid.) A method-driven analysis, on the other hand, uses "known analytical procedures to areas previously explored by other means" The entry point of this study was clearly the research question, yet further defining was done, as the transcribed texts and tools of content analysis lead the way to the real life setting of the language use underlining the answers to the researching questions. The content analysis of this study was also inductive following the four steps of Dörnyei (2007: 246).

a) transcribing the data,
b) pre-coding and coding,
c) growing ideas -memos, vignettes, profiles, and other forms of data display, and
d) interpreting the data and drawing conclusions

The present data was coded according to the themes found in the texts after a set of evaluation, re-coding and merging of themes and then discussed in the conceptual framework of this study. Finally, the data was organised adapting the Professional Profiles structure forming a profile for an event management professional (Huhta et al 2013: 31-32). The profile consists of a) target profession, b) occupational information, c) context information, d) the most frequent routine situations, e) the most demanding situations and f) practise also this that includes study activities suggested by the respondents. Unlike the original profiles, snapshots were not included in the profiles as they would have required more time and effort, to complete the dairy like descriptions.

7 ANALYSIS

The data has been organised and analysed according to the themes and topics that rose from the texts adapting it the conceptual framework of the study. The first paragraph 7.1 provides an understanding of the role English language plays in the professionals working life as each of them had their individual backgrounds and circumstances. In addition, the first paragraph presents a description of the domains and vocabulary, communicative tasks and situations, texts and interlocutors, drawing a picture of the English language needs, context and routines among the event management professionals questioned by the first research question. Paragraph 7.2 investigates the data form the perspective of communicative competences and skills discussed earlier in the theory part of this thesis. The sub-features of this study, intercultural communication competence and social media, will be discussed in paragraphs 7.3 and 7.4. Finally, the analysis provides an insight to the industry highlighting some of the sociolinguistic themes discussed in the interviews.

7.1 The language landscape of event management

The section 7.1 will highlight the nature of English language, essential communication situations and tasks revealed by the data focusing on the research questions: what are the English language needs, context and routines recognised among the event management professionals? Notions on field specific vocabulary is also incorporated into the discussion on domains as they also shed light on the essential domains of the professional setting. In fact, the commanding domains largely define the specific jargon required in the specific work.

7.1.1 Code-switching your way to live music industry

The very first interview conducted during the data collection process contains a line "half of the time I'm speaking Finnish, I'm doing it in English" (*'mä puhun puolet ajasta englanniksi sillonki ku mä puhun suomea'*). The quotation highlights extremely well how the event management scene is a classic case of code-switching between Finnish and English language for numerous English language words (e.g. venue, stage, rider, riser) are frequently used in the respondents' life up to the extent that they are more or less blended in the Finnish language. Although working in the event management field in

Finland, focuses heavily in domestic markets, English language is present in everyday working life though the field specific jargon the least. The role and volume of English language use varied quite significantly from few times a week up to using English as the main working language. Half of the respondents considered English as an essential part of their working life, while the other half considered English language as an important feature of their working routines but not as a dominant one. The prior group used English as their working language for reasons such as it was the general working language of the event as example 1 shows, or the interviewee did not know the official language of the country as showcased by the example 2

Example 1

(Samuli) (...) we have many or at least several non-Finnish speaking staff members, so we use English as the working language quite often, have meetings in English and the internal communication is done in English and then well most of the partners are foreign, so we are using English a lot, then there's the artist production, we have artists coming abroad so we use English when communicating with them and then our production partner (...) has some English speaking staff so we speak English also with them

Example 2

(Lauriina) Well, in the (...) job it plays a huge role because I'm the one working abroad, not speaking the local language so my only language for communication with co-workers is English but also when communicating with clients i.e. with the artist representatives, English is the working language regardless of everything, even when communicating with a Finn I must use English for that everyone around me and involved in the emailing can follow the conversation, thus in this job it means an awful lot

This data supports the findings of the language use survey conducted by the Confederation of Finnish Industries EK (2014) where internationalisation of the operational environment, being part of an international corporation, growth in exports and international staff members since were listed as the main reasons for using the foreign language. (In this study, exporting Finnish acts could fall into this category.) During the interviews, the use of other foreign languages was also enquired, however, no other language rose above the dominant English language. In fact, the data showed only occasional language use situations in Swedish, some of which switched to English after the beginning.

7.1.2 Essential domains

Two domains emerged from the data: business and artist production. The respondents of this study could be divided into **two separate groups** according to the dominant domain that, understandably, correlated with the responsibilities of the respondent: the management level respondents were more employed by the business domain of the event whereas the respondents working on production and assisting level spoke abundantly about the artist production. The results support previous studies on the significance of proficient language and communication skills in upper management but also the notion that language activities and communication tasks vary according to job responsibilities (Virkkula 2008).

As expected **artist production** emerged from the data. Many of the artists and speakers are international acts and English is thus widely used as the common shared language when contacting the artist management for deal negotiations and afterwards about the details of the performance. One of the subdomains of the artist production could be formed around financial issues, including also taxation issues such as withholding tax at the source that emerged in the interviews. Another clear sub-domain of the artist production would evolve around technical production audio-visual equipment, software and staging. In addition to artist production, another clear domain was evolved around **business operations,** mainly contracts and negotiations that, in fact, could also be subdivided into artist contracts/production and business partnerships. Negotiation could also be subordinated to Business English, especially since financial reporting was also mentioned in the data in few occasions, in addition to the prior mentioned taxation issues. However, negotiation could also be considered as a strategy of communication and is hence discussed later in the analysis under the headline of language skills and strategy.

The event management professional's field specific vocabulary contains elements of several elements including technical jargon on sound and lights engineering, construction of the stage and area, terminology from hospitality and catering field, in addition to exact themes determined by the job description such as ticketing. The theme that combines all the interviewees was general business English laying emphasis on negotiations and business jargon specific to contracts and settlements. Furthermore, specific financial and

law jargon were also considered as time-consuming or buzzling by some of the interviewees. The question of field specific vocabulary raised several times during each interview from a number of perspectives and situations that also reinforced the pre-assumption of event management being an interdisciplinary field. The following examples 3 and 4 feature some of the discussion on the specific vocabulary that support the prior notions on dominant domains. It seems that the possible variations on the vocabulary comes from natural individual job descriptions but also from the partner's/event's/client's theme or business contexts, when in order to communicate about the contents such as presentations, client's products and promos, a general understanding of the terminology of the client's field was required.

Example 3

(Interviewer) What are the themes that compile the specific English of the field?

(Peppi) Well, I suppose that's the challenge, the fact that event production is really multidisciplinary, it consists of like largely from technical production words, and on the other hand, at least in my work it consists largely of a certain... Like from contract and agreement related vocabulary, and then it contains a lot of maybe music related vocabulary, at least the issues or the vocabulary that I'm using...

Example 4

(Mikko) Well, they are mostly related to things happening at the stag- stage that we refer to using the English term and also in Finnish language. I just mentioned backline and stage, they are already things that whic- no-one speaks about stage [refers to the Finnish word lava] anymore or clearance like what does it mean and that is the terminology of the field so yeah, I suppose that's the theme that covers most of it

In this section, I have presented the essential domains emerged in the data constructing them to the discussion on field specific vocabulary. The next section will move on to the external situations, interlocutors, task and activities taking place in the prior domains.

7.1.3 Communicative tasks and situations

CEFR (2001:9) considers **texts as any sequence or discourse of spoken and/or written language**, and thus, this also discusses both spoken and written texts as an entity. The interview framework offered several spoken text types (e.g. presentations, sales speeches to name a few) and written text types (e.g. emails, offers, riders, press release) that the interviewees could eye and identify which they were involved in work.

The presence of (artist and cooperation) contracts and settlements employed each representative. While the contract documents were usually provided by a third party, e.g. the opposite side or an additional standard 'in-house' form was used, the skill of formulating a contract was not required. However, the ability to read, understand, comment and negotiate on the contract content was a required skill. The same applied with texts such as technical and hospitality riders, although the technical details were usually operated by a separate technical producer or supplier specialised for the audio-visual issues. Although several language activities include texts, the aim of the language activity was usually communicative such as negotiating on an agreement, instead of drawing contracts. In fact, common spoken situations were named as discussions or negotiations. Only few presentations were mentioned in the context of staff briefing, financial reporting and partnership pitching as pre-formed presentations. Translating or composing pieces of text, e.g. artist or speaker introductions or pieces of news were also mentioned a few times regardless of the prior grouping. In practice the translation or interpretation activities occurred when dealing with foreign business partners, agencies or when providing information to English speaking audiences to name a few.

The data implies that a substantive part of the communicative is mediative (CEFR 2001:58) although producing, processing and arranging of the knowledge is also required. Roughly speaking, the written text produced for the artist production needs by the respondents themselves were mostly informative documents for artists and other staff including briefing and timetabling. The management level, on the other hand, dealt more with producing or filling financial documents for reporting and promotional materials especially for sponsoring, media and cooperation uses. As shown in examples 5 and 6, the respondent who worked closely on artist production (three out of six), described themselves as 'the messenger', or as 'the link' between the artist or the festival staff and the organisation they represented:

Example 5

(Peppi) I'm quite often the intermediary quarter, the mediating echelon, that, that collects information and coordinates it and the process, and then I'll compile it and share the highlights abroad, so I'll pretty much process the same information using both languages.

Example 6

(Lauriina) It kind of feel-, I could say that I'm my work I'm the one collecting the information and the transferor who shares the information in a comprehensible form to everyone else

The most frequently appearing means of conducting the written tasks was unsurprisingly emailing, and in terms of spoken communications, telephoning. However, also occasional Skyping and other video conference software and face-to-face meetings were utilized. However, similarly to the Ekola's study (2016) on academic professionals, English language use focused in the employing writing skills and reading comprehension.

Example 7

(Samuli) Volume-wise I'd say that emailing is the number one thing. At first you might Skype with a person [a cooperative] and then you'll continue with emailing back and forth for the next thirty emails or so. That's kind of the commensurate with those.

Example 8

(Maija) When communicate with artists and managers via emailing of course, every now and then there are people who want to open the discussion more thoroughly using telephoning, ääää, then of course in the form of attachments *(gives a laugh)*, when we are talking about international artists, the contracts are all naturally in English

As showcased by the quotations above 7 and 8, **the most frequent pattern or strategy of communication** started with a telephone or Skype call (possibly a pre-scheduled one) which was followed by emailing and eventually a face-to face meeting with the person. It seems that similarly to result's on Prolang study (Huhta 2013:40), the communication tasks in the present study data could be more described as a flow of communication situations that included several activities and means, instead of micro-level tasks.

The prior mentioned frequently appearing communicative action chains (such as reception, interaction, production and mediation of language) require comprehensive language skills that would most likely be supported by learning production strategies such as pre-planning, execution, monitoring, and repair actions mentioned in the theory (CEFR 2001:84-85). The comprehensive English skills do not entirely eliminate the common challenges caused by the external situations, for example, a telephone call, (poor line, not being able to interpret facial expressions), but they would help the person to navigate in the difficult situation whether it is asking for clarification, rejecting in a polite way, being

able to generate the small talk needed in the conversation. In fact, the prior skill could be considered even more crucial than knowing the field specific vocabulary.

Partly due to the detailed and collaborative nature of the event management and business agreements, written language skills were highly valued throughout the process starting from negotiating and closing the deals to obeying and adjusting the settled details to implementation of the promotion, show, act etc. In this kind of nature, written documentation is considered a necessity as illustrated in the example 9.

Example 9

(Peppi) I prefer having everything in writing, so that you have the possibility to go over things afterwards if problems come up, in that sense I think that the skill of writing and reading English is the first priority for me, but we do go over the things on the phone as well, yeah sure

All in all, the data emphasises the importance of written language skills and use. However, the respondents hesitated in placing an emphasis on teaching written language skills over spoken ones as it was explained when determining the most challenging communication situations; spoken communication was experienced as difficult due to the its' spontaneous nature as illustrated by the examples 10 and 11.

Example 10

(Mikko) Maybe the spoken communication, because it's so more spontaneous and fast-tempo, you have to react quite quickly, that's why it's more difficult, at least for me because you should be able to seize it [the topic]

Example 11

(Lauriina) ... that was like a really unnerving telephone call *(gives a laugh)*, it's like you can plan beforehand what you are going to say and write down the things that you are going to talk about [in English] but you can never really prepare for what they are going to ask you.

Other external situations (CEFR 2001:45) such as timely, social and physical conditions such as a bad connection or the number of people in example 12.

Example 12

(Peppi) I suppose it's the teleconferences [that are the most difficult] and then the telephone calls, there's always the thing, when you don't have time to think what you want to say and there are factors like a bad connection or a lot of people attending the one teleconference

The who's of the present study data varied from artist representatives (managers, bookers, tour staff) to business partners/cooperatives (venues, festivals, sponsors, parental companies). The management level respondents also communicated with other stakeholders, festivals and networks and press as an audience. In terms of customer communication, English language was not generally used in the Finnish festivals and in fact, customer communication was not the prior responsibility of the respondents. Only one of the six respondents mentioned replying to customer contacts to English or replying to customer contacts. The particular interviewee represented the smallest organisation in terms of staff, indicating thus that in a smaller organisation the work description is wider and tasks more variable than in a bigger organisation where tasks are more precisely shared according to remits among the many employees and subcontractors. Only one of the respondents mentioned using English with the event's subcontractor in Finland implying that the festival production is done with the local partners.

7.2 Communication overrides language skills

The second research question aimed at outlining the language and communication skills and competencies needed in the working life of an event management professional. The results are discussed in the conceptual framework of communicative language competences presented in the chapter 3 starting from linguistic competences, more specifically from the perennial issues of pronunciation and grammar. Finally, the data is also arranged according to sociolinguistic competence and pragmatic competence and discussed interrelated to topics emerging from the text.

When discussing about the importance of a set of linguistic skills, pronunciation nor grammatical competence was not a priority assuming that one could speak and write understandable English as shown in example 13. Interviewees communicated mostly with other non-native speakers (NNS) of English who also spoke English as a foreign language and had thus encountered many different accents, some of which were very difficult to understand, making especially telephone calls challenging. This notion resembles previous language and communication use surveys (Virtanen 2008). Under these circumstances, accents and other regional dialects should be addressed in language

teaching in addition to practising listening comprehension that fall into the category of sociolinguistic competence.

Example 13

(Maija) Well maybe the most important thing [in pronunciation] is that you understand one another in the situation [laughs] and we all have our own accents and dialects in the background, so as long as the pronunciation is clear enough to be understood by the possible native speaker what it is that you're saying but sure, it's good to address or like pay attention to

Secondly, grammatical competence was hardly emphasised in the data, expect from the viewpoint of grammar being a general language competence that should be acquired in high school or other schooling before HE. Example 14 illustrates how grammar, or lexical competence in general, was not downplayed but considered as a default of professional language, similarly to the topic of field specific vocabulary. As a diversion, one could state that maybe there is a specific reason for the Abbot's Tenor mentioned in the chapter five after all. At least the data indicates similar concerns about building a house with no foundations as shown in the previous example:

Example 14

(Peppi) I kind of think that the grammar and other should be acquired during secondary school years and all welling strong in all of us, like the general English language know-how should emerge, so I kind of think that the language studies at the UAS should be able to focus on grooming your English language know-how so that it also serves the situations and purposes that you're using in the future working life, so that you can draw the budget in English or that you can discuss on contract details in English for instance

In addition to pronunciation and grammar, listening comprehension and especially asking from asking for clarification arouse discussion among the interviewees and also characterized as the traditional Finnish problems as Finns tend to think we look foolish if we need to ask for clarification as mentioned in the data. The confirming, updating and asking as key actions were mentioned in when discussing about the general communication skills and characteristics as well emphasising the importance of strategic competence (Canale and Swain 1980) similarly to the study results on Louhiala-Salminen and Kankaanranta (2011) that emphasised the importance of listening comprehension skills and asking until understanding is received in the field of business (or pragmatic competence and interactive strategies in CEFR 2011).

Example 15

(Peppi) In our field of work, the issue of a broken telephone could cause even major problems and errors. S I somehow think that it that the fact that you really listen what people tell you and genuinely understand it, it has a huge import

Finally, the topic that is commonly, or almost without no exception, discussed in the context of ESP: vocabulary. The opinion on whether studying or teaching the field-specific vocabulary was important, was unanimous: all the interviewees considered the acquiring of the basic event management vocabulary important yet not problematic or challenging, sending also a message to the teaching staff:

Example 16

(Julia) It's clear that you have to master the field specific jargon but that, well, the vocabulary is not difficult, it might- like if we would start going through them as soon as you start studying cultural management it might feel like a lot of new terms and hard at first and so on but but then you will actually become familiar with the terms at the double

Examples 17 and 18 illustrate how finding the right tone and level was considered more difficult than the learning of terminology. Louhiala-Salminen (2005) made similar notions on the BE lingua franca communication at the banking companies. The present data hence highlighted also cross-cultural issues, variation of communication styles, other situational factors and status as issues that the interviewees must take into consideration in their daily linguistic activities.

Example 17

(Samuli) I suppose the biggest challenges are not caused by the language but the situations when you have to negotiate or you're not really sure what the other counterpart wants or you're now really sure what you can promise. --- It varies a lot, some partners might be really demanding and kind of challenging, and some are really laid-back like we can do it your way and be flexible. So, it's always a bit exciting. Beforehand like knowing what it the attitude of the present contact.

Example 18

(Peppi) Yeah, how to politely say that this is the wall [this is it] and that you shall not pass. No.

Although pronunciation was not considered as the most crucial language skill of all, it was considered as an indicator of the speaker's cross-cultural experience:

Example 19

(Julia) Well, yes, I think it's pretty much a matter of credibility, you're sending a certain message of your international know-how and experience while articulating the speech sounds, so yes, I think it's important - - but well, öööö, it is not crucial, a person that pronounces poorly but still consistently and understandably while using language with great self-confidence that may be turned a blind eye to and we can all manage with the situation then I don't think it's crucial but then again if we are talking about sales and marketing related work, it is really important

All in all, the results emphasised the value of communication skills whereas language is merely the tool in completing the communication tasks required by the job. Example 19 also indicates that the level or form of needed language skills also varied according to the job description and task, similarly to finding in the Martin et al study (2013:29). Furthermore, as shown in the examples 20 and 21, a rich and grammatically correct English language, was considered as a barometer of the speaker's professionality:

Example 20

(Maija) Well, I think they are equally important, so you need to master both [written and spoken communication] and obviously if you're capable of powerful communication it will boost your image in the eyes of artists and their representatives and audience, so yes, it is an essential factor that will brace and ascertain your professionalism.

