

Issues surrounding English language use in business in non-Anglophone countries: French Case Studies (Part 1)

非英語圏諸国のビジネスにおいて使われる英語の諸問題：フランスにおける
ケーススタディー(その1)

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キーワード：英語、リングフランカ、態度、認識

Abstract

One of the consequences of globalization lies in the alteration in linguistic ability required of staff in the workplace. The organic expansion of companies along with mergers and acquisitions across borders have brought with them a rapid increase in the need for English, and in international companies located in non-Anglophone countries a need for a functional bilingualism in workers at many levels of a business. This is necessary to facilitate the smooth running of the office, ensure efficient business dealings with native speakers of English in other companies, non-native speakers of English needing to communicate using the established lingua franca, as well as Anglophones at headquarters abroad, when, for example, these are in North America. Part of a project in progress, this work focuses on two companies in which English is one working language of two or three. Using questionnaires with follow-up interviews, it looks at who is using English and how and assesses attitudes to English. The two companies focused on were Infores and Toyota France. The study shows the importance of English as a working language at different levels of non-Anglophone companies in a non-Anglophone country. The attitude to English in the companies studied is positive.

要約

グローバリゼーションがもたらした結果のひとつに、職場で要求される言語能力の変化がある。企業合併、海外進出に伴う組織の拡大により、英語への必要度は急速に増大し、非英語国の国際企業においては、企業内の様々なレベルの仕事において機能的バイリンガル能力を持つ働き手を

必要とされるようになった。英語力は職場の円滑な運営に必要であり、他の企業の英語母語話者や共通語としての英語を使うことにより意思伝達することが必要な非英語母語話者は北米に本社を置く会社の幹部英語話者などとの効果的な交渉をするために不可欠である。進行中の研究プロジェクトの一部として、この報告は仕事で使われる2ないし3言語の内の一つとして英語を用いる企業を対象としている。アンケートと事後インタビューを用いて、2つの企業において誰がどのように英語を用いるか、および英語への態度を考察する。ここで取り上げる2つの企業とはフランスに拠点を置く企業で、一社はアメリカの企業 Infores と、もう一社は日本の企業 Toyota Franceである。

Introduction

English language teaching continues to be a multi-million dollar industry and people worldwide struggle to learn the language in order to improve their career prospects and future lives. Literature on the impact of English globally abounds. Its position as the lingua franca, concrete data describing its uses and the extent of its influences, in addition to compelling reasons for aiming at competence in the language are succinctly laid out in the frequently cited *The Future of English* (Graddol, 1997), an established reference. What is missing in the research is an insight into how English is used in the workplace and what attitudes and issues exist there. Educators want to see some outcomes of their language training efforts and see what is required of them. They also want to see the results of the investments in time spent learning the English language by learners (now become workers). Was their language-learning experience adequate, failing in some way or useless? It would be particularly useful to know what the situation is in non-Anglophone countries, as many non-native speakers of English using the language in their daily work-lives are using English in their own countries, not on assignments overseas.

English is becoming progressively more crucial in companies in non-Anglophone countries as companies themselves develop or are taken over in this age of mergers and acquisitions. But research on English use in them is only just beginning to appear. A small study isolating English-intensive jobs has been found on English in businesses in South America (Ozaki, 2010) but the author could find none focusing on English in business in Asia which will feature in Part 2 of this study. It appears that the latest

studies on English use are being carried out in Europe. The ELAN.cat (2006) report, whose key findings from language research in the workplace showed the economic impact and lost business owing to poor communication skills in Catalonia is one of the recent studies available. A large study recently made in Italy, (Incelli, 2008) drew similar conclusions. Two further, often-cited studies on language in business led by Stephen Hagen (1999, 2006) also looked at the negative effects of foreign language skills shortages from the point of view of its economic impact. Little research is available on the situation in France though the author found unexpected results regarding attitudes, in a general study, unfortunately not specific to business (Bakke, 2004), which provided unexpected results regarding positive attitudes to English in France. It concluded that the view that the French are anti-English is stereotypical and the attitude to British English (though not American English) is quite positive. However Bakke found in the French a negative attitude to speaking the language which they attribute to a language-teaching problem in France. This matches one of the questions raised in the present paper.

Another study which touches on English in business (but with a main interest in language and European Youth) is Berns' (2007) *In the Presence of English*. It is informative about the role of English, the influence of media in language acquisition and other variables which create positive or negative attitudes in young Europeans.

The demand for English is strong in the French workplace (Margie Berns et al p 20). Truchot (1997) found that there was a requirement for language (95% requiring English) in on average 70% of the jobs posted in *Le Monde*, a major French newspaper. It would therefore seem timely to find out what happens once workers are in the companies requiring such language skills.

Background, Goals and Innovation

This paper seeks to address the following questions: 1. What is the status of English in your office, who is using it in the workforce, and what is its importance? 2. What attitudes exist towards English and why? The hypotheses are 1. English competence is crucial for the workforce in non-Anglophone companies in a non-Anglophone

environment 2. French workers have a negative attitude to English.

Aside the innovative nature of this ongoing research, the chances for its success lie in its non-threatening aspect. Enquiries in business are most often undertaken by governmental bodies, internal or external auditors or other companies. All come with a potentially threatening agenda. The present enquiry, coming from academe and having as its goal to inform pedagogy, is not only non-threatening but of a positive nature for employees. In addition, the object of enquiry was English but the language of enquiry was French. This makes the situation more comfortable for respondent and makes an honest dialogue more likely.

Reasons originally prompting the study were two-fold. First, the author learned how a poor level of English inhibited the career progress of a French acquaintance when the company was taken over (bought out) by a foreign organization. Secondly, a different French acquaintance working in a foreign company headquartered overseas but with a large business concern in France, struck up a conversation in competent English with the author, when the language of communication prior to that had for many years been French.

The study, at this stage of the project, is not intrinsically comparative, (though some obvious comparisons have been isolated in the findings), therefore the size of the companies and study group is considered unimportant.

Materials and Method

Data was collected in two international companies, both operating in Paris, Infores (a market research company) and Toyota France (an automobile sales company). The first company is a wholly-owned subsidiary of Symphony IRI Group (most recent available figures: 2008 revenue \$700,000,000, 3500 employees, of whom 600 work in France). The second company is a wholly-owned subsidiary of Toyota Motor Company (2010 estimated revenue \$2 billion, 300,000 employees worldwide, 175 at Toyota France).

A full working day was spent at each office, questionnaires were distributed and completed, and follow-up interviews were conducted. In total, 29 questionnaires were

completed, 22 in the first company, with 7 follow-up interviews. In the second company, 7 questionnaires were distributed and all respondents were interviewed. 27 of the respondents were French nationals, the other two were Japanese residing in France. Note was taken of nationality when analyses were done and findings being drawn up.

The questionnaire (French, see Appendix 1 and rendering in English Appendix 2) was broken down into 30 statements, of which 20 were graded items on a Likert Scale (Likert, 1932). Another bipolar scaling method measuring emotional association with a word, Osgood's 1957 Semantic differential scale, made up the final 10 items of the questionnaire. (see Findings). In this section each respondent was requested to choose where his or her position lay on 10 Semantic differential scale items, in answer to the question 'where do you situate your response to the English language. At interview, respondents were encouraged to expand on responses made in the questionnaire and to give further details about their work and their feelings about English.

Introduction to the question range and categorisation

Four question categories were established for the enquiry and questionnaire items were designed to gather information about these:

1. Who is using English in your company and with whom?
2. As the Lingua Franca, English has a growing importance in the workplace worldwide. How is your company responding to that?
3. What is your attitude toward English?
4. How do you rate your English level and English learning experience?

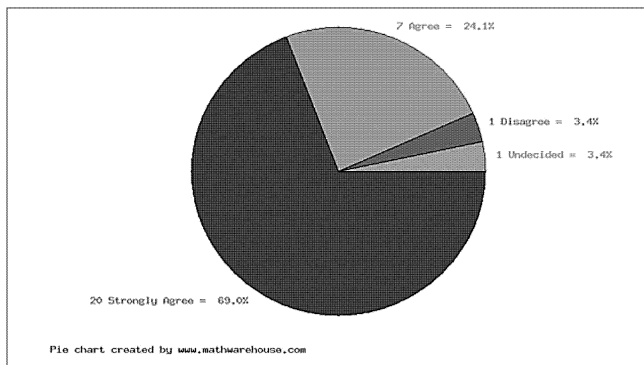
Findings

English competence is important for workers in a non-anglophone international company, even in a non-Anglophone environment

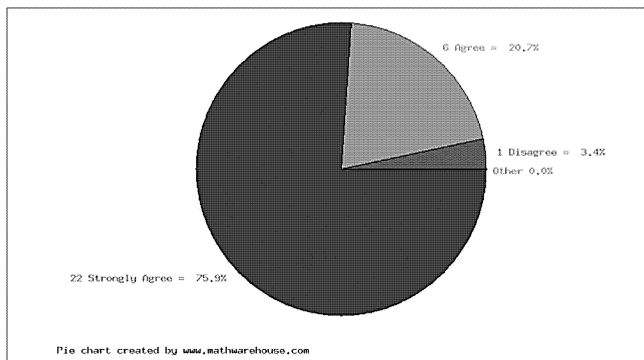
Given the position of English as the Lingua Franca, English competence is required

and English will be in regular use in an international company, even when it is operating in a non-Anglophone country. Responses to statements 1, 3 and 4 and 19 (Category 1: Who is using English?) support this. For statement 1, 75.9% of respondents strongly agreed that English is almost always used in communications with foreign companies and 20.7% agreed, and for statement 3, 69% of respondents strongly agreed that they almost always communicate in English with subsidiary companies and 24.1% agreed with this (see Chart 1 below). For statement 4, respondents disagreed or strongly disagreed with the statement that only managers need to communicate in English in their company (51.7% and 24.1% respectively). Confirming the importance of English as a useful communicative tool, in answer to statement 19 'English is useless in my professional life', all respondents said that they disagreed or strongly disagreed with this (27.6% and 72.4% respectively). There were significant differences in response frequencies in statements 1 ($\chi^2=60.83$, $df=3$, $p<.01$), 3 ($\chi^2=48.76$, $df=3$, $p<.01$), and 19 ($\chi^2=58.07$, $df=3$, $p<.01$).

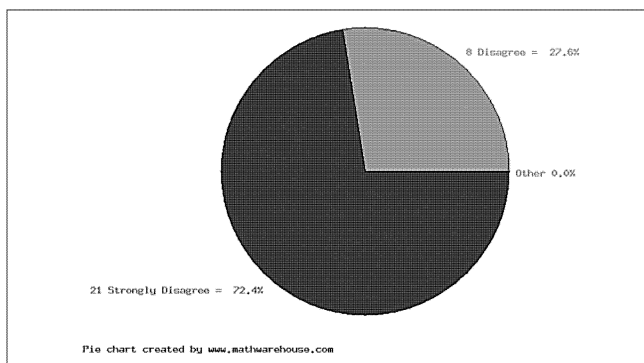
Qu1. Foreign Companies almost always use English in their communications with us.



Qu3. I almost always communicate with our subsidiary companies in English



Qu19. English is useless in my Professional Life



Concerning Category 2, if a company acknowledges the importance of English in the workplace, company policy will reflect this. Responses to statement 2 support the tenet. 55.2% of respondents strongly agreed that the company sponsors language training for its employees and 37.9% agreed. 6.8% of respondents were undecided or disagreed. However, in response to statement 6, less than half of the respondents (44.8%) agreed that English is a criteria for promotion in their company and responding to statement 5, just under half (48.3%) thought that recent recruitment favours candidates who use English proficiently (41.4% agreed and 6.9% agreed strongly, 31% were undecided and 20.7% disagreed). Regarding evaluation of English level (using tests such as TOEFL - Test of English as a Foreign Language or TOEIC - Test of English for International Communication), the enquiry in statement 7, 42% of respondents agreed that these tools are indispensable, almost one third of the respondents were undecided about this. There were also significant differences among response frequencies in statements 2 ($\chi^2=36.34$, $df=3$, $p<.01$), 5 ($\chi^2=16.69$, $df=3$, $p<.01$), 6 ($\chi^2=10.83$, $df=3$, $p<.01$) and 7 ($\chi^2=10.21$, $df=3$, $p<.01$).

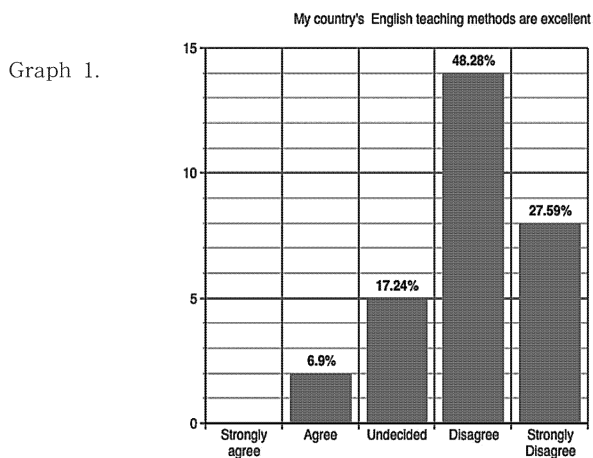
French workers have a negative attitude to English and language teaching.

Statements 9, 11, 12, 13, 15, 17, 18, 20 (Category 3: What is your attitude toward English) help gauge whether French workers attitudes are negative or not.

Of the most significant findings, respondents agreed overwhelmingly (89.65%) that they like English (statement 11) In response to statement 17, 'it is quite natural that academic publications and commercial publications, like websites, should primarily be

in English', combining those answering that they strongly agree and those answering that they agree, (6.9% and 44.8% respectively) 51.7% agree that this is normal. In response to statement 18, 17 respondents (almost 61% of the sample) thought it not unacceptable that the global language should be English. Concerning entertainment, respondents in the main preferred to watch film in the original language of production, not dubbed into French, just over half (51.7%) of the respondents said they preferred to watch film in its original production language. 31% disagreed with this and 17% were undecided. There were significant differences in response frequencies in statements 17 ($\chi^2= 17.03$, $df=3$, $p<.01$) and 18 ($\chi^2= 23.95$, $df=3$, $p<.01$).

Statements 8, 9, 10, 14, 16 (Category 4: What is your opinion about your level of English?) provide information about respondents' perceptions of their English level in addition to some insight into their attitudes. 75.86% of respondents said that they read English better than they speak it, (statement 14.) 62.06% of them said that they write it well (statement 16) and 37% of the respondents think that English is less accessible to French nationals than Latin languages (statement 9) are but over half the respondents, 51.8% disagreed. The two Japanese nationals' results were not put in this equation. 75.86% of respondents. The most significant result in this category was the response to statement 8, 'My country's English teaching methods are excellent' (see graph 1). 48.28% of respondents said that they disagree with the statement and 27.59% of them said they strongly disagree, that is 75.87% in total. Statement 8 had significant differences among response frequencies ($\chi^2=20.83$, $df=3$, $p<.01$).



Below are the results of two very different responses on the Semantic differential

items presented:

Co.1. Respondent who considers himself poor at English

	1	2	3	4	5	
1. difficult	: _____ :	: _____ :	: <u> x </u> :	: _____ :	: _____ :	easy
2. offputting	: _____ :	: _____ :	: <u> x </u> :	: _____ :	: _____ :	pleasant
3. useless	: _____ :	: _____ :	: _____ :	: _____ :	: <u> x </u> :	indispensable
4. intrusive	: _____ :	: _____ :	: <u> x </u> :	: _____ :	: _____ :	welcome
5. poor	: _____ :	: _____ :	: <u> x </u> :	: _____ :	: _____ :	rich
6. simple	: _____ :	: _____ :	: <u> x </u> :	: _____ :	: _____ :	complex
7. obscure	: _____ :	: _____ :	: <u> x </u> :	: _____ :	: _____ :	clear
8. ambiguous	: _____ :	: _____ :	: _____ :	: <u> x </u> :	: _____ :	precise
9. boring	: _____ :	: _____ :	: _____ :	: <u> x </u> :	: _____ :	interesting
10. beautiful	: _____ :	: _____ :	: <u> x </u> :	: _____ :	: _____ :	ugly

Co. 2. Respondent who considers himself good at English

	1	2	3	4	5	
1. difficult	: _____ :	: _____ :	: <u> x </u> :	: _____ :	: _____ :	easy
2. offputting	: _____ :	: _____ :	: _____ :	: <u> x </u> :	: _____ :	pleasant
3. useless	: _____ :	: _____ :	: _____ :	: <u> x </u> :	: _____ :	indispensable
4. intrusive	: _____ :	: _____ :	: _____ :	: <u> x </u> :	: _____ :	welcome
5. poor	: _____ :	: _____ :	: _____ :	: <u> x </u> :	: _____ :	rich
6. simple	: _____ :	: _____ :	: _____ :	: <u> x </u> :	: _____ :	complex
7. obscure	: _____ :	: _____ :	: _____ :	: <u> x </u> :	: _____ :	clear
8. ambiguous	: _____ :	: _____ :	: _____ :	: <u> x </u> :	: _____ :	precise
9. boring	: _____ :	: _____ :	: <u> x </u> :	: _____ :	: _____ :	interesting
10. beautiful	: _____ :	: _____ :	: _____ :	: <u> x </u> :	: _____ :	ugly

Discussion

Hypothesis 1. English competence is crucial for the workforce in an international company in a non-Anglophone environment

It is a common trend for larger companies in Europe to use English as a working language and the recent ELAN.cat study (2006), surveying companies in Catalonia, perceived as far less international a location than Paris, found that 25% of companies (with 100-245 workers) use English as a working language. The present results suggest

that English, if not a stated working language, is certainly in regular demand in the two companies visited. Workers need to use English both with branches and customers for practical and organizational reasons. Toyota France is a wholly-owned subsidiary of TMC Japan. It would follow and is in-keeping with recent linguistic research that a majority of non-natives are more likely to communicate with other non-natives in the Lingua Franca English rather than one of their own native languages, in this case Japanese or French. Similarly, Infores is part of a multi-national company, Symphony-IRI, based in Chicago in North America and English would be a natural language of communication choice here also, first because fewer Americans speak French, a fact lamented by President Obama (2008) and Spanish foreign language education is growing in contrast (Emily Ser, 2009), but also because the French would be expected to speak English, even if there were no hierarchical issue in play. Moreover, in one interview, the author learned that some colleagues in the organization (Infores) might sometimes speak French but accent would make comprehensibility difficult so the interaction would soon revert to English. Examples were of Indian, Spanish and Italian colleagues. Concerning the latter, older Spaniards (45+) and Italians would be expected to have better French than English but English language teaching has overtaken French teaching in recent decades in these countries.

English is not required only by managerial staff but throughout the workforce at Infores, though this has not been verified at Toyota France. In both companies a range of communications in English is required: reading/writing of emails, marketing or other reports and press releases; reading of feedback from international conferences and 4-skills competence in meetings for example in England or other Anglophone countries. Much of the required competence is in reading and writing but spoken competence is also necessary, for example for powerpoint presentations, conference calls, and weekly phone reports.

Because companies are acknowledging the pressing need for workers with good English communication skills, they often offer staff or require staff to have language training. The results show that this is true at these two companies though neither company appears to offer systematic training or regular / sustained language programs. Toyota France offers more opportunities than Infores. Interestingly, although less than

half of the respondents thought that recent recruitment favoured those with strong English language skills, at interview a senior executive confirmed that at least in the past half decade nobody had been recruited without a good command of English. Corroborating this, a 25 October 2010 advertisement for a Data Processing Engineer for Infores asked for the following profile requiring candidates to be perfectly bilingual:

***Profil** : De formation Ingénieur, vous êtes à l'aise dans l'environnement informatique. Vous êtes parfaitement bilingue (Anglais). Vous êtes volontaire, rigoureux et organisé, bon communicant (Oral & écrit) (Cadres Apec France).*

TOEIC (Test of English for International Communication) has become one of the most widely-used tests in business, some 4.5 million examinees taking it per annum worldwide. The number of test takers in France is in third place worldwide after Korea, no other European country coming near its level of numbers. (Chateau, 2009). It has been embraced by the French Navy among other prominent establishments, and for over a decade some 30 Ecoles d'Ingénieurs (see ETS website) and many 'grandes écoles' have required its students to have a high score (around 750) to enter their schools. The test has been criticized for its multiple-choice format and for not testing communicative ability (ebid, 2009) but it continues to attract growing numbers of test-takers.

In the present study, 6 of the 29 respondents in the present study had taken either TOEIC (created for the Japanese government as an alternative to the more academic TOEFL - Test of English as a Foreign Language) or TOEFL. One male and one female had taken both and 3 males had taken TOEFL, one of which was a Japanese national, and one other female had taken it. All were aged between 25 and 45. One female respondent between 25 and 45 had taken BULATS, a British-grown business English test. It was unexpected that so many respondents had no opinion about whether such tests are useful or not. 32.1% answered 'undecided'. This led the author to query whether all respondents knew about these tests. Clearly the 42.8% who consider the tests indispensable are familiar with them, but one respondent ignored the question entirely and put a question mark next to the statement, confirming

ignorance. In future studies acronym explanation should be provided, for information purposes and out of courtesy to respondents.

It should be noted that while English can be and is likely to be increasingly used as a working language in non Anglophone countries, the legal language in companies operating on French soil remains French, which means that legal communications must be in French. This has been law since 1994 (law 94-665 of 4 August 1994) and is known as the Toubon Law, (Toubon being the Minister of Culture at that time) and mandates the use of the French language in official government publications, in all advertisements, in all workplaces, in commercial contracts among others.

In contrast to these requirements for English in companies in non-Anglophone countries, an interesting example of a French company attempting to make it possible for their foreign staff to communicate in French is that of a major French bank. This bank offered French classes twice a week and at different levels for its non-French employees working in London (personal communication, Alliance Française teacher who established the program in the mid-1980s) so reinforcing the position of the French language in its offices in a non-Francophone country.

Hypothesis 2. French workers have a negative attitude to English.

Britain and France have a long history of rivalry and the battle of the languages is one that has persisted through into the 21st Century. The prowess of English as the global language is due to the economic success of the United States, not Great Britain, but historically it was with Britain that France vied for economic and linguistic power. It is only recently that French has been losing its position as the established diplomatic language, for example. One might therefore expect a resistance to the use of English in the workplace and a generally negative attitude to it. The results of this small study suggest otherwise.

First, a majority of respondents like English (see findings). In addition well over half thought that the position of English is acceptable as a global language. This is not a view shared by the French establishment (see the Toubon Law, above), but perhaps

this can be explained by a young sample of employees in the study or the fact that they are working in international businesses and / or pro-English. It may be of note that only one quarter of the respondents are over 45 years of age. A final mark of a positive approach to English is the willingness to watch film in its original language of production. Traditionally, the French dub film and television series alike. In the study, just over half of the respondents preferred to watch film in its original language.

The Semantic Differential Items allowed the author some interesting observations of the respondents' attitudes to English or their English ability. Generally speaking speakers seeing themselves as poor communicators in English seem to choose the median or to the left of the scale whereas speakers with more confidence in their English language ability choose items to the right. No clear results could be ascertained, pending further data. However, at interview, an overwhelming number of the linguistic items interviewees chose to advance as their responses to English denoted a positive attitude to the language. They were asked to describe English and to say what English meant to them. Chosen items included 'precise', 'rich', 'subtle', 'useful', 'efficient', 'elegant', 'complex', 'global', 'progress', 'passion', 'exchange', 'passport', 'work', 'pleasure', 'tool', 'necessity', 'communication'.

The most interesting results and additional information coming up at interview concerned respondents opinions of their English level. It was no surprise that most thought that they wrote and read English better than they spoke it, given that speaking is more taxing. However they inexplicitly attributed at least some of the responsibility for their poor communication skills and disappointing English level to the language teaching they received at school. This was true of the whole group irrespective of age, with responses supported in interviews. Comments included the view that English education in France is 'catastrophic', that English education is too academic and impractical and not good at the primary level. There were complaints that teachers are good at grammar but can not and will not speak. In addition some respondents corroborated a finding by French sociolinguist Claude Truchot concerning perfection. (Truchot, 1997): teachers demand perfection. At interview, one respondent said that people are very afraid of making mistakes in English. He spoke of the 'per

fection barrier'. Another spoke of the psychological barrier where language is concerned. Concerning the criticism of language teaching, the two Japanese respondents shared their French colleagues' negative feelings. This is not to say that personal responsibility was refused. As reported, 41% acknowledged not putting above-average effort into English language learning but the majority were more damning of language education.

Conclusion

This study is a work in progress and this article comprises an interim report. The study goes some way to supporting the first hypothesis that English is an indispensable tool for non anglophone international companies even when they operate in non-Anglophone countries. However, many more companies need to be investigated before any concrete conclusions can be drawn.. The second hypothesis that the French worker has a negative attitude to English was largely refuted and it was found that positive attitudes to English were the norm, though the respondents had serious reservations about language teaching in their countries.

No research method is infallible and in the case of Likert scales one can speculate about the motivations any respondent may have for his responses, not least what Garrett et al (2003) call the social desirability bias: a tendency to give socially appropriate answers to appear well-adjusted, rational, open-minded and democratic. However, the research methods used in the study appear well-suited to the purpose although the questionnaire would benefit from refinement. On a technical level, reliance on notetaking during interviews was a grave error. Future interviews must be recorded, preferably with a video recorder. After some remodeling, there are countless companies in Europe and Asia which will be good targets for this research. In Japan alone there are two prominent companies which have recently declared that they will use English as the official language in the company. These two companies are Rakuten and Uniqlo and should be investigated. The questionnaire should be translated into Japanese and workers interviewed in their own language in order to get optimum results. The researcher is not an ethnographer exactly here, but by speaking the respondents' language a relaxed, unthreatening research environment can

be created.

Some implications for language study come from this study. We saw that students do not become useful functionally bilingual employees if the early experiences of language learning are not made to be made practical and effective. A communicative aspect of English language learning should be favoured as students begin to master its basics structures.

Finally, the most significant observation, if we allow a comparison of the two companies under investigation, is that the growth in company 2 was organic but company 1 became international as a result of a takeover. Employees who had been in the company before that takeover found themselves thrown into a workplace with a different working language from the one which they knew and operated in when it was a national market research success. Suddenly, owing to a takeover by a company in another nation, employees found themselves linguistically ill-equipped for work in a global environment. Educators need to cater to the economic and language needs of companies and employees. For as Willy Brandt once said, "If I am selling to you, I speak your language. If I am buying, dann müssen sie Deutsch sprechen" (DePalma, 2006). He who pays the piper calls the tune The tune is in the language of the piper.

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Appendices

Appendix 1

ENQUÊTE (VERSION FRANÇAISE)

Bonjour, je m'appelle Beverley LAFAYE. Je représente une université japonaise, Tokai Gakuen Daigaku, et je fais une étude sur l'anglais dans le cadre professionnel dans des pays non-Anglophones. Vous m'aideriez beaucoup en répondant à ce questionnaire à cette enquête avec la plus grande franchise. Je vous remercie par avance pour le temps que vous voudrez bien m'accorder. Toutes les informations personnelles que vous fournirez resteront anonymes.

PREMIERE PARTIE

Instructions: Pour chaque proposition, cochez la case qui reflète le mieux votre opinion.

Exemple: J'aime la musique classique. Tout à fait d'accordPas du tout d'accord

- | | | | | | |
|----------------------|-----------------|-------------------------------------|----------|---------------------|----------------------|
| Tout à fait d'accord | Plutôt d'accord | <input checked="" type="checkbox"/> | Indécise | Plutôt pas d'accord | Pas du tout d'accord |
|----------------------|-----------------|-------------------------------------|----------|---------------------|----------------------|
1. Les entreprises étrangères ayant un contact avec mon entreprise communiqué presque toujours avec nous en anglais
- | | | | | | |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
| Tout à fait d'accord | Plutôt d'accord | <input type="checkbox"/> | Indécise | Plutôt pas d'accord | Pas du tout d'accord |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
2. Mon entreprise subventionne l'apprentissage de l'anglais
- | | | | | | |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
| Tout à fait d'accord | Plutôt d'accord | <input type="checkbox"/> | Indécise | Plutôt pas d'accord | Pas du tout d'accord |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
3. Je communiqué presque toujours avec les filiales de mon entreprise dans d'autres pays non Anglophones en anglais
- | | | | | | |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
| Tout à fait d'accord | Plutôt d'accord | <input type="checkbox"/> | Indécise | Plutôt pas d'accord | Pas du tout d'accord |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
4. Seul l'encadrement a besoin de communiquer en anglais dans cette entreprise.
- | | | | | | |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
| Tout à fait d'accord | Plutôt d'accord | <input type="checkbox"/> | Indécise | Plutôt pas d'accord | Pas du tout d'accord |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
5. Les personnes embauchées ici durant les derniers 5 ans manient bien l'anglais.
- | | | | | | |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
| Tout à fait d'accord | Plutôt d'accord | <input type="checkbox"/> | Indécise | Plutôt pas d'accord | Pas du tout d'accord |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
6. L'anglais est un critère de promotion dans cet entreprise.
- | | | | | | |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
| Tout à fait d'accord | Plutôt d'accord | <input type="checkbox"/> | Indécise | Plutôt pas d'accord | Pas du tout d'accord |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
7. Les tests tels que le TOEFL, TOEIC, FCE, CPE etc sont des outils indispensables pour évaluer son niveau d'anglais
- | | | | | | |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
| Tout à fait d'accord | Plutôt d'accord | <input type="checkbox"/> | Indécise | Plutôt pas d'accord | Pas du tout d'accord |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
8. Les méthodes d'apprentissage de l'anglais au niveau secondaire dans mon pays sont excellentes.
- | | | | | | |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
| Tout à fait d'accord | Plutôt d'accord | <input type="checkbox"/> | Indécise | Plutôt pas d'accord | Pas du tout d'accord |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
9. L'anglais est moins accessible à mes compatriotes que le sont les langues Latines.
- | | | | | | |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
| Tout à fait d'accord | Plutôt d'accord | <input type="checkbox"/> | Indécise | Plutôt pas d'accord | Pas du tout d'accord |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
10. J'estime que j'ai fourni un effort supérieur à la moyenne pour étudier l'anglais.
- | | | | | | |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|
| Tout à fait d'accord | Plutôt d'accord | <input type="checkbox"/> | Indécise | Plutôt pas d'accord | Pas du tout d'accord |
|----------------------|-----------------|--------------------------|----------|---------------------|----------------------|

TROISIEME PARTIE: DONNEES PERSONNELLES

Nationalité: Français(e) ____ CEE ____ Autre nationalité ____

Marié(e): ____ Célibataire ____ Sexe: Homme ____ Femme ____

Age: Moins de 25 ans ____ entre 25 et 45 ans ____

Plus de 45 ans ____

Diplômes: Le BAC (ou équivalent) ____ BAC plus 2 ____ BAC plus 4 ____

Connaissance d'anglais:

Je comprends l'anglais:

un peu ____ bien ____ très bien ____

Je parle l'anglais:

un peu ____ bien ____ très bien ____

Merci beaucoup B E Lafaye

Appendix 2

QUESTIONNAIRE: ENGLISH TRANSLATION

1. Foreign companies communicate with my company almost exclusively in English
2. My company sponsors English language training
3. I communicate with our subsidiaries and branches in other non-Anglophone countries in English
4. Only middle managers and executives need to communicate in English in this company
5. Staff recruited by my company in the last 5 years use English well
6. English is a criteria for promotion in this company
7. Tests such as TOEFL, TOEIC FCE, CPE are indispensable tools with which to evaluate one's English level
8. Language teaching methods at secondary schools in my country are excellent
9. The English language is less accessible than are Latin languages to nationals in my country
10. I think I have made an above average effort to study English
11. I like English
12. I have several English friends
13. A period of study abroad is indispensable in order to master a foreign language
14. I read English better than I speak it
15. I prefer watching films in the original language rather than dubbed in French
16. I write English well
17. It is right that academic and commercial (for example website) publications should primarily be in English.

18. The position of English as the global language is unacceptable to me
19. English is useless to me professionally
20. English loanwords, like 'walkman' 'weekend' etc bother me