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The needs for professional communicative repertoire, and the effects of it on the employees in a global technology industry company based in Central Finland

A Master's thesis

by

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JYVÄSKYLÄN YLIOPISTO

Tiivistelmä – Abstract

Tutkielmassa tarkastellaan Keski-Suomessa sijaitsevan, globaalissa omistuksessa olevan teknologia-alan yrityksen työntekijöiden kielivarantoa ja yrityksen toiveita sen suhteen. Tutkimus pyrkii myös selvittämään kuinka kielitaidon tarpeet työtehtävissä, sekä työympäristössä vaikuttavat työntekijöiden ammatillisen identiteetin muodostumiseen, sekä kokemukseen työyhteisöön kuulumisesta. Tutkimus on tehty yhteistyössä yrityksen kanssa, ja tähän liittyen on myös toteutettu Kandidaatin tutkielma (Hiekkavirta 2017), jossa tarkasteltiin lähemmin yrityksen kielivarannon tarpeen eri lajeja ja kielikoulutustarpeita.

Tutkimusaineistoa lähestytään sisällönanalyysin keinoin. Tutkimusaineisto on kerätty käyttäen kahta eri metodia. Ensimmäinen osa aineistoa on haastattelu, joka on toteutettu yrityksen johtotiimin kanssa. Haastattelun tavoitteena on saada tietoa siitä, miten yrityksen johto näkee yrityksen kielivarannon tarpeet ja sen vaikutukset. Toinen osa aineistosta on kerätty koko yrityksen henkilöstöltä kyselytutkimuksen avulla. Kyselytutkimuksen tavoitteena on ollut saada tietoa henkilöstön kokemuksista kielivarantoon ja sen vaikutuksiin liittyen.

Tulokset osoittavat, että odotukset kielivarannon suhteen ovat edelleen hyvin selkeästi jaottuneet niin, että toimistotyöntekijöille kielivaranto koetaan olevan edellytys työn tekemiselle, ja tuotannon työntekijöiden kielivaranto koetaan olevan vain hyvä lisä. Tätä eroa perustellaan työtehtäviin liittyvillä tarpeilla, mutta samalla huomioidaan, että myös toimistossa on työtehtäviä, joissa kielivaranto ei ole oleellinen. Kielikoulutusta tarjotaan työtehtäviin perustuvasti, kuitenkin toimiston työntekijöille rajattomasti. Tuotannon työntekijät perustelevat omaa käsitystänsä oman kielivarannon tarpeettomuudesta osittain myös kielikoulutuksen puutteella; jos heille mahdollisuutta ei tarjota, ei se varmaan ole tärkeää –ajatuksella. Johtohenkilöstön toiveet taas tuotannon työntekijöiden kielivarannosta ovat olemassaolevia, mutta keskittyvät vain tulevaisuuden tarpeisiin.

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1. INTRODUCTION

"Globalization of working life unfolds as companies need to meet the demands of the global market" (Räisänen 2013:16)

English has become an essential part of Finnish working life. The increasing use of different communication technologies and the Internet have brought intercultural communication to every workday. Pahta (2004) states that English can now be found in many situations and places, where it is not necessary or prerequisite for action. In addition, she argues that some even compare knowing English to basic IT-skills, or even reading. Emails, product details and manuals, computer programs, ERP –systems ('enterprise resource planning systems'), shipping procedures, and, in some cases, also all of the company's internal communication can be in English. One can ask if the need for such extensive language competence is actually essential for all professions, or whether there are some that do not require it?

Currently, the macro-level processes of globalization and technologization have started to dictate the micro-level of working life (Räisänen 2013:15). As companies expand and find new market and production areas outside their native borders, the English language is gradually replacing the native language in business communication (Ahvenainen 2005:12; Pahta 2004:67). Multinational companies arise and expand, companies merge across national borders, and even small companies can become global (Räisänen 2013:16). Such changes mean larger markets, but also more competition and, with it, a greater need for efficiency and proficiency (Huhta 1994:17). Therefore, also employers are now paying more attention to their employees' language skills (Huhta 1999:12), and to the effect these skills have on the business.

Thus, individuals are now faced with a constantly changing working life, which requires them to be multilingual in order to succeed in their work tasks. They are confronted with new communicative challenges and as a result, also their communicative repertoires should be similarly changing and complex (Räisänen 2013:56). Furthermore, although the value of the multilingual workplace is indisputable for the company in the markets, it can also cause problems. These can involve misunderstandings, losses of valuable information, or inequality

between employees with different professional communicative repertoires (Bergroth 2007:7). In some cases these new requirements can impact working life immensely.

The aim of this study is to explore the views the managing team and the employees of the company have of the necessity of employees' capability to function and communicate in foreign languages, and the effect of these views on the employees themselves. Moreover, the study aims to identify the effect that the expectation of the foreign language competence has on the employees' professional identity and their feeling of belonging to the company.

The first perspective from which these questions will be investigated is that of the local managing team. Managers are the ones in charge of the company's competitive strength, and of the stabilization and improvement of their market situation. They draw the outlines for the needs and requirements of the company, when recruiting new employees, and they also define and decide who will be able to attend language trainings. The second perspective of the present study will be that of the employees. They are the ones who confront the requirements of the markets and of the changing work procedures, such as new enterprise resource planning systems and programming systems, in their everyday working life. The work descriptions can differ greatly within the company. Some spend their workdays in production bays, while others mainly answer telephone calls and email messages in the office. Nevertheless, they are all faced with the same pressure from the globalizing markets that may lead to their jobs moving abroad.

There are many recent studies on language use in business and technology (Huhta (1999), Louhiala-Salminen (1999b), Helle (1995), Penttinen (2002), and Määttä (2005). Alatalo 2006 Bergroth (2007) and Hiekkavirta (2017)) that have investigated the actual use of languages, especially the English language and its different varieties, in business and technology, as well as attitudes towards it. In comparison to these previous studies, the present study addresses the timely issue of foreign language use in working life in industry and technology by examining the use of foreign language and its effects on the employees, as well as the reasoning behind their increasing use in Finnish technology from the point of view of the managing team. I this way, it is hoped that the present study can give a coherent picture of the present day situation on foreign language use in a global company in Finland.

Another key aim of the study is to gather information on the language needs in a Finnish company. Previous research has established the need for studies in this area. For example, in her study of employer's experiences in a multilingual workplace, Bergroth (2007) that there is a need for studies focusing on a larger number of informants. In the same way, also Sajavaara and Salo (2007), assert the need for more studies on clerical workers' language experiences and needs. This study has the aim in drafting information that can be used when teaching future engineers for factory work. In addition, it is hoped that the results of this study could provide more information on the importance of language training on all levels of a business organization.

The present study was conducted in co-operation with a technology industry company with a global ownership based in Central-Finland. This company is a part of a large global corporation that has over 46 000 employees in 130 different countries. The company itself has been founded in the 1970's; starting out as a small Finnish private factory. Since that, it has gone through several company acquisitions. It has been a part of the globally operating corporation ownership for nearly two decades. Some of the workers have been working at the factory since it's beginning, that is, for over 40 years.

One of the key concepts in this study is that of the *professional communicative repertoire* (Räisänen 2013). For the present purposes, it serves as a useful conceptual framework. As discussed by for example Freed (1993:197), professional communication is discourse directed to a group or individuals who are operating as members of the group, with the intention of influencing the group's function. A repertoire, in this context, refers to an individual's package of communicative resources (Räisänen 2013, Blommaert 2010:102). This conceptualization shifts the focus from the idea of *language* and *knowing a language* to the idea of *resource*, the concrete way of using a language (Blommaert 2010:102). Blommaert (2010) discusses the concept of language as an ideological and an institutional construct. Instead, he argues that we should focus on *repertoires* as entities formed by several different resources. The notion of resources also means that, conceptually, multilingualism can also be seen as the capacity to mobilize several different resources, some of which originate from one language and others from some another language. Resources can be genres, modalities (such as speaking, writing etc.), accents and registers (Blommaert 2010:102). Resources can be seen to form a repertoire that can belong to a group of people, as much as to an individual. In this study the concept of repertoire is an important one, especially in the light of the interview data

in which the informants saw professional communicative repertoire as an attribute of a specific group of people who share similar job descriptions. Further, the notion of *communicative* resources refers here to the capacity to draw on and use particular resources. One has to know when and where one is supposed to utilize which resource (Räisänen 2013:22-23). Moreover, *professional communicative repertoire* (later also referred to as PCR) in this study is seen, similarly as in Räisänen's (2013) study, as particular sets of discourses and workplace practises.

In chapter (2) I will discuss the **origin** of changes that have influenced the use of the English language in Finland. I will also discuss, what are the implications of these changes for both the Finnish educational system, and the working life in Finnish technology industry and companies based in Finland. After this Chapter (3) will focus on the **effects** these changes have caused for employees of global companies, more specifically professional identity, feeling of belonging and language attitudes. In addition, at the end of chapter (3) I will present a study previously conducted of the language use in the company in question. Chapter (4) will elaborate on the present study: research questions, main concepts and methodology, after which the results of the study will be presented in Chapter 5. Furthermore, the results will be further discussed in Chapter 6.

2.   ORIGIN – THE NEW MARKETPLACE

Until the past two decades, English has been a foreign language in many European countries, but, more recently, its growing use in education and in private, public and professional life has meant that English has actually adopted the role of a second language (Phillipson 2009:83). This (trans)formation of its role has been subtle, but its outcome is now very clear. For example, young people, who have grown up alongside with this change, have adopted the idea of a multilingual way of life easily. For many of them, different languages, and, in particular, English, are present in their every waking hour. Mobile communication, music, films, television, advertisements on the streets, juice cartons and even many of their school lessons include the use of foreign languages, alongside with the native languages. It can be said that English is a part of their everyday life (Leppänen et al 2009:112).

English can now be found in the majority of proficiency requirements for higher education, as well as in several different kinds of employment (Phillipson 2009:83). What is more, as Finland is also integrated within the global markets, this changes the need for the kind of workforce that will be needed in the future. In fact, labour shortage in some profession areas, in metal industry, for example, can create the need for labour import. As a consequence, it can be expected that multilingual workplaces will be more common in the future (Sajavaara and Salo 2007).

2.1. English as a world language

The English language has a unique status in the Finnish society. Before it was used and studied only for the purpose of communicating with foreign people. However, after the changes during the last two decades, English can be heard all over Finland, spoken by Finns - in some cases even to other Finns, as seen in advertisements directed to Finns. It is taught at school to children who often already have a wide set of vocabulary and communicative skills, as a consequence of, for instance, the hours they have spent playing videogames online. The overall presence of English in Finnish society was noted in the book *Kolmas kotimainen,* edited by Leppänen et al. (2008), with even the title of the book referring to English as the third national (language) of Finland.

In the national survey made by Leppänen et al. (2009; 2011), 40,5% of the participants answered that they use English at work, and 80% answered that they hear and see English around them in their daily lives. This phenomenon is constantly growing as in 2017, Espoo, a city in Finland, announced that they have now three official languages: Finnish, Swedish and English. 70% of the new citizens of Espoo communicate in official situations in English, and the city declared that they want to be the most international town in Finland.

The English language has truly started to find its place as the third national language. It is most often the first foreign language children start to study at school, and therefore it is often also a stronger language than the official second language in Finland – Swedish. No matter what the level of language skills is, it is a fact that every Finn studies English at some point of their school years. This has created a general expectancy that everyone in Finland knows English, at least some basic English. As a result, it has become expectancy, when recruiting a

person. This can be seen, for example, in how one of the managing team members in this study, expressed his take on language skills when recruiting:

> Example 2.1.1
>
> This just seems to go that way that Swedish and English are seen as self-evident
> (Tässä vaan tahtoo käydä niin että ruotsi ja englanti koetaan sen mallisina että ne on luonnollisia)
> Managing team member X in this study

However, also other languages have got a significant role in business communication. It is suggested by Sajavaara et al. (2007:237) that Finland's decision to join the European Commission and later the European Union, has increased the need for more versatile language knowledge. This shows, for example, in how German, Spanish, Portuguese and Chinese are languages that are included in future job requirements. Also Russian still has an essential role in Finnish business communication. For example, in 2008 the most export and import in Finland was done to and from Russia. (Confederation of Finnish Industry 2009:15). In 2014 the Confederation of Finnish Industry reported that nearly one third of all their member organizations needed Russian in their trade and furthermore, 70% of them said that the need would increase in the future. Yet, although the quantities are great in these transactions, the communicational need is limited mainly for sales personnel operating the deals.

2.2. Language education in Finland

Language teaching in comprehensive school and in further education fulfils some of the requirements of the future working life. However, as the needs for a versatile linguistic repertoire in working life are constantly growing, language education is hard pressed to meet the demand also in the future. These challenges have been discussed, for example, in the final report of the national project on language education policies (Luukka and Pöyhonen, 2007). The report describes how at the moment the language education in vocational school engineering studies contains 4 credits of English and Swedish (JAMK 2016). In polytechnic and in bachelors' degree the aim is to provide "adequate" level in language and communication skills and in masters' degree the aim is to provide "good" language and communication skills (The final report of the national project on language education policies 2007: 138). Furthermore, it is set by the Finnish government that in the university level degrees one should reach a level of proficiency that enables one to follow the development of the subject field and working in an international environment, in at least one foreign (i.e. not

Finnish or Swedish) language. The same report continues on polytechnic schools; one should reach a level of proficiency in written and spoken skills in one or two languages that are needed in performing and advancing in the profession. In reality, however, the skills are not always sufficient for work life. (Bergroth 2007:107)

The language needs in work were in the focus in a study by Stotesbury (2009). This study concentrated on finding out the working life relevance of tertiary-level students' courses in English business communication and discovered that the variety of skills needed was enormous and that these could never be covered in any university course. As a result, Stotesbury (2009: 114) questioned whether it would be beneficial in tertiary level language education to concentrate on providing a solid basis in writing English in general, instead of familiarizing students with several different templates of written business communication.

The need for language and communication skills is growing constantly, and linguistic skills taught in schools do not seem to meet the needs of the working life. In 2010, the European Union set a task force called "Languages for Jobs" to investigate this disparity between the language education and the need for language skills in professional life. One of its recommendations was that belabouring communication skills and cultural knowledge in teaching could correct this deficiency (European Commission, 2011). Furthermore, the report suggested that the language skills taught should be easily applicable to working life. Polytechnic schools, in particular, are struggling to provide sufficient enough language skills for their students. The recommendations of the report for polytechnic schools include that language teaching should take the form of CLIL instruction (Content and Language Integrated Learning). The basis of CLIL is to take language learning and teaching to be a part of other school subjects. This way the students can enhance the language skills that are applicable to the actual situations they face in their future careers. In addition to this, the CEFR – The Common European Framework of Reference should be utilized in working life more as this would enable the recognizing of the workers real language skills (Common European Framework of Reference, 2003). CEFR is an international standard for describing language skills, and thus it would provide a common ground for defining employees' language skills. What is more, the English language is not enough now, and, in particular, in the future. Thus, succeeding in business, will be a matter of knowing also other languages, not just English. In addition, the taskforce noted that the needs of working life and the overall status of language education should be investigated on a regular basis. (Saarinen 2011)

2.3. Multinational Company and global business

Globalization is not a new phenomenon. The borders between countries and nations have been crossed through history, and influences have spread internationally. However, the scale of globalization has recently reached new dimensions (Blommaert 2010:1). Different aspects of life all have been influenced by globalization. As suggested by Räisänen (2013), these include changes in culture, new communication ITC technologies, the expansion of global markets, the change in consumer behaviours and the opening of national borders in the European Union.

In many ways globalization has turned the English language into a necessity in the working life. Therefore it is also a key factor in the selection of employees. For example, the Confederation of Finnish Industries (2009) asked their member companies how they see the importance of language skills when recruiting new employees. 88% of them said that they require their employees to have a good competence in English. This was particularly clear in the responses by technology companies that emphasized the importance of English skills.

English as a means of communication gives an international company many advantages. For example, communication across borders is easy, employees can work at any location and the need for translation is minimal. However, the use of English, a language that is not the employees' mother tongue, in internal company communication can also cause problems. The employees' varied skills in the English language can cause misunderstandings, loss of information and inequality between employees (Lehtonen 2004:3). What is more, negotiations can sometimes end up in a situation in which none of the participants are content with the written form of the negotiated deal, as no one has been able to use their native language (Stotesbury 2009:115).

Thus, the present status of the English language in the world has brought up a new set of challenges. One of these is the unequal situation between native and non-native language speakers. The fluency in communication also influences the fluency of trade and all the elements it involves. Companies with branches all over the world need to communicate also internally and the level of professional communicative repertoire must insure the fluency of the communication. What is more, as argued by Corby et.al. (2014), the lack of transparency and coherence in intercultural communication may cause serious damage to the relations

company has with other organizations or stakeholders. The following extract describes how linguistic affinity can actually mean better business.

> Units in countries with close linguistic and cultural affinity tend to communicate, cooperate, and share knowledge with each other, but fail to do so with units, whose linguistic and cultural characteristics would require greater linguistic and cultural effort. (Mäkelä, Kalla & Piekari, 2006)

Language training has become one of companies' coping mechanisms in global markets. Companies providing language training are mainly operating in the private sector, and their trainers' abilities, backgrounds and skills can vary a great deal. In many cases, the teachers have no experience of the linguistic area the training should be focusing on (Huhta, 1997). This creates challenges. Teacher with no business or technological industry experience can be expected to struggle, when the most effective training for the company would be one concentrating on specializing vocabulary and communication. What is more, more challenges arise from deficient starting level testing as the testing concentrate on language skills in quite a general level. Thus, the language training provided is often in the same form, regardless of its target group, and so the greatest advantage of the training often remains to be unattained.

In fact, Sajavaara and Salo (2007) state that one of the biggest issues in work life and language training is who is responsible for the training. Basic education and vocational education provide students with some basic language skills, but a large part of the necessary skills need to be acquired in the working life. The most efficient way to train employees is to provide tailored language training for the company, but this requires the trainers being qualified, and specialized for the job.

3. EFFECT – THE NEW WORKING LIFE

This chapter aims to discuss further the different ways language skills can affect employees' conception of themselves and of the surrounding work community. Growing competition in business is turning the familiar and stable into unpredictable and constant change (Sajavaara 2007:233). Sajavaara explains that the prerequisite for dealing with the processes and effects of globalization are the strengths that each country has. They should concentrate on specializing in what they already know. What is more, the workers of the future should strive to become multitaskers who can adapt to the changing markets (Sajavaara 2007). In doing

this, their communicative and intercultural skills also play a significant role and thus the need for a continually specialising workforce is growing. At the same time, the need for workforce that has no special training is diminishing. It is argued by for example Charles (2009: 11) that communication knowhow is now an essential part of business knowhow. Employees who are capable of communicating efficiently are able to enhance the company's competitive standing, too. In the following extract Sajavaara and Salo outline the main expectancies for the workforce in the future.

> The worker of the future is an adaptable, multiply skilled person, who can be easily trained to other duties. (Sajavaara and Salo, 2007:233)

As employees are beginning to fulfil these expectations more and more, and as the level of professional competence rises, their work tasks can also become more wide-ranging, and the borderlines between professions can diminish (Sajavaara 2007:236). Moreover, Sajavaara continues that communication and language skills are also needed in professions that did not require such skills in the past. For example, the inclusion of computer-based procedures and programming in nearly all professions also implies that employees also the need the kind of communicative competence that enables them to use these technologies. Communicative competence and knowledge of other cultures are thus becoming a necessity in in global markets. As argued by Charles (2007:261), although language and language skills are often viewed as a challenge for the individual, in reality, they also crucially affect interorganizational and intraorganizational communication and should therefore be noted as managerial issues as well.

3.1. Professional identity and the feeling of belonging

Professional identity and the feeling of belonging were concepts that surfaced from the data of this study clearly; PCR has the power to distance one from the surrounding community, or do the utter opposite. Introducing English as a lingua franca in companies can be challenging for people who have an insufficient professional communicative repertoire. This is all the more important, because professional identity partly depends on the employees' productive and receptive language skills. The capacity to participate in professional discourse that is a shared between professionals can end up being a yardstick in evaluating the level of professional competence, too (Kong 2014). Employees with a relevant professional communicative repertoire can easily bridge intergroup boundaries. Their relevant language

skills can grant them an access to informal power through confidential organizational knowledge. This they would not be able to access without adequate language skills. Their competence also makes them more visible in their units (Van Der Born & Peltokorpi 2010). As suggested by Charles (2007:272), multilingualism as well as the ability to operate in the particular corporate language can serve as means to access corporate level information. This can empower the employees with versatile language resources, while others who do not have adequate linguistic resources can be disempowered and dependent on others.

Against this background, language training could be seen a method of sharing power. According to Charles (2007:273) inadequate language skills can be disempowering also in other situations where being professional depends on language competence. For example, such situations can include the need to describe newest technological innovations with very limited professional communicative resources. These difficulties can naturally also influence the perceptions the employees have of themselves as professionals. Thus, language issues greatly impact also organizational hierarchy and other HR issues. In situations in which employees have to struggle in communication, they may end up frustrated and concerned over losing their dignity.

> In organizational life, this frustration is bound to result in employee dissatisfaction with the jobs and the company… it is therefore particularly important for managers to be aware of the significance of language and communication skills for staff motivation and job satisfaction. (Charles 2007:274)

Language can be a uniting and dividing factor (Charles 2007:275). When employees are divided into "us" and "them", and this can be seen as having a divisive impact on the company, too (Charles 2007:275). Hence, the employees' professional communicative repertoire can have an effect on their social identity, their sense of belonging or in-group membership (Van Der Born & Peltokorpi 2010). The sense of belonging to the in-group can influence the employees' self-worth within the company, and further their sense of professional value. The lack of relevant professional communicative repertoire, in turn, can lead to a feeling of isolation and exclusion from formal communication (Van Der Born & Peltokorpi 2010). At same time, as suggested by Bergroth (2007:107), the increased language requirements in global companies can also in some cases cause anxiety or stress, and this should be openly discussed. Anxiety is a clear indication of how employees see themselves. As shown by Tikkanen (2014), such language anxiety can, in fact, affect one's ability to learn

and communicate in foreign languages, hence ending up in a self-fulfilling proficiency, where one ends up being constantly unease in situations of language use and/or learning. Furthermore, as the need to communicate in multiple languages in everyday life is still quite recent, the concept of *knowing a language* in some cases still seems to entail an expectation that we should aim at knowing a language at the native speaker level This view of linguistic ethnocentricity, which revers native speakers over non-native speakers also contributes to the anxiety in language use.

3.2. Language attitudes

Language attitudes reflect on ones conception of themselves as language users and of their view of the surrounding linguistic developments. In many companies, the workforce consists of a wide range of people from the baby boomers (the ones before generation X) to the generation Z. The worlds these generations have born into differ immensely and often, so do the language attitudes.

Finland is a small but strong country with quite an independent view of itself. While trying to survive as an independent nation between two great powers, the Finnish language was partly the force behind the nationalistic movement that kept the nation thriving. The more or less sudden change from an introverted nation, into a country that operates internationally and multilingually has not been easy. One indication of this is the on-going public debates on the English language in Finland (Leppänen et al. 2008:16). According to it, English has been compared to a natural force destroying Finnish language and culture. Thus the relevance of studying the attitudes towards language use in working life can be seen as critical, as the attitudes can have a strong influence on how a company's gathered PCR is built; each employee's language attitudes influence how they see the importance of their own PCR in the company.

In everyday speech, *attitudes* refer to ideas, opinions, conceptions and beliefs of things, people or places (Bergroth 2007:29). Their formal definition is far from straightforward, and researchers have several views of what they entail. To put it simply, an attitude can be seen as either a positive or a negative feeling that has been triggered by some stimulus (Kalaja 1999:47). Language attitudes, in turn, can be seen as views of different languages, language varieties or the speakers of a language (Kalaja 1999:46).

Language attitudes have social origins (Kalaja 1999: 48). Some may value a specific language highly because of the impression they have of its native origins. For example, the language of the rulers can be experienced as positive if we are in favour of the ruling party. In contrast, if we dislike those in power, also their language appears as undesirable to us. In Kalaja's view (1999:47), also the form of a language can influence our attitudes towards it. The structure, grammar, logic, or the beauty of the sounds of a language can all shape our attitudes toward it.

According to Garret (2003 as cited in Kalaja 1999:48), language attitudes have a tripartite form: they can have a cognitive, affective and behavioural component. The cognitive aspects can refer to rationalized attitudes, with a logical reasoning behind it. This is the case, for instance, when a high school student in Eastern Finland rationalizes that knowing Russian is essential, because his/her future employment might later depend on it. The affective aspects of attitudes refer to the ones with emotional basis. These are in play, for example, when a Manga lover finds Japanese a beautiful and an intriguing language. The behavioural aspects of our attitudes refer to the actual actions we take, as guided by our cognitive or affective stimulus. Language attitudes are significant in working life, too. Employees' motivations and attitudes towards languages in the workplace can also have cognitive, affective and behavioural dimensions. In other words, what they know of the language needs in work tasks and how they feel about their position in multilingual working environment, can be expected to influence their attitudes and their decision making regarding for instance language training. Consequently, this can then naturally also affect the company's ensemble of professional communicative repertoires.

3.3. Previous research on the language use in the company in focus

In this chapter I will outline the results of a previous study that was conducted in the context of the present author's Bachelor thesis in the University of Jyväskylä (Hiekkavirta 2017). It provides the reader of this study with a general view of the specific language needs of the 60 questionnaire participants within the company and so it can give a basis for the understanding of this study, and of what kind of linguistic situations all specific groups in the study are facing on daily basis. This study utilized the same questionnaire data as the present study, but it only discusses the linguistic resources of the company and focuses on mapping the actual

situations in which languages were used. In addition to this, it studies the employees' views of the possible benefits of language training.

Although the term *need* is also discussed in the present study, it should be emphasized that the previous study discussed in this chapter concentrated on the actual specific set of needs of specific languages and on the executive actions that took place within the use of professional communicative repertoire (hereafter PCR). In the present study, in contrast, refers to needs as experienced entities of PCR that are needed in the line of work in question. Hence the present study will not focus on the actual ways of using languages in the workplace, but only on the extent to which different languages are used in different work tasks. First, I will present the linguistic repertoire needs of the factory employees (n=21) and, second, I discuss the office personnel's (n=39) corresponding needs. Third, the needs for language training in the company will be presented.

The work tasks in factory work do not include many obvious needs for a versatile linguistic repertoire. For example, most of the employees do not have to write emails or to answer phone calls on a daily basis. Nevertheless, they need some linguistic resources in their work tasks. Figure (3.3.1) below presents the answers to the question *In what kind of situations have you used English in your work?*
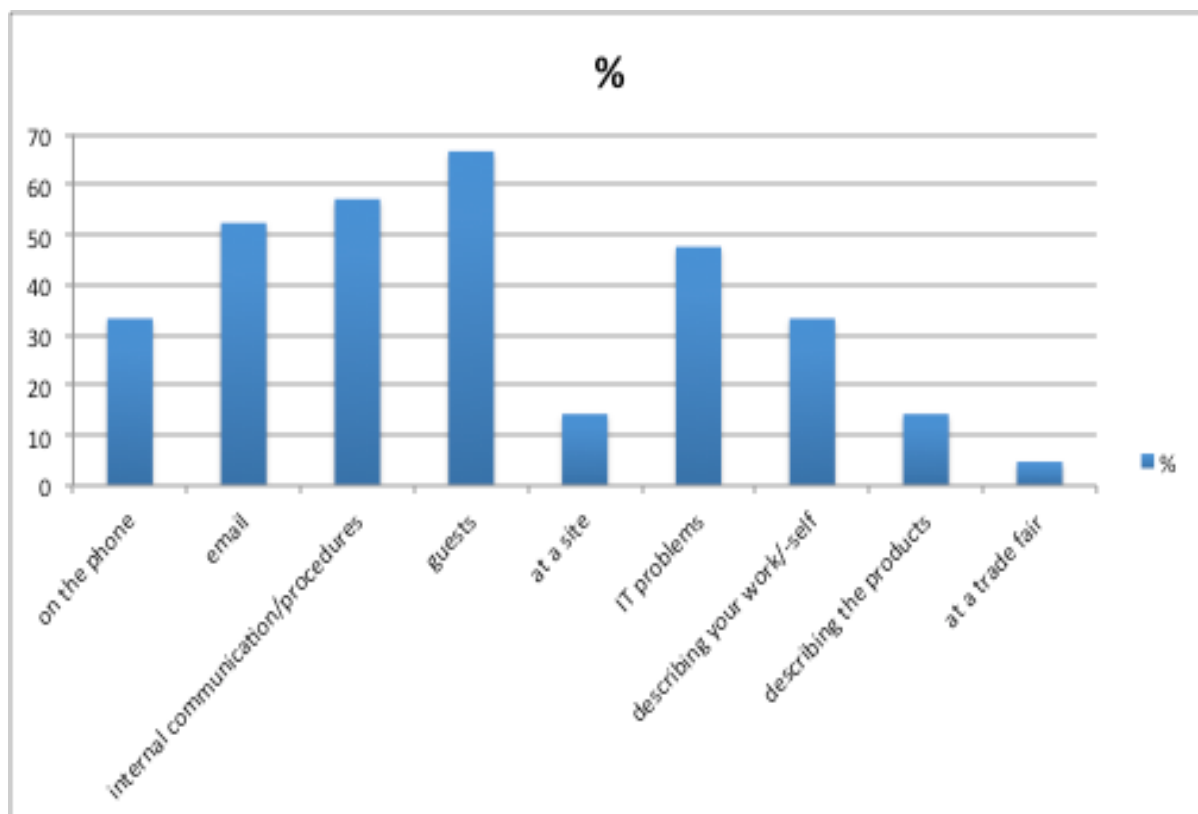
Figure (3.3.1) Situations in which the English language is used in the factory

33% of workers use English on the phone. Mostly these situations consist of communications with ITC help or with customers who need help in mounting or using the company's products. 52% use English at some point in their email messages. Company's internal communication consists mainly of an intranet page, which offers information of the company on a global scale, of webinars (web-based seminars) where the global management informs the personnel of the recent news, and of the local company's own briefings and newsletters. The two local forms of information are mainly in Finnish, while the intranet is completely in English. The webinars are conducted in English, but they are also cursorily translated into Finnish, to facilitate their comprehension by employees with an insufficient linguistic repertoire. Although all of the workers have been involved in these types of situations, only 57% of them established that they had to use the English language in those situations.

An issue that arose from the data was that the factory workers' need for a versatile linguistic repertoire was seen only in relation to the actual assembling or manufacturing work. In contrast, the language needs of the office staff consisted of several other elements, such as computer-based procedures, ITC-help, internal communication within the global company, product manuals and product trainings Even though both the factory workers and office staff

share the same ITC programs, company-internal communication channels and trainings, the factory workers still did not identify themselves as essential language users. They felt that their linguistic repertoire, or the lack of it, had no effect on their work or on the company's success. In addition, as the language training is provided only for the office workers, the factory workers saw this as the company's stand concerning the need for PCR in the factory work.

According to the managing team, the office personnel's linguistic proficiency was on a sufficient level. In their view, the only challenges concerned the office staff's fluency and confidence to use the English language. On the basis of the present author's first-hand experience of the office staff's linguistic proficiency, it, however, seems that the management had a somewhat too positive picture of the situation. Therefore, it became an interesting task to find out how the office staff themselves evaluated their linguistic repertoires, their level and adequacy for the work in question.

All in all the office staff's answers indicated that, in comparison to the factory employees, they had to use English in more situations and in different areas of language use. Nearly all of them also referred to English as a necessity in their line of work.
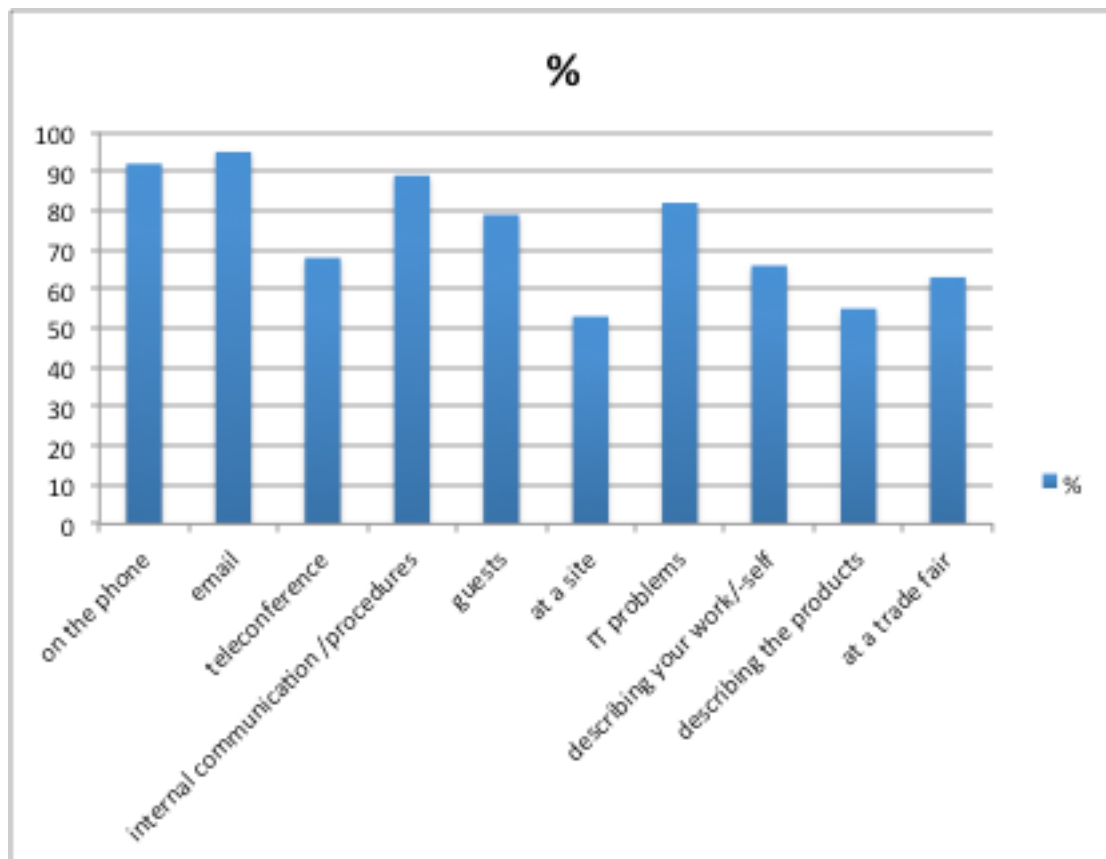
Figure (3.3.2) Situations in which the English language was used in the office

92 % of the office staff had needed English on the phone, and 95% of them stated that they use English in emails. The percentages in both of these cases are quite high. However, this was to be expected, as everyone with their own personal company email address will receive global informative messages every now and then. In addition, as the ITC- support is in English, it is surprising that some have managed to avoid using those services even though all the employees use IT-based programs daily. All in all, nearly all of the office staff needs English, at some point when writing email messages, and/or in telephone conversations. Also teleconferences are common in the office: they are most often used in the company's inner communication between different factories and countries. 68% of the participants replied that they have participated in such meetings, and that they have used English in them at some point in their careers.

As mentioned above, company-internal communications and procedures include the intranet and webinars. In addition, the office staff has to file in reports that can be daily, weekly or monthly, all of which need to be done in English. They also have to attend various online training sessions in English that can involve a number of subjects, such as corruption or company's new ideological and/or functional practices.

Factory workers had a clear idea of their needs for language training. The division between the replies into two main groups was almost even as 52% of the respondents stated that they did not need any language training, while 48 % replied that it would be necessary and had quite elaborate descriptions of their needs. The English language, and more specifically professional, technical terminology was mentioned in nearly all of the responses. One participant mentioned a need for training in the Swedish language, and another hoped for training in German and Russian. 48% of the factory workers felt that they would benefit from language training in their line of work and what is more, they had specific hopes for their training. This suggests that they have faced situations in their line of work, where they have found their own professional communicative repertoire inadequate.

The explanation for such a large number of factory workers who felt that they had no need for language training is most likely the age of the participants, and the general conception of what is expected from them in their line of work. Some were about to retire and others had just started working after graduating. Those who did hope for some sort of language training were from the age group 36-50 with a longer work history, and a high proficiency in their line of work. Some of them also hoped to move up the ladder career wise. In addition, they had had more opportunities to travel for work abroad, and to see the full scale of the needs required in performing successfully in their line of work.

The office personnel had a very different view of their needs: 74% of the participants in this group did hope for language training. The needs were in relation to the English language, but also Swedish, Spanish and Russian were mentioned. Specific resource areas mentioned were technical vocabulary, spoken and written skills.

Those, who responded that they did not require any language training, had similar opinions than the factory workers who felt that they did not need language training. There were two participants from the age group of 51-75 who mentioned that it was too late for them to learn anything, and even mentioned that they would survive as long as there are people around them to help them out. There were participants who had acquired a relatively good proficiency in English through education and/or traveling, but who very rarely required a varied linguistic repertoire in their daily routines. Also, two of the participants who almost

solely used English during their workday had already an extensive repertoire in use and therefore felt that they had no need for language training.

Key findings in this study included, firstly, that most of the factory workers' needs for professional a communicative repertoire were related to company's internal communication and ITC problems. Secondly, the factory workers identified themselves as non-relevant language users, when at the same time the office staff felt that they could not survive in their line of work without foreign languages. Thirdly, possibly the most important finding was that, although language training is at the moment offered only to the office staff, there is a great number of employees also in the factory who have distinct needs that they would hope to get training for.

4.   THE PRESENT STUDY

This chapter will introduce the setting of the present study. First, I will discuss the initial starting point for the study. Second, I will present the research questions and, third, I will present the conceptual and analytical frameworks of this study. Fourth, the background of the participants of the study will be presented and finally I will discuss the ethical issues of the study.

The idea for the present study emerged at the time when I was working in the factory where the study was later conducted. It seemed to me that in situations involving the use of English, such as talking to foreign visitors who were getting to know the factory, I found that quite a few of the factory workers and office staff were anxious and even scared. The only reason for this seemed to be that they were faced with having to use a foreign language. Even though these people were experts in their work, they still felt incompetent and uneasy, because they had to get by with some other language than their own native one. Other times, however, some members of the staff proved to have an extensive expert vocabulary within their field of speciality. Even though their use of English was not completely fluent, they still managed to communicate with great pride and confidence. Foreign languages could be located in every corner of the company. All of this made me wonder if this multilingual environment was beginning to influence the staff and their feelings of belonging and success in their work. And if this was the case, it made me wonder whether their feelings and experiences were positive

or negative. I also became interested in finding out what the management thought about the issue.

For the purposes of the study, a multiple method research design was selected. The reason for this was to ensure a holistic view of the language repertoire needs, experiences and attitudes within the company. As the aim was to gather subjective experiences, needs and attitudes, a qualitative approach was chosen. Furthermore, I chose personal face-to-face semi-structured interview as the method for collecting the views that the factory management had on these issues. The views and experiences of the rest of the company staff – the office personnel and factory workers, were, in turn, collected with the help of a questionnaire that included both open-ended and multiple choice questions. Another option, instead of a questionnaire, would have been to gather information from the staff with a help of a quantitative survey. However, as the respondents' work tasks varied immensely such a method was thought to be less successful. It would have been very difficult to design a clear and cohesive questionnaire that would have covered all the needs and attitudes of the different employee groups.

The interview was conducted first. This was decided to enable the modification of the questionnaire if something of great interest would have risen in the interview that was not originally included in the questionnaire. Another reason for beginning with the interviews was to ensure that the answers by the management would not be influenced by the questions in the questionnaire.

Hence, the study will draw on two different sets of data, an interview and a questionnaire. And thus, it can be classified as a mixed method study, or a triangulated study. Triangulation is a term which refers to the utilization of two or more data collection methods and/or methods of analysis. (Udd 2010:111, Kalaja & al. 2011). On the whole, triangulation enables a more comprehensive study, which can be seen very useful especially when the study is made in field of social science (Udd, 2010:111) that concentrates on human activity and interactivity in all its forms (Black 2002). Using several methods will give the study several perspectives on understanding the multilingual work environment in its ambivalent role; creating both positive and negative situations, feelings and challenges. As the work environments under investigation consisted of a group of people who all have different backgrounds, job descriptions, relationships within the company, and different language attitudes in- and outside the work environment, the study of their professional communicative

repertoire in such an environment benefits greatly from this holistic approach. Gathering data from different points of views and approaching them with a specific method can give us more information on how the individuals in this group comprehend their need of professional communicative repertoire and also the reasoning behind the rise of the needs. However, at the same time, such a versatile methodology also creates more challenges for the collection of two types of data and their analysis. Nevertheless, the selection of the present method of analysis should enable a reliable investigation of the two sets of data. To this end, the study will compare and contrast the two sets of data with the hope of reaching comprehensive and holistic answers to the research questions that will be presented in the following section.

4.1. Research questions and conceptual framework

The aim of this study is to find out what the importance of employees' professional foreign language repertoire is in a globally owned technological company based in Finland. The two research questions explained below will be approaches from two different points of views. Firstly, I will introduce ideas and opinions the local managing team of the company has on the use of foreign languages in the company. Secondly, I will study the experiences the employees have on the issue.

The specific research questions of the present study are

1. What are the experienced needs that the managing team has regarding the professional communicative repertoire of the employees? How do they see the influence the repertoire has on the company and on employees' working day, feeling of belonging and on their professional identity?

2. What are the experienced needs and the attitudes the employees have relating to their own professional communicative repertoire? How do these affect the company and the employees' every working day, professional identity and their feeling of belonging?

As formulated by the two questions, the emphasis of the present study is on needs and attitudes towards the foreign language use within the company under investigation. The notion of *need* in this context describes, firstly, the needs that the management thinks that characterize the employees' professional communicative repertoire. Secondly, it refers to the needs that the employees have considering their line of work and PCR. In language training, needs analysis is often used as an instrument for mapping the specific needs that companies

have concerning their staff's language repertoires. This concept is also used by Huhta (2010:32) in her study where she separates the notion of needs into two levels: the individual level of the language user, that is, the needs an employee needs for his/her profession and for his/her success in multilingual environment and the professional level of the company's expectations for foreign language use in order to reach business goals. This study will examine both. Another key concept for the present study is *attitude.* As discussed in Chapter 3.2, attitudes refer to the ideas, opinions, conceptions and beliefs that the needs and experiences of PCR have evoked in the management and in the employees. In this study, needs and attitudes will be studied from the point of view of professional identity and belonging, or the sense of achievement as a part of a whole (Bell 1999:2).

The first research question aims to clarify the origin for the needs for resources needed in a global technology industry company. The local management acts on behalf of the global management, but they represent also the stakeholders and needs of the global markets, so their view of the needs will give an intriguing insight on the business of language. The question will also be reflected from the basis of the questionnaire by the staff. The aim is to also gather the views local managing team has on the effect these needs have on belonging and professional identity.

The second question explores the experiences on needs and attitudes the employees of the company have on foreign language use during their workday. Their perspectives will probably vary a lot as some of the workers have never studied English language and some of them have an extensive history in language studies and in working abroad. These are some of the attributes that will be discussed further when presenting and analysing the data. Moreover, the answer to the second question should also clarify the effects that these needs have on each of the factory workers normal working day, how they see themselves as part of the company, and how they picture their own role in their profession.

4.2. Selection and collection of data

The first part of the data of the present study consists of a semi-structured interview with the company's management, and the second part consists of a questionnaire aimed at the whole staff. Choosing to collect two different data sets enabled a more rigorous study on the aspects such as origins, effects and possibilities of the language use in the company. The data

collected with the questionnaire provided general information of the employees' background including age, career, work tasks and also facts about their history in language learning and use. It also enabled the collection of ideas and experiences of the whole staff with the open-ended questions. The interview, in turn, gave the possibility to canvass the ideas and hopes the management had on the language proficiency and on other elements of PCR of the staff such as the future needs and effects of it in recruiting. The questionnaire and the questions of the interview can be found in Appendix (1) and (2).

4.2.1. The interview

The interview was conducted in November 2014, while I was still working at the factory. The interviewees included the local manager and the human resources / marketing manager. The interview was conducted in Finnish in order to ensure full comprehension and an effortless dialogue. The interview was developed on the basis of interviews, by Marjatta Huhta in her study (1997) in which she analysed language training as an investment for companies. The questions were extracted from her questionnaire, with some exceptions that were not considered to be of importance in the study in question here.

The semi-structured interview format enabled the interviewees to answer freely, with a possibility to address issues about which they felt strongly. The semi-structured interview also gave the interviewer a chance to specify the questions when necessary, and ask for clarifications when needed (Bergroth 2007:54). The questions (see Appendix (1)) were presented in the interview in a varying order and wording. This meant that the questions were asked in connection in which it was natural to continue with the subject matter in question, and by using a conversational style and colloquial language.

4.2.2. The questionnaire

The questionnaire was implemented through an online tool called *Mr Interview*, on the basis of the questionnaire by Huhta (1997, 1999). In her studies she focused on the language and communication skill needs in industry and business, from the viewpoint of language training. The language of the questionnaire in the present study was Finnish. This was done in order to ensure the respondents' full comprehension of the questions. The questionnaire consisted of both open-ended and set questions, which meant that it was designed as a semi-structured questionnaire. Furthermore, it was planned so that the answering could be as quick as possible

for those who were hoping to finish quickly, but with the option of giving more space for more elaborate answers for those who were willing to do so. Open-ended questions were chosen to also gather other additional feelings and attitudes related to the topic at hand. Aaltola and Valli (2001) state that a disadvantage of open-ended questions is that often the participants tend to ignore them in surveys and thus the results are not adequate. The participants in this study did not, however, do so; the majority of them answered each of the open questions. This meant that the questionnaire succeeded in eliciting more insightful answers also from the staff. The social factors that were taken into account in the questionnaire included the respondents' age, job description, educational background and the length of career in the company.

4.2.3. Participants

There were 60 participants in the questionnaire. 10% (n=6) of them were between the ages of 15-25, 30% (n=18) were 26-35, another 30% (n=18) were between 36-50 and yet another 30% (n=18) were between the ages 51-75. The age spectrum is, from the point of view of the study, quite excellent as the data covers well all the age groups of the factory employees.
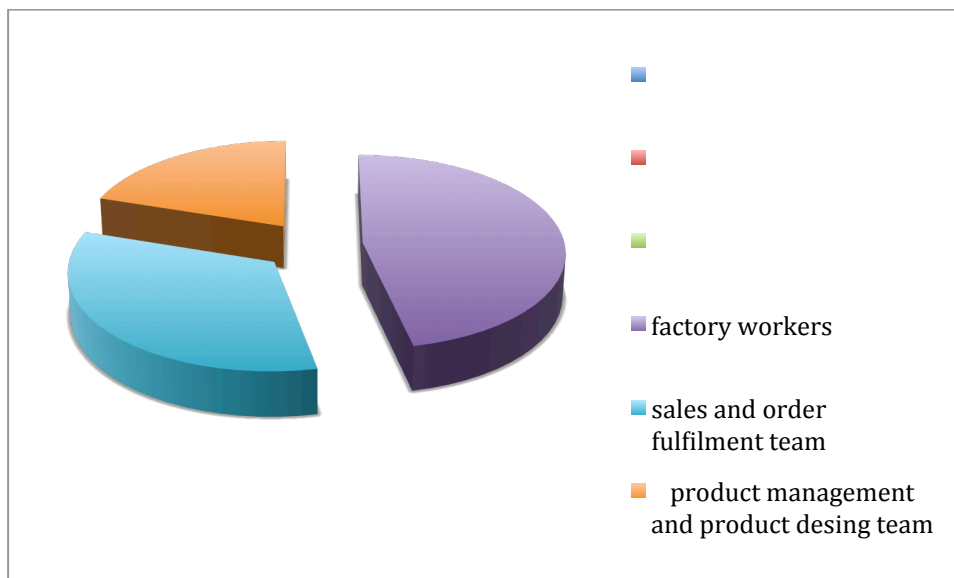

Figure 4.2.3.1: questionnaire participants

35% (n= 21) of the participants were *factory workers* and they were also the largest group of respondents (see Figure 4.2.3.1). This corresponds with the fact that factory workers are the

biggest work group also in the factory. It must be noted that, as the factory workers cover approximately half of the company's employees and as their response rate was approximately 50%, the study lacks a great deal of different views. During the response period I had several face-to-face conversations with employees on their views of their proficiency in English. In these discussions, they thought that their proficiency was not adequate, and that therefore they felt that they had nothing to say.

The second largest participant group was the *sales and order fulfilment teams*, covering 25% (n= 15) of the respondents. Their work involves daily domestic and international communication through email and telephone. The main task for these teams is to work closely with customers, to answer their questions and to act as the face of the company. The teams deal with both domestic and international sales, and therefore their needs for foreign languages vary a lot. However, as will be seen later, also the domestic sales require other languages besides Finnish. This is because Swedish is also needed when operating in Swedish-speaking parts of the country. In addition, the company's internal reporting system is completely in English.

15% (n= 9) of the participants were members of the *product management and product design team*. This group is responsible for everything that is related to the products. They design new products, develop old ones and analyse reclamations and broken products. They also write manuals and draw product pictures with technical features and exploded views[1]. These employees are also in charge of product training that is sometimes organized in the factory for domestic and international customers.

Production management and purchasing, cover 12% (n=6) of the respondents. The factory managers all are responsible over certain sections of the factory such as machining, assembling or robotic production lines. More importantly, they are in charge of the people working in these units. They work with product design in developing and creating new and old inventions. They also answer to customer reclamations and administer the maintenance and service of singular products delivered to the factory. They also organize help to the mounting of the units all over the world.

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[1] Exploded view: a product picture, where all product parts are drawn separately as if it had exploded

The purchasing team is in charge of purchasing the necessary products and raw material that are needed in the company. They purchase materials from all over the world and they also make the necessary reclamations to the suppliers.

12% (n=7) of the participants consisted of *financial management and other management*. This group includes the managing team who were also interviewed, and the team who are responsible for handling all the financial procedures within the company. They pay the bills, demand payments, and follow the employees' sick days and holidays. Similarly to all the other groups in the study (excluding the factory workers), also this group is responsible for reporting to the global management of their own areas of responsibility.

1% of the participants (n= 1), is a member of the group *maintenance and mounting*. The fact that only one member of this group replied to the questionnaire, is a vexation. This is because these workers are the ones closest to the customer in reality. Their work consists of tasks in the customers' factories and other locations in which the products of the company are mounted and/or where the products need maintenance. Because of my work history within the company, I know that many of these workers encounter foreign languages in their line of work, and it would have been an excellent addition to the study if it had been possible to get more ideas and experiences from this work group, too.

4.3. Method of analysis

4.3.1 Content analysis

My first research task concerning the employees starts from the mapping of their needs and attitudes towards their own PCR. In addition, the focus is on how their needs and attitudes affect their everyday processes and how they see themselves as professionals and as part of the company. The analysis of the study will draw on the method of content analysis. With the help of content analysis I aim to process the interview data and the questionnaire data into a form of which one can then make valid inferences from. The idea is to systematically classify the material as instances of the categories of a coding frame (Schreir 2012:1). In this study the coding frame is drafted on the basis of the data. The assumption is that the answers in the questionnaire convey a meaning that can be standardized and therefrom classified into set

categories of the ones concerning **recruiting**, the ones concerning the **company's needs and expectations** and the ones concerning **work task based needs**. The advantage of conducting a content analysis is that, with it, it is possible to gain a systematically reduced set of data (Schreir 2012:7). In this study, the data from the interview was first transcribed and the different question-answer units were then classified into a table format according to the categories presented above. The same categorization was executed with the questionnaire answers. The answers were then further analysed in relation to the discussion on **experienced needs and effects**, and on **belonging and professional identity**. As the questionnaire included background questions, multiple choice and open-ended questions, the analysis of the questionnaire was triangulated using qualitative approach for the open-ended questions and quantitative approach to the multiple choice questions. The latter were counted and calculated into percentages for clear demonstration.

4.4. Ethical aspects of the study

In the following, I will discuss the ethical issues of the study. Firstly, I will discuss the role of the researcher in this study. Secondly, I will address the anonymity of the participants, and finally the validity and reliability of the research.

4.4.1 The role of the researcher

As the study focuses on the company where I had been working, my role as a researcher is somewhat different than an outsider's. My own role as an employee of the company naturally affected the collection of the data and the analysis of the study, which also means that it also contributed to the ethicality of the study. I had been working in the company for several years at the time when the data for this study were collected. As a researcher, I am therefore able to understand the answers given to the study, as well as the situations the respondents referred to as almost as an insider. In addition, I also had a good understanding of the company's internal culture and procedures, which also made it possible for me to ask the right questions about this specific company.

I started working in the company for the first time in 2008. This was a short-term employment for the summer months. During the next couple of years, I was employed elsewhere, but after this returned to the company as soon as they had a vacant position. I worked as an assistant

all-over the company. During this time I was able to familiarize myself with the company's different sections and procedures, and moreover with the people in the company. I worked with the purchasing team, did translation jobs for the human resources /marketing manager, participated in the manufacturing of the products during busy periods, and substituted for all the members of the order fulfilment team during their holidays and other absences. I was also in the fortunate situation where I was able to work with nearly all of the factory's employees.

For the last three and a half years of my employment in the company, I worked within the order fulfilment team. My areas of responsibility covered most of Europe and a part of North America. I was also responsible for the paperwork concerning one product line that was launched during my time in the company. My job description included communication with the customers, providing information of the products, forwarding customer questions to other relevant personnel and handling the order fulfilment process from order confirmation, to shipping and invoicing. I also conducted some occasional translation work within the company and worked as a personal language expert in, for example, situations where employee's own PCR was not sufficient enough to complete obligatory corporate trainings in English.

4.4.2. Anonymity, reliability and validity in the present study

Anonymity in research is often one of the most essential ethical aspects in a study focusing on people. In this study, the identity of the management team members, participating in the interviews, is quite obvious for those working in the company, but this was noted in the beginning of the interview, with consent from the interviewees to proceed regardless. One factor that protects their identity is, however, hat the company itself has been left anonymous, as it is only referred to in this study as a technology industry company with a global ownership based in Central Finland. A more specific description was not considered necessary, and the company management also approved this term.

The anonymity of the participants of the questionnaire is more complicated issue. Their anonymity was, however, made sure by referring to them only by shared job descriptions and therefore I can avoid using terms or determinators that could jeopardize their anonymity. The division of the employees to different categories according to their tasks was done with the company's human resources manager. In this way, it was ensured that none of the groups would be too small or in other way recognizable. The question of the respondents' gender was left out from the study, as it would have been a clear indicator of their identity. In some of

the work task categories there are only one or two women, while in other groups there are only one or two men.

When respondents are cited in the present study, they are only referred to with pseudonyms. These pseudonyms are also described later in the analysis with some background information of the person in question.

Reliability assesses how reliable the results of the study actually are; this can then be measured by repeating the study and by comparing the results with the original. To insure a good reliability, the variables in the study should be limited to minimum (Kalaja & al. 2011). However, these variables also change when the people in the company change. If the data were collected at the time when this study is now written, the results would probably be somewhat different as quite a few of the older participants have retired during this time, and many new languages are present in the company. In qualitative research, the subjectivity of the researcher can also influence the results of the study. Even if the researcher processes the study, and its data as systematically as possible. Another researcher could nevertheless come up with somewhat different results. This is because the researcher's personality, needs and moods can have an impact on the interpretations s/he makes of her/his data (Schreir 2012:6). To avoid such an outcome, the internal reliability of the present research was ensured with the help of clearly defined frameworks for the categorization and systematically following those to insure that all of the sections analysed were processed as cohesively as possible.

The internal validity of the study refers to the fact whether the study has actually succeeded in answering the set research questions. As the main emphasis of the present study changed a little during the drafting of the study, it turned out that the questionnaire did not manage to provide as prolific data as it could have. During the study also new insights surfaced: the recruitment of factory workers could have been better discussed with the production team coaches, as they are ones in charge for those processes. The company's managing team had somewhat distanced themselves from the process, and it would have been interesting to hear how the coaches themselves viewed the importance of their workers' PCR. Furthermore, the interview could also have included a tentative draft of future actions on the company's professional communicative repertoire improvement.

The external validity of a study discusses whether the results of the study can be generalized. One of the original ideas in this study was to suggest a perspective that could be conveyed to future students of technology, too. As discussed in Chapters 2. and 3., the number of language studies in polytechnics is quite limited, and the need for a professional communicative repertoire vary, but the need is nevertheless existing and this study gives an insight to the realization of these variables.

5. PRESENTING THE DATA AND THE ANALYSIS

In this section I will first describe (chapter 5.1.) the results of the interview that was done with the company's managing team, after which the results of the questionnaire that was open for all the employees of the company will be presented in chapter 5.2.

5.1. The results of the interview

The interview was executed together with the company's local manager and the company's human recourses communications manager. In such an interview, the presence of two persons in the situation may have an influence on the interviewees' answers, which in some cases could be seen as a negative corollary. However, in this case, the dialogue between the two had a positive impact on the interview, since the interviewees were able to reflect on their answers and to get support for their statements, they were also able to correct and add notions to each others comments. As both of the interviewees are in a position of power in the company, it can be presumed that their positions do not influence each other in a negative way, so that they would have left something unsaid because of the others presence.

In the following I will present the views that the managing team had on their needs and expectations for PCR, and the effects of these needs and expectations on the employees in the company. The data will be presented using thematization, where the different core themes of the study cluster the collected data that in a semi-structured interview can move easily

between different foci. The themes that I will discuss here are 'recruiting', 'company's needs and expectations' and 'task-based needs'.

In the following, the data will be presented with the help of *examples* that are sequences from the interview that illustrate the views that the interviewees had of the themes in question. The focus here will be also on the respondents' motivations for the comments and for the decisions that have been made within the company, concerning the professional communicative repertoire.

5.1.1 Recruiting

Recruiting a new employee to the company is an extremely important process in building the resources of the company. With a new employee, the company can gain leverage in competition with a competitor, and fulfil its business needs. It seems that the professional communicative repertoire has been considered important only in recruitments to the office personnel. Therefore, e the following examples include comments mainly on the recruitment of the office staff. The comments referring to the recruitment of factory workers are mentioned only as future possibilities that are mainly tied to vocational degree, and to the assumption that the schoolwork already includes a certain amount of linguistic training that should be adequate for the work tasks in question. This means that the managers' expectations on factory workers' professional communicative repertoire are not specified in recruiting, but are discussed in a very general manner with some ideological references to how everyone would benefit from foreign language knowledge.

In example 5.1.1.1, the managing team discussed educational backgrounds of their present employees' with reference to recruiting. They clearly stated that the basis for factory work is vocational education and they had no expectations regarding PCR concerning employees with a low education. Hence, it can be assumed that their general conception of education also refers to linguistic abilities. This general view implies that languages are still mainly learned in schools, and not in vocational training.

> Example 5.1.1.1
> IE2: If you think about education, then English isn't something we have expected from factory workers or from service men

In example 5.1.1.2, the managing team describes the recruitment of new staff, first to the factory and then to the office. As they are not involved in the recruiting process in the factory, they indicate that they do not know the specific requirements that the production team coaches have in recruiting new employees. It is understandable that the managing team is not involved in hiring new employees to the factory work, as the production team coaches are the ones, who know what resources the production requires. Nevertheless, it is surprising that this issue has not been discussed earlier together with the managing team and the production team coaches. The recruiting definitions are clearly the responsibility of the production team coaches. As suggested by their replies, he managing team actually distances themselves from the factory workers' recruitment. The use of words *these people* clearly emphasizes the distance the managing team feels they have from the factory workers. The hesitation in the way in which they talk also indicates that they do not know much about the recruitment of more than half of their staff. However, this style of talking eases and seems more confident, when the focus shifts to the present situation in the office, which is outlined as including the need for PCR in all possible situations.

> Example 5.1.1.2
>
> IE2: Permanent employment, it's a great asset, and we need to start gradually discussing that also with those production team coaches. I don't know (hesitates) I don't quite know that with what requirements they have chosen these people. And with respect to the office personnel, of course then we go according to the job tasks and according to what the requirements are. But, on the office side if you talk about language skills, it is in every work task. We don't have that kind of jobs in the office (…that would not require language skills)

In example 5.1.1.3 the company's managers state that they still think that English language skills have some value to the people recruited to factory work. This is because it is seen as an asset for possible future needs. As mentioned before, although they did find language skills useless in regards to the task-based needs on the factory floor, they still admitted that in the future language skills would be a good asset for all employees. What these future needs would be, was not discussed further here, but the statement was made rather in a general manner. Here the voiced understanding of globalizing world and job markets are set as the basis for the becoming needs for PCR. As they refer to *everyone,* it feels like the emphasis is rather on an even more general level than just on the description of all the employees within the factory.

Example 5.1.1.3
IE2: I believe that in the future it's a great asset for everyone to have knowledge of the English language

Further, the managing team reflected on the expectations that they have regarding the recruitment in general. Example 5.1.1.4 was particularly interesting, because of the pitch and emotional register the speaker had when uttering it. Most of the utterances were voiced in a very calm and confident way, also including a confirming *and well like X* said (X being the other member of the managing team here*).* However, the utterance in the end also included some hesitation that was further accentuated by how the speaker left the utterance incomplete. As the interviewee was not interrupted in any way in this situation, it can be hypothesized that the follow-up needed more reflection or, if reflected fully, that it had not reached a closure. A clear rationale for the need for knowing languages ('an opportunity to move on with one's career') was given earlier in this turn, but no further explanation of the need for PCR was given. This again strengthens my earlier observation that the needs for PCR in factory work had not been really thought through before the interview. The reasoning here, one's ability to move on career wise to office work, does not really describe the need for factory work, but the need for possible office work. Here also the idea of the ideal employee, a multitasker who can be moved from one task to another flexibly is stated as the goal. Clearly, the idea behind this concept of multitasking is familiar to the management, and they also recognize the role of the English language knowledge as a contributing factor in being a multitasker.

Example 5.1.1.4
This just came to the production that one needs to have that vocational metal, electric or machining education, so that we can be flexible in moving (people) and this, on the other hand, gives one an opportunity to move up the career ladder if one has that sort of a basic education. And one can then carry on with it if one wants to...and well like X said...at the moment that English language knowhow hasn't been
a requirement but well I think it could be a good that sort of an option for that because yeah...

Continuing in this subject concerning the factory employees, the managing team mentioned that, as they expect that the employees have completed vocational education, they can also presume that these employees already have had a certain level of language training. However, the language training provided in any educational facility can seldom meet the needs of the future employment, as the terminology and the manner of communicating can vary immensely from one context to another.

Example 5.1.1.5

IE1: If they have graduated, for instance, from vocational school, then they must have (studied foreign languages), and the basic English studied already after comprehensive and primary school

When asked if rewarding employees by increasing their salary on the basis of their PCR was part of the company's practises, the managing team first referred to the employees' collective agreements, as they are often the basis on which the employees' salary is determined. However, they also mentioned the fact that the importance of PCR is substantial, when a person is applying for employment, and that in a way they get rewarded for PCR if they get the position. In example 5.1.1.6, the management team emphasizes the applicant's professional communicative repertoire. In addition, they emphasize PCR in languages other than English and Swedish. A managing team member also refers to having encouraged his children to consider these issues when choosing foreign languages at school. With the help of football terminology he describes the effects that knowing a language might have:

Example 5.1.1.6
IE1: Rewarding focuses on these other (languages besides English and Swedish) and that comes on the other hand when an applicant has these abilities, and they get in front of the line. So if there are two equal applicants and then someone happens to have strong German or strong Russian skills, or something else, then of course we have some use for that. I have also encouraged my children to do this kind of thinking with Spanish or something that it can lead to a score in a nil-nil situation

When questioned on their position on language training in beginner level, the managing team responded that they would support the language studies if one would most definitely need a specific language for their work task, and, more specifically, if it would have a significant influence on the company's business transactions. However, they also emphasized that this is something that would be considered primarily in recruiting. In other words, the need for some specific language resource has a strong role in recruitment processes. In fact, at the time the interview was done, the company had just hired a new employee, who was fluent in Russian, because the company had a need for a Russian-speaking employee within the company. This was referred to when the managers were discussing the recruiting of new people.

Example 5.1.1.7
IE1: If we have an employee who needs a certain language in their work task, then of course we support (him/her) so that they would start to study it, but this is yet again something that is acknowledged in recruiting, if we have that sort of a situation where we are recruiting
R: So primarily you support language training that is past beginners' level?
IE2: and those we need in business transactions

5.1.2 Company's needs and expectations for PCR

Considering that at the time of the interview approximately half of the company's revenue derived from foreign trade, the company was critically dependent of foreign contacts and communication. When asked how the company's professional communicative resources affect the company as a whole and as an independent profit centre, the managing team emphasizes strongly that it can be defined as a critical success factor. They also mention the fact that the professional communicative repertoire is a factor in everything they do, as even the IT-support has been outsourced to a company that provides their services from India. The use of the English language in IT-support is therefore unavoidable.

> Example 5.1.2.1
>
> IE1:This is the reason, why we have an on-going recruiting going on now, and in it and in the yearly definition of training needs this is, if not the first, the second most important factor. And it has been the case for the last two decades or so, and so it can be defined as a critical success factor. If we send someone to the world, who cannot communicate in situations in the required manner, then we'll lose the deal. Or if we give false information due to a language barrier or answer too slowly, then it's just (a fact) that if someone else does it better, they get the deal. We most certainly have figured this out. The reason why our trading with Russia is in such a good place is that we have invested in answering quickly, we've used a translator and made sure the communication is fluent. And I trust that we will make it even better in the future. It isn't just eloquent talk, but it is a fact that it (PCR) is a critical success factor in our export sales.
>
> IE2: yes, it's a critical success factor in our export sales, but it's an important factor for us in everything. IT-support is outsourced; one needs to know how to talk

As changing market situations in a big multinational corporation always affect investments, also in the corporation in question, recent years have caused some great changes. Some factories have been shut down, and productions have been moved to other countries with a more cost-effective economical situation. This has naturally affected the factory in question, too, and they have been forced to discuss factors that can further their good position within the corporation, considering that Finland is not as cost effective production country than many Eastern European ones. In example 5.1.2.2 the managing team refers to the fact that they wish that the level of communication between the corporation and the factory would be no different from the communication with other factories in English speaking countries. With this, they wish they could verify their position in the corporation as an easily accessible branch.

Example 5.1.2.2

IE1 for instance, our finance department has to communicate (in English), and I see, and hope that in the future when the corporation looks at all the different branches, this kind of communication would not be dependent on the fact that we are in Finland. Just so that it would be just as comfortable and fluent to communicate with us than with some factory in an English speaking country. I gather that it is and will be the case in every section of the factory; purchasing has to communicate with subcontractors and this will proliferate

As the interview proceeded, the managing team nevertheless pointed out that factory workers who have professional communicative resources constitute an asset to the company, too. In addition, they suggested that when visitors from other companies come to the factory's production areas, it creates an excellent impression if some of the factory workers are able to communicate and describe in detail their line of work and the products in question to them.

Example 5.1.2.3

IE2: you don't have to know many words, to know that language, so that you can like say something

IE1: it makes an ineradicable impression, when we've had these HR managers who are like this one

IE2: (mentions a name)

IE1: yes, and then even consolidated corporation people, they have all been here and they've been very surprised when someone has started to talk English or Swedish without asking - and then if we talk something by (someone's) work post and then the person can say "yes" or "no"

Factory workers who have a professional communicative repertoire that also enables them to work abroad gives the company new possibilities to offer mounting, initialization guidance and maintenance services there, too. In example 5.1.2.4, the managing team discusses the value of PCR of the factory workers, with reference to service and maintenance, in particular. Many customers need help in mounting and/or initialization, and in these tasks Swedish and English skills, in particular, are of value. For example, customers can ask for on-site help or, in some cases, they can call directly the workers who have assembled the products.

The Finnish employee, George[2], who is mentioned in example 5.1.2.4, is just about to retire from the factory after working there for several decades. Before starting to work in the factory, he lived in Sweden for several years, and that is why he feels very confident in communicating in Swedish, too. In this extract, the managing team emphasises the value that

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Names of the employees' have been changed to protect employees' identity

George's professional communicative repertoire has on the company. What is more, they state that it would be valuable for the company to have more employees like him in the future who would have the required skills to perform abroad. This again creates a slight contradiction with their interviewees' earlier statements that there are no needs for professional communicative repertoire in factory work.

Example 5.1.2.4

I don't know what the world is like, but if I think about George, and his career here, and about others who have hurled themselves (to work) in the same way. George knows his work tasks with his eyes shut, and many other things, too, and you can throw him to any customer at least in Finland and Sweden. And after every time he has been in Sweden with some customer, the next time the customer will ask if George can come and do this mounting again, because... so I think that if there's a young guy who thinks that he's never going to leave here… Well I hope there would be this dimension that one could also work in situations, where you go to a client's. And what could be better than if it leads to a situation where we can use our knowhow abroad.

The interviewees express a wish for a PCR that enables them to work at any customer site. In addition, they refer to the reality of Finnish factories, where mounting sites are becoming increasingly international as both the employees and visitors can include both foreign and Finnish people. The interviewees also mention John, a long-term mounter, and his ability to work in foreign language environments, noting how having someone like him is beneficial to the company. They also give Matt as another example of an employee whose language skills enable him to work abroad. In addition, they argue that good skills in a foreign language and the ability to work abroad needs to be seen as a sign of dedication and ambition.

Example 5.1.2.5

IE1: Those who have now been hired as service men, with them we have to an extent mapped their foreign language skills although their workplaces are in Finland. But then there are people like John who speaks fluent Swedish, so he can be thrown to anywhere in Sweden, to work with any given job, which undeniably is an advantage

IE2: plus that these homeland customers are beginning to be international … at the factory, there can be customers' foreign client representatives working in some tasks, so this is in that way....

IE1:like Matt is very good in English and we have some of these guys. But yet again it's a thing that should be seen as an ambition.

In the following example, the managing team describes their view of how a broader professional communicative repertoire is better seen at the lower organizational level. With this, they refer to factory workers. The factory workers, George, who was mentioned in

Example 5.1.2.4 and Jack have both lived abroad at some point during their life. They are therefore accustomed to using the foreign languages in question.

The managing team refers to the willingness and ability to use foreign languages as dedication to the company and as something that should be rewarded. This and the previous couple examples show that, although the managing team mentions in the beginning of the interview the factory workers' PCR as a "good extra", they actually value it highly.

> Example 5.1.2.6
> IE1: I'd say it's best seen at the lower organizational level, with people who have these (foreign language) skills. The more one has those skills, the more one wants to use them. Take George, for example, who is about to retire. He knows Swedish and as part of his daily routine he reads Swedish newspapers. Whenever Swedish guests come to the factory, he wants to speak Swedish with them. Jack, in turn, , he's one of our newest employees, and there is no need to even ask if he has time to chat with guests. And I don't think that it's a matter of wanting to show off or anything, it's about showing your commitment and your skills and that is something we should reward.

The company's inner communication that requires a wide range of specific vocabulary about standards and ways of executing business plans was described as a challenge even for the interviewees themselves. The managers questioned whether this vocabulary would be familiar to the factory workers. With this question, they also implied that the office staff would automatically be more familiar with these terms. In some statements, the management's expectations of the factory workers' PCR were categorically stated to be on a lower level than the PCR in the office. A good example of this is presented in Example 5.1.2.7.

> Example 5.1.2.7
> If he talks of "white spots" do our factory workers know what "white spot" is?

What is also interesting is that the managing team had a clear vision that the employees' professional communicative repertoire was better if their education level was higher. In example 5.1.2.8, they discussed factory workers' capability to work abroad in mounting, initialization or maintenance tasks. They mentioned Hector, who actually is from the office, but who sometimes performs other tasks as well, if necessary.

> Example 5.1.2.8

> IE2: And let's say that Hector is a good example of coping with…[different situations with a professional communicative repertoire]
>
> IE1: Hector has a totally different background in education, and that is a factor that needs to be remembered. Language skills don't come without a motivation to learn them.

The managing team members also discussed the need for bringing the office employees' passive PCR into practise by creating opportunities to practise their language skills, so that they could be more fluent and comfortable when speaking in foreign languages. What is more, they hoped for cultural skills, especially small talk skills to be part of the employees' competence. According to them, everyone in the office has a range of passive professional communicative resources that need to be activated. They hoped that people would be in a so-called comfort zone when speaking in foreign languages (most often in English). Furthermore, they hoped that the employees would *want* to speak in other languages all day long.

> Example 5.1.2.9
>
> IE1: In this inner trade, which is our critical market area, where you're close to the money. Our sales and purchasing are in the area where fluency can not be a matter of not knowing how to communicate. We need to be fluent and feel like we are on our comfort zone. (It) Feels like some people are out of their comfort zone when they have to use languages and this should be the other way around that they would WANT to speak in that language all day long

In the following the managing team states that, although in some cases an office employee has no task-based need for a PCR, it would still be preferable if they still had a relatively developed PCR, especially in terms of professional vocabulary and communicative skills. The interviewees also mentioned that a business transaction couldn't be missed because of a missing professional communicative repertoire.

> Example 5.1.2.10
>
> I think everyone has this kind of a basic English language knowledge, but it would be really good if it could be specified as the terminology of the business area and as the way the corporation wants us to communicate in.

5.1.3 Work task based needs for PCR

The managing team emphasized the value of task-based needs also when talking about the office staff. Further, they mentioned that there are no tasks within the office where a PCR in English, in particular, would not be needed. Thus, it can be assumed that even though the task-based need is recognized also in the office, the managing team still felt that the office staff need a PCR in English outside their work task, too.

Furthermore, in Example 5.1.3.1, they mentioned that they feel that some of the high profile managers expect that the office personnel's PCR is always good. This implies that the global management expects that a PCR becomes more developed as the employee's standing in the professional hierarchy rises. What is interesting is that here the managing team admits that the level of professional communicative repertoire is not necessarily in correlation with the employee's position in the company's professional hierarchy, when in other sections of the interview, they recognize the correlation as self-evident.

> Example 5.1.3.1
>
> IE1: there might be a quality manager, who comes here and expects that everyone with no overall speaks fluent English… it doesn't go that way… we might have a domestic sales rep, who is responsible for sales worth of millions, but who needs practically no languages during his/her career to succeed

Still on the topic of work task based needs in the office, the managing team also refers to an export secretary, whose work tasks dependent on his/her professional communicative repertoire. They also referred to the need for the PCR for factory employees, who want to proceed in their career, i.e. to work in the office.

> Example 5.1.3.2
>
> IE1: Of course the work does it. If you think about an export secretary or someone who answers the phone or replies to emails, then these people just need to have the professional communicative repertoire for the job. But then there is the other side to it that, although it is a must, there is that "push and pull" in it also.
>
> IE2: that's what I just told when you were getting that coffee. That in the factory work, it is really difficult to proceed to for instance to office work or to any other task (without the needed professional communicative repertoire)

Although their main emphasis was consistently on the task-based needs, the managing team still recognized that working in the company creates several other situations where one would

need PCR. They mentioned that, as the official language of the company is English, an employee might feel like an outsider if they did not have any professional communicative repertoire to understand and participate in communication. The need to develop such a competence, as mentioned earlier, was nevertheless left as a responsibility for the employees themselves.

> Example 5.1.3.3
>
> IE2: It's a good extra. And it gives you the opportunity in the factory work that if you have a good professional communicative repertoire and you want to self-develop, then you have a chance to move up in your career. If it is assembling what you do, you do not need any foreign languages, you just need to be hard working and that's good, too. But maybe it's a good extra in every job.
>
> IE1: Yeah, I'm just thinking about factory work. If you think about it in a black-and-white manner, then maybe you really do not need (any foreign language skills). But if you think in more long-term terms, and about everything that is happening and the way things are going
>
> IE2: And the corporation has English as an official language so that should be taken into consideration. One might feel like an outsider if one doesn't understand everything.

In the following example the managers comment on outsourced language training classes and programs, but also on some of their ideas on improving their company-internal PCR – enhancing opportunities. Language training and the attitudes towards it were one of my main interests in the study. This was because, it really could be seen as an investment in the company's global business as well as in the employee well being. However, in this situation it was seen more as an answer to a need. If one needs a certain skill or a language in their work, it would be ideal if one would acquire the skill or a language themselves.

> Example 5.1.3.4
>
> IE1: It comes from the work tasks. If the business has a need for Hungarian (language) and you (employee) have that Hungarian, and you develop your skills in Hungarian, then that is where it comes from. But if there are no numbers or anything we could use to measure the need or the utility of the skill, then it's a bit difficult (to support or to reward on language skills)

When questioned if all employees should have the opportunity to participate in language training, the answer was that language training is for work-based needs only. The answer emphasized the need to have a clear policy for language training.

> Example 5.1.3.5

R: So basically participating in language training is possible for anyone?

IE1 and IE2 together: it's work-based

The following example discusses the managing team's ideas on how the corporation views language training within the company. This quite clearly shows that the managing team's ideas on how all the employees should show their dedication to the company by practicing their professional communicative repertoire themselves. This view echoes their idea of how the corporation views on language training.

Example 5.1.3.6

IE1: I have this feeling, maybe it's wrong, but I think the corporation expects that the masses speak with their native language and then as you go further up in the organization, the foreign language skills improve as you go. And it's as if it was self-evident.

IE2: and that everyone is responsible of taking care of it themselves.

The strongest expectation that the managing team had was that if an employee did not already have sufficient PCR for managing situations outside their work task, that is, with IT or following company's internal communication, they should make an effort themselves to reach the needed level of proficiency. This was noted several times during the interview. The interviewees emphasized that one should have the will to understand and, if there is a will, there is also a way. This was emphasized most often when the discussion concerned language-training needs in factory work.

The managing team mentioned as a separate topic that it would be profitable if everyone would have the opportunity to familiarize him or herself with the company jargon, for instance, via a computer program. This would benefit the workers and aid their understanding of the company values and objectives. Understanding the essential jargon could bring the company's ideas closer to the personnel thus making them feel more engaged.

Example 5.1.3.7

IE1: If everyone would have to go to the computer and have a quick look at those (jargon /terms) then everyone would know that "hey, this is a smart way of saying this"

IE2: yeah, it's true that the company has it's own jargon, or however you say it

The discussion of how globalization and modern markets have changed the language training provided within the company, the managing team ended up describing solely the method of how the language training is executed. This did however include the fact that, contrary to how training classes in that past could allocate few participants, now everyone (in the office) has the possibility to participate in an online training whenever they have free time. This low threshold for participation unfortunately works both ways, as it is as easy to leave the online conversation, as it is to take part in it.

> Example 5.1.3.8
>
> IE2: well, it has changed; earlier the training was here in groups and a teacher came up once a week to teach. But now we have changed it to this more modern version of EF-online training, where one can participate on your own computer and do these basic exercises, but then there are these chat groups, where people from around the world can join. A bit like training in Webex (online meetings and video conferences) with the option of choosing the topic of the conversation is. So I think that this is a good tool this EF online.
>
> R: and this is mainly in English?
>
> IE1: yes, it is in English, we've had also other needs, but even EF has not had anything to offer to those. But then again English is a global language so it's best for them.

The interview outlined the management team's ideas and expectations on PCR roughly in office as an essential resource and in the factory work as a nice add. Even though these elements were mentioned several times, some conflicting elements surfaced also; an employee in the factory with good PCR is seen as an indispensable asset for the company and then again one can work in the office with little use for foreign languages. And even though the managing team did question expectations on PCR according to the work status, they still emphasized the level of educational background as a clear indicator of the level of PCR.

5.2. The analysis of the questionnaire

In this chapter, I will present the data collected from employees of the company (n= 60) via a questionnaire. The analysis here will focus on analysing the content of the responses, and the data will be presented using thematization, in a similar way to the previous chapter.

5.2.1 Recruiting

To the question, whether the respondent's language skills have influenced their recruitment, 85 % (n=17) of the factory workers answered no. 5 % (=1) felt that their linguistic knowhow had been a factor in getting the job and 10 % (=2) thought it might have had an influence in the process. The high number of the negative answers can be explained by the fact that the language skills of the factory employees had not been an issue for the employing side either. What is interesting is that 66% (n=2) of those, who answered that they thought their PCR had or might have influenced their recruitment, had been working abroad before the employment in this company. Their linguistic abilities had been noted positively by the company management, already in the interview, and thus it can be assumed that the value PCR had been given in these cases was very different from how other factory employees' skills were evaluated. Consequently, it can be argued that no matter how insignificant the role of PCR in the factory work was considered, it still carried a certain value in the recruiting context.

43% of the factory workers thought that their professional communicative repertoire would not influence their opportunities for advancement within the company. 24% thought that it would definitely have an impact on their possible future advancement, and 33% answered that it might have some influence on it. In this the experienced influence of a PCR on advancing in the one's work career, was not clearly explained by other factors such as the experienced value of PCR or even by the respondents' age. Consequently it was unfortunate that the inquiry on how the employees perceive the possibility of advancing in the company was not included in the questionnaire. If it is generally believed that no one needs foreign languages in factory work, and further, if the workers do not see themselves in any other position than factory work, there is hardly a reason why they would consider their level of PCR as a significant factor possibly furthering their advancement in their careers.

In the office, 67% (n=26) of the participants thought that their language skills had affected little or significantly their employment. However, a surprisingly large number of respondents thought that their language skills had had no influence on their recruitment, as 33% responded so. Yet, all of those, who felt that their language skills had not influenced their recruitment, had been working in the company for over 10 years and 85% of them were over 35years old. Thus the recent global changes have not yet been in such a remarkable role in the company, at the time they have been recruited.

Only 10% of the office workers thought that their language skills would play no role in their possible future advancements within the company, when 90% answered it would have some or significant impact on advancement. 50% of the ones who thought that their language skills had no influence on future advancement were about to retire soon after this questionnaire study was completed, 25% considered their PCR to be at such a good level that would not influence their advancement negatively, or in other words, become an issue. All of them were, however, in a leading position, which meant that advancing within the company would not be an option. Also the remaining 25% had been working in the company for over 25 years and had reached the highest possible status within the company. As 90% of the office workers did feel that the importance of PCR in possible advancement was significant, it can be hypothesized that the PCR in the company's higher status jobs is seen essential.

Osa 1.01   5.2.2 Company's needs and expectations for PCR

All in all, the importance of a varied linguistic repertoire was seen very differently in the factory and in the office. The first question in this section was how much the respondents thought that the company's local management valued a varied linguistic repertoire in their line of work, on a scale 1-5 (1 being not at all and 5 being very much). The factory worker's average score was 2,4, when in the office the same score was 4,2. The factory workers validated the given score with the fact that one does not need a varied linguistic repertoire when assembling or manufacturing the products in question. In addition, the fact that the factory workers have no opportunities to participate in language training was seen as a company's take on the expected level of language skills on the factory floor.

> Extract 5.2.2.1 / Factory worker
>
> In my line of work you need languages very rarely, or necessarily one don't need any languages.

> Extract 5.2.2.2 / Factory worker
>
> I don't think that the management values factory workers language skills in any way, as they don't support them any way. Or no one has even asked if we need any training.

However, some of the factory workers still saw the bigger picture of being a part of a global company, and some even felt that language skills are valued in a sense that it enables participation in vocational trainings. The ability to communicate with foreign visitors was also seen as a setting where the factory workers' PCR would be valued by the management.

Extract 5.2.2.3 / Factory worker

A global company, so language skills are good extra

Extract 5.2.2.4 / Factory worker

You get to use English and you get to participate in trainings where the language used is English

Extract 5.2.2.5 / Factory worker

I have spoken (English) with customers who have been on a factory tour. The management and the hosts responsible for the visitors have been surprised at my language skills, but that's all the appreciation you get regarding that (language skills)

When asked, how much PCR influences the company's turnover, it was clearly noted that they did not see their knowing of languages as an important factor in how the company's turnover would, and on the average of the answers was 1,3 (1-not at all, 5 –very much). The influence they estimated their PCR to have on the conception customers get of the factory was 2,3 and the effect estimated on the global head corporations view on the factory was 2,4. These numbers indicate that however intensively the factory workers refer to their line of work as not language related, they still recognize the value their potential PCR might have in relation with the customer- and global organizational base. This I find to be significant in this situation where unstable and cost effectively challenging markets create stress on all aspects of global trade in Finland.

In the office, the view of the value of the professional communicative repertoire was somewhat different than in the factory. Even if the employee's actual task did not require a well-developed linguistic repertoire, the idea of a global company and the feeling of belonging to such an entity enforced the idea that a varied repertoire is a valuable and even indispensable asset. Here the general conception of belonging to a global company worked as a positive catalyst for feeling the importance of the employees' PCR.

Extract 5.2.2.6 / Office worker

As a part of a global company, the language skills of the employees are surely valued by the management team. It also helps in work tasks and makes operating in this environment more fluent.

An adequate PCR was seen as something everyone should have. What is interesting in this kind of references is that the office employees used words like *everyone* and *all*. It would have been interesting to get further information on whether they also considered the factory workers as a part of this group, or whether they conceptualized the need for a professional communicative repertoire as necessary for office staff only.

> Extract 5.2.2.7 / Office worker
> Language skills are a part of everyone's' work.

The mean number of the office staff's experiences on the effect their own PCR had on the company's turnover was 2,7, on the effect on how customers see the company 3,6, and finally 3,4 on how the global head office sees this specific branch. These numbers differ from the factory workers' estimates, but not as much as they could have, considering the value the company's management and the office workers themselves have given throughout the answers. Here, it must nevertheless be noted that referring to one's own contribution to something as grand as company turnover, can be somewhat difficult to define and so the answers can be affected by this factor.

5.2.3 Work task based needs for PCR

43 % of the factory workers felt that their linguistic repertoire was sufficient, considering their line of work. What is more, 47% thought that their linguistic repertoire served the need in the line of work partly and only 5% said that their linguistic repertoire was on a level that was not adequate for work purposes. However, these numbers have been affected by a few factors. Firstly, 71% of the factory workers were between the age groups 15-25 and 26-35. According to the *National Survey on the English language in Finland* (Leppänen et al. 2009:82; 2011), the younger age groups tend to value and think more positively of English language. In addition, the younger people's self-evaluations on their own language skills were significantly higher than those by the age groups above 44-years of age. Secondly, as stated before, the factory workers do not see their linguistic resources as necessities in their line of work and hence it can be assumed that they do not have great expectations on their on PCR.

67% of the factory workers had used the English language, when communicating with foreign guests in the factory. As mentioned earlier, this was also thought to have an influence on how the management have seen the professional communicative repertoire in the factory. It was mentioned that guests had seemed surprised at and impressed by the linguistic repertoire of the factory workers, and this was mentioned as a positive factor. 14% of the participants had needed English while working on sites, mounting or operating company's products. In a fact, not that many of the factory workers actually travel to sites, but when they do, the locations are mainly outside Finland and so they are faced with having to communicate in foreign languages, most often in Swedish or English.

To the question *Do you feel that the company's inner communication has reach you and has your linguistic repertoire had an effect on it?*, 71% responded that they need to have PCR in English in order to understand the information provided. This is a relatively high percentage, considering their opinion that they do not eed foreign languages in their work, while also recognizing the fact that understanding the company's internal communication is a significant part of the feeling of belonging to the company. The remaining 29% responded they don't have to have any PCR in order to follow the company's internal communication, and they were satisfied with the translated information provided to them (24%), or they did not count internal communication to have an effect on their work in the factory (5%).

For office staff the experiences on the sufficiency of their professional communicative repertoires were somewhat different than those of the factory workers. 32% of the office employees thought that their PCR was on a level that enables them to work efficiently. 50% replied that their PCR served this purpose only partly, and 18% thought that their PCR was not adequate level in terms of their professional needs. These numbers indicate what was to be expected: the requirements for the office staff are much more demanding than those for the factory workers. They have to participate in trainings and in communication situations, where a good professional communicative repertoire in English is needed. What is more, 76% of the office workers are over 36 years old, and of those 50% are over 50 years old, and although their educational level is altogether higher than in the factory, this has not proven to be of great value considering their PCR. Here, all other task-based groups mainly chose the "partly sufficient" option, when 42 % of the sales and order fulfilment team replied that their PCR was sufficient. Hence the task itself had a bigger impact on whether or not the respondents had a positive view of their repertoire.. In contrast, their level of education or the age of the

respondent had much less impact on their views. Furthermore, in many responses (examples 5.2.3.1 and 5.2.3.2), a versatile linguistic repertoire in English was described as a necessity, and it was suggested that their work could not be done without an extensive linguistic repertoire.

> Extract 5.2.3.1 / Office worker
>
> In my line of work, one needs English a lot and good language skills surely affect the quality and fluency in handling these work tasks.

> Extract 5.2.3.2 / Office worker
>
> Daily need for the English language to survive with my work tasks.

In addition, the need to communicate in English in computer and IT-based issues surfaced in the respondents' answers to the open questions. As was mentioned above, the company has outsourced their IT-support, and at the time of the study, the support was mainly provided by an Indian company.

> Extract 5.2.3.3 / Office worker
>
> During the years, all of the programs and software have been changed into English ones. IT-support has been outsourced and all the cases need to be ordered in English.

79% of the office staff had faced situations where they had needed a PCR in English with foreign visitors in the factory. This was also noted as justifications for the need for further language training. The next comment also refers to fairs, which are an important part of global marketing and product sales.

> Extract 5.2.3.4 / Office worker
>
> English language. Executive level visits are difficult, I can't communicate adequately. Language skills are also needed at fairs

All in all, oral skills were mentioned as the skills in which the respondents needed training; another need mentioned was the training of technical vocabulary. Irregular and intermittent oral communication situations were considered most challenging. This was because the intervals between them were in some cases extremely long. This caused uncertainty and anxiety. (Extract 5.2.12)

Extract 5.2.3.5 /Office worker

Especially my oral skills in the English language are quite mediocre, as at the end of the day, I tend to use it so little (I tend to use a lot more of written, for instance emails etc.) And then, when there is a situation, where you should speak English, you almost "choke" at the beginning. Surely some discussion courses in English could be beneficial

The need for technical vocabulary training was also mentioned as a way of enabling more fluent communication; in addition, the importance of knowing technical vocabulary was estimated to be 3,7 on the scale of 1-no importance to 6-essential.

The office staff's level of professional communicative repertoire in English also triggered some reactions related to the efficiency within the office. When a staff member has to depend on someone else's PCR to get by, these others also have to sacrifice some of their own efficiency in order to help those with problems in communication in English. The efficiency is compromised in these situations on both sides. This is evident it the following comment that was added to the free commentary section of the questionnaire:

Extract 5.2.3.6 /Office worker

Sometimes I think about, how the efficiency of office work could be improved substantially if language skills were generally better and more confident. After all, many have to file in reports and write e-mails often in English

To the question *Do you feel that the company's inner communication has reached you and has your linguistic repertoire had an effect on it?*, 82 % replied that PCR had had an influence on the understanding of communication. Understanding the company's internal communication is an essential part in how employees can learn to appreciate the company's values, goals and market situations. If one has no access to the messages that inform about these, , this can have a great impact on the general feeling of belonging to the company and sharing common goals with other members of the work community.

Extract 5.2.3.7 /Office worker

Fairly, but not well, because of my poor language skills.

Extract 5.2.3.8 / Office worker

Language skills improve the understanding of company's inner communication significantly.

The questionnaire showed that the office workers realized already their standing as a part of an international company as a basis for needing PCR in their line of work, when the factory workers felt that as their actual work task did not require PCR, they would not need any.

6. CONCLUSION AND DISCUSSION

The aim of this study was to clarify the needs for a professional communicative repertoire in a global technology industry company based in Finland. Another key focus was the effects these needs have on the employees of the factory. The specific research questions were:

1. What are the experienced needs and attitudes that the managing team has regarding the professional communicative repertoire of the employees? How do they see the influence it has on the company and on employees' working day, feeling of belonging and on their professional identity?

2. What are the experienced needs and the attitudes the employees have relating to their own professional communicative repertoire? Furthermore, how do these needs affect the company and the employees' every working day, professional identity and their feeling of belonging?

6.1 Experienced needs and the effects on working life

Task based needs were mentioned first and foremost as the main need for PCR in the company by both the managing team and the employees. The concept "task based" was however defined quite differently in the factory and in the office, as well as by the managing team and the employees. Work tasks in the factory work were taken to include only assembling work, with no recognition of the usage of IT, machinery, internal communication or customer relations. In the office, in contrast, PCR was considered to be an essential part of work in a global company, regardless of the actual need for it in the specific work task. All in all, it was stated by the managing team and the employees alike that in the office professional communicative competence in foreign languages is essential, and in the factory work it is a good extra.

The managing team mentioned the need for a multitasking workforce. In the factory workers' answers this was also noted: they suggested that PCR would enable more versatile work tasks, i.e. working on sites and participating in trainings. The managing team referred to factory workers who were able to work abroad, and praised them . The managing team also referred to the future and to the way the world is changing by stating that it would be beneficial for the

company if also the factory workers' PCR was on the level that would enable them to workboth outside Finland and within Finland in sites where the workforce is are non-Finnish speaking.

My general impression of the interview and of the questionnaire data was that the professional communicative repertoire of the factory workers had not been reflected on in any way before this study, since for the most part the respondents emphasized that there are no needs for PCR in factory work. However, my findings actually highlight several needs and hopes related to the professional communicative repertoire in factory work. In addition to the already mentioned opportunities to work abroad and to participate in trainings, one of the most significant advantages of a versatile PCR that was mentioned was the ability to communicate with foreign visitors within the company. Both the managing team and the factory workers themselves mentioned that the fact that factory staff was proficient in English had surprised the visitors positively and enabled their familiarization with the production more fully. Van der Born & Peltokorpi (2010) state that the increase of local employees' proficiency in the corporate language strengthens intergroup experiences and this was the experience in this study also. Furthermore, the ability to work with software and machinery, as well as to understand the company's internal communication were mentioned as dependent on the staff's level of PCR in English?. The managing team also mentioned that the factory workers should have a sufficient PCR if they wanted to proceed in their careers – that is, to work in the office.

In sum, it can be concluded that PCR in the factory work is hardly irrelevant. Although the general idea of the need was persistently stated as non-relevant as one does not need languages when assembling products, several other comments emphasized situations and possibilities that would actually profit from sufficient PCR. The managing team focused their hopes for the future and needs for future needs. However, in many ways, the future is already here. With proactive decision-making on language policies, companies could strengthen and even improve their position in the changing global markets.

The requirements when recruiting persons for factory work were outlined so that the company expects factory employees to have a sufficient education for the line of work they apply to. Their professional communicative repertoire was not, according to the managing team, a decisive factor in the recruitment. However, the employees, who already were proficient in foreign languages, or had lived or worked abroad, mentioned that they felt that their

recruitment had, in fact, been influenced by this factor. Hence, it can be concluded that the value of language education in vocational school was not considered significant, whereas the self-directed PCR was regarded as valuable. This could be taken as a strong message? to instutions providing vocational education´: language learning and PCR in working life are becoming increasingly important. In the future these can be seen as an influential factor strengthening Finnish companies' competitiveness.

In the interview with the management team when factory workers were discussed, the interviewees' emotional register remained very calm and serious. Their statements on factory workers not needing any professional communicative repertoire were made with what sounded like extreme confidence and authority. Such a style may be a way for them of distancing themselves from responsibility and of appearing to be simply stating facts. This impression was strengthened by the way in which they asserted how the corporation as a whole did not expect the lower organizational levels to have any foreign language skills. Only when they told a few anecdotes, their emotional register shifted to a mode of light and joyous storytelling. In addition, in questions about the recruitment standards for the factory workers, where they admitted they had no idea of the process factors, their uncertainty of the matter on hand was clear as the hesitation in the comments was recurrent.

The factory employees, who were mentioned by the management team as workers with exceptional professional communicative repertoire, were individuals, who had lived abroad and had become accustomed to using a foreign language. Their competence was seen as a sign of their dedication and as something that should be rewarded. In addition, as the interview proceeded, the managing team also mentioned the benefits of having factory workers with a good professional communicative repertoire that would enable their working in multilingual work sites and even abroad. According to the managing team, one of the greatest opportunities that the PCR of factory workers would bring for the company would be the possibility to send factory workers to mounting sites abroad, enabling full customer service also outside Finland.

In the same way as in relation to factory workers, the interviewees first outlined the office staff's needs for professional communicative repertoire as only relevant to sales and customer communication needs. They also emphasized the PCR of the sales personnel, because in their view they are naturally the ones with the biggest influence on the company's turnover. Of

specific languages, the managing team mentioned that the importance of English has grown vastly after the company joined the present organization. Before, the sales personnel always had to communicate directly with the end-users around the world, and in these situations the common language was more often than now something else than English. However, at the time of the interview, most of the foreign trade took place through the company's own branches around the world, and the nature of the sales had changed with this transition. However, Swedish and Russian customers still wanted to have a direct contact in their own language with the factory sales personnel, and therefore these professional communicative resources are still extremely valid.

An interesting observation arising from the interview data was that the managing team expected all the office staff to a have sufficient PCR, regardless of their work task based needs. Their idea was that there are no work tasks in the office where one would not need a PCR of some level. This idea was shared by the office workers themselves: PCR was seen a part of everyone's work. In some cases, the managing team considered the PCR of the office workers to be a passive, but still existent one. All in all, the needs that emerged in the interview originated first and foremost from business situations, in other words, mainly from the need to communicate with foreign clients in the sales, as well as from situations involving reporting within the corporation. However, during the interview, the interviewees' also mentioned other situations, such as using IT-support, assisting customers when mounting or repairing products, and following corporation's internal communication, that are in a key role for the PCR needs within the company. Consequently, also the scope for the needs of the factory workers' PCR started to change into a more varied entity, containing also other aspects than mere assembly work based needs.

In the recruitment of the office staff, the importance of PCR was considered critical. The managing team made it clear that there are no tasks in the office that do not require professional communicative resources, especially in the English language. Furthermore, they thought that PCR in a language that is essential for the company's business situation can give an employee critical leverage in a recruitment situation over other applicants.

The managers' view of the education level as a prerequisite to the ability to communicate and operate in foreign languages can be seen as a consequence of the history of the Finnish education system. Earlier, even at the end of the 20th century, only the people who had

completed the gymnasium were thought to be proficient in foreign languages. However, this view now is somewhat out-dated as young people's language skills today are generally better than before. In the present education system, language studies are available to all students. In addition, the amount of language teaching in vocational schools and universities differ little. Interestingly, the managing team considered a good professional communicative repertoire to correspond with the employees' educational level. At the same time, they did recognize the inconsistency in the corporate management's belief PCR and the employees' positions within the company. In sum, it seems that the amount of foreign language education in vocational and in higher education cannot be regarded as a significant distinguishing factor with respect to a professional communicative repertoire. The greatest differences in professional communicative repertoire were thought to derive from the employees' age and/or work task.

The managing team did expect and wish for a specific professional communicative repertoire that would include technical company jargon and a shared communicative style. Nevertheless, they felt that the language skills acquired in vocational or university training would determine the professional communicative repertoire, when in a fact these offer only the basis for basic communication. This was also stated later in the questionnaire as one of the main wished with regards language training. Technical jargon was considered to be by the factory and office employees alike the most essential need that would improve efficiency and fluency in work tasks. Fluency, and, what the managing team referred to as a willingness to speak, were mentioned also by the employees as preferred targets for development. Furthermore, the respondents felt that the language training provided by the company mainly concentrates on basic skills, when in a fact the employees actually need more specific language training that would be tailored for the corporation in question. Grammar was not considered as important in language training as vocabulary and fluency. Nevertheless, although the fluency communication might not be seen as dependent of grammar matters, the use of correct articles and prepositions in communication in business communication is still essential as the stakes can be substantial if a contract or something that has been agreed on turns out to be ambiguous. (Stotesbury 2009:114)

6.2 Feeling of belonging and professional identity

The managing team outlined a few main outcomes of the inadequate professional communicative repertoire within the company. The first is the influence that a professional communicative repertoire has when people are recruited to the company and they might miss the employment because of another applicant had a better PCR, or when they would otherwise have an opportunity to move upwards on their career ladder. The second outcome was that the company's inner communication might be difficult to fathom if one did not have a sufficient PCR. The third outcome was that the employees' feeling of belonging to the company would probably be better when their PCR would be on the level that enables their participation in communication in a foreign language with, for example, visitors to the company. These later two will be discussed further below.

The managing team emphasized that the company always supports employees if they need some specific professional communicative resources in their line of work. In other cases they refer to the mentality of "push and pull", in other words, to the employees' own capability to enhance their skills if they so wished. All in all, language training was offered to all office workers, because it was thought that mastering a certain level of PCR was part of all office personnel's work. The emphasis was on task-based needs. Although the needs for PCR were in some cases very similar in the office and in the factory, none of the factory workers had been offered any language training. In both groups, there were employees who stated that they do not need any foreign language resources in their line of work, although they needed help with, or did not have any access to company's internal English communication. Some also struggled with computer programs and needed help when they had to operate new ones. The phrase "Entterillä eteenpäin" or "Move forward with Enter" was a widely known phrase. It was even used by one of the factory workers when operating a computer. In his case, knowing this phrase by heart was the solution for him, when he didn't understand how the program in question functioned. In this kind of a situation, Charles's (2007:273) view of language skills as both separating and empowering assets become quite evident. Some employees who have limited or no language skills are completely dependent on others who have a sufficient professional communicative repertoire. The organizational hierarchy and the division between the office and factory employees emphasized the empowerment of office personnel: they had the possibility to participate in trainings that enable them to understand the corporation's internal communication. This possibility can be seen as a critical factor in the construction of professional identity. If one is constantly reliant on others in order to perform fully in their line of work, it can be assumed that this has a strong impact on one's experience

of oneself as a professional. The ability to perform in one's line of work in a foreign language can, according to Kong (2014), be used as a gauge in comparing professional competences.

The feeling of belonging and in-group membership is highly dependent on the experience of a shared language within a company (Van Der Born and Peltokorpi, 2010). In the company under investigation in this study, this experience was unevenly distributed, largely coinciding with the borderline between the office personnel and factory workers. The employees' emotional bond – or the lack of it – with the surrounding company has an effect on the motivation they have for improving and advancing their PCR. Even if one had the need for PCR in a line of work that could create a basis for motivation to study and/or otherwise improve the level of PCR, the general feeling of not belonging to the company can influence this motivation negatively. The lack of expectations by the management, and the consequent lack of language trainings can be experienced as a notion of not appreciating the PCR of the factory employees.

Thus it can be expected that the wish the managing team had on employees' unprompted PCR improvement, can be challenged by the varied experiences between the office and the factory employees. The view that the factory workers had of themselves as non-relevant language users can explain their lack of motivation for improving their linguistic abilities on their own and it can be further aggravated by the lack of interest by the managing team. However, this situation could be easily changed if the managing team would address these issues openly and offer language training to the factory staff as well. This would be important, as companies that regard PCR as an asset for the whole company will in the future be in the frontline in global markets. It would also mean that the customers' needs could be met fully, regardless of the employees' geographical location or nationality. A unified company can also work more fluently and with a motivated workforce, and thus meet the challenges of the future with confidence.

In the beginning of this study, I stated as one its key aims to gain information on the actual needs for PCR within a company. Another, and a more specific aims was to clarify the needs that office personnel and factory workers face, and further how these needs influence the employees' professional identity and feeling of belonging. All in all, the multitasking, global employee is still expected to be found in the company from the white-collar group. As this

study showed, this view was shared by employers, who don't expect factory workers to have any foreign language skills, and by factory workers themselves who consider that their PCR has no value, and by the factory visitors, who are genuinely surprised at the possibility to have a conversation with factory workers in foreign languages. All the office workers are thus assumed to be able to meet the demand that working in a global company creates for their professional communicative repertoire. Nevertheless, such assumptions can create stress, anxiety and a lack of motivation for the employees and they should be seen as HR – and managerial issues no matter the immediate emphasis they have on the turnover. The company's management mentioned *the needs for the future* several times as something that should be taken into account in the coming years. However, as several of the studies presented in the beginning of this study state, the future is here sooner rather than later, and this is something that should be taken into account when schooling and employing technology industry workers now.

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Appendix (1)

1. Interview

1. Milloin vienti ja kansainvälinen toiminta on aloitettu ja miten se on kehittynyt? Mikä sen osuus on nyt?

2. Miten se on firman suhteen muuttunut vaatimustasoltaan? Mitä se vaatii yritystoiminnalta?

3. Millainen on henkilöstön koulutustausta?

4. Millaisia asioita otetaan huomioon rekrytoinnissa nyt ja tulevaisuudessa?

5. Onko kielitaidosta palkittu?

6. Kuinka kansainvälistyminen on vaikuttanut yrityksessä järjestettävään kielikoulutukseen?

7. Kuinka koette että kansainvälinen johto suhtautuu kielikoulutuksen ja yleensä kielitaidon tärkeyteen firman kannalta?

8. Minkä tasoista kielen ymmärtämistä ja sanaston ymmärtämistä esimerkiksi tuotannon työntekijöiltä odotetaan?

9. Vaikuttaako kielitaidon osaaminen tai osaamattomuus työssäviihtyvyyteen tai siihen, miten koetaan oma osallisuus yrityksessä?

10. Tarjoaako yritys kielikoulutusta myös uusiin kieliin?

11. Mitkä ovat tärkeimmät tulevaisuuden kielet?

12. Minkä tyyppistä kielitaitoa tarvitaan ja arvostetaan? (tarkentavana suullista/kirjallista)

13. Jos jossain seuraavista koetaan olevan heikkouksia ja puutteita kielitaidon suhteen, niin mitä olisi tärkeintä lähteä kehittämään?

> Passiivissuus puhetilanteessa,
>
> Esiintyminen,
>
> Kulttuuritaustatuntemus,
>
> Miten montaa kieltä osaa
>
> Terminologia
>
> Kielioppi

14. Kuinka lähtisitte kehittämään edellämainittuja nyt olemassa olevin resurssein?

15. Millaista painoarvoa annat

> Kieliopille

Ääntämiselle

Kommunikointitaidoille

16. Aiheuttaako suomi äidinkielenä haasteita/mahdollisuuksia liiketaloudellisesti?

17. Aiheuttaako Suomen maantieteellinen sijainti haasteita/mahdollisuuksia liiketaloudellisesti?

18. Miten yrityksessä oleva kielikapasiteetti vaikuttaa yritykseen tulosvastuullisena yksikkönä? Mitä toivoisitte tulevaisuudelta kielikapasiteetin suhteen?

Appendix (2)

Questionnaire

Ikäsi?

15-25

26-35

36-50

51-75

Kuinka monta vuotta olet ollut työelämässä?

0-5

5-10

10-25

25-55

Koulutustaustasi?

peruskoulu/kansakoulu

lukio

ammatillinen koulutus

alempi korkeakoulututkinto

ylempi korkeakoulututkinto

Onko työhösi kuulunut työskentelyä ulkomailla? Jos on, niin missä ja kuinka kauan?

Oletko asunut tai opiskellut ulkomailla? Jos, niin missä ja kuinka kauan?

Mitä kieliä olet opiskellut koulussa / opiskellessasi ja kuinka monta vuotta? (jos et ole opiskellut kyseistä kieltä, jätä kohta tyhjäksi)

Oletko osallistunut kielikoulutukseen (company name):llä ollessasi? Kerro lyhyesti kokemuksestasi:

Koetko, että kielitaitosi on riittävä nykyisessä työkuvassasi? k/e/osittain/eos

Koetko, että kielitaitosi on vaikuttanut työpaikan saamiseen?

Koetko, että kielitaitosi tulee vaikuttamaan työssäsi etenemiseen?

Kuinka paljon uskot (company name) johdon arvostavan kielitaitoa työnkuvassasi?

(1-ei ollenkaan - 5-erittäin paljon)

Millaiset asiat vaikuttavat juuri antamaasi arvosanaan?

Kuinka suuri osa (%) seuraavista päivittäisen työskentelysi osa-alueista tapahtuu englannin kielellä?

(jos työnkuvaasi ei kuulu kyseistä osa-aluetta, jätä kohta tyhjäksi. jos taas työnkuvaasi kuuluu kyseinen työn osa-alue, mutta et tarvitse englannin kieltä siihen, merkitse 0)

Millaisissa tilanteissa olet joskus tarvinnut englannin kieltä työssäsi?

 puhelimessa
 sähköpostissa

 puhelinpalaverissa

 yrityksen sisäisissä toimintamalleissa (koulutukset, webex, infot, tavoitteet)

vieraiden kanssa
työmaalla
IT-ongelmissa
kertoessasi työstäsi / itsestäsi
opettaessasi / ohjatessasi tuotteisiin liittyen

messuilla

Kuinka koet yrityksen sisäisen viestinnän (intraweb, webinars, corporate briefings, company News) tavoittaneen sinut?

Koetko että kielitaitosi on vaikuttanut tähän?

Aseta seuraavat kielitaidon osa-alueet tärkeysjärjestykseen työsi kannalta. (1- vähiten tärkeä, 6- tärkein)

Suullinen

Kirjallinen

Kuullunymmärtäminen

Luetunymmärtäminen

Kieliopin tuntemus

Ammattisanaston tuntemus

Koetko, että yritys voisi kannustaa sinua kielenoppimiseen jollain tavalla?

Uskotko, että oma kielitaitosi vaikuttaa yrityksen menestykseen seuraavilla osa-alueilla?

	Ei ollenkaan	Hyvin vähän	Jonkin verran	Huomattavasti	Todella paljon
Liikevaihto					
Kuinka asiakas kokee tehtaan					

Kuinka konserni kokee tehtaan

Koetko, että (company name) -organisaatioon liittyvä sanasto (examples of the special terms) on sinulle tuttua?

Kyllä

Osittain

Hyvin vähän

Ei ollenkaan

En tiedä

Koetko, että tarvitsisit työhösi liittyen kielikoulutusta jostain kielestä tai jonkin kielen osa-alueesta? Miksi?