Example 21

(Peppi) I also think that although grammar might not be the most important factor there is, so that if it's, when thinking about communication in general, being understood is the most important thing, however, it does affect your image as a professional, the fact that you are writing good, rich and grammatically correct text.

The present data highlights the essence of sociolinguistic competence, politeness conventions and differences (CEFR 2011: 121), stating that adjusting one's tone and level of communication as they are faced with the communication situation - written or oral - is a crucial aspect of the communication competence. As common in most correspondence and interaction, the level of formality was quite high in the first emails or contacts, evolving to a more informal style as acquaintances were made. It was also noted that the communication prior events and festival more formal than the spoken. language used on face-to-face discussion when met in a meeting or in the festival site. Example 22 illustrates the theme of customer led communication brought up by few

interviewees, where the interlocutor (agent, management representative or business partner) may set the phase and level of formality of the conversation. On the whole, the spectrum of formality ranged from very informal to extremely formal predefined language use situations, such as contacting embassies and legal- and business documents, indicating that genre and register knowledge would be beneficial for the professionals.

Example 22

(Maija) Obviously, it also depends on the artists as, for example, in the summer we have a violist coming to play in the festival who has been performing here several times - - - when we are negotiating it's rather informal although *(laughs)* or that when you familiar with one another and have relationship with the person and then there are some agents that you're contacting for the first time so sure, the style has to very formal in the beginning and then the communication remains formal or moves to a more informal direction depending on the client, and of course depending also from the country like for instance Brits are really polite in their communication and you need to understand the tone and respond to it using a similar tone. But I mean both, there is really formal register and then more informal

The last notion of the present section is courage. As mentioned earlier, the respondents did not consider the flawlessness of the speech as the most crucial factor. Instead several comments were made about the courage of speaking and making the effort in communicating with interlocutors, similarly to the language needs survey conducted in the Vaasa area (Martin et al 2013:30). Although the general opinion was that proficient language skills portrait professionalism, were they also considered as useless if not been used. Comments, such as presented in example 23, were made about spoken language being practiced and activated from early on as much as possible simulating field specific language situations but also more general, less target-oriented small talk.

Example 23

(Julia) like the kind of credible general language use [should be practiced] and the mastering of it and especially anything that boosts your self-confidence in using language in varying communication situations

The issue of courage was also presented in several theory works from the teacher's perspective, or in fact, as the teacher's duty to enhance and increase the student courage to communicate (Lax 2006:59). When unpacking the data, the benefit of employing the case-study approach in event management ESP setting seem obvious (or at least definitely worth experimenting) way of providing the students with a safe but realistic environment for meaningful and spontaneous language use (Esteban and Cañado 2004).

7.3 Flexibility and politeness as the key features of successful IC

The role of intercultural communication competence, cultural awareness and cultural sensitivity is presented as the third research question of the present study. As portrayed by the previous remarks on the analysis, it is also a feature of communication that emerged frequently in the data - understandably as the data was collected from foreign language users of English- making it thus, challenging to restrict the discussion on the topic to one specific paragraph.

Although intercultural issues clearly resonated among the respondents and ICC was considered as an important general skill and ability, on might claim that it was considered more as a default in the everyday communication. The majority of the examples of ICC presented by the respondents and comments referred to Western cultures, British being the most obvious reference in the level of register, indicating that Western or even European cultures, were the main communication partners and relationships among the respondents. The cultures ranging furthest from the Finnish one, such as Asian or American cultures, played a significant role for only few of the respondents, those few working under a more commercial job description. The content of the ICC examples focused largely on the varying communication styles of the discourse partners. Several comments were made about the adjusting of one's tone of communication according to the recipient or audience response, as also mentioned in the previous chapter when covering the observations. The need for flexibility in the communication situations, named also by Louhiala-Salminen et al (2005) as the key asset in ICC development, shines through the text in example 24 marking the interviewees as skilled ICC communicators:

Example 24

(Julia) the thing that grow into professionally is that you're able to interpret the counterpart and adjust to the level of formality as you go or what is the goal for the conversation, not everyone has one or at least it's not clear, so maybe that is like the most important thing in my work, to make the other side feel as comfortable with themselves and the communication situation, it's much more important for them to feel that way than me, I can always adjust and make the situation as easy and effortless as possible for the other side so that's why really, when dealing with any environment it's always about me trying to adjust to their culture and trying to minimize any issues that they should contemplate on my national culture

In addition, few comments were made on the importance of socio-cultural knowledge (such as customs, way of life and the conception of being busy) and intercultural skills and know-how (*savoir-faire* and *savoir comprendre*) in the form of having cultural sensitivity, adapting, being aware of the other as well as oneself. The practical intercultural communication situations provided by the data, focused mainly on matters of indirect versus direct, level of formality and politeness that are partly discussed in the previous chapter as an integral part of foreign language communication in particular. Example 25 illustrates the level of directed also discussed in the Hofstede's cultural dimensions as follows:

Example 25

(Lauriina) When there are cultures where you, for example, do not say no ever, it's fairly interesting for a representative of a straightforward and terse culture to ponder what are they trying to want to say here really, making it sometimes difficult to interpret whether the deal is closed, or did they just say no.

Example 26 illustrates a situation where the frankness or even impolite tone of written communication mislead the respondent into jumping false conclusions of the writer.

Example 26

(Lauriina) If I were to think about the written communication like exchanging emails, well like well, culture vary a lot and there are different ways in expressing yourself in writing. I suppose it takes a while to get used to the fact people write differently and that ok, it might be that they don't mean what I think they are because I'm viewing this from the perspective of my own cultural goggles, so that if you receive a message that seems really rude, it might be that it's not meant that way at all. I've been emailing with this person for months thinking that this must be the most repulsive and angry person but as they show up in person s/he is like to the sunniest person, so in that sense it is important to understand that cultural differences actually exist and that you cannot jump to conclusions based on how how some writes for example

7.4 Social media as an essential but not employing aspect of work

The effects of social media in events and festivals is indisputable. Social media management must be at the top priority of event management projects, however, whether or how it integrated in the event management professionals interviewed in the present study is considered in this chapter.

Although social media was considered as an integral, even game changing, element of event management, it had little significance in the daily routines of the respondents. None of the respondents responsible for the managing of the event's or their employer's social media channels except for one interviewee who did social media as a part of the work responsibilities. The prior reason was that most of the respondents worked in a larger company where communication and marketing personnel /-s were responsible for social media updating, content production and managing. However, the producer may have an assisting role in content production in terms of idea pitching, writing of introductory texts, timetabling of releases etc.

Moreover, English language was hardly used in the social media channels of the event presented by the respondents, emphasising the presumption that they operate on domestic consumer markets. The two festivals, one held in Finland and the other abroad, who did communicate in English through social media used English as their main communication language in all activities. The meaning of social media in event management was brought up again in the section of general communication skills and issues, however, no further information was acquired to prior. Summarizing the role of social media in the present case study: social media is an integral, powerful tool in an event management. The present study suggests that social media has an employing effect of event producers working in smaller organisations, otherwise, it plays no significant role in the daily working routines except for a self-study tool when following the industry. Whereas the training of one's passive language skills (reading) is merely a side-product.

7.5 Socially competent team player

The final phase of the interview focused on general communication abilities and skills. To gain further information about the communicative language competencies required by the field, few sociolinguistic themes and existential competencies *savoir être* were incorporated into the interview frame. This section summarises the discussion on general communicative skills needed in the field of event managements continuing with a set of sociolinguistic themes (social status, dress code, body language, politeness, sex/gender, appreciated skills, appreciated and avoided characteristics) that interviews were asked to comment briefly in reference with their field. The prior themes were also used to supplement the implications on the secondary research questions on role of intercultural communication and social media by representing them in the last piece of the interviews.

According to the data, an event management professional needs versatile communication skill in order to perform in working life, however, written language seemed to be the dominating means of communication. One might say that general communication competence, regardless from the language, stands out from the data more than the English language skills. The prior skills include both fluent spoken and written language skills. The word that recurred several times was clarity in all communication hence supporting the findings of Louhiala-Salminen and Kankaanranta (2011). Other more precise features, such as negotiation skills and the understanding of contextual and cultural factors in communication, were mentioned. Example 27 illustrates the nature of knowledge in the event management field: it has to be shared. This is crucial for the management and implementation of the production where the staff multiplies rapidly as the event gets closer, tasks and projects are being delegated and briefed to hundreds of people that contribute to building of the productions. Comments were also made on disliking people that are holding back information or have difficulties sharing information reinforced the prior communication and teamwork abilities, but also accentuates event production as a jigsaw of mini-projects all interrelated to one another.

Example 27

(Samuli) Especially.... [before the event] the team grows as we get new staff members who work during the [event]. We also have staff that's very independent, who are entrusted with as much responsibility as they want to have, you'll make do things your own way, lead some project, like if you can get approval for the budget then you'll be given a free rein to execute

> it. It sets challenges on internal communication, you should be able to keep all the sides aware of the details that have an impact on their work, and it's challenging, at the same time it really inspiring, an inspiring place to work in. But the down side is those types of challenges, thus you need to be able share the information within the organisation efficiently enough. And always remember to speak to everyone that is involved.

The perspectives and experiences on the significance of social status diverged from seniority to sex. All in all, the comments point out that social status influences the communication setting as adjusting of the message and behaviour, but also on the response it receives, especially addressed in a multicultural setting which emphasises the importance of intercultural communication skills. A comment was also made about the struggle of proving one's skills in order to gain a solid professional status and another one about the cultural scene being glorified by external parties. On the other hand, dressing code has little significance in the field, especially when working in Finland, with the exception of few yearly events or more formal business dinners. Generally speaking the dress code leaves room for personal and relaxed style. A comment was made about colleagues who work close with business partnerships dressing more formally. Roughly speaking the theme resonated only with the respondent who had worked abroad as an example of causing a stir in the office by wearing shorts. Non-verbal language was considered as a significant feature of communication and as active means of e.g. strengthening or softening one's behaviour. Poor managing of one's non-verbal communication (gestures, expression) might also cause misunderstandings or send the wrong image of a person or an issue. Also, stereotypical connotations of South-European and American cultures were mentioned. The matters on politeness arouse discussion on levels of formality and similar issues as social status, where language is being used properly in asserting the counterparts' position, especially in multicultural setting. In addition, discussion was made about the importance of general good manners were paving the way to the next topic, sex.

The topic of sex/gender rose discussion partly due to the scandal caused by a discriminating and subordinating behaviour of a Finnish movie director that was quite recent during the interviews, but also for the efforts made by the Finnish event management scene to weed out any sexual discrimination and misbehaviour. During the last few years, several events and festivals have included a separate disclaimer to the accreditation form where the guest commit to behaving in a respectful and equal manner

towards other guests and staff. For unwanted behaviour such as sexual harassment, the guest may be ejected and banned from the events/festival. Example 28 describes the well how aware of the interviewees where about the discussion, but how the industry has already moved past the traditional male - female gender discussion:

Example 28

(Mikko) - - - I do not know if we are ahead of others but at least we are very active in driving gender neutrality in our industry and also equality and trying to support that in that in every possible way

Finally, the perceptions on favourable characteristics, skills and attitudes (all indicating existential competence) valued in the field of event management arouse copious discussion. As predicted, the division between skills and characteristics was not that clear-cut. Neither one was considered as an immutable feature but something that could be learned and developed in the course of time and experience. The most frequently occurring themes were related to the pace and nature of the work that requires the ability to work well under pressure and adapt to change and situations. Good social skills and communication skills were also mentioned several times, especially in relation to the orchestration of the event production that requires seamless teamwork. In fact, social skills could also compensate for the lack of social graces, as implied in example 19 and again in example 29.

Example 29

(Mikko) I would say social skills, as that's in my opinion maybe the most important skill, like you may be forgiven a lot if you're well, socially really good and competent and well I don't yes, maybe they are qualities but in my opinion it's a skill. (pause). Negotiation skills are really important, being organised, öööö, are these qualities

The necessity of good organisation skills, punctuality, scheduling and managing large entities were also brought up in each interview. Responsible and reliability were also a frequently emerging themes that were also juxtaposed with perceptions of loyalty and openness or with the prior mentioned, performing well under pressure or with the variable markers. When considering more practical skills spreadsheets, negotiation skills, sales skills and business skills in general were mentioned. Only two of the six respondents mentioned context-oriented skills such as knowledge of audio-visual equipment or understanding of instruments or notes.

Example 30

(Lauriina) The first thing that came in to my mind was being able to handle with pressure, that is like super important, and that has gone up in many different situations and you cannot cope without it, it's something that is expected and valued. Another thing would be organisational skills meaning you can manage even a bigger or challenging project but in addition to those I would say that the ability to adjust to situations is crucial, in different situations with different people, so you need to be protean and being able to read the circumstances

The question of valued characteristics was also considered from the opposite angle: which qualities are not appreciated. As shown in the example 31, a person acting on self-interest only was shied in the industry.

Example 31

(Mikko) and the field is damn small so that hmmmm, so this short-term goal of making a fast buck on someone else's expense will shoot you in your own foot for sure

8 IMPLICATIONS AND DISCUSSION

The aim of this study was to highlight the language and communication needs of professional working in the event management field, more particularly, with live music events. Apart from the primary topic of English language and communication needs, the role of intercultural communication competence and social media in the English language communication situations where discussed. The topic was grounded to English for specific purposes approach much due to its interrelatedness with language teaching in the UAS. The degree programme of cultural management, which is in this study context considered as an appropriate education background for event management specialists, is implemented by four UAS in Finland: Arcada-, Humak-, Metropolia - and Seinäjoki UAS, and hence also the possible beneficiaries of this study results. In addition to ESP, topics such as needs analysis, communicative competencies and social media were discussed in the theory. This study was qualitative and conducted using semi-structured interviews that followed the framework of CEF Professional Profiles (Huhta et al 2013). All in all, six domain experts i.e. working professionals, were interviewed followed by transcribing and an inductive content analysis.

The present study contained four research questions.

1. What are the English language needs, context and routines recognised among the event management professionals?

2. What are the linguistics and communicative skills and competencies needed in the professional lives of an event management professional?

3. What is the role of intercultural competence in the working life of event management professionals?

4. Does social media and English language use intertwine in the professional's language use and if how?

The results of this study resemble earlier study results on language and communication needs of professionals (Konivuori 2002; Lehtonen 2004; Määttä 2005; Virkkula 2008; 2008; Berghroth 2007; Martin et al 2013). Spoken language situation and spontaneous speech such as small talk, caused difficulties or nervousness in the present study contexts as much as in any other. Similarities also appeared in issues such as comprehending varying ascents although pronunciation skills where not considered as the most important feature of language skills. The most frequently communication tasks contained emailing, however, written communication situations were not considered nearly as challenging as spoken language situations. The results resonate also with the previous studies conducted on the field of business communication. The present data emphasized the necessity of general negotiation skills such as arguing, clarifying, discussing, being used in both spoken and written forms alike the works of Louhiala-Salminen et al (2005; 2011). The communication situations formed a chain of communication events (such as reception, interaction, production and mediation of language). Being able to read and understand field specific texts was also considered essential underlining the importance of pragmatic competence and functional competence needed in the work.

The secondary research themes of the present study were intercultural communication competence and social media focusing on the influence and experiences the target group has on them. The effects of social media in events and festivals are indisputable. However, in this case they employed the respondents very little or indirectly via production timetabling or coordination. Social media was generally conducted with a separate marketing and communication team or person. It should be mentioned that the size of the organisation effects on the job descriptions and responsibilities, as does the employees professional experience and education. Intercultural communication competence, on the other hand, was largely discussed in several occasions, which usually is the case with foreign language and non-native speakers. The attitudes towards the interculturality were quite commonplace; clearly culture was a feature everyone acknowledged, however, partly due to the fact that most of the intercultural encounter restricted to Western/ European countries, it was not considered as an issue. The most general notion was the difference between communication styles, the phase and style in communication.

What was common for all the informants was the interactive and negotiable nature of the language used in the professional setting. The references to the role of the messenger or mediator on information describe the importance of good language and communication skills when working in the field of event management. One of the interviewees even stated that one cope with poor language skills if they were socially talented, good with people. The fact that social skills were placed on top of the appreciated abilities of employees portrays the cooperative nature of the business, but also that communication skills defeat language skills. The results reflect a certain target-orientedness and language as means to an end and not the other way around. As Hülmbauer et al. (2008) point out:

> [a] […] common misconception of EFL is that its speakers are in the process of *learning* a language repertoire rather than using it effectively […] EFL speakers are not considered merely *learners* striving to conform to native speaker norms but primarily *users* of the language, where the main consideration is not formal correctness but functional effectiveness (Hülmbauer et al. 2008 quoted by Pullin 2016:33, emphasis in the original).

Although language skills of the interviewees were not tested in the present data, the data indicates that the level of language skills was high deducing from the general attitude on language use but also from the quite pragmatic perceptive on language. The interviewees payed more attention to difficulties with formality or politeness than constructing grammatical perfect sentences. According to Virkkula (2008) this is common for proficient language users whereas weak language users commonly ponder with language related difficulties. All in all, the findings of the present study are in line with previous studies showing that good language skills are nowadays considered as a default, as a part of the very basics of professional working life skills (Virkkula 2008; Martin et al 2013). Moreover, the data points out that good language and communication skills are considered as a barometer for professionalism.

The findings of the present study offer several practical implications to the language and communication teaching of current and future professionals. Furthermore, it hopefully also opens the nature of the work for language teachers who are unfamiliar to the field. When considering the pragmatic challenges presented in the data, it seems clear that negotiation skills (arguing, grounding, mediating and framing one's opinions), and scaffolding in general should be taught in the courses targeted to future event managers. If tailoring such a course content is impossible due to resources or curriculum, which

usually is the case, a Business English course on negotiations and meetings could be recommended to future professionals and working professionals. Similarity to the results of the Prolang study (Huhta 2013:40) could also be identified as creative language/ communication capacity is needed in the professional communication situations when managing problem solving and social situations both relevant to the present data. The data indicates that most of the communication tasks are performed in written matter, however, as spoken interaction also is required, and it is also named as one of the biggest (national) challenges, training, activating and enriching the spoken language skills should be placed as one of the prime goals in the teaching of event management English language course.

It seems likely that an event manager professional, future or working, would benefit also from a broader ESP course content (e.g. general business purposes discussed in chapter 2) that would focus in acquiring a strong general English language competence. The communicative situations of an event managements require comprehensive language skills that would most likely be supported by learning production strategies such as pre-planning, execution, monitoring, and repair actions mentioned in the theory (CEFR: 2001 84-85). Regardless of the content of the event or show, the tasks in the production require similar communicative skills e.g. presenting one's case, arguing for it, negotiating on it, gathering the information and informing the next step of the production chain of the event, supervising the execution and reporting on it. Depending on the person's position in the management or production chain, some tasks might be emphasised or minimised, however, understanding the ecosystem and production process is equally important for both production and management.

The broad focus should also be implemented in the training for the lexicon. The field specific jargon in the event management field comprises of events and issues that take place in stage/shows, focusing largely on technical issues, indicating features of hospitality and catering and linking it all using general Business English lexicon. A large portion of the vocabulary is used for naming things, that could easily be complied as vocabulary list. However, the vocabulary should also consider the means of using the vocabulary: informing and negotiating where registers and styles should also be communicated using the language.

Although English language resonated with the present study participants, the fact is that majority of the event management professional in Finland work with the domestic markets – a fact that was also brought up by the interviewees. Hence, for most of the professionals the English language use most likely consists mainly of field specific jargon that is borrowed from English language. However, considering the mobility mission of the UAS or HE in general, the students should be equipped with language skills that enable them to work in abroad in case they would. Considering the UAS mission, integration English language (or foreign language in general) and subject studies should be discussed and appropriately implemented in the four UAS presented in this study. The presents study results support the integration especially when acquiring the field specific jargon and pragmatic language competence training that would also speak for conducting school productions in English with an assisting foreign language teacher. Woźniak (2017: 260) reports the experiences acquired in the experiment where ESP teacher tutor CLIL/ content subject teachers as time-consuming and inspiring pointing out that the integration could be beneficiary for the students' language skills development.

> To link content and language learning goals effectively, endeavours to integrate content and language at university level require not only curiosity and engagement across disciplines, but first and foremost, a long-term institutional commitment with clear guidelines for both the ESP lecturers and content lecturers involved as well as a readiness for constant adjustments and 'work in progress'

The present study is quite narrow and subjective as it relies solely on the viewpoints of domain experts and interviews as a method of data collection although e.g. Long (2005) underlines the value of triangulation as combination of sources and methods validate data and increase credibility. In order to broaden research perceptive quantitative questionnaire could be formed, using the present collected data as a baseline or reference for the further study. In such case, the Art and Culture Professional's Trade Union *TAKU* or the only recently founded *LiveFIN* association could work as potential co-operatives in mailing (or emailing) the survey to professional event managers. Stratified random sampling (Long 2005) might be possible using the prior networks, although unlikely, considering the rather small size of the domestic event management industry. The timing of the data collection process was also challenging. The interviews were conducted in a hurry due to the upcoming festival season. The haste mainly affected the compilation of

the CEF Professional Profiles, which would have benefited for a more detailed information, or preferably a second method such as dairy keeping from the respondents (not possible for even the interviews required a lot of scheduling) or observations conducted on the workplaces. This research process also raised the question of assessment and drawing target level descriptions, how do you measure the competence of the student professional negotiation skills, that could also function as a subject for further studies.

In her doctoral thesis Huhta (2010) quotes Richard's (1989) statement: "the delicacy of context distinguishes ESP from English Language Teaching" emphasising the requirements of the professional life communication over specific vocabulary or language. As an implication to teaching the English language and communication for event management professionals, this study provides a professional profile on event management that hopefully decodes some of the nature of the work. The profile may be used as an assisting or supporting material when designing language teaching activities and materials or integration of language and content studies for future event management professionals. For more information on applying the profile, this study recommends exploring the works of Huhta, Vogt, Johnson and Tulkki (2013).

EVEN MANAGEMENT – PRODUCER – HIGHER EDUCATION

PROFESSIONAL PROFILE (adapting Huhta 2013)

A. BACKGROUND INFORMATION

Field	Event management
Education/Program	4- year higher education programme, cultural management
Specialisation (s)	Basic qualification, specialisation possible in some extent (using e.g. voluntary studies)
Degree	Bachelor's degree
Language	English, interviews conducted in Finnish
Drawn up by	Päivi Alaniska
Date	30 August 2018, Jyväskylä University
Methods used for collecting the information	Sources: semi-structured interviews 13.3.2018 Interview with professional Peppi 15.3.2018 Interview with professional Samuli 22.3.2018 Interview with professional Lauriina 23.3.2018 Interview with professional Maija 28.3.2018 Interviews with professionals Mikko and Julia

B. OCCUPATIONAL INFORMATION

Typical examples of professions/ occupations/ jobs	producer and coordinator (with different kinds of prefixes e.g. technical or artist or subtitles e.g. artist production, volunteer work, sustainability), production manager, promoter, manager, executive manager, project manager, production assistant, project assistant, communication- and production assistant
Typical organisations, companies, communities to be employed in	promotion and booking agencies, (music, movies, art) event-, festival- and concert organisations/associations/companies, record labels and artist management companies, non-profit organisations, foundations, public sector (communities), staffing and recruiting and staffing companies (for freelancer jobs), concert halls, venues
Typical job descriptions	Administrative tasks involving artist contracts, settlements and riders, cooperation and sponsoring deals. Dealing with (minor) legal questions in taxation, agreements. Coordinating bookings and productions. Invoicing, budgeting. Coordinating the event as a whole or parts of it (a theme/an area), coordinating people (artists, shows, volunteers, staff) and/or the structures (technical issues, area services, building, logistics). On management level, the tasks focus on reporting financial key figures, budgeting and cost estimation. Negotiation on financial and operational issues, negotiation sponsorship deals, artist contracts. Networking with international colleagues and partners.
To what extent foreign	The extent and level of language skills depend on the job description and organisation. A producer working closely with artist production

languages are needed	or international partnerships may use English actively daily or weekly, however, passive language use is more frequent.

C. CONTEXT INFORMATION

Work context	**LOCATION** Office (mainly native country), at times abroad due to meetings or conferences (depends on the job and company), in the field at venues of festival sites, sometimes visiting customers, co-operatives office or domestic conferences.
	PERSONS, COMMUNITIES; COMPANIES; INSTITUTIONS Artist representatives, promoters, promoter's assistants, venue's staff and bookers, artist touring crew and representatives (e.g. security, technicians, tour managers, PA's), officers, co-workers. Co-workers in the parent company/ headquarters/ other subsidiaries, suppliers, international professional networks/ associations, current and potential business partnership and sponsors and their representatives (e.g. legal and financial officers).
	COMMUNICATION SITUATIONS **Production** • read and comment on contract details and terms, riders and settlements • negotiate and coordinate tour timetables and with festivals, venues and events, send enquiries and confirmations • negotiate production/show details in cooperation with artist representatives, suppliers and specialists/staff (e.g. issues pertaining sound and lightning, staff, merchandise, accommodation, logistics, catering, security, show time) • prepare information packages about production/performance/theme/area • share information the artist representatives and other staff • prepare for and present in staff and production meetings • brief short-term production staff • coordinate contents/programme/timetables/fairs • resolve problems and reconcile conflicts **Sales/Marketing** • prepare text/presentations for marketing, communication and sales purposes • produce contents or participate in production with e.g. communication and marketing staff • read and comment on contract details and terms • negotiate on business partnerships • do desk-study on potential cooperatives, suppliers

	• gather and coordinate information about a (artist or show) release and send it to participants **Financial and administrative** • communicate with parent company/subsidiary/supplier about key number, costs and contracts • prepare for and report on key numbers and other financial details • deal with customs and taxation issues • prepare needed documents e.g. authorization **General tasks** • welcome and host artists, visiting colleagues, guests and partner representatives
	TEXT- AND DISCOURSE -TYPES • emails • contracts, settlements and riders • legal documents (contracts) • memos and information packages/sheet • timetables and spreadsheets • telephone calls and video negotiations • forms of accounting (e.g. balance sheet, income statement, budgets) • orders and confirmations • text messages / WhatsApp etc • marketing and PR texts

D. THE MOST FREQUENT ROUTINE SITUATIONS

Situation 1. Writing an information sheet

Communication situation: gathering information, editing and summarizing information
Location: Office
Persons: producer

Critical success factors: The text has to be clear, informative, but relatively short so that the crew read it through. Although the form has to be compact, it must include all the details that the crew needs and also polite, welcoming and fairly formal. You might want to write another more detailed information to the artist hosts, so that they can act on situations and possibly resolve some of them independently.

Details: Collect information about the hotels, transportation from hotels to the area, timetables on load- in, showtime, load-out, backstage timetable, fan meetings or press and where they are located, production office and wi-fi, contact information for essential staff. Safety and technical issues are also essential.

Situation 2. Negotiating on cooperation

Communication situation: contacting a potential sponsor/ partner, preparing a presentation (e.g.pptx), drafting a concept for the partnership, presenting one's case (written and oral), suggesting cooperation, building a rapport
Persons: Producer or the person responsible for partnerships and the potential business partner
Location: Office, meeting room

Critical success factors: Produce text that features the possibilities and presents the festival in the best possible way. Register: be formal enough but also use vivid and expressive in language. Conceptualize the possible cooperation. Provide a proposal, however, consider cultural background and communication style especially if communicating abroad/ internationally

Extra: choose written, oral or both, practice either one step or the entire chain of communication

Situation 3. **Weekly/monthly meetings with the team**

Communication situation: sharing information between team members, summarizing activities since the previous meeting, laying out activities for the future and sharing any difficulties, challenges or doubts to possibly get help from other team members, taking notes
Persons: At least one member from all the teams (e.g. production, talent, operations, marketing, audience, product, partnerships)
Location: Office

Critical success factors: Everyone needs to be able to communicate their part efficiently, summarizing well, only talking about things relevant to other teams, keeping it short and concise but also not forgetting critical things. People need to stay on subject, avoid sprawling or starting a discussion that does not involve the majority. Otherwise the meeting can take a really long time and people lose focus. Sharing success stories is also really good for moral and team spirit.

Details: 1) Prepare for the meeting. 2) Have the meeting and present your team's case. 3) Take notes. Each team has a long text of things they've done, planned and working with. Summarize it, find the relevant points and share with the team. One of you taking notes for people who are absent, however, you should take notes for details essential to your responsibilities.

Extra: This exercise may also be integrated to the student event productions where it is most likely easier for the students to apply,

E. THE MOST DEMANDING SITUATIONS

Situation 1. Suggesting cooperation (formal)

Communication situation: contacting a potential sponsor/ partner via email, presenting one's case, suggesting cooperation, building a rapport
Location: Office
Persons: producer and the representative on the embassy

Critical success factors: register: formal and polite style an adjusting it to the interlocutor's culture/situation, clarity of the text, end with a proposal

Details: suggesting cooperation for the X embassy, the cooperation involves an international artist/show/speaker that is representing the country/nationality (of the present embassy), the content of the cooperation is participating/covering for the traveling expenses/fees of the artist/show/speaker.

Situation 2. Resolving a conflict

Communication situation: resolving a conflict, acting as a mediator
Location: The festival site, a meeting room, the office
Persons: The counterparts of the conflict and a mediator

Critical success factors: Remain calm, communicate clearly when under stress and annoyed. The mediator must remain as neutral as possible and help the two to understand each other and to find a solution. Focus on tone of your language and phrases when listening, suggesting, arguing, agreeing, compromising, clarifying, concluding.

Details: The situation requires several pre-planned scenarios of different kinds of conflicts and people involved in them to be resolved, the students could even script the situation themselves. E.g. two team members are experiencing a conflict. They can be colleagues or the other can be the other person's supervisor. It can be about not feeling understood, appreciated, trusted, about harassment, about miscommunication etc. A third person is present to mediate.

Extra: The situation could be shaped as a brush with an unsatisfied partner who feels that e.g. the coverage of their brand or promotional operations that are not delivered as promised/agreed in the settlements, or a vendor that is unsatisfied with their location in the festival site/ or has difficulties with the electricity.

Situation 3. Videoconference meeting

Communication situation: informing, negotiation, making decisions
Location: Office (online)
Persons: several people e.g. your production team or the company's partners around the word or your potential business partner (sponsor)

Critical success factors: focus on listening and understanding what people are saying, be clear with your output, prepare for meeting jargon and proper ways of

suggesting, repeating, clarifying, supporting, arguing etc. who is leading the meeting/negotiation. what is the relationship/hierarchy between the participants

Details: There are several people who have a strong opinion, the line might be bad or breaking up**,** do you know how to use the conference software

Extra: practise production meetings, negotiations and company meetings online**,** practice sharing documents and your screen

F. PRACTICE ALSO THIS

- Spelling and phonetic alphabets in English (e.g. spelling your name and email)
- Write a press release in English
- Write short artist/show/programme description in English
- Present/pitch yourself in English/ craft an elevator pitch about your event/company
- Reading professional articles and journals (e.g. current themes/issues) and discuss with peers/in class. Identify field specific vocabulary and use it in the discussion.
- Have sales pitches and oral presentations about your school works/ events/ professional interest
- Translate short texts from Finnish to English e.g. the basic information of an event and vice versa.
- Paraphrase and summarize conversations and text from English to Finnish (and vice versus).
- Learn the field specific jargon on event and music management and also familiarize yourself with Business English (language)
- Discuss financial key figures and budgeting in English (vocabulary)

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APPENDIX 1

Theme interview structure

Modified CEF Professional Profile

Tässä haastattelussa on kuusi kohtaa ja haastattelu kestää noin 60 minuuttia. Kyseessä on teemahaastattelu, jonka tarkoituksena on keskustella sun työnkuvasta ja englannin kielen roolista siinä. Haastattelut nauhoitetaan ja litteroidaan. Litterointi ei tule kokonaisuudessaan julkisesti esille minnekään. Joitain suoria lainauksia tulee työhön mutta niitä käsitellään nimettöminä. Jos tässä keskustelussa sattuisi tulla esiin yrityksen nimiä niin ne myös poistetaan lainauksista. Voin laittaa haastattelun rungon sinulle viesti -toimintoihin/ esille jos haluat seurata sitä. Muutamassa kohdassa on listattuna esimerkkejä auttamaan sinua.

A) TAUSTATIEDOT
Minkä ikäinen olet?
Millainen koulutustausta sinulla on?
Oliko koulutusohjelman opiskelukielenä englanti? *Osittain, kokonaan.*
Mitkä ovat tyypillisiä ammattinimikkeitä/ titteleitä ammattilaisille sun alalla?
Millaiset työnantajat/organisaatiot/yritykset työllistävät sun alan (ed. main.) ammattilaisia?
Millainen on sun työnkuva, miten sä kuvailisit sun työnkuvaa?
Jos vaikka ajatellaan että sä jäisit opintovapaalle ja sun duuniin haettaisiin sijaista niin mitä siinä hakemuksessa lukisi.
Millainen rooli englannin kielellä on sinun työssä? *(Onko joitain muita kieliä?)*
(Onko teillä alalla liitto/ yhdistys, johon kuulut -kysyn siksi että voin kysyä heiltä lisätietoa teidän alan työllistymisestä jne.?)

B) KONTEKSTI

8. Millaisissa tilanteissa käytät englannin kieltä töissä, (jos mietit vaikka viimeistä työviikkoa?)
(Jos mietit vaikka jotain tapahtumatuotantoa? / Tuleeko englannin kieli esille itse tapahtumatuotannossa vaiko esituotannossa?)

Suulliset tilanteet

9. Näistä on siis suullisia tilanteita ----------, tuleeko mieleen muita? *
(Millaisia englannin kielen suullista viestintää vaativia tilanteita sun työssä tulee vastaan?)
Esimerkiksi
Puhelut
Esittelyt
Haastattelut
Tuotanto briiffit
Kokoukset
Neuvottelut
Houstaaminen
Esiintyminen

10. Mitkä näistä on yleisimpiä/yleisin? *

11. Mitkä suullista viestintää vaativat tilanteet on sulle vaativia?
Mistä se johtuu että ne on vaativampia?

**Käytä apuna listaa.*
Puhelut
Esittelyt
Haastattelut
Tuotanto briiffit
Kokoukset

Neuvottelut
Houstaaminen
Esiintyminen

12. Missä tilanteessa/yhteydessä tämä suullinen viestintä tapahtuu?
Ketä ihmisiä, tahoja, yrityksiä tässä suullisessa viestinnässä on mukana?
13. Tuleeko suullisesta viestinnästä mieleen vielä jotain muuta?
14. Jääkö edellä mainituista asioista pois joku merkittävä sisältö tai teema siksi että mietitään vain englannin kielellä tehtävää toimintaa?

Kirjalliset tilanteet

15. Millaisia tekstejä sun työssä pitää kirjoittaa englanniksi?
Sä mainitsit jo aikaisemmin kirjallisista tilanteita ----------, tuleeko mieleen muita?
*
Riderit
Sopimukset
Muistiot
Briiffit
Esityksiä
Pöytäkirjoja
Aikataulutukset, tuotantoon liittyvät dokumentit, mitkä?

16. Mitkä näistä ovat yleisimpiä/yleisin?

17. Kenelle nämä tekstit kirjoitetaan?

18. Mikä on noiden tekstien tarkoitus/sisältö? Mitä aihepiiriä tekstit käsittelee?

19. Mikä on tekstien luonne *(epämuodollinen, muodollinen, informatiivinen)?*
Millainen on hyvä XX teksti?

C) TAVOITTEET

21. Jos sä saisit määrittää mitä opetettaisiin sun alan ihmisille suunnatulla englannin kielen kurssilla, mihin siellä kurssilla keskityttäisiin? Millaisiin taitoihin ja millaisiin sisältöihin? *Mikä olisi kurssin tavoite?*

22. Tarvitaanko kielitaitoa sun alalla enemmän suullisessa viestinnässä vai kirjallisessa?
Prosenttilukua haetaan vastaukseksi.

23. Mikä on tärkeää?
Kuinka tärkeää on sun alan oman terminologia/ sanaston osaaminen?
Mistä asioista/teemoista tapahtumatuotannon alan sanasto koostuu?
Kuinka tärkeää on täydellinen ääntäminen?
Entäs sama kysymys kirjalliseen viestintään?
Ja kuuntelemiseen, mitä on hyvä kuullun ymmärtäminen sun työn puolelta?

26. Tuleeko sulle mieleen hyviä harjoituksia, tapoja treenata näitä kielitaitoja mistä on nyt juteltu? Tuleeko mieleen esimerkiksi hyviä autenttisia tilanteita?

27. Mitkä on ne asiat millä sun alalla hyvä kielitaito määritetään?

D) KULTTUURIEN VÄLINEN VIESTINTÄ/ OSAAMINEN
Kulttuurienvälinen osaaminen on "kulttuurista lukutaitoa", jolla tarkoitetaan kykyä lukea, ymmärtää ja löytää eri kulttuurien merkityksiä ja sen seurauksena kykyä arvioida, vertailla ja "avata" erilaisia kulttuureja. Kulttuurienvälinen osaaminen sisältää mm. kulttuurienvälistä tiedostamista, kulttuurienvälistä herkkyyttä ja kulttuurienvälistä sopeutumista. Se voidaan nähdä uusien näkökulmien ja uusien tulkintamahdollisuuksien oppimisena.

28. Kuinka kulttuurienvälinen osaaminen näkyy sinun töissä, vai näkyykö?
29. Onko tuo merkittävä asia?

E) SOME - Sosiaalinen median vaikutus englannin kielen käyttöön

30. Käytätkö sosiaalista mediaa työssäsi?
Onko käyttö aktiivista (kirjoittaa itse englanniksi) vai passiivista (lukee englanninkielisiä kirjoituksia)?
31. Mitä varten käytät somea työssäsi?
Käytätkö somea englanniksi, tuleeko englannin kieli vastaan sinun somen käytössä?

32. Onko sosiaalinen media lisännyt englannin kielen käyttöä työelämässäsi?
Tuleeko somen kautta englanninkielisiä viestejä?

F) YLEISIÄ VIESTINNÄN ASIOITA

Seuraavaksi keskustellaan yleisimmistä viestinnän asioista. Nyt voit jättää sen englannin kieleen keskittymisen taka-alalle.

33. Jos ajatellaan ihan yleistä viestintää, mitkä on ne tärkeimmät taidot mitä sun alalla työskentelevän ihmisen pitäisi omata?

34. Seuraavassa tulee useita kieleen ja kulttuuriin sidonnaisia käsitteitä. Ajatuksena on että lyhyesti kuvaat sitä millainen merkitys näillä asioilla on sun omalla alalla, sun mielestä.
Sosiaalinen status
Pukeutumiskoodit
Elekieli
Kohteliaisuussäännöt
Sukupuoli
Taidot, joita arvostetaan
Ominaisuudet, joita arvostetaan
Ominaisuudet, joita ei arvosteta
Sosiaalinen media

APPENDIX 2

Interview examples in Finnish

Example 1

(Samuli) (...) meillä on paljon tai useimpii ei suomee puhuvia työntekijöitä, et meillä on tosi usein englanti on se työkieli, pidetään kokouksia englanniksi ja kaikki niinko sisäinen viestintä kirjallisesti englanniksi ja tota sit on suurin osa kumppaneista on niinko ulkomailta, et tosi paljon englantia kyl käytetään, sit on artistituotantoon, meillä oli ulkomaisia artisteja niin niiden kaa tietty englanniksi kommunikoitiin ja sitten tuotantokumppanilla (...) on joitain englantii puhuvii työntekijöitä niin heidänkin kanssaan monesti kommunikoidaan englanniksi

Example 2

(Lauriina) No tässä (...) työssä ihan älyttömän iso koska koska mä oon itse ulkomailla töissä, mä en puhu paikallista kieltä joten mun ainoo ainoo kommunikointikieli on siellä englanti työkavereiden kanssa mutta myöskin sit niiden asiakkaiden kaa eli niiden artistien edustajien kanssa, se englanti on se käyttökieli ihan niinku kaikesta riippumatta että siitäkin huolimatta vaikka kommunikoisin jonkun suomalaisen kanssa niin tota täytyy käyttää englantia jotta sitten kaikki muut ihmiset siinä ympärillä ja sähköpostissa olevat ihmiset pystyy seuraamaan sitä keskusteluu eli siis tossa työssä se merkitys on ihan älyttömän älyttömän valtava

Example 3

(Haastattelija) Mistä teemoista se alan erityis englanti koostuu?

(Peppi) Niin se on varmaan se haaste siinä että se, tapahtumatuotanto on hyvin monialaista, se toisaalta koostuu siis paljolti sellaisesta teknisen tuotannon sanoista, ja toisaalta sitten ainakin mun työssä se koostuu paljon sellaisesta…. Niinku sopimusmaailman sanastosta ja sitten se koostuu paljon ehkä musiikkiin liittyvästä sanastosta, ne asiat tai se sanasto mitä mä käytän….

Example 4

(Mikko) No suurimmaksi osaksi ne varmaan liittyy laval- esiintymislavalla tapahtuviin asioihin mistä käytetään englanninkielisiä termejä ja myös suomen kielessä just niinko sanoin jo backline esimerkiksi ja stage on jo semmonen asia joka jon- enää kukaan puhu edes lavoista tai clearance että mitä tämmöset asiat tarkottaa ja ja ne on sitä alan termistöä et kyllä niinko se puoli on varmaan isoimmassa roolissa

Example 5

(Peppi) mä aika usein oon siis se välittävä taho, se välittäjäporras joka, joka, poimii sitä informaatiota tai koordinoi sitä informaatio ja sitä tekemist, ja sit mä koostan sen ja kerron siitä sit pointterssit ulkomaille, niin mä aika paljon kyllä teen siis silleen molemmilla kielillä samaa tekstiä.

Example 6

(Lauriina) Et jotenkin tun-, vois ehkä sanoa et omassa duunissa niinku itse on niinko sen tiedon kerääjä ja sen tiedon siirtäjä ymmärrettävässä muodossa kaikille muille.

Example 7

(Samuli) Määrällisesti mä sanoisin et niinku sähköpostit on se ykkösjuttu et jonkun henkilön [yhteistyökumppani] kanssa saatetaan aluks pitää yksi Skype puhelu ja sit jatketaan niinku seuraavat kolkyt mailia sitten niinku siitä. Niinku siinä suhteessa tyyliin.

Example 8

(Maija) Viestinnässä artistien ja heidän managereiden kanssa sähköpostitse ja tietysti välillä myös puhelimitse jotkut haluaa avata sitä keskustelua tarkemmin ääää sit tietysti liitteiden muodossa *(naurahtaa),* kaikki tietysti sopimukset kun puhutaan kansainvälisistä taiteilijoista on englanniks.

Example 9

(Peppi) haluan kaiken kirjallisesti, jotta niitä on siis mahdollista myös tutkia niitä asioita jälkikäteen, jos tulee jotain ongelmia, et mä koen, että siinä mieles se englannin kirjoittamisen taito ja lukemisen ymmärtäminen on mulle se ykkösjuttu, mut jonkun verran sit puhelimessa käydään läpi niitä asioita, toki.

Example 10

(Mikko) Se suullinen viestintä on ehkä siinä et se on spontaanimpaa ja nopeempaa siinä joutuu reagoimaan nopeesti, se on siksi ainakin itelle vaikeempaa pitäis pystyä heti tarraamaan [asiaan]

Example 11

(Lauriina) ...niin se oli niinku sairaan kuumottava puhelu (naurahtaa), et tavallaa pystyy niinku ite suunnitteleen ja kirjaan ylös et näistä asioista aion puhu [englanniksi] mut sä et voi ikinä valmistautua siihen et mitä se toinen aikoo sulta kysyä.

Example 12

(Peppi) Ne on ehkä just ne puhelinkoferenssit [on vaikeimpia] ja toisaalta just ne puhelut, se on aina, kun siinä ei oo aikaa miettiä sitä mitä itte haluaa sanoa ja sitten siinä on sellaisia asioita kun huono linja tai puhelin konferensseissakin on paljon ihmisiä samaan aikaan.

Example 13

(Maija) No ehkä must niinko tärkeintä [ääntämisessä] on niinku se et ymmärtää (naurahtaa) toisia siinä tilantees ja kaikilla meillä on omat omat aksenttimme ja murteemme siellä taustalla että et kunhan se on ääntäminen on tarpeeksi selkeää siinä mielessä että se mahdollisesti natiivi ymmärtää mitä sä sanot mut mikä ettei siihen on hyvä ottaa tai niinko kiinnittää huomiota

Example 14

(Peppi) mä jotenkin ehkä ajattelen et se kielioppi ja muu pitäis tulla sieltä jo lukiosta ja muualta niinku vahvana ja pitäis tulla sieltä jo meillä kaikilla läpi, läpi niinku se englannin kielen yleinen osaaminen että ehkä silleen ajattelen että ammattikorkeakoulun pitäisi sitten pystyy opinnoissaan nimenomaan tähtäämään siihen et se spesifikoituu se sun osaaminen englannin kielen käytössäkin juuri niihin tilanteisiin mitä sä käytät aidosti sitten työelämässäkin tulevaisuudessa, et osaat tehdä sen budjetin englanniksi, tai sä osaat keskustella jostakin sopimusteknisistä asioista vaikka englanniksi.

Example 15

(Peppi) Meidän alalla sellainen niinku rikkinäisen puhelun ongelma voi aiheuttaa aika isojakin ongelmia ja isojakin virheitä. Mä jotenkin aattelen et se et sä oikeesti kuuntelet mitä sulle sanotaan ja aidosti ymmärrän sen niin sillä on tosi iso merkitys kyllä.

Example 16

(Julia) totta kai ihan selvää on et ammattisanasto pitää hallita mut se, että että tota se ammattisanasto ei oo vaikea, se voi sillon, kun jos me ruvettas vaikka välittömästi niinku kulttuurituotannon opintojen käynnistyttyä käymään läpi niin se tuntuu runsaalta ja hankalalta paljon uusii termejä ja niin edelleen mutta mutta tota ne termit tulee niin älyttömän nopeesti tutuksi.

Example 17

(Samuli)... ehkä ne isoimmat haasteet ei tuu siitä kielestä vaan niistä tilanteista, kun pitää neuvotella tai ei oikein tiedä mitä toinen osapuoli haluu tai ei ite myöskään ei tiedä mitä saa luvata. --- Vaihtelee tosi paljon jotkut kumppanit saattaa olla tosi vaativia, ja tavallaan hankalia, ja jotkut saattaa olla sellasii tosi rentoja et tehdään vaan niinku te haluatte, ja olla tosi joustavia. Niin se aina vähän jännittää. Etukäteen et mikä se on sit sen kyseisen kontaktin asenne.

Example 18

(Peppi) Niin kuinka sanoa kohteliaasti, että tässä on seinä ja tästä ei pääse enää läpi, ei.

Example 19

(Julia) No kyllä se ääntäminen on uskottavuus kysymys aika paljon et tietynlainen viesti asetetaan sellaisesta omasta kansainvälisestä osaamisesta ja kokemuksesta sillä et miten se kieli sinne suuhun asettuu et kyl mä pidän sitä tärkeänä - - -mutta tota niin niin öö ei se oo kuitenkaan myöskään kriittiistä, huonostikin mutta tota johdonmukaisesti ääntävä ja ymmärrettävä henkilö niin jos hän käyttää kieltä suurella itseluottamuksella niin se sormien läpi voi katsoa paljon et sen tilanteen kanssa voi kaikki elää en pidä sitä kriittisenä mutta sitten taas puhutaan myynti ja markkinointipainotteisesta työstä niin kyllä se silloin on tosi tärkeetä

Example 20

(Maija) No kyl se on aika lailla sekä että et kyl sun pitää pystyy hallitseen kummatkin [kirjallinen ja suullinen viestintä] ja niinku toki, jos pystyy kirjoittamaan englanniksi vaikuttavaa viestintää niin kyllähän siitä tulee aina tosi paljon ammattimaisempi kuva myös niille taiteilijoille ja heidän edustajille ja yleisön edustajille et kyllähän se on keskeinen ammatillisuutta vahvistava tekijä.

Example 21

(Peppi) ja sit mä koen et jos nyt kielioppi ei ehkä kaikkein tärkein asia nyt maailmassa, et jos se on siis, ajattelen nyt kommunikoinnissa ylipäätänsä se ymmärretyksi tuleminen on se tärkeä asia, niin se kuitenkin vaikuttaa siihen ammattimaisuuden kuvaan, se et kirjoittaa hyvää, ja rikasta ja oikeakielistä tekstiä.

Example 22

(Maija) Ja toki sitten riippuu vähän artistista nytkin esim tänä kesänä meillä on tulossa viulisti joka on ollut useana vuonna festivaalilla - - - kun neuvottelemme niin sit se on niinku tosi epävirallista vaikka *(naurahtaa)* tai et kun on jo silleen tosi tuttuja ja niinku siinä mielessä läheinen tekijä ja sit taas jos on jotain agentteja joihin ensimmäistä kertaa on yhteydessä niin

toki se tyyli on aluksi erityisesti tosi virallinen ja sit niinku asiakkaan mukaisesti se viestintä sit asiakkaan mukaisesti jatkuu joko virallisena tai sit menee kevyempään suuntaan ja sit tietysti riippuu maakohtaisesti että kyllähän niinku esimerkiksi britit on tosi kohteliaita viestinnässään ja sit pitää niinku ymmärtää niitä niinku sävyjä vastata sitten sillä tavalla. Mut siis sekä että on tosi virallista ja sit vähän epävirallisempaa.

Example 23

(Julia) niinku sellaista uskottavaa yleistä kielenkäyttöä [pitäisi harjoitella] ja sen hallintaa ja varsinkin mikä tahansa mikä buustaa itseluottamusta sen englannin kielen käyttämiseen niinku erilaisis kommunikaatiotilanteissa.

Example 24

(Julia) - -se niinko ammatillisesti missä tässä kehittyy on se että niin kommunikaatio tilanteissa niin sä pystyt lukeen sitä toista osapuolta ja sopeutumaan lennosta hyvin paljon siihen et mikä on niinko vapaamuotoisuuden taso tai mikä on se niinko etenimistavoite siinä keskustelussa kaikilla sitä ei oo tai ainakaan se ei ole selkeenä, et ehkä se niinku et mun tehtävässä tärkeintä on et se toinen osapuoli on niinkun omissa kengissään ja niinku sinut sen kommunikaatiotilanteen kanssa, tärkeämpää kun että mä oon et mä pystyn aina sopeutuun ja tekeen siitä tilanteesta mahollisimman helpon ja vaivattoman sille toiselle osapuolelle niin tota sen takii ehkä varsinkin oikeestaan, kaikissa näissä ympäristöissä niin kyse on siitä et mä pyrin sopeutumaan siihen heidän kulttuuriinsa ja yritän minimoida sen että he joutuu ajatella mun kansallista kulttuuria

Example 25

(Peppi) Et kun on olemassa kulttuureja, joissa ei esimerkiks koskaan sanota ei, niin tällasena ehkä hyvinkin suorapuheisen ja lyhytpuheisen kulttuurin edustajan niin se on oikeesti aika jännittävää yrittää miettiä et mitäs tässä oikeastaan ny halutaan sanoa, et on välil vaikea tavottaa sitä et oliks tää oliks tää diili nyt skoulassu vai sanoiko se ei.

Example 26

(Lauriina) jos mä mietin, vaikka sitä kirjallista viestintää sähköpostien vaihtamista niin niin tota kulttuureissa on siis ihan hirveesti eroja siinä, miten sä ilmaiset itteäs kirjoittamalla. Siin totta kai menee hetken aikaa tottua siihen et ihmiset kirjottaa erilailla ja et hetken aikaa tajuta et okei tällei niinku ehkä tarkoteta sitä mitä mä luulen koska mä luen sitä mun oman kulttuurin tavallaan linssien takaa, et just jos niin sä saat viestin joka tuntuu susta ihan hirveen töykeeltä niin se ei niinko välttämättä tarkota ollenkaan siltä että mä oon monii kuukausii käynyt viestinvaihtoo jonkun kanssa tavallaan mielessäni muodostanut kuvan siitä ihmisestä et tää on varmaan hirveen tosi tympee ja vihanen ihminen ja sit se tulee paikan päälle ja se on maailman aurinkoisin et tavallaan tossa suhteessa se on tärkeetä ymmärtää et niinku se kulttuurieroja on tosi paljon et ei voi luoda johtopäätöksiä sen sen perusteella et miten miten joku just esimerkiks kirjottaa

Example 27

(Samuli) Erityisesti … [ennen tapahtumaa] toi tiimin koko kasvaa, kun alottaa tosi paljon tyyppejä (...) ajaksi. Ja sit myöskin on tavallaan tosi itsenäisiä tekijöitä, annetaan tavallaan niin paljon vastuuta, kun halutaan ottaa, saa tehdä tosi omalla tavallaan juttua, lähteä vetämään jotain projektia, niinku silleen tavallaan et jos saa budjetin hyväksytettyä niin saa aika vapaat kädet lähteä toteuttamaan. Se tuo paljon sellasia haasteita sisäiseen viestintään, kaikki tahot, joita asiat koskee ne pitäisi pystyä pitämään tietoisina, kaikista niistä asioista mitkä vaikuttaa heidän työhönsä, ja siihen on monesti haasteita, tavallaan tollanen tosi innostava, inspiroiva paikka tehdä työtä. Mut sit se tuo kääntöpuolella tollasii haasteita et pystytään niinku jakamaan sitä tietoo sen organisaation sisällä riittävän tehokkaasti. Ja muistaa aina kertoo siitä kaikille ketä se koskee. Niin ja pitää olla aktiivinen sen suhteen.

Example 28

(Mikko) - - - ollaan hyvin aktiivisesti ollaan niinku ajamassa meidän ala tota sukupuolineutraaliutta ja tasa-arvoa ja siinä yritetään olla kaikilla mahdollisilla tavoilla mukana

Example 29

(Mikko) Mä nostaisin silti sosiaaliset taidot, se on mun mielestä niinku ehkä jopa tärkein et aika paljon saa anteeksi, jos on jos on tota sosiaalisesti tosi hyvä ja pätevä ja no en mä joo, ehkä tavallaan ominaisuuksia mut mun mielestä se on taito. (tauko) Neuvottelutaidot on tosi tärkeitä, järjestelmällisyys, ööö, onko nää ominaisuuksia

Example 30

(Peppi) Ekana tulee mieleen paineensietokyky, et se on niinku ihan älyttömän tärkeetä, ja se on niinku painottunut myös monissa eri tilanteissa et ilman sitä ei niinku olis pärjännyt et sitä odotetaan ja sitä arvostetaan. Toinen on varmaan organisointikykyisyys et tavallaan isompi tai haastavampi projekti pysyy kädessä mut ehkä noiden lisäksi, sanoisin vielä et taito myöskin mukautua erilaisiin tilanteisiin on tosi tärkee, erilaisiin tilanteisiin erilaisten ihmisten kanssa, niin kyl se vaatii sellaista muuntautumiskykyisyyttä ja tilanteentajua siitä kyllä

Example 31

(Mikko) Ja kun ala on niin pirun pieni niin niiin ööö semmonen lyhytkatseinen pikavoittojen tekeminen jonkun kustannuksella niin sellanen ampuu kyllä aika nopeesti itseään jalkaan et