

DOCTORAL THESIS

**MULTILINGUALISM IN THE WORKPLACE:
THE VOICE OF PROFESSIONALS**

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Preface

Multilingualism has been the keyword for me over the last three years working on this thesis. It has been a great pleasure to work on this topic, especially in such a fascinating context as the Basque Country. The Basque Country is a bilingual region in Spain with a minority and a majority language, respectively Basque and Spanish, that also has given place to the international language English under influence of nowadays globalization, and to some extent also to other additional foreign languages, such as French from the neighbour country.

I have been able to carry out this research project from a quite unique point of view. Being a foreigner in this country allowed me to analyze the situation from an outsider's point of view, without the personal histories and interferences that a local researcher might have. However, having learned both the languages of the Basque Country, Basque and Spanish, and having been immersed completely in the Basque culture, I also have been able to get close to the Basque Country's inhabitants.

Furthermore, I have been lucky to have been given opportunities to do some enriching related activities alongside my PhD. The collaboration with Langune, the association of language industry in the Basque Country has been very interesting, and has given me the chance to see from close what is going on in the professional world of language industries in the Basque Country. Not only have I been able to participate in work groups on multilingualism in the workplace, also have I been able to present results of my research project in the conferences we organized for companies, in order to transfer my academic results to the professional world, following the main aim of the program Zabalduz. I also had the opportunity to teach an English course in a logistics company while writing this thesis. This has given me the opportunity to contrast the results of my research project with my

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I hope my particular perspective, my experience and the fascinating multilingual context in which this research project is carried out will provide as much pleasure reading this thesis as having written it.

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List of abbreviations and symbols

BAC	Basque Autonomous Community
CAE	Certificate in Advanced English
CLIL	Content and Language Integrated Learning
CPE	Certificate of Proficiency in English
EBPN	Euskara Biziberritzeko Plan Nagusia (General Plan for the Promotion of the Use of Basque)
EC	European Commission
EGA	Euskararen Gaitasun Agiria (Equivalent to a C1 level in Basque)
ELAN	Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise
EME	El Marco de referencia Estándar (Standard Reference Framework)
ESEP	Euskara Sustatzeko Ekintza Plana (Action Plan for the Promotion of the Basque Language)
EU	European Union
FCE	First Certificate in English
FoM	Focus on Multilingualism
L1	First language
L2	Second language

LMS	Language Management Strategy
LPP	Language Policy and Planning
PIMLICO	Promoting, Implementing, Mapping Language and Intercultural Communication strategies in Organizations and companies
RDI	Research Development and Innovation
ROI	Return on Investment
SME	Small and Medium-sized Enterprises
UPV/EHU	Universidad del País Vasco / Euskal Herriko Unibertsitatea (University of the Basque Country)
*	Significant difference

1. Introduction

1. Introduction

In this chapter, the first step is to describe briefly the field of research of this thesis on multilingualism in the workplace (section 1.1.). In the next section (1.2.) we will explore this research area further and we try to identify some gaps, in order to see how new research could contribute to the field. Then, the purpose of our research project, to contribute to this field of research, will be set out (section 1.3.). Finally, the structure of this thesis will be outlined (section 1.4.).

1.1. Multilingualism in the workplace as a field of research

We find ourselves nowadays living in a globalized world. This means that our environment is no longer limited to the boundaries of our villages, cities or even countries. Our living space has expanded and inhabitants of other countries and cultures now have become almost like our neighbours. However, those ‘neighbours’ have different languages and cultures.

Following up on such consequences of globalization, certain topics have become trending in linguistic research, such as multilingualism. More specifically, multilingualism in the workplace is an area which has recently gained in interest among several researchers. Globalization has led to a situation wherein employees of companies that are willing to operate at the international market, have to deal with different languages in their daily professional tasks. Linguistic researchers have therefore tried to shed light on the policies and practices related to language use in multilingual workplaces (e.g. Gunnarsson 2012, 2013; Angouri, 2013). Studies have been carried out not only on academic level, but also for applied political reasons. For example, the European Commission (2006, 2011a, 2011b) has done a great effort to study the economic effects of language management in

international companies operating at global markets, in order to raise awareness of the importance of this generally neglected aspect of business management. The European Commission has identified language skills as a key factor in achieving economic growth and employment in companies.

A topic that is related to the consequences of globalization and multilingualism in the workplace is without doubt language education, especially at university level. It is in language education, where students are supposed to acquire the languages they will need later on in life in their jobs. It is, among others, because of the future professional perspectives that languages have been included in the curricula of institutes of higher education. Marchand et al. (2013, p. 293-294), questioned the fact about these educational activities, including language teaching, that “the aim of those activities is to prepare students for their professional lives, but do we sufficiently verify whether the activities meet their aims? In other words, do we verify that what we sow through our educational activities is really what we want to reap?”. Also at a political level, the European Commission (2006) has made clear recommendations to improve the link between business and higher education in relation to language learning and the Commission has suggested that there should be a better collaboration between both. Contextualization of courses and qualifications should be improved to adapt better to the business context.

This recent attention to multilingualism as an object of investigation and policy, either in the workplace or in relationship to higher education, is generally associated with the use of English as a global language. It is beyond any doubt that English plays an important role as a lingua franca in many contexts in society nowadays (Seidlhofer, 2011; Jenkins, 2013). Attitudes towards this global role of the English language are going in different, even opposite directions, as some people consider English to be a

serious threat to linguistic diversity and others see English as the great facilitator of globalization and as a necessary common language. Attitudes towards the role of English are usually even more antagonistic, when it comes to bilingual regions where a minority language is in active use by the population. As Stavans and Hoffmann (2015) point out, linguistic minority communities are usually under pressure to maintain loyalty towards their language whereas the majority community perceives the minority language as just a mere possible option. Processes of globalization may bring additional pressure for the linguistic load of a minority community but such processes may also bring new opportunities with them and in specific cases increase the prestige of a minority language. The continued existence of linguistic minority groups can be encouraged by pluralist policies of a state that offers formal recognition of the minority languages in its territory and follows it up by effective measures to solve language conflicts and support for language maintenance.

As we will see later, many interesting aspects related to multilingualism have already been studied. On the one hand, multilingual practices and policies in the workplace and its relationship to higher education have been investigated in different contexts. For instance, Archan and Dornmayr (2006) underline the importance of language learning in education for its use in the Austrian workplace. Also the CBI (2012) carried out a survey in the UK to find out what employers need from education. On the other hand, research studies also have analyzed the relation between global and local languages.

Examining multilingualism in the workplace in its own right is interesting in order to find out how different languages are used and many studies have been carried out, but in general qualitative case studies by means of interviews are scarce. Quite some studies present statistics of language needs in companies, especially on European level, like those of Hagen (1999),

Vermeren (1998) and Archan and Dornmayr (2006). Although they provide very interesting data on multilingualism in the workplace, all of them are quantitative analyses, based on questionnaires (Lavric, 2008). They present compelling statistical information on language needs, but do not provide insight in the daily practice of language choice in companies. Studies that are generally lacking are qualitative case studies with interviews as the main research tool, or observations, in order to answer the next question, made by Lavric (2008): “Wer (in einem bestimmten Unternehmen) spricht welche Sprache, mit wem, in welcher Situation und Warum?” (Who (in a certain company) speaks which language, with who, in which situation and why?) (Lavric, 2008: p. 193).

Furthermore, studies on multilingualism in the workplace often tend to be in fact studies on English as a lingua franca in the workplace. Amelina (2010) points out that a substantial part of the research on multilingualism at work is focused on the use of English without taking into account other languages or varieties in the linguistic repertoire of the speakers and/or the speech community. The emphasis on English overlooks the role and functions of such other languages and the overall impact of multilingualism and thus might overestimate the role of English. Actually, her study calls attention to the circumstance that English is mainly used for discussing professional subjects and also as an improvisational measure when no language in common is available. However, the study also shows that the mother tongues of the employees and the host languages of the company are the main languages used for networking and for personal relationships and those are also the most significant for further career development. Those languages and not English are thus important for international career construction and

as she concludes, should therefore be considered when studying multilingualism in the workplace.

Moreover, studies on international companies in monolingual political units - as far as we can say those exist - already provide interesting research data on how companies deal with the different languages involved in communicating with clients and providers in contacts outside the political unit or in the case of countries, abroad (Ehrenreich, 2010; Hilgendorf, 2010; Lønsmann, 2011; Nickerson, 2000). It would probably even be more interesting to study multilingual workplaces in a bilingual political unit, a topic which has had less research attention so far.

An exception is Alarcón (2005), who studied the multilingual situation in companies in the Catalan community, a bilingual region in Spain. She indicates the complexity of the linguistic situation in this bilingual workplace, because of linguistic justice issues, but also because of the linguistic influence of the European Union. Apart from the language of the client, the language of the work technologies, and the language of the company owners, this context is even more complex than a mere bilingual one, due to the linguistic heterogeneity of the European Union. This complexity grows due to the mobility of factors increasing the linguistic diversity in companies (see also Solé et al., 2005).

Lastly, as implied in what we mentioned before, multilingualism in the workplace and in higher education should not be two separate areas of research, but especially studying the relation between both could provide valuable insights, both for language use in the workplace and in higher education. That is what we hope to achieve with the present research project.

1.2. The contribution of the research project

Taking into account research that has previously been done and the main gaps in our knowledge that such studies point out, in this section we will outline how the present research project tries to fill in some of the missing parts in this field.

This research project wants to contribute to a better understanding of multilingual practices and attitudes in the workplace and higher education in one bilingual region, the Basque Country, as the context chosen for this research project. It is a highly interesting context to study the coexistence of Basque as the minority language, Spanish as the majority language, English as the global language and additional foreign languages. In the region of the Basque Country there is an increasingly prominent role for English as a language of industry, trade, tourism and commerce in general. This circumstance itself can already provide interesting insights in the contact between local and global languages. However, the importance of French in this region in the North of Spain, due to the proximity of the French border, should not be underestimated. Interestingly also attention is paid to German in this society, as it is seen as an upcoming language of economic importance and reflected in the presence in this region of German schools. Even Chinese has a certain presence, partly due to immigration, but also in language courses as it is perceived as a possible language for a professional future. By taking into consideration this range of languages we distinguish ourselves from other researchers that only investigate the use of English in the multilingual workplace.

We are convinced that limiting the research project to language practices in the workplace in its own right is not sufficient. We want our research project to go beyond that, and take into account, as we mentioned before, one of the most direct relations to the workplace. Therefore we have decided to include

studies among business students at university, because they are the future professionals in the companies in the Basque Country and we have sought to find out more about their linguistic profile. Language teaching in higher education is, or should be, an important input for later language use in the workplace, especially at a university level where students probably have more clearly defined ideas about the kind of job they would like to do in the future. Therefore we think it is interesting to find out more about this type of language education and about the students that are involved. Students have, among others, professional reasons for language learning during their studies. Universities these days usually offer programs through the medium of English and may also offer to teach language courses and supply a language centre for extra support. But do we know how during that trajectory, the students really feel about languages? Or, how they perceive the different languages, especially regarding the use in their future workplaces? These are the kinds of questions we want to ask and again, we do not focus on English only. We take into account the most common languages of the linguistic repertoire of the local students, as well as some less common languages such as Chinese. We believe that taking this broader perspective will provide us with richer data on the language attitudes of the students.

By combining the focus on the current professionals in the workplace on the one hand, and the focus on the linguistic profile of business students at university on the other hand, all located in a bilingual context where influence of globalization can be observed, we hope to give a meaningful contribution to the research area of multilingualism in the workplace. We believe it will provide valuable insights for companies, as well as for study programs of future professionals in higher education.

1.3. Aims of the research project

The primary purpose of this research project is to explore the role of multilingualism for professionals working in internationally operating companies in a bilingual region, in our case the Basque Country. Our approach is based upon a holistic approach to multilingualism in which we take into account the competences, the linguistic repertoire and the wider social context. The second aim of this research project is to analyze business students' perceptions on languages, in relationship to their future workplace. The focus will be on their perceptions on the importance of the competence and the use of Basque and English, and how it is related to some background characteristics.

For the first stage of the research project, a qualitative approach is adopted, which consists of in-depth interviews with professionals who are employees in managerial positions of internationally operating companies in the Basque Country. The data obtained will provide information on both the multilingual professionals, the language use in the workplace, and the relation with the wider context. For the second stage of the research project, a quantitative approach is adopted, consisting of questionnaires among students of Business Administration at the University of the Basque Country (UPV/EHU) (throughout the thesis they will be referred to as Business students). Through the questionnaire, information is collected about self-assessed language competences, language use and attitudes of these students.

By analyzing the role of multilingualism in the workplace, based on the data collected among current managers of internationally operating companies on one hand, and perceptions of future professionals towards languages on the other hand, we hope to be able to make a valuable contribution to this field of workplace multilingualism, especially taking into account the bilingual situation in which we carry out the research project.

Because the scope of the research is limited to the specific bilingual situation of the Basque Country in Spain, generalization to other regions has to be done with great care. The results should not easily be generalized to monolingual regions, as they have their own specific linguistic characteristics. Nor should the results be generalized just like they are to other bilingual contexts, as bilingual regions can be highly different among each other regarding language policy, language use and language attitudes. However, we still believe that the results discovered are of high general interest.

1.4. Outline of the thesis

The thesis is divided into four chapters. Following this introduction, which is chapter 1, the next chapter describes the theoretical background in larger detail. It discusses the literature to give an underpinning to the research questions addressed in this research project, and it reviews some mayor findings from other, related research studies. There we will consider the topic of language policy and planning, and also examine the concept of multilingualism itself, more in particular in the workplace as well as at the university. Thereafter, these terms and concepts will be discussed further in the light of the specific context of the Basque Country. In chapter 3 we present four empirical studies carried out to answer the research questions. We begin with a general section where we will introduce the research questions raised for this investigation. The three sections that follow will each be dedicated to a separate study within the larger empirical research project. Each section starts with introducing the sub-research questions and is then followed by a description of the methodology used and a presentation of the results. Chapter 4 includes a detailed account and interpretation of the findings of the four studies, with reference to each of the research questions and in relation to previous relevant research findings and theories. Also the

implications and limitations of the research project will be discussed. This chapter will conclude with some future directions and recommendations for higher education as well as for the workplace.

2. Theoretical background

2. Theoretical background

In this chapter, the theoretical framework of this research project will be outlined in more detail. In section 2.1., the concept of multilingualism will be analyzed. The definitions and operationalizations of multilingualism will be explored, as well as the main factors that influence nowadays' multilingualism. In section 2.2., the focus will be on language policy and planning. A definition will be provided and the influence of globalization will be discussed in general. In section 2.3., multilingualism in the workplace will be analyzed. Previous studies in this area will be described, and a theoretical approach for studying multilingualism in the workplace will be presented. Section 2.4. focuses on multilingualism at university. In section 2.5., the foregoing theoretical framework will be considered for the specific situation of the bilingual Basque Country. First, some background information on the Basque Country will be provided. Afterwards, the language policy for Basque and other languages, especially in the workplace and at university, will be described.

2.1. Multilingualism

As Kemp (2009) suggests, it is essential for a researcher first to specify what is understood by “multilingual” in his or her study, because many different definitions are available in the literature. Therefore, in this section, after revising different definitions of multilingualism, a definition of multilingualism suitable for the purpose of this research project will be presented. Thereafter, the influence of globalization on multilingualism, and the consequences for local and global languages, will be described in order to better contextualize the concept of multilingualism.

Before going into multilingualism in either the workplace or at university, it is important to explore in detail the concept of multilingualism in its own right. At first, when looked up in dictionaries, the term multilingualism seems to be rather easy to define. The search of the term “multilingual” usually leads to simple definitions such as “able to speak more than two languages” (Collins dictionary, 2016), “speaking or using several different languages” (Oxford dictionary, n.d.) or “speaking, written in, or using several different languages” (Cambridge dictionary, 2016). However, in practice it is a much more complicated question than what these definitions might show.

Defining multilingualism for research purposes is even more difficult, mainly because of establishing the level of proficiency that a speaker should have in the different languages in order to be considered multilingual (Aronin & Singleton, 2012; Kemp 2009). Edwards (1995) further details that in language proficiency a lot of dimensions are to be assessed. Not only do we have the four basic language skills of speaking, listening, reading and writing but every language skill also includes different subdivisions such as grammar, vocabulary and accent, that all should be taken into account. Assessing the necessary proficiency to be considered a multilingual speaker might not be so easy. Furthermore, not only the required degree of proficiency has to be established, but also the functional capability of multilinguals, in other words, if they are capable to communicate in the different languages (Kemp, 2009).

The difficulty of the term “multilingualism”, especially regarding proficiency, can be observed in the number of different definitions of this term over the years. Definitions basically vary on a scale from narrow to broad. In early times multilingualism used to be defined at the narrow end of the scale, restricting multilingualism to a native like equal mastery of

languages. Bloomfield (1933) for instance, refers to bilingualism as an extreme case of foreign language learning where the speaker becomes so proficient that he or she cannot be distinguished from a native speaker. Bilingualism is thus a “native-like control of two languages” (Bloomfield 1933, p. 56). However, he also remarks that the degree of perfection to distinguish a good foreign speaker from a bilingual speaker is relative. Braun (1937, p. 115) defines multilingualism as “active vollendete Gleichbeherrschung zweier oder mehrerer Sprachen” (“active, completely equal mastery of two or more languages”). He also points out, that this is more a theoretical concept than a natural practice.

Over time, definitions have switched more and more to the broader end of the scale, allowing greater variation in competences and thus leaving behind the comparisons with native like competences. Hall, already in 1952, considered that the ideal of native like control in bilingualism is hard to defend, as in practice, any situation in which the speaker is able to converse or read in another language could be considered bilingualism. A minimum requisite, according to Hall (1952), to be considered multilingual is at least some knowledge and control of the grammatical structure of the second language.

For the purpose of this research project, both ends of the scale would not be appropriate. First of all, the definitions at the narrow end of the scale with a native like norm are hard to apply, as it is generally acknowledged that very few people have really mastered two or more languages, other than their mother tongues, to an equal native like level (Aronin and Singleton, 2012). Somebody who speaks a foreign language perfectly, but with a strong foreign pronunciation, is then not multilingual? However, the broad end of the scale would not serve for our research project either. For example, broadly taken, possessing a tiny bit of proficiency in any of the four

language skills of a language other than the mother tongue should be then enough to be qualified as a multilingual speaker. But someone who is able to speak a few words in English but is not able at all to understand the English that someone else speaks, is he or she then considered to be multilingual?

The following definition of multilingualism, as proposed by the European Commission (2007), could suit our purpose: “Multilingualism is understood as the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (p. 6). This definition contains several interesting elements. First of all, no comparisons are made in this definition with native like competences, but reference is made to the capacity to engage with more than one language, in other words, to carry out activities not only in one language, but in two or more. Also the division between individual and social multilingualism is grasped by this definition. Fishman (1980) already made this useful distinction between bilingualism or multilingualism as an individual phenomenon and as a societal phenomenon. Multilingualism is not only seen as an individual characteristic, but also as something pertinent to a community. Individual multilingualism refers to the competences of an individual to communicate in two or more languages whereas social multilingualism refers to the use of two or more languages in society (see also Cenoz & Gorter, 2012; Edwards, 1995). However, individual and societal multilingualism are not entirely separate (Wei, 2008). For instance, multilingual speakers might be constrained by monolingual policies in the country where they live, and the other way round, monolingual speakers might not be able to make full use of the resources of the multilingual country where they live.

Franceschini (2009) furthermore adds that: “Multilingualism is a product of the fundamental human ability to communicate in a number of languages.

Operational distinctions may then be drawn between social, institutional, discursive and individual multilingualism.” (p. 34). The three most common distinctions are between social, institutional and individual multilingualism, but Franceschini (2009) adds to this a fourth type; discursive multilingualism. We agree it is indeed necessary to apply different operational distinctions of multilingualism. The institutional multilingualism mentioned by Franceschini will be described later when analyzing multilingualism in education. However, multilingualism in the workplace is not included in foregoing definition as an operational distinction. In our opinion, and the opinion of the informants as will be shown later on in study one, multilingualism in the workplace is rather different from the other types of multilingualism. Therefore, in this research project, a holistic model of multilingualism in the workplace will be proposed, in order to add another operational distinction of multilingualism, the one of multilingualism in the workplace.

So far, we have been using and alternating the terms multilingualism and bilingualism rather freely and perhaps seemingly arbitrarily. What really defines the difference between bilingual and multilingual, is first of all the clear quantitative distinction, as bilingualism seems to exclusively refer to two languages and multilingualism to more than two (Aronin & Hufeisen; 2009; Cenoz, 2013). But apart from that, there are also the qualitative distinctions in terms of language learning strategies and language use (Aronin and Singleton, 2012). For the purpose of this research project, the term bilingualism will be used when referring to the use of two languages only, in our case Basque and Spanish, and when using the term multilingualism, we are including English and other foreign languages as well.

Now that we have, as Kemp (2009) suggested, specified our definition of multilingualism, we will continue by analyzing how multilingualism has developed over time and what the characteristics of multilingualism in today's globalized world are.

2.2. Globalization

Multilingualism is everywhere in our current society but it is not such a recent phenomenon as people might believe. As long as humans have spoken different languages, there must have been forms of multilingualism. Over the ages it has developed in different ways. Some centuries ago, back in the days of colonization and the rise of literacy due to newly invented printing techniques, this led to the spread of some languages more than others and thus to new forms of multilingualism. Nowadays, the most important influencing social trends are somewhat different: we can mention the influence of migration, language policies, globalization and internationalization, increased recognition of minority rights, and education to influence multilingualism (see Blackledge & Creese, 2010; Edwards, 2012; Weber & Horner, 2012). Also Aronin and Singleton (2012) underline the importance of globalization regarding its effect on multilingualism in our modern world. In this section we will have a closer look at the important influence of globalization on multilingualism. Education, language policies and recognition of minority rights will be dealt with later on in this chapter.

Globalization reaches to all corners of the world, although not to the same degree everywhere. The daily lives of people get affected in the products they can buy (consumer goods from abroad), the way they dress (clothes produced far away), the way they eat (food grown far away), including exotic restaurants and fast food places, the culture they consume (Hollywood

movies), the news they watch and even the way they speak. As a consequence of globalization people adopt more urban lifestyles, also in rural areas. As Castells (1996) pointed out, in our “networked world” we experience interconnectedness with people from around the globe. Due to globalization, mainly through its spread in the mass-media, people around the globe learn new names of places, persons, products, services and ideas all at the time. Some of the terms become household words in a short period of time (Facebook, Twitter, WhatsApp, and Wikipedia), others are short-lived in collective memory because of a war or a disaster (e.g. *Eyjafjallajökull*, the Icelandic volcano erupted in 2010). Brand names come and go, some get into a verb (Google) and others are forgotten (Polaroid, fax) often because of outdated technology, merger, bankruptcy or a change of name to sound more modern. Globalization thus also leads to quite a shared amount of vocabulary among a large portion of citizens across the globe, which besides commercial names and news events, also includes names of sports players and clubs, movie stars, idols in popular music, government leaders, politicians and others.

However, globalization does not reach all people, because some persons prefer to live in a “little box”, in their own small world. Not everyone is interested to be always “connected”. Probably this concerns a larger part of the total population than is often thought because it also includes small children, ill and older people, part of the poor and the lesser educated. In a similar vein, the way globalization has an effect on speakers of minority languages like Basque, who are without exception bilingual, is different from how globalization affects so-called monolingual speakers of majority languages like Spanish or French.

Different theories have explained the development of globalization. Wallerstein (1974) writes about the “world system”, which becomes more

connected through trade, transport, and technology. He says that it may look like a recent phenomenon, but, in fact, these developments originated centuries ago and only recently have they accelerated. In the field of globalization studies some authors point to important factors such as political ideas about free trade (Irwin, 2015), the introduction of standardized 40-foot containers which make quick transshipment of goods possible (Levinson, 2006) or the invention of computer chips which helped create the internet (Mazurek, 1999), all of which are captured in the famous saying “the internet changes everything” (Cortese, 1995). In those theories, globalization is explained by economic or technological factors, but there is also a cultural side related to consciousness and values. Robertson (1992, p. 8) emphasizes the cultural dimension when he refers to globalization as “the intensification of consciousness of the world as a whole”. Languages and linguistic diversity are included in such a cultural dimension of globalization. Stavans and Hoffman (2015, p. 97) refer to the term globalization as “the trend towards dissolution of boundaries and integration, and the interdependence of economies and economic institutions.” Goods and services cross the increasing permeable borders between countries and in many occasions, borders have lost their function as traditional, economic, legal or cultural barriers. Moreover, there is an increased contact between people of different countries, supported by modern technologies. Aronin and Singleton (2012) describe in detail the most apparent global transformations. They point out that first of all, the dimensions of time, space and technology have changed. Recent technological development has given leave to instantaneous 24/7 interaction, thanks to email, social networks and different applications on mobile telephones, Ipads and other gadgets. People are always online and they constantly are in contact with anybody anywhere. As we know, also working time has become more flexible, as well as the place where people work. Globalization has an effect on the lives of world citizens. Whether

this influence is positive or negative, is point of debate. On one hand, we could say that globalization provides economic opportunities on a world market. On the other hand, globalization also allows for new forms of industrial colonization, due to the unequal divide of power and interests in the global village (Stavans & Hoffman, 2015).

Robertson (1992) is also among the first to use the concept of “glocalization”, which he sees as a process in which the relationships between the global orientations and the preservation of local values come together. This hybrid concept draws attention to the fact that globalization is interpreted and taken up differently depending on the starting point and history of different local groups. Wellman (2002) metaphorically refers to the opening up of the local as if it was a set of closed little boxes and he mentions how people are now moving more and more between separated social networks. The workplace of people is no longer the same as their neighbourhood or the town where they live, but they commute via the highway and do not know what is located in between. He thus brings up the movement of people as another important characteristic of globalization. Large streams of (labour-) migrants and refugees lead to millions of people settling in other places away from where their ancestors were born and lived their whole lives. Mobility also has changed and for instance migration has lead to multilingual and multicultural societies but this migration has changed over time. What used to be the migration of ethnic minorities now has been gradually replaced by an increase in the categories of migrants, not only in terms of nationality, ethnicity, language and religion, but also in term of motives and processes of insertion into the labour markets (Blommaert & Rampton, 2011). For describing the new type of diversity in England as an outcome of migration, Vertovec created the general applicable term “super-

diversity” to grasp the complex interplay of factors in this new type of migration (2007).

Of course, all these migrants take the languages they have learned to speak as a child with them wherever they move. People who move already have their mother tongue and they often want to (or have to) learn the languages of their new environments. As said above, globalization is not only about economic, technological or general cultural issues, but it is clearly also related to linguistic issues and thus to language policy and planning. The contrast between local and global is reflected in controversies about issues of language policy and education, such as the role of English and other international languages, and the destiny of languages that are less often used. What is interesting in nowadays multilingualism is the existence of two trends. Of course, there is the spread of the use of English as an international language in economic and political spheres. At the same time, there is a remarkable diversification of the languages in use. Interactions related with globalization have encouraged regionalization and the spread of regional languages (Fishman, 1998; Singleton et al., 2013). Naturally, language is narrowly involved in globalization, as the exchanges become more effective by means of a generally accepted and accessible medium of communication. Multilingualism is not only a result of globalization, it also plays a supporting role in globalization in all its dimensions, as it can be only carried out by the means of languages (Stavans & Hoffman, 2015). Globalization is commonly linked to English. What leads to what is not easily to answer, as the economic globalization has led to the spread of English, but the spread of English also led to globalization. Already two decades ago, Fishman (1998) mentioned that the spread of English is unstoppable, and it still is. English is indeed the most common language in communication around the world, and more and more people want to learn the language. During the last few

decades globalization has also given rise to the dominant role of English in the domains of trade, technology and mass-culture. Across the globe, English has become the language most often learned in the school system of almost any country. English has become hugely attractive for many people, who attribute a great deal of economic, social and political importance to English. The new global language has been given a high prestige and people associate English with being modern, cosmopolitan, chic, and “current”. The British Council and commercial enterprises actively promote the learning of English and make huge profits on its testing. The continued spread of English is stimulated by some obvious factors such as the growth in international trade and multinational corporations, the spread of the American media and culture and the Internet and other factors such as the growth in learning English as a foreign language and stays abroad in English speaking countries. This is also referred to as global English, the most widely spread language in terms of geographical extension and the number of speakers using it as a first, second or foreign language (Amelina, 2010; Graddol, 2006). Crystal (2003, p. 3) states that a language such as English “achieves a genuinely global status when it develops a special role that is recognized in every country”. Amelina (2010) mentions some of the areas in which English has a special role, among which the areas that interest us most in terms of this research project: international business communication, academic congresses, education and research. Not only is English used with L1 speakers of English, but also a lingua franca between those who do not share a common language (Amelina, 2010).

Opinions are divided about this situation of English as a global language. For example Phillipson (1992) questions the general assumption that more English is only a good thing. The consequent homogenization through the use of English as a global language may lead to the destruction of traditional

values and loss of national and cultural identity, and it is considered as a serious threat to linguistic diversity. Globalization may make people fear loss of their identity, feeling like there is no space for that many cultures. This feeling might be even stronger in countries, that are already dealing with a minority community that tries hard to defend their own identity, culture and language, for example the Basque Country. Yagmur & Extra (2011, p. 1193) explain how internationalization and globalization “have brought European nation-states to the world, but they have also brought the world to European nation-states”. English is the most common language of international communication but Yagmur & Extra (2011) explain that this process of convergence is taking place at the same time as an increasing divergence of home languages due to migration.

Others believe a single language is needed to guarantee the transparency of international communication. Chiti-Batelli (2003) states that giving the importance of the English speaking world, both in political, economic and cultural spheres, this single language can only be English. However, she is aware of the destructive potential of English towards other languages, because of its dominant position. In spite of its negative sides, globalization has positive aspects regarding the increased contact between different people with different languages and the greater exchange of information, products and services. This cosmopolitanism and multilingualism could even reinforce regional and local values and identities. The new modern communication technologies, despite of being dominated by English, also offer tools for lesser-used languages in order to place themselves on the language market. In the case of Basque there are indeed some examples of this positive trend, such as the Basque Windows, Basque Wikipedia and Basque Google translate services. All of these technological inventions were originally set up with English in mind, but they have done a lot for other

languages as well, including minority languages like Basque (see Hernáez et al., 2012). This also helps to encourage speakers of these languages to use their own languages in both spoken and written forms. Herewith we have come to the second trend, the promotion of regional languages. This includes the revitalization process of languages in decline, giving official recognition to languages, encouraging the use in domains where they were excluded and raise the status by means of education. In the case of the Basque country, this promotion politics will be further discussed when exploring language policies in the Basque country, both in the workplace and at university.

2.3. Multilingualism in the workplace

The ever increasing cross border activities of companies (such as selling and buying products or services abroad), the greater mobility of the workforce (for instance growing numbers of expatriates working for a company), and new technologies (like distant communication through the Internet) all have changed today's workplace profoundly. As a consequence many companies and their employees have to deal with different languages on a daily basis. Multilingualism in the workplace is an area which has gained in interest among researchers (Gunnarsson, 2013; Roberts, 2010). An important topic is the study of the language policies and language practices in the workplace, and the disparity between both. The present research project aims, among others, to explore language policies and practices in internationally operating companies in the Basque Country, with its two official languages Basque and Spanish. In this region there is a growing importance of English and multilingualism becomes an important "fact of life". Businesses operate in a social context of two languages, but have to take other languages into account, in particular in times of economic downturn which has pressured them to internationalize their products.

Gunnarsson (2013) provides an overview of many studies about multilingualism in the workplace that have been carried out in recent years. She points to globalized economy and technological advances as factors that have changed workplace discourse but also to the face-to-face settings of migrant workers where they have to master the local majority language. She observes that "language and communication play a more central role today than earlier" (p. 163) and "multilingualism at work thus varies due to position and linguistic and cultural background" (p. 164). She distinguishes two broad categories of multilingual professionals. On one side she places low-paid migrants, who work in entry-level jobs and often need to use a language at work that they do not fully master. On the other side she places well-educated professionals who can move between jobs and countries to improve their work life chances and who often are proficient in several languages. Those educated professionals can be divided further in two subcategories: professionals who are dislocated from their country of origin and work in another country, and those at work in their home country but use foreign languages at work (see also Day and Wagner, 2007, who called them "bilingual professionals"). Our research project investigates this subcategory of highly educated professionals who have a job in their home country but who routinely use two or more languages in their workplace.

Gunnarsson (2009) also presents the model for the contextual analysis of professional discourse that she had developed before (Gunnarsson, 2009, p. 20-27; see also 2013, 2014). The model aims to understand the complex and dynamic relations between workplace discourse and various societal framework systems; it thus takes into consideration the dependence of professional discourse on the wider social context outside the company. Gunnarsson (2009) distinguishes four societal frameworks, each of which she considers to have a specific influence on the professional discourse

inside the workplace. The four frameworks are presented in adapted format in table 2.1.

Table 2.1. The societal frameworks theory (adapted from Gunnarsson 2009, 2013)

Technological-economical	Legal-political	Socio-cultural	Linguistic
<ul style="list-style-type: none"> • Economy • Technology 	<ul style="list-style-type: none"> • Politics • Laws and regulations 	<ul style="list-style-type: none"> • Ideologies • Ethics 	<ul style="list-style-type: none"> • Local, national and global language communities • Language laws and policies • Language dominance • Functional or social language stratification

We will briefly summarize the four frameworks, i) technological-economical, ii) legal-political, iii) socio-cultural, and iv) linguistic because we will use them later to analyze our own data.

According to the technological-economical framework, advances in technology like the Internet and economically driven changes like the globalization of production and of seller-buyer markets, have important influences on activities of professionals and thus on their discourse in the workplace. Also the fact that professionals may have daily contacts in different countries abroad, and as a consequence have to use different languages, depends on economical circumstances.

The legal-political framework includes political developments and country specific or international legislation, which may concern education, welfare and the media, and to some extent can determine professional discourse. For instance, at the global market agreements for fewer restraints on trade exercise an influence. Furthermore, the education system, in particular language education, is of importance for professional discourse, as it can create a difference between linguistically skilled and unskilled staff.

In the socio-cultural framework the culture, ideologies and ethics of a society are reflected in the ethical codes of a professional environment and social values are an essential aspect of professional discourse.

Finally, the linguistic framework refers to language communities, the establishment of language laws and policies, but also to power differences between languages and stratification, which all can directly influence text and talk in professions. Language choice in the workplace usually follows the practices in relevant discourse communities. For example, the policies and practices about language issues (among those minority versus majority languages) influence discourse in the workplace, and are commonly reflected in the language knowledge of the participants in professional discourse.

Gunnarsson (2014) uses her own model to present an overview of studies on multilingualism in workplaces in English-speaking regions categorized according to the well known division in inner, expanding and outer circles (Kachru, 1985). Many studies have been carried out in English speaking countries, especially in globally operating companies. The European Union also offers opportunities for studies of well-trained professionals and unskilled workers because of many new and more complex multilingual workplaces. The studies she discusses reveal that "a broad spectrum of languages is represented in the daily work-related interaction in multilingual

regions in continental and northern Europe” (Gunnarsson, 2014: p. 14), but she does not discuss any studies from southern Europe, so there seems to be a gap. In her recent overview of multilingualism in European workplaces Gunnarsson (2014) briefly mentions a study on Italian and one on Portuguese, but none on Spain.

Angouri (2013) examined the way language practices are reflected in the language policy of three multinational companies in Europe in a study that combines quantitative questionnaire data with qualitative data from interviews. An advantage of qualitative data is that it can provide deeper and more detailed insights in the role of multilingualism in the workplace. Her data reveal that in these multinational companies the top-down language policies are less important than bottom-up language practices in the communication of the teams. These more vague or ambiguous policies are in line with a call for a “flexible” policy and language practices based on a “what works” approach. In another study, Angouri and Miglbauer (2014) interviewed 40 employees in twelve European companies that have English as the corporate language. The aim is to analyze employees’ perceptions of the role of languages in their daily work life. The results indicate that those employees prioritize English, but other languages also play an important role for them. The use of different languages creates a global mindset, but the knowledge of local languages is an important consideration for the integration of foreign employees. In the first study of this research project we build on the qualitative approach of Angouri, by taking into account perceptions and experiences from inside the workplace of informants in managerial positions.

Harzing and her colleagues (Feely & Harzing, 2002; Harzing et al., 2011; Harzing & Pudelko, 2013) carried out a series of mainly quantitative studies that look into the “language barrier” in multinational companies, which

refers to language differences that lead to communication problems. Feely and Harzing (2002) distinguish three dimensions of the language barrier: i) language diversity, i.e. the number of different languages the company has to manage; ii) language penetration, i.e. the number of functions engaged in cross-lingual communication; and, iii) language sophistication, i.e. the complexity and refinement of the language skills required. They find that the language barrier triggers a range of negative consequences, such as uncertainty, mistrust, conflict and cognitive divides (Feely & Harzing 2002; Tenzer et al., 2013), slowing down and increasing the cost of decision making (Harzing et al., 2011), and leading to communication problems between Head Quarters and subsidiaries (Harzing & Pudelko, 2013). They propose that through Linguistic Auditing the three dimensions of language diversity, penetration and sophistication can be measured. The authors list a range of other options for companies to overcome the language barrier, among others, the use of external language resources, the provision of training, and selective recruitment of expatriates in management. They highlight that there is no single solution, and problems should be solved depending on the company's context.

Under the auspices of the European Commission a number of applied studies have been carried out that provide insight in the importance of languages for export and aim at further internationalization of Small and Medium sized Enterprises (SMEs). The European Commission has published a number of reports which are used to raise awareness among the business community that if companies improve their language policies, they can increase their exports. An important example is the ELAN report (European Commission, 2006) that gives an account of a survey carried out by CILT, the UK national centre for Languages. Nearly 2.000 SMEs that are involved in exporting across 29 European states provided data on, among others, language skills

and intercultural competence of their employees, their language strategies, and the loss of business owing to lack of languages skills. The report deems it important for companies to have a language strategy, defined as “the planned adoption of a range of techniques to facilitate effective communication with clients and suppliers abroad” (p. 5). The report further indicates that language skills are a key factor in achieving economic growth of companies and communication problems have financial consequences. According to the survey, 11% of SMEs have lost a business contract because of insufficient languages skills. One out of ten European SMEs that operate internationally experience language barriers and intercultural problems when they do business abroad. The report recommends developing adequate language management, in particular to have a written language strategy, to appoint L1 speakers, to recruit staff with language skills and to use translators or interpreters. In that way companies can create a more successful export performance.

As a follow up to the ELAN study, the European Commission (2011a) published the PIMLICO report, a qualitative investigation of 40 case studies of best practices among SMEs in Europe. The emphasis is again on what are now called “Language Management Strategies” and the results indicate again that successful international companies have various forms of such strategies. Part of those strategies are the capacity to operate in at least three foreign languages, a high level competence in English, the ability to adapt to differing linguistic demands, the use of local agents, and a Human Resources strategy for internationalization, including keeping record of the language abilities of the staff and contracting L1 speakers. The recommendations seem all fairly common management tools applied to language issues.

Based on the ELAN and PIMLICO reports, the European Commission (2011c) published the “Language Guide for European Business”. This

practical guide was part of an information campaign aimed at improvement of the language management strategies in companies, in particular SMEs. The guide lists several measures that companies can apply in order to become more successful as multilingual companies, similar to the ones mentioned in the recommendations of the ELAN and PIMLICO reports. The European Commission has contracted several other studies in the same area (e.g. European Commission, 2010a, 2010b, 2011b) and usually with the same message that more attention to languages leads to better business performance. One recent example is a report on competitiveness of European firms, which signals that a common language is an important driver for internationalization and a lack of foreign language proficiency of the management is an important barrier (European Commission, 2014). These applied policy studies can be seen as providing complementary information to more academic investigations of language related issues in multinational companies.

Coming from the area of multilingual education, Cenoz and Gorter (2011a, 2011b, 2014) have proposed the “Focus on Multilingualism” as an approach to provide insights into the main principles of multilingualism in educational contexts. Their model builds on and shares characteristics with concepts such as flexible bilingualism (Creese & Blackledge, 2010) and translanguaging (García, 2009; García & Wei, 2014), as it emphasizes the interaction between languages. Their model, with some modifications and adaptations can also be used to analyze the data we obtained for the multilingual workplace. In the Focus on Multilingualism three interrelated dimensions are distinguished: i) the multilingual speaker, ii) the whole linguistic repertoire and iii) the social context. The first dimension, the speaker, places the language user at the centre, rather than languages. The multilingual speaker is not considered a monolingual speaker in each of the

languages he or she is proficient in, and therefore will not be compared to the ideal native speaker of those languages when speakers learn and use languages. Instead, they are seen as true multilingual speakers with a fluid communicative competence.

The second dimension, the linguistic repertoire, refers to the resources the speaker has available for learning and using languages. It takes into account the complexity of multilingualism and the way the principles and strategies acquired in one language, can support the learning and use of other languages.

The third dimension, the social context, explains that multilingual speakers acquire and use languages while engaging in language practices in a social context. Therefore, when studying multilingualism the influence of the social context should be taken into consideration, instead of exclusively focusing on the linguistic dimensions. Given the importance of the dimension of context, an additional and more detailed approach to context will be provided based on the four societal frameworks of Gunnarsson (2009, 2013). Her societal frameworks describe the dependence of language use and language learning on the wider context. Our approach is helpful for a better understanding of multilingualism in the workplace of professionals. The model for the study of multilingualism in the workplace is presented in figure 2.1.

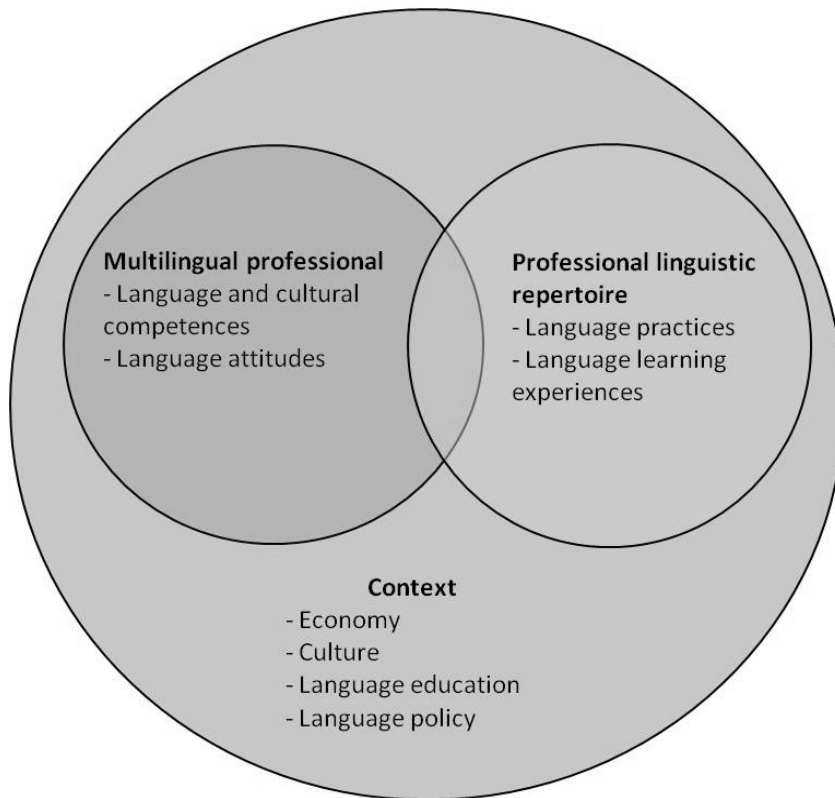


Figure 2.1. The holistic model of multilingualism in the workplace

The three principal dimensions of this model are based on Focus on Multilingualism. Because this approach was developed for educational research, they are adjusted for the study of the workplace. Thus, its three main interrelated dimensions are renamed as: i) the multilingual professional, an educated professional who has learned several languages, ii) the professional linguistic repertoire, which includes the language practices of professionals in a company and iii) the wider social context, the external circumstances that influence the language practices of the professionals in the company.

Each of dimensions can be subdivided further. For the multilingual professional, there are two main features: i) his or her language and cultural competences and ii) his or her language attitudes. It is important to consider

that the multilingual professional is seen from a holistic perspective and not as a speaker of one language at the time.

The professional linguistic repertoire also has two parts: i) language practices, that is, all the different languages professionals use in the company and how they use them and ii) their language learning experiences. These practices and experiences are based on resources from the whole linguistic repertoire. The context is subdivided further by using the four societal frameworks of Gunnarsson but slightly renamed to serve our purpose. These are i) economy, ii) culture, iii) language education, and iv) language policy.

2.4. Multilingualism at university

After establishing the theoretical framework for multilingualism in the workplace, we now are going to look at multilingualism in higher education. The growth of multilingualism over the world has created a linguistic situation with renewed educational requirements. Advances in technology and the increasing demand for international communication and international mobility have led to the need for people to know more than one language. At the same time the growing recognition of minority languages has also encouraged multilingualism (Gorter, 2013).

In policy plans of universities initiatives about internationalization have an important presence because universities share their academic results across borders, exchange students with other countries and count with staff-members who are involved in international networks (Michavila, 2012). The importance of languages for this internationalization of the university is beyond doubt. Especially English has a great instrumental value as a lingua franca, and has a high potential for exchanging ideas in an increasing globalized world with heightened mobility (Alcón & Michavila, 2012;

Fortanet - Gómez, 2013; Hultgren et al., 2015). There seems to a growing conviction that everybody needs to know English and that English should be used for the exchange of knowledge (Michavila, 2012). However, the reality is much more complex than that, among others because not all teachers, researchers and students can use English fluently, as we will see confirmed later on in this research project.

According to a study of the British Council (2012) all 65 European universities they investigated, offer instruction in the national language because it usually is the first language of the student population and because it is the official language of the state. However, in many of the same universities also other languages could be used. Especially English is becoming a second language in many European universities because of the international mobility of students and teachers and the wish to attract students from around the globe. Moreover, many textbooks used at university are written in English. However, the use of English is not necessarily associated with multilingualism and multiculturalism because the repertoire of languages used in higher education is often smaller than in previous years and foreign students do not have much contact with local students (Fabricius et al., 2016).

Apart from this, many universities also offer language courses to students who are not enrolled in language related studies, as recommended by European institutions. According to the British Council (2012), half of the universities offer the students a choice of over four languages. Only eight universities do not offer language courses to students who do not study linguistics of any kind. The use of minority languages at university has also been supported by the European Union and its member states are encouraged to provide education in the minority language, or provide the study of the minority language.

As explained in section 2.1., the term multilingualism is used referring both to the individual as to the social dimension. This also is the case at an institutional level. Both dimensions are interrelated, as for example it is more probable to find more individual multilinguals in social contexts where two or three languages are used at institutional level. Also, universities in a multilingual social context are more likely to be multilingual than in a monolingual social context. However, whereas the social and individual dimension might be interrelated, linguistic diversity is not necessarily reflected in institutions like the university.

Multilingual education could be defined as “teaching more than two languages provided that schools aim at multilingualism and multiliteracy” (Cenoz, 2009: p. 32). It thus refers to the use of more than two languages, as long as the objective is to develop the communicative competence in these languages. This means, that it is not sufficient if the students only have a high linguistic diversity, it is the university that has to be developing the competences. We also include here bilingual education. Multilingual education is getting more and more important, mainly because of the expansion of English as the international language of communication. Hornberger (2003) proposed a model for multilingual policy and planning, “The Continua of Biliteracy”. The continuum then assumes that one language and literacy develops alongside that of other languages. Biliteracy development is strongly related to the context, media and context through which it develops. This model was adapted specifically for multilingual schools, and can be found in the “Continua of Multilingual Education”, as developed by Cenoz (2009: p. 31; see also Cenoz & Gorter, 2012). Cenoz describes the different educational variables, that all influence multilingualism in education, and which we apply here to the level of

university. The model represents a continuum from less multilingual to more multilingual. The Continua is represented in figure 2.2.

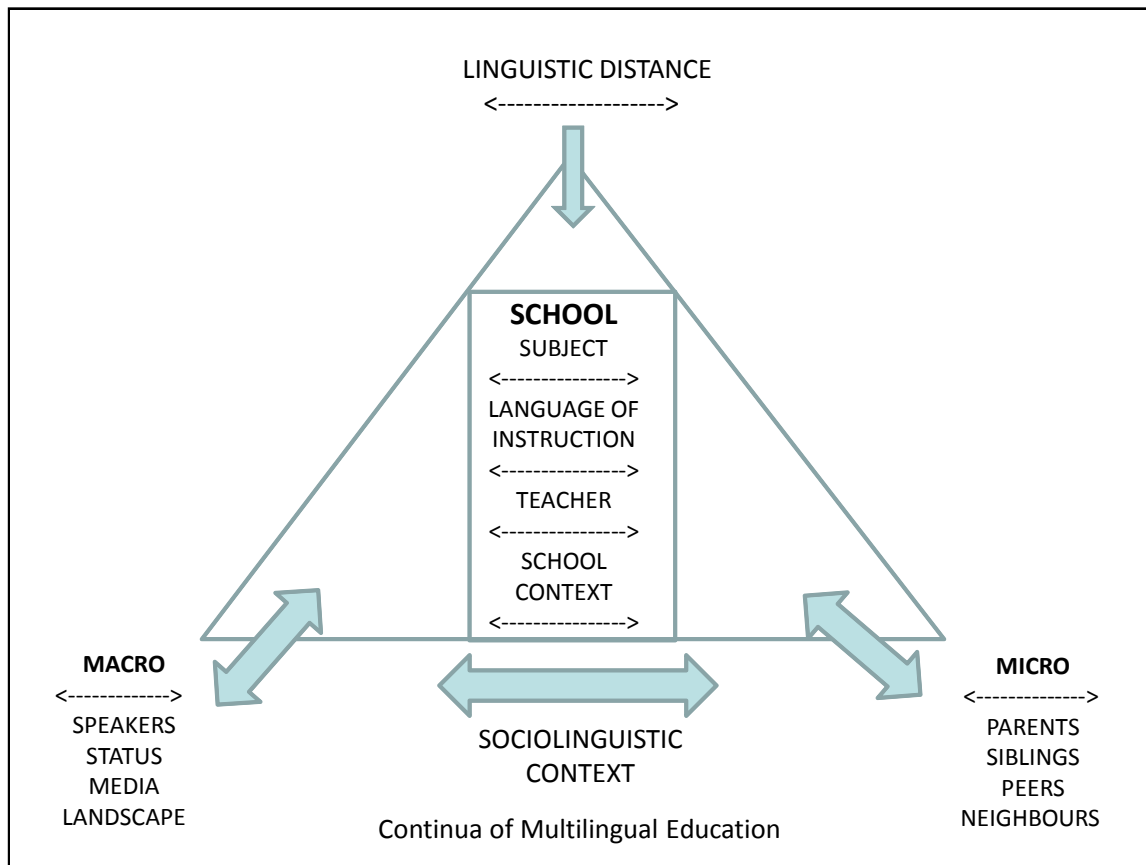


Figure 2.2. The Continua of Multilingual Education (Cenoz, 2009)

First of all, the educational context of the university is an important variable. In the first place, the staff and students might have different levels of multilingualism. Regarding the teacher, two features can be distinguished. One is the language proficiency in different languages, and two, is the specific training for multilingual training. In the second place, the linguistic planning of the universities might differ in terms of the use of more languages as school subjects, the integration of the different languages in syllabus design and lesson planning, the intensity of instruction and the age of introduction. Language of instruction refers to on the one hand the use of different languages as languages of instruction, and on the other hand to their integration in syllabus design and language planning. Another indicator of

the level of multilingualism in a university is the languages used for organizing events and academic acts and the scientific production. The last indicator is the context of the university, referring to the language use for communication between teachers, staff and students, both for informal and formal situations, and at the website. The linguistic landscape of the university also belongs to this variable and could be more or less multilingual.

The linguistic variable considered in this model is the linguistic distance between the languages used. The languages can have more or less relation because of their origin and have similarities or differences at a typological level. This linguistic distance influences multilingual education, in terms of program design and the need to dedicate more or less hours to a language. The more distant, the more difficult it might be for a university to establish multilingual programs.

Another variable to take into account is the sociolinguistic context consisting of a macro and a micro level. First of all, at the macro level we see that the difference in status and use of languages at an institutional level is of influence. The use of the different languages in the educational system, in the media and at an institutional level, as well as the distribution of speakers of the different languages, indicate the level of social multilingualism at a macro level. At the micro level, within society, closely related with the individual, we find social networks, which are the interpersonal relationships an individual establishes with others in time. It has to be taken into account that the macro and micro level might not always coincide in terms of language use.

The Continua offers the opportunity to make relative comparisons between different multilingual universities regarding linguistic distance between the

languages, the language use in the sociolinguistic context and the knowledge and use within the university. The term “Continua” indicates that it considers all the factors on a scale with different positions. Two languages are not distant or non-distant; they can be more or less distant. The same goes for the other variables. This model of multilingualism at university allows us to realize comparisons of the relative degree of multilingualism, in relation to linguistic, sociolinguistic and university specific dimensions.

To conclude, multilingualism at university is widely spread across Europe because it is related to the use of English as Medium of Instruction. English also has obtained a place in universities in bilingual contexts. There are no unique multilingual models applicable to all university contexts, as there are important differences in terms of demography of the different languages in society and their status. The use of English supports mobility and offers an opportunity to attract students from other European countries and other parts of the world. Moreover, English facilitates the access to publications and scientific congresses. It is difficult to predict the future of multilingualism at university, in a society where English forms an ever increasing part of the individual linguistic repertoire and is nowadays an international language and the language of science with the most widespread expansion of one language ever known in human history. It might be that at the bachelor’s level, the languages of the sociolinguistic context are still the most important, but it should be considered possible that English becomes the principal language of instruction in the master studies, as is the case already to a large extent in for example, the Netherlands. However, other languages, both minority and majority, are also used in different contexts and included in the curricula of universities as well. An example of this coexistence of a minority language, a majority language and foreign languages is found at the University of the Basque Country (UPV/EHU). Therefore, and additionally

to provide background information on the students that participated in this research project, the next section will focus on the educational situation of the Basque Country, with a special focus on the UPV/EHU.

2.5. Multilingualism and language policy in the Basque Country

The focus of this section is on language policy in the Basque Country with a particular attention to education. It is important to consider the effect of globalization upon language policies where the aim is to preserve, to protect and to promote minority languages such as Basque. Stimulus measures are taken to teach the language in education and to encourage its use among its speakers. This happens at different levels of society, by the government, but also by schools and other institutions.

The field of Language Policy and Planning (LPP) has had an important development. Kaplan and Baldauf (1997: 3) eloquently expressed the core of the field as “in the simplest sense, language planning is an attempt by someone to modify the linguistic behaviour of some community for some reason”. Kaplan and Baldauf (1997: 3) define language planning more formally as involving “deliberate, although not always overt, future-oriented change in systems of language code and/or speaking in a social context, [... mostly] undertaken by government”. They recognize that language planning also occurs in other societal contexts and at other levels than the state government. Along similar lines Spolsky (2004) refers to language policy as a determined and explicit policy change, a set of managed and planned interventions supported and enforced by law and implemented by a government agency. Spolsky (2009) elaborated his model and then prefers to use the term “language management” to emphasize the range of levels at which language policy and management can take place, for example inside a

family, a church or an organization. Spolsky bases his language management framework on three components: language practices, beliefs about language and efforts to modify practices.

Often a basic distinction is made between, on the one hand, “status planning”, regarding the use of language in society, and, on the other hand, “corpus planning”, concerning work on the language system itself. In his study of the standardization of Norwegian in the 19th and 20th century (with its two varieties of Nynorsk and Bokmal) Haugen (1966, 1987) used that distinction to design and develop his cyclical framework of language policy over time. He distinguished four stages of policy: codification, elaboration, implementation, and evaluation. Later Cooper (1989) advocated a third dimension of “acquisition planning”, which refers essentially to language teaching but implies a wider range of learning activities (Cooper, 1989: p. 157-163). This third dimension is also referred to as language-in-education planning. Based on these studies and others, Kaplan and Baldauf (2003: p. 202) developed a revised and expanded framework of language planning goals. They use those three dimensions of status, corpus and language-in-education planning and they add “prestige planning” as a fourth dimension. Prestige planning is about the image of the language, “so that the full capabilities of the language are actually used in important or prestigious situations” (Kaplan & Baldauf, 2003: p. 222).

Baldauf (2006) emphasizes that language policy and planning has to be extended from the dominant macro perspective to focus more on micro language planning, which includes businesses, education, and other organizations which has applications on a local level. He also mentions the importance of globalization and power and he provides several examples of the relevance of micro language planning, among others for sales and services and for manufacturing. He concludes that “micro language planning

seems to be a useful concept for solving language problems in a range of areas including business” (Baldauf, 2006: p. 166; see also Chua & Baldauf, 2011). We will keep in mind these suggestions by analyzing language policy and planning in Basque businesses. Before we go into that, now we present the main outlines of the sociolinguistic and economic context.

Sociolinguistic and economic context of the Basque Country

The Basque Country is located on the state border between France and Spain, where it extends from the Western Pyrenees along the coast of the Gulf of Biscay. It has a total population close to 3 million people. The area is historically divided into seven provinces. Today the Basque Autonomous Community (BAC) consists of the provinces of Araba, Bizkaia, and Gipuzkoa and has 2.1 million inhabitants. The neighbouring autonomous province of Navarre has 642,000 inhabitants. The Northern Basque Country, or Iparralde, is part of the French “Département des Pyrénées Atlantiques” and has 260,000 inhabitants. Historically it consists of the three provinces Lapurdi (Labourd), Nafarroa Behera (Lower-Navarre) and Zuberoa (Soule). In this chapter, the focus is on the Basque Autonomous Community and following the usage of the Basque Government, we will refer to it as Basque Country.

The sociolinguistic context can be summarized based on the extensive sociolinguistic surveys carried out since 1991 with five-year intervals (Basque Government, 2013). We will briefly discuss the geographic distribution, the language competence per area, the use of Basque and the attitudes towards the promotion of Basque. According to the 2011 survey-data, 32% of the population of the Basque Country is bilingual, which means they can speak Basque and Spanish, another 17% understands Basque but

can only speak Spanish and 51% can only speak Spanish and has no Basque (Basque Government, 2013: p. 67). One important characteristic of the Basque language is its uneven geographic distribution. Some areas have less than 20% Basque speakers, other areas have between 20 and 50% or between 50 and 80%, but only in a few territories, such as in Gipuzkoa, are there over 80% of Basque speakers. The percentages are shown in figure 2.3.

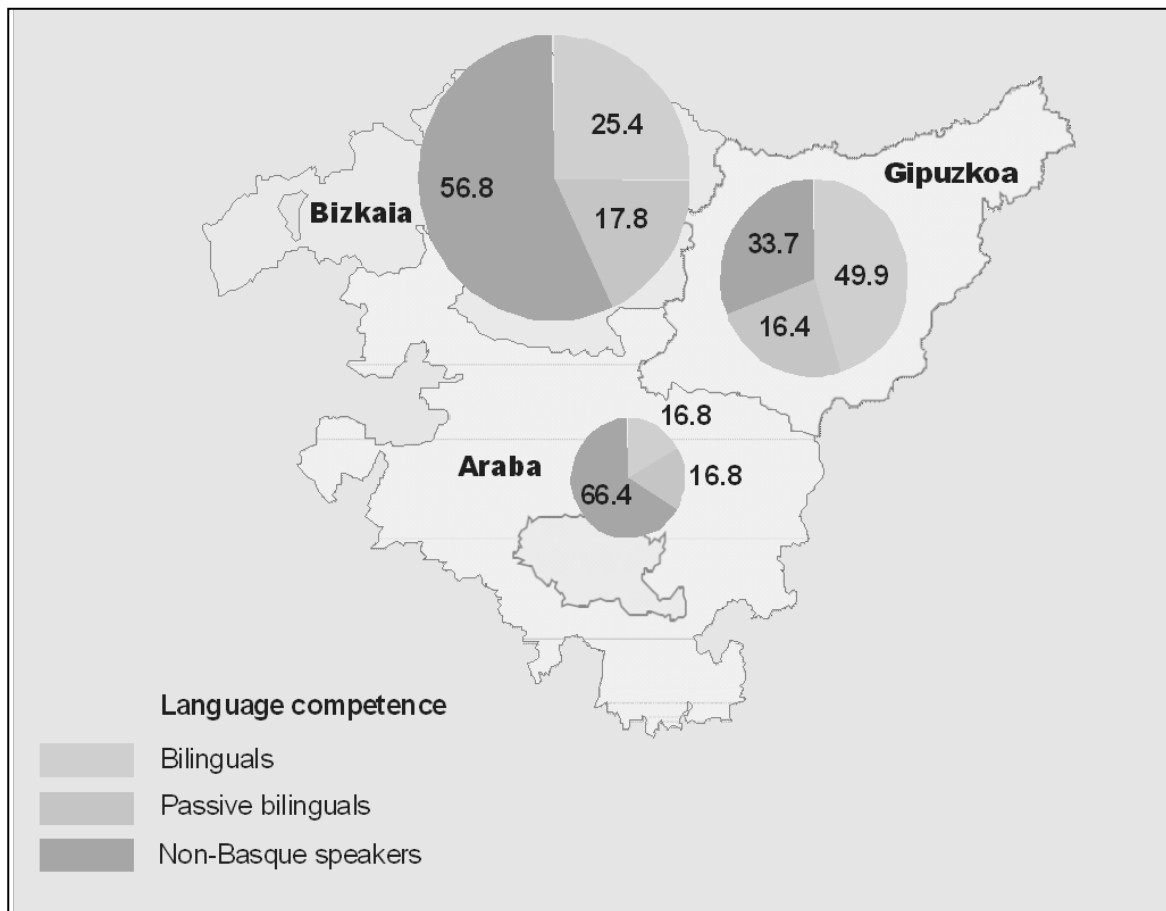


Figure 2.3. Language competences in the provinces Bizkaia, Gipuzkoa and Araba (Basque Country) (in percentages; aged 16 years and over). (Source: Basque Government, 2013, p. 69). NB: the size of each circle represents the relative size of the population of each province

In figure 2.3 we see clear differences in language competence between the three provinces, ranging from 49.9% bilingual Basque-Spanish speakers in Gipuzkoa, to 25.4% in Bizkaia and only 16.8% in Araba. The survey also presented results for language use, as shown in figure 2.4.

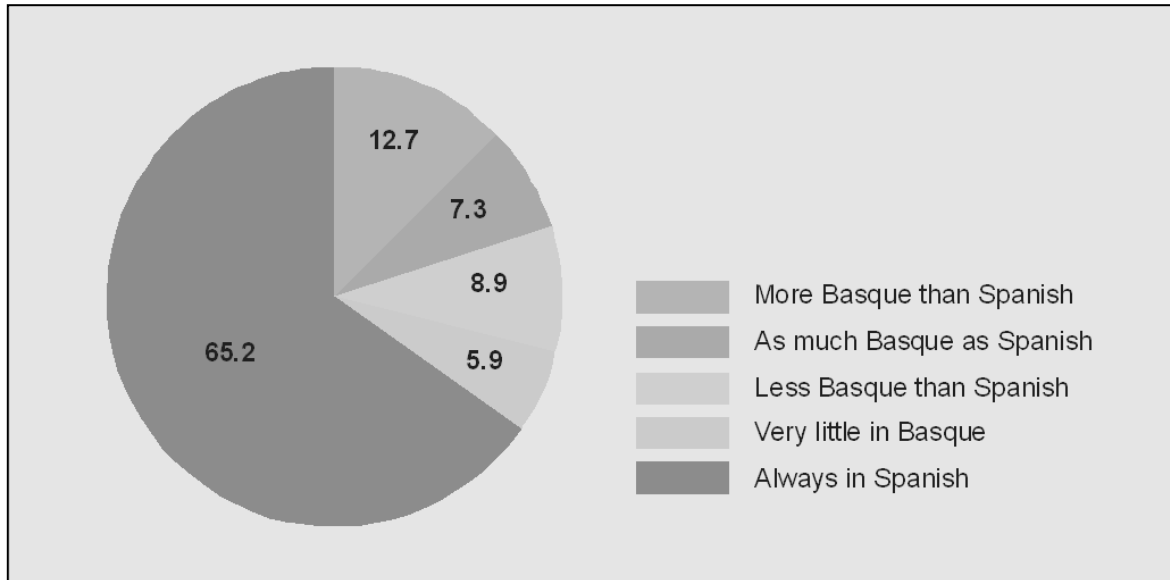


Figure 2.4. Language use in the Basque Country (in percentages; aged 16 years and over). (Source: Basque Government, 2013, p. 98)

As we can see in figure 2.4, a total of 28.9% uses Basque to a considerable extent, of those, 12,7% uses more Basque than Spanish, 7,3% uses Basque as much Spanish and 8.9% uses some Basque but more often Spanish. The large majority of 65,2% always uses Spanish and 5,9% almost always uses Spanish (Basque Government, 2013: p. 98). Over the last 20 years, the use of Basque has increased gradually. The percentage of people who only use Spanish or a little Basque has gone down from 78% in 1991, to 71% in 2011. The survey results further indicate that use has increased most in formal service situations (such as government services and health care) and with colleagues at work. In terms of language attitudes, the survey found that a majority of 62% views the promotion of the use of Basque favourably, 26%

are neutral and 12% are against. The number in favour of the language policy to promote Basque has increased by 7% over the last 20 years.

Since Basic Law on the Normalization of Basque Language Use of 1982 (Basque Government, 1982), both Basque and Spanish are recognized as official languages in the Basque Country. Basque is rather distant from Spanish, because it is a non-Indo-European language. The standard variety, known as “Euskara Batua” (“unified Basque”), is used for writing official documents and for language teaching at school (Gorter et al., 2014). In the Basque Country a great effort is being done to protect the language and promote language learning, as the language has a great symbolic value for the Basque citizens (Gorter, 2013; Montrul, 2013). Societal bilingualism is the most important aim of language policy, where citizens can freely choose to live through Basque, Spanish or both.

Recent historical events are important in understanding the ways in which language planning and policy for Basque has developed over a period of about 40 years. After the end of the Franco dictatorship in 1975, the first legal recognition of Basque came in the Spanish constitution of 1978. The Basque language was declared a co-official language in the territory of the Basque Autonomous Community alongside with Spanish. This gave an important boost to the status planning of Basque. Corpus planning had been going on for some time since the standardization of the Basque language in the 1960s. Further elaboration of terminology, grammars, specialized dictionaries, etc. was continued from the 1980s onwards as well. In the Autonomous Region of Navarre, there was a similar legal recognition, but it was limited geographically to be valid only in the Basque-speaking areas in the north. In the northern part of the Basque Country in France, on the other side of the state border, there is no or minimal legal recognition, which implies that Basque has much less formal status there. This section focuses

on language policy and planning in the Basque Autonomous Community (as previously mentioned, we refer to it as Basque Country throughout this thesis).

The legal status of Basque was further enhanced by the Basque Country's Statute of Autonomy in 1979 (Basque Government, 1979) and the Basic Law on the Normalization of Basque Language Use in 1982 (Basque Government, 1982). A central notion of these texts is "normalization", a concept which refers to a general process through which the minority language will become a normal language of daily communication for the citizens. More specific guidelines were contained in the General Plan for the Promotion of the Use of Basque (EBPN, 1999). The basic aim of these plans is formulated as "to promote language policy measures necessary to ensure the possibility of living in Basque for those who so desire" (EBPN, 1999: p. 53). The Action Plan for the Promotion of Basque ESEP approved in 2013 defines the policy for Basque for 10 years (ESEP, 2013). Through this policy a situation has to be created in which the use of Basque is taken for granted and its social status is fully accepted. It implies the public use of Basque on equal footing with Spanish. This can be considered as the core of the policy of "normalization". The plans aim at promoting the learning and use of Basque in different domains including the workplace and the university.

Nowadays, the example of public administration is followed by some companies in the private sector that require (or prefer) specific levels of knowledge of Basque of their staff, mostly in jobs where staff members are in contact with the public, in particular, in sectors such as financial services (banks, insurances), tourism, hospitality industry, shops, and other commercial establishments. Obviously, the increase in socio-economic demand implies an important incentive for parents to send their children to Basque medium education.

In a region like the Basque Country in Spain, globalization is clearly noticeable. A large variety of products reaches consumers, because the region is well-connected by road, by rail and by sea to Europe and other countries around the globe. Transport and technology have an important influence on the daily lives of people. These factors can also influence language habits, which is of special relevance in an area where a local language has been spoken since “time immemorial”. Over the centuries, through contacts the Basque language has been influenced by several languages such as Latin, Spanish, and French. During the 19th and 20th centuries, an important shift took place from Basque to Spanish and fewer people transmitted the language to the next generation. During the period of the Franco dictatorship (1939-1975) the Basque language was suppressed and this accelerated language shift. Only in the last quarter of the 20th century a relatively strong language policy to revitalize Basque could be developed. The main aim is to extend the use of Basque to all domains of society. Notwithstanding these revitalization efforts, Spanish has remained the dominant language in society. Due to global developments English has gradually obtained a larger presence in Basque society, although compared to some Northern European countries its presence is still modest.

2.6. Multilingualism in the workplace in the Basque Country

Economically the Basque Country is one of the main industrial areas in Spain, where next to services (69% of GDP; EUSTAT, 2014), industry is important (24%), especially technologically advanced light-metal companies for machine-tools, aeronautics and also energy. The average income is substantially higher than the average for Spain or for the European Union. The economic crisis had a strong impact in Spain and also in the Basque Country, but there it had more moderate effects, for example, in terms of

unemployment rates: 12.9% in the Basque Country versus 20.4% in Spain as a whole (2016). As a reaction to the economic crisis the regional government has developed a strong policy of internationalization for SMEs (Basque Government, 2015).

The basic economic data about the Basque Country includes the observation that Small and Medium-sized Enterprises (SMEs) with less than 250 workers, make up over 99% of all companies (out of about 165.500 companies, 2011 data) and those SMEs employ two-thirds of the total workforce (EPIC, 2013). Since the start of the crisis in 2008 the Basque economy has suffered a downward trend, and the number of companies has decreased. The industrial sector is the most important sector for foreign export, about half of all exports go to five countries (France, Germany, the United Kingdom, USA and Italy); the other half to a whole range of other countries. Exports of Basque companies have increased substantially over the last few years, but mainly due to large companies that do much more in terms of internationalization and innovation than SMEs (Confebask, 2014: p. 32-39). This circumstance has an influence on the possibilities for the development of micro language planning inside companies. Often, in large scale companies there is more capacity to develop a language policy than in SMEs, especially in small companies with less than 50 workers. At the level of the regional government the Basque Agency for Business Development SPRI, has as one of its main aims the internationalization of local companies, next to attracting foreign investors to the Basque Country. However, this government agency has little attention for development of language planning and policy as a factor in internationalization, whereas at the same time the government also has a branch that focuses completely on the development of Basque language policy. In the next section a short overview of the developments of language policy and planning will be given.

As we have discussed, increasing the internationalization of local companies is an important aim of the Basque government and their economic policy of encouraging exports to other countries brings with it the use of other languages. One would thus expect that a need for a language policy for multilingualism was felt. However, the awareness in companies itself seems low and usually does not extend beyond the need for better skills in English among the staff (Van der Worp et al., f.c.). An exception is the Elhuyar foundation that some years ago made a step from plans for the use of Basque and managing bilingualism to a more multilingual approach. One of the main reasons given was “to adapt to the changes brought by globalization”. Because, as Elhuyar stated, “our clients work at global level and have to handle different languages. The bilingual context in which companies worked before has now become a multilingual context” (Soziolinguistika Klusterra, 2014, p. 30). So it created an online platform called “Hizkuna”, which is intended for “language management in multilingual environments” (Hizkuna, n.d.). The platform consists of a number of resources such as machine translation, voice synthesis, and digital dictionaries that are meant to support work in an international environment. In this case “language management” seems to have a more restricted meaning and refers to an applied and technical approach to solving language problems.

As we have seen before, language policy and planning is most often thought of as being developed by a branch of the government and the plans usually try to have an influence on the public sector. In the Basque Country over the years the different levels of government, on regional, provincial and municipal levels, have developed policy plans that primarily aim at their own institutions and related organizations. At the same time they have developed initiatives to support the use of Basque specifically for the private sector. One example is a grant scheme by the city of Donostia - San Sebastián that

gives subsidies for using Basque in public signage. The local government provides a subsidy of up to 50% to shop-owners for the costs of new signs when those are in Basque only and 30% when they are bilingual in Basque and Spanish (with limitations of the maximum amounts) (Aiestaran et al., 2010; Gorter et al., 2012). Similar programs also exist in other municipalities.

An important policy measure is the program called “*Lan-Hitz*” (language at work) which was set up in 1997. This program can be seen as an example of micro language planning for companies (Baldauf, 2006). The goal is to increase the presence and the use of Basque in the domain of the private sector. The Lan-Hitz program is directly linked to General Plan for the Promotion of the Use of Basque (EBPN, 1999) already mentioned above. Whereas the General Plan applies to language policy and planning for the whole of society, the Lan-Hitz program aims at language use in the world of work in a wide sense, but in particular in private companies. Every year the regional government makes grants available for entities in the private sector to develop their own language policy plans. The government prescribes a standardized tool called “EME” to develop tailor made language plans (EME, 2004). The tool is designed to assist companies in a systematic design, implementation and evaluation of their plans for the use of Basque. Evidently a company cannot change its language use in all areas of work all at once and therefore the planning tool subdivides all areas of work into a large number of small steps. The tool is an interesting example of micro language planning that could also be used in other situations and therefore a short overview will be given.

The EME planning tool covers three key areas: (1) the corporate image and communication, (2) external relations and (3) internal relations. For each area, the tool provides a detailed diagnosis of the contents of

communications. As a whole, it constitutes a framework with 143 different sections for which language use is established. Two examples can clarify the way the planning tool works. In the area of corporate image and communication the heading “reception” is divided into three sub-headings: “language of reception”, “visits” and “security”. The first of those, “language of reception” is further subdivided into four smaller sections: (1) personal or telephone attention: salutation and general information, (2) automatic reception, answering machine, automatic cashiers, (3) public address (PA) system, and (4) written record of visitors. For each (sub-) section, a company is asked to describe how they are planning to use Basque (next to Spanish which they already use in almost all cases). The second example concerns the key area of internal relations. One of the five subheadings here is called “horizontal and vertical communication”, which is subdivided into four smaller categories. In the category “work meetings, groups and committees” a distinction is made between (1) short texts, such as announcements, presentation materials, (2) oral presentations and (3) long texts, such as reports. Again the EME-tool will be used by a company to determine rather precisely where it wants to increase the use of Basque in its communication structure and to which parts it wishes to give priority. The outcome of the diagnosis is an overall language plan for Basque that includes a detailed timetable for implementation. Through the application of the EME-tool step by step, the way Basque is used in the company can be increased, side by side with Spanish. Usually Basque is dealt with as an issue on its own and even with increased internationalization, English or other languages are often not included in the language plan. Usually, a company appoints a staff member as its Basque language coordinator, and creates a special working group to support the planning work. The first step is to make an inventory of language competences of the staff of the company and then an appraisal of all sections of the EME-tool that the company wants to

concentrate on. It establishes the basis for a multi-annual plan for Basque and an annual implementation plan. Those plans can be supported by grants from the regional government, and the provincial governments of Araba, Bizkaia and Gipuzkoa. Moreover, Elhuyar, the private foundation that has as its main aim “to consolidate the Basque language in science, technology and society” and that is known for developing Basque language materials such as dictionaries and teaching materials, has developed a tool called “Neurtzeko” (Neurtzeko, n.d.) to make it possible to follow the presence and use of Basque in companies based on the EME framework.

To show how the planning for Basque in a company works, we will briefly discuss the case of the Elay Group, mainly based upon the study of the *Soziolinguistika Klusterra* (2008). The *Soziolinguistika Klusterra*, a cluster of several non-profit organizations, published a number of case studies on the implementation of Basque language plans between 2007 and 2014. Data is also retrieved from a recent Language Communication Audit (Van der Worp, 2015). The Elay Group is a high tech industrial company which manufactures metallic parts using fine blanking technology, a special type of metal stamping or precision cutting to produce, for example, the metal parts of safety belts or brake plates. The company has about 400 employees and an annual turnover of 55 million Euros (Elay group, 2015). The main premises are located in the town of Antzuola, in the heartland of the Basque Country. In the early 1980s the teaching of Basque in towns’ schools began while most of the adults used Basque among each other at home, among friends and in the street. Inside the factory, in contrast, the employees continued to use Spanish. Some workers of the Elay group had the idea that they also use Basque as a working language. After contacting the regional government and the Elhuyar foundation they developed a first Plan for Basque. Gradually some measures were introduced, those included in 1982 bilingual signage

and some bilingual internal documents and in 1987 reimbursement for Basque language courses for workers (the same year the first two workers took a course). In 1992 the company started a pilot-project to extend its work through Basque, even though there was little prior experience of how to introduce changes in language habits in a company. It also actively participated in the application of the Lan-Hitz program.

An important challenge was to make the workers literate in Basque because the generation of adults had only been taught in Spanish and therefore was not literate in Basque. During the next years “communication circles” were set up where Basque was used among colleagues. Those turned out to be successful in creating new daily language use habits. Less successful was the use of Basque in the external relations of the company, which was also related to the delicate sociolinguistic situation in the business world in the Basque Country in the 1990s. After a few years, the circles disappeared and a Basque language commission was given the task of systematically implementing and evaluating the use of the minority language. Workers began to use the language spontaneously and could progress on their own. The Basque language became an institutionalized part of management as any other kind of business issue. However, the documents and procedures that described the use of Basque were until 2008 only written in Spanish while internal work orders were bilingual. Gradually the company started to have internal documents in Basque only. In 1992 about 65% of the workforce of the Elay group could speak Basque and nothing was written in Basque. In 2008, 16 years later, 85% could speak and 83% could write Basque; of all written texts 72% was in Basque (Soziolinguistika Klusterra, 2008, p. 7). In 2015 of the whole workforce only six people do not speak Basque very well, which is the outcome of an emphasis on language learning and the hiring

process over the years. Today all internal documents are in Basque, but invoices are also in English and Spanish.

In external relations the difficulties the company encountered in the use of Basque were gradually overcome. The Chamber of Commerce and their auditing company had begun to translate their documents in Basque, but there were quite a few struggles with the social security administration, the labour office and even branches of the Basque Government. Many times the employees of the companies felt isolated, but thanks to their persistence they had become a guiding example in the Basque Country of how to implement a policy for the use of the minority language. The Elay Group operates on a global scale because it also has factories in Mexico and China, a sales-office in Germany and 80% of its clients are from abroad. Most of the external relations are conducted in Spanish and English. The company's philosophy is to maintain its Basque identity despite internationalisation; and to achieve this, the use of Basque is considered essential. This is reflected in efforts to introduce some Basque in their offices abroad, where the directors of the plants in Mexico and in China are both Basque speakers (Van der Worp, 2015) and even a Chinese worker is learning Basque. English is mostly used in situations abroad, for example also with clients in France or Germany, although it may not be their most preferred language. The company shows a strong awareness of the importance of languages and its main principle is that an adequate language has to be used at each specific moment. It is one of the first companies interested in the development of language plans for multilingualism, which are discussed in the next section.

From the numbers of annual grants in the Lan-Hitz program (for example, more than 600 in 2014) it becomes clear that thousands of companies have taken part over the years. Still the number of very small enterprises is huge (almost 155.000 of the total of 165.000 enterprises in the Basque Country

have less than 10 workers, see Confebask, 2014, p. 3) there are fewer possibilities and fewer facilities for implementing a language plan for Basque. Perhaps in the very small companies there is also less need because most issues can be arranged in an informal way and will depend on the coincidental composition of the small work-team. It is known, and the example of the Elay Group has demonstrated it clearly, that implementing a language plan on this micro scale is a slow process and planning for Basque in the private sector still has a long way to go.

Recently Elhuyar has developed a new diagnosis tool specifically for planning multilingualism in companies and other organizations that operate internationally. The tool is used by Elhuyar while it participates in a European project called EPIC (which stands for “Enhancing and Promoting International Business Communication”, see EPIC, 2013). The European EPIC-project runs as a pilot in four countries; Italy, Lithuania, Poland and Spain (Basque Country). The aim is to help small and medium-sized enterprises (SMEs) to overcome language and cultural barriers in international trading. The project is funded by the European Commission (Lifelong Learning Programme) and it is based on outcomes of earlier research that found that SMEs have an annual turnover loss of up to 11% due to communication barriers (European Commission, 2006) and SMEs can gain up to 25% by implementing a language management strategy (European Commission, 2011a). In the EPIC project a common Language Communication Audit (LCA) has been designed. The first step in such an audit consists of a pre-audit questionnaire filled in by the company. This is followed by a personal visit of one or two auditors to review the company’s communication channels, strategies, and possible language barriers. The auditor then provides a report with an analysis of the current linguistic situation and recommendations for improvement. The outcome is a tailor-

made policy plan for multilingualism. The company can decide to implement the proposed changes or not, but the main idea is that the company creates new possibilities for international trade and will thus raise its annual turnover. The Elhuyar foundation has widened its scope by applying the European based LCA to what is still a limited number of companies and organizations in the Basque Country. Even though support for the use of Basque is still prioritized, the new approach includes a diagnosis of the use of other languages, in particular English. In this way Elhuyar may evolve from a local to an international player in language management for companies.

Overall, an impressive amount of work has been done to promote Basque in the private sector and this is much more than what has been achieved for other European minority languages perhaps with the exception of Catalan and Welsh for which similar policy efforts have been undertaken (Soler - Carbonell et al., 2016; Hodges, 2012).

One company that felt an obvious need to develop a multilingual policy in recent years was Tecnalia Corporation, an organization working in the sphere of Research, Development and Innovation (RDI). The case of Tecnalia clearly illustrates how local and global demands interact in the development of language policy and planning for multilingualism. The following summary is mainly based upon another study of the *Soziolinguistika Klusterra* (2014).

Tecnalia is the result of a merger of eight technology centres in 2010 (see Tecnalia, 2016). Today, it has spread over 20 locations with its head quarter in Donostia - San Sebastián, another eleven locations in the Basque Country, four in Spain and four more in France, Italy, Mexico and Serbia. Tecnalia has a multilingual workforce of over 1.400 staff-members from 29

nationalities. It is one of the important private research centres in Spain and Europe. In 2011 the newly merged organization started to develop a language policy plan that took into account its Basque roots, its international research context and its multilingual workforce. The first step of the specially established Linguistic Diversity Group was to take the earlier mentioned EME-tool in order to design a language plan, not only for Basque but also for Spanish and English because those three were the most common used languages. The new policy distinguished between (1) obligatory use of all three languages (e.g. in newsletters, the website), (2) flexible use of two languages (e.g. Basque and Spanish with Basque authorities or English and French with French clients) and (3) open language use, where everyone can use the language(s) of their choice. After a few months it turned out that managing this large organizations' linguistic diversity was more complex than initially thought. The implementation process was halted and a period of reflection initiated. This coincided with contacts with the Elhuyar foundation and cooperation began in early 2012. Together they started to analyze different internal communication processes and the most urgent areas to work on such as marketing and external communication were identified. Tecnalía now uses all three languages on its website, in important documents of external communication such as its Annual Report. Care has been taken that all people working in the reception at the different locations can respond in Basque, Spanish and English. For internal communication many templates are available, the company newsletter is trilingual, and increasingly standard emails are also written in three languages. Other initiatives, such as "language lunches" to practice language skills among colleagues were less successful. Tecnalía aims to disseminate an understanding of how to deal with different languages among its employees, partners and clients. There are some stated principles, but no strict rules because the idea is to work in a flexible way. At the same time, the company

wants to break with the past by creating a multilingual environment in all centres. However, a lot of work remains to be done in the field of language management.

On the one hand, the Basque regional government has developed an important program of measures to revitalize the use of the Basque language, not only in the fields of education, culture and media (Gorter et al., 2014), but also for private companies. On the other hand, the same government has developed plans for internationalization of companies; efforts which recently were intensified after the beginning of the economic crisis. The governmental policy and planning to promote the local language Basque go in parallel with campaigns to make Basque companies operate on a global market, where the use of English is often seen as obligatory. The local developments are placed against globalization trends and how those affect the region.

2.7. Multilingualism in education in the Basque Country

The teaching of European languages with a mayor number of speakers has a tradition of support by the European Union, endorsing the education of at least two foreign languages from an early age onwards. Moreover, some minority languages have improved their status in recent years, and are included in the school curriculum as subjects or language of instruction.

The two trends in current multilingualism, as discussed above -the increase of English and support for regional languages- pose practical challenges, also in education. First of all it has to be decided which languages should be offered as compulsory or optional subjects. Also other decisions have to be made on whether additional languages should be offered as school subjects or used as languages of instruction, what level of proficiency should be

aimed at, and what skills should be taught. Integrating more languages could complicate the planning, given the number of languages that can be involved in the study program with respect to teaching hours, and lead to organizational and financial obstacles. Finding pedagogical materials also may be a problem as well as a human resource issue. Regarding minority language, official support is not a guarantee for reviving a language. This is confirmed by our interviewees for the case of Basque as will be seen later on.

In Spain, the inclusion of minority languages in the communities with two official languages, which are Catalonia, Basque Autonomous Community, Navarre and Galicia, has seen a great development. Moreover, the increased use of English medium instruction and CLIL, has led to bilingual and multilingual programs in primary and secondary school in all communities (Lasagabaster & Ruiz de Zarobe, 2010).

It has already been mentioned that the EU aims at multilingualism in education. However, it has to be remarked that there are significant differences in the level of multilingualism reached. For example, according to the results of the Eurobarometer (2006), citizens of Southern European and the two English speaking countries seem to have a more moderate level of foreign language skills. Furthermore, in these countries the majority of the population indicates not to know any foreign language. In the most recent Eurobarometer (2012) these trends are still similar and for instance in Spain 54% of the population indicates to be unable to speak any foreign language. However, the situation in the South is not homogeneous either. For instance, the Basque Autonomous Community stands out in terms of multilingual education, in comparison to the rest of Spain and Southern Europe. In this section we will have a look at the main context that influences this level of multilingualism, namely education.

Before going into multilingualism at the UPV/EHU which is the focus of three of our studies, first the pre-university educational system in the Basque Country will be shortly described. This is the trajectory that the majority of the participants have followed, before entering university, and has thus to be taken into account, as it could explain to some extent the linguistic competences and language learning experiences of the students.

Multilingualism and language policy in pre-university education

In the 1980s, the Basque language was the first language of a relatively small proportion of the population (24.1% according to the first sociolinguistic survey in 1991; Basque Government, 2013, p. 249). To improve the situation priority was given to the teaching of the Basque language in schools. The emphasis was thus on language-in-education planning. The idea was to start learning Basque as early as possible and to introduce the language in all stages of education, including the university and adult courses. Three basic models were developed in order to create a choice for parents (see for example, Etxeberria & Etxeberria, 2015). They can choose to send their children to the so-called D-model where all teaching takes place through the medium of Basque, except where Spanish is taught as a subject for a limited number of hours per week. Originally the D-model was intended for pupils with Basque as their home language, but over time it became also popular among Spanish-speaking parents. The second choice is the B-model where Basque and Spanish are taught for about 50% of the time and both languages are also taught as a subject. As a third choice, there is the A-model, which is more or less the reverse of the D-model because the basic teaching language is through Spanish, and Basque is only taught as a subject for some hours. In many cases, one school offers the parents the choice between two models or

sometimes even three. In the beginning there were also serious shortages of materials for the teaching of Basque and other subjects through the medium of Basque, so the language-in-education planning gave strong support to the development of learning materials. At the same time priority was given to the training of teachers who can teach through the medium of Basque. In this way, schools were facilitated to create a stream for a D-model in their school.

Taken together, these policy measures have led to some impressive changes in the education system. In 1982 only about 5% of all teachers were able to teach through the medium of Basque and in 2012 that figure has gone up to over 80%. The demand for education through the medium of Basque (D-model) has increased impressively. In addition, the percentage of new registrations for the D-model Kindergarten has gone up from 7% in 1982-83 to 77% in 2014-15. Usually once a child is registered in a model, it stays there all his or her school career. The increase in the participation in the D-model has been gradual and therefore the percentage of students studying through Basque as a medium of instruction in secondary schools is still lower. In 2014-15 of the upper-secondary students, 60% are enrolled in the D-model, a percentage that gains a few points every year.

As a consequence of the language-in-education policy, the number of people that are able to speak Basque has increased substantially over the years. In 1991 about 24.1% of the population was able to speak Basque, but 20 years later, according to the survey of 2011, the number had increased to 32% (Basque Government, 2013, p. 70). This shows a gradual increase among the population as a whole, but a closer look at the category of 16-24 year olds shows a more impressive increase. In 1991 among the youngest age-bracket of the survey, about 25% could speak Basque, this included a small group who had already gone through the Basque medium education in the years

before; in 2011 the percentage among 16-24 year olds had gone up to 59.7% (Basque Government, 2013, p. 73).

One of the main challenges for the revitalization (or normalization) of Basque is to put the acquisition of language skills into actual use. The sociolinguistic surveys indicate that although the knowledge of Basque has increased, the daily use of the language is lagging behind. The usage figures for the youngest generation are somewhat more favourable because they are more proficient in the language, but a substantial part of young people only uses Basque from time to time and less often than Spanish. There are important differences in the geographic distribution over the territory, the percentages for those people who use Basque at least as often as Spanish in the province of Gipuzkoa are much higher than in the province of Araba.

Over the years, more and more parents from Spanish-speaking homes have chosen Basque as the medium of education for their children. There are several reasons to explain this phenomenon. An important reason is that Basque as a medium of instruction has produced academically successful students. Pupils reach high levels of proficiency in Basque and Spanish, but also in mathematics, English, and other subjects. The idea that learning more languages is an advantage has caught on. There is a strong awareness that Basque is an endangered language and the parents want to contribute to saving the language because “if we don’t do it, no one else will do it for us”. The choice for the D-model can also be linked to a strong sense of Basque identity which is also reflected in relatively high percentages of votes for nationalistic political parties (over half of the electorate). A further factor is also the absence of a counter-reaction against Basque as a medium of instruction because there was and still is a choice for those parents who do not want it for their children. Developments in the wider society likewise contribute to the reinforcement of Basque in education. Language policy has

generously supported provisions for media through the medium of Basque, first of all radio and TV, but also music, literature, theatre, folklore and, nowadays, the internet, social media and other digital resources. This implies there is a relatively substantial offer of Basque in those media, but the offer of Spanish media content is much larger.

Another important reason for the choice of a model is the socio-economic demand for Basque. In particular in the labour market, such as the public administration sector, proficiency in Basque has increasingly become a job requirement. Gradually such requirements for certain levels of knowledge of Basque have extended to include almost all civil servants. A system has been put in place where different levels of proficiency in Basque are required for different posts.

When we then look at the results of the different models, we see that model D students are the ones who outperform models B and A students in Basque. Regarding Basque, students in model D are more proficient than the students in model B, who in turn are more proficient than the students in model A. Proficiency in Basque of the students in model A is really poor (ISEI-IVEI, 2016a, 2016b). This could be explained by the fact that acquisition of Basque is a difficult process, due to the big linguistic distance between Basque and Spanish. After many years of studying grammar, even in Basque immersion program, many L2 speakers of Basque still have an uncompleted mastery of the grammar. An additional problem to this linguistic distance is the fact that all speakers of Basque in the Basque Country are bilingual, which reduces the need to communicate in Basque (Cenoz, 1998). In Spanish and other subjects, like mathematics and sciences, no differences in academic results are found between the models, except for English, where model D students also seem to take advantage of their higher degree of bilingualism (Cenoz, 1998; Lasagabaster, 2007).

Apart from Basque and Spanish, foreign languages have always been part of education in the Basque Country. Until the 1980s, the most common foreign language taught at school was French but nowadays English is studied as the foreign language by the vast majority of Basque school children (Cenoz, 1998). French is also studied as a second foreign language.

The last 20 years have seen the gradual introduction of English as a third language at all levels of education. This implies a gradual change from a bilingual Basque-Spanish education system where great efforts take place to revive Basque as a “normal” language of communication, to a system that takes three (or sometimes more) languages into consideration. In society one can also observe an increase in the diversity of languages and a greater emphasis on English. On the one hand, through a steady influx of migrants from Latin-America, North Africa and many European countries and on the other hand, through an increased importance given to knowledge of English, because of the effects of globalization and a successful commercialization of learning English outside school (Cenoz & Gorter, 2005; Gorter & Cenoz, 2011; Etxeberria et al., 2015).

Traditionally, the level of English acquired at school was low. Possible explanations were the large class sizes, the use of outdated or traditional instructional approaches and the lack of well trained teachers with adequate proficiency in English. It was generally believed that English should be learned either in visits to English speaking countries or by attending private classes (Cenoz, 1998). A peculiarity of the context to take into account is that the students outside school hardly have any exposure to English, and therefore fewer occasions to practice the foreign language. A study from Lasagabaster and Sierra (2010) showed that even among students of the first years of English studies at university, only 5% had exposure to TV or films

in English. Herewith it can be imagined that this percentage is even lower for students who did not chose to learn English.

The Government and other educational agencies therefore started to take efforts to improve teaching of English. Among others, they started the early introduction of English in school. The early introduction of English in kindergarten started in 1991 in some Basque-medium schools and nowadays Content and Language Integrated Learning (CLIL) is quite spread. Apart from this, there are some bilingual schools where foreign languages (English, French and German) are used as medium of instruction. In these schools, Spanish and one foreign language are the languages of instruction, and Basque is taught as a subject for four or five hours per week (Cenoz, 2009).

Multilingualism in higher education in the Basque Country

After exploring the pre-university education in the Basque Country, we are now going to explore multilingualism in Higher Education by focusing on the public university of the Basque Autonomous Community, the Universidad del País Vasco - Euskal Herriko Unibertsitatea (UPV-EHU), which has thus a Spanish and a Basque name. It was founded in 1980, replacing the University of Bilbao created in 1968. It is the biggest university of the Basque Country, with three campuses in the three provinces of the Basque Country; Bizkaia, Gipuzkoa, and Araba, and has around 50,000 registered students (Cenoz & Gorter, 2012). According to its statutes it is a bilingual university, with Basque and Spanish as official languages.

Already in 1977 the first classes through the medium of Basque were given in Science (Cenoz, 2009). As soon as the UPV/EHU was created, a start was made to develop the position of Basque. The UPV/EHU has an important

role in supporting the use of Basque. By providing degree courses in Basque, the university aims to providing Basque-speaking graduates who are capable of using the language in all social spheres.

In 2013 the second Master Plan for Basque 2013-2017 (Euskararen Plan Gidaria, 2013-2017) was initiated, in order to promote the use of Basque at university (UPV/EHU, 2013). The UPV/EHU also has a Basque Service to provide help with publishing textbooks in Basque, translations and the teaching of Basque to students, teachers and staff. The statute of the university recognizes the right to use Basque or Spanish, to teach and learn in both languages and to conduct research and publish in both languages too. All the documents have to be bilingual and special attention is given by university to the scientific and technical aspects of the Basque language and culture. The university should promote the process of the normalization of Basque language. Not only is there this top-down promotion of the use of Basque. Also from a bottom-up perspective, the students, who mostly opt for studying at a local university, strongly demand studying through Basque at university, as students want to continue using the same language of instruction as they had at compulsory school.

Almost 50% of the undergraduates choose Basque as the language of instruction at university, which is a lot more than some 30 years ago (Cenoz & Gorter, 2012). These students, who also complete their entrance exam in Basque, mainly come from school programs with Basque as the main language of instruction, that is to say the model D. Undergraduate students who enrol in Basque medium courses are offered optional courses in Basque language to gain better knowledge of the specific terminology for their discipline. The other half of the students have Spanish as the language of instruction except for some courses taught in English or French, and the specialized studies in Humanities. Despite these relative high numbers of

enrolments in Basque courses, there are still ongoing struggles with teaching through the minority language (Cenoz & Etxague, 2013).

First of all, related to the teaching staff, university courses are highly specialized and the number of lecturers who can provide instruction in Basque is sometimes insufficient to meet the demand. The number of teachers who are qualified to teach through the medium of Basque is increasing and it is now approximately 52% of the total number of teachers (UPV/EHU, 2015). All academic staff must have a C1 level in Basque to obtain a Basque medium position. As a support, the university offers language courses, but acquiring a level high enough to teach a specialized course in Basque is not easy for a Spanish speaking instructor (Cenoz & Etxague, 2013). Also for the supporting staff there exist regulations for their Basquisition. They are required to achieve a specific level of proficiency, according to the characteristics of their jobs (Cenoz, 2009).

Second, regarding teaching material, there is a limited availability of textbooks and other teaching materials in the target language. The number of specialized publication in Basque is for instance compared to Spanish, French and English materials extremely low. This leads to a situation where lecturers teaching through the medium of Basque often have to work with source materials in other languages (Cenoz & Etxague, 2013).

Third, related to research, Basque is far less common than Spanish, French or English. For instance, the number of doctoral theses written in Basque is much lower than the number of theses completed in Spanish (Cenoz & Etxague, 2013). In the year 2015 only 8.14% of the total number of theses defended at the UPV/EHU were in Basque. As in the rest of Europe, publications in international journals are generally written in English, and in the Basque Country they are also more valued than publications in local

publications in Basque. However, the university tries to stimulate at the same time the publications in Basque, and value them for internal promotion. For instance, publications in Basque are given priority at the university's publishing house (Cenoz & Etxague, 2013). Today, 43% of the publications by the UPV/EHU are in Basque and three scientific journals are also published in Basque (UPV/EHU, 2013).

With the increased importance of English, an additional challenge is given to the UPV/EHU, because of the need to move from bilingualism to multilingualism. Related to the importance of English for mobility, as discussed in section 2.4., we see two trends here. The first is the importance of providing classes in English in order to attract international students. The second is providing classes in English as training for students who wish to go to study abroad. Apart from that, these students also can maintain or improve the English they acquired at compulsory school. Furthermore, the importance of English as language for the transfer of academic knowledge should be underlined.

Therefore, in 2005 the Plurilingualism Plan (Plan de plurilingüismo) was introduced recommending the use of foreign languages. It aims at 1) fostering mobility of students and participation in the European Higher Education Area (EHEA), 2) following up the multilingualism projects developed in secondary education, for instance using English as an additional language of instruction, and 3) fostering mobility of teaching staff, as they also benefit from using additional languages for increased international relations and mobility. This plan offers the possibility of choosing either English or French as the language of instruction for elective courses. Herewith, both the number of teachers qualified in English, and the courses taught in English and French went up over the last years (UPV/EHU, n.d.)

Since the academic year 2005-2006, courses are taught in English. The number of courses is still modest, but it is increasing and in 2015-16, there are 277 courses taught through English. The number of courses in English is much higher than in French, but still the number is small when compared to the number of courses offered in Basque and Spanish in the entire university, and when compared to the use of English at universities at a European level. The distribution of these courses is rather unequal for the different disciplines. English courses are more found in science, technology, economics and business administration, and relatively less in social sciences and humanities.

Regarding the teachers, for being allowed to teach through the medium of English, they have to meet one of the following requirements to prove their language proficiency; 1) hold an official certificate of proficiency, 2) have completed a doctoral thesis in an English speaking university, 3) have taught courses in English at university level in other countries or 4) pass a specific exam with oral and written tests. This same procedure goes for teaching through French and German, but those languages are far less common. Apart from this, academic staff can take courses on interactional skills in the classroom, get support for translating and reviewing their teaching material and for the first two years the credits they teach in English count double.

To conclude, we can say that the students who participate in this research project find themselves in a bilingual university that tries to meet both the needs of the minority and the global language. Teaching through the minority language still causes some struggles, but so does the teaching through English. In the last three empirical studies we will analyze the perceptions of these students, studying at a bilingual university, of different languages.

3. Four empirical studies

3. Four empirical studies

The first purpose of this research project is to explore the role of multilingualism for professionals working in internationally operating companies in a bilingual region, in our case the Basque Country. Following a holistic approach, we analyze the language competences, the linguistic repertoire and the wider social context of the professionals. However, we also consider it important to analyze the linguistic profiles of the students, since they most probably will be the future professionals of the companies and the ones who should be well prepared with languages. In the first place we aim to analyze the students' perceptions of Basque, in relation to their proficiency in Basque as mother tongue or second language. Herewith we shed light on the perceptions of the importance of a minority language in an international workplace. In the second place, we want to analyze the competences and perceptions of English, as related to the experiences of the students with English medium instruction. Herewith we do not only examine the perceptions of the global language English in the international workplace, but we also analyze the added value of teaching through the medium of English. Taking into account the special bilingual region of the Basque Country where we can find different levels of multilingualism as all are fluent in Spanish, but not all in Basque and neither all in English, we want to find how these different levels of proficiency influence the perceptions of languages in the workplace. Therefore we also examine the students' perceptions of the linguistic repertoire in the companies, according to the different levels of multilingualism the students have.

With the present research project we hope to bring together the fields of workplace and education. In previous research, both areas are usually separately treated, while we believe both areas are interrelated, and should be considered as such. Languages practices in the workplace highly depend

on the practices in education, as this is where the professionals are prepared linguistically in the first place. The other way round, the language practices in education should take into account those in the workplace, so to better fit the professional purposes and to better prepare the students.

In order to carry out this research project and fulfill the expressed aims, four main research questions and related sub questions were formulated:

1. What is the role of multilingualism for professionals working in internationally operating companies in a bilingual region?
 - 1.1. *Which are the competences of multilingual professionals?*
 - 1.2. *What is the linguistic repertoire needed by companies?*
 - 1.3. *How does the broader social context relate to multilingualism?*

2. How do business students (with different proficiency levels in Basque) perceive the use and importance of Basque in companies?
 - 2.1. *How do Basque L1 and Spanish L1 business students perceive the use of Basque in companies?*
 - 2.2. *How do Basque L1 and Spanish L1 business students perceive the importance of Basque as contrasted to different languages in companies?*
 - 2.3. *How are differences in importance of Basque and other languages in companies as perceived by business students related to their level of Basque proficiency?*

3. How do business students (with different experiences with English medium instruction) perceive their own competences and the importance of English in companies?
 - 3.1. *Do students who have (had) English medium instruction perceive their previous experience as language learners in a similar way as the students who did not have English medium instruction?*
 - 3.2. *Do students who have (had) English medium instruction report the same proficiency in English as the students who did not have English medium instruction?*
 - 3.3. *Do students who have (had) English medium instruction have similar competences as the students who did not have English medium instruction?*
 - 3.4. *Do students who have (had) English medium instruction have the same exposure to English as the students who did not have English medium instruction?*
 - 3.5. *Do students who have (had) English medium instruction have the same expectation about English in their future job as the students who did not have English medium instruction?*

4. How do business students (with different levels of multilingualism) perceive the importance of different languages in companies?
 - 4.1. *How do the perceptions of different languages differ between business students according to their level of multilingualism?*
 - 4.2. *How do the perceptions of Basque and English in the workplace differ between business students according to their level of multilingualism?*

As each research question involves a wide range of sub-questions, for the sake of clearness all four research questions are treated in separate studies. Every study starts with an introduction of the aims and research questions and is then followed by a description of the specific methodology. Study 2, 3 and 4, are based on the same questionnaire data. The sample size varies from study to study, as for the homogeneity considerations of each study some students had to be excluded. In study 2 the whole methodology is outlined, while in the studies 3 and 4 only the methodological aspects that differ from study 2 are discussed, such as differing samples sizes, additional relevant background information, different questionnaire items and analysis procedures. These methodology sections are then followed by the presentation of the results. After presenting all four studies, in chapter 4, a discussion of the four studies will be provided.

Study 1

3.1. The role of multilingualism for professionals: study 1

In this chapter, first the research questions related to the role of multilingualism in the workplace are introduced. Subsequently, the qualitative research methodology used to examine the research questions is discussed and justified. Then, the process of data collection is addressed and the methods used for data analysis are presented. Finally, the results are presented.

3.1.1. Aims and research questions

The first study is directed to the role of multilingualism for professionals working in internationally operating companies in the bilingual region of the Basque Country. Following the holistic model of multilingualism in the workplace, as presented in section 2.3.1, the language competences, linguistic repertoire and social context play an important role in the language use in the workplace. Therefore, the following research question and sub questions are formulated:

1. What is the role of multilingualism for professionals working in internationally operating companies in a bilingual region?
 - 1.1. Which are the competences of multilingual professionals?
 - 1.2. What is the linguistic repertoire needed by companies?
 - 1.3. How does the broader social context relate to multilingualism?

3.1.2. Methodology

To answer the general research question, a qualitative approach to data collection was adopted for which we used face-to-face interviews. This instrument is considered well-suited to acquire in-depth knowledge of particular multilingual contexts or speakers and to answer complex questions

(Codó, 2008). During the interviews some basic biographical and relevant background information was obtained, but the emphasis was on views about multilingualism and information about language practices and language learning. The participants are a group of 25 professionals in managerial positions from 14 different companies, all located in the Basque Country. The details about the economic sector, the type of company and the job position of the informants are given in table 3.1.

Table 3.1. The interviewed professionals and their companies (N = 25)

Sector	Company	Job position of informant
Factories	Factory of metallic parts	General director Director of client services Director of language commission Human resource manager Quality manager Sales manager
	Factory of professional and industrial tools	General director Export manager Asia Export manager America Export manager Middle East Regional manager
	Factory of automotive components	Floor manager
	Factory of electronics	Corporate chief technology officer
	Factory of adhesive tape	Sales manager
Service providers	Logistics company	Branch manager
	IT service company	Marketing director
Corporations	R&D group	Director of international development
	Association of Language Industries	General Director
	Business Group	Director of co-operative dissemination
Language academy	Language academy	Director of communication
Consultancy firms	Basque consultancy	Innovation and Project manager Head of consultancy
	Internationalization consultancy	General manager
	Internationalization consultancy	Inside sales manager International sales consultant

The informants all have a high level managerial or directorial position. As it can be seen, the interviews carried out in 10 of the 14 companies were with one informant. In the other four companies the information had to be obtained from more than one informant because of the way the work was distributed inside the company. In these cases, the information provided by each informant was completed with the additional information provided by other informants from the same company.

As the aim of this exploratory study is to analyze the role of multilingualism for professionals, the companies share two characteristics: they are all related to multilingualism and they belong to different sectors. Regarding multilingualism the companies selected use different languages to different degrees as it will be seen later. Their companies belong to different sectors as is shown in figure 3.1.

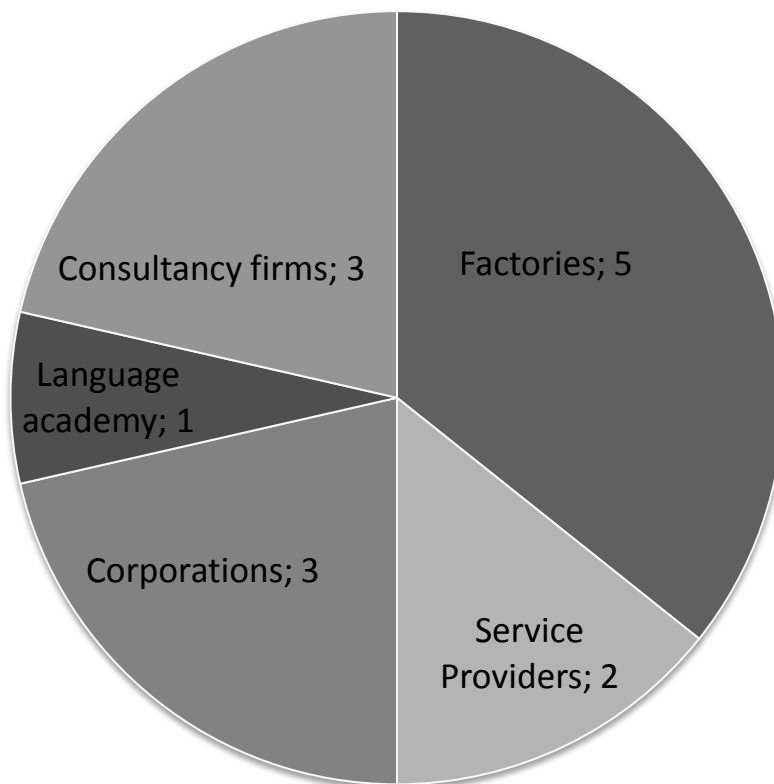


Figure 3.1. Participating companies according to sector

Four companies are Basque internationally operating factories, one is a multinational factory, two are internationally operating service providing companies, three are corporations (two operate internationally, and one focuses on the local market), one is a local language academy and three are consultancy firms (two operate internationally and one focuses on the local market). The choice of these companies is useful for different reasons. A first reason is that it allows to see both the factories that need multilingualism for internationalization and the language academy and consultancies that provide services to companies to operate internationally. The former can provide direct information about the role of multilingualism in their own company and the latter have the experience of working over the last years with professionals from many other companies. A second reason is that by having different types of companies with different sizes, locations and degrees of internationalization it is possible to identify patterns in the role of multilingualism for professionals that go beyond the study of a specific type of company. Taken together, this group of informants presents a solid and extensive understanding of multilingualism and internationalization in the workplace.

Participants were interviewed using a schedule with open questions, and the respondents were given an opportunity to discuss other topics they considered relevant. The guiding questions for the interview included information about participant and the company, the level of multilingualism of employees, language requirements, cultural differences, language use, language policy and education. In the case of the language academy and the consultancies the information obtained was mainly about the Basque companies they had as clients and their general views on multilingualism in the workplace based on their experience.

The interviews were held over a time span of half a year, between January 2014 and July 2014. The interviews lasted between 40 and 105 minutes. Following the recommendations of Codó (2008), the participants were allowed to choose their preferred language for the interview. In our study seventeen participants chose Spanish, and eight preferred Basque. Participants who were proficient in Basque chose Basque to conduct the interview. Six of the 14 companies (two factories, two corporations, the language academy and one consultancy) have taken part in language policy plans to promote the use of Basque. All the participants who chose Basque as the language of the interview came from these six companies which are located in sociolinguistic areas where the use of Basque is more spread.

The interviews were audio-recorded, while during the interviews additional notes were taken. It was agreed that the identity and location of the companies would remain confidential. All interviews were transcribed and entered in ATLAS.ti (Qualitative Data Analysis software). Free coding was used to structure the content of the interviews. Afterwards, the codes were grouped according to the main features of the Holistic Model of Multilingualism in the Workplace.

Excerpts of the interviews were translated from Spanish or Basque into English for presenting them in this thesis.

3.1.3. Results

In this section we present the outcomes of our data-analysis in order to answer our general research question about the role of multilingualism in internationally operating companies in the Basque Country. The presentation will take into account the three main dimensions of the holistic model of

multilingualism in the workplace: the multilingual professionals, their linguistic repertoire and the four sub-dimensions of the wider social context.

The multilingual professionals

First we will discuss language competences in the local languages Basque and Spanish as well as in English and then we consider the cultural competences of professionals. Thereafter we examine the attitudes towards multilingualism and toward learning different languages.

Regarding the competence in the two official languages of the region, Basque and Spanish, the interview data reveal that in general all professionals in all fourteen companies can speak Spanish fluently, but not everyone can speak Basque. The head-coordinator of the Basque consultancy firm explains that despite the enormous policy efforts in education, which imply that the overwhelming majority of students nowadays do their primary and secondary studies through Basque, there is still a high number of people who do not know Basque at all or only very little. She further points out that *“among young people this is becoming less and less frequent but (...) one thing is knowledge of the language, and another thing is the use of the language. (...) Understanding a language and being able to have a conversation is something different from feeling comfortable, identifying oneself with the language and choosing to use and live through that language. There is a terrible gap”*. More than once the participants mention that more Basque is known than is actually used, whereas this is not the case for Spanish. This gap between proficiency and use has also been observed in education; even in Basque medium schools (see Martinez de la Luna et al., 2014).

The foreign language competences of professionals, according to our informants, are mainly limited to English, and there they observe a range of differences in the level of English proficiency obtained. Skills professionals have in other languages include frequent mentions of French and German and occasionally Portuguese and Italian. In general, our participants express the idea that professionals are linguistically not well enough prepared to work in other languages than Spanish or Basque, as can be illustrated by the next quote: *“One thing is talking English, and another thing is doing business in English. Knowing English for going on holiday to London does not mean you can do a business deal of many millions of Euros in English. That is a big step”* (Head coordinator of Basque consultancy firm). The informants do, however, believe that the language skills of employees in their companies have gotten better over time.

When we asked them to look more closely at the levels of competence in English, the participants hold different opinions about in which professional positions the highest levels of English can be found. Some informants explain that professionals in the departments involved in international trading, usually all can speak English very well. The participants also agree that employees with daily contacts with foreign clients have rather good English language skills. Some informants point out for engineers as a professional category that they usually have good reading skills in English, because they have to be able to understand manuals and technical documentation in English, but their speaking abilities are not necessarily at the same level. Directors of companies usually have a low command of English, according to the informants of the language academy and the Basque consultancy firm. They explain this lack of English competence due to the circumstance that the directors are older on average and in their generation English was not so much required, nor did they learn enough

English at school and, due to busy work schedules, it is not easy for them to attend language courses to improve their skills.

The next topic is the cultural competence of employees. The informants who work for factories that export internationally demonstrate an acute awareness of the importance of cultural differences between countries. They told anecdotes such as *“In Latin America they can say yes to everything, very kind, but actually they are really not listening to you”* (Inside sales manager) and *“The English can be kicking you out, without shouting. They are real gentlemen”* (Floor manager). Some other informants are more skeptical about the cultural competences, like the director of the association of language industries who firmly states that *“employees are not sensitive to cultural differences”*. Also the director of international development, who also has experience in teaching intercultural communication course, confirms this opinion, when she says that *“They [the professionals] think they have a lot of cultural sensitivity, but they really have nothing at all. They think it is obvious that Colombians are different [from the Basques] but they don’t adapt, they speak the same to them as to someone in a bar in Azpeitia [a Basque village]”*. The majority of the informants agree that how professionals deal with cultural differences is something that they learn through practice. Only few professionals have the possibility to attend classes or seminars on this topic, and those are usually not organised by the companies where they work.

All our participants agree that employees in their companies usually have a positive attitude towards multilingualism in general and also towards people that speak various languages and those employees consider multilingualism as something normal and at the same time necessary. *“If it [learning a language] were as easy as paying money and pressing a button, almost everybody would do so!”* (Corporate chief technology officer). The reasons

given for these positive attitudes were among others, the tendency of young people to travel, for which they need languages, and the influence of new technologies, by means of which English is more and more introduced into the personal lives of employees. Increased travel and new technology have raised the awareness for the need to learn English and sometimes other languages. In the past it was different, as the branch manager of a logistics company explains as follows: *“When we went to school this was not the case. The other language was another subject (...) and was not seen as necessary: A third language was seen as useless: why would you learn French if you were never going to use it?”*

According to the informants, the job position has an important influence on the attitudes of employees towards language learning. The awareness of a need for language skills is obviously the highest in positions that have more contact with foreigners, and employees in those positions care most about learning languages. The floor manager of a factory affirms that if knowing languages is not part of one’s responsibilities, then employees do not see the necessity to improve their language competences. The head coordinator in the Basque consultancy firm, also remarks, that employees feel more inclined to learn languages if this is remunerated in their salary or gives possibilities for job promotion.

However, the director of international development of a large international R&D group, despite the positive attitudes towards multilingualism she observed, also saw tensions arising among employees when the company decided to introduce a multilingual policy. According to her, from that moment onwards multilingualism in the workplace became a rather sensitive topic. Professionals who considered Basque as important were afraid that Spanish would begin to dominate but monolingual Spanish speakers thought that all of a sudden they would be obliged to learn other languages, including

Basque. She also noticed a utilitarian attitude toward languages when employees considered English more important than Basque, thinking that Basque is not useful for the company, not necessary and not profitable.

When we asked our informants about their personal feelings towards English as a lingua franca, they all recognized the efficiency of using a common language. But they also do feel that using only English is not enough. First of all, because there are countries where English is hardly spoken and second, although the professionals of the company abroad may know English, they still appreciate it more when being attended to in their mother tongue. Thus, knowing other languages than English is seen as a real competitive advantage. However, also a disadvantage is highlighted by an international consultant who explains that *“The use of English as a lingua franca is also seen by some as a threat to linguistic diversity”*.

After looking at the competences and attitudes of the professionals in these Basque companies, we now turn to their repertoire.

The professional linguistic repertoire

In this section, we focus on the professional linguistic repertoire and we are going to discuss the practices and language learning experiences.

Many companies do set language requirements for new job openings. English is in most cases a basic requirement, and some companies also ask for a second foreign language. Basque is not a job requirement in 12 out of the 14 companies, and it is only seen as an additional value. Spanish is taken for granted and thus not even mentioned as a requirement. This demonstrates that one of the aims of governmental language policy, bilingualism in Basque and Spanish as a general requirement, has hardly reached these

companies. Other than language skills, the first thing that is usually mentioned as most highly valued is professional knowledge, and employees are not hired just for their language skills.

Some use of both official languages Basque and Spanish in companies is common, as our informants confirmed. However, the extent of the use of each language differs widely between companies. On the one hand, there is one company where professionals exclusively use Basque as their working language, without using any Spanish for internal purposes. On the other hand, in another company all professionals exclusively use Spanish as their working language. Most companies are somewhere in between, where part of the employees uses both languages in their daily tasks, at least to some degree. Overall Spanish prevails, if only because not everybody can speak Basque, and in the presence of a non-Basque speaker, a switch to Spanish will almost automatically be made. In formal settings such as meetings Spanish clearly dominates, while in the informal sphere, like chatting with colleagues during coffee break, it is rather common to find both Basque and Spanish. One could conclude that the governmental bilingual policy has led to a general acceptance of Basque for informal work discourse, but has not achieved its aim of “normalization” of the use of both languages for more formal work related situations.

As far as foreign languages are concerned, English is by far most often mentioned as a language that is more or less frequently used. Not only for external contacts with countries where English is the official language, but also with other countries like Saudi Arabia, Russia, or China. One informant affirms though that in Russia the use of English sometimes causes trouble, because the English level of the Russian partners is usually low. The informant of the language academy refers to communication problems that

may arise when two low-level speakers of English use “*functional European English*”.

In the case of an important export market professionals may try to use the language of the target country. For example, French is mentioned as a language used for trading with France and with certain parts of North Africa, where French is an official language. Some informants also point out that German is used by some Basque companies to trade with Germany. Interestingly, it seems that many professionals prefer to use Spanish when dealing with Italy and Portugal and, of course, especially for contacts in countries in Latin America, except Brazil. Our informants told us that most professionals are aware of some basic differences between Latin American Spanish and Iberian Spanish because “*it is the same language, but the uses and nuances are different*” (Marketing Director).

As far as language learning experiences of multilingual professionals is concerned, we are told by our informants that, although a basic knowledge of foreign language was acquired at school, employers consider the outcome level not sufficient for communicating effectively in the company. Therefore the majority of the professionals have had to increase their language skills necessary for the job after school. Many of them had already chosen to improve their language skills through Erasmus exchanges at university, other stays abroad, but also by taking private classes or in a course at a language academy. Especially, attending language academies is commonplace in the Basque Country. We were told more than once that language learning was different for different generations. This is nicely illustrated by a quote from the marketing director of the IT company, (who is in his fifties) “*My grandfather hardly knew any Spanish; he lived on a farm where he spoke Basque and was struggling with Spanish. Then our generation arrived, where there were years when Basque was not allowed to be used, so I didn’t*

learn Basque. When the moment arrived to go to school, I was taught French at school. I started working in French and later, on my own, when working with other providers, I had to learn English”.

The professionals practice and maintain their foreign language skills nowadays through daily international contacts, e.g. through the Internet. The director of international development in the R&D group explained that some companies also provide exchange programs with other European places; also the floor manager in a factory of automotive components knew this phenomenon of intra-company exchanges. Although these exchanges are primarily intended to obtain new specialized job related skills, on a secondary level, they are also helpful to improve language skills and to practice the use of a foreign language. Many employees also take advantage of language courses that are offered by the majority of the companies, which is common in the Basque Country because it started as grant scheme of the regional government to encourage learning Basque, but now also includes other languages.

However, there are some additional remarks to be made on their experiences with in-company language learning. The head coordinator of the Basque consultancy feels that in-company learning is not satisfactory, *“A lot of us, who are working nowadays, are learning languages. What I do not see clearly, are the results. We don’t set goals, we don’t track progress and the learning process, it’s like being constantly learning. I’m learning English, I have been learning English for ten years, but I never finish. It is true that in a way you never stop learning a language, but it is this way of being learning by going to classes all the time. (..) We are going to be attending classes our entire lives”*. The director of the language academy also believes that only attending language classes at work might not be the best way, and that the lack of language contact outside class hours should be compensated

for somehow. Furthermore, busy work agendas and frequent travels are a barrier to language learning at work. This experience is shared by the author, when she worked as an English teacher in a logistics company. The assistance to the English classes twice a week was often difficult for employees because of work pressure. Many of them frequently arrived late because they had to finish some task, and some had registered but could not attend classes at all. This is also the reason why some professionals do not even start taking a language class: *“You have to set priorities and they [professionals] don’t start to study [because they think] ‘when I finish this project, I will start learning Basque’, and then there comes another project and another one...”* (Director of co-operative dissemination).

Usually companies do not have a written language policy. The employees therefore have to develop a pragmatic strategy every time a language issue comes up, like *“Let’s see, what do you need? French? I have somebody for you”* (Director of language industries). The professionals inside the company, who master a specific language, are then often resorted to for solving a potential language barrier. However, the way in which this happens is criticized by the director of communication of the language academy who explains it with the following anecdote: *“If today somebody comes from Massachusetts, to see a machine we have. Gorka knows English, he learned it and got his English certificate and so he will attend to the guest. What is that good for? Is poor Gorka able to do all that work, not only interpreting for the boss, but also transmitting all the values of the company, even if he doesn’t know the machine, nor the production? (..) What is failing is that he’s not transmitting in an appropriate way and doesn’t know the topic well enough. That someone in the company just knows English is not going to help.”*

For more complex tasks, such as drafting a contract or a business offer in a foreign language, companies usually outsource the work to a commercial translation service and their own employees do not have to deal with those tasks. It also happens frequently that a professional inside a company has certain language skills, but that those skills are unknown to the management because there is no recording of the employees' language skills in a database. The international consultant actually recognizes that in her work on language policy she discovered valuable language skills among the company's professionals, which were until then unknown to the company.

Our informants unanimously agree that outside the school people are hardly exposed to foreign languages, in particular to English, because of the tradition of dubbing into Spanish of programs on television. It influences language skills of employees because an important opportunity for language learning gets lost. Even if nowadays, people can opt for seeing programs in their original version on television, this is a very recent phenomenon and only few people seem to use the opportunity. The relatively low level of language skills of employees reflects this lack of opportunities to practice emergent language skills.

The wider social context

Both the multilingual professional as a person and their linguistic repertoire must be considered in the light of the wider social context, as we outlined in our holistic model of multilingualism in the workplace. We distinguished four main aspects, economy, culture, language education and language policy and our informants also discussed these aspects.

The data from the interviews demonstrate that the recent weakening of the economy of the Basque country, referred to as "the economic crisis", has

important consequences for internationalization, financial resources and unemployment, which in turn has effects on multilingualism in companies.

One of the consequences of the economic crisis is an increased need for language skills in the workplace. As the communication director explains, there were mainly small family companies in the Basque Country, and those did not have any need to export their products or services because they sold them on the local market. The crisis led to less demand for their products and services and the local market became saturated. Therefore, many small companies started efforts to export their products, for the simple reason that as the sales manager explained, “*When you can’t sell your products here, you have to sell them abroad*”. The recent export efforts increase the need for communicating in foreign languages and thus somehow for developing a company language policy. According to the internationalization consultant, many companies see their neighbour selling abroad, who then seems to better survive the economic crisis, and thus they want to do the same. However, most of these sudden new export plans are not linked to any language policy and employees are not linguistically prepared.

The interviews also reveal that to solve possible language problems, some companies that want to internationalize their business, choose to trade with Latin-America, thinking there are no language barriers. The internationalization consultant and the communication director express their criticism about such a choice, because they find that Basque companies underestimate the considerable cultural barriers with Latin American companies. The informants believe that, despite of sharing Spanish as a common language, the cultural barrier with such non-European countries might be higher than the language barrier with a culturally closer European country. The regional manager of a company with a lot of experience in trading with Latin America, even questions that there is no language barrier,

because he is convinced that Latin American Spanish and European Spanish are rather different. Thinking that working with Latin America has no language or cultural barriers, is therefore regarded as erroneous by a majority of our informants.

The economic crisis has also as a consequence to bring out limits on the financial resources of companies. They prioritize their expenses more strictly and do not invest in language policy. The director of international development makes a critical remark about this argument because she believes that the lack of investment in language management is not only due to the recent economic crisis or a lack of financial resources. In her opinion companies have in general been rather reluctant to invest in managing languages because they do not see a clear Return on Investment (ROI). She claims that the ROI seems to be the only powerful reason for companies to justify any investment of time and money: *“The main concern of the company director is: How can I feed my people at the end of the month? So, how does promoting multilingualism in my company help me to pay the salaries at the end of the month?”* The majority of our participants believe there is not yet an answer to this question. Calculations such given in the ELAN report (European Commission 2006) are not convincing, because they do not show clearly how a loss of money or contracts is directly related to a lack of language policy development.

The economic crisis has also caused a lack of resources for contracting new employees and as a consequence youth unemployment has increased significantly. According to the internationalization consultant, recently graduated students are more likely to possess language skills and thus they could be valuable for companies, but they do not get hired. When those young people with good language skills do not get a job in the Basque Country they often decide to work abroad.

The regional culture is another dimension of the wider social context. The informants point out two key aspects of culture in the Basque Country that influence multilingualism in the workplace. First, there is a tendency to short term thinking and second, great importance is attributed to having the right connections.

The informants refer to so-called “*cortoplacismo*” (short-termism) which is a cultural characteristic that can directly influence language practices in the workplace. This Spanish term relates to the habit of acting on the short term. The general director of the association of language industries explains that companies often only search for ad hoc solutions at the moment they are confronted with a language barrier. The communication director of the language academy adds that the management of companies generally do not feel the need for language learning until the moment they find themselves confronted with situations in which the use of that language is indispensable. Since language learning is a time consuming process, this type of short term thinking does not work.

The propensity to “*enchufe*” is a second characteristic of the Basque culture our informants mention because it can indirectly have an influence on multilingualism. The Spanish word literally means “to plug in” and it concerns the importance of having the right connections or friends in high places to be able to obtain a job position. The way employees are recruited in many Basque companies reflects this cultural trait. The sales manager we interviewed explains that he himself got his job in the company because of the contacts of his family with a person in a high position, and not because of his professional qualifications. The relationship between *enchufe* and language practices in the workplace implies that even if candidates do not have the language requirements for a job they may still obtain the job because of personal contacts.

As the third dimension of the wider social context we distinguish the influence of language education, a factor mentioned by several informants. They made reference to both the quality of language education and to extracurricular language learning. The overall opinion is that education in the Basque Country does not prepare students well enough for using foreign languages in their future workplace. Among the diverse reasons given, first of all the didactics of language teaching are criticized. The inside sales manager, who happens also to be a former German teacher, believes that the didactics are not adapted to the age group: *“Small children have the capacity to learn sounds, and adolescents are able to understand grammar rules, but this is not prioritized in the educational system here in the Basque Country”*. Various participants bring forward that language is too often taught just as a mere subject, with as only objective to be able to pass exams, which is seen as an academic view on languages, with no or few possibilities to practice the language for communication. The floor manager illustrates this point: *“The foreign language was just another subject. You could spend ten years learning French, and ending up without having any clue of French”*. French used to be the obligatory foreign language at school in the Basque Country until it was replaced by English. The result of this change is the existence of three generations of professionals, according to the foreign language they have studied. The oldest generation learned only French at school and no English, the middle generation took classes at the time when French was substituted by English and the youngest generation has only English and no or very little French. According to the branch manager of the logistics company, who is in his late thirties, in his case he started with French and later switched to English, and therefore he acquired neither of the languages sufficiently. The fact that French has disappeared as obligatory foreign language, is mentioned by several other participants, and it causes them great concern, both for ideological and for business reasons. The sales manager

expresses his surprise about the fact that French is given so little importance nowadays in the educational system: “*There are three official languages in the [whole of the] Basque Country, Spanish, Basque and French, shouldn’t they all be taught in the Basque Country?*” Other participants agree that French language skills would be valuable for business, because of the proximity and importance of the French market.

The final contextual factor in our model is the language policy of the regional government of the Basque Country (see also section 2.6.). The policy aims to revitalize the Basque language in all domains of society on the basis of equality of Basque and Spanish. The Basque government has a number of specific language promotional measures for companies. In the first place, already for many years financial aid is available to promote learning of Basque in companies. Secondly, since 1997 there is an initiative to promote the in-company use of Basque, the so-called “*LanHitz*” (“language at work”) program (LanHitz, 2013). Its aim is to stimulate Basque as a language of the workplace next to Spanish and the program is directly linked to General Plan for the Promotion of the Use of Basque (EBPN, 1999). Thirdly, language management of Basque in companies is valued qualitatively and given public recognition through the so-called “*Bikain*” (“excellent”) certificate, awarded by Euskalit, the Basque foundation for the promotion of competitive management (Euskalit, 2010). As far as foreign language learning is concerned the regional government does have a grant scheme for companies to provide all kinds of training courses to their employees. The scheme consists of general grants for any type of professional education which includes language learning and there are also some specific grants for language learning, including English, French and other languages (see also Van der Worp, Gorter and Cenoz f.c.). The promotion of internationalization of companies by the Basque

government is done without paying attention to language use or language learning, which is criticized strongly by the two international consultants. They explain that the government produces guides and organizes workshops or conferences on internationalization, but there the language component is not or hardly taken into account, even less than the intercultural dimension.

The language policy of the government is restricted to Basque-Spanish bilingualism and some informants consider this bilingual situation of the Basque Country a potential advantage for management multilingualism in the workplace. The general director of the association of language industries explains that companies, whether or not international, are in many cases already used to manage the two official languages, Basque and Spanish, in the workplace. Based on that experience, companies are supposed to be better prepared to manage additional languages. Other participants underline the advantage of being bilingual in regard to language learning and they believe that being bilingual is helpful in learning other languages. The informant of the language academy suggests this might explain the fact that citizens in the Basque Country have a higher command of English compared to the rest of Spain.

In this chapter we have analyzed the role of multilingualism in the workplace of the internationally operating companies in the workplace. We have analyzed the competences, linguistic repertoire and social context of the professional working in this environment. In the next study, the focus will not be on the professionals in the workplace, but on the future professionals, that is the business students of the UPV/EHU.

Study 2

3.2. Business students' perception on Basque: study 2

In this chapter, first the research questions related to the business students' perceptions of Basque are introduced. Subsequently, the quantitative research methodology used to examine the research questions is discussed and justified. Then, the process of data collection is addressed and the methods used for data analysis are presented. Finally, the results are presented.

3.2.1. Aims and research questions

This chapter aims to analyze the perceptions that business students have about the use and importance of Basque in their domain. A distinction is made between the students who have Basque as their first language (L1) and students who have Spanish as their L1. First, the general perceptions by business students on the use of Basque in the workplace are analyzed, comparing the Basque L1 students with the Spanish L1 students. Second, the perceived importance of Basque in comparison to other languages is examined, again contrasting the Basque L1 students and the Spanish L1 students. Therefore Basque is ranked in importance among other languages, and attitudes towards Basque, Spanish, English, German, French and Chinese are measured. Finally, the relation between the level of the students' proficiency in Basque and the perceived use and importance of Basque and other languages is analyzed. Therefore, a distinction is made between the Basque L1 students, the Spanish L1 students with at least a B2 level in Basque, and the Spanish L1 students with less than a B2 level in Basque. Again, Basque is ranked in importance among other languages, and attitudes towards Basque, Spanish, English, German, French and Chinese are measured. The following research question and sub questions are formulated:

2. How do business students (with different proficiency levels in Basque) perceive the use and importance of Basque in companies?
 - 2.1. How do Basque L1 and Spanish L1 business students perceive the use of Basque in companies?
 - 2.2. How do Basque L1 and Spanish L1 business students perceive the importance of Basque as contrasted to different languages in companies?
 - 2.3. How are differences in importance of Basque and other languages in companies as perceived by business students related to their level of Basque proficiency?

In the next section the quantitative research methodology used to examine the research questions is discussed and justified. The process of data collection is addressed and the methods used for data analysis are presented. In the last section the results are presented.

3.2.2. Methodology

Sample

The participants were a group of students (N = 182) enrolled in business studies at the University of the Basque Country (UPV/EHU). The mean age of the students was 20.65 (SD = 2.19) and the proportion of gender was rather equally divided as 48.9% was male (N = 89) and 51.1% was female (N = 93). The vast majority of 90.1% of the students was born in the Basque Country (N = 164), whereas only 6.6% was born elsewhere in Spain (N = 12) and 3.3 % outside Spain (N = 6). However, regarding their mother tongue, the slight minority of 43.3% of the students claimed to be Basque L1 speaker (N = 79) and the majority of 56.6% to be Spanish L1 speaker (N = 103).

Regarding their future job, the majority of the students indicated that after their studies they are going to look for a business related job in the area of accountancy, marketing, administration or finance. When asked for the place where they planned to look for a job, a large majority of 75.3% of the students (N = 137) claimed they want to look for a job in the Basque Country whereas 24.7 % of the students did not (N = 45).

Instrument used for data collection

Paper-and-pencil questionnaires in Basque and Spanish were used for collecting the data (see appendix 3 and 4 for the questionnaires). The questionnaire was first written in Spanish, and then translated into Basque by a professional translator. Afterwards, both questionnaires were read by external readers to check for inaccuracies in writing. Subsequently, a pilot study with five university students was carried out in order to correct possible ambiguities in the questionnaire.

The data for this study were extracted from a larger questionnaire on languages, addressing mainly Basque, Spanish and English, although French, German and Chinese were also taken into account. The questionnaire was divided in seven parts. Part 1 “About you”, asked for some general background information. Part 2 “Your language learning and knowledge”, focused on language learning experiences and competences. In part 3 “Your English competences” the students were required to evaluate their English competences for using English in the workplace. Part 4 “Your language use” examined the languages the students use in their daily life. Part 5 “Your cultural competences” queried about the cultural competences of the students. Part 6 “Languages in your future workplace” asked the students about their perceptions of different languages in their future workplace.

Finally, part 7 “What do you think?” requested the students to give their opinion on different statements related to language use in the workplace. In this study only part 6 and 7 were used for answering the research questions, and additionally part 1 for providing background information on the sample. Other data of the questionnaire will be addressed in a separate chapter.

Throughout the questionnaire, different types of questions were used; yes / no questions, multiple-choice questions, open questions, statements on Likert scales, ranking questions and marking questions. The questions analyzed in this chapter will now be explained in more detail.

For answering sub question 1, the opinion statements related to Basque were selected from part 7 of the questionnaire. The students had to indicate on a Likert scale from 1 to 7 to what extent they agreed with statements, such as “Knowing Basque is a requirement for finding a job”. Herewith the perceived importance of Basque could be measured for both L1 groups.

For answering sub question 2, two questions of the questionnaire were used. In the first question the students were asked to rank six languages (Basque, Spanish, English, German, French and Chinese) from most important to less important. Only the place of Basque in the ranking was analyzed for this research question.

In the second question, six sub-questions had to be valued for all six language mentioned above. Marks could be given from 1 to 5, where 1 meant “not at all” and 5 “very much”. In this question there was no ranking, as the same marks could be used more than once for each question. The questions to evaluate were formulated like “How important do you think knowing these languages is nowadays in the international companies of the Basque Country?” and had to be given a mark from 1 to 5 for all six languages. For this question, all six languages were analyzed. With these two

sets of data, the perceived importance of Basque could be compared to the other languages for both L1 groups.

For answering sub question 3, the three above mentioned questions were used again. The division in groups by the participants' proficiency in Basque was based on the background questions of part 1 and 2 of the questionnaire. The multiple choice question asking whether the mother tongue of the student was Basque or Spanish was first used. With these answers the group of Basque L1 speakers was defined. For the ones who had Spanish as a mother tongue, the yes/no question asking if they had a diploma in Basque or not was used, as well as the open question asking the students to specify the level of the diploma in case they had one. Herewith, the division was made between the group of Spanish L1 speakers with at least a B2 level of Basque, and the group of Spanish L1 speakers without a B2 level of Basque. Language certificates are a common phenomenon in the Basque Country. Therefore, students who are L2 speakers of Basque but do have a certain level of Basque, are very likely to have a certificate. That is why it was considered a valid method for dividing the group by proficiency level.

Data collection and analysis

Data were collected in nine classes of business studies at the UPV/EHU in the period of February and March 2015. 58.8% of the students (N = 107) were in the second year of their studies and 41.2% (N = 75) in the third year. The participants filled in the questionnaire during one of their classes, in the presence of the teacher and researcher. Their classes were either through the medium of Basque, Spanish or English. The participants were free to choose in which language they wanted to fill in the questionnaire. 61% of the

students (N = 111) opted for the Basque questionnaire, and 39% (N = 71) chose the Spanish version. The data were filled in and treated anonymously.

The questionnaire data were all manually entered in IBM SPSS Statistics 22, a program for statistical analysis. The participants with Basque or Spanish as L1 were selected and participants with other mother tongues were filtered out from the dataset for reasons of homogeneity of the sample.

The statements on the Likert scale were analyzed as 7 items with values on an ordinal scale ranging from 1 (totally disagree) to 7 (totally agree). Data of the ranking question of the six languages was introduced as 1 item for Basque with values on an ordinal scale from 1 (most important) to 6 (less important). The marking test resulted in 36 items, one for each combination of the 6 questions and 6 languages, on an ordinal scale with 5 values: 1 = not at all, 2 = little, 3 = more or less, 4 = quite, 5 = very much).

The data will be presented in tables as well as in figures. For the latter, significant results are indicated with an asterisk throughout the three studies.

3.2.3. Results

Perceptions of use of Basque in companies related to mother tongue

As previously explained, in order to analyze the second research question on the perceived importance and use of Basque, the data was analyzed in three separate sub questions. For the first research sub question, on the perceptions of the use of Basque in the workplace, a one-way ANOVA was conducted to analyze the differences between the group of Basque L1 speakers and the group of Spanish L1 speakers. Possible scores range from 1 (= completely

disagree) as the minimum to 7 (= completely agree) as the maximum. The results are presented in table 3.2.

Table 3.2. Perceptions of students on the importance of Basque in the workplace according to their L1

	Basque L1		Spanish L1		F	S
	M	SD	M	SD		
With the Basque I learned at school I feel well prepared to use it in my future job	6.56	(0.94)	4.86	(2.25)	39.52	0.00
The Basque I have learned will be very useful in my future job	5.49	(1.39)	4.33	(2.03)	19.17	0.00
I will use little Basque in my future job	3.81	(1.64)	4.40	(1.81)	5.13	0.02
Knowing Basque is a requirement for finding a job	4.95	(1.80)	4.74	(1.74)	0.64	0.42
The EGA(C1) certificate of Basque is well valued by companies	4.27	(1.79)	5.04	(1.42)	10.56	0.00
Companies need professionals who speak, apart from Spanish, Basque	5.51	(1.40)	4.58	(1.74)	15.00	0.00
Companies value knowledge of English more than knowledge of Basque	5.51	(1.67)	5.59	(1.49)	0.12	0.73

Regarding the students' perceptions of the use of the learned Basque in their future workplace, the results are as follows. The participants with Basque as L1 feel better prepared to use the Basque they learned at school in their

future job ($M = 6.56$, $SD = 0.94$) than the participants with Spanish as L1 ($M = 4.86$, $SD = 2.25$), $F = 39.52$, $p = 0.00$. This result is significant. Also, the participants with Basque as L1 think that the Basque they have learned will be more useful in their future job ($M = 5.49$, $SD = 1.39$) than the participants with Spanish as L1 ($M = 4.33$, $SD = 2.03$), $F = 19.17$, $p = 0.00$. This result is significant. Furthermore, the participants with Basque as L1 think they will use more Basque in their future job ($M = 3.81$, $SD = 1.64$) than the participants with Spanish as L1 ($M = 4.4$, $SD = 1.81$), $F = 5.13$, $p = 0.02$. This result is significant at $p \leq 0.05$.

Concerning the students' perceptions of Basque knowledge or certificates as a requirement or value for their future workplace, the results indicate the following. On one hand, the participants with Basque as L1 consider Basque to be a requirement for finding a job ($M = 4.95$, $SD = 1.80$) more than the participants with Spanish as L1 ($M = 4.74$, $SD = 1.74$), $F = 0.64$, $p = 0.42$. However, this result is not significant. On the other hand, the participants with Basque as L1 believe less that an EGA certificate of Basque is well valued by companies ($M = 4.27$, $SD = 1.79$) than the participants with Spanish as L1 ($M = 5.04$, $SD = 1.42$), $F = 10.56$, $p = 0.00$. This result is significant.

Finally with respect to the students' perceptions of Basque comparing to the majority and global language, the results are as follows. The participants with Basque as L1 believe stronger that companies need professionals who speak, apart from Spanish, Basque ($M = 5.51$, $SD = 1.40$) than the participants with Spanish as L1 ($M = 4.58$, $SD = 1.74$), $F = 15.00$, $p = 0.00$. This result is significant. The participants with Basque as L1 believe less that companies value knowledge of English more than knowledge of Basque ($M = 5.51$, $SD = 1.67$) than the participants with Spanish as L1 ($M = 5.59$, $SD = 1.49$), $F = 0.12$, $p = 0.73$. However this result is not significant. The

differences between Basque L1 students and Spanish L1 students in their perceptions of Basque are illustrated in figure 3.2.

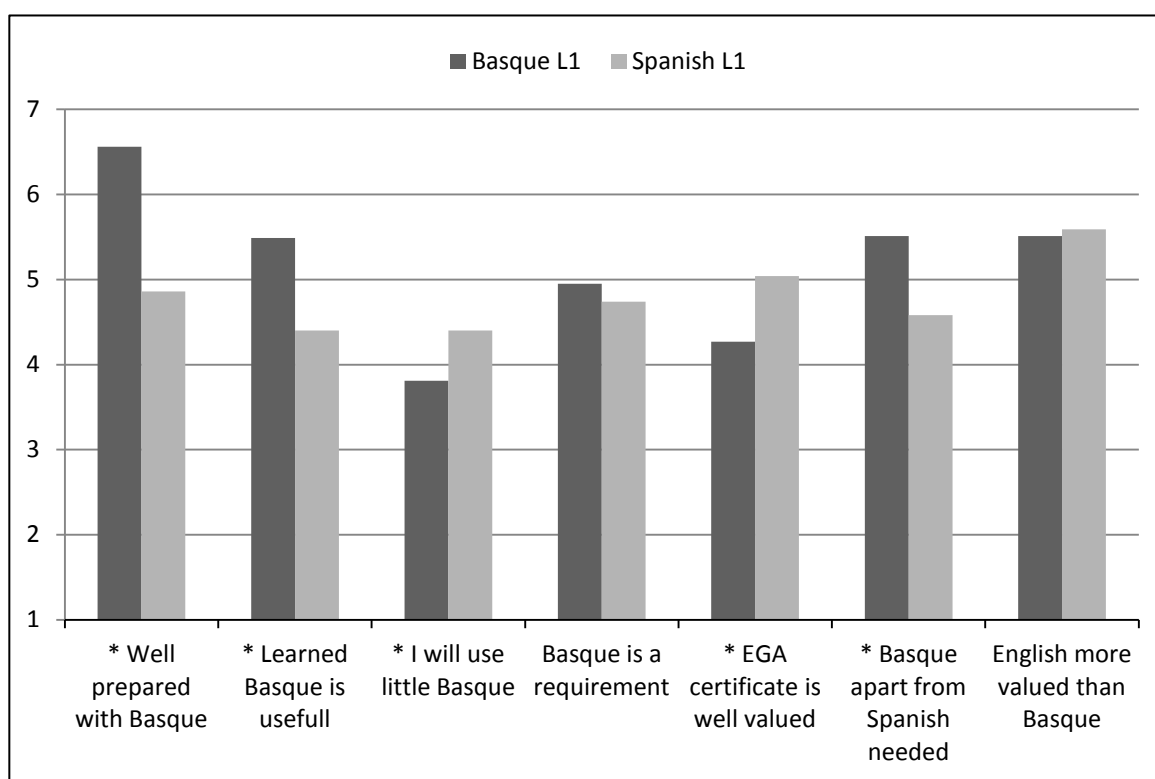


Figure 3.2. Perceptions of students on the importance of Basque in the workplace according to their L1

In sum, the above presented results reveal the existence of various significant differences in the perceptions of Basque by students, according to their L1. First of all, the students with Basque as L1 feel better prepared to use the Basque they learned at school in their future job and believe their acquired Basque will be more useful in their future job, than their Spanish L1 classmates. The students with Spanish L1 believe they will use less Basque in their future workplace than the students with Basque as L1. However, the Spanish L1 students do believe more that an EGA certificate of Basque is well valued by companies, than their Basque L1 classmates. The last difference is that Basque L1 students believe stronger that companies need professionals who speak, apart from Spanish, Basque than their Spanish L1

colleagues. Students with Basque as L1 do not feel significantly different about the extent to which Basque is a requirement for getting a job in the Basque Country than Spanish L1 students. Neither do the different L1 groups feel significantly different about value of English over Basque.

After analyzing the perceived use of Basque in the future workplace of the students, in the second sub question the importance of Basque as compared to other languages is studied. First the ranking of Basque among other languages according to its importance for their future workplace is analyzed. Afterwards in more detail six perceptions on the importance of Basque as compared to other languages will be studied.

Perceptions of importance of Basque in companies related to mother tongue

First, for analyzing the perceived importance of Basque in companies when compared to other languages, a Chi-square test of independence was performed to examine the relation between L1 and perceived importance of Basque. The relation between the variables was significant at $X^2(2, N = 182) = 31.12, p = 0.00$. The L1 of the speakers was associated with the importance given to Basque when ranking between other languages.

Table 3.3 shows per ranking position from 1 (= most important) to 6 (=less important) the amount of subjects who placed Basque in each position, differentiating between Basque L1 speakers and Spanish L1 speakers.

Table 3.3. Perceptions of students on the importance of Basque among other languages according to their L1

Place of Basque in ranking	Basque L1		Spanish L1		Total for both groups	
	%	(N)	%	(N)	%	(N)
1st	34.2	(27)	4.9	(5)	17.6	(32)
2nd	19.0	(15)	16.5	(17)	17.6	(32)
3rd	10.1	(8)	17.5	(18)	14.3	(26)
4th	8.9	(7)	8.7	(9)	8.8	(16)
5th	6.3	(5)	6.8	(7)	6.6	(12)
6th	21.5	(17)	45.6	(47)	35.2	(64)
Total	100	(79)	100	(103)	100	(182)

The results show that Basque is assigned the first place in the ranking by 34.2% of the Basque L1 speakers (N = 27) against 4.9% of the Spanish L1 speakers (N = 5). Basque is put in the second place by 19% of the Basque L1 speakers (N = 15) and 16.5% of the Spanish L1 speakers (N = 17). Basque is ranked in the third place by 10.1% of the Basque L1 speakers (N = 8) and by 17.5% of the Spanish L1 speakers (N = 18). 8.9% of the Basque speakers assign Basque the fourth place in the ranking (N = 7) and 8.7% of the Spanish L1 speakers did the same (N = 9). Basque is given a fifth place in the ranking by 6.3% of the Basque Speakers (N = 5) and 6.8 % of the Spanish L1 speakers (N = 7). The last place in the ranking is assigned to Basque by 21.5% of the Basque L 1 speakers (N = 17) and 45.6% of the Spanish L1 speakers (N = 47).

The results are visualized in percentages of the L1 group, in figure 3.3.

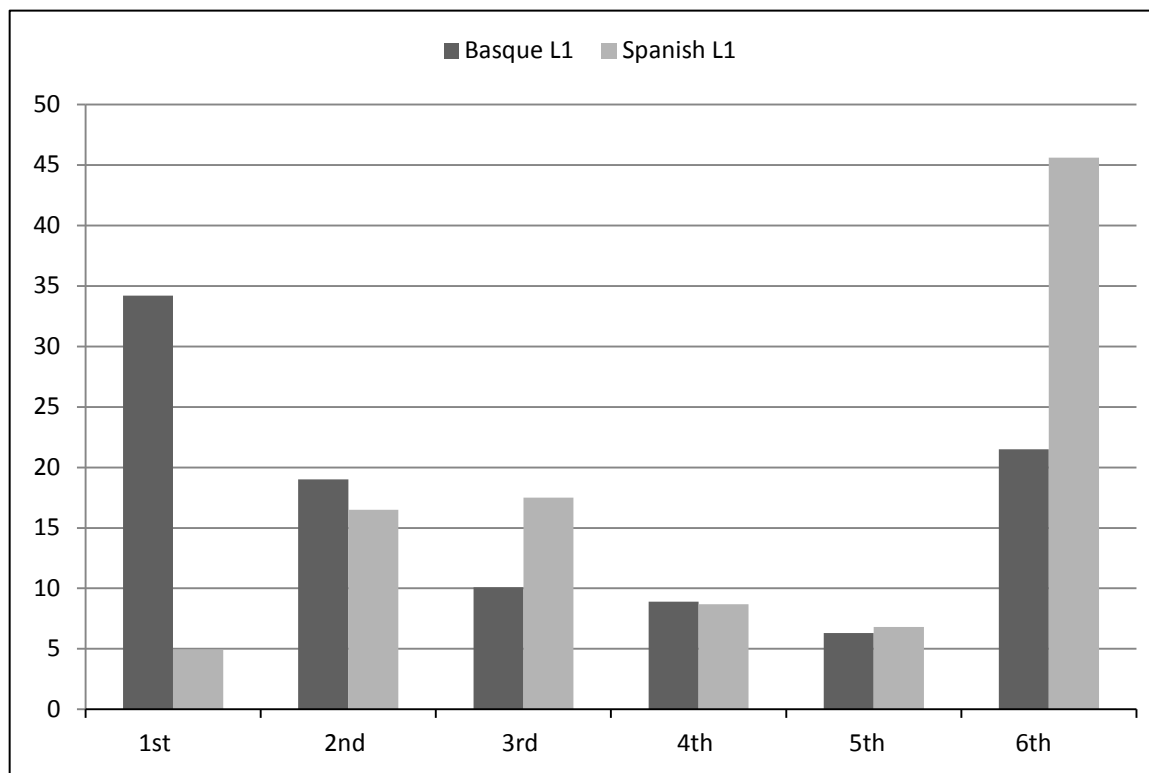


Figure 3.3. Perceptions of students on the importance of Basque among other languages according to their L1

In summary, the results indicate that the relative majority of the Basque L1 speakers choose to put Basque in the first place regarding importance. However, the second highest percentage of Basque L1 speakers considers Basque to be the least important of all the six languages in the ranking. For the positions in-between, the results show a downwards trend of the percentages.

The distribution for the Spanish L1 speakers is quite different. The relative slight minority of the Spanish L1 speakers ranks Basque in the first place, while the relative vast majority considers Basque to be the least important of all the six languages in the ranking. For the positions in-between, the results show that more participants put Basque in the second and third place than in the fourth or fifth place. In general Spanish L1 speakers are less likely to give importance to Basque.

The second part of the data for answering sub question 2 on the importance of Basque consists of six different aspects of attitudes towards Basque and other languages. They will be presented one by one hereafter.

For analyzing the perceived importance of Basque in companies compared to other languages, a one-way ANOVA was conducted to analyze the differences between the group of Basque L1 speakers and the group of Spanish L1 speakers. Possible scores are 1 (= not at all), 2 (= a little), 3 (= more or less), 4 (= quite), to 5 (= a lot) as the maximum.

The results on how much the students like the languages are presented in table 3.4.

Table 3.4. Perceptions of students on the liking of languages according to their L1

Like the languages	Basque L1		Spanish L1		F	S
	M	SD	M	SD		
Basque	4.82	(0.47)	3.37	(1.40)	78.21	0.00
Spanish	3.42	(1.01)	4.52	(0.63)	81.53	0.00
English	3.67	(1.01)	4.24	(0.79)	18.48	0.00
German	2.87	(1.07)	2.87	(1.06)	0.00	0.99
French	2.36	(1.14)	2.72	(1.19)	4.19	0.04
Chinese	1.78	(0.92)	1.95	(0.98)	1.39	0.24

The results reveal that participants with Basque as L1 like Basque better ($M = 4.82$, $SD = 0.47$) than participants with Spanish as L1 ($M = 3.37$, $SD = 1.40$), $F = 78.21$, $p = 0.00$. This result is significant. Regarding Spanish, the results indicate that participants with Basque as L1 like Spanish less ($M =$

3.42, SD = 1.01) than participants with Spanish as L1 (M = 4.24, SD = 0.79), $F = 81.53$, $p = 0.00$. This result is significant. With respect to English, the results show that participants with Basque as L1 liked English less (M = 3.67, SD = 1.01) than participants with Spanish as L1 (M = 4.24, SD = 0.79), $F = 18.48$, $p = 0.00$. This result is significant. Concerning German, the results reveal that participants with Basque as L1 like German as much as (M = 2.87, SD = 1.07) participants with Spanish as L1 (M = 2.87, SD = 1.06), $F = 0.00$, $p = 0.99$. This result is not significant. As for French, the results indicate that participants with Basque as L1 like French less (M = 2.36, SD = 1.14) than participants with Spanish as L1 (M = 2.72, SD = 1.19), $F = 4.19$, $p = 0.04$. This result is significant at $p \leq 0.05$. Finally, participants with Basque as L1 like Chinese less (M = 1.78, SD = 0.92) than participants with Spanish as L1 (M = 1.95, SD = 0.98), $F = 1.39$, $p = 0.24$. This result is not significant.

The differences between Basque L1 students and Spanish L1 students in the extent to which they like the six languages are illustrated in figure 3.4.

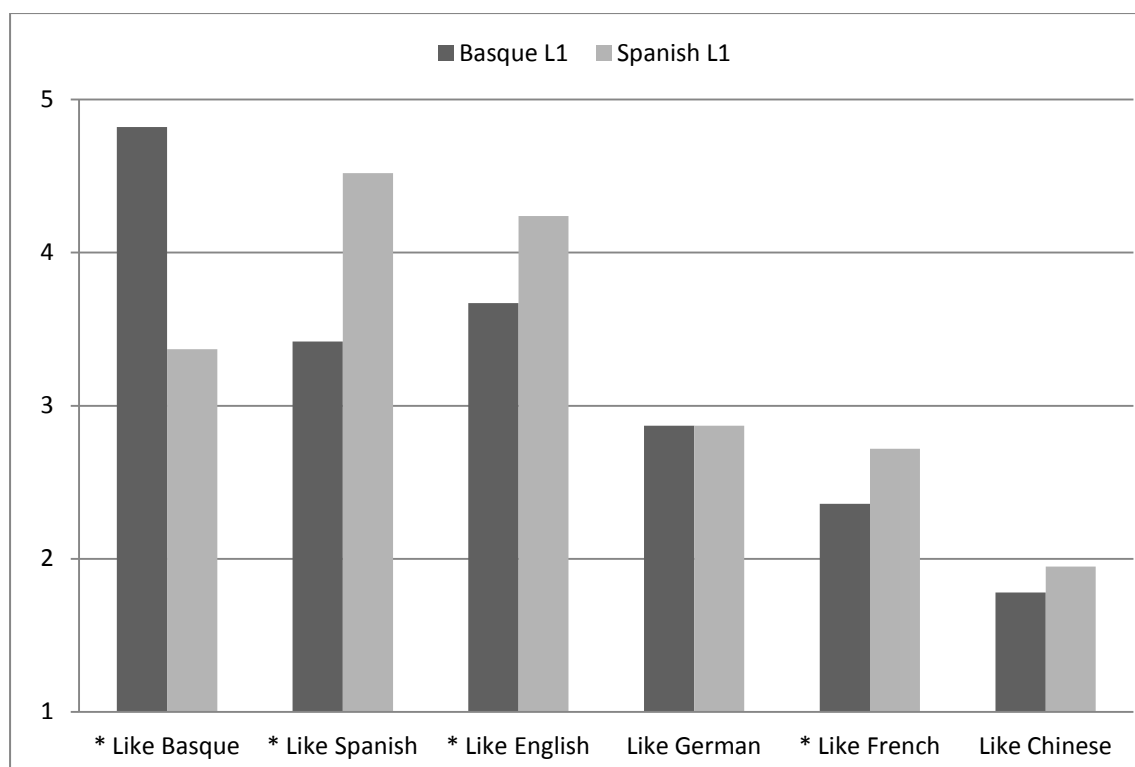


Figure 3.4. Perceptions of students on the liking of languages according to their L1

In sum, Basque L1 students like Basque significantly more than Spanish L1 students. Basque L1 students like Spanish, English and French significantly less than Spanish L1 students. For German and Chinese no significant differences were found between Basque L1 students and Spanish L1 students in the extent to which they like those languages.

The next attitude towards Basque and other languages that is analyzed is the willingness of the students to make an effort to learn the languages. The results are presented in table 3.5.

Table 3.5. Perceptions of students on the willingness to learn languages according to their L1

Effort willing to make to learn the languages	Basque L1		Spanish L1		F	S
	M	SD	M	SD		
Basque	4.69	(0.82)	3.40	(1.50)	45.60	0.00
Spanish	3.83	(1.29)	3.96	(1.48)	0.38	0.54
English	4.52	(0.71)	4.66	(0.72)	1.73	0.19
German	3.61	(1.30)	3.50	(1.33)	0.27	0.60
French	2.84	(1.31)	3.12	(1.40)	1.92	0.17
Chinese	2.42	(1.08)	2.66	(1.39)	0.60	0.21

The results indicate that participants with Basque as the L1 are more willing to make an effort to learn Basque ($M = 4.69$, $SD = 0.82$) than participants with Spanish as the L1 ($M = 3.40$, $SD = 1.50$), $F = 45.60$, $p = 0.000$. This result is significant. Regarding Spanish, the results indicate that participants with Basque as L1 are less willing to make an effort ($M = 3.83$, $SD = 1.29$) than participants with Spanish as L1 ($M = 3.96$, $SD = 1.48$), $F = 0.38$, $p = 0.54$. This result is not significant. With respect to English, the results show that participants with Basque as L1 are less willing to make an effort to learn English ($M = 4.52$, $SD = 0.71$) than participants with Spanish as L1 ($M = 4.66$, $SD = 0.72$), $F = 1.73$, $p = 0.19$. This result is not significant. Concerning German, the results reveal that participants with Basque as L1 are more willing to do make an effort to learn German ($M = 3.61$, $SD = 1.30$) than participants with Spanish as L1 ($M = 3.50$, $SD = 1.33$), $F = 0.27$, $p = 0.60$. This result is not significant. As for French, the results indicate that participants with Basque as L1 are less willing to make an effort to learn French ($M = 2.48$, $SD = 1.31$) than participants with Spanish as L1 ($M =$

3.12, SD = 1.40), $F = 1.92$, $p = 0.17$. This result is not significant. Finally, participants with Basque as L1 are less willing to make an effort to learn Chinese ($M = 1.78$, $SD = 0.92$) than participants with Spanish as L1 ($M = 1.95$, $SD = 0.98$), $F = 1.39$, $p = 0.24$. This result is not significant.

The differences between Basque L1 students and Spanish L1 students in their willingness to make an effort to learn each of the six languages are illustrated in figure 3.5.

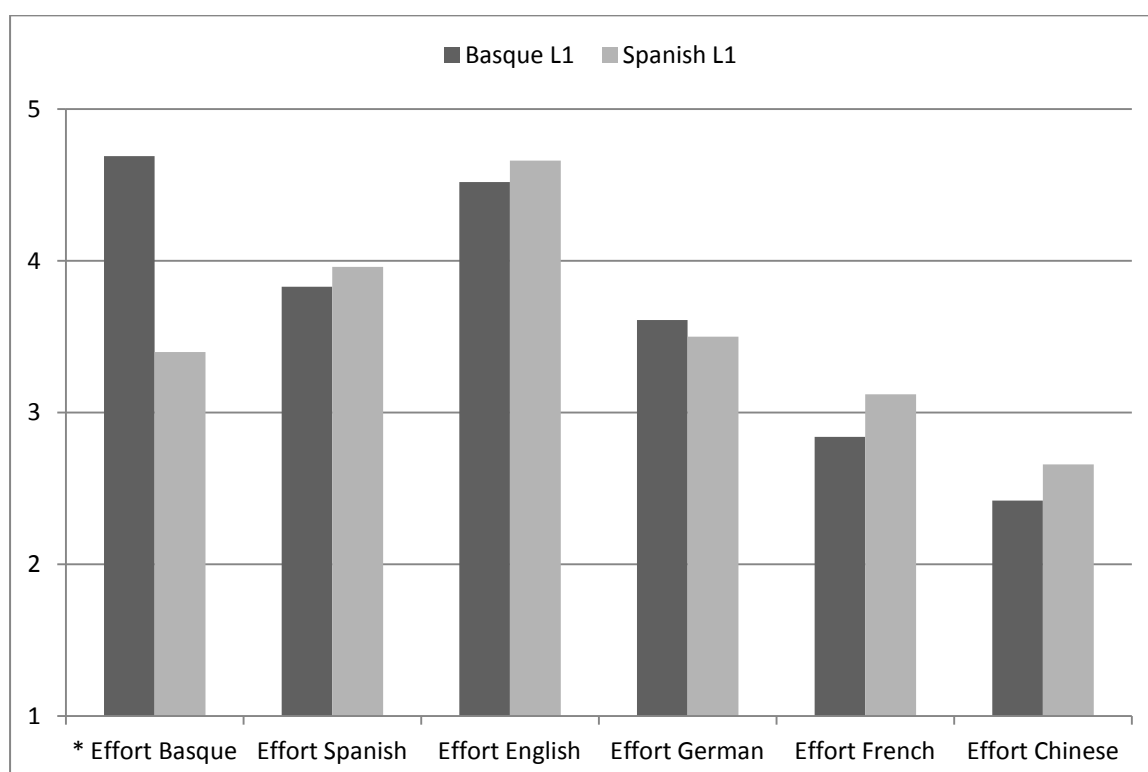


Figure 3.5. Perceptions of students on the willingness to learn languages according to their L1

In sum, Basque L1 students only show a significant higher willingness to learn Basque than Spanish L1 students. For all the other languages, both Basque L1 students and Spanish L1 students are equally willing to make an effort to learn the language.

The next analysis concerned the importance of knowing languages nowadays in international companies in the Basque Country, as perceived by the business students. The results are presented in table 3.6.

Table 3.6. Perceptions of students on the importance of knowing languages nowadays in companies in the Basque Country according to their L1

Importance of knowing the languages nowadays in international companies in the Basque Country	Basque L1		Spanish L1		F	S
	M	SD	M	SD		
Basque	4.49	(0.92)	3.94	(1.33)	9.99	0.00
Spanish	4.78	(0.47)	4.60	(0.82)	3.13	0.08
English	4.81	(0.51)	4.81	(0.47)	0.00	0.95
German	3.56	(1.13)	3.44	(1.25)	0.45	0.50
French	3.28	(1.03)	3.44	(1.26)	0.88	0.35
Chinese	2.67	(1.25)	2.86	(1.28)	0.99	0.32

The results indicate that participants with Basque as the L1 consider knowledge of Basque more important in international companies in the Basque Country nowadays ($M = 4.49$, $SD = 0.92$) than participants with Spanish as the L1 ($M = 3.94$, $SD = 1.33$), $F = 9.99$, $p = 0.00$. This result is significant. Regarding Spanish, the results indicate that participants with Basque as L1 consider knowledge of Spanish more important in international companies in the Basque Country nowadays ($M = 4.78$, $SD = 0.47$) than participants with Spanish as L1 ($M = 4.60$, $SD = 0.82$), $F = 3.13$, $p = 0.08$. This result is only marginally significant. With respect to English, the results show that participants with Basque as L1 consider knowledge of English equally important in international companies in the Basque Country nowadays ($M = 4.81$, $SD = 0.51$) as participants with Spanish as L1 ($M =$

4.81, $SD = 0.47$), $F = 0.00$, $p = 0.95$. This result is not significant. Concerning German, the results reveal that participants with Basque consider knowledge of German more important in international companies in the Basque Country nowadays ($M = 3.56$, $SD = 1.13$) than participants with Spanish as L1 ($M = 3.44$, $SD = 1.25$), $F = 0.45$, $p = 0.50$. This result is not significant. As for French, the results indicate that participants with Basque as L1 consider knowledge of French less important in international companies in the Basque Country nowadays ($M = 3.28$, $SD = 1.03$) than participants with Spanish as L1 ($M = 3.44$, $SD = 1.26$), $F = 0.88$, $p = 0.35$. This result is not significant. Finally, participants with Basque as L1 consider knowledge of Chinese less important in international companies in the Basque Country nowadays ($M = 2.67$, $SD = 1.25$) than participants with Spanish as L1 ($M = 2.86$, $SD = 1.28$), $F = 0.99$, $p = 0.32$. This result is not significant.

The differences between Basque L1 students and Spanish L1 students in their perceptions of the importance of knowing each of the six languages nowadays in international companies in the Basque Country are illustrated in figure 3.6.

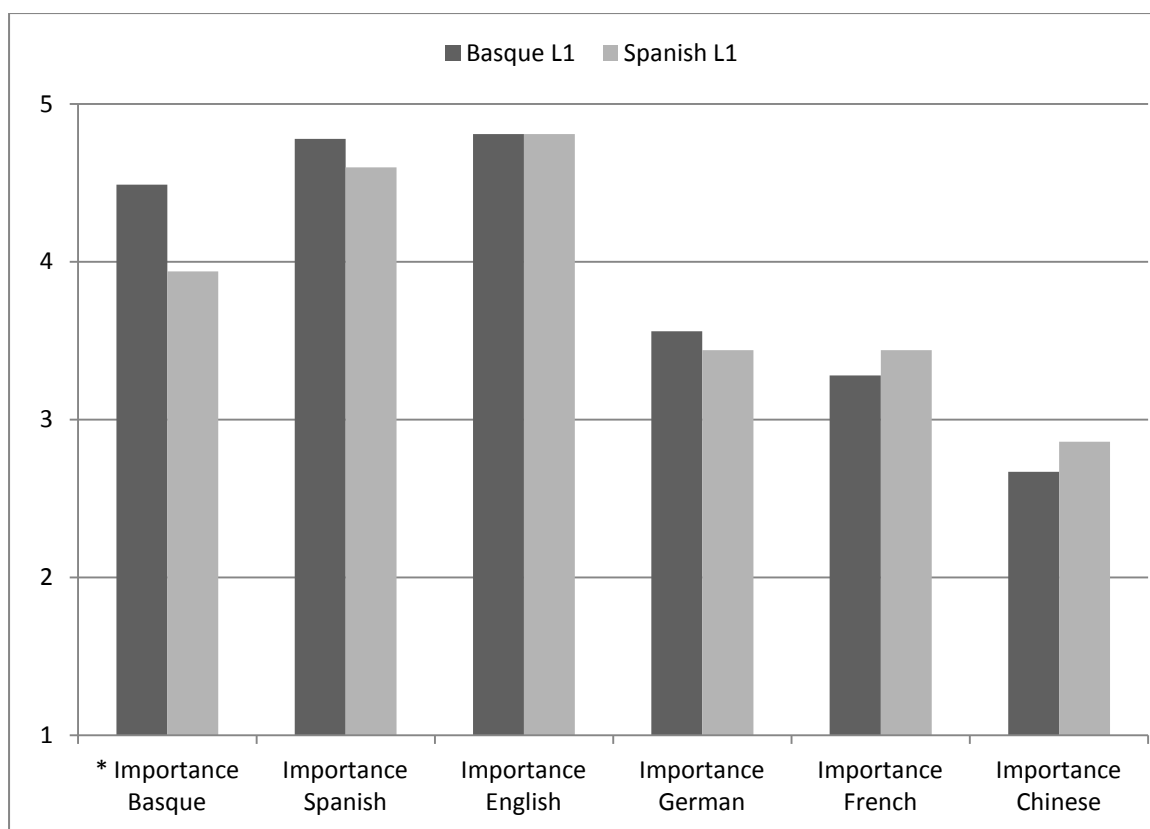


Figure 3.6. Perceptions of students on the importance of knowing languages nowadays in companies in the Basque Country according to their L1

In sum, Basque L1 students consider Basque significantly more important to know nowadays in international companies in the Basque Country, than the Spanish L1 students. For the importance of other languages, no significant differences were found between the different L1 groups.

Not only the perceptions of the students on the importance of languages for nowadays workplace is analyzed, but also for the workplace in the future, understood as the workplace in 25 years from now. The results on how important students think knowing the languages in international companies in the Basque Country in the future is are presented in table 3.7.

Table 3.7. Perceptions of students on the importance of knowing languages in the future in companies in the Basque Country according to their L1

Importance of knowing the languages in the future (25 years from now) in international companies in the Basque Country	Basque L1		Spanish L1		F	S
	M	SD	M	SD		
Basque	4.18	(1.19)	3.60	(1.48)	7.98	0.00
Spanish	4.39	(0.97)	4.52	(0.83)	0.98	0.32
English	4.90	(0.38)	4.89	(0.42)	0.01	0.93
German	4.00	(1.14)	3.92	(1.19)	0.20	0.66
French	3.46	(1.24)	3.50	(1.33)	0.06	0.80
Chinese	3.92	(1.24)	3.89	(1.32)	0.03	0.87

The results indicate that participants with Basque as L1 consider knowledge of Basque more important in international companies in the Basque Country in the future ($M = 4.18$, $SD = 1.19$) than participants with Spanish as L1 ($M = 3.60$, $SD = 1.48$), $F = 7.98$, $p = 0.00$. This result is significant. Regarding Spanish, the results indicate that participants with Basque as L1 consider knowledge of Spanish less important in international companies in the Basque Country in the future ($M = 4.39$, $SD = 0.97$) than participants with Spanish as L1 ($M = 4.52$, $SD = 0.83$), $F = 0.98$, $p = 0.32$. This result is not significant. With respect to English, the results show that participants with Basque as L1 consider knowledge of English a little bit more important in international companies in the Basque Country in the future ($M = 4.90$, $SD = 0.38$) than participants with Spanish as L1 ($M = 4.89$, $SD = 0.42$), $F = 0.01$, $p = 0.93$. This result is not significant. Concerning German, the results reveal that participants with Basque consider knowledge of German more important

in international companies in the Basque Country in the future ($M = 4.00$, $SD = 1.14$) than participants with Spanish as L1 ($M = 3.92$, $SD = 1.19$), $F = 0.20$, $p = 0.657$. This result is not significant. As for French, the results indicate that participants with Basque as L1 consider knowledge of French less important in international companies in the Basque Country nowadays ($M = 3.46$, $SD = 1.24$) than participants with Spanish as L1 ($M = 3.50$, $SD = 1.33$), $F = 0.06$, $p = 0.80$. This result is not significant. Finally, participants with Basque as L1 consider knowledge of Chinese more important in international companies in the Basque Country in the future ($M = 3.92$, $SD = 1.24$) than participants with Spanish as L1 ($M = 3.89$, $SD = 1.32$), $F = 0.03$, $p = 0.87$. This result is not significant.

The differences between Basque L1 students and Spanish L1 students in their perceptions of the importance of knowing each of the six languages in the future in international companies in the Basque Country are illustrated in figure 3.7.

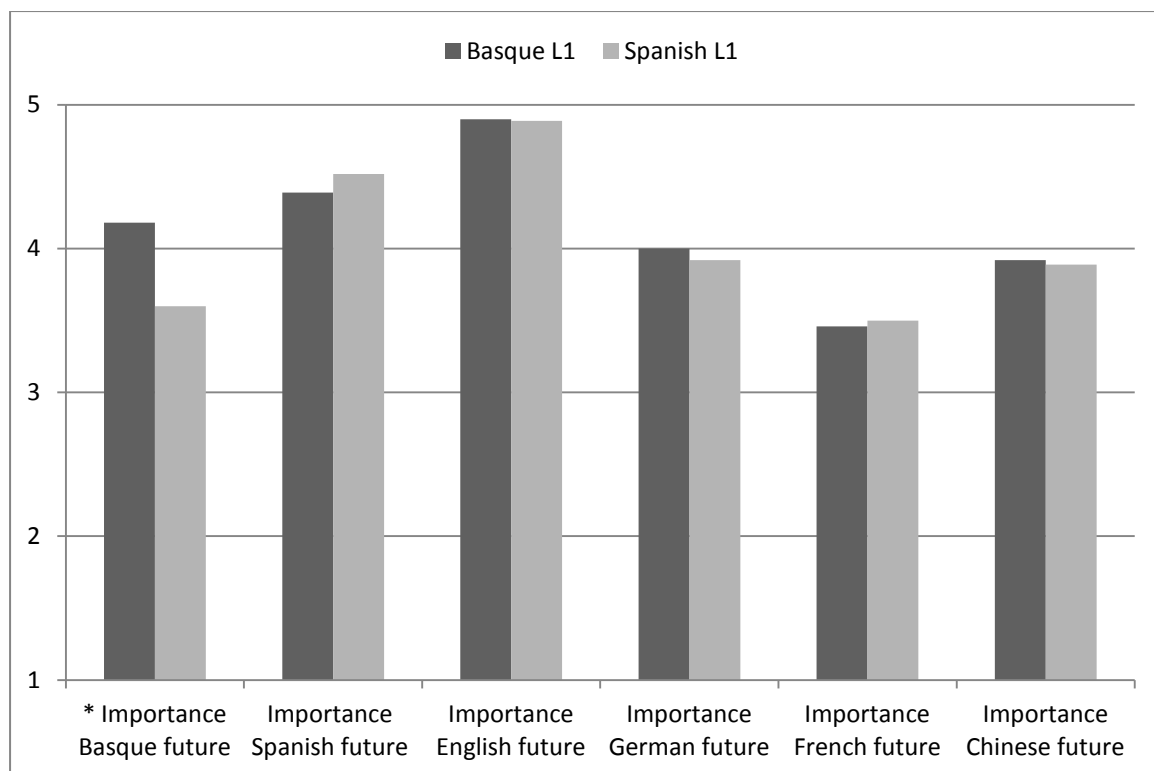


Figure 3.7. Perceptions of students on the importance of knowing languages in the future in companies in the Basque Country according to their L1

In sum, Basque L1 students consider Basque significantly more important to know in the future workplace in international workplaces in the Basque Country, than the Spanish L1 students. For the importance of other languages, no significant differences were found between the different 11 groups.

The next analysis is on how much students believe that learning the languages could help to find a job in the Basque Country. The results are presented in table 3.8.

Table 3.8. Perceptions of students on the helpfulness of learning languages to find a job in the Basque Country according to their L1

How much learning the languages could help to find a job in the Basque Country	Basque L1		Spanish L1		F	S
	M	SD	M	SD		
Basque	4.63	(0.80)	4.52	(0.89)	0.79	0.38
Spanish	4.51	(1.02)	4.41	(1.10)	0.35	0.56
English	4.78	(0.47)	4.73	(0.55)	0.54	0.46
German	3.51	(1.20)	3.39	(1.23)	0.42	0.52
French	3.29	(1.24)	3.50	(1.21)	1.23	0.27
Chinese	2.94	(1.35)	2.91	(1.35)	0.01	0.90

According to the results, participants with Basque as the L1 believe stronger that learning Basque could help to find a job in the Basque Country ($M = 4.63$, $SD = 0.80$) than participants with Spanish as the L1 ($M = 4.52$, $SD = 0.89$), $F = 0.79$, $p = 0.37$. This result is not significant. Regarding Spanish, the results indicate that participants with Basque as L1 believe stronger that learning Spanish could help to find a job in the Basque Country ($M = 4.51$, $SD = 1.02$) than participants with Spanish as L1 ($M = 4.41$, $SD = 1.10$), $F = 0.35$, $p = 0.38$. This result is not significant. With respect to English, the results show that participants with Basque as L1 believe stronger that learning English could help to find a job in the Basque Country ($M = 4.78$, $SD = 0.47$) than participants with Spanish as L1 ($M = 4.73$, $SD = 0.55$), $F = 0.54$, $p = 0.46$. This result is not significant. Concerning German, the results reveal that participants with Basque as L1 believe stronger that learning German could help to find a job in the Basque Country ($M = 3.51$, $SD = 1.20$) than participants with Spanish as L1 ($M = 3.39$, $SD = 1.23$), $F = 0.42$, $p = 0.52$. This result is not significant. Concerning French, the results reveal that participants with Basque as L1 believe stronger that learning French could help to find a job in the Basque Country ($M = 3.29$, $SD = 1.24$) than participants with Spanish as L1 ($M = 3.50$, $SD = 1.21$), $F = 1.23$, $p = 0.27$. This result is not significant. Concerning Chinese, the results reveal that participants with Basque as L1 believe stronger that learning Chinese could help to find a job in the Basque Country ($M = 2.94$, $SD = 1.35$) than participants with Spanish as L1 ($M = 2.91$, $SD = 1.35$), $F = 0.01$, $p = 0.90$. This result is not significant.

= 0.517. This result is not significant. As for French, the results indicate that participants with Basque as L1 believe less that learning French could help to find a job in the Basque Country ($M = 3.29$, $SD = 1.24$) than participants with Spanish as L1 ($M = 3.50$, $SD = 1.21$), $F = 1.23$, $p = 0.27$. This result is not significant. Finally, participants with Basque as L1 believe stronger that learning Chinese could help to find a job in the Basque Country ($M = 2.94$, $SD = 1.35$) than participants with Spanish as L1 ($M = 2.91$, $SD = 1.35$), $F = 0.01$, $p = 0.90$. This result is not significant.

The differences between Basque L1 students and Spanish L1 students in their perceptions of the extent to which learning each of the six languages helps to find a job are illustrated in figure 3.8.

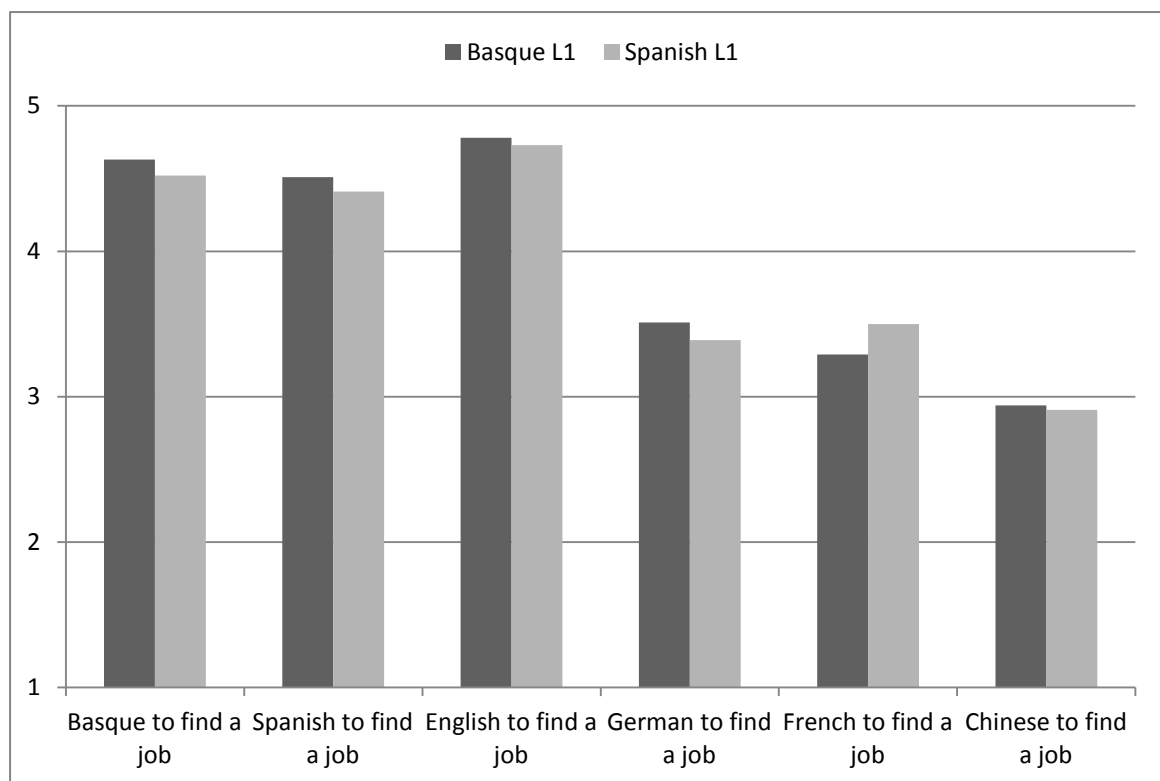


Figure 3.8. Perceptions of students on the helpfulness of learning languages to find a job in the Basque Country according to their L1

In sum, Basque and Spanish L1 speakers do not feel significantly different about how much learning all the six languages helps them to find a job.

The last part of the analysis for sub question 2 on the perceived importance of Basque among other languages in internationally operating companies in the Basque Country is related to the perceived use of the languages. The results on how much students believe that the languages are used in the companies in the Basque Country are presented in table 3.9.

Table 3.9. Perceptions of students on the use of languages in companies in the Basque Country according to their L1

How much the languages are used in the companies in the Basque Country	Basque L1		Spanish L1		F	S
	M	SD	M	SD		
Basque	3.92	(1.04)	4.20	(1.02)	3.31	0.07
Spanish	4.91	(0.33)	4.83	(0.54)	1.22	0.27
English	3.96	(0.87)	4.14	(0.90)	1.73	0.19
German	2.43	(1.01)	2.55	(1.08)	0.61	0.43
French	2.53	(0.99)	2.67	(1.08)	0.76	0.39
Chinese	1.68	(0.78)	1.76	(0.93)	0.32	0.57

The results indicate that participants with Basque as the L1 believe that Basque is less used in companies in the Basque Country ($M = 3.92$, $SD = 1.04$) than participants with Spanish as the L1 ($M = 4.20$, $SD = 1.02$), $F = 3.31$, $p = 0.07$. This result is only marginally significant. Regarding Spanish, the results indicate that participants with Basque as L1 believe that Spanish is more used in companies in the Basque Country ($M = 4.91$, $SD = 0.33$) than participants with Spanish as L1 ($M = 4.83$, $SD = 0.54$), $F = 1.22$, $p = 0.27$. This result is not significant. With respect to English, the results show that participants with Basque as L1 believe that English is less used in

companies in the Basque Country ($M = 3.96$, $SD = 0.87$) than participants with Spanish as L1 ($M = 4.14$, $SD = 0.90$), $F = 1.73$, $p = 0.19$. This result is not significant. Concerning German, the results reveal that participants with Basque as L1 believe that German is less used in companies in the Basque Country ($M = 2.43$, $SD = 1.01$) participants with Spanish as L1 ($M = 2.55$, $SD = 1.08$), $F = 0.61$, $p = 0.43$. This result is not significant. As for French, the results indicate that participants with Basque as L1 believe that French is less used in companies in the Basque Country ($M = 2.53$, $SD = 0.99$) than participants with Spanish as L1 ($M = 2.67$, $SD = 1.08$), $F = 0.76$, $p = 0.39$. This result is not significant. Finally, participants with Basque as L1 believe that Chinese is less used in companies in the Basque Country ($M = 1.68$, $SD = 0.78$) than participants with Spanish as L1 ($M = 1.76$, $SD = 0.93$), $F = 0.32$, $p = 0.57$. This result is not significant.

The differences between Basque L1 students and Spanish L1 students in their perceptions of the extent to which each of the six languages are used in companies in the Basque Country are illustrated in figure 3.9.

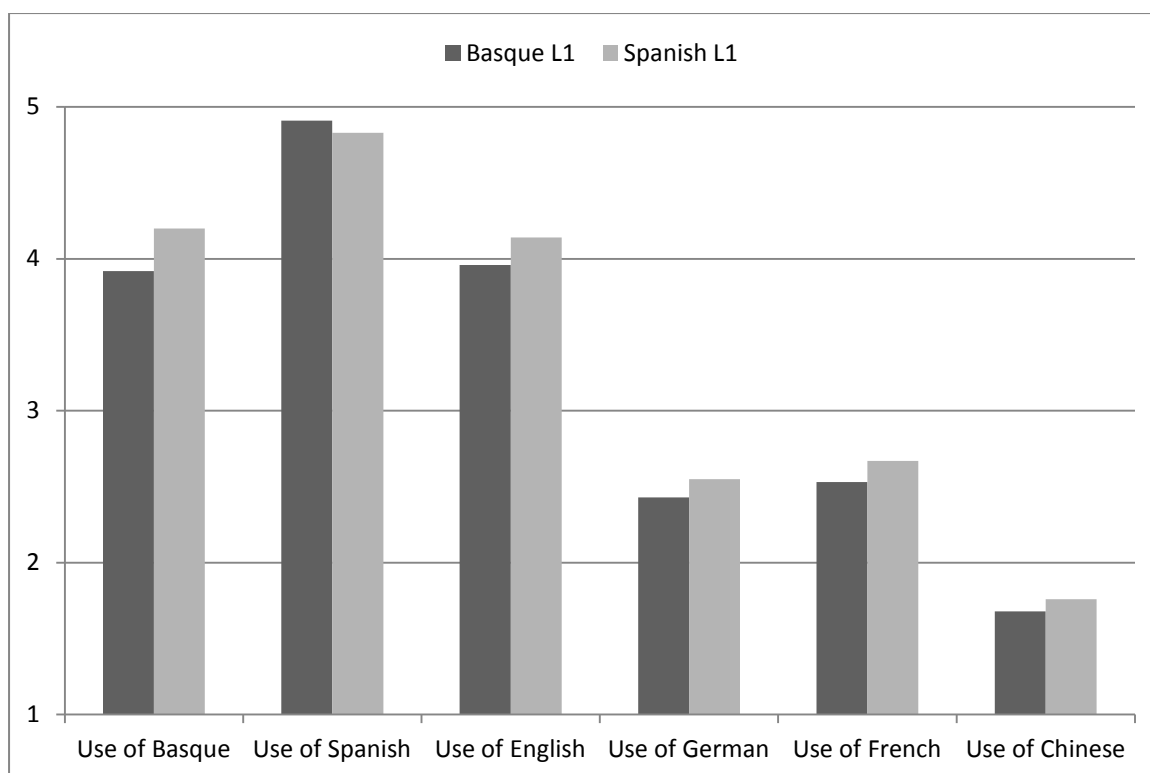


Figure 3.9. Perceptions of students on the use of languages in companies in the Basque Country according to their L1

In sum, Basque L1 speakers and Spanish L1 speakers do not perceive the extent to which languages are used in companies significantly different. Only a marginally significant difference was found for Basque, as there seems to be a trend that participants with Basque as the L1 believe that Basque is less used in companies in the Basque Country than participants with Spanish as the L1.

Importance and use of Basque related to Basque proficiency

The third sub question again analyzes the difference in perceived importance of Basque and other languages, using the same items as in foregoing analyses. However, instead of making a division between two groups according to the L1, as in the previous research questions, three groups are

distinguished to find out whether different levels of Basque competence of the students influence their perceived importance of Basque. Thus, the third sub question analyzes the perceived importance of Basque in companies by business students according to the level of their Basque proficiency. Basque L1 speakers, Spanish L1 speakers with at least a B2 level of Basque and Spanish L1 speakers with less than a B2 level of Basque are contrasted. In this rearrangement, logically again 43.4% (N = 79) are Basque L1 speakers. 24.7% (N = 45) are Spanish L1 speakers with at least a B2 level in Basque and 31.9% (N = 58) are Spanish L1 speakers who have less than a B2 level in Basque. Again the analysis is build up in three parts: the perceptions on Basque, the ranking of Basque among other languages, and six perceptions on six languages.

First, on the perceived importance of Basque in the workplace, a one-way between subjects ANOVA was conducted to compare the effect of proficiency in Basque on perceptions of the importance of Basque in companies. The tested conditions were Basque L1, Spanish L1 with at least a B2 level in Basque (hereafter referred to as Spanish L1 B2+), and Spanish L1 with less than a B2 level in Basque (hereafter referred to as Spanish L1 B2-). Possible scores range from 1 (= completely disagree) as the minimum to 7 (= completely agree) as the maximum. The results are presented in table 3.10.

Table 3.10. Perceptions of students on the use of Basque in the workplace according to their Basque proficiency

	Basque L1		Spanish L1 B2+		Spanish L1 B2-		F	S
	M	SD	M	SD	M	SD		
1. With the Basque I learned at school I feel well prepared to use it in my future job	6.56	(0.94)	6.16	(1.09)	3.86	(2.40)	51.96	0.00
2. The Basque I have learned will be very useful in my future job	5.49	(1.39)	5.33	(1.52)	3.55	(2.04)	25.85	0.00
3. I will use little Basque in my future job	3.81	(1.64)	4.13	(1.73)	4.60	(1.85)	3.51	0.03
4. Knowing Basque is a requirement for finding a job	4.95	(1.80)	5.13	(1.59)	4.43	(1.80)	2.37	0.10
5. The EGA(C1) certificate of Basque is well valued by companies	4.27	(1.79)	4.82	(1.50)	5.21	(1.35)	6.04	0.00
6. Companies need professionals who speak, apart from Spanish, Basque	5.51	(1.40)	5.07	(1.64)	4.21	(1.73)	11.56	0.00
7. Companies value knowledge of English more than knowledge of Basque	5.51	(1.67)	5.69	(1.24)	5.51	(1.67)	0.23	0.80

There was a significant effect of Basque proficiency on item 1 (With the Basque I learned at school I feel well prepared to use it in my future job) ($F = 51.96, p = 0.00$). Post-hoc comparisons using Scheffe tests indicated that regarding the Basque learned at school (item 1) there were significant differences between the Spanish L1 B2- group and both the Basque L1 group ($p = 0.00$) and the Spanish L1 B2+ group ($p = 0.00$). There was no significant difference between the Basque L1 group and the Spanish L1 B2+ group ($p = 0.40$).

There was a significant effect of Basque proficiency on item 2 (The Basque I have learned will be very useful in my future job) ($F = 25.85, p = 0.00$). Post-hoc comparisons using Scheffe tests indicated that regarding the usefulness of Basque (item 2) there were significant differences between the Spanish L1 B2- group and both the Basque L1 group ($p = 0.00$) and the Spanish L1 B2+ group ($p = 0.00$). There was no significant difference between the Basque L1 group and the Spanish L1B2+ group ($p = 0.87$).

There was a significant effect of Basque proficiency on item 3 (I will use little Basque in my future job) ($F = 3.51, p = 0.03$). Post-hoc comparisons using Scheffe tests indicated that regarding the use of Basque (item 3) there was a significant difference between the Spanish L1 B2- group and the Basque L1 group ($p = 0.03$). There were no significant differences between the Spanish L1B2+ group and the Basque L1 group ($p = 0.61$) and the Spanish L1 B2- group ($p = 0.40$).

There was no significant effect of Basque proficiency on item 4 (Knowing Basque is a requirement for finding a job) ($F = 2.37, p = 0.096$).

There was a significant effect of Basque proficiency on item 5 (The EGA certificate of Basque is well valued by companies) ($F = 6.04, p = 0.00$). Post-

hoc comparisons using Scheffe tests indicated that regarding the EGA certificate of Basque (item 3) there was a significant difference between the Spanish L1 B2- group and the Basque L1 group ($p = 0.00$). There were no significant differences between the Spanish L1B2+ group and both the Basque L1 group ($p = 0.18$) and the Spanish L1 B2- group ($p = 0.48$)

There was a significant effect of Basque proficiency on item 6 (Companies need professionals who speak, apart from Spanish, Basque) ($F = 11.56$, $p = 0.00$). Post-hoc comparisons using Scheffe tests indicated that regarding the need of Basque (item 3) there were significant differences between the Spanish L1 B2- group and both the Basque L1 group ($p = 0.00$) and the Spanish L1 B2+ group ($p = 0.02$). There was no significant difference between the Spanish L1 B2+ group and the Basque L1 group ($p = 0.32$).

There was no significant effect of Basque proficiency on item 7 (Companies value knowledge of English more than knowledge of Basque) ($F = 0.23$, $p = 0.80$).

The differences between the three different groups in their perceptions of Basque are illustrated in figure 3.10.

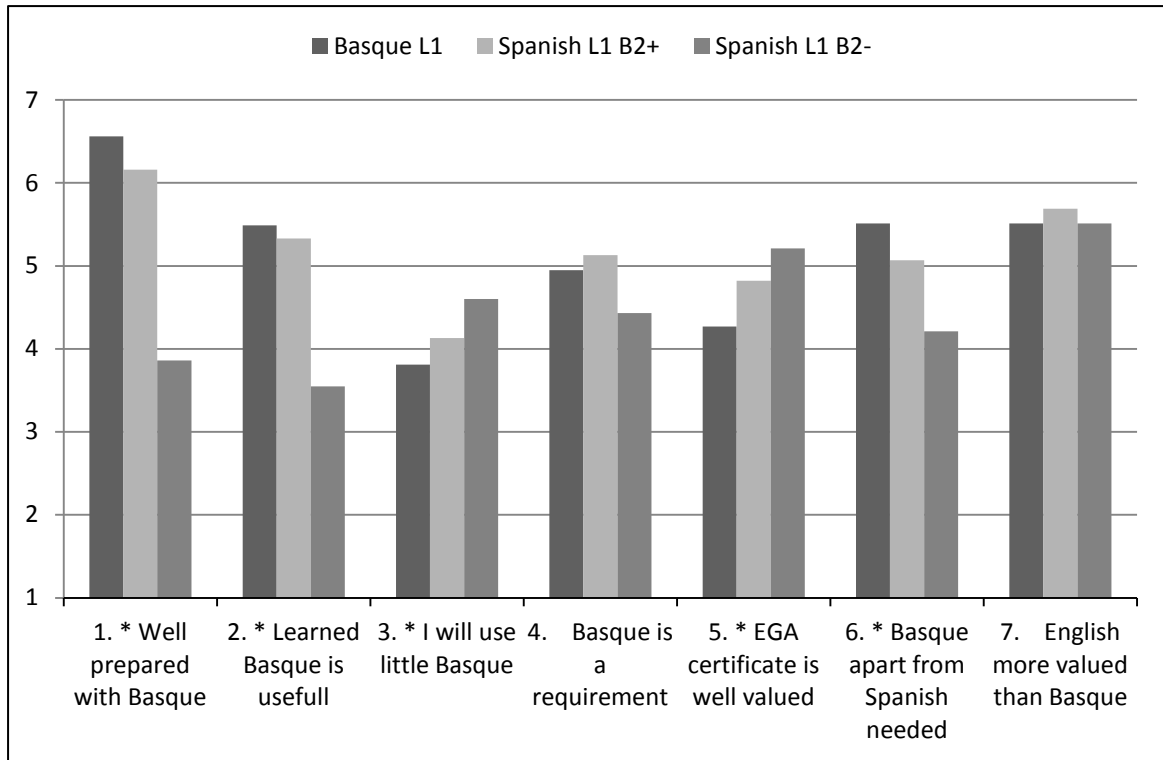


Figure 3.10. Perceptions of students on the use of Basque in the workplace according to their Basque proficiency

The above presented results reveal the existence of various significant differences in the perceived importance of Basque by students, according to their level of proficiency in Basque.

The Spanish L1 B2- group feels less prepared with the Basque they learned at school than the Basque L1 group and the Spanish L1 B2+ group. The Basque L1 group and the Spanish L1B2+ group don not feel significantly different about that. The Spanish L1 B2- group thinks that the learned Basque is less useful than both the Basque L1 group and the Spanish L1 B2+ group. The Basque L1 group and the Spanish L1 B2+ group don not feel different about that. The Spanish L1 B2- group thinks they will use less Basque than the Basque L1 group. The Spanish L1 B2+ group does not feel different from any of the other groups.

There is no difference related to proficiency in Basque in the extent to which Basque is considered a requirement by the students. The Spanish L1 B2- group thinks EGA is more valued than the Basque L1 group. The Spanish L1 B2+ group does not perceive the value of EGA different from the Basque L1 group and the Spanish L1 B2- group.

The Spanish L1 B2- group believes less that Basque is needed in companies than both the Basque L1 group and the Spanish L1 B2+ group. The Spanish L1 B2+ group and the Basque L1 group do not have different perceptions on that. The perception of the value of English over Basque does not depend on the proficiency level in Basque of the students.

The second part of this sub question is related to the perceived importance of Basque in companies when ranked among other languages. A chi-square test of independence was performed to examine the relation between Basque proficiency and the perceived importance of Basque. The relation between these variables was significant, $\chi^2(2, N = 182) = 35.75, p = 0.00$.

Table 3.11 shows per ranking position from 1 (most important) to 6 (less important) the amount of subjects who placed Basque in each position, differentiating between the three groups of proficiency.

Table 3.11. Perceptions of students on the importance of Basque among other languages according to their Basque proficiency

Place of Basque in ranking	Basque L1		Spanish L1 B2+		Spanish L1 B2-		Total for both groups	
	%	(N)	%	(N)	%	(N)	%	(N)
1st	34.2	(27)	6.7	(3)	3.4	(2)	17.6	(32)
2nd	19.0	(15)	24.4	(11)	10.3	(6)	17.6	(32)
3rd	10.1	(8)	13.3	(6)	20.7	(12)	14.3	(26)
4th	8.9	(7)	6.7	(3)	10.3	(6)	8.8	(16)
5th	6.3	(5)	6.7	(3)	6.9	(4)	6.6	(12)
6th	21.5	(17)	42.2	(19)	48.3	(28)	35.2	(64)
Total	100	(79)	100	(45)	100	(58)	100	(182)

The results show that Basque is assigned the first place in the ranking by 34.2% of the Basque L1 speakers (N = 27) against 6.7% of the Spanish L1 B2+ (N = 3) and 3.4% of the Spanish L1 B2- speakers (N = 2). Basque is put in the second place by 19 % of the Basque L1 speakers (N = 15) and 24.4% of the Spanish L1 B2+ speakers (N = 11) and 10.3% of the Spanish L1 B2- speakers (N=6). Basque is ranked in the third place by 10.1% of the Basque L1 speakers (N = 8), 13.3 % of the Spanish L1 B2+ speakers (N=6) and 20.7% of the Spanish L1 B2- speakers (N = 12). 8.9% of the Basque speakers assign Basque the fourth place in the ranking (N = 7) and 6.7% of the Spanish L1 B2+ speakers did the same (N = 3) and 10.3% of the Spanish L1 B2- speakers (N=6). Basque is given a fifth place in the ranking by 6.3% of the Basque Speakers (N = 5), a similar 6.7% of the Spanish L1 speakers (N = 3) and 6.9% of the Spanish L1 B2+ speakers (N = 4). The last place in the ranking is assigned to Basque by 21.5% of the Basque L 1 speakers (N =

17), 42.2% of the Spanish L1 speakers (N = 19) and 48.3% of the Spanish L1 B2- speakers (N = 28).

The results are visualized in percentages of each Basque proficiency group, in figure 3.11.

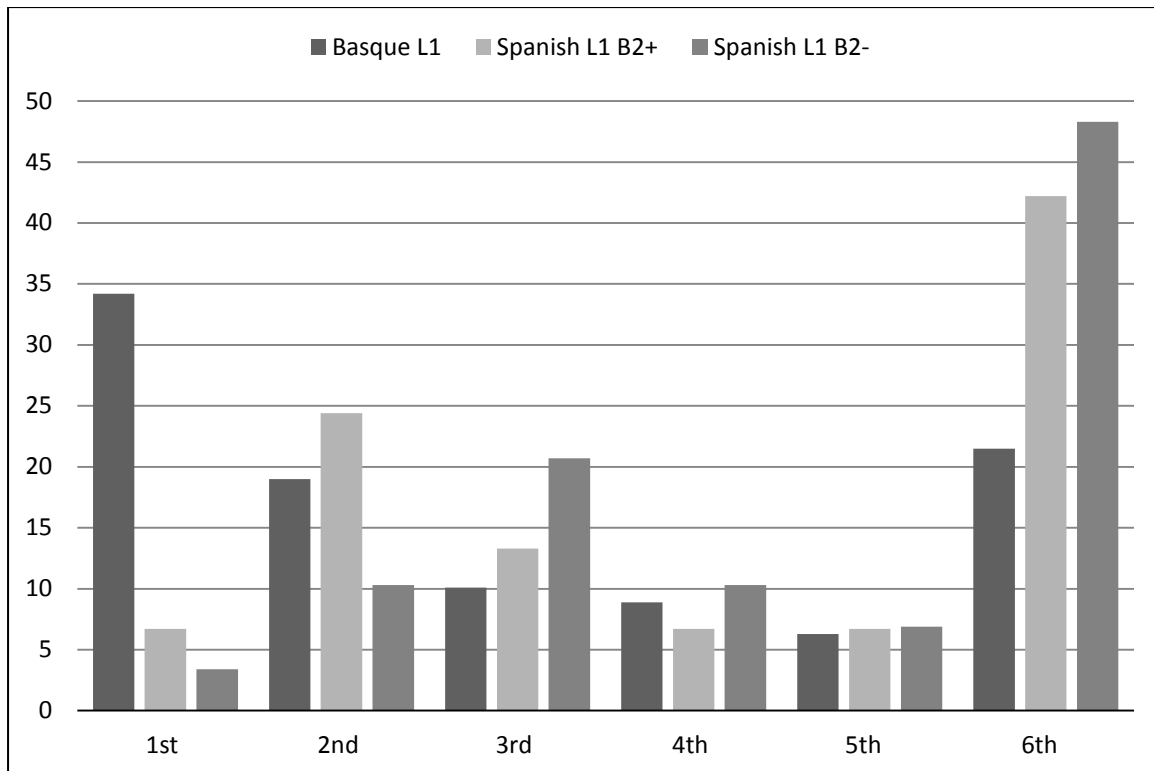


Figure 3.11. Perceptions of students on the importance of Basque among other languages according to their Basque proficiency.

As we already saw in foregoing results, the relative majority of the Basque L1 speakers choose to put Basque in the first place regarding importance and the second highest percentage of Basque L1 speakers considers Basque to be the least important of all the six languages in the ranking. For the positions in-between the results show a downwards trend of the percentages. When looking into the groups of Spanish L1 speakers, the relative slight minority of the Spanish L1 B2+ speakers ranks Basque in the first place, while the relative vast majority considers Basque to be the least important of all the six languages in the ranking. For the positions in-between the Basque is more

frequent put in the second or third place than in the fourth or fifth place. The Spanish L1 B2- speakers have a clear minority that places Basque in the first place and a clear majority that puts Basque in the last place. The third place is the second most frequent, followed by respectively the second, fourth and fifth place.

When taking into account the extreme ranking positions, Spanish L1 speakers with a lower level of proficiency in Basque (B2-) were less likely to give importance to Basque, followed by Spanish L1 speakers with a higher level of proficiency in Basque (B2+). Basque L1 speakers were more likely to consider Basque the highest in the ranking between other languages.

For the last part of the analysis for sub question 3 on the perceived importance of Basque as compared to other languages and related to the proficiency in Basque of the studies, six perceptions of the six languages are studied. For this analysis a one-way between subjects ANOVA was conducted to compare the effect of proficiency in Basque on perceptions of the importance of Basque and other languages for Basque L1, Spanish L1 B2+ and Spanish L1 B2- conditions. Possible scores are 1 (= not at all), 2 (= a little), 3 (= more or less), 4 (= quite), to 5 (= a lot) as the maximum.

First it is examined how much the students like each of the languages. The results are presented in table 3.12.

Table 3.12. Perceptions of students on the liking of languages according to their Basque proficiency

Like the languages	Basque L1		Spanish L1 B2+		Spanish L1 B2-		F	S
	M	SD	M	SD	M	SD		
Basque	4.82	(0.47)	4.13	(0.92)	2.78	(1.43)	73.98	0.00
Spanish	3.42	(1.01)	4.58	(0.62)	4.47	(0.63)	40.84	0.00
English	3.67	(1.01)	4.22	(0.67)	4.26	(0.87)	9.21	0.00
German	2.87	(1.07)	3.02	(1.06)	2.76	(1.07)	0.78	0.46
French	2.36	(1.14)	2.87	(1.10)	2.60	(1.26)	2.74	0.07
Chinese	1.78	(0.92)	2.04	(1.09)	1.88	(0.89)	1.08	0.34

There was a significant effect of Basque proficiency on the liking of Basque ($F = 73.98$, $p = 0.00$). Post-hoc comparisons using Scheffe tests indicated that there were significant differences in the liking of Basque between the Spanish L1 B2- group ($p=0.00$) and both the Basque L1 group ($p=0.00$) and the Spanish L1 B2+ group ($p=0.00$). Also between the Spanish L1 B2+ group ($p=0.00$) and both the Basque L1 group ($p=0.00$) and the Spanish L1 B2- group ($p=0.00$). For Spanish, there were significant differences in the liking of Spanish between the Basque L1 group and both the Spanish B2+ group ($p=0.00$) and the Spanish L1 B2- group ($p=0.00$). There were no significant differences between the Spanish L1B2+ group and the Spanish L1 B2- group ($p=0.81$). For English, there were significant differences in the liking of English between the Basque L1 group and both the Spanish B2+ group ($p=0.00$) and the Spanish L1 B2- group ($p=0.00$). There was no significant difference between the Spanish L1 B2+ group and the Spanish L1 B2- group ($p=0.81$). For the other languages German, French and Chinese,

there were no significant differences in perception of the importance according to the Basque proficiency:

The results are visualized in figure 3.12 below.

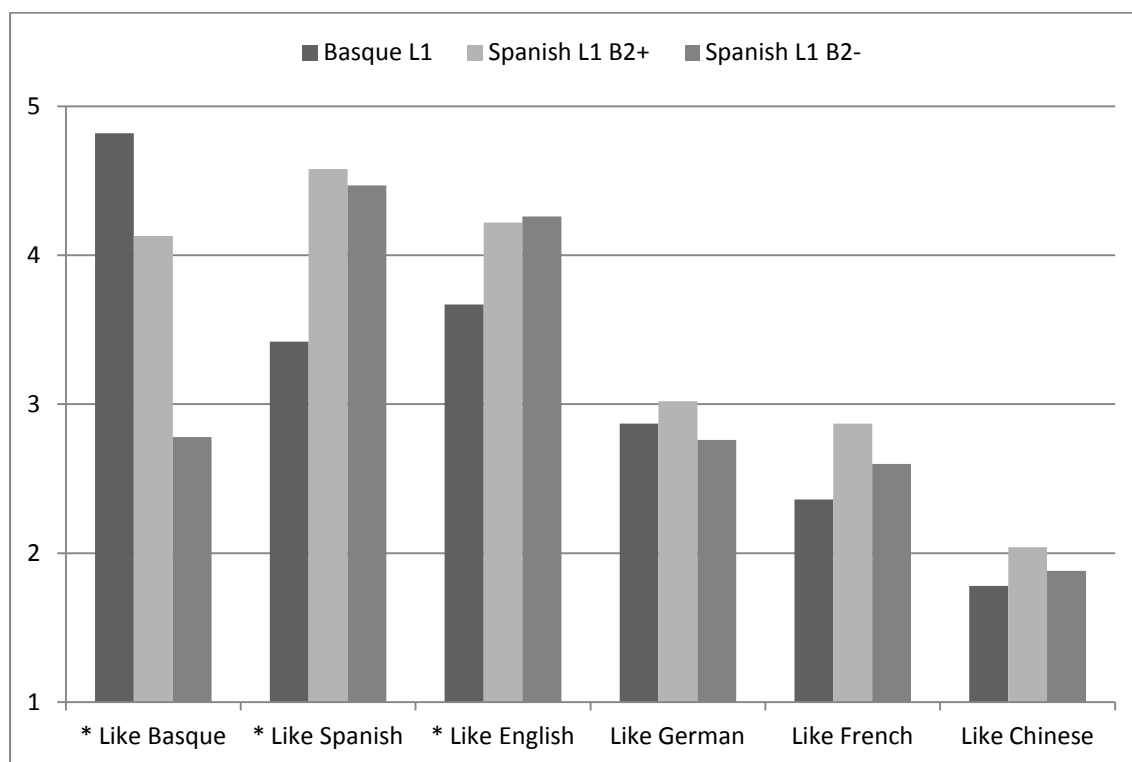


Figure 3.12. Perceptions of students on the liking of languages according to their Basque proficiency

For Basque, we see that the less the proficiency in Basque, the less the language is liked. Basque L1 speakers liked Spanish less than the other groups, while no difference in liking were perceived between Spanish L1 speakers B2+ or B2-. Basque L1 speakers liked English significantly less than the other groups, while between Spanish L1 speakers no difference was perceived whether they had Basque B2 level or not. The other languages are all equal liked by the groups, regardless of their proficiency in Basque.

The next perception analyzed is on how much effort the students are willing to make to learn each of the languages. The results are presented in table 3.13.

Table 3.13. Perceptions of students on the willingness to learn languages according to their Basque proficiency

Effort willing to make to learn the languages	Basque L1		Spanish L1 B2+		Spanish L1 B2-		F	S
	M	SD	M	SD	M	SD		
Basque	4.69	(0.82)	4.05	(1.29)	2.91	(1.47)	36.92	0.00
Spanish	3.83	(1.29)	4.07	(1.44)	3.88	(1.52)	0.42	0.66
English	4.52	(0.71)	4.64	(0.71)	4.67	(0.74)	0.88	0.42
German	3.61	(1.30)	3.44	(1.41)	3.55	(1.27)	0.22	0.80
French	2.84	(1.31)	3.24	(1.30)	3.02	(1.48)	1.31	0.27
Chinese	2.42	(1.08)	2.67	(1.31)	2.66	(1.46)	0.79	0.45

There was a significant effect of Basque proficiency on the willingness to make an effort to learn Basque ($F = 36.92$, $p = 0.00$). Post-hoc comparisons using Scheffe tests indicated that there were significant differences in the willingness to make an effort to learn of Basque between the Spanish L1 B2-group and both the Basque L1 group ($p=0.00$) and the Spanish L1 B2+ group ($p=0.000$). Also between the Spanish L1 B2+ group and both the Basque L1 group ($p=0.02$) and the Spanish L1 B2- group ($p=0.00$). For all the other languages Spanish, German, French and Chinese, there were no significant differences in the willingness to make an effort to learn each of these languages according to the Basque proficiency.

The results are visualized in figure 3.13.

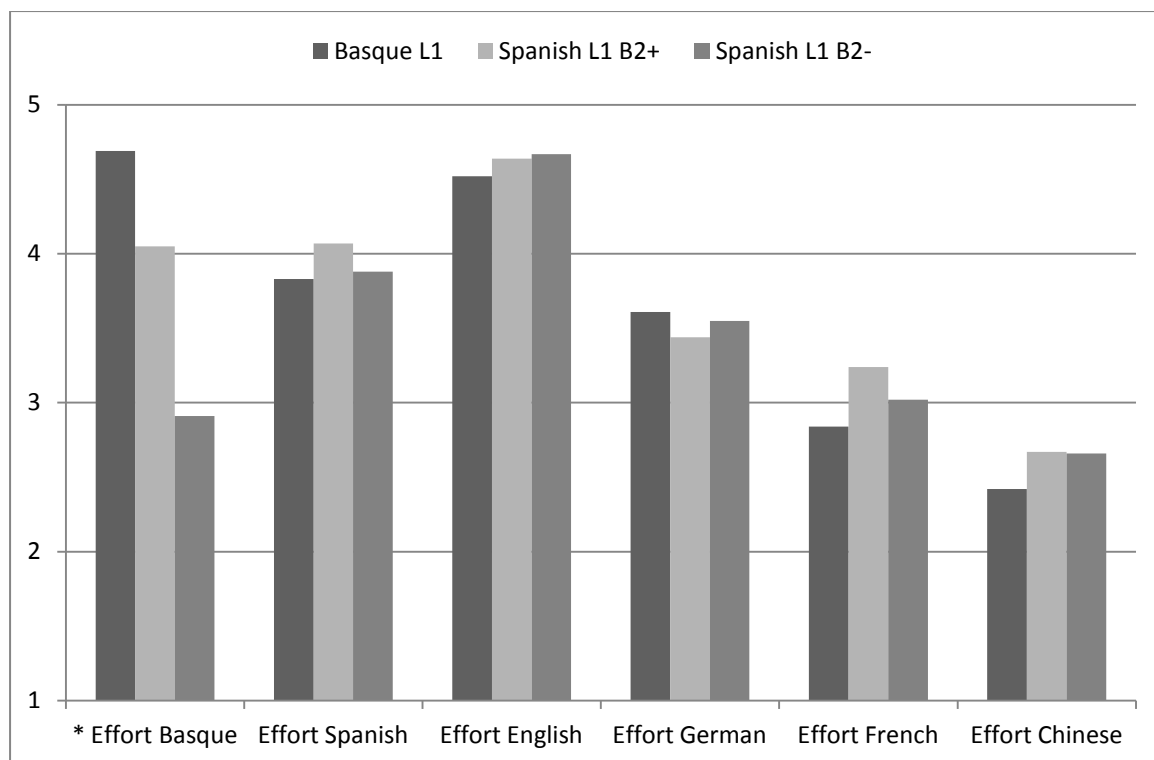


Figure 3.13. Perceptions of students on the willingness to learn languages according to their Basque proficiency

The graph shows that the higher the proficiency in Basque, the higher the willingness to learn the language. For all the other languages, the willingness is rather equal for all Basque proficiencies.

The next perception analyzed is how important knowing the languages is considered by the students in nowadays companies. The results are presented in table 3.14.

Table 3.14. Perceptions of students on the importance of knowing languages nowadays in companies in the Basque Country according to their Basque proficiency

Importance of knowing the languages nowadays in international companies in the Basque Country	Basque L1		Spanish L1 B2+		Spanish L1 B2-		F	S
	M	SD	M	SD	M	SD		
Basque	4.49	(0.92)	4.20	(1.04)	3.74	(1.49)	7.06	0.00
Spanish	4.78	(0.47)	4.73	(0.58)	4.50	(0.96)	3.04	0.05
English	4.81	(0.51)	4.89	(0.32)	4.74	(0.55)	1.19	0.31
German	3.56	(1.13)	3.56	(1.24)	3.34	(1.26)	0.62	0.54
French	3.28	(1.03)	3.51	(1.20)	3.39	(1.31)	0.58	0.56
Chinese	2.67	(1.25)	2.94	(1.21)	2.79	(1.34)	0.68	0.51

There was a significant effect of Basque proficiency on the perceived importance of knowing Basque nowadays ($F = 7.06$, $p = 0.00$). Post-hoc comparisons using Scheffe tests indicated that there was only a significant difference in the perceived importance of Basque between the Basque L1 group and the Spanish L1 B2- group ($p=0.00$). There were no significant differences between the Spanish L1 B2+ group and both the Basque L1 group ($p=0.40$) and the Basque B2- group ($p=0.14$). For all the other languages there were no significant differences in perception of the importance according to the Basque proficiency.

The results are visualized in figure 3.14.

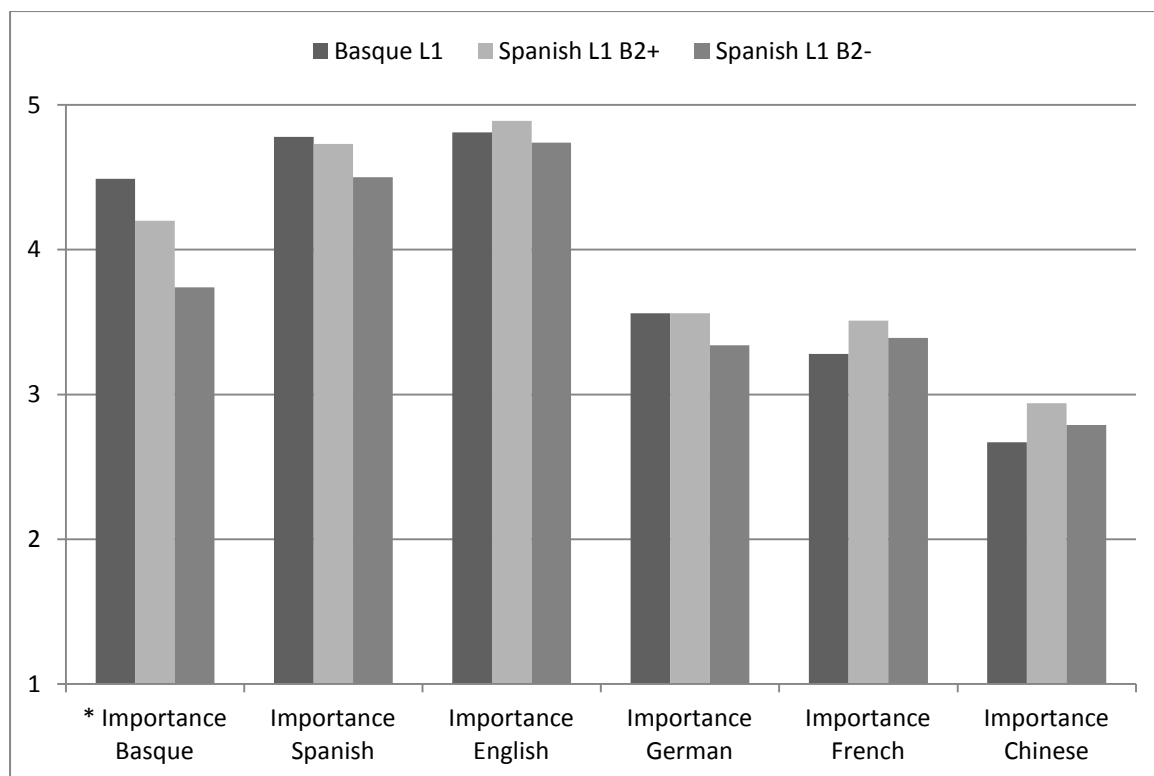


Figure 3.14. Perceptions of students on the importance of knowing languages nowadays in companies in the Basque Country according to their Basque proficiency

The results show that Basque L1 speakers think Basque is more important than the Spanish L1 B2- group. The Spanish L1 B2+ group does not perceive the importance different than Basque L1 speakers or Spanish L1 B2-.

After analyzing the perceived importance of the languages in nowadays workplace, the next analysis focuses on the future workplace, as in 25 years from now. The results are presented in table 3.15.

Table 3.15. Perceptions of students on the importance of knowing languages in the future in companies in the Basque Country according to their Basque proficiency

Importance of knowing the languages in the future (25 years from now) in international companies in the Basque Country	Basque L1		Spanish L1 B2+		Spanish L1 B2-		F	S
	M	SD	M	SD	M	SD		
Basque	4.18	(1.19)	3.98	(1.25)	3.31	(1.58)	7.24	0.00
Spanish	4.39	(0.97)	4.62	(0.61)	4.45	(0.96)	0.98	0.38
English	4.90	(0.38)	4.96	(0.21)	4.84	(0.52)	0.97	0.38
German	4.00	(1.14)	3.93	(1.23)	3.91	(1.16)	0.10	0.90
French	3.46	(1.24)	3.62	(1.27)	3.41	(1.39)	0.37	0.69
Chinese	3.92	(1.24)	4.00	(1.23)	3.81	(1.40)	0.29	0.75

There was a significant effect of Basque proficiency on the perceived importance of knowing Basque in the future ($F = 7.24$, $p = 0.00$). Post-hoc comparisons using Scheffe tests indicated that there were significant differences in the perceived importance of Basque in the future between the Spanish L1 B2- group and both the Spanish L1 B2+ group ($p=0.05$) and the Basque L1 group ($p=0.00$). There were no significant difference between the Spanish L1 B2+ group and the Basque L1 group ($p=0.72$). For all the other languages there were no significant differences in perception of the importance according to the Basque proficiency.

The results are visualized in figure 3.15.

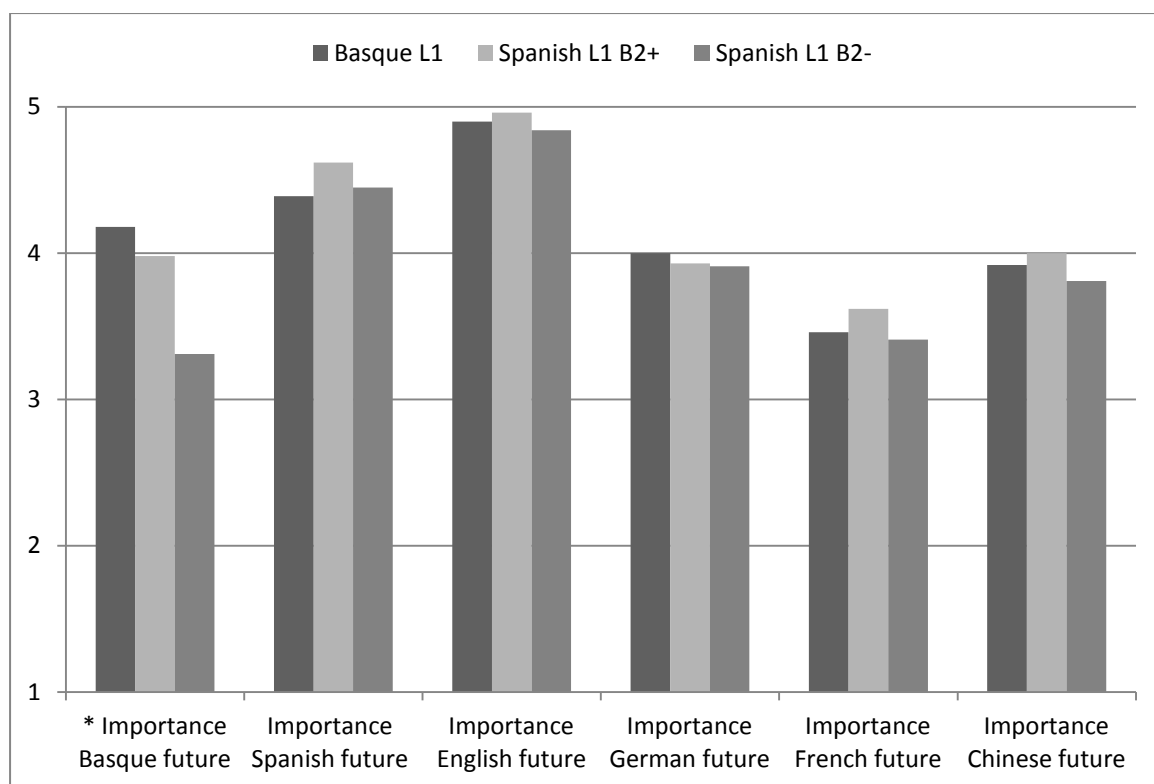


Figure 3.15. Perceptions of students on the importance of knowing languages in the future in companies in the Basque Country according to their Basque proficiency

The results show that Spanish L1 B- speakers think Basque is less important in their future workplace than respectively Spanish L1 B2+ speakers and Basque L1 speakers. Spanish L1 B2+ speakers do not perceive the importance of Basque in their future workplace differently.

The next analysis is related to the extent to which students believe that learning the languages would help them to find a job. The results are presented in table 3.16.

Table 3.16. Perceptions of students on the helpfulness of learning languages to find a job in the Basque Country according to their Basque proficiency

How much learning the languages could help to find a job in the Basque Country	Basque L1		Spanish L1 B2+		Spanish L1 B2-		F	S
	M	SD	M	SD	S	MD		
Basque	4.63	(0.80)	4.76	(0.57)	4.33	(1.04)	3.59	0.03
Spanish	4.51	(1.02)	4.69	(0.70)	4.19	(1.30)	2.96	0.05
English	4.78	(0.47)	4.80	(0.46)	4.67	(0.60)	1.05	0.35
German	3.51	(1.20)	3.38	(1.35)	3.40	(1.14)	0.21	0.81
French	3.29	(1.24)	3.58	(1.31)	3.43	(1.14)	0.80	0.45
Chinese	2.94	(1.35)	2.87	(1.33)	2.95	(1.38)	0.05	0.95

There was a significant effect of Basque proficiency on the perception of how much learning Basque could help to find a job ($F = 3.59$, $p = 0.03$). Post-hoc comparisons using Scheffe tests indicated that there was only a significant difference in the perceived helpfulness of learning Basque for finding a job between the Spanish L1 B2+ group and the Spanish L1 B2-group ($p=0.04$). There were no significant difference between the Basque L1 group and both the Spanish L1 B2+ group ($p=0.74$) and the Spanish L1 B2-group ($p=0.12$). For all the other languages there were no significant differences in perception of the helpfulness of learning the languages for finding a job, related to the Basque proficiency.

The results are visualized in figure 3.16.

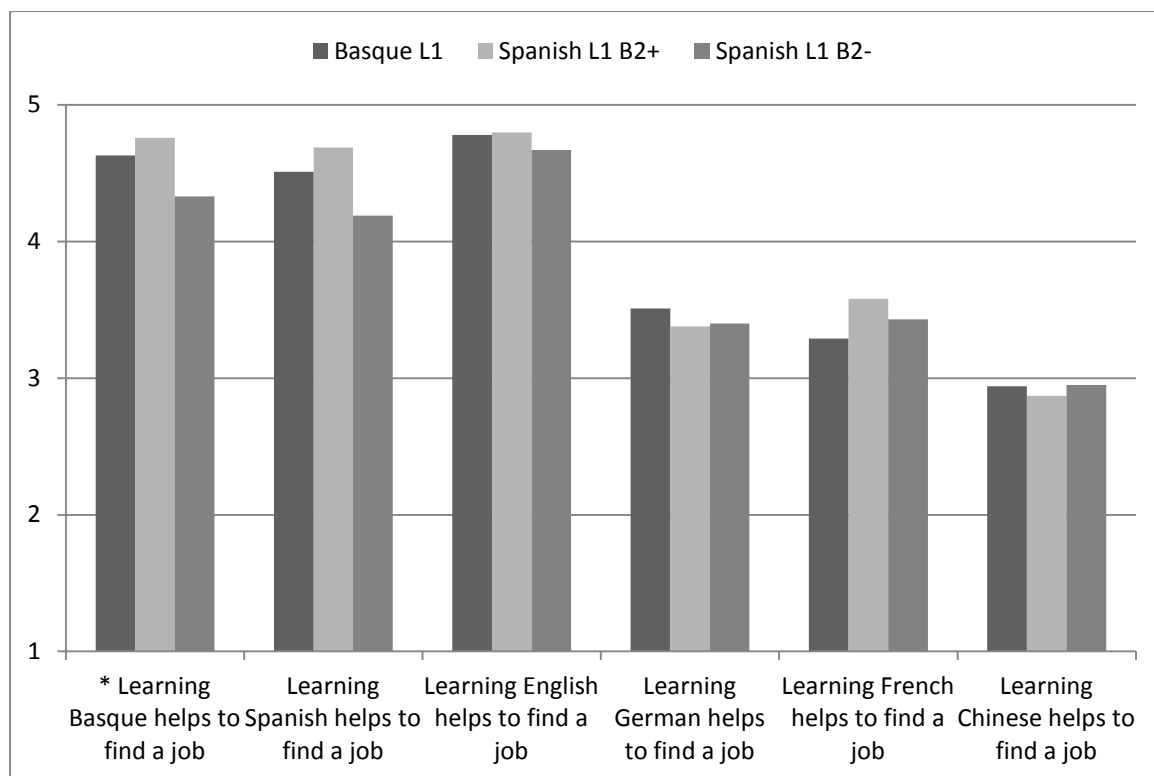


Figure 3.16. Perceptions of students on the helpfulness of learning languages to find a job in the Basque Country according to their Basque proficiency

In sum, the Spanish L1 B2+ group believes stronger that learning Basque will help them finding a job than the Spanish L1 B2- group. There are no differences in believe between Basque L1 speakers and both Spanish L1 groups. All other languages are equally perceived in their usefulness for finding a job, regardless of the proficiency in Basque.

The last analysis for the third sub question is related to the extent to which students believe that the languages are used in the companies of the Basque Country. The results are presented in table 3.17.

Table 3.17. Perceptions of students on the use of languages in companies in the Basque Country according to their Basque proficiency

How much the languages are used in the companies in the Basque Country	Basque L1		Spanish L1 B2+		Spanish L1 B2-		F	S
	M	SD	M	SD	M	SD		
Basque	3.92	(1.04)	4.16	(1.02)	4.24	(1.03)	1.74	0.18
Spanish	4.91	(0.33)	4.89	(0.32)	4.79	(0.67)	1.15	0.32
English	3.96	(0.87)	4.09	(0.97)	4.17	(0.84)	0.97	0.38
German	2.43	(1.01)	2.44	(1.18)	2.64	(1.00)	0.74	0.48
French	2.53	(0.99)	2.51	(1.12)	2.79	(1.03)	1.29	0.28
Chinese	1.68	(0.78)	1.76	(0.96)	1.76	(0.92)	0.16	0.85

In sum, there was no effect of Basque proficiency on the perceptions of students on how the six languages are perceived regarding their use in companies in the Basque Country.

The results are visualized in figure 3.17.

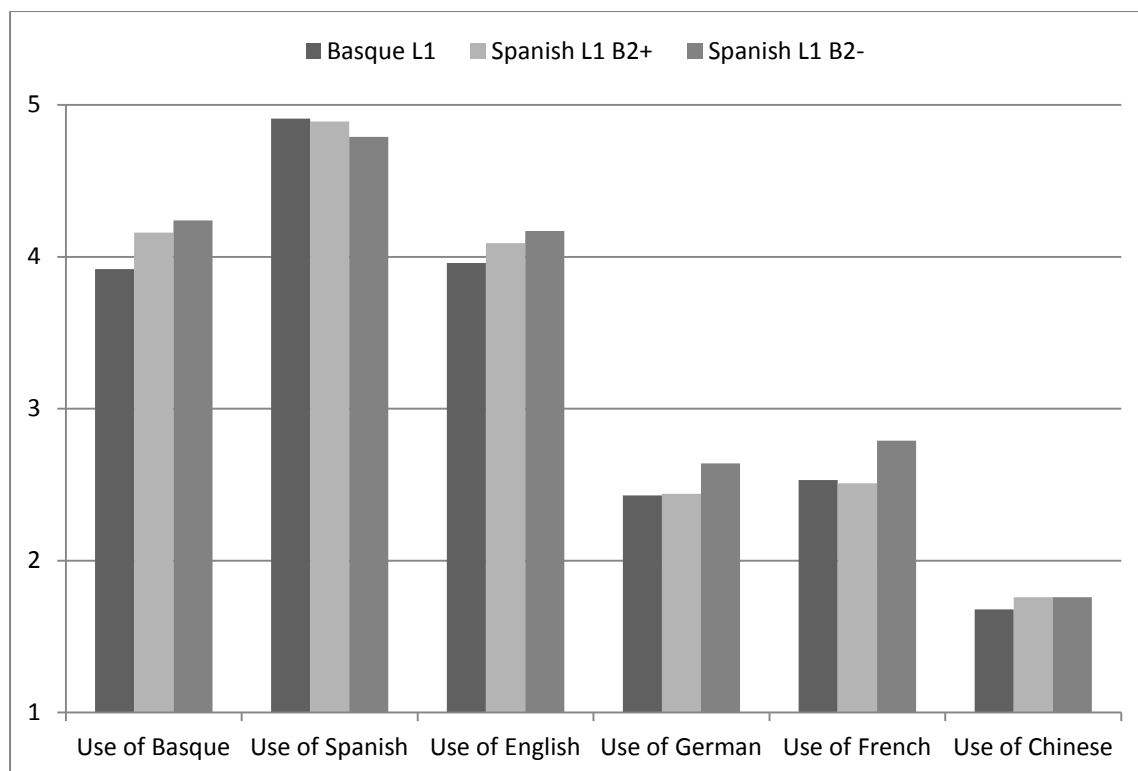


Figure 3.17. Perceptions of students on the use of languages in companies in the Basque Country according to their Basque proficiency

In sum, the use of all languages is perceived equally among the groups with different levels of Basque proficiency

In this chapter we have examined the perceptions of business students towards Basque, as contrasted to other languages. We have analyzed the influence on these perceptions of the mother tongues Basque and Spanish and for the latter, we studied the group in more detail taking into account the level of L2 proficiency in Basque. Whereas in this chapter the focus has been on a minority language in the future workplace of the students, the next chapter will focus on the global language English.

Study 3

3.3. Business students' perception on English: study 3

In this chapter, first the research questions related to the influence of English as language of instruction are introduced. Subsequently, the quantitative research methodology used to examine the research questions is discussed and justified. Then, the process of data collection is addressed and the methods used for data analysis are presented. Finally, the results are presented.

3.3.1. Aims and research questions

In-depth interviews with managers of Basque international companies revealed that, among others, the education in the Basque Country is generally blamed for the insufficient English competences for business purposes of employees. However, some managers also believe that the level of English acquired at school is recently improving. Perhaps the relatively new phenomenon of English medium instruction is of influence, as it is one of the main changes in the last decades directly related to English education. That is why we consider it important to examine the influence of English medium instruction on the English of future professionals. Not only the direct influence on competences and use of the language, but also on the attitudes, experiences and expectations concerning English.

Therefore, this chapter aims to explore how having English as the language of instruction in education is related to other variables, such as language learning experiences, English proficiency and competences, exposure to English in daily life and expectations about English in the future workplace. A distinction is made between on one hand the students who have or have had English as the language of instruction either in secondary education or at university, and on the other hand the students who have never had English as

the language of instruction. Hereafter they will be referred to as two groups, the *English medium group* and the *non-English medium group*.

First, their perceived experience as language learners is examined, to see whether the English medium group and the non-English medium group have similar experiences with learning English at school. Then, the self-reported proficiency and competences in English are compared between both groups. Furthermore, it is examined if there is a difference in the exposure to English outside school between both groups. Finally, it is analyzed if the two groups differ in their expectations about English in their future job. The following research and sub questions are formulated:

3. How do business students (with different experiences with English medium instruction) perceive their own competences and the importance of English in companies?
 - 3.1. Do students who have (had) English medium instruction perceive their previous experience as language learners in a similar way as the students who did not have English medium instruction?
 - 3.2. Do students who have (had) English medium instruction report the same proficiency in English as the students who did not have English medium instruction?
 - 3.3. Do students who have (had) English medium instruction have similar competences as the students who did not have English medium instruction?
 - 3.4. Do students who have (had) English medium instruction have the same exposure to English as the students who did not have English medium instruction?
 - 3.5. Do students who have (had) English medium instruction have the same expectation about English in their future job as the students who did not have English medium instruction?

3.3.2. Methodology

Sample

The same participants of study 2 take part in this study, plus some other students of the same group who had to be excluded for foregoing study because of homogeneity purposes of that study. The sample of this study is a group of students enrolled in business studies (N = 194) at the University of the Basque Country (UPV/EHU). 57.2% of them were in the second year of their studies (N = 111) and 42.8% in the third year (N = 83). The mean age of the students was 20.68 (SD = 2.19) with the youngest students being 19 years old and the oldest student being 33 years old. The students were equally divided between gender as 50% was male (N = 97) and 50% was female (N = 97). The vast majority of 90.7% of the students was born in the Basque Country (N = 176), whereas only 6.2% of the students was born elsewhere in Spain (N = 12) and 3.1% of the students outside Spain (N = 6). Regarding their mother tongue, the majority of 57.5% of the students claimed to be Spanish L1 speaker (N = 111), 40.9% of the students indicated they were Basque L1 speaker (N = 79) and 1.6% of the students considered both Spanish and Basque their mother tongue (N = 3).

Regarding English, on average the students started to learn English at the age of 5.82 (SD = 2.08). When asked whether or not they had received English medium instruction, 56.7% of the students indicated they never had attended subjects taught through the medium of English (N = 110) whereas 43.3% of the students indicated they did attend subjects through the medium of English (N = 84). The subjects they attended were either subjects related with their present university study (e.g. Business Organization and Economics) or subjects at secondary school (e.g. Social Sciences and History).

Apart from learning English at school, the vast majority of 82.5% of the students (N = 160) had attended English classes at a language academy, whereas only 17.5% did not (N = 34). The majority of 57.2% of the students did not have any title in English (N = 111) and 41.8% of the students (N = 81) claimed to have a title in English. Of the students with a title in English, the relative majority had a B2 level (59.5%, N = 47), followed by a B1 level (17.7%, N = 14) and a C1 level (13.9%, N = 11). Only one student indicated to have an A2 title (1.3%, N = 1), and one student to have a C2 title (1.3%, N = 1). None of the students had an A1 title.

When asked about their experiences with staying in an English speaking country, either because of studies, jobs, holidays, summer camps etc., the majority answered they did not have any such experience (55.2% , N = 107) and the minority answered they did stay in an English speaking country (44.3%, N = 86). The large majority of the students had never participated in a summer camp through the medium of English organized in the Basque Country either (92.8%, N = 180), and only 7.2% of the students did (N = 14). Among the different reasons for learning English outside school on a scale from 1 (not important at all) to 7 (extremely important), the professional future was considered very important (M = 6.05, SD = 1.13). Other rather important reasons were the ability to communicate abroad (M = 5.55, SD = 1.18) and obtaining a title (M = 5.22, SD = 1.42).

Instrument used for data collection

The same paper-and-pencil questionnaires as the one used in study 2 were used for collecting the data. In a similar way, the data used of this study were extracted from the larger questionnaire on languages as described in section 3.2.2.

In this study, for answering research question 1, an evaluation question from part 2 of the questionnaire was used. The students had to indicate on a Likert scale from 1 (totally disagree) to 7 (totally agree) to what extent they agreed with statements about English at school, such as “Teachers has sufficient knowledge of English”. Herewith the perceived experience as learners of English could be measured for both groups. For answering research question 2, a proficiency question from part 2 of the questionnaire was used. The students were asked to evaluate their listening, speaking, reading and writing skills in English on a scale from 1 (not at all) to 10 (very good). For the data for research question 3, part 3 of the questionnaire was used entirely, with Can Do statements on English in the workplace, adapted from the ALTE project. For this project, all levels of the CEFR framework from A1 to C2 were converted into business related competences for three groups of skills i) listening and speaking ii) reading and iii) writing (ALTE 2002). On a Likert scale from 1 (completely incapable) to 10 (completely capable), students had to indicate how proficient they would feel in their future workplace carrying out different tasks in English from A1 level to C2 level, like “I can understand and express easy messages such as, meeting on Friday at 10.00 o clock”. For research question 4, a question on exposure from part 4 of the questionnaire was used. On a Likert scale from 1 (never) to 7 (very often), the students had to indicate how often they were exposed to or used English in different situations such as “using social media”. For the last research question, the opinion statements related to English were

selected from part 7 of the questionnaire. The students had to indicate on a Likert scale from 1 (completely disagree) to 7 (completely agree) to what extent they agreed with statements, such as “Knowing English is a requirement for finding a job”. These statements are similar to the ones used for the study on Basque. Herewith the expectations about English in their future job could be measured for both groups.

Data collection and analysis

As described in section 3.2.2., data were collected in nine classes of business studies at the UPV/EHU in the period of February and March 2015. In this sample 58.2% of the students (N = 113) opted for the Basque questionnaire, and 41.8% (N = 81) chose the Spanish version.

As described in section 3.2.2. the participants with Basque, Spanish or both languages as L1 were included in the dataset and the participants with other mother tongues were excluded from the dataset for reasons of homogeneity of the sample. For creating the two groups of this study, the yes-no question “Have you ever studied subjects through the medium of English? “. The students who answered *yes* were included in the English medium instruction group. The follow-up open question “Which subjects? ” was used to verify if they had understood the question and could indeed be included in the English medium group. The ones who answered *no* were included in the non-English medium group.

All the statements on the Likert scales were analyzed on an ordinal scale, with either 7 or 10 values according to the questions. One-way ANOVAS were carried out to study the significance of the differences between the English medium group and the non-English medium group.

3.3.3. Results

Experience as English language learners

For the first sub-question, on the perceived experiences as language learners of English, a one-way ANOVA was conducted to analyze the differences between the group of students who have had English as the language of instruction and the students who have not. Possible scores range from 1 (completely disagree) as the minimum to 7 (completely agree) as the maximum. The results are presented in table 3.18.

Table 3.18. Perceived experience of students as language learners of English, according to their experience with English medium instruction.

	English Medium		Non-English Medium		F	S
	M	SD	M	SD		
1. The teachers had sufficient knowledge of English	4.95	(1.54)	4.60	(1.75)	2.14	0.14
2. The materials we used in class were adequate	4.79	(1.33)	4.30	(1.27)	6.72	0.01
3. The amount of hours of English class was not enough	4.46	(1.77)	4.77	(1.58)	1.64	0.20
4. They taught me English with the objective of obtaining a title	3.42	(1.81)	3.25	(1.59)	0.44	0.51
5. I found learning English at school interesting	4.32	(1.73)	4.07	(1.72)	0.99	0.32
6. I found learning English at school easy	5.26	(1.51)	4.67	(1.55)	7.05	0.01

Regarding the students' perceived experience as learners of English, the results are as follows. The participants with English medium instruction feel stronger that teachers had sufficient knowledge of English ($M = 4.95$, $SD = 1.54$) than the participants without English medium instruction ($M = 4.60$, $SD = 1.75$), $F = 2.14$, $p = 0.14$. This result is not significant. Regarding the materials used in class, the participants with English medium instruction consider the materials to be more adequate ($M = 4.79$, $SD = 1.33$) than the students without English medium instruction ($M = 4.30$, $SD = 1.27$), $F = 6.72$, $p = 0.01$. This result is significant. When asked to what extent they agree with the statement that the amount of hours of English is not enough, the English medium participants agree less ($M = 4.46$, $SD = 1.77$) than the non-English medium group ($M = 4.77$, $SD = 1.58$), $F = 1.64$, $p = 0.20$. However, this result is not significant. The English medium group believe stronger that English was taught with the objective of obtaining diplomas ($M = 3.42$, $SD = 1.81$) than the non-English medium group ($M = 3.25$, $SD = 1.59$), $F = 0.44$, $p = 0.51$. Again, this result is not significant. The English medium participants think learning English at school is more interesting ($M = 4.32$, $SD = 1.73$) than the non-English medium participants ($M = 4.07$, $SD = 1.72$), $F = 0.99$, $p = 0.32$. This result is not significant. The students with English medium instruction find learning English at school also easier ($M = 5.26$, $SD = 1.51$) than the students without English medium instruction ($M = 4.67$, $SD = 1.55$), $F = 7.05$, $p = 0.01$. This result is significant.

The differences between the English medium group and the non-English medium group in their experiences as language learners are illustrated in figure 3.18.

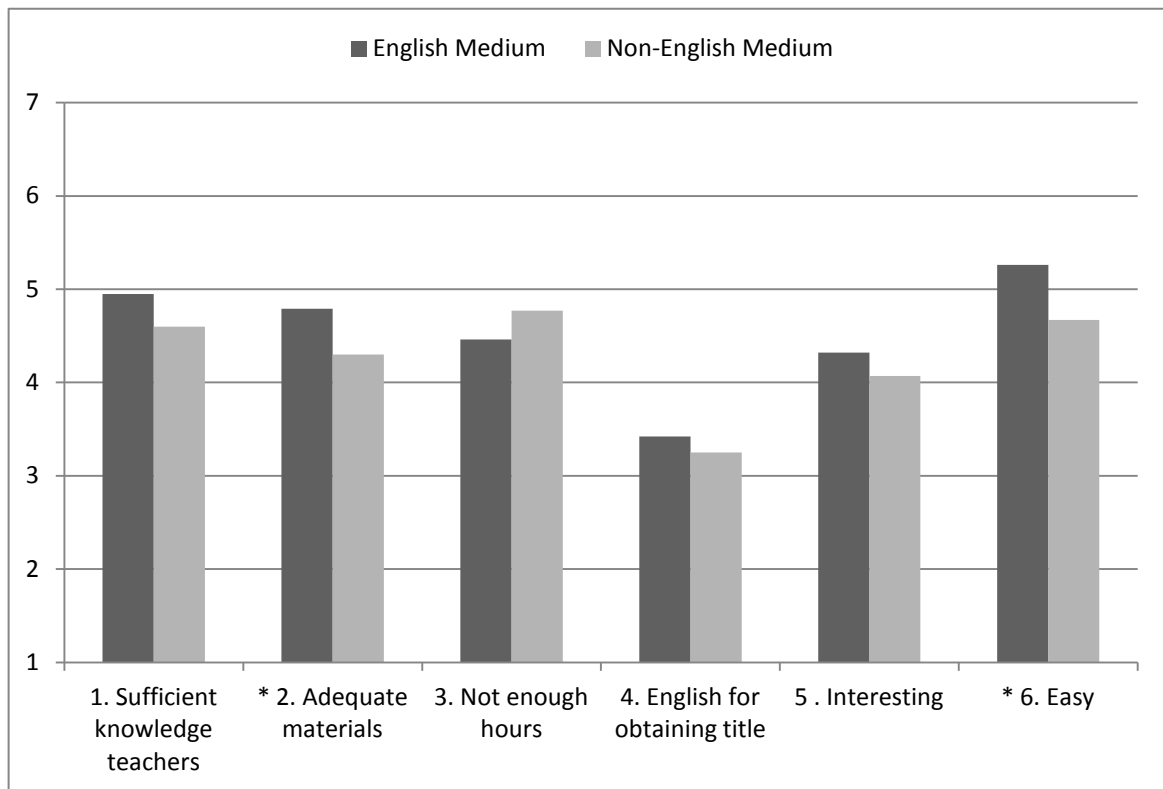


Figure 3.18. Perceived experience of students as language learners of English, according to their experience with English medium instruction

In sum, the data show that students who have had English medium instruction find the materials used in class more adequate than the students who did not have English medium instruction. They also find learning English at school easier than the students who did not have English medium instruction.

However, the two groups do not differ significantly in the other experiences with learning English at school. Both the English medium group and the non-English medium group believe that the English knowledge of teachers was rather sufficient and both groups also consider to a certain extent that the amount of hours was not enough. Both groups do not feel they were taught English with the objective of obtaining a title. Finally, the groups neither differ in the extent to which they find learning English interesting.

After analyzing the experience as learners of English, now we are going to analyze the self reported proficiency in English of the students

Self reported English proficiency

For the second sub question, on the self evaluated proficiency in English, a one-way ANOVA was conducted to analyze the differences between the group of students who have had English as the language of instruction and the students who have not. Possible scores range from 1 (not at all) as the minimum to 10 (very good) as the maximum. The results are presented in table 3.19.

Table 3.19. Perceived proficiency of students in English, according to their experience with English medium instruction

	English Medium		Non-English Medium		F	S
	M	SD	M	SD		
English listening skills	7.49	(1.28)	6.19	(1.46)	41.82	0.00
English speaking skills	6.44	(1.55)	5.25	(1.55)	27.99	0.00
English reading skills	7.39	(1.55)	6.54	(1.54)	14.67	0.00
English writing skills	6.69	(1.60)	5.81	(1.75)	12.99	0.00

Regarding the students' proficiency in English, the results are as follows. The participants with English medium instruction indicate higher English listening skills (M = 7.49, SD = 1.28) than the participants without English medium instruction (M = 6.19, SD = 1.46), F = 41.82, p = 0.00. This result is significant. The participants with English medium instruction also indicate

higher English speaking skills ($M = 6.44$, $SD = 1.55$) than the participants without English medium instruction ($M = 5.25$, $SD = 1.55$), $F = 27.99$, $p = 0.00$. This result is significant. Similarly for reading proficiency, the participants with English medium instruction indicate higher English reading skills ($M = 7.39$, $SD = 1.55$) than the participants without English medium instruction ($M = 6.54$, $SD = 1.54$), $F = 14.67$, $p = 0.00$. This result is significant. Finally, the participants with English medium instruction also indicate higher skills for writing ($M = 6.69$, $SD = 1.60$) than the participants without English medium instruction ($M = 5.81$, $SD = 1.75$), $F = 12.99$, $p = 0.00$. This result again is significant.

The differences in skills between students with and without English medium instruction are visualized in figure 3.19.

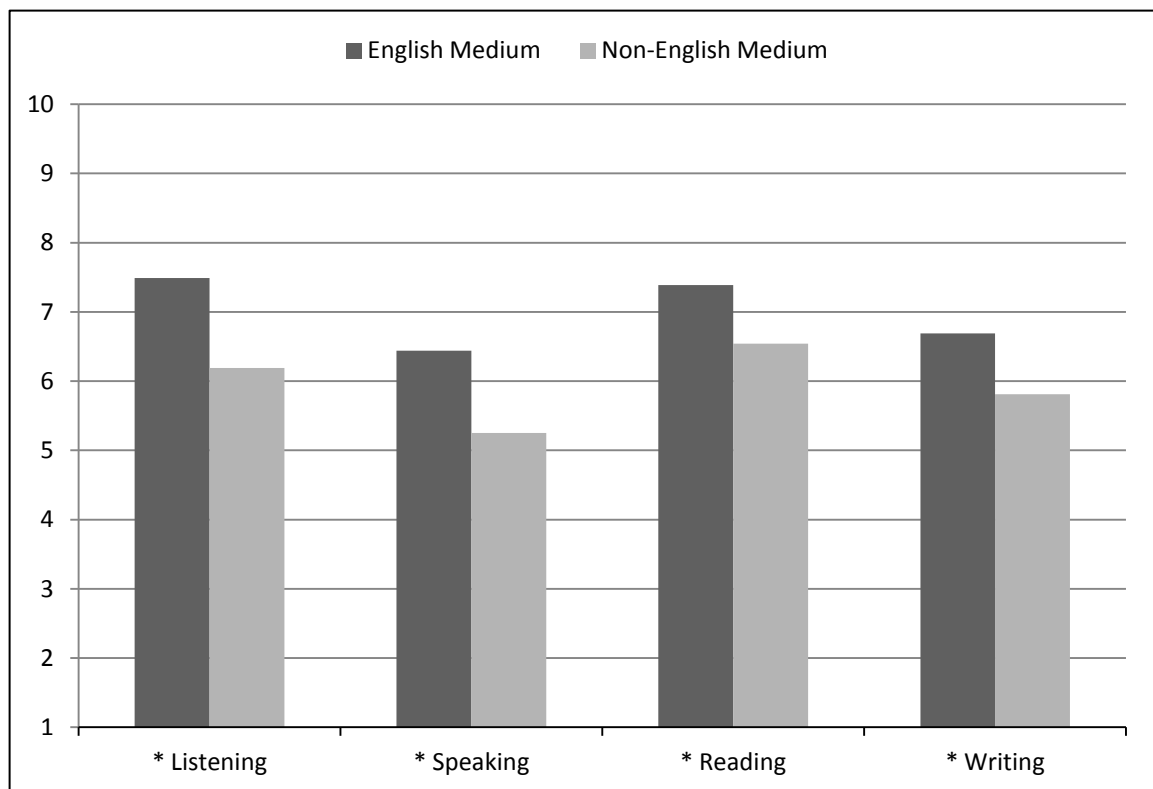


Figure 3.19. Perceived proficiency of students in English, according to their experience with English medium instruction

We can see that on average all the students mark their proficiency in English at least as sufficient, within the Spanish or Basque grading system where grade 5 is sufficient to pass an exam. However, the students who received English medium instruction self-evaluate their proficiency in all four skills in English significantly higher than their classmates who did not receive English medium instruction. The biggest difference in proficiency is found in the listening skills followed by respectively speaking, writing and reading skills.

In this analysis we have looked at the self reported proficiency in English for the four skills, based on marking from 1 to 10. Next, the self reported competences will be analyzed, in terms of the CEFR framework. The students self assessed competences from level A1 to C2 will be analyzed for the categories “listening and speaking”, “reading” and “writing”.

Self evaluated English competences

For the third sub-question, on the English competences of students, a one-way ANOVA was conducted to analyze the differences between the group of students who have had English as the language of instruction and the students who have not. Possible scores range from 1 (completely incapable) as the minimum to 10 (completely capable) as the maximum. Three groups of skills were tested, i) listening and speaking, ii) reading and iii) writing. The results concern self reported proficiency of the students. First, the results for the listening and speaking competences are presented in table 3.20.

Table 3.20. Perceived listening and speaking competences of students in English, according to their experience with English medium instruction

Listening - Speaking	English Medium		Non-English Medium		F	S
	M	SD	M	SD		
A1. I can take and pass on simple messages of a routine kind, such as 'Friday meeting 10 a.m.'	9.21	(1.30)	8.60	(1.77)	7.15	0.01
A2. I can state simple requirements within own job area, such as 'I want to order 25 of...'	8.92	(1.43)	8.16	(1.80)	9.94	0.00
B1. I can offer advice to clients within own job area on simple matters	7.55	(1.77)	6.48	(1.82)	16.80	0.00
B2. I can take and pass on most messages that are likely to require attention during a normal working day	7.74	(1.67)	6.43	(1.89)	25.00	0.00
C1. I can contribute effectively to meetings and seminars within own area of work and argue for or against a case	6.38	(1.99)	5.05	(1.97)	21.35	0.00
C2. I can advise on/handle complex delicate or contentious issues, such as legal or financial matters, to the extent that I have the necessary specialist knowledge	5.36	(2.31)	3.95	(2.06)	20.14	0.00

When looking first at the listening and speaking competences, the data reveal that on A1 level, the students who have received English medium instruction indicate a higher competence ($M = 9.21$, $SD = 1.30$) than the students who did not receive English medium instruction ($M = 8.60$, $SD = 1.77$), $F = 7.15$, $p = 0.01$. Also, on A2 level the students who have received English medium instruction feel they have higher competences ($M = 8.92$, $SD = 1.43$) than the students who did not receive English medium instruction ($M = 8.16$, $SD = 1.80$), $F = 9.94$, $p = 0.00$. On B1 level the English medium students also score higher ($M = 7.55$, $SD = 1.77$) than the Non-English medium students ($M = 6.48$, $SD = 1.82$), $F = 16.80$, $p = 0.00$. Also on B2 level, the English medium group indicates higher competences ($M = 7.74$, $SD = 1.67$) than the non-English medium group ($M = 6.43$, $SD = 1.89$), $F = 25.00$, $p = 0.00$. On C1 level the English Medium participants also consider themselves to have higher competences ($M = 6.38$, $SD = 1.99$) than the non-English medium participants ($M = 5.05$, $SD = 1.97$) $F = 21.35$, $p = 0.00$. Finally, also at C2 level, the English medium group also has a higher score ($M = 5.36$, $SD = 2.31$) than the non-English medium group ($M = 3.95$, $SD = 2.06$), $F = 20.14$, $p = 0.00$. All these results are significant.

In figure 3.20 the results are visualized.

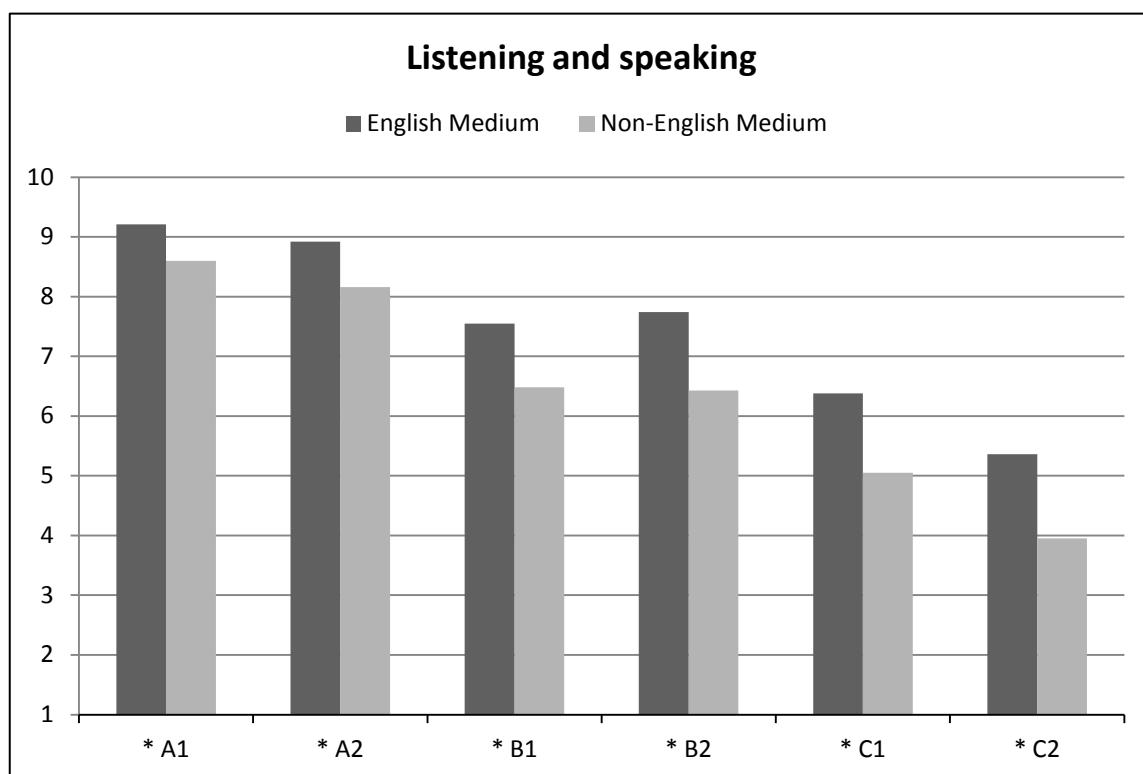


Figure 3.20 Perceived listening and speaking competences of students in English, according to their experience with English medium instruction

The data reveal that on all CEFR levels, the English medium group believes to have higher listening and speaking skills in English than the non-English medium group. Furthermore, this difference is growing as the CEFR level is increasing. In other words, for instance on A1 level the difference in listening and speaking competences of both groups is smaller than on C2 level. Also can we see that the English Medium group self evaluates themselves as sufficient competent at all levels, where this is not the case for the Non-English medium instruction. We take into account here that, as indicated before, in the Spanish and Basque grading system, the grade five means “pass or sufficient”.

After the results of listening and speaking, we now go into the results of the self evaluated reading competences. The results are presented in table 3.21.

Table 3.21. Perceived reading competences of students in English, according to their experience with English medium instruction

Reading	English Medium		Non-English Medium		F	S
	M	SD	M	SD		
A1. I can understand short reports or product descriptions on familiar matters, if these are expressed in simple language and the contents are predictable	8.21	(1.73)	7.82	(2.02)	2.08	0.15
A2. I can understand most short reports or manuals of a predictable nature within my own area of expertise, provided enough time is given	7.96	(1.75)	7.23	(1.90)	7.71	0.01
B1. I can understand the general meaning of non-routine letters and theoretical articles within own work-area	7.38	(1.74)	6.47	(1.85)	12.10	0.00
B2. I can understand most correspondence, reports and factual product literature I am likely to come across	7.42	(1.64)	6.26	(1.93)	19.31	0.00
C1. I can understand correspondence expressed in non-standard language	6.30	(1.91)	5.32	(2.03)	11.68	0.00
C2. I can understand reports and articles likely to be encountered during my work, including complex ideas expressed in complex language	5.65	(2.07)	4.41	(1.97)	18.25	0.00

Regarding the reading competences, the data reveal that on A1 level the English medium group feels better capable of reading in their future job ($M = 8.21$, $SD = 1.73$) than the non-English medium group ($M = 7.82$, $SD = 2.02$), $F = 2.08$, $p = 0.15$. However, this result was not significant. On A2 level, the English medium participants feel better capable of reading ($M = 7.96$, $SD = 1.75$), than the non-English medium participants ($M = 7.23$, $SD = 1.90$), $F = 7.71$, $p = 0.01$. This result is. On B1 level, the English medium students also feel more competent ($M = 7.38$, $SD = 1.74$) than the non-English medium students ($M = 6.47$, $SD = 1.85$), $F = 12.10$, $p = 0.00$. This result is significant. On B2 level the English medium participants also feel more competent in reading ($M = 7.42$, $SD = 1.64$) than the participants without

English medium instruction ($M = 6.26$, $SD = 1.93$), $F = 19.31$, $p = 0.00$. This result is significant. Also on the C1 level, English medium participants feel better prepared ($M = 6.30$, $SD = 1.91$) than the non-English medium participants ($M = 5.32$, $SD = 2.03$), $F = 11.68$, $p = 0.00$. This result is significant. Finally, also at the C2 level, the English Medium participants ($M = 5.65$, $SD = 2.07$) feel more competent in reading than the non-English medium participants ($M = 4.41$, $SD = 1.97$), $F = 18.25$, $p = 0.00$. This result is significant.

The results are visualized in figure 3.21.

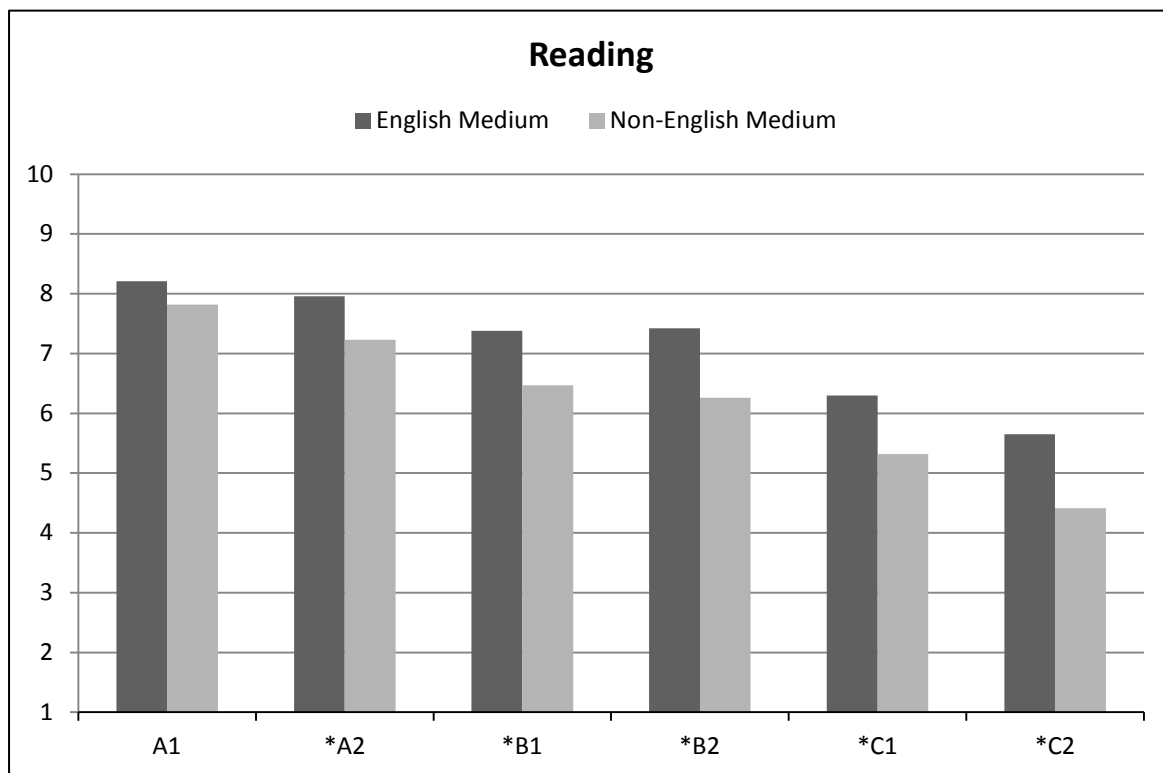


Figure 3.21. Perceived reading competences of students in English, according to their experience with English medium instruction

In sum, except for the A1 level the English medium group feels significantly better capable of reading in their future job on all other CEFR levels, than the non-English medium group. Again, the differences between the groups are bigger as the CEFR level increases. Again we see that the English Medium group self evaluates themselves as sufficient competent at all levels, where this is not the case for the Non-English medium instruction.

Now we turn to the last set of data for this sub question, namely the self evaluated writing skills. The results are presented in table 3.22.

Table 3.22. Perceived writing competences of students in English, according to their experience with English medium instruction

Writing	English Medium		Non-English Medium		F	S
	M	SD	M	SD		
A1. I can write a simple routine request to a colleague, such as ‘Can I have 20 ... please?’	8.74	(1.45)	8.25	(1.80)	4.04	0.05
A2. I can write a short, comprehensible note of request to a colleague or a known contact in another company	8.42	(1.60)	7.93	(1.89)	3.65	0.06
B1. I can make reasonably accurate notes at a meeting or seminar where the subject matter is familiar and predictable	7.80	(1.63)	6.80	(1.85)	15.34	0.00
B2. I can deal with all routine requests for goods or services	7.27	(1.68)	6.32	(1.89)	13.37	0.00
C1. I can handle a wide range of routine and non-routine situations in which professional services are requested from colleagues or external contacts	6.51	(1.90)	5.53	(1.99)	12.11	0.00
C2. I can make full and accurate notes and continue to participate in a meeting or seminar	6.05	(2.19)	4.80	(2.13)	15.93	0.00

The data reveal that on A1 level, the students who received English medium instruction feel more competent in writing in their future job ($M = 8.74$, $SD = 1.45$) than the students who did not ($M = 8.25$, $SD = 1.80$), $F = 4.04$, $p = 0.05$. This result is significant at $p \leq 0.05$. On A2 level the English medium group indicates to be better capable of writing ($M = 8.42$, $SD = 1.60$) than the non-English medium group ($M = 7.80$, $SD = 1.63$), $F = 3.65$, $p = 0.06$. However, this result was only marginally significant. On B1 level, the participants who had English medium instruction indicate to have higher competences ($M = 7.80$, $SD = 1.63$) than the participants who did not ($M = 6.80$, $SD = 1.85$), $F = 15.34$, $p = 0.00$. This result is significant. Similarly, on the B2 level, the students who received English medium instruction indicated higher competences ($M = 7.27$, $SD = 1.68$) than their classmates who did not receive English medium instruction ($M = 6.32$, $SD = 1.89$), $F = 13.37$, $p = 0.00$. This result is significant. On C1 level, the students who received English medium instruction report higher competences ($M = 6.51$, $SD = 1.90$) than the non-English medium group ($M = 5.53$, $SD = 1.99$), $F = 12.11$, $p = 0.00$. This result is significant. Finally, also on the C2 level, the students who received English medium instruction feel better capable of writing ($M = 6.05$, $SD = 2.19$) than the non-English medium students ($M = 4.80$, $SD = 2.13$), $F = 15.93$, $p = 0.00$. This result is significant.

The results are visualized in figure 3.22.

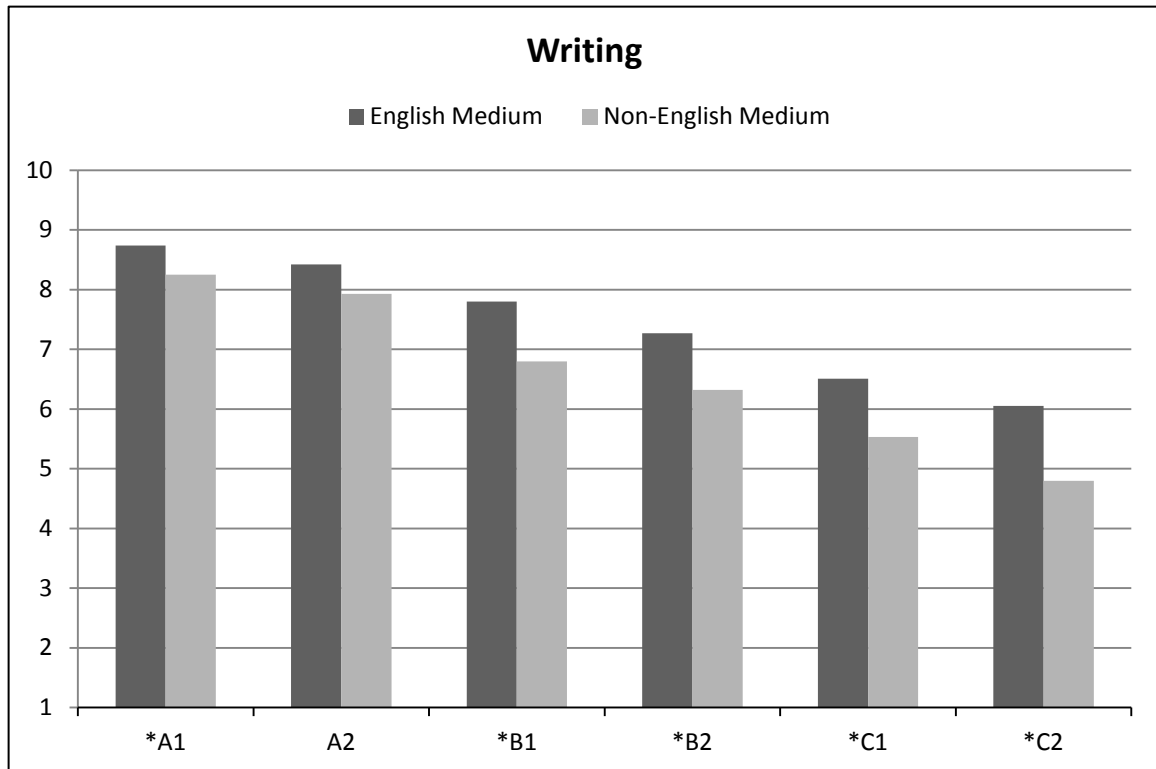


Figure 3.22. Perceived writing competences of students in English, according to their experience with English medium instruction

In sum, except for the A2 level where no significant difference between both groups is revealed, on all other levels of the CEFR framework, the English medium group consider themselves better capable of writing in their future job, than the non-English medium group. The difference is bigger at the highest level C2 than at the lowest level A1. Furthermore, again we see that the English medium group self evaluates themselves as sufficient competent at all levels, where this is not the case for the Non-English medium instruction.

With this set of data we finished the analysis of the second sub question on the perceived competences in English. The data for the next sub question on exposure will now be presented.

Frequency of exposure to English

For the fourth sub- question, on the exposure of the students to English in their daily life, a one-way ANOVA was conducted to analyze the differences between the English medium group and the non-English medium group. Possible frequency scores range from 1 (never) as the minimum to 7 (very often) as the maximum. The results are presented in table 3.23.

Table 3.23. Perceived exposure of students to English, according to their experience with English medium instruction

	English Medium		Non-English Medium		F	S
	M	SD	M	SD		
Speak with friends or family	2.07	(1.66)	1.52	(1.00)	8.31	0.00
Read books or magazines	3.62	(1.49)	2.88	(1.56)	11.06	0.00
Study English on my own	3.67	(1.83)	3.48	(1.74)	0.54	0.46
Watch movies or television programs in original version	4.74	(1.84)	3.63	(2.03)	15.46	0.00
Listen to music or the radio	5.74	(1.57)	5.38	(1.64)	2.33	0.13
Visit websites of your interest on the Internet	4.93	(1.82)	3.98	(1.72)	13.69	0.00
Use social media (Twitter, Facebook, YouTube etc.)	4.86	(1.90)	3.87	(1.83)	13.38	0.00
Send messages by Whatsapp	2.57	(1.66)	1.84	(1.00)	14.23	0.00
Call by Skype or telephone	2.11	(1.53)	1.59	(1.15)	7.20	0.01
Play games on the Internet	2.89	(2.22)	2.65	(1.73)	0.71	0.40

Regarding the students' exposure to English, the results are as follows. The participants with English medium instruction, use English more often for speaking with friends and family ($M = 2.07$, $SD = 1.66$) than the participants without English medium instruction ($M = 1.52$, $SD = 1.00$), $F = 8.31$, $p = 0.00$. This result is significant. The students who receive English medium instruction also indicate to read books or magazines in English more often ($M = 3.62$, $SD = 1.49$) than the other students ($M = 2.88$, $SD = 1.56$), $F = 11.06$, $p = 0.00$. This result is significant. The students who have English as the language of instruction also claim to study English on their own more often ($M = 3.67$, $SD = 1.83$) than the students without English medium instruction ($M = 3.48$, $SD = 1.74$), $F = 0.54$, $p = 0.46$. However, this difference is not significant. When asked how often they watch movies or television programs in English, the students who receive English medium instruction indicate a higher frequency ($M = 4.74$, $SD = 1.82$) than the students without English medium instruction ($M = 3.63$, $SD = 2.03$), $F = 15.46$, $p = 0.00$. This result is significant. The students who receive English medium instruction, also listen more frequently to music and radio in English ($M = 5.74$, $SD = 1.57$) than the students without English medium instruction ($M = 5.38$, $SD = 1.64$), $F = 2.33$, $p = 0.13$. However, this difference was not significant. The students who receive English medium instruction also visit websites in English more frequently ($M = 4.93$, $SD = 1.82$) than the students who do not receive English medium instruction ($M = 3.98$, $SD = 1.72$), $F = 13.69$, $p = 0.00$. This result is significant. Similarly, they use more social media in English ($M = 4.86$, $SD = 1.90$) than the non-English medium group ($M = 3.87$, $SD = 1.83$), $F = 13.38$, $p = 0.00$. This result is significant. The English Medium students also send more English messages by Whatsapp ($M = 2.57$, $SD = 1.66$) than the students without English Medium instruction ($M = 1.84$, $SD = 1.00$), $F = 14.23$, $p = 0.00$. This result is significant. The students who receive English medium instruction

also have Skype and telephone calls in English ($M = 2.11$, $SD = 1.53$) more often than the students without English medium instruction ($M = 1.59$, $SD = 1.15$), $F = 7.20$, $p = 0.01$. This result is significant. Finally, the students who receive English medium instruction also play games on the Internet in English more frequently than the students without English medium instruction ($M = 2.65$, $SD = 1.73$), $F = 0.71$, $p = 0.40$. This result is not significant.

The results are visualized in figure 3.23. For a clearer understanding and being the order equal for both groups, the exposure activities are presented in order of frequency.

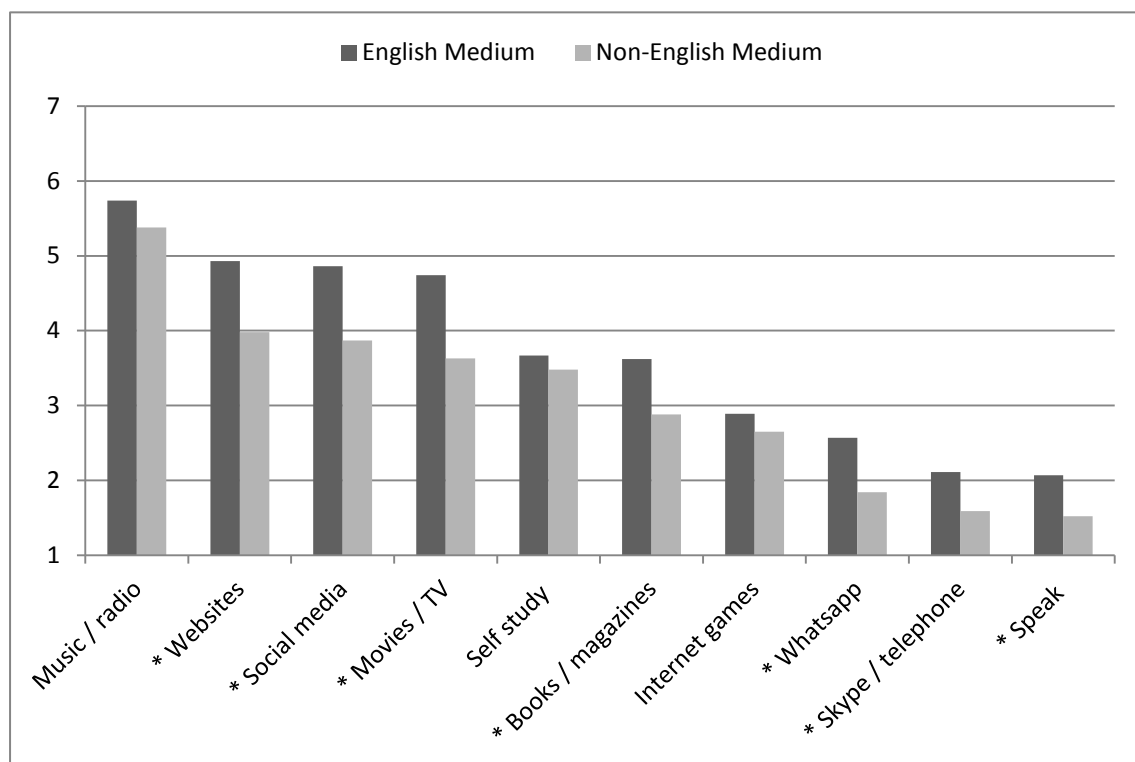


Figure 3.23. Perceived exposure of students to English, according to their experience with English medium instruction

The graph shows that the frequency of some types of exposure is significantly different for both groups. To start with, the English medium group visits websites, uses social media and watches movies or TV programs

rather frequently in English. This is significant more than the non-English medium group who only sometimes does that. The English medium group sometimes reads books or magazines in English, which is significant more than the non-English medium group who occasionally reads in English. When sending Whatsapp, the groups also differ significantly as the English medium group only sends Whatsapp messages in English occasionally, but significantly more than the non-English medium group. Regarding speaking English, whether by Skype, telephone or in person, the groups differ significantly from each other, as the English medium students do this rarely but still significantly more than the non-English medium students.

The three other types of exposure are not significantly different in frequency for both groups. Both the English medium group and the non-English medium group indicate they frequently or usually listen to music or the radio in English. Also, students of both groups occasionally or sometimes study English on their own. Finally, the students of both groups only occasionally play games on the Internet in English.

After analyzing the exposure to English for both groups, we now turn to the expectations about English in the future workplace.

Expectations about English in the future workplace

For the fifth and last sub-question, on the expectations about English in the future workplace, a one-way ANOVA was conducted to analyze the differences between the group of students who have had English as the language of instruction and the students who have not. Possible scores range from 1 (completely disagree) as the minimum to 7 (completely agree) as the maximum. The results are presented in table 3.24.

Table 3.24. Perceived expectations of students about English in the future workplace, according to their experience with English medium instruction

	English Medium		Non-English Medium		F	S
	M	SD	M	SD		
1. With the English I have learnt at school I feel myself well enough prepared to use it at my future job	3.79	(1.43)	3.07	(1.45)	11.64	0.00
2. Outside school, I have had enough opportunities to learn English for my future job	5.67	(1.26)	4.88	(1.79)	11.76	0.00
3. Knowing English is a requirement for finding a job	5.88	(1.11)	5.69	(1.31)	1.20	0.27
4. The <i>First Certificate of English</i> is well valued by companies	5.38	(1.27)	5.28	(1.33)	0.31	0.58
5. The <i>Certificate of Advanced English</i> is well valued by companies	6.17	(1.00)	6.14	(1.01)	0.04	0.84
6. The English I have learnt will be very useful in my future job	5.76	(1.34)	5.51	(1.56)	1.37	0.24
7. I will need to understand English in my future job	6.10	(1.15)	6.13	(1.12)	0.04	0.84
8. I will need to speak English in my future job	6.10	(1.08)	5.91	(1.25)	1.18	0.28
9. I will need to write English in my future job	5.98	(1.09)	5.87	(1.22)	0.38	0.54
10. I will need to understand written texts in English in my future job	6.11	(1.04)	6.03	(1.08)	0.26	0.61
11. I will have to work with English programs in my future job	5.82	(1.20)	5.57	(1.26)	1.93	0.16
12. I am afraid of using English in my future job	3.50	(1.90)	4.11	(1.91)	4.86	0.03
13. I will feel uncomfortable speaking in English in my future job	3.35	(1.77)	3.89	(1.61)	4.98	0.03
14. I will need to do English courses when I will be working	4.39	(1.59)	4.92	(1.41)	5.83	0.02

Regarding the students' expectations about English in their future workplace, the results are as follows. The participants who have had English medium instruction feel better prepared with the English they learnt at school to use it in their future job ($M = 3.79$, $SD = 1.43$) than the students who did not receive English medium instruction ($M = 3.07$, $SD = 1.45$), $F = 11.64$, $p = 0.00$. This result is significant. The students who have had English medium instruction also consider they have had more opportunities to learn English outside school ($M = 5.67$, $SD = 1.26$), than the students without English medium instruction ($M = 4.88$, $SD = 1.79$), $F = 11.76$, $p = 0.00$. This result is significant. Students who received English medium instruction also consider English more to be a requirement for finding a job ($M = 5.88$, $SD = 1.11$) than the students who did not receive English medium instruction ($M = 5.69$, $SD = 1.31$), $F = 1.20$, $p = 0.27$. However, this result is not significant. The students who received English Medium instruction also think the First Certificate in English (hereafter referred to as FCE) is more valued by companies ($M = 5.38$, $SD = 1.27$) than the students who did not receive English medium instruction ($M = 5.28$, $SD = 1.33$), $F = 0.31$, $p = 0.58$. However this result is not significant. Similarly, for the Certificate of Advanced English (Hereafter referred to as CAE), the English medium group believes this certificate is more valued by companies ($M = 6.17$, $SD = 1.00$) than the non-English medium group ($M = 6.14$, $SD = 1.01$), $F = 0.04$, $p = 0.84$. Again this result is not significant. The students with English medium instruction also think the English they have learnt will be more useful ($M = 5.76$, $SD = 1.34$) than the participants who did not receive English medium instruction ($M = 5.51$, $SD = 1.56$), $F = 1.37$, $p = 0.24$. This result was not significant. The students who received English medium instruction believe slightly less that they need to understand English in their future workplace ($M = 6.10$, $SD = 1.15$) than the students who did not receive English medium instruction ($M = 6.13$, $SD = 1.12$), $F = 0.04$, $p =$

0.84. However, this result is not significant. The students who received English medium instruction believe they will need to speak more English in their future job ($M = 6.10$, $SD = 1.08$) than the students who did not receive English medium instruction ($M = 5.91$, $SD = 1.25$), $F = 1.18$, $p = 0.28$. This result is not significant. The English medium group also believes stronger that they will need to write in English in their future job ($M = 5.98$, $SD = 1.09$) than the non-English medium group ($M = 5.87$, $SD = 1.22$), $F = 0.38$, $p = 0.54$. This result is not significant. Similarly, the English medium group believes they will need to understand written texts in English in their future job ($M = 6.11$, $SD = 1.04$) more than the non-English medium group ($M = 6.03$, $SD = 1.08$), $F = 0.26$, $p = 0.61$. Again this difference is not significant at $p \leq 0.05$. The English medium group also thinks they will have to work more with programs in English in their future job ($M = 5.82$, $SD = 1.20$) than the non-English medium group ($M = 5.57$, $SD = 1.26$), $F = 1.93$, $p = 0.17$. However, this result is not significant. The English medium group feels less afraid of using English in their future job ($M = 3.50$, $SD = 1.90$) than the non-English medium group ($M = 4.11$, $SD = 1.91$), $F = 4.86$, $p = 0.03$. This result is significant at $p \leq 0.05$. The English Medium group also would feel less uncomfortable speaking English in their future job ($M = 3.35$, $SD = 1.77$) than the non-English medium group ($M = 3.89$, $SD = 1.61$), $F = 4.98$, $p = 0.03$. This result is significant at $p \leq 0.05$. Finally, the English medium group feels less that they need English courses when working ($M = 4.39$, $SD = 1.59$) than the Non- English medium group ($M = 4.92$, $SD = 1.41$), $F = 5.83$, $p = 0.02$. This result is significant at $p \leq 0.05$.

The results are visualized in figure 3.24.

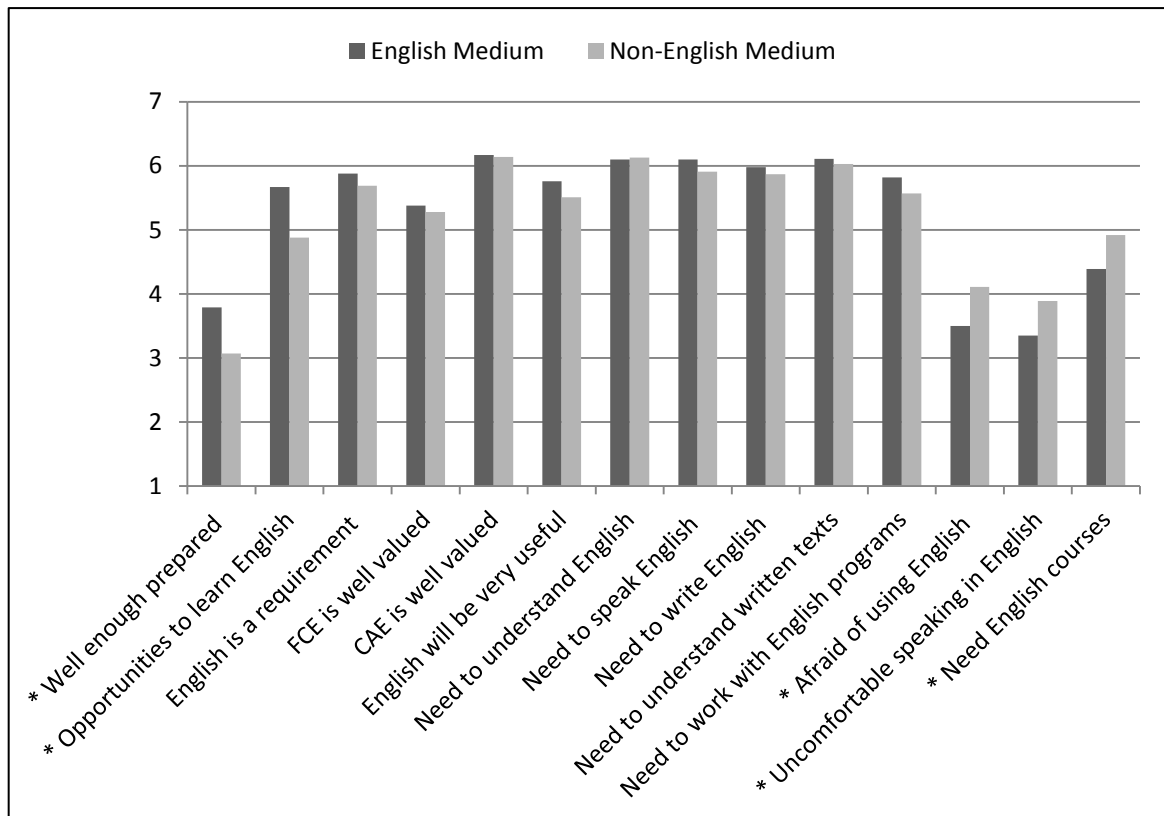


Figure 3.24. Perceived expectations of students about English in the future workplace, according to their experience with English medium instruction

In sum, some expectations about English in the future workplace are significantly different for the English medium group and the non-English medium group. First of all, there is a significant difference in how well the students feel prepared to use their English in the future workplace. Where the English medium students feel neither prepared nor unprepared, the non-English medium students feel to some extent that they are not prepared well enough. Also, the students of the English medium group believe they have had enough opportunities outside school to learn English, whereas the other group feels they have had fewer opportunities. Moreover, regarding anxiety for using English in the workplace, the English medium students do not really feel afraid or uncomfortable using English in the future workplace, whereas the students of the non-English Medium group feel more afraid and

uncomfortable. The non-English medium group thinks they will need English classes to some extent which is significantly more than the English medium group.

For all other expectations, the groups did not differ significantly. They all believe English is a requirement for finding a job and that the FCE, and even more the CAE, are valued by companies. They also agree that the English they learnt will be useful in their future job. Furthermore, both groups believe they need to understand, speak, write and read in English in the future job, as well as working with English programs to a similar extent.

In this study we have analyzed the perceived competences and importance of English in companies, according to the business students. We herewith also have seen the differences in these perceptions between the student who have had received English medium instruction and the ones who did not. In the next section we will analyze the influence of the level of multilingualism of business students on their perceptions of languages.

Study 4

3.4. Business students' perception on languages according to their level of multilingualism: study 4

In this study, first the research question and sub questions examining the perceptions of languages by business students with different levels of multilingualism are introduced. Hereafter, the quantitative research methodology used to examine the research questions is discussed and justified. The process of data collection is addressed and the methods used for data analysis are presented. In the last section, the results of the analysis are presented.

3.4.1. Aims and research questions

This chapter aims to analyze the perceptions that business students with different levels of multilingualism have about the different languages they may encounter in their future workplace. Three groups of students are distinguished, according to their level of multilingualism. The first group, the “high multilinguals”, includes the students who apart from being proficient in Spanish have a B2 level or higher in both Basque and English. The second group, the “intermediate multilinguals”, includes business students who apart from being proficient in Spanish, have a B2 level or higher in either Basque or English. The third and last group, the “least multilinguals”, are business students who are proficient in Spanish, but do not reach a B2 level neither in Basque nor in English. The reason for including these languages as representative for the level of multilingualism is that they are the most common language skills within the sample. Some additional basic skills in other languages such as French and German are found in the sample, but as they are generally basic skills, and were not measured in detail, they are not taken into account to determine the level of

multilingualism of the students. The research question and two sub-questions are formulated as follows:

4. How do business students (with different levels of multilingualism) perceive the importance of different language in companies?
 - 4.1. How do the perceptions of different languages differ between business students according to their level of multilingualism?
 - 4.2. How do the perceptions of Basque and English in the workplace differ between business students according to their level of multilingualism?

In the next section, the methodology used to answer the formulated research questions will be described.

3.4.2. Methodology

Sample

The sample of this study was exactly the same as the sample of students enrolled in business students at the University of the Basque Country (UPV/EHU) that participated in study 3 and that was described in section 2.3.2. (N = 194). They had a mean age of 20.68 years (SD = 2.19) and 50% was male (N = 97) and 50% female (N = 97). As described before, the vast majority of 90.7% of the students was born in the Basque Country (N = 176), 6.2% was born elsewhere in Spain (N = 12) and 3.1 % outside Spain (N = 6). 40.7% of the students was Basque L1 speaker (N = 79), 57.2% Spanish L1 speaker (N = 111) and 1.5% of the students (N = 3) considered both Basque and Spanish to be their mother tongue.

Instrument used for data collection

The same paper-and-pencil questionnaires in Basque and Spanish were used as in both foregoing studies. The data for this study were extracted from a larger questionnaire. For answering sub-question 1 of this study, the questionnaire item as described in section X was used, where six factors had to be valued with marks from 1 to 5 for six different languages (Basque, Spanish, English, German, French, and Chinese).

For answering sub question 2, the opinion statements related to English and Basque were selected from part 7 of the questionnaire. The students had to indicate on a Likert scale from 1 to 7 to what extent they agreed with statements, such as “Knowing English is a requirement for finding a job”. Herewith the perceptions on both English and Basque could be measured for all three groups.

Data collection and analysis

Data were collected in nine classes of business studies at the UPV/EHU in the period of February and March 2015. 57.2% of the students (N = 111) were in the second year of their studies and 42.8% (N = 83) in the third year. The participants filled in the questionnaire during one of their classes, in presence of the teacher and researcher. The participants were free to choose in which language they wanted to fill in the questionnaire. 58.2% of the students (N = 113) opted for the Basque questionnaire, and 41.8% (N = 81) chose the Spanish version. The data were filled in and treated anonymously.

The participants with Basque or Spanish as L1 were filtered out and the participants with other mother tongues were excluded from the dataset for reasons of homogeneity of the sample.

The subjects were then filtered according to their answer on the questions whether they had obtained language certificates in Basque and English. The reason for taking language diplomas as a reliable measurement can be explained by the fact that in Spain and the Basque Country, there is a high “titulitis”. This means that if people learn languages, they usually make sure they indeed obtain the corresponding titles. These titles are usually required both in the professional and in the academic world, rather than the ability to show communication skills in languages. If the students indicated not to have any certificate, they automatically were placed into the third group, the least multilingual. The question, in which the students were asked to specify the level of the title in case they had one, led to the subdivision in the intermediate and multilingual group. This resulted in the following three groups:

- The most multilingual group: Students who indicated to have a B2 level or higher in both Basque and English
- The intermediate multilingual group: Students who indicated to have a B2 level or higher either in Basque or English
- The least multilingual group: Students who indicated not to have a B2 level in Basque nor in English

The marking test resulted in 36 items, one for each combination of the 6 questions and 6 languages, on an ordinal scale with 5 values: 1 = not at all, 2 = little, 3 = more or less, 4 = quite, 5 = very much). The Likert scale resulted in 12 items, one for each statement, on an ordinal scale with values from 1 to 7: 1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = neither agree nor disagree, 5 = somewhat agree, 6 = agree, 7 = strongly agree.

One-way Analyses of Variance (ANOVA) were carried out to test the effect of three multilingual conditions on the perceptions of languages. When the

ANOVA gave significant results, the Scheffe Post Hoc comparisons test was carried out to find out between which groups the significant differences appeared.

3.4.3. Results

Perceptions of different languages

For the first sub-question, on the perceptions of languages by business students, first, the extent to which students like the different languages is examined. A one-way between subjects ANOVA was conducted to explore the impact of the level of multilingualism on the liking of different languages in most multilingual, intermediate multilingual and least multilingual conditions. The means and standard deviations are presented in table 3.25, as well as the corresponding F statistic and significance values.

Table 3.25. Perceptions of students on the liking of languages according to their level of multilingualism

Liking the languages	Most multilingual		Intermediate multilingual		Least multilingual		F	S
	M	SD	M	SD	M	SD		
Basque	4.49	(0.89)	4.24	(1.13)	3.46	(1.48)	11.21	0.00
Spanish	3.95	(1.05)	4.04	(0.99)	4.07	(0.94)	0.20	0.82
English	4.18	(0.82)	4.02	(0.87)	3.84	(1.07)	1.73	0.18
German	3.15	(0.99)	2.71	(1.14)	3.01	(1.04)	2.72	0.07
French	2.82	(1.21)	2.61	(1.19)	2.46	(1.15)	1.19	0.31
Chinese	1.87	(0.80)	1.90	(1.08)	1.91	(1.00)	0.02	0.91

There was a statistically significant effect of the level of multilingualism on the extent to which the students like Basque [$F(2, 190) = 11.21, p = 0.00$]. Post hoc comparisons using the Scheffe test indicated that the difference between the mean score of the least multilingual group ($M = 3.46, SD = 1.48$) and the mean scores of both the most multilingual group ($M = 4.49, SD = 0.89$) ($p = 0.00$) and the intermediate multilingual group ($M = 4.24, SD = 1.13$) ($P = 0.00$) were significant. The most multilingual group did not differ significantly from the intermediate multilingual group ($p = 0.57$). Regarding the extent to which the students like Spanish, there was no statistically significant difference between the most multilingual group ($M = 3.95, SD = 1.05$), the intermediate multilingual group ($M = 4.04, SD = 0.99$) and the least multilingual group ($M = 4.07, SD = 0.94$) [$F(2, 189) = 11.21, p = 0.82$]. In the extent to which the students like English, there was no statistically significant difference between the most multilingual group ($M = 4.18, SD = 0.82$), the intermediate multilingual group ($M = 4.02, SD = 0.87$) and the least multilingual group ($M = 3.84, SD = 1.07$), [$F(2, 190) = 1.73, p = 0.18$]. Similarly, in the extent to which the students like German, only a marginally statistically significant difference was found between the most multilingual group ($M = 3.15, SD = 0.99$), the intermediate multilingual group ($M = 2.71, SD = 1.14$) and the least multilingual group ($M = 3.01, SD = 1.04$), [$F(2, 188) = 2.72, p = 0.07$]. For French, there was no statistically significant difference in the extent to which the students like the languages between the most multilingual group ($M = 2.82, SD = 1.21$), the intermediate multilingual group ($M = 2.61, SD = 1.19$) and the least multilingual group ($M = 2.46, SD = 1.15$), [$F(2, 188) = 1.19, p = 0.31$]. Finally, also the extent to which the students like Chinese was not statistically significant different for the most multilingual group ($M = 1.87, SD = 0.80$), the intermediate multilingual group ($M = 1.90, SD = 1.08$) and the least multilingual group ($M = 1.91, SD = 1.00$), [$F(2, 186) = 0.02, p = 0.98$].

The results are visualized in figure 3.25.

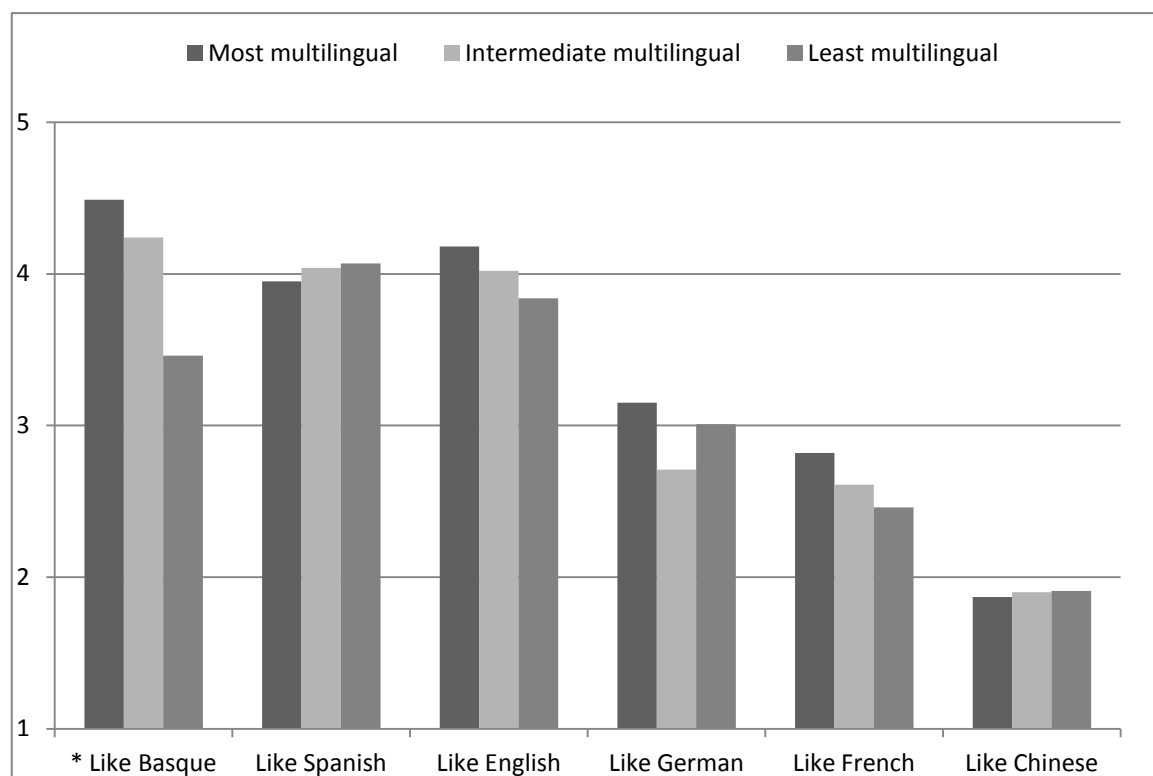


Figure 3.25. Perceptions of students on the liking of languages according to their level of multilingualism

The results show that on average the least multilingual group likes Basque significantly less than both the most multilingual group and the intermediate multilingual group. The most multilingual group and the intermediate multilingual group do not differ significantly in the way they like Basque as both groups on average indicate to like Basque quite a lot. For English there was only a marginally significant effect of multilingualism on the liking of this language, but they all like the language quite a lot.

On the contrary, the level of multilingualism does not seem to have an effect on the extent to which the students like the other languages. On average all three groups indicate to quite like Spanish, and the groups do not differ significantly between each other. On average the groups more or less like German and French, and the groups do not differ significantly. Finally, the

three groups on average indicate to like Chinese only little, without significant differences between the groups.

After examining how much the students with different levels of multilingualism like different languages, the second part of this analysis looks into the effect of the level of multilingualism of the students on their willingness to make an effort to learn different languages. The results are presented in table 3.26 below.

Table 3.26: Perceptions of students on the willingness to learn languages according to their level of multilingualism

Effort willing to make to learn the languages	Most multilingual		Intermediate multilingual		Least multilingual		F	S
	M	SD	M	SD	M	SD		
Basque	4.31	(1.31)	4.24	(1.21)	3.38	(1.55)	8.99	0.00
Spanish	3.86	(1.38)	3.93	(1.36)	3.90	(1.54)	0.31	0.97
English	4.67	(0.70)	4.56	(0.72)	4.58	(0.78)	0.27	0.76
German	3.97	(1.06)	3.31	(1.45)	3.54	(1.25)	3.50	0.03
French	3.18	(1.41)	3.00	(1.37)	2.91	(1.36)	0.47	0.62
Chinese	2.62	(1.04)	2.51	(1.33)	2.60	(1.37)	0.14	0.87

There was a statistically significant effect of the level of multilingualism on the effort willing to make to learn Basque [$F(2, 183) = 8.99, p = 0.00$]. Post hoc comparisons using the Scheffe test indicated that the difference between the mean score of the least multilingual group ($M = 3.38, SD = 1.55$) and the mean scores of both the most multilingual group ($M = 4.31, SD = 1.31$) ($p = 0.00$) and the intermediate multilingual group ($M = 4.24, SD = 1.21$) ($p = 0.00$) were significant. The most multilingual group did not differ

significantly from the intermediate multilingual group ($p = 0.97$). Regarding the effort willing to make to learn Spanish, there was no statistically significant difference between the most multilingual group ($M = 3.86$, $SD = 1.38$), the intermediate multilingual group ($M = 3.93$, $SD = 1.36$) and the least multilingual group ($M = 3.90$, $SD = 1.54$), [$F(2, 182) = 0.31$, $p = 0.97$]. In the effort willing to make to learn English, there was no statistically significant difference between the most multilingual group ($M = 4.67$, $SD = 0.70$), the intermediate multilingual group ($M = 4.56$, $SD = 0.72$) and the least multilingual group ($M = 4.58$, $SD = 0.78$), [$F(2, 190) = 0.27$, $p = 0.76$]. In the effort willing to make to learn German, there was a statistically significant effect of the level of multilingualism on the liking of Basque at the $p \leq 0.05$ level [$F(2, 189) = 3.50$, $p = 0.03$]. Post hoc comparisons using the Scheffe test indicated that the difference between the mean score of the most multilingual group ($M = 3.97$, $SD = 1.06$) and the mean score of the intermediate multilingual group ($M = 3.31$, $SD = 1.45$) ($p = 0.03$) was significant at the $p \leq 0.05$ level. The least multilingual group ($M = 3.54$, $SD = 1.25$) did not differ significantly from neither the most multilingual group ($p = 0.26$) nor the intermediate multilingual group ($p = 0.54$). For French, there was no statistically significant difference in the effort willing to make to learn the language between the most multilingual group ($M = 3.18$, $SD = 1.41$), the intermediate multilingual group ($M = 3.00$, $SD = 1.37$) and the least multilingual group ($M = 2.91$, $SD = 1.36$), [$F(2, 188) = 0.47$, $p = 0.62$]. Finally, also the effort willing to make to learn Chinese was not statistically significant different at the $p \leq 0.05$ level for the most multilingual group ($M = 2.62$, $SD = 1.04$), the intermediate multilingual group ($M = 2.51$, $SD = 1.33$), and the least multilingual group ($M = 2.60$, $SD = 1.37$), $F(2, 186) = 0.14$, $p = 0.87$].

The results are visualized in figure 3.26.

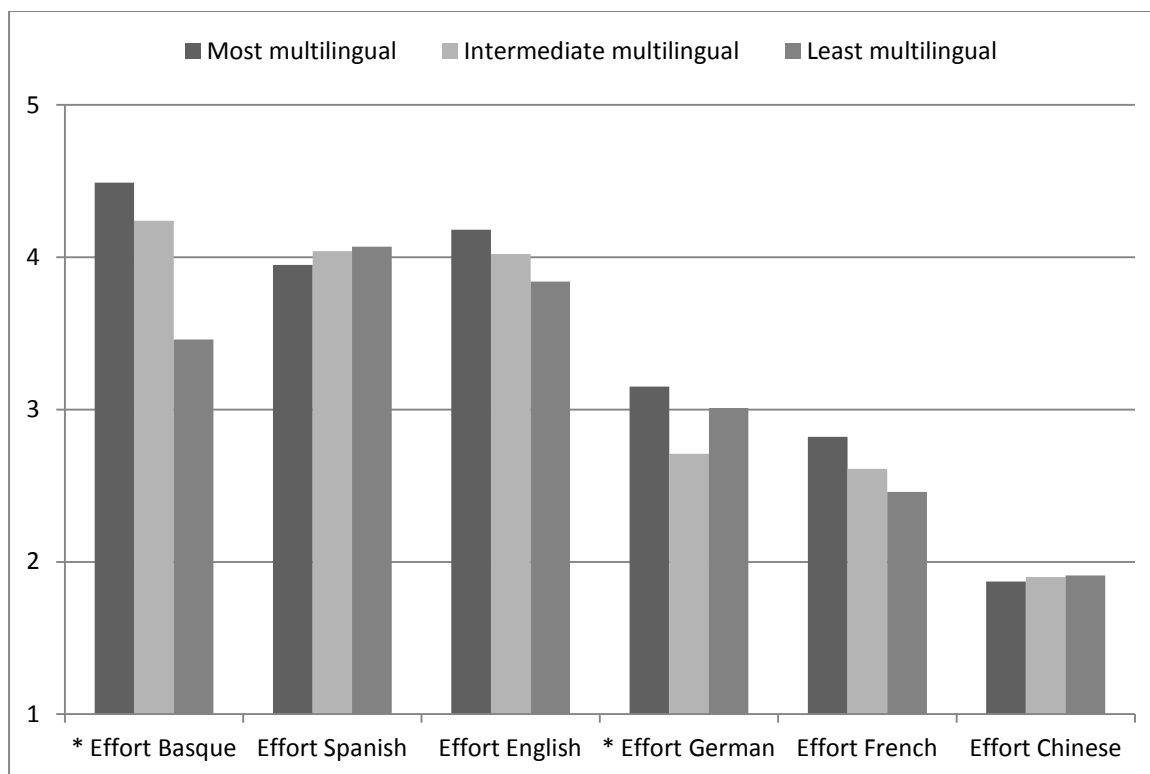


Figure 3.26. Perceptions of students on the willingness to learn languages according to their level of multilingualism

For Basque, the results show that on average the least multilingual group is more or less willing to make an effort to learn Basque, which is significantly less than both the most multilingual group and the intermediate multilingual group. The most multilingual group and the intermediate multilingual group do not differ significantly in their willingness to learn Basque as both groups on average indicate to be quite willing to make an effort to learn Basque.

Also for the willingness to make an effort to learn German, the level of multilingualism of the students seems to have an effect. The most multilingual group is more or less willing to learn the language, which is significant more than the intermediate multilingual group. However, the least multilingual group, who are more or less willing to learn German, does not differ significantly on their willingness to learn German from the other groups.

For the other languages, the level of multilingualism does not seem to have an influence on the extent to which the students are willing to make an effort to learn them. For Spanish and English, all three groups are quite willing to make an effort to learn the languages. For French, the three groups are all more or less willing to learn the language, whereas the three groups are only willing to make little effort to learn Chinese.

Now we know the effort the students are willing to do to learn the different languages, we are going to examine the perceived importance of knowing the languages in international companies in the Basque Country. A distinction is made between perceived perception of the languages nowadays and in the future. First, the results of the analysis on the perceived importance of the languages nowadays in companies are presented. The results are shown in table 3.27 below.

Table 3.27. Perceptions of students on the importance of knowing languages nowadays in companies in the Basque Country according to their level of multilingualism

Importance of knowing languages nowadays	Most multilingual		Intermediate multilingual		Least multilingual		F	S
	M	SD	M	SD	M	SD		
Basque	4.49	(0.91)	4.06	(1.32)	4.07	(1.23)	1.88	0.16
Spanish	4.90	(0.31)	4.69	(0.64)	4.51	(0.87)	4.16	0.02
English	4.79	(0.41)	4.84	(0.53)	4.70	(0.60)	1.32	0.27
German	3.64	(1.01)	3.59	(1.24)	3.35	(1.27)	0.98	0.38
French	3.28	(1.23)	3.47	(1.11)	3.30	(1.22)	0.55	0.58
Chinese	2.79	(1.13)	2.78	(1.31)	2.85	(1.28)	0.06	0.94

There was no statistically significant effect of the level of multilingualism on the perceived importance of Basque nowadays in internationally operating companies in the Basque Country between the most multilingual group ($M = 4.49$, $SD = 0.91$), the intermediate multilingual group ($M = 4.06$, $SD = 1.32$) and the least multilingual group ($M = 4.07$, $SD = 1.23$), [$F(2, 190) = 1.88$, $p = 0.16$]. For Spanish there was a statistically significant effect of the level of multilingualism on the perceived importance of the language nowadays at the $p \leq 0.05$ level, [$F(2, 190) = 4.16$, $p = 0.02$]. Post hoc comparisons using the Scheffe test indicated that the difference between the mean score of the least multilingual group ($M = 4.51$, $SD = 0.87$) and the mean score of the most multilingual group ($M = 4.90$, $SD = 0.31$) ($p = 0.02$) was significant at the $p \leq 0.05$ level. The intermediate multilingual group ($M = 4.69$, $SD = 0.64$) did not differ significantly from both the most multilingual group ($p = 0.31$) and the least multilingual group ($p = 0.24$). Regarding the perceived importance of English nowadays, there was no statistically significant difference between the most multilingual group ($M = 4.79$, $SD = 0.41$), the intermediate multilingual group ($M = 4.84$, $SD = 0.53$) and the least multilingual group ($M = 4.70$, $SD = 0.60$), [$F(2, 190) = 1.32$, $p = 0.27$]. In the perceived importance of German nowadays, there was no statistically significant difference between the most multilingual group ($M = 3.64$, $SD = 1.01$), the intermediate multilingual group ($M = 3.59$, $SD = 1.24$) and the least multilingual group ($M = 3.35$, $SD = 1.27$), [$F(2, 189) = 0.98$, $p = 0.38$].

For French, there was no statistically significant difference in the perceived importance of the language, between the most multilingual group ($M = 3.28$, $SD = 1.23$), the intermediate multilingual group ($M = 3.47$, $SD = 1.11$) and the least multilingual group ($M = 3.30$, $SD = 1.22$), [$F(2, 188) = 0.55$, $p = 0.58$]. Finally, also the perceived importance of Chinese nowadays was not statistically significant different for the most multilingual group ($M = 2.79$, $SD = 1.13$), the intermediate multilingual group ($M = 2.78$, $SD =$

1.31) and the least multilingual group ($M = 2.85$, $SD = 1.28$), $F(2, 189) = 0.06$, $p = 0.94$].

The results are visualized in figure 3.27.

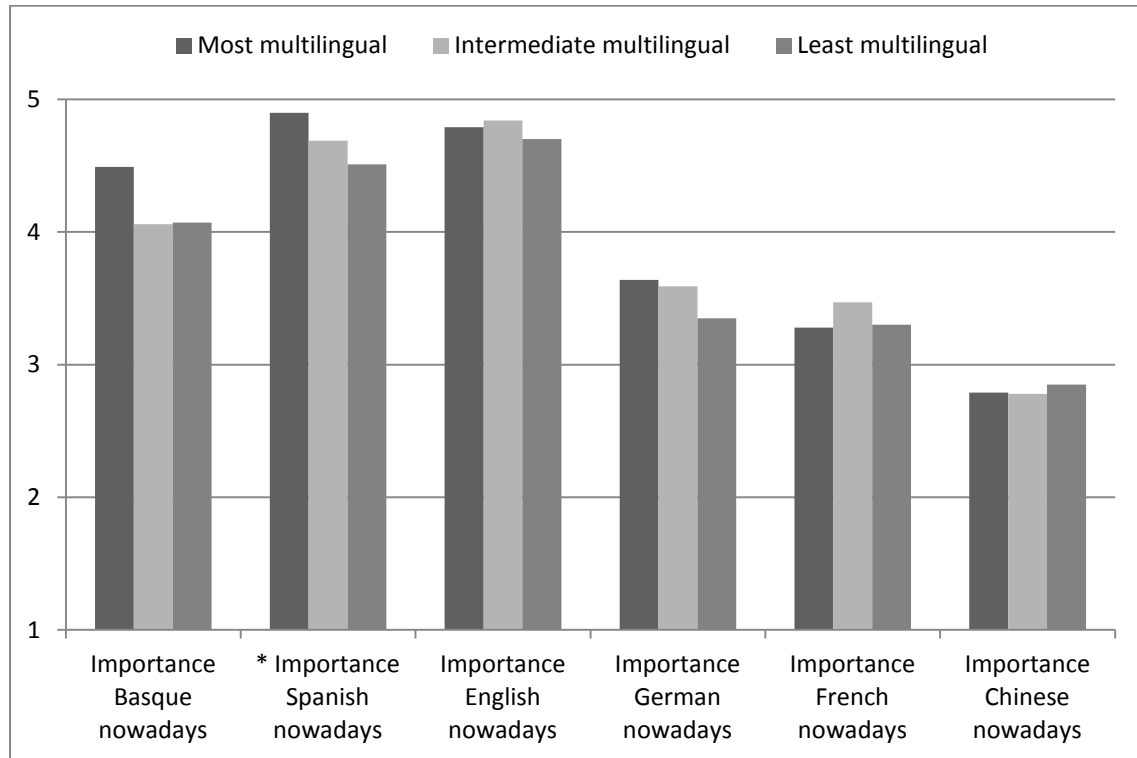


Figure 3.27. Perceptions of students on the importance of knowing languages nowadays in companies in the Basque Country according to their level of multilingualism

Only for Spanish there is a difference in perceived importance. All groups consider Spanish to be very important, but the most multilingual groups consider it significantly more important than the least multilingual group. The intermediate multilingual group does not show a significant different importance comparing to the other groups.

For all the other languages, no significant differences are found in the perceptions of the importance by students. For Basque, the results show that on average all three groups consider the language to be quite important nowadays in Basque internationally operating companies. There is no

significant difference in the perceived importance of English between the groups, as all the three groups consider English to be very important. For German, they all consider the language rather important, without significant differences between the groups. French is also considered more or less important, without differences according to the level of multilingualism of the students. The same is true for Chinese, were all groups, without significant difference, consider this language to be more or less important in the companies nowadays.

After examining the perceived importance of knowing the languages nowadays in the international companies in the Basque Country, the same perceived importance is measured by looking at the future, 25 years from now. The results are shown in table 3.28 below.

Table 3.28. Perceptions of students on the importance of knowing languages in the future in companies in the Basque Country according to their level of multilingualism

Importance of knowing languages in the future	Most multilingual		Intermediate multilingual		Least multilingual		F	S
	M	SD	M	SD	M	SD		
Basque	4.08	(1.24)	3.94	(1.37)	3.46	(1.50)	3.21	0.04
Spanish	4.64	(0.67)	4.53	(0.78)	4.28	(1.10)	2.56	0.08
English	4.97	(0.16)	4.90	(0.37)	4.75	(0.72)	2.92	0.06
German	4.23	(0.81)	3.96	(1.24)	3.85	(1.20)	1.35	0.26
French	3.56	(1.31)	3.48	(1.27)	3.41	(1.32)	1.77	0.84
Chinese	4.10	(1.02)	3.89	(1.37)	3.85	(1.28)	0.51	0.60

There was a statistically significant effect of the level of multilingualism on the perceived importance of Basque in the future at the $p \leq 0.05$ level [$F(2, 189) = 3.21, p = 0.04$]. Post hoc comparisons using the Scheffe test indicated that the difference between the mean score of the most multilingual group ($M = 4.08, SD = 1.24$) and the least multilingual group ($M = 3.46, SD = 1.50$) ($p = 0.09$) was only marginally significant. The intermediate multilingual group ($M = 3.94, SD = 1.37$) did not differ significantly from the least multilingual group ($p = 0.11$) and the most multilingual group ($p = 0.88$).

Regarding the perceived future importance of Spanish, there was no statistically significant difference between the most multilingual group ($M = 4.64, SD = 0.67$), the intermediate multilingual group ($M = 4.53, SD = 0.78$) and the least multilingual group ($M = 4.28, SD = 1.10$), [$F(2, 190) = 2.56, p = 0.08$]. In the perceived future importance of English, there was only a marginally statistically significant difference between the most multilingual group ($M = 4.97, SD = 0.16$), the intermediate multilingual group ($M = 4.90, SD = 0.37$) and the least multilingual group ($M = 4.75, SD = 0.72$), [$F(2, 189) = 2.92, p = 0.06$]. In the perceived future importance of German, there was no statistically significant difference between the most multilingual group ($M = 4.23, SD = 0.81$), the intermediate multilingual group ($M = 3.96, SD = 1.24$) and the least multilingual group ($M = 3.85, SD = 1.20$), [$F(2, 188) = 1.35, p = 0.26$]. For French, there was no statistically significant difference in the extent to which the students perceived the language as important in the future between the most multilingual group ($M = 3.56, SD = 1.31$), the intermediate multilingual group ($M = 3.48, SD = 1.27$) and the least multilingual group ($M = 3.41, SD = 1.32$), [$F(2, 186) = 1.77, p = 0.84$]. Finally, also the perceived future importance of Chinese was not statistically significant different for the most multilingual group ($M = 4.10, SD = 1.02$),

the intermediate multilingual group ($M = 3.89$, $SD = 1.37$) and the least multilingual group ($M = 3.85$, $SD = 1.28$), [$F(2, 188) = 0.51$, $p = 0.60$].

The results are visualized in figure 3.28.

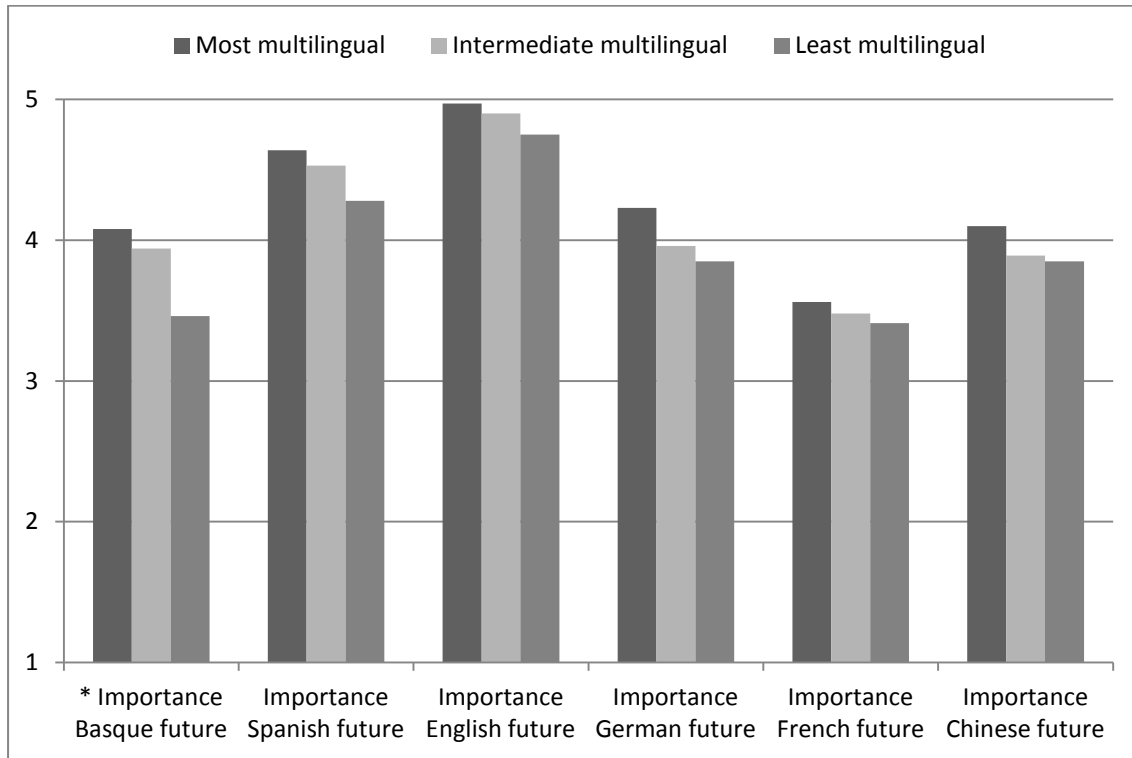


Figure 3.28. Perceptions of students on the importance of knowing languages in the future in companies in the Basque Country according to their level of multilingualism

For Basque, the level of multilingualism of the students seems to have a significant main effect on the perceived importance of the language in the future workplace even though there were no significant differences in the post-hoc test. Only the most multilingual group and least multilingual groups differ marginally significant from each other.

For the other languages, the level of multilingualism does not seem to have an influence on the perceived importance in the future workplace. For Spanish the groups consider the language to be important. For English, all three groups agree that the language is very important in the future

workplace. For German, the three groups on average consider the language to be quite important. French is considered rather important as well, indifferently by the three groups. Finally, all groups on average indicate to find Chinese quite important for the future workplace.

From the perceived importance of the language in the present and future workplace, we now go on to the extent to which students believe knowing the languages will help them to find a job in the Basque Country. The results of the analysis are shown in table 3.29.

Table 3.29. Perceptions of students on the helpfulness of learning languages to find a job in the Basque Country, according to their level of multilingualism

Helpfulness of learning languages for finding a job	Most multilingual		Intermediate multilingual		Least multilingual		F	S
	M	SD	M	SD	M	SD		
Basque	4.82	(0.51)	4.49	(0.94)	4.35	(1.02)	3.38	0.04
Spanish	4.59	(0.82)	4.54	(1.04)	4.24	(1.24)	1.95	0.14
English	4.82	(0.45)	4.76	(0.48)	4.59	(0.81)	2.15	0.12
German	3.44	(1.14)	3.46	(1.29)	3.53	(1.18)	0.09	0.92
French	3.38	(1.27)	3.45	(1.29)	3.42	(1.14)	0.04	0.96
Chinese	2.67	(1.33)	3.10	(1.38)	3.03	(1.39)	1.36	0.26

There was a statistically significant effect of the level of multilingualism on the extent to which the students believe the learning of Basque helps them to find a job at the $p \leq 0.05$ level [$F(2, 188) = 3.38, p = 0.04$]. Post hoc comparisons using the Scheffe test indicated that the difference between the

mean score of the most multilingual group ($M = 4.82$, $SD = 0.51$) and the mean score of the least multilingual group ($M = 4.35$, $SD = 1.02$) ($p = 0.04$) was significant at the $p \leq 0.05$ level. The intermediate multilingual group ($M = 4.49$, $SD = 0.94$) did not differ significantly from neither the most multilingual group ($p = 0.16$) nor from the least multilingual group ($p = 0.65$). Regarding Spanish, there was no statistically significant difference between the most multilingual group ($M = 4.59$, $SD = 0.82$), the intermediate multilingual group ($M = 4.54$, $SD = 1.04$) and the least multilingual group ($M = 4.24$, $SD = 1.24$) [$F(2, 188) = 1.95$, $p = 0.14$]. For English, there was no statistically significant difference between the most multilingual group ($M = 4.82$, $SD = 0.45$), the intermediate multilingual group ($M = 4.76$, $SD = 0.48$) and the least multilingual group ($M = 4.59$, $SD = 0.81$), [$F(2, 189) = 2.15$, $p = 0.12$]. Similarly, in the perceptions on the helpfulness of learning German to find a job, no statistically significant difference was found between the most multilingual group ($M = 3.44$, $SD = 1.14$), the intermediate multilingual group ($M = 3.46$, $SD = 1.29$) and the least multilingual group ($M = 3.53$, $SD = 1.18$), [$F(2, 188) = 0.09$, $p = 0.92$]. Also for French, there was no statistically significant difference in the extent to which the students believe the learning of this language helps them to find a job, between the most multilingual group ($M = 3.38$, $SD = 1.27$), the intermediate multilingual group ($M = 3.45$, $SD = 1.29$) and the least multilingual group ($M = 3.42$, $SD = 1.14$), [$F(2, 186) = 0.04$, $p = 0.96$]. Finally, also in the case of Chinese the scores were not statistically significant different for the most multilingual group ($M = 2.67$, $SD = 1.33$), the intermediate multilingual group ($M = 3.10$, $SD = 1.38$) and the least multilingual group ($M = 3.03$, $SD = 1.39$), [$F(2, 188) = 1.36$, $p = 0.26$].

The results are visualized in figure 3.29.

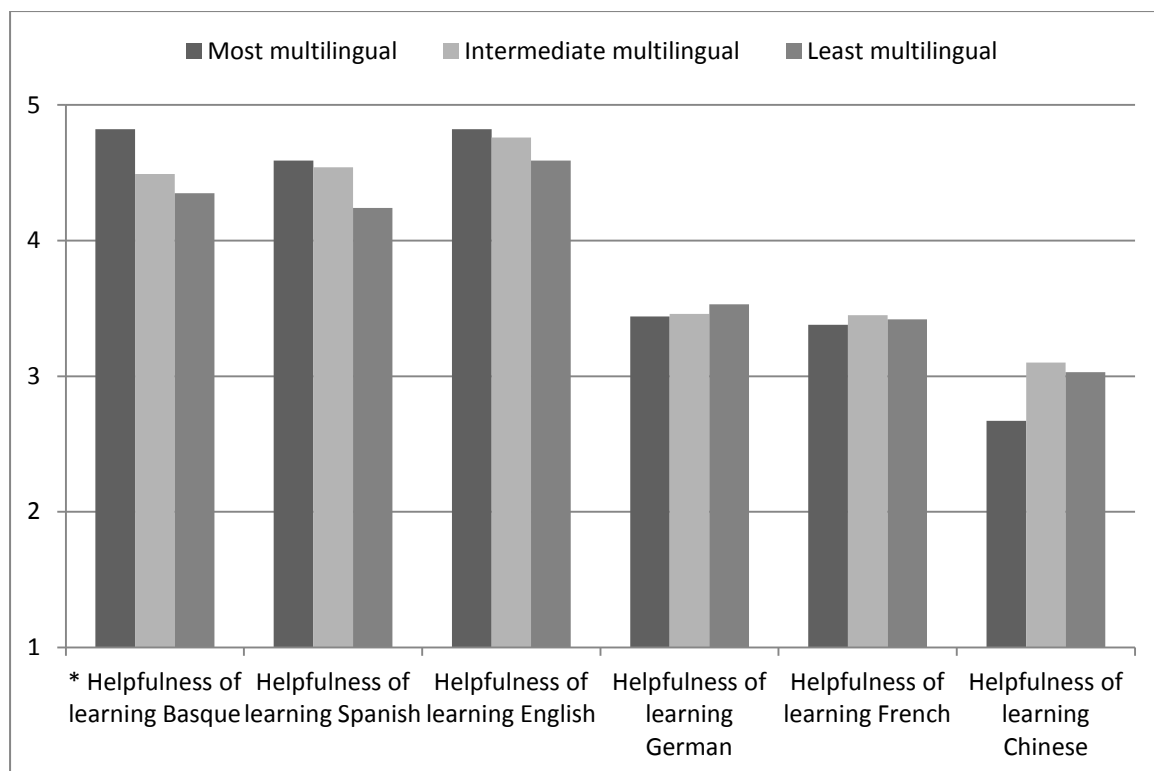


Figure 3.29. Perceptions of students on the helpfulness of learning languages to find a job in the Basque Country, according to their level of multilingualism

The results show that on average the most multilingual group believes very much that learning Basque will help to find a job in the Basque Country, which is significant more than the least multilingual group, who only believes it quite helps. The intermediate multilingual group believes Basque helps to find a job, but not significantly more or less than the other groups.

For the other languages, no differences were found in the perceptions on the helpfulness of learning the languages between the three groups. In the case of Spanish, the three groups believe equally that Spanish helps to find a job. They also all believe English helps a lot to find a job in the Basque Country, regardless the level of multilingualism of the students. Also German and French are considered to more or less help to find a job and Chinese, without any difference between the groups.

After examining how much the students with different levels of multilingualism think learning languages helps them to find a job, the next part of this analysis looks into the effect of the level of multilingualism of the students on their perceptions on the use of the languages in the companies of the Basque Country. The results are presented in table 3.30.

Table 3.30: Perceptions of students on the use of languages in companies in the Basque Country according to their level of multilingualism

Use of languages in companies	Most multilingual		Intermediate multilingual		Least multilingual		F	S
	M	SD	M	SD	M	SD		
Basque	4.10	(0.97)	4.00	(1.06)	4.01	(1.14)	0.13	0.88
Spanish	4.92	(0.27)	4.90	(0.33)	4.74	(0.72)	2.61	0.08
English	3.67	(0.90)	4.21	(0.85)	4.14	(0.86)	5.66	0.00
German	2.28	(1.12)	2.56	(1.03)	2.71	(1.07)	1.97	0.14
French	2.41	(1.02)	2.61	(1.14)	2.82	(0.94)	1.98	0.14
Chinese	1.54	(0.72)	1.86	(0.93)	1.81	(1.00)	1.68	0.19

First of all, regarding Basque there was no statistically significant effect between the most multilingual group ($M = 4.10$, $SD = 0.97$), the intermediate multilingual group ($M = 4.00$, $SD = 1.06$) and the least multilingual group ($M = 4.01$, $SD = 1.14$) [$F(2, 189) = 0.13$, $p = 0.88$]. Neither for Spanish was there a statistically significant effect between the most multilingual group ($M = 4.92$, $SD = 0.27$), the intermediate multilingual group ($M = 4.90$, $SD = 0.33$) and the least multilingual group ($M = 4.74$, $SD = 0.72$) [$F(2, 189) = 2.613$, $p = 0.08$]. However, there was a statistically significant effect of the level of multilingualism on the extent to which the students believe English

is used in the companies in the Basque Country, [F (2, 189) = 5.66, p = 0.00]. Post hoc comparisons using the Scheffe test indicated that the difference between the mean score of the most multilingual group (M = 3.67, SD = 0.90) and the mean score of both the intermediate multilingual group (M = 4.21, SD = 0.85) (p = 0.01) and the least multilingual group (M = 4.14, SD = 0.86) (p = 0.02) were significant at the $p \leq 0.05$ level. The intermediate multilingual group did not differ significantly from the least multilingual group (p = 0.88). Regarding German, there was no statistically significant difference between the most multilingual group (M = 2.28, SD = 1.12), the intermediate multilingual group (M = 2.56, SD = 1.03) and the least multilingual group (M = 2.71, SD = 1.07) [F (2, 188) = 1.97, p = 0.14]. Also for French, there was no statistically significant difference in the extent to which the students believe the language is used in companies, between the most multilingual group (M = 2.41, SD = 1.02), the intermediate multilingual group (M = 2.61, SD = 1.14) and the least multilingual group (M = 2.82, SD = 0.94), [F (2, 187) = 1.98, p = 0.14]. Finally, also in the case of Chinese the scores were not statistically significant different for the most multilingual group (M = 1.54, SD = 0.72), the intermediate multilingual group (M = 1.86, SD = 0.93) and the least multilingual group (M = 1.81, SD = 1.00), [F (2, 188) = 1.68, p = 0.19].

The results are visualized in figure 3.30.

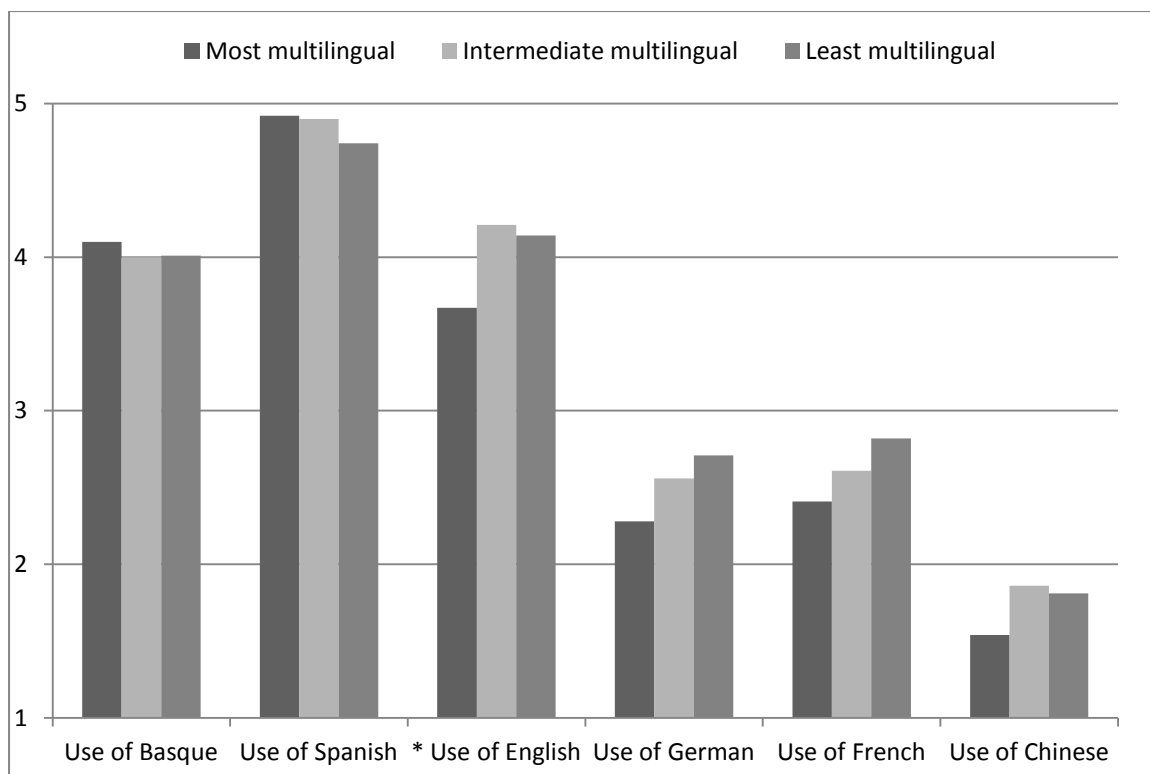


Figure 3.30. Perceptions of students on the use of languages in companies in the Basque Country according to their level of multilingualism

The level of multilingualism of the students only has an impact on the extent to which the students believe English is used in the companies in the Basque Country. The three groups all think English is used quite a lot, but the most multilingual group believes English is used less than both the intermediate and the least multilingual group. The least and intermediate multilingual group did not differ significantly in their perceptions of English.

The perceptions of the other languages do not seem to differ a lot according to the level of multilingualism of the students. All three groups believe indifferently that Basque is used quite a lot in Basque companies and that Spanish is used very much. For the use of German and French, all three groups on average think the languages are used not used so much, and the groups do not differ significantly and patterns are the same. Finally, all three

groups believe equally that Chinese is used only little in the companies in the Basque Country.

After analyzing the perception of different language according to the level of multilingualism of the students, in the next section the focus will be on Basque and English, respectively the minority and main global language in the Basque international workplace.

Perceptions of Basque and English

For the second sub-question, on the perceptions of Basque and English in the workplace, a one-way ANOVA was conducted to analyze the differences between the most multilingual group, the intermediate multilingual group and the least multilingual group. Possible scores range from 1 (= completely disagree) as the minimum to 7 (= completely agree) as the maximum. The results are presented in table 3.31.

Table 3.31. Perceptions of students on the use and importance of Basque and English in the workplace according to their level of multilingualism

Statements	Most multilingual		Intermediate multilingual		Least multilingual		F	S
	M	SD	M	SD	M	SD		
1. With the Basque I learned at school I feel well prepared to use it in my future job	6.38	(1.29)	5.88	(1.61)	4.75	(1.35)	11.59	0.00
2. With the English I learned at school I feel well prepared to use it in my future job	3.67	(1.55)	3.27	(1.47)	3.33	(1.46)	1.00	0.37
3. Knowing Basque is a requirement for finding a job	5.26	(1.45)	4.91	(1.84)	4.34	(1.72)	3.95	0.02
4. Knowing English is a requirement for finding a job	5.97	(1.01)	5.90	(1.04)	5.47	(1.49)	3.14	0.05
5. The EGA (C1) certificate of Basque is well valued by companies	4.82	(1.41)	4.52	(1.67)	4.83	(1.69)	0.84	0.43
6. The CAE (C1) certificate of English is well valued by companies	6.26	(0.88)	6.14	(0.93)	6.09	(1.16)	0.35	0.70
7. The Basque I have learned will be very useful in my future job	5.36	(1.56)	4.99	(1.75)	4.26	(1.94)	5.43	0.00
8. The English I have learned will be very useful in my future job	6.05	(1.19)	5.59	(1.48)	5.43	(1.57)	2.32	0.10
9. Companies need professionals who speak, apart from Spanish, Basque	5.33	(1.58)	5.05	(1.67)	4.54	(1.68)	3.22	0.04
10. Companies need professionals that speak, apart from Spanish, English	5.97	(1.09)	6.25	(0.94)	5.72	(1.25)	4.42	0.01

First of all, regarding item 1 (with the Basque I learned at school I feel well prepared to use it in my future job), there was a statistically significant effect of the level of multilingualism on the extent to which the students feel well prepared with the Basque they learned at school to use it in their future job, [F (2, 190) = 11.59, $p = 0.00$]. Post hoc comparisons using the Scheffe test indicated that the difference between the mean score of the least multilingual group (M = 4.75, SD = 1.35) and the mean score of both the intermediate multilingual group (M = 5.88, SD = 1.61) ($p = 0.00$) and the most multilingual group (M = 6.38, SD = 1.29) ($p = 0.00$) were significant. The intermediate multilingual group did not differ significantly from the most multilingual group ($p = 0.38$).

Regarding item 2 (with the English I learned at school I feel well prepared to use it in my future job), there was no statistically significant difference between the most multilingual group (M = 3.67, SD = 1.55), the intermediate multilingual group (M = 3.27, SD = 1.47) and the least multilingual group (M = 3.33, SD = 1.46) [F (2, 190) = 1.00, $p = 0.37$].

For item 3 (knowing Basque is a requirement for finding a job), there was a statistically significant effect of the level of multilingualism on the extent to which the students believe knowing Basque is a requirement for finding a job, at the $p \leq 0.05$ level, [F (2, 189) = 3.95, $p = 0.02$]. Post hoc comparisons using the Scheffe test indicated that the difference between the mean score of the most multilingual group (M = 5.26, SD = 1.45) and the mean score of the least multilingual group (M = 4.34, SD = 1.72) ($p = 0.03$) was significant at the $p \leq 0.05$ level. The intermediate multilingual group (M = 4.91, SD = 1.84) did not differ significantly from neither the most multilingual group ($p = 0.58$) nor the least multilingual group ($p = 0.13$).

Also for item 4 (knowing English is a requirement for finding a job), there was a statistically significant effect of the level of multilingualism on the extent to which the students believe knowing English is a requirement for finding a job, at the $p \leq 0.05$ level, [$F(2, 188) = 3.14, p = 0.05$]. However, post hoc comparisons using the Scheffe test indicated that the intermediate multilingual group ($M = 5.90, SD = 1.04$) did only differ marginally significantly from the least multilingual group ($M = 5.47, SD = 1.49$) ($p = 0.09$). Differences between the mean score of the most multilingual group ($M = 5.97, SD = 1.01$) and both the intermediate multilingual group ($p = 0.96$) and the least multilingual group ($p = 0.12$) were not significant.

For item 5 (the EGA (C1) certificate of Basque is well valued by companies), there was no statistically significant difference in the extent to which the students believe the EGA certificate is well valued by companies, between the most multilingual group ($M = 4.82, SD = 1.41$), the intermediate multilingual group ($M = 4.52, SD = 1.67$) and the least multilingual group ($M = 4.83, SD = 1.69$), [$F(2, 190) = 0.84, p = 0.43$].

Also for item 6 (the CAE (C1) certificate of English is well valued by companies), there was no statistically significant difference in the extent to which the students believe the CAE certificate is well valued by companies, between the most multilingual group ($M = 6.26, SD = 0.88$), the intermediate multilingual group ($M = 6.14, SD = 0.93$) and the least multilingual group ($M = 6.09, SD = 1.16$), [$F(2, 190) = 0.35, p = 0.70$].

Regarding item 7 (the Basque I have learned will be very useful in my future job), there was a statistically significant effect of the level of multilingualism on the extent to which the students believe the Basque they have learned will be very useful in their future job, [$F(2, 190) = 5.43, p = 0.00$]. Post hoc comparisons using the Scheffe test indicated that the difference between the

mean score of the least multilingual group ($M = 4.26$, $SD = 1.94$) and the mean score of both the intermediate multilingual group ($M = 4.99$, $SD = 1.75$) ($p = 0.05$) and the most multilingual group ($M = 5.36$, $SD = 1.56$) ($p = 0.01$) were significant at the $p \leq 0.05$ level. The intermediate multilingual group did not differ significantly from the most multilingual group ($p = 0.56$).

For item 8 (the English I have learned will be very useful in my future job), there was no statistically significant difference between the most multilingual group ($M = 6.05$, $SD = 1.19$), the intermediate multilingual group ($M = 5.59$, $SD = 1.48$) and the least multilingual group ($M = 5.43$, $SD = 1.57$) [$F(2, 189) = 2.32$, $p = 0.10$].

For item 9 (companies need professionals who speak, apart from Spanish, Basque) there was a statistically significant effect of the level of multilingualism on the extent to which the students believe companies need professionals who speak, apart from Spanish, Basque, at the $p \leq 0.05$ level, , [$F(2, 189) = 3.22$, $p = 0.04$]. Post hoc comparisons using the Scheffe test indicated that there was only a marginally significant difference between the most multilingual group ($M = 5.33$, $SD = 1.58$) and the least multilingual group ($M = 4.54$, $SD = 1.68$) ($p = 0.06$). The differences between the mean score of the intermediate multilingual group ($M = 5.05$, $SD = 1.67$) and both the most multilingual group ($p = 0.67$) and the least multilingual group ($p = 0.18$) were not significant.

Regarding the last item 10 (companies need professionals that speak, apart from Spanish, English), there was a statistically significant effect of the level of multilingualism on the extent to which the students believe companies need professionals that speak, apart from Spanish, English, [$F(2, 190) = 4.42$, $p = 0.01$]. Post hoc comparisons using the Scheffe test indicated that

the difference between the mean score of the intermediate multilingual group (M = 6.25, SD = 0.94) and the mean score of the least multilingual group (M = 5.72, SD = 1.25) (p = 0.01) was significant. The most multilingual group (M = 5.97, SD = 1.09) did not differ significantly from neither the intermediate multilingual group (p = 0.43) nor from the least multilingual group (p = 0.52).

The results are visualized in figure 3.31.

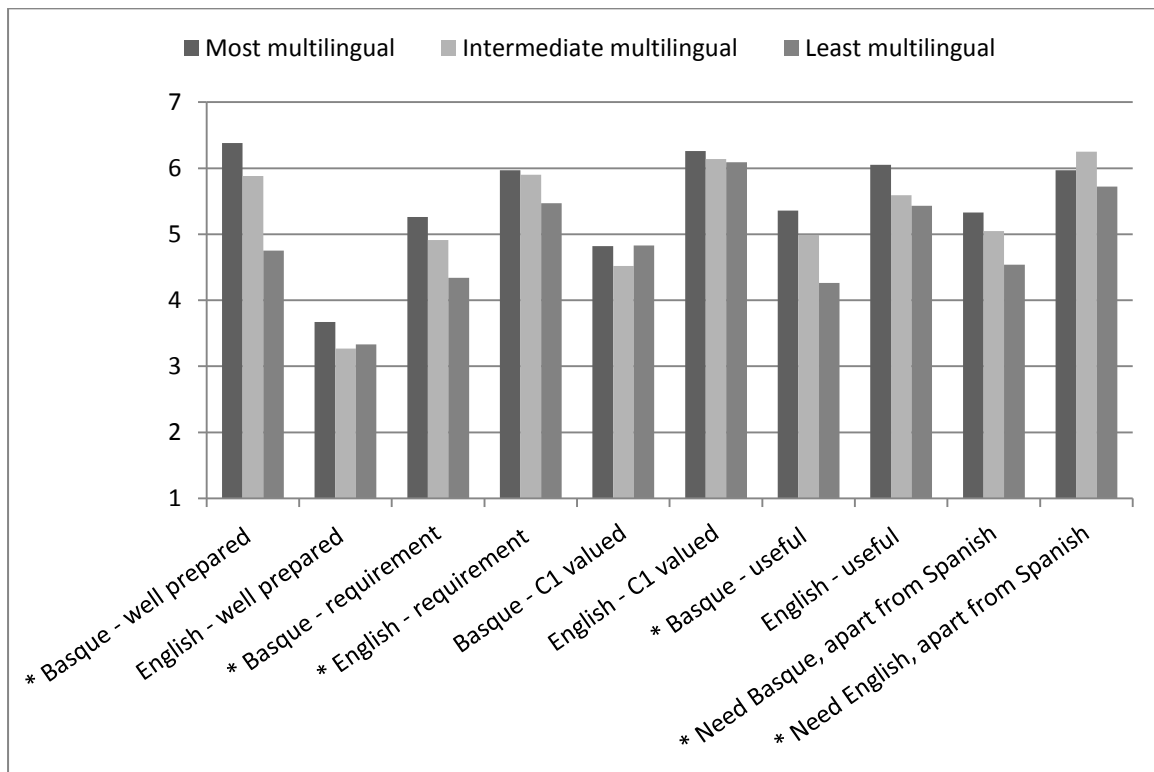


Figure 3.31. Perceptions of students on the use and importance of Basque and English in the workplace according to their level of multilingualism

First of all, the least multilingual group feels significantly less prepared to use the Basque they learned at school in their future job (on average they somewhat agree with the statement) than the intermediate and the most multilingual group. The intermediate and most multilingual group both agree to the same extent on their preparedness.

Also the extent to which students believe knowledge Basque is a requirement for a job is effected by the level of multilingualism of the students. The most multilingual group somewhat agrees that Basque is a requirement for a job, whereas the least multilingual group does not agree neither disagree with the statement that Basque is a requirement. The intermediate multilingual group, somewhat agreed, and did therefore not differ from the other groups.

For English, the level of multilingualism of the students seems to have a significant main effect on the perceived requirement of the language in the future workplace even though there were no significant differences in the post-hoc test. Only the intermediate multilingual group and least multilingual groups differ marginally significant from each other.

Another perception that is influenced by the level of multilingualism of the students is the believe that the Basque that is learned will be very useful in the future job. The least multilingual group are neutral on this item, in contrast to both the intermediate group and the most multilingual group, who both somewhat agree. There was no difference in perceptions between the most multilingual and the intermediate multilingual group.

The other perceptions on Basque and English do not seem to differ between the three groups according to their level of multilingualism. All groups do not feel very prepared with the English they learned at school. Also, all groups somewhat agree that the EGA certificate of Basque is valued by companies. Even more, all groups agree that the CAE certificate of English is valued by companies. The groups also (somewhat) agree that the English they learned at school will be useful in their future job.

There seems to be an effect of the level of multilingualism on the perceptions of the need of Basque speaking professionals. All groups on

average somewhat agree on the need of Basque and there seems to be a main effect of level of multilingualism on the need of Basque speaking professionals even though there were no significant differences in the post hoc test. Only the least multilingual group and the most multilingual group differ marginally significantly from each other.

For English, the least multilingual groups agreed less on the need of the language than the intermediate group. The most multilingual group agrees that professionals who speak English are needed by companies, and does not differ significantly from the other groups.

In this study we have examined the influence of the level of multilingualism of the business students on their perceptions of languages in companies. In the next chapter we will discuss the results of the four studies. First, the results will be summarized and discussed separately for all studies, and afterwards and general conclusion will be given.

4. Discussion and conclusion

4. Discussion and conclusion

4.1. Discussion

This chapter provides a discussion of key research findings as they were presented in chapter 3, with reference to each of the four main research questions. The results are also discussed in relation to previous research studies. Section 4.1.1 discusses the role of multilingualism for professionals working in internationally operating companies in a bilingual region, based on qualitative interview data. Section 4.1.2 discusses the perceptions of business students on the importance of Basque in companies as related to their mother tongue and proficiency in Basque, based on quantitative questionnaire data. Section 4.1.3 discusses the perceptions on competences and importance of English in companies by business students, again based on the questionnaire data. English medium instruction is here discussed as an influencing factor on the perceptions. Section 4.1.4 discusses the results of the questionnaires on differences in perceptions of business students on six languages, with a special focus on English and Basque, according to the level of multilingualism of the students. Section 4.2. contains a summary of the foregoing sections and aims to bring together the four studies providing a more general conclusion. The last sections are dedicated to outline the limitations of this study (section 4.3.) and propose future directions in research and recommendations for education and the workplace (section 4.4.).

4.1.1. The role of multilingualism for professionals

The first research question investigated the role of multilingualism for professionals working in internationally operating companies in a bilingual region. We focused on the well-educated professionals working in their

home country who have the chance to move between jobs and countries to improve their work life chances as they are generally proficient in several languages. They are distinct from low paid migrant workers who have a different multilingual profile (Gunnarsson, 2013; Day and Wagner, 2007). Multilingualism was defined as “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (European Commission, 2007: p. 6). We therefore did not make comparisons to native speaker-like competences, and included both the individual and social characteristics of multilingualism as we believe that the individual competences and the use of languages in society are highly interrelated. In addition to the operational distinctions of Franceschini (2009) of social, institutional, discursive and individual multilingualism we proposed to add the distinction of professional multilingualism.

For establishing this operational distinction, two main underpinning theories were used. First of all, we considered the societal framework systems theory (Gunnarsson, 2009, 2013), that aims to explain the relation between professional discourse and the influencing contextual factors. The technological-economical, legal-political, socio-cultural and linguistic frameworks are believed to have an important contextual influence on professional discourse.

Linked to the interrelatedness of social and individual characteristics of multilingualism mentioned above, the second theory used was the Focus on Multilingualism (Cenoz and Gorter, 2011a, 2011b, 2014). The three interrelated dimensions that served as a basis for analysis of multilingualism are the multilingual speaker (with fluid, not necessarily native-like competences) the whole linguistic repertoire (the resources of the speaker to use and learn languages) and the social context (influencing language use).

Taking into account both theories, a holistic model of multilingualism in the workplace (see figure 4.1.) was proposed with three interrelated dimensions and factors i) the multilingual professional (language and cultural competences, language attitudes), ii) the professional linguistic repertoire (language practices, language learning experiences) and iii) context (economy, language policy, language education and culture).

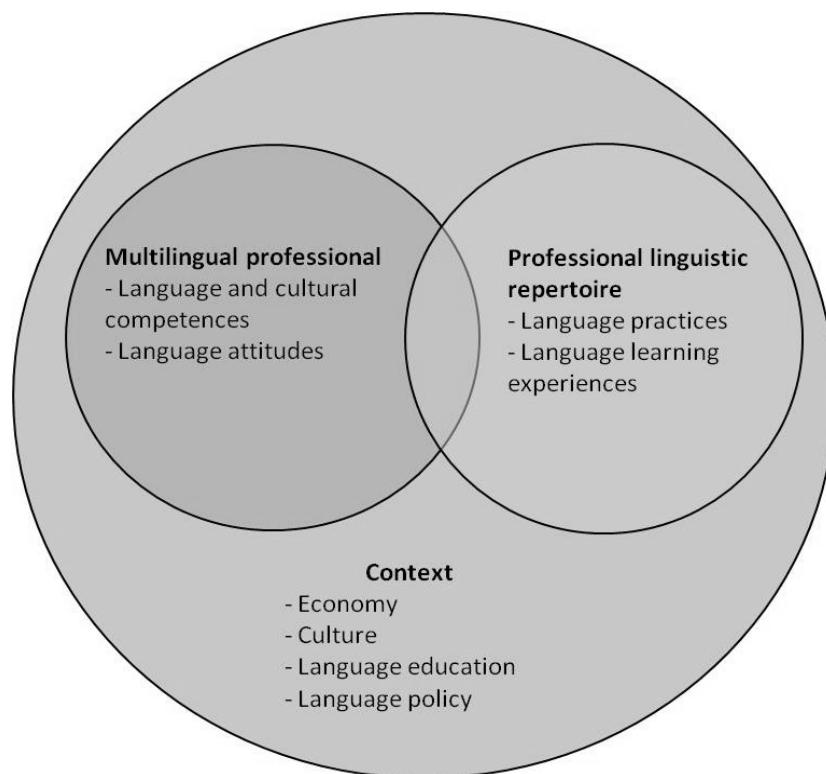


Figure 4.1. The holistic model of multilingualism in the workplace

The main research question to answer was: what is the role of multilingualism for professionals working in internationally operating companies in a bilingual region? Based on our model, and to provide a more precise answer to the main research question, the following three sub questions were formulated:

- 1.1. Which are the competences of multilingual professionals working in internationally operating companies in a bilingual region?
- 1.2. What is the linguistic repertoire needed by internationally operating companies in a bilingual region?
- 1.3. How does the broader social context relate to multilingualism in the workplace of internationally operating companies in a bilingual region?

We believed that multilingualism plays an important role, taking into account the globalization nowadays and the bilingual context of the companies. We believe that the competences go beyond the two languages of the region, and that many employees have English in their linguistic repertoire as well. We also believe that these languages are needed in the companies; not only both local languages (Basque and Spanish) and English as an international language, but also other foreign languages. We suspect that the latter have less presence in the companies, due to the difficulties of reaching proficiency in the minority and the global language and thus possibly obstructing the way to learn other additional languages. The broader social context is thought to be crucial for multilingualism in the workplace. First of all the bilingualism in the region is believed to bring great advantages to the employees and companies in terms of, experience with language management, capacity of language learning and positive attitudes towards multilingualism. However, as foreign languages do not have a widespread use in society, and language teaching is believed to be lagging behind, we expect this to cause problems for achieving the needed competences in the workplace.

For answering the research question, a qualitative approach to data collection was considered to best suit the purpose of this study. Interviews were chosen as the tool for data collection. During the interviews, apart from biographical and background information, about the respondents themselves

and their company, information was gathered on views about multilingualism, language practices and language learning. The participants were a group of 25 professionals in managerial positions from 14 different companies, all located in the Basque Country. Among the companies there were four internationally operating factories, two internationally operating service providing companies, three corporations (two international, and one local), one local language academy and three consultancy firms (two international and one local). A total of over 17 hours of interview data was recorded and transcribed, coded and grouped according to the main features of the holistic model of multilingualism in the workplace.

We will now discuss the key results from the analysis presented in chapter 3.1.

First, we saw that the dimension “context”, as described by the holistic model of multilingualism in the workplace, is narrowly related with the language practices at the work floor. The interviewees explain that the economic crisis has led to a sudden need for internationalization of some Basque companies because the decline of the sales in Spain since 2009 had to be replaced by other markets. Some companies already worked internationally before the crisis but for others there was no time for proper reflection and no planning and limited financial resources for language management. This is thus a different starting point as compared to for instance Angouri and Miglbauer (2014) who studied companies that had English as a corporate language. The Basque Country is an example of glocalization (Robertson, 1992) as the local companies open up to the international market and therefore local and global concerns get involved. However, the consequence of this sudden need for internationalization is that there is no time for proper reflection and planning and there are only limited financial resources available for language management. As a result,

professionals have to work in an environment with usually no language policy and they try to find pragmatic ad-hoc solutions. This is in line with the conclusions of Angouri (2013) that instead of a written linguistic strategy, a flexible “what works” approach is adopted. It also implies bottom up practices of employees as prevalent above top-down policies (Angouri, 2013), in this case mainly due to the lack of top down policies.

The socio-cultural context of the Basque Country strengthens such pragmatic ad hoc solutions because of the traits of short-term thinking and the tendency to “*enchufe*” (having the right connections). These two traits undermine a proper HR-strategy to recruit linguistically skilled employees, even if the European Commission (2011a) considers this a key strategy for language management. Apart from that, companies do not prioritize language competences in their selection procedures.

When examining the language competences of the employees in the companies included in this study, regarding local languages the interviewees inform us that everyone knows Spanish, but not all employees know Basque. Especially with Basque, the informants indicate there is a great gap between the knowledge of Basque and its use in the workplace, similar to the situation in education (Martínez de la Luna et al., 2014). The foreign language skills the employees have are mainly in English, although the proficiency differs strongly between different job positions and competence in English is considered relatively low. Other additional foreign language competences are rather an exception among the employees of the companies.

Companies do not generally apply any language management strategy such as keeping record of the language abilities of their employees. Only two companies have a well-developed linguistic strategy, and they are thus rather the exception than the rule. Language management strategies are only

applied for the use of external translation services, although for few specific situations. This is thus not in line with the recommendations of the European Commission (2011a, 2011b, 2011c) stating that language management strategies are a key factor for achieving economic growth. Surprisingly, this lack of attention to language management strategy in companies is also found in the internationalization strategy of the Basque Government, the “Plan de internacionalización” (Basque Government, 2014 - 2016). This strategy aims to plan and guide the internationalization of Basque companies. However in the internationalization plan the Government presents for 2014-2016, languages are hardly paid attention to. Sporadically the role of cultural differences is mentioned, but only seen as something negative, referred to as “cultural barriers” (p.28, p.45). Even more sporadically languages are mentioned for example when pointing to the fact that the new markets have big “cultural and linguistic differences” (p.28). However, no guidelines are given to the companies for how to manage the different languages and cultures in terms of language management. Similar, in the nongovernmental “Modelo de Gestión Avanzada” (Euskalit, 2014), a model for advanced management, frequently employed in the companies in the Basque Country, do languages have a firm presence. If no attention is paid to languages in internationalization strategies, it is not surprising that companies do not focus on Language Management Strategies in their internationalization process.

At the same time, the internationalization process raises the awareness for the need of language skills which lead to a general positive attitude towards multilingualism. Again, in the first place the positive aspect of globalization and the consequent use of a global language are underlined by the interviewees. They see it more as a facilitator than as threat. However, the level of foreign language skills is not considered sufficient by our

informants. Recommendations by the European Commission (2011a), such as the ability to operate in more than one foreign language is rather infrequent in Basque companies, as they mainly rely on English as a lingua franca. There seems to be only a little French or German in some cases, with which they cannot fully adapt to the linguistic demands of their clients. According to Feely and Harzing (2002) there is a language barrier, mainly in terms of language diversity, due to the number of different languages involved. But there is also a barrier in terms of language sophistication, due to the complexity of the required language skills. The number of languages professionals have to deal with and the complexity of language skills form the main language barriers in the companies.

The results of this study regarding the use of foreign languages are in agreement with findings by Angouri and Miglbauer (2014). In general employees prioritize English, even if they admit that other languages also play an important role. Our data confirm that the majority opts for using English as a lingua franca despite considering it of great importance to speak the language of the client. The head coordinator of the Basque consultancy nicely summarizes that *“we have so many difficulties with English... As we do not fully master English and we need it, we are not able to see that we also need other languages. If we would have had another level of English, for sure we would be able to notice that English is not enough, but as we do not even master English...”*.

The Basque Government intensively supports internationalization (e.g. in their “plan the internacionalización”: Basque Government, 2014-2016) , but at the same time it does not focus on the importance of foreign language skills. In contrast, the branch of the government responsible for language policy has numerous programs for implementing Basque in the workplace (e.g. subsidies for learning Basque, the *Lan Hitz* program and the *Bikain*

award). When looking at the third interrelated dimension of context in our holistic model of multilingualism in the workplace, this circumstance reflects the broader context of Basque society, where Spanish is the dominant language and the use of Basque as a minority language is relatively limited, although promoted at all levels of society. English and other languages however, do not have a clear place in society, and the exposure to English and other languages is limited. The model proposed in our study, with a holistic view on the multilingual professional related to their linguistic repertoire and the context, instead of considering him or her as a separated individual, is needed to study the use of languages locally and internationally.

Developments in education come out as a key factor that determines to an important extent the level of language competences. According to the informants the level of English obtained through language learning in education is in general not sufficient, due to inadequate didactics, an academic view on languages and limited exposure. A sufficiently high level of competence in English for using the language in the workplace is not reached. Many employees therefore have chosen to complement the language learning in institutions outside the school, such as language academies, either along their studies or when working. This is in agreement with results from Cenoz (1998) stating that traditionally, the level of English acquired at school was low and it was generally believed that English should be learned either in visits to English speaking countries or by attending private classes. The developments in education also have created a divide between French and English language skills in the staff, in relation to the shift in foreign language teaching (see also Cenoz, 1998).

The results also confirm that the dimensions of the holistic model of multilingualism in the workplace are indeed intertwined. The multilingual

professionals and their linguistic repertoire are interrelated as language competences and attitudes determine language practices and learning and vice versa, and the context exercises a great influence on both. A main barrier to develop the linguistic repertoire is the language penetration, as described by (Feely and Harzing, 2002) as the functional areas in which languages are used in generally limited.

We can conclude that multilingualism does play an important role in the Basque companies that operate internationally, but these companies still have to overcome important language barriers. They have to - and want to - deal with multilingualism but there still is a long road to go, to improve the language policies of the companies. The competences of the employees, despite of having a positive attitude, are mainly limited to respectively Spanish, Basque and English. Instead, companies need higher competences in English, and also in additional foreign languages and need more concrete LMS to implement a good language policy for their workplace. The fact that there are language barriers to reach the goals, might be due to the weak economic situation, the poor language education, the lack of LMS due to cultural characteristics and the lack of language policy for foreign languages in the workplace, as opposed to policies to support Basque. Finally, we have seen that the model proposed provides a good direction for studying multilingualism in the workplace from a holistic point of view.

4.1.2. Perceptions of business students on Basque

In study 1, the role of multilingualism in the workplace was examined, based on interviews with high level professionals. One of the key results that came out was the important role that language education plays for developing multilingualism in the workplace. It also became clear that education in the Basque Country was believed not to prepare the students well enough with

foreign language skills, especially English. Also for Basque, the gap between knowledge acquired at school and the use of the language outside school and in the workplace was frequently mentioned. Therefore, our second study was directly situated in the context of education, more precisely at university, as this is where the students are prepared before entering in the companies.

We focused on business students as they will be the future well-educated professionals (Gunnarsson, 2013; Day and Wagner, 2007) who may have a chance to work in the companies as examined in study 1, or similar companies. The students are all enrolled in a multilingual university which means that their university aims to develop the language competences of the students (Cenoz, 2009). This multilingual university in this project was the University of the Basque Country (UPV/EHU). According to the statutes of the UPV/EHU 1) Basque and Spanish are the official languages of the UPV/EHU, ii) The UPV/EHU will pay special attention to the Basque culture, and within that, to the Basque language, especially to its scientific and technical aspects and ii) the UPV/EHU will take the required measures to normalize the use of Basque in university teaching, in scientific research and in the administrative tasks and services (UPV/EHU, n.d.: p.14).

The local minority language is also demanded by the students because most of them are used to studying through the medium of Basque in secondary school, mainly in the D-model. Over 50 % of the undergraduate students at university choose Basque as the language of instruction. The UPV/EHU aims to deliver Basque speaking graduates who are ready to use the languages in all social spheres (Lasagabaster, 2007). For that purpose, a Master plan of Basque was set up in the university to support and promote the minority language. The statutes of the university also mention that the university will promote the knowledge of other languages of science and the use of these languages in academic activities (UPV/EHU, n.d., p.14). In

practice, mainly English has an important place in the university as a foreign language, due to the internationalization of the university, where they wish to attract international students and prepare their students for studying abroad and for the labour market, and the need of English for publishing and having access to academic knowledge in English.

That is why this study and the next study in section 4.1.3 aim to analyze the perceptions of both the local and the global language in the workplace. These languages are not studied in isolation, but contrasted with a wider linguistic repertoire including a total of six different languages. We believe that the languages should not be considered separately, but in the whole linguistic repertoire, following the idea of the Focus on Multilingualism (Cenoz & Gorter, 2011a, 2011b, 2014). To measure multilingualism at university, Cenoz (2009) developed the Continua of multilingualism, which can also be applied to the university. According to this Continua, the multilingual university consists of three dimensions: the school (including staff, students, linguistic planning, events and production, language use in communications and linguistics landscape), the linguistic distance (between the languages used at university) and the sociolinguistic context (on a micro and macro level). The students are the focus of this study.

In this study, we first focused on the perceptions of Basque, as compared to other languages, contrasting the Basque L1 speakers and the Spanish L1 speakers. Thereafter, the Spanish L1 speakers were subdivided according to their level of Basque proficiency, in order to find out in more detail how the level of Basque proficiency relates to the perception of the Basque language.

For the aim of this study the following research question and sub-questions were formulated:

2. How do business students (with different proficiency levels in Basque) perceive the use and importance of Basque in companies?
 - 2.1. How do Basque L1 and Spanish L1 business students perceive the use of Basque in companies?
 - 2.2. How do Basque L1 and Spanish L1 business students perceive the importance of Basque in comparison to other languages in companies?
 - 2.3. How are differences in importance of Basque in companies as perceived by business students related to their level of Basque proficiency?

In sum, we analyzed how business students with either Basque or Spanish as their mother tongue and with different degrees of proficiency in Basque perceive the use and importance of Basque in companies, as contrasted to the importance of other languages.

We believed that Basque L1 students perceive Basque as more important than the Spanish L1 students. However, we thought that the perceptions within the Spanish L1 group would not be homogeneous, depending on the level of proficiency they have in Basque. We supposed that the higher their proficiency in Basque, the more positive their perceptions of Basque would be.

For answering the research question, a quantitative approach to data collection was adopted. Questionnaires were chosen as the tool for data collection, and were designed in Spanish and Basque in order to give the participants the option to choose their language of preference. The questionnaire mainly addressed Basque, Spanish and English, although

French, German and Chinese were also taken into account. We will first discuss the key results from the analysis presented in chapter 3.2.

A first interesting result is the fact that students with Basque as L1 feel better prepared to use the Basque they learned at school in their future job than the participants with Spanish as L1. Although secondary school and university make an effort to prepare students with a high proficiency in Basque, they do not reach an equal result for Basque L1 speakers and Spanish L1 speakers. This again supports our focus on multilingualism, where we believe no comparisons should be made related to native like competences. This is in line with the results of Cenoz (1998), who states that after many years of studying grammar, even in Basque immersion programs, many L2 speakers of Basque still have an uncompleted mastery of the grammar. This might be due to the linguistic distance between the languages, a key factor in the Continua of multilingualism at university. Furthermore, regarding the sociolinguistic context of the Continua, on a micro level, L2 speakers have a reduced need of speaking Basque, as they can manage with Spanish. This result also supports our focus on multilingualism, where we believe no comparisons should be made related to native like competences, and Spanish L1 learners of Basque should not be expected to acquire a “native like” competence in Basque. The participants with Basque as L1 also think that the Basque they have learned will be more useful in their future job than the participants with Spanish as L1. This might be related to the result before, as Spanish L1 students believe less that they are well prepared to use the minority language. Moreover, the participants with Basque as L1 think they will use more Basque in their future job than the participants with Spanish as L1. This might have to do with the sociolinguistic context, as on a micro level the students might be less tended to look for a job where Basque must be used. Although the Basque Country is a bilingual region, the need of

Basque is reduced because of the majority language that is spoken by everybody. Finally, the data from the interviews in study 1 also could confirm this result, as some of the informants indicated that when somebody at the office does not know Basque, the colleagues automatically switch to Spanish.

Another interesting result is that the students with Basque as L1 believe stronger that companies need professionals who can speak Basque apart from Spanish. This might be a contra reaction to the fact that Spanish serves as a common language when knowledge of Basque is lacking. However, the participants with Basque as L1 believe less that an EGA certificate of Basque (which proves a high level of Basque proficiency) is well valued by companies than the participants with Spanish as L1. This might seem to be contradictory with the foregoing result, but a distinction has to be made between the need for language knowledge and the need for language certificates. In the Basque culture, where certificates are generally highly valued in society, it seems that L2 speakers have a stronger feeling that they have to proof their competences with a certificate than L1 speakers.

Regarding other measured attitudes, Basque and Spanish L1 speakers feel the same about how much learning all the six languages helps them to find a job. This result is in agreement with the interviews of study 1, that there is a common awareness of the importance of learning languages for professional purposes. Furthermore, they don't perceive the extent to which languages are used in companies differently. Basque, Spanish and English are seen as used frequently in the company, while German, French and Chinese are seen as less used in companies. This also agrees with the results of the interviews in study 1.

In sum, we can conclude that the Basque L1 speakers generally have more positive perceptions of Basque than the Spanish L1 speakers. But the Spanish L1 speaker group is far from homogenous regarding their proficiency in Basque. Therefore we will discuss the same results, but taking into account the level of proficiency in Basque of the Spanish L1 speakers.

First of all, the Spanish L1 group with lower proficiency in Basque feels less prepared with the Basque they learned at school, and they think that the Basque they learned is less useful than both the Spanish L1 group with a higher proficiency in Basque and the Basque L1 group. Also, the Spanish L1 group with a lower proficiency in Basque believes they will use less Basque than both the Basque L1 group and the Spanish L1 group with a higher proficiency in Basque. Regarding certificates, the Spanish L1 group with lower proficiency thinks EGA is more valued than the Basque L1 group. The Spanish L1 group with higher proficiency in Basque does not perceive the value of EGA different from the Basque L1 group and the Spanish L1 group with lower proficiency. The Spanish L1 group with lower proficiency in Basque believes less that Basque is needed in companies than both the Basque L1 group and the Spanish L1 group with higher proficiency in Basque. So it seems to be true that a higher level of proficiency in Basque correlates with a more positive perception of the minority language Basque.

When the students were asked to rank Basque from place 1 to 6 according to importance in the workplace among other languages (Spanish, English, French, German, Chinese) we saw the following key results. First looking at the extreme ends of the ranking (first place and last place), we saw that the majority of the Basque L1 speakers indicated Basque to be the most important language while the minority of the Spanish L1 speakers did so. On the contrary, the majority of the Spanish L1 speakers put Basque in the last place. Surprisingly, also the second largest percentage of Basque speakers

puts Basque in the last place. Here we see a clear divide regarding the importance of local and global languages in a situation of glocalization (Robertson, 1992; Wellman, 2002). The fact that the majority of Basque speakers consider their language the most important is rather logical from an ideological point of view. But that a large amount of Basque L1 speakers puts Basque in the last place in the ranking after other global languages, such as English, clearly indicates that other languages have gained in importance. Clearly, L1 speakers of Spanish even believe less in the importance of the minority language Basque. Many of them consider Spanish and English as more important. These perceptions of the low importance of Basque of the Spanish speakers, and even to some extent of the Basque speakers does not seem to be in line with the intentions of the Basque government to promote the language knowledge and use of Basque in society. That language policy only seems to have an effect on the majority of the L1 speakers of Basque.

Again, when looking at the different levels of Basque proficiency within the Spanish speakers group, the results for both sub groups are different. When taking into account the extreme ranking positions, Spanish L1 speakers with a lower level of proficiency in Basque were less likely to give importance to Basque, followed by Spanish L1 speakers with a higher level of proficiency in Basque. Basque L1 speaker were more likely to consider Basque the highest in the ranking between other languages. The other way round, the lower the proficiency in Basque, the more likely it is to see Basque in the last place of the ranking.

So again, the level of proficiency clearly influences the perception of the importance of Basque. The higher the proficiency in Basque, the more important the language is considered.

When the students were asked to indicate their attitudes towards different languages, including Basque, we saw the following main key results. First of all, Basque L1 students like Basque significantly more than Spanish L1 students. In contrast, Spanish L1 students like Spanish, English and French more than Basque L1 students. We can conclude that L1 speakers of Basque have a more positive “affective attitude” (Edwards, 1995) towards Basque, than Spanish L1 speakers. On the contrary, Spanish L1 speakers have more positive affective feelings towards Spanish English and French. For German and Chinese no difference was observed.

Also regarding the “behavioral attitudes” (Edwards, 1995), the Basque L1 students show a higher willingness to learn Basque than Spanish L1 students. So their positive feeling about the minority language is coherent with the consequent behavior. For all the other languages, both Basque L1 students and Spanish L1 students are equally willing to make an effort to learn the language. So despite their more positive affective attitude towards Spanish, English and Basque, Spanish speakers are not more willing to learn the language than their Basque class mates. Here we see a possible inconsistency between affective and behavioral attitude. This inconsistency is not uncommon, according to Edwards (1995) and that is the reason why the different types of attitudes should be explored.

Furthermore, Basque L1 students consider Basque significantly more important to know in international workplaces in the Basque Country, than the Spanish L1 students. This was the case both regarding nowadays workplace and the future workplace. So also the third element of attitude, the “cognitive attitude” (Edwards, 1995) is coherent with the other components of attitude. For the importance of other languages, no differences were found between the different L1 groups.

In sum, the Basque L1 speakers have a coherent and more positive attitude towards the minority language than the Spanish L1 speakers. The Spanish speakers have less positive feelings, beliefs and behavioural ideas about the minority language. However, when it comes to other languages, Spanish speakers like Spanish, English and French more than Basque L1 speakers. However, their cognitive and behavioural attitudes are not more positive towards these languages than the Basque L1 speakers.

Again, when looking in more detail into the Spanish group, we see that the Spanish L1 group with a lower proficiency of Basque liked Basque less than the Spanish students with a higher level of Basque and the Basque L1 speakers. So, the higher the proficiency in Basque, the more the language is liked. Similarly, the Spanish L1 group with a lower proficiency of Basque was less willing to make an effort to learn Basque than the Spanish students with a higher level of Basque and the Basque L1 speakers

So again we see that the higher the proficiency in Basque the higher the willingness to learn the language. We can assume that both the affective and the behavioral attitudes of the students get more positive when proficiency in the language is higher. Regarding the cognitive attitude, the Spanish L1 group with lower Basque proficiency finds Basque less important for today's workplace than the Basque L1 speakers. However, the two groups of Spanish speakers with different levels of proficiency in Basque do not seem to differ in this perception. The Spanish L1 speakers with a lower level of Basque think Basque is less important in their future workplace than Basque L1 speakers, but again between the two Spanish L1 groups no difference was found. So here, the difference in Basque proficiency between the Spanish speakers does not seem to affect the cognitive attitudes of the students towards Basque.

It is interesting that when we compared the Basque L1 speakers with the Spanish L1 speakers, no difference was found in the perception of the helpfulness of Basque for finding a job. However, studying the Spanish group closer, we see that the Spanish L1 group with higher Basque proficiency believes stronger that learning Basque will help them finding a job than the Spanish group with lower Basque proficiency. This might be the reason why they have acquired a higher level in Basque in the first place.

The results of this study reflect the role of a local language in a globalized world. We have analyzed the first dimension of the holistic model of multilingualism in the workplace, the (future) multilingual professional focusing mainly on the language attitudes of the professional towards the minority language Basque. Language attitude is considered an important aspect of the multilingual professional alongside his or her linguistic and cultural competences. Regarding the interrelated professional linguistic repertoire we see that future professionals with different language competences have different expectations about language practices in the workplace. The results also made clear that the context, including the language of instruction, the language used at home and at school and the language policy influence the attitudes of the future multilingual professionals towards the minority language Basque.

4.1.3. Perceptions of business students on English

As outlined in the section before, language education plays an important role in developing multilingualism in the workplace. Therefore, the second study was also situated in the context of education, again in the context of the multilingual university UPV/EHU. English is a mean for the university to attract international students and to prepare their own students for international mobility. It is also essential for spreading, and having access to,

academic work. The UPV/EHU therefore implemented the plurilingualism plan. Herewith it aims to improve mobility of students and staff and enhance connection with the European Higher Education Area. This plurilingualism plan is in line with the language policy of the Basque Country aiming to provide an adequate follow up of the multilingualism plan in secondary school. Nowadays, the university has around 277 courses in English. Requirements of English proficiency are set for the teachers to teach through the medium of English. In the case of the students, they probably will be required to have a certain level of English when applying for a job. After focusing on Basque in the study 2, study 3 focuses on the perceptions of English of the business students and their competences in English.

This study aims to analyze the perceptions of business students on their competences in English and the importance of English in their future workplace. We focused on the perceptions of English as compared to other languages. We contrasted the students who have had English medium instruction during their educational career, either at compulsory school or at university, to the ones who never received English medium instruction. English medium instruction, alongside early introduction of English, is one of the key strategies of the Basque government to improve English language learning (Lasagabaster, 2007). The university, by implementing a plan of plurilingualism mainly directed to English, aims at reaching a higher proficiency in English of the students. Herewith they want to maintain the English learnt at secondary school or even improve it.

For the aim of this study the following research question and sub questions were formulated:

3. How do business students (with different experiences with English medium instruction) perceive their own competences and the importance of English in companies?
 - 3.1. Do students who have (had) English medium instruction perceive their previous experience as language learners in a similar way as the students who did not have English Medium instruction?
 - 3.2. Do students who have (had) English medium instruction report the same proficiency in English as the students who did not have English medium instruction
 - 3.3. Do students who have (had) English medium instruction have similar competences as the students who did not have English medium instruction?
 - 3.4. Do students who have (had) English medium instruction have the same exposure to English as the students who did not have English medium instruction?
 - 3.5. Do students who have (had) English medium instruction have the same expectation about English in their future job as the students who did not have English medium instruction?

In sum, we analyzed how business students who did or did not receive English medium instruction perceive their own competences in English and the importance of English in companies.

Our expectation was that the students who have (had) English medium instruction perceive their own competences in English higher than the students who did not. We believe this would be in line with the aims and purposes of the Basque government. We also think that they perceive

English as more important than the others, considering the fact that they are making an effort to study some subjects through the medium of Basque. Moreover, related to the expected higher proficiency in English of the students who have received English medium instruction, we expect their perceptions towards English to be more positive. In the previous study we have seen that the higher the proficiency in Basque, the more positive the attitudes towards Basque are. We expect a similar phenomenon with English.

For answering the research question, the same quantitative approach to data collection with questionnaires in Spanish and Basque was used as in the previous study. We will first discuss the key results from this analysis as presented in chapter 3.3.

A first interesting result regarding the experiences as language learners of English, was that the students who received English medium instruction found learning English at school easier than the students who did not receive English medium instruction. There are two ways in which this result can be interpreted. On one hand, it might explain that English medium instruction has a positive effect on English learning. On the other hand, it might also implicate that the ones who found English learning easier at school, are the ones who later opt for studying through the medium of English. Furthermore, the students who have had English medium instruction considered the materials used in class more adequate than the students who did not have English medium instruction. This might be related to the fact that they also found learning English easier and thus found the materials easier to use and understand. However, English medium instruction did not seem to affect other experiences in the learning of English. They perceived the sufficiency of the knowledge of teachers and amount of hours equally. They did not perceive the objective of teaching of obtaining a title differently

and the extent to which they considered English interesting was also similar for both groups.

Another interesting and significant difference was found between the two groups regarding their proficiency in English. The students who received English Medium instruction self evaluated their proficiency for all four skills in English on average much higher than their classmates who did not receive English medium instruction. This seems to indicate that English medium instruction makes students either more confident of their skills or indeed improves them. The differences between the groups are highest for the listening skills, followed respectively by the speaking, writing and reading skills. That is to say, the oral skills are considered better with a bigger difference than the written skills. This seems to support that the higher exposure created by English medium instruction improves listening skills most.

When we look in detail to the four skills, the English medium instruction students consider their English listening skills to be highest, followed by respectively reading, writing and speaking skills. The non English medium students consider their reading skills to be highest, followed by listening skills, writing skills and speaking skills. This might indicate that the exposure by English medium instruction is mainly helpful for listening skills.

So far, the results of the self evaluation of the skills in English for both groups were analyzed. To cross check our results, we also analyzed proficiency on different CEFR levels in the three categories “listening and speaking”, “reading” and “writing” related to the use of English in the future workplace (ALTE, 2002). The data revealed that for listening and speaking the English medium participants considered themselves better capable of

carrying out corresponding tasks on all CEFR levels, than the non English medium participants. When looking at the reading skills, we saw again that, except for the A1 level, the English medium instruction participants felt significant better capable of carrying out reading tasks in their future job on all the CEFR levels, than the participants who did not receive English medium instruction. Except for the A2 level, on all levels of the CEFR framework, the students who had received English medium instruction considered themselves better capable of carrying out writing tasks in their future job, than the students who did not receive English medium instruction.

Again, these results confirm that the students who have received English medium instruction consider themselves better able of carrying out tasks in their future job in English on different levels using different skills, than the ones who did not receive English medium instruction. An interesting detail here is that the differences between the groups are bigger at the higher levels of the CEFR than in the lower levels. In other words, at a C2 level the difference in competences of both groups is bigger than at the A1 level. So especially in higher level tasks, the English medium instruction is making a bigger difference. And that is right where skills are needed, as according to the interview data one of the main language barriers was language sophistication (Feely & Harzing, 2002). One interviewee underlined that *“they [the employees] are all able to go on holidays to London, but doing business in English is something else”*. “Going on holidays” might be considered an A level, while “doing business” could be considered a C level. Therefore, students with English medium instruction might be better prepared to use English in the workplace on a higher level than the students without English medium instruction.

Another difference that was found between the two groups was related to the exposure to English. In the majority of the occasions, the English medium

instruction group indicated to have more exposure in their daily lives to English than the non English medium group. The most frequent types of exposures in which differences between the groups were observed, were visiting websites, using social media and watching movies or tv programs. Other, less frequent types of exposure that also differed between the groups were reading books or magazines in English, sending messages in English by Whatsapp and speaking in English by Skype, telephone or in person. So in general the students who received English medium instruction have more exposure to English than the students who did not have English medium instruction.

Interestingly, the most frequent type of exposure, listening to music or radio, was not different for both groups. Both the students who received English medium instruction as the ones who did not, indicated they frequently listen to music or the radio in English. English music is a common ground in the Basque Country, and is an easy accessible way of exposure. Both groups occasionally or sometimes study English on their own. There is no significant difference in the exposure by self studying between the groups. Regarding playing games on the Internet, the students only occasionally do that in English, and the groups do not differ significantly in this.

After discussing the experiences, proficiency and exposure to English, now the expectations about the use of English in their future workplace will be discussed. The English medium students felt somewhat better prepared than the non English medium instruction students. This is in line with self evaluated competences that were earlier discussed. The students of the English medium group also did agree more that they have had enough opportunities outside school to learn English for the future workplace. This could be related to the generally higher exposure to English of this group. The English medium instruction students also were less afraid of using

English in their future workplace and feel less uncomfortable than the other group. Due to their higher proficiency, they might feel more confident. The English medium students also felt less the need to have English classes while working, than the other group. This might demonstrate that indeed the fact that English is used as medium of instruction helps to reach the aim of well prepared students for the workplace. On all other items, the groups did not differ significant. They all believed English is a requirement for finding a job. They somewhat agreed that companies value a First Certificate in English and agreed about the value of a Certificate of Advanced English for companies. They also agreed that the English they learnt will be useful in their future job. Furthermore they all agreed that they need to understand, speak, read and write in English in the future job, as well as working with English programs. In sum, both the students with and without English medium instruction share their perceptions on the importance of knowing English for their future job. However, the students who received English medium instruction feel more confident about using English in their future workplace than the students who did not.

In this section we have again focused on the first dimension of the holistic model of multilingualism in the workplace, analyzing the competences and attitudes towards the global language. We have seen that this dimension is strongly related with the linguistic repertoire, specifically with language learning experiences. We have seen that there is an important difference between the students who have received English medium instruction and the students who did not. The group with English medium instruction indicates a higher proficiency in English and feels more confident to use it in their future workplace. Also do they find learning English easier, and have significantly more exposure to the language than the others. In terms of the Continua (Cenoz, 2009) we could thus conclude, that within the multilingual

university, it is essential to distinguish between the students who study or have studied through the medium of English and the ones who did not. In the first place, it affects the sociolinguistic context as students with English medium instruction seem to have generally more exposure to English. In the second place, it affects the school context as students who have (had) English medium instruction indicate a higher proficiency in English and are more confident in using it.

4.1.4. Perceptions of business students on languages according to their level of multilingualism

In the foregoing section, we discussed first the role of multilingualism in the workplace. The second discussion was on the perceptions of business students studying at the UPV/EHU on Basque, taking into account their proficiency in Basque. Thirdly, we analyzed their perception on English, related to their experience with English medium instruction. In the fourth study, that we discuss here, the focus was again on perceptions of different languages, among which Basque and English. However, in this study we tried a different approach and we took into account the level of multilingualism of the students as we believe that the more multilingual the students, the more positive their attitudes will be towards languages.

Thus, this study aimed to analyze the perceptions of different languages among business students with different levels of multilingualism. We included a total of six different languages as we believe that a language should not be considered separately but in the whole linguistic repertoire, following the idea of Focus on Multilingualism (Cenoz & Gorter, 2011a, 2011b, 2014). In this study, we first focused on the perceptions of six different languages (Basque, Spanish, English, German, French and Chinese)

contrasting students with three different levels of multilingualism: 1) students who apart from being proficient in Spanish have a B2 level or higher in Basque and English, 2) students who apart from being proficient in Spanish have a B2 level or higher in either Basque or English and 3) students who are proficient in Spanish but do not reach a B2 level neither in Basque nor in English.

For this study the following research questions and sub questions were formulated:

4. How do business students (with different levels of multilingualism) perceive the importance of different languages in companies?
 - 4.1. How do the perceptions of six different languages (Basque, Spanish, English, German, French and Chinese) differ between business students with a different level of multilingualism?
 - 4.2. How do the perceptions of Basque and English in the workplace differ between business students with a different level of multilingualism?

In sum, we analyzed the perceptions of business students with different levels of multilingualism on the use and importance of languages in companies, with a specific focus on Basque and English. We believed that a higher level of multilingualism of the students would be related with a more positive attitude towards other languages. Especially for Basque we expected a strong correlation, since in study 3 Basque proficiency was already indicated to affect positively the attitudes towards Basque.

For answering the research question the same quantitative approach to data collection was used as in the two foregoing studies. We will first discuss the key results from this analysis as presented in chapter 3.4.

The results show that in general, the perceptions of some of the languages in the workplace are not affected by the level of multilingualism of the students. First of all, the perception of Chinese does not differ according to the level of multilingualism of the students. This might be because it is still a highly uncommon language in the Basque Country. In the workplace it is hardly used, perhaps because of the simple reason that one of the interviewees indicated “*A foreign language is what you need to use when selling to clients, but the Chinese usually do not buy anything, they only sell*”. Chinese does not have a presence in education and logically neither in daily exposure. Surprisingly, the perceptions of French, a language that is considered important by many companies as revealed by the interview data of study 1, do not differ according to the students level of multilingualism either, as for Chinese. It thus seems that the attitudes towards French, despite of being a “neighbour” language, are indifferent for the students with different levels of multilingualism. This is in agreement with the concern expressed by the interviewees in study 1, that French is being substituted by English. The young generation usually lacks competences in French, according to the interviewed managers, and apparently also the more multilingual future professionals are not more interested in learning that language.

Regarding German, the results show that the most multilingual group is more willing to learn German than the intermediate multilingual group whereas the least multilingual group does not show a difference with the other groups. However, the most multilingual group does not like German significantly more, or considers it more important for the nowadays or future workplace. Neither does the most multilingual group think it is more used or more helpful to find a job. It seems that the most multilingual students are willing to make an effort to learn German after English, despite of not

having clearer motives than the other two groups. This might be seen in line with the interview data where it was stated that “*If we are not able to reach a sufficient level in English, how could we possibly think of learning an additional foreign language?*”. It seems that only the most multilingual group that already have reached a good control of both English and Basque are willing to make an effort to learn German as their next language.

Regarding English, the students of the most multilingual group on average believe English is more used in the companies than the other two groups. It seems that there is an explicit motivation for the most multilingual group to learn English, namely the fact that it is used in companies. However, apart from this, the most multilingual students do not like the language more, consider it more important in the present or future workplace, do not think learning is more helpful for finding a job and are also not more willing to learn the language. Regarding Spanish, perceptions only differ between the groups regarding the perceived importance in the companies nowadays. Overall, the students do not believe it is more important in the future workplace, nor do they like the language more or are they more willing to learn Spanish. Neither do they think it is used more in companies and that learning the languages would be more helpful for finding a job. Regarding Basque, interestingly this language is perceived most differently between the groups according to their level of multilingualism. Despite that they perceive the same use and importance of Basque in the companies, the least multilingual group that has little knowledge of Basque and little knowledge of English likes the Basque language less and is less willing to make an effort to learn the language. On the contrary, the most multilingual group believes the language is more helpful to find a job in the Basque companies, than both the other groups. These results are in line with study 2 where a

higher proficiency in Basque was associated with a more positive attitude towards the language.

In answer to the first sub question we can thus say that indeed the level of multilingualism of the students influences the perceptions on languages, but not on all languages. Mainly the perception of the students on the minority language is influenced by their level of multilingualism, as a higher level of multilingualism of the students, in general means a more positive attitude towards the minority language Basque.

When focusing only on English and Basque according to the level of multilingualism of the students, we saw the following results. First of all, the least multilingual group feels less prepared to use the Basque they learned at school in their future job than the intermediate and the most multilingual group. This is an interesting result, since it again indicates that the educational system in the Basque Country does not reach a same level of Basque for all students and moreover leads to differences in the willingness to use the language. The extent to which students believe knowledge of both Basque and English is a requirement for a job is also affected by the level of multilingualism of the students. The most multilingual group believed more that Basque is a requirement for a job, than the least multilingual group. Also the feeling that the Basque learned at school will be very useful in the future job, is influenced by the level of multilingualism of the students. The least multilingual group believes this less than the intermediate group and the most multilingual group. The other perceptions on Basque and English do not seem to differ between the three groups according to their level of multilingualism. All groups do not feel very prepared with the English they learned at school, which is in line with the interview data. It seems that this does not depend on the level of multilingualism. Also, all groups somewhat agree that the EGA certificate of Basque is valued by companies and even

more the CAE certificate of English. The groups also somewhat agree that the English they learned at school will be useful in their future job.

Finally, there seemed to be an effect of the level of multilingualism on the perceptions of the need of both Basque and English speaking professionals. All groups on average somewhat agree on the need of Basque. For English, the least multilingual groups agreed less on the need of the language than the intermediate group. The most multilingual group agrees that professionals who speak English are needed by companies, and does not differ significantly from the other groups.

In answer to research question 2, we can conclude that in many aspects the level of multilingualism does influence the perception of both Basque and English as the higher the level of multilingualism, the more positive the attitudes towards both languages.

To conclude, we have seen that the perceptions of languages differ according to the level of multilingualism of the students, but not all. French and Chinese were perceived equally, and for German, English and Spanish respectively only the willingness to learn the language, the perceived use in the companies and the importance of the language nowadays was affected. Perceptions on the minority language did differ strongly in relation to the level of multilingualism of the students. The less multilingual the student, the less prepared he or she will feel using Basque in the future workplace. Surprisingly, this is not the case for English. For English the different groups equally feel not prepared enough to use this language in their future workplace. The level of multilingualism also influences the extent to which students see the languages as a requirement for finding a job. However, titles are all equally considered important, regardless of their level of multilingualism. The fact that students believe companies need professionals

who speak apart from Spanish, English seems to be related with the level of multilingualism of the students. The more multilingual, the stronger this believe is.

4.2. General conclusions

The results of the four studies revealed that the glocal situation as described by Robertson (1992) is especially complex in the internationalizing bilingual region of the Basque Country.

Considering the holistic model of multilingualism in the workplace, we see that the linguistic repertoire of the companies is mainly limited to the minority, majority and global lingua franca as frequent used languages in companies, and other foreign languages are less common to find in the Basque workplace. This reality is in line with the expectations of the future professionals. We found certain difficulties for companies for having adequate Language Management Strategies (as proposed by the European Commission, 2011a), such as limited financial resources, especially because of the recent economic crisis, cultural characteristics influencing manners of working and lacking language skills in professionals. We discovered important language barriers. Among the three barriers mentioned by Feely and Harzing (2002), we found mainly barriers in language diversity and sophistication, especially regarding the minority and foreign languages.

We see that in reality only the majority language Spanish is the language shared by all professionals. It is a language that all professionals are proficient in, and a language that is taken for granted and generally accepted in the workplace. The perceptions of future professionals on this language differ very little. It is true that the L1 speakers of Spanish appreciate Spanish more than the Basque speakers, but both groups find the language equally

important in the workplace. This is in agreement with the fact that Spanish is clearly the dominant language in society. Further, it has to be taken into account, that this language is not only used locally. The Spanish language is also an important reason and tool for internationalizing to Spanish speaking countries in Latin America.

Regarding the minority language Basque, the situation is rather different, as we see that not all professionals are competent in that language and future professionals have differing perceptions on the use of the minority language in the workplace. The differences in perceptions are mainly related to the mother tongue, proficiency in the minority language and level of multilingualism of the students.

First of all, we see clearly that Basque L1 speakers have more positive attitudes towards Basque in the workplace than the Spanish L1 speakers. We found that all three types of attitudes as proposed by Edwards (1995) - affective, behavioural and cognitive - were more positive towards Basque for Basque L1 speakers than Spanish L1 speakers.

If the importance of the minority language is compared to the importance of other languages in the workplace in the Basque Country, we see clearly that the majority of the Basque speakers find Basque the most important language, while the majority of the Spanish speakers ranks Basque at the last place. However, looking at the importance of Basque in more detail, we found that also a large amount of Basque speakers rank their language as the least important in the workplace. Here we see clear tensions in this glocal situation where the local values are aimed to be preserved, but where global orientations and the consequent global languages are competing.

We also see that L1 speakers of Spanish feel less prepared to use the minority language Basque in the workplace. This is an important result, as it

indicates that the usual comparisons to native like competences are not adequate here. In line with FoM (Cenoz & Gorter 2011a, 2011b, 2014), multilingual speakers should be considered as such, and not be expected to have multiple “native” language competences.

But even if employees have competence in the minority language, they do not always use it in the workplace. This finding in the workplace is in line with the situation found in Basque education, where also a gap between knowledge and use of Basque was found (Martinez de la Luna et al., 2014). Because of the presence of the majority language as a vehicle language, the use of the minority language is reduced. If a professional does not understand the minority language, colleagues usually will automatically switch to the majority language, a phenomenon that is widespread in the Basque society at large as well. This is in agreement with the perceptions of future professionals, as the Spanish students believe less than the Basque students that the minority language is needed and useful in companies.

However, despite of perceiving a lower need for the minority language, the Spanish students do perceive the value of having a proficiency certificate in Basque as more important for companies than the Basque students. This result underlines the “titulitis” phenomenon, as referred to earlier in study 4. Apparently, the students with lower proficiency feel more the need of a certificate in Basque. This might create the before mentioned academic view on languages, where the main objective is to obtain certificates.

Study 1 revealed that the differences discussed above are not only between L1 and L2 speakers. Between the Spanish L1 speakers we found important differences in perceptions of use and importance of Basque according to their proficiency in Basque. Our results confirm that the higher the proficiency in Basque of the Spanish speaker, the more positive their attitude

towards Basque and the closer their perceptions get towards Basque L1 speakers. When taking into account not only the proficiency in Basque but also the proficiency in English, we also saw that in general the higher the level of multilingualism of the future professionals, the more positive their attitude towards Basque is. This again supports the Focus on Multilingualism, where the linguistic repertoire is considered to have fluid boundaries, where all competences in different languages should be taken into account.

In sum, we see that the minority language has to compete with other languages for a place in this glocal context. Perceptions on the use and importance of the language differ, not only according to the mother tongue of the students, but also according to the proficiency in Basque and level of multilingualism of the students. We furthermore found, that not all future professionals feel equally prepared with the minority language skills learned at school, revealing a disadvantage of speakers of the majority language versus speakers of the minority language. The same disadvantage was found for the least multilingual students; as opposed to the more multilingual students. This underlines the importance of taking into account the whole linguistic repertoire of the multilingual professionals, as proposed in our holistic model of multilingualism in the workplace. The lack of proficiency in Basque is practically solved in the workplace by using the majority language as the default language. As a contra reaction to this Hispanicization of the workplace, we also found examples of companies who have invested in a plan for the implementation of Basque in the workplace. The *Elay group* is an excellent example of how a plan for promoting Basque in the workplace can lead to a situation where Basque is exclusively used in the local workplace.

We also found that certificates are probably valued more than actual knowledge and use, as the future professionals with a lower proficiency in the minority language, despite of considering the language less important and useful for their future job, are the ones who most feel they need a certificate in that language.

English is considered the most important foreign language in internationally operating companies. Despite of the general believe that it would be better to use the language of the client, generally English is used as a lingua franca for contacts in all foreign countries. Future professionals all agree on the importance of knowing English and of having certificates in English for their future job. So in this glocal situation, English is perceived as necessary, both by the companies as by the future professionals.

However, the company managers believe that not all their professionals are competent enough to use English in the workplace, and competences highly vary between different job positions and generations. The companies generally blame the educational system of the Basque Country for the lack of English proficiency of the employees. Despite the aims of the European Union that countries provide an educational system that prepares students with at least two foreign languages, the Basque educational system seems to fulfil this aim only partially. Actually, the majority of employees who work in international companies did extra English learning activities apart from compulsory school, such as attending classes at language academies, in company training, or studying abroad.

However, notwithstanding this general feeling about shortcomings in English language education, in study 3 we found that there is a rather important difference between the students who had English medium instruction and the students who did not. This confirms the influence of the

language of instruction, as part of the educational context in the Continua of Multilingual Education, presented by Cenoz (2009). Students who had English medium instruction at some point of their educational career appeared to feel better prepared and more confident to use English in their future job. Students who had experience with English medium instruction self evaluated their proficiency and competences in English higher than the students who did not. They evaluated all the four skills in English higher, especially their listening skills. Particularly in higher level tasks, English medium students believed they are better able of carrying them out than students who never had English medium instruction. This is especially important in the context of the workplace, as the companies indicate that doing business in English requires a high level of language sophistication. Students who had English medium instruction were also generally more frequently exposed to English. This exposure logically supports better language skills. Students who did not have English medium instruction felt a higher need to have English classes while working.

In sum, we can conclude that English is considered very important as a lingua franca in companies, but companies believe there is an important shortcoming in English language learning in the Basque educational system, as in the rest of Spain where the situation is even believed to be weaker. However, when looking with more detail into education, we found that there are important differences between future professionals who have had English medium instruction and the students who did not. Students who have experience with English medium instruction self report higher proficiency in English, especially in oral skills and at higher level tasks. Also do they have generally more exposure to English and do they feel more comfortable with using English in their future job. They feel also feel less the need for attending English classes in their future job. The latter is an interesting

result, as in company language courses are believed to be rather inefficient due to busy work schedules. English medium instruction in compulsory education might be a way to reduce the need of English language courses in the workplace.

When looking at other foreign languages in the professional linguistic repertoire, we found they are far less frequent in Basque internationally operating companies. French, the language of the French part of the Basque Country, is considered important by the companies to trade with this nearby market. However, since French was substituted by English as compulsory language at school in the Basque Country, skills in this language are not common anymore. Perceptions of the students on this language seem not to be related with their level of multilingualism. German is also a language considered important by the companies but has an even lower degree of use and proficiency than French. We did find that the most multilingual professionals show a higher willingness to learn the German language. This might indicate that after obtaining proficiency in both the minority and global language, German might be the next language they would like to learn. The fact that more multilingual students are more willing to learn German than French again underlines the tensions in the glocal situation; German, a global language to trade with a big market as is Germany, versus French, a language with a more local value as one of the languages of the whole Basque Country and a neighbouring country.

This research project has shed new light on the glocal situation of the Basque workplace, both from the perspective of the company managers as from the perspective of the future professionals. The findings of this research project support the theory of Focus on Multilingualism and shows the applicability of this educational approach for the workplace. FoM advocates for moving away from the native speaker like norm and taking into account the whole

linguistic repertoire with its fluid boundaries. The findings of this research project encourage to look further than the distinction between only native and non-native speakers. Taking into account different levels of proficiency in the second or third language of the speaker, the results of this research project show a general tendency that a higher proficiency in languages is related to more positive attitudes towards languages in the workplace. Without taking into account the different levels of multilingualism, important nuances can be lost and native speakers of one language would be considered as a homogenous group, which they are not at all because of their differing language competences in additional languages.

Furthermore, we have seen that the Continua of Multilingual Education has been useful for studying Business students' perceptions on languages in the Basque context. At this Continua we have seen, among others, the linguistic distance as an important influencing factor for learning Basque, and, within the educational context, we have seen the importance of English as the language of instruction for learning English. In line with our holistic model of multilingualism in the workplace, also multilingualism at university is highly influenced by the sociolinguistic context.

In this thesis we have proposed a holistic model to explore multilingualism in the workplace. Our model has helped to understand how the multilingual professionals, the professional linguistic repertoire and the context in which companies operate are highly intertwined. Language competences and attitudes appeared to be directly related with language learning experiences and language practices. The model also highlights the importance of the wider context in which companies operate, in order to understand language practices in the workplace.

4.3. Limitations and future directions

As any other research, also this research project must be considered in the light of some limitations.

The first limitation of this research is that of the sample of the qualitative study. The fact that interviews were carried out with professionals in managerial positions only, prevented from generalizing their views to all levels in the workplace, for instance including factory floor workers. While this decision was made on purpose to delimit the extent of the study and considering the fact that for example factory floor workers are generally less involved in using several languages, it has to be taken into account when interpreting the results. Furthermore, the results are only based on perceptions and experiences of professionals. Conclusions must therefore be interpreted as the perceptions of high job position professionals on language use in the workplace. It cannot be assumed that these perceptions represent the language practices in the workplace to the full extent, as this could be further explored by means of observation.

The last three studies furthermore deal with the inherent limitations of quantitative instruments and the statistical treatment of the data collected. As part of the data was gathered by means of a questionnaire, enriching explanations of the participants on their given answers to the questionnaires are lacking. Furthermore, it has to be taken into account that, although extensively explored by means of different items on the questionnaire, the proficiency of students in languages is only measured throughout self evaluation. It could take another study to analyze the language proficiency but that was beyond the scope of the current research project.

Finally, we would like to underline that the research findings of this research project are limited to the specific context of the Basque Country. Whereas,

on one hand this is highly enriching for providing more insights in this special bilingual context of glocalization, on the other hand results from this research cannot be directly generalized to the situation in the rest of Spain or Europe. Also, generalizations to other bilingual regions should be done with great care, as this research showed that language attitudes, use and proficiency are highly related to the specific context. However, we still believe the findings of this research project give a valuable attribution to the research area, as general trends in glocal contexts have been explored.

Considering these limitations, we would like to underline that we consider this research line to be highly worth for further exploring. Carrying out similar studies by means of interviews in companies would be valuable, also in other (bilingual) contexts, to contrast the results. We would therefore like to provide some future directions of research in this area.

After exploring the perceptions of professionals on the role of multilingualism in the workplace by means of interviews, a next interesting step would be to carry out observations in the workplace. We believe this would be enriching to complement the data, and to investigate if perceptions of the interviewees are in line with the day to day reality of the workplace practices. Furthermore, by carrying out observations, a wider range of job positions could be addressed.

When using questionnaires, we felt we missed some information. We think it would be enriching to complement questionnaires with focus group discussions, to be able to ask the students for further explanations on the issues of the questionnaires.

It would also be interesting to broaden the sample of future professionals including other specialization careers. In this research project only business studies were taken into account, but we might think of many other university

studies where students are getting prepared to work in an international workplace. It would be interesting to find out if there are any differences between different types of students.

4.4. Implications of this research project

This research project has some highly relevant implications, both for the workplace and for education. First we will provide our recommendations for the workplace and then go into the recommendations for language education.

Having revised studies of the European Union, academic publications, and having interviewed internationalization consultants, we found that lacking Language Management Strategies undoubtedly raise difficulties for a company. We would like to underline the importance of languages in the workplace. In the interviews we found out that many companies do not pay enough attention to languages and they do not even know clearly which language competences are present among their staff. We would recommend companies to have language audits carried out in their workplace, in order to find out how the language situation in the company exactly is and how they can improve it through language management.

Given the importance of the minority language for future professionals with Basque as their mother tongue, we would strongly recommend the companies to give this local language a place in their language management strategy. The government provides support for this in several ways such as giving “bikain” (excellence) certificates to companies who work through the medium of Basque and financial support for language classes. Furthermore, professionals with a higher level of multilingualism are also more positive towards other languages, and can be an added value for companies. We believe that conserving the local values is important, to be able to coexist

along the increasing importance of other foreign languages. We would also like to encourage the companies to go beyond the use of English as a lingua franca and to make an effort to start working with other foreign languages as well.

Finally, we would recommend the companies to provide in-company courses, especially for English. In this research project we found that the students who did not receive English medium instruction feel a higher need for learning the language while working. However, these language courses should be adapted to the purposes of the workplace and the needs of the professionals, and advancement should be regularly checked in order to see if the set goals are met. Only sending employees to class without setting clear goals and without checking the advancement in learning is not considered to be efficient.

The results of this research project also lead to special implications for education. First of all, company managers complain about the level of English that students acquire at school as they believe it is not sufficient for carrying out high level working tasks. This general perception should be taken into account by the department of education of the Basque Country in order to improve the results of foreign language learning.

We also found in our research project that students who received English medium instruction had more positive attitudes towards the use of English and their own competences than the students who did not receive English medium instruction. Although this requires some further research, testing the language proficiency of both groups of students, it supports the language project of the Basque government of teaching at least part of the curriculum through English. Especially in higher level tasks, which are the ones most

necessary in the workplace, experience with English medium instruction seems to make an important difference.

Also the fact that French has been practically substituted by English is point of debate for the managers. They perceive the importance of this language for the nearby market, but also feel an ideological need to include this third official language of the whole Basque Country in the school curricula. The government might consider giving French a more prominent place in education again, alongside English. Herewith it would also fulfill the aim of the European Union of teaching two foreign languages apart from the mother tongue.

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Appendixes

Appendix 1: Spanish format for interviewing experts in the field of multilingualism in the Basque workplace.

Estas preguntas sirven como base para la entrevista. Dependiendo del perfil del entrevistado a algunas preguntas se les dedicará más o menos atención. En las preguntas que se tratan de los empleados, existe la opción de preguntar a nivel de la empresa o a nivel del País Vasco en general, dependiendo de la experiencia del entrevistado.

Para profundizar más en algunos temas se harán preguntas exploratorias en el momento de la entrevista tales como:

Me puede contar más sobre... ?

Puede darme un ejemplo de ... ?

Qué opina usted de eso?

Si las preguntas van dirigidas a un experto que no trabaja directamente en una empresa internacional, por ejemplo una consultoría o una academia de idiomas, las preguntas se formulan de una manera más general con el enfoque en “las empresas del País vasco”.

[see appendix 2 for an example of some adapted questions with a focus on companies in general]

Información personal y del estudio:

Mi nombre es Karin van der Worp y soy investigadora pre doctoral en la Universidad del País Vasco. Para mi estudio de doctorado, “Multilingüismo: La voz de los profesionales”, dirigido por la Dra. Jasone Cenoz y el Dr. Durk Gorter, investigo el multilingüismo en las empresas, tanto en el País Vasco como en Holanda. El enfoque del estudio es dual. Por un lado se

estudiará el perfil del profesional multilingüe y por otro lado se investigará la dinámica multilingüe en las empresas del País Vasco y de Holanda. Para ello recogeré datos en empresas por medio de observaciones, entrevistas y cuestionarios enfocando en las características del profesional multilingüe y el uso real de los idiomas en la empresa.

Preguntas:

Información acerca del entrevistado:

1. ¿Puede presentarse brevemente?
2. ¿En qué consiste su trabajo en esta empresa?
3. ¿Puede describir la empresa para la que trabaja?
4. ¿Cuáles son las dimensiones internacionales de esta empresa?

Speaker:

5. ¿Qué idiomas se utilizan en los diferentes departamentos de la empresa?
6. ¿Qué nivel de competencia lingüística tienen los empleados en los diferentes idiomas para las diferentes destrezas?
7. ¿Cuáles son las diferencias de nivel más importantes entre los empleados?
8. ¿En qué medida es el dominio de idiomas un requisito para trabajar en la empresa?
9. ¿Cómo han aprendido los empleados los idiomas antes de entrar en la empresa?
(¿En la escuela o en cursos anteriores?)
10. ¿De qué manera facilita la empresa el aprendizaje de idiomas a los empleados?
(¿Ofrece cursos o se supone que lo aprenden por su cuenta?)
11. ¿Qué papel juegan las diferencias culturales en el negocio con los países extranjeros?
12. ¿Cómo intenta superar la empresa estas diferencias?
 - a. ¿Se ofrecen cursos?
 - b. ¿Se aprende haciendo?
 - c. ¿Cómo son las competencias culturales de los empleados?

13. ¿Qué actitud manifiestan los empleados hacia el multilingüismo en la empresa?

Linguistic Repertoire:

14. ¿Para qué fin se utilizan los idiomas?

(Diferenciar por idioma y modo)

15. ¿Ocurre cambio de código en el trabajo?

16. ¿Qué estrategias utiliza la empresa para trabajar con diferentes idiomas?

(Contratar a empleados nativos, agentes locales, empresas externas de traducción e interpretación, página web en diferentes idiomas,)

17. ¿La empresa tiene una estrategia lingüística escrita?

(¿Se me podrían dar una copia?)

Context

18. ¿Qué papel cree que juegan los siguientes factores a nivel del País Vasco en el multilingüismo en las empresas?

a. La educación

b. La exposición a los idiomas en la vida diaria

c. La situación bilingüe del País Vasco

d. La política lingüística

e. La internacionalización

To round up:

19. ¿Cómo sería para usted el profesional multilingüe ideal?

20. ¿Cómo resumiría su visión sobre el multilingüismo en la empresa?

19. ¿Cuál es su opinión con respecto a la idea de “inglés es suficiente”?

21. ¿Puede recomendarme otra persona experta en el campo de multilingüismo en la empresa que tendría que entrevistar?

22. ¿Quisiera añadir algo que no se ha tratado en esta entrevista?

Appendix 2: Example of transcribed interview.

Note: In order to include an example of one of the interviews carried out in the appendix of this thesis, for ethical reasons and respecting the privacy of the informants, all names of companies and professionals are substituted by “XXX”.

**Reference code [MP09]
Head coordinator in Basque consultancy
Miércoles, 19 de marzo de 2014**

INFORMACIÓN ACERCA DEL ENTREVISTADO:

1. ¿Puede presentarse brevemente?

Coordinadora de la unidad de consultoría.

2. ¿En qué consiste su trabajo en esta empresa?

Puesto de gestión. Aunque vengo de ser técnico también, he estado en proyectos. Haciendo intervenciones, asesorando.

3. ¿Puede describir la empresa para la que trabaja?

XXX tiene 4 unidades: una es la unidad de consultoría. Los últimos años hemos tenido un trabajo importante en investigación. Diferentes ámbitos de actuación: una es la de consultoría lingüística.

Nuestra labor en consultoría lingüística comenzó con planes del euskera. Proyectos destinados a promover el uso de euskera en el ámbito laboral donde su presencia era muy escasa. Se consideraba que incidir en una mayor presencia y uso de euskera en el ámbito socio económico era vital para su recuperación y normalización. Las empresas vascas han ido evolucionando, hemos ido adaptándonos.

Hemos pasado de ayudar a las empresas a gestionar el bilingüismo a gestionar el multilingüismo.

Multilingüismo se refiere a todas las lenguas que se manejan en una empresa. Cómo abordar la gestión de varias lenguas.

XXX por ejemplo, empresa enorme con empresas en varios países con una variedad de lenguas a gestionar bastante importante. Y otras que igual tienen un ámbito más reducido. Depende de en qué mercados trabajan.

Lo primero es ver qué idiomas necesitan, utilizan y en qué medio utiliza cada cual.

Nuestra intervención consiste en:

- *Identificar, realizamos un diagnóstico de cuáles son las lenguas que utiliza la empresa, o cuáles son las lenguas que no utiliza pero que están presentes en su actividad y quizás debería de utilizar. Cuáles son las barreras lingüísticas con las que se encuentra la empresa. Diagnóstico de sus dificultades y necesidades.*
- *Plan donde la empresa define una serie de objetivos, y se define un plan para llegar a esos objetivos. La empresa define cual va a ser el lugar que cada una de las lenguas va a ocupar en su empresa. Tecnia por ejemplo definió en su momento que a pesar de que tiene que gestionar varias lenguas, se tiene que trabajar en diferentes idiomas, dentro de XXX tres iban a ser las lenguas oficiales. Euskera, castellano e inglés. Y se decide para cada cual de las lenguas cual va a ser su lugar. Qué tipo de comunicaciones se hacen dentro y fuera de la empresa, y cuál va a ser el uso que van a dar a cada una de las lenguas, cual va a ser la presencia que va a tener cada una de las lenguas.*

Lo que ayudamos es a la empresa a definir cual quieren que sea su política lingüística, y ver cuáles son los casos que tienen que dar, las medidas que tienen que adoptar y las herramientas que tienen que desarrollar para poder implementar esta política lingüística.

Tenemos elaborado una especie de cuestionario con todas aquellas comunicaciones que se producen en una empresa están recopiladas y lo que se recoge es en qué idioma se hace cada una de esas comunicaciones.

Dentro del proceso de diagnóstico los métodos de recogida de información pueden ser diversos: responsable del proyecto cumplimenta unas fichas, se pueden hacer entrevistas, normalmente trabajamos con un equipo también de gente que puede estar vinculada con este tema, o puede por su responsabilidad o trabajo aportar información de interés. A través de ese equipo trabajamos tanto diagnóstico que la propuesta de gestión de lenguas.

Comisión con gente de diversos puestos que tienen que ver con la gestión de idiomas, por ejemplo el responsable de comunicación es importante, o recursos humanos, responsable de internacionalización.

Para aportar información como para diseñar la propuesta de futuro. Con esta comisión se hace un proyecto de trabajo. Puede haber auditorios o observemos directamente como están las cosas.

Una empresa puede llegar a adoptar un criterio una decisión sobre cómo va [...] como por ejemplo sobre las comunicaciones al personal. Tú puedes decidir que van a ir en una sola lengua, que vayan en dos, en tres. Es una decisión. Este tipo de cuestiones se recogen en la política que la empresa quiere llevar a cabo. Luego están los medios a través de los cuales puedes garantizar que esas comunicaciones realmente son por

ejemplo trilingües. Tienes que ver los medios con los que cuentas. Y si la empresa cuenta con medios propios para poder llevarlo a cabo. Es decir. Lo vas a hacer con recursos propios. Pues tienes que tener muy identificado qué personas dominan esos idiomas, y quienes van a ser las personas responsables de hacerlo. Si no cuentas con gente que conoce esos idiomas tienes que ver si vas a contratar por ejemplo un servicio de traducción que te haga las traducciones. Puedes contar también en algunos casos con tecnologías lingüísticas. Puedes utilizar por ejemplo decidir la traducción automática.

Ayudarles a definir criterios y el ayudarles a tener claros los recursos con los que cuentan y qué recursos no tienen y por tanto asesorarles esos recursos externos cuales pueden ser. Puede ser contratación de servicios o utilización de tecnología. Pues para este tipo de traducción te puedo servir una traducción humana, o no utilices la traducción automática cuando vayas a hacer un folleto. Porque puede ser un desastre. Te interesa que esa información sea buena, de calidad. Pero por ejemplo si es una página web en un momento determinado según cuales son las lenguas a traducir, si por ejemplo sabes que vas a traducir del español a portugués sabes que el nivel de calidad es del 99%, pues quizás de compensa utilizar la tecnología para hacer la traducción. Ese tipo de asesoramiento.

Es algo reciente. Llevamos más de 20 años con los planes de euskera. La realidad de las empresas ha ido cambiando: han empezado a exportar y trabajar en mercados exteriores y nos hemos ido encontrando con esa realidad y la hemos ido gestionando muy puntualmente dentro de los planes de euskera. Integrando el euskera en un entorno muy multilingüe. Eso la hacemos ya hace mucho tiempo.

Pero abordar el tema de multilingüismo en toda su dimensión es relativamente nuevo, desde hace tres años.

¿Cuál es la actitud de las empresas hacia la consultoría?

Las empresas que trabajan fuera son muy conscientes de la necesidad de conocer el inglés, eso cualquiera empresa lo ve. Si yo quiero internacionalizar está claro que necesito tener a una persona que sepa inglés. Pero no va mucho más de eso. La reflexión de las empresas no va mucho más allá de identificar esa necesidad. Falta una consciencia, de las empresas y de la administración pública de la necesidad de abordar este tema de una forma más global. No pensar que puedes internacionalizarse y que se solucione tu problema de gestión lingüística contratando una persona que sepa inglés. Pero que esa es una cuestión un poco más amplia. Yo creo que en este ámbito se improvisa mucho, se actúa de manera muy parcial, respondiendo a las necesidades que van surgiendo, pero no hay una reflexión profunda que aborde este tema de una manera planificada. Ahí falta que las empresas se den cuenta de ello y también que las administraciones, a la hora de impulsar la internacionalización planteen también que la gestión lingüística es un aspecto a tener en cuenta, que es importante. Que equivocarte en este ámbito también pues tiene su coste. Puede suponer un esfuerzo que luego no se rentabiliza porque realmente no ha sido con las herramientas necesarias.

No es un servicio que es muy conocido. Muchas empresas no saben que existe este tipo de servicio y XXX tampoco tiene la capacidad comunicativa de estar en el mercado que todo el mundo sepa lo que

estás haciendo. Somos lo que somos. Tenemos que hacer una tarea comercial.

El labor de sensibilización a través de XXX también es importante. Presentarnos como un sector que puede dar valor al resto de industrias. Tiene mucho más eco de lo que podemos hacer nosotros como una identidad única. Una tarea que estamos haciendo es que la administración que cuando hable de internacionalización hable también a las empresas de la importancia de la gestión lingüística.

Al final es la forma natural y directa de llegar a las empresas, por la administración y las organizaciones empresariales. Tiene más capacidad de hacer llegar ese discurso. Son los interlocutores naturales de las empresas.

¿Las empresas están dispuestas hacer una asesoría?

No hay una sensibilización suficiente como para valorar ese gasto que les va a suponer el un proceso como inversión. Es difícil ver el retorno en términos económicos. Los informes al nivel europeo que hablan de multilingüismo en las empresas tampoco son capaces de cuantificar el retorno que supone una adecuada gestión lingüística. Se habla de pérdida de negocios, se hacen cálculos, estimaciones sobre las pérdidas de negocio que pueden suceder pero tampoco hay una cuantificación del retorno que supone la inversión. Ahí hay dificultades en ese sentido. Las empresas no ven muy claro que la inversión que tienen que hacer luego realmente la van a recuperar en términos económicos. Ahí cuesta adoptar esa decisión.

Funcionamos en general así, no muy a base de planificación pero más damos respuesta a lo que no s va surgiendo de una manera muy improvisada.

Creo que se simplifica la solución. Si contrato a una persona que sepa inglés, todos mis problemas estarán solucionados. Sabemos que eso también tiene sus limitaciones.

En XXX nos manejamos con los informes de nivel europeo que hablan de la pérdida de negocio de las empresas que no tiene una gestión lingüística. No hemos hecho una valoración propia, ni siquiera XXX, como sector lo hemos analizado.

Cuesta mucho que las empresas decidan realizar procesos de este tipo. Tiene que sentir realmente que entre las dificultades que tiene esa es la prioritaria.

Estamos también en un contexto complicado en que las empresas tienen muchísimas dificultades, necesitan hacer inversiones en muchos ámbitos y seguramente cuando hacen la lista de prioridades, pues será difícil decidir, donde van a hacer la inversión este año. Creo que ahí sí que nos falta que las empresas estén lo suficientemente sensibilizadas como para darle la importancia necesaria a ese tema. No son muchas las empresas que estén sensibilizadas. Si lo ven, lo que les comentamos, pero tiene tantos frentes abiertos. Y nos movemos es un contexto tan complicado económicamente. No es fácil que opten por abordar este tema.

Hemos hecho la asesoría integral en XXX, XXX y XXX. La metodología y forma de trabajo son iguales, pero en función de las características y necesidades pues el proyecto se va adaptando.

Luego tenemos un proyecto XXX. XXX, presentamos un proyecto con varios socios, entre ellos él. Se trata de hacer un especie de cuestionario que sirva para hacer auditorías (cuando te van a dar una calificación, viene una persona de fuera que hace un examen) en las empresas. Auditoría sobre la utilización de las lenguas en diferentes situaciones

comunicativas. La idea es hacer una herramienta que sirva para evaluar cómo gestionar como gestionar las lenguas en la empresa. Dentro de ese proyecto lo que se está trabajando es un único cuestionario que se va a aplicar en diferentes países que estamos participando. Se van a elegir 20 empresas en cada uno de los países y se van a auditar y analizar los resultados. Dentro de este proyecto también se van a formar a la gente que va a hacer esas auditorías. Se va a formar a 20 personas.

Eso sí que es interesante. Nosotros estamos haciendo este tipo de proyectos con herramientas propias, pero está bien qué herramientas podemos crear con colaboración.

Crear herramientas que permiten hacer diagnósticos adecuadas. Y a partir de ahí nos podemos definir las estrategias adecuadas. Las 20 empresas participan en la prueba piloto, y reciben en cambio un diagnóstico de lo que es su gestión lingüística. La idea es que participen en la formación de la gente más gente que la de XXX, con lo cual, si estamos en contacto también [...].

Te permite conocer la realidad de las empresas de aquí, pero también de otros países.

4. ¿Cuáles son las dimensiones internacionales de esta empresa?

(answered elsewhere in interview)

SPEAKER:

5. ¿Qué idiomas se suelen utilizar en las diferentes empresas vascas?

El inglés es la lengua prioritaria, la que funciona como lengua franca. Hay muchas empresas que trabajan también con francés, alemán,

portugués. Si que tienen presencia otras lenguas. Tampoco somos un país demasiado multilingüe. No somos gente que sabemos muchos idiomas el idioma que se conoce es el inglés o el francés, no embarca mucho más.

Es curioso qué poco multilingües somos. En Holanda una de las cosas que me impresionó era la cantidad de lenguas que sabia la gente, era muy habitual que la gente supiese cuatro idiomas. Tres se daba por supuesto. Además del holandés, inglés, alemán, francés, italiano. Mucho interés por lenguas y aprender lenguas. Yo creo que el hecho de tener como segunda lengua, una lengua tan fuerte como el español no nos ha facilitado eso. Es lo que les pasa a los ingleses, que teniendo como lengua propia el inglés, muy poca gente sabe un segundo idioma, porque piensan que con el inglés pueden llegar a todas partes.

En nuestro caso, al tener el castellano, una lengua tan fuerte, yo creo que ha jugado también en nuestra contra.

Me sorprende que siendo bilingües, que poca sensibilidad hemos tenido para dar importancia al aprendizaje de otras lenguas y qué poco hemos acertado en el aprendizaje de otras lenguas. El inglés por ejemplo está presente en las escuelas desde hace muchísimo tiempo, pero qué mal lo hemos hecho. Qué mal nivel de inglés tiene todo el mundo.

Una de las cosas que me parecen crucial, es por ejemplo el tema de doblaje que es parte dentro de nuestro ocio, la televisión es importante la vida de la gente de mi generación la televisión ha sido importante. Hoy en día existen otros medios, internet, pero es de ayer. En nuestra generación siempre hemos visto la tele en castellano, o en euskera, cuando empezó la televisión vasca. Pero en Holanda, el hecho de que todas las películas son en versión original y van subtituladas, ese elemento ya determina muchísimo, la apertura de una sociedad hacia otras lenguas. E incluso el simple hecho de que sepas como suena una

lengua. En España, cuando he estado en otros lugares como Andalucía, que la gente me ha preguntado: ¿qué idioma estás hablando? No son capaces de reconocer el euskera. Eso me resulta muy curioso, me parece una pena. Que ni siquiera sepamos como suena. O no sepa reconocerlo. Ahí se han hecho las cosas muy mal. Me han preguntado: ¿Qué estás hablando, ruso? O una lengua del este.

Incluso viviendo aquí, a veinte kilómetros de Francia, qué poca gente habla francés. Ahora el francés ha desaparecida prácticamente de las escuelas. Porque el inglés era el idioma que había que saber. En mi colegio fui la primera generación en aprender inglés. En mi curso se nos preguntó si queríamos inglés o francés y fuimos tan poca gente las que dijimos francés, que quitaron el francés y todos al inglés.

Empecé igual con 8 años. Y mi experiencia fue pésima. Dábamos inglés pero llegué a Holanda y casi me muero. Sabía que tenía un nivel bajo de inglés, pero cuando llegué y ya me envolví en un ambiente en que todo el mundo hablaba inglés, me di cuenta realmente de lo poco que sabía. Ahí tenía 21 años. Mi conocimiento de inglés era mínimo. Ese año fue vital para mi aprendizaje de inglés. Sí volví muy saturada, había hecho un esfuerzo muy grande, con ganas de dejarlo un poco de lado. Pero siempre he seguido con el inglés, empecé con el francés, y hoy en día recibo clases de francés e inglés.

Debería de ser lo normal. Que alguien supiera cuatro idiomas para manejarse, pero estamos muy lejos de esa realidad.

6. ¿Qué nivel de competencia lingüística suelen tener los empleados en estos diferentes idiomas?

Euskera: a pesar del esfuerzo que se ha hecho en educación, a pesar de que la mayoría de la gente ya hace sus estudios, por lo menos primarios, en euskera. Existe todavía una proporción alta de gente que no conoce el euskera. Entre la gente más joven eso va siendo más residual. Pero estamos también un poco en la situación de una cosa es el conocimiento de la lengua y otra cosa es el uso de la lengua. Qué elección haces y si realmente esa lengua que has aprendido te sirve como lengua que sientes tuyo y te sientes cómoda. Entenderlo y ser capaz de hacer una conversación y otra cosa es sentirte a gusto identificarte con la lengua y optar por utilizarla y vivir en esa lengua. Ahí hay un abismo terrible. Y el ámbito laboral en general ha sido un ámbito muy no euskalduna, donde predominaba el castellano, entre otras cosas porque la lengua vasca también ha sido una lengua que la gente dominaba oralmente pero a la hora de escribir les generaba muchísima inseguridad y eso todavía está muy presente. Es lo que tiene que ser una lengua no normalizada. Todavía sentimos muchísima inseguridad a la hora de escribir. No sé si he escrito bien, muchas dudas. Cosa que no pasa con el castellano. Geográficamente la presencia y el uso del euskera también es muy diverso. Puede haber lugares, por ejemplo Goierri, donde las fábricas grandes pueden tener una presencia importante del euskera, porque la mayoría de los trabajadores es euskalduna, porque se ha hecho un trabajo de sensibilización, promoción etc. Diría que sigue siendo muy minoritaria.

En otros idiomas: XXX hizo un trabajo sobre las competencias lingüísticas en las empresas vascas en 2011. Creo que en general la falta de conocimientos lingüísticos es un problema. Hay poca gente preparada para trabajar en otras lenguas. Cuando hablamos de

conocimiento de qué tipo de conocimiento hablamos. Una cosa es hablar en inglés, y otra cosa es hacer negocios en inglés.

Que conozcas inglés como para irte de vacaciones a Londres, no significa que puedes hacer una negociación de no sé cuantos millones de euros en inglés. Ahí hay un salto grande.

Las competencias lingüísticas van sobre todo dirigidas hacia el inglés o francés.

7. ¿En qué medida es el dominio de idiomas un requisito para trabajar en las empresas del País Vasco?

Tampoco se ha dado mucha importancia a la hora de contratar a gente. Ha cambiado bastante, pero todavía muchas empresas no tienen en consideración el perfil lingüístico de la gente. Cada vez se tiene más en cuenta. No se ha valorado como lo tuviesen que valorar durante muchos años. Ni siquiera con el euskera, que si puede ser un factor importante de competitividad, para llegar a otros mercados, dar mejor servicio de calidad. No es una cosa que esté automáticamente incorporado. Hay incluso debates si los trabajadores públicos tienen que saber o no euskera.

8. ¿Cómo suelen aprender los empleados los idiomas antes de entrar en la empresa?

(¿En la escuela o en cursos anteriores?)

Hoy en día la gente que está en puestos que pueden requerir conocimientos de otros idiomas, que no sean el castellano y el euskera, creo que mucha gente recibe clases. Está bastante generalizado.

La gente de mi generación, (tengo casi 40 años) que hemos estudiado inglés en la escuela, normalmente la gente ha ido a clases, academias, hay mucha gente que ha hecho Erasmus. Generación que tiene otra relación con las lenguas extranjeras me parece que somos casi la primera generación que tiene esa relación con las lenguas extranjeras.

La gente que estamos ahora trabajando, somos muchos que estamos aprendiendo idiomas. Lo que no tengo claro son los resultados. Ni nos marcamos objetivos, ni hay un seguimiento del avance, del proceso que hacemos, es un poco el estar permanentemente e aprendiendo. Estoy aprendiendo inglés, y llevo diez años aprendiendo inglés, pero nunca acabo. Y es verdad que en cierta manera nunca se acaba de aprender un idioma, pero es esa forma de estar aprendiendo todo el rato yendo a clase. Una cosa es que para mantener es necesario escuchar música, ver películas, leer libros en esas lenguas. Pero otra cosa es estar constantemente a clase. Estamos mucha gente. Vamos a estar toda la vida yendo a clases, de inglés, de francés.

Ni la administración que financia la formación, del personal que está trabajando, nos exige resultados. Todas las empresas reciben por ejemplo financiación para la formación de sus empleados. No existe una exigencia en cuanto a los resultados. Las empresas tampoco exigimos logros. Pues entonces, estamos, ahí.

9. ¿De qué manera facilitan las empresas el aprendizaje de idiomas a los empleados?

(¿Ofrece cursos o se supone que lo aprenden por su cuenta?)

Yo creo que a partir de una tamaño. Los recursos de la empresa tienen que ver mucho con su tamaño. O el tipo de trabajo también. En empresas de servicios, por ejemplo XXX, hay muchísima gente que está aprendiendo idiomas. Son empresas que han trabajado el tema, que los trabajadores perciben que es un tema importante para la empresa y por lo tanto les motiva, y hace que aprendan idiomas.

La cultura empresarial también tiene mucho que ver si se motiva a no a la gente de aprender idiomas. Si se tiene en consideración a la hora de remunerar y promocionar a la gente. Creo que acceder a formación de idiomas, a través de empresas, no me parece algo difícil. Es bastante extendido. Tiene que ver con el tipo de actividad que realices y el tamaño de la empresa.

10. ¿Qué papel juegan las diferencias culturales en el negocio con los países extranjeros?

El tema de las diferencias culturales si que está adquiriendo importancia. En los foros donde se habla de internacionalización se está ganando importancia, más que el aspecto lingüístico. Así como el aspecto lingüístico se considera que con el inglés lo pueden solucionar, luego está el aspecto cultural, que en algunos países se presenta como un problema.

11. ¿Cómo intentan superar las empresas estas diferencias?

En los foros donde salga internacionalización se está incorporando más este tema. Sí que hay interés por formarse, por conocer los códigos culturales de otros países.

Foros, por ejemplo, el XXX, organiza jornadas para las empresas a internacionalizarse. Se habla del tema fiscal, comercial, y se empieza de hablar también del impacto cultural y los códigos culturales.

Tenemos tantas dificultades con el inglés... Como no domino bien el inglés y hace falta, no soy capaz de ver que necesito también otras lenguas. Si tuviéramos otro nivel de inglés, seguramente seríamos capaces de percibir que el inglés no es suficiente. Pero como ni siquiera tenemos inglés.

a. ¿Se ofrecen cursos?

(answered elsewhere in interview)

b. ¿Se aprende haciendo?

(answered elsewhere in interview)

c. ¿Cómo son las competencias culturales de los empleados?

(answered elsewhere in interview)

12. ¿Qué actitud manifiestan los empleados hacia el multilingüismo en las empresas?

(answered elsewhere in interview)

LINGUISTIC REPERTOIRE:

13. ¿Para qué fin se utilizan los idiomas en las empresas?

(Diferenciar por idioma y modo)

(answered elsewhere in interview)

14. ¿Qué estrategias utilizan las empresas normalmente para trabajar con diferentes idiomas?

(Contratar a empleados nativos, agentes locales, empresas externas de traducción e interpretación, página web en diferentes idiomas,)

Depende del tamaño y los recursos de la empresa. Traducciones por ejemplo, contratan muchas empresas, intérpretes ya es bastante más sofisticada, menos accesible para las empresas, pero habrá empresas grandes que lo contratan. Pero la nueva tecnología sí es una forma de poner a la empresa con pocos recursos la posibilidad de gestionar varias lenguas. Tiene potencia para empresas más pequeñas, que no pueden pagar servicios humanos que son más caros que pagar tecnología.

Traducciones sí que están muy extendidas, el tema de la formación también en aquellas empresas que estén internacionalizadas que trabajen en entornos multilingües.

Esos datos también aparecen en el estudio de XXX. Hay empresas que la página ni lo tienen en euskera, ya indica el grado de sensibilización hacia el tema. Puede tener que ver con que su público no lo ven aquí, o tiene que ver también con esa falta de sensibilización. El inglés es la lengua que predomina en las páginas web.

Pensamos que con el inglés podemos llegar a todo el mundo. En cierta manera es así pero no es del todo así.

15. ¿Las empresas suelen tener una estrategia lingüística escrita?

Las grandes multinacionales sí que pueden tener más definido como van a utilizar cada una de las lenguas. Pero las empresas en general, diría que en general no tienen estipulado eso.

Los planes de euskera, gestionar el euskera y castellano, si lo han definido. Otra cosa es ya en un entorno multilingüe.

En esa política el euskera no suele estar incorporado. Se refiere a las grandes lenguas. Y las empresas que sí han abordado el euskera-castellano, si lo tienen.

CONTEXT:

16. ¿Qué papel cree que juegan los siguientes factores a nivel del País Vasco en el multilingüismo en las empresas?

a. La educación

En el ámbito lingüística en educación se ha hecho un gran esfuerzo con el tema de euskera, y creo que ha tenido resultados importantes, es un ámbito en que mayor inversiones se ha hecho, donde mayor esfuerzo se ha hecho. Los resultados están ahí. No son quizás los que nos gustaría que fuesen, pero efectivamente ha habido unos resultados.

El aprendizaje de lenguas extranjeras, creo no hemos acertado, hemos dejado que solamente la escuela fuese la que enseña lenguas. La gente ha aprendida en la escuela y ya está.

Desde luego no tenemos una sociedad multilingüe, ni siquiera una sociedad bilingüe, pero estamos muy lejos de tener una sociedad multilingüe. Y estamos muy lejos de que la gente que sale de la escuela, domine inglés, francés o cualquier otra lengua. De hecho solamente se ha priorizado inglés, pero ni siquiera sabemos inglés. A pesar de que se haya priorizado. En educación habría que replantearse como lo hacemos.

b. La exposición a los idiomas en la vida diaria

No hay. Se me escapa la gente más joven. No sé qué relación tiene con otros idiomas, y qué nivel de exposición tiene a través de internet. Pero mi generación y las previas, quitando los viajes, que son muy pequeños, puntuales y cortos, creo que la exposición es prácticamente nula a lenguas extranjeras.

c. La situación bilingüe del País Vasco

El trabajo en gestión de bilingüismo nos pone en mejor lugar para gestionar más lenguas en aquellas empresas que han mostrado interés en dar lugar a ambas lenguas y asegurar un lugar al euskera. El esfuerzo que han hecho sirve también para que sean capaces ahora de gestionar mejor el multilingüismo.

En el ámbito empresarial creo que es una ventaja que tendríamos que aprovechar. Se aprovecha más de lo que somos conscientes. Nos cuesta identificar las decisiones que sabemos hacer.

d. La política lingüística

Si, en el sentido de experiencia acumulada. Pero política lingüística está muy centrada en la promoción de euskera, que me parece normal.

e. La internacionalización

Los procesos de internacionalización han sido y siguen siendo importantes en esa situación de crisis. Se habla constantemente del tema. El mundo laboral es un factor clave de motivación para el aprendizaje de idiomas.

TO ROUND UP:

17. ¿Cómo sería para usted el profesional multilingüe ideal?

Los idiomas dependen del ámbito profesional tuyo y de los ámbitos en que te muevas. No creo que haya lenguas más importantes que otros. Si tu área de trabajo son Francia y Portugal, pues lo lógica es que sepas francés y portugués. Y si tu ámbito es chino, lo lógica es que sepas o intentes aprender chino. No creo que haya algunas lenguas que haya que saber y otras que no.

Es cierto que el inglés tiene un peso importante, Todos los foros que hablan de internacionalización son en inglés. Hay que hacer una reflexión en el ámbito de colaboración europea, que idiomas, como vamos a gestionar las lenguas. Como las vamos a utilizar y que medios vamos a poner para que cada cual hable su lengua.

Me llama la atención que en los foros se usa solo el inglés.

El inglés juega ese rol, todo el mundo lo reconocemos. Y es verdad que al final dar lugar a otras lenguas requiere tiempo, dinero, actitud, hay mucho trabajo que hacer. Incluso en nuestros propios foros y ámbitos

En un mundo tan internacional saber 4 idiomas es casi básico para cualquier profesional. Vivimos en un mundo muy interrelacionado, tenemos relaciones con diferentes países, es súper interesante y gratificante. En Europa tenemos muchísimas lenguas.

Países como Holanda y Suecia están cerca de ese ideal. Y me parece una situación buena.

18. ¿Cómo resumiría su visión sobre el multilingüismo en la empresa?

(answered elsewhere in interview)

19. ¿Cuál es su opinión con respecto a la idea de “inglés es suficiente”?

Qué tipo de sociedad queremos. Tiene que ver mucho con los valores. Un mundo que determina que inglés es lengua franca, y que nos vamos a manejar internacionalmente manejar con esa lengua. Eso tiene unas implicaciones sociales muy fuertes. Y tiene mucho que ver con qué valores estamos promoviendo, y qué tipo de sociedad estamos promoviendo. Porque el monolingüismo, el priorizar una lengua sobre las otras, nos lleva también a una estandarización, una homogeneización. La riqueza y la diversidad existe en muchos sentidos: diversidad lingüística, ecológica, cultural, sexual. Creo que el camino que optemos en el ámbito lingüístico tiene que ver con otros caminos en otros ámbitos también. Sobre todo con las lenguas pequeñas, tenemos una argumentación más de tipo emocional, más vinculada con los

valores, del tipo de sociedad que queremos. Y luego está el tema de la competitividad. A la hora de vender también los factores emocionales también tienen gran importancia. Siempre se dice: tú puedes comprar en el idioma que quieras, pero vender vas a vender más si lo haces en la lengua del comprador.

También hay un tema de que cada lengua tiene su mercado. Aquí lo veo: el euskera tiene su mercado. Hay algunas empresas que lo han visto y que han basado su estrategia comercial precisamente en atender a la gente que hable euskera. Pero, entiendo también que la inversión que supone el hablar a cada mercado en su idioma, y el retorno que eso tiene, no sé si se compensan. En realidad es lo que nos pasa aquí. La gente que sabe euskera, y que ha optado por vivir en euskera, prefiere que le atiendan en euskera, que le venden el producto en euskera, pero en realidad, si no existe tal mercado vamos a seguir consumiendo y comprando. El problema se crea cuando alguien te lo vende en euskera, pero si nadie te lo ofrece en euskera, como consumidores...

Si en un mercado francés todo el mundo está ofreciendo su producto en inglés, y tú de repente lo ofreces en francés, eso va a ser una ventaja competitiva para ti. Pero hace falta romper esos mercados donde prioriza el inglés.

En XXX también trabajamos de la parte emocional. Lo sentimos como una necesidad propia. Pero incluso aquí nos cuesta a veces de que a la gente ve el euskera como un factor competitivo. No todas las empresas hacen esa opción porque no todas ven la rentabilidad.

Hay un problema a nivel discursivo. Está bien relacionar el tema de bilingüismo con la competitividad, argumentos para defender el multilingüismo. Eso es un problema. Si no damos también importancia a otros valores, si insistimos mucho en el tema de la competitividad, tenemos el peligro de ante de la respuesta de que para mí no es

competitivo, porque no voy a recibir más beneficios, no tenemos más argumentos. Sin embargo el otro argumento, de la diversidad, de la justicia, de construir un mundo más... eso en las empresas es muy difícil. Si lo planteamos en el idioma de las empresas, de la competitividad, ahí no siempre está claro, que la inversión tiene su retorno. Sin embargo si nos volvemos en el otro discurso, que es la justicia, de solidaridad, ese discurso a la empresa no les sirve.

En Holanda, sabiendo el nivel multilingüe que existe, y que todo el mundo conoce inglés, perfectamente una multinacional puede ir a Holanda, montar una empresa y decidir que la lengua de uso va a ser el inglés. Y podría funcionar perfectamente, y se está ahorrando toda una inversión...

El tema está más en el aspecto emocional de esa gente. Si esa gente se va a sentir cómoda o no, o si se va a identificar con la empresa. Ahí sí que hay una clave. Yo no sé en qué medida la sociedad está en esa clave. Lo que tenemos claro es que la gente que es euskalduna, y se siente más cómoda hablando en euskera, cuando su empresa hace una apuesta para que el euskera también sea una lengua de trabajo, la identificación, afinidad, y implicación de esa persona cambia radicalmente.

La lengua juega un papel muy importante a la hora de identificarnos. Entre la gente euskalduna, si eres euskalduna, vas a una tienda y te atienden en euskera, automáticamente el grado de confianza es totalmente diferente. El vínculo que se crea es diferente al que se puede crear.

XXX hizo un estudio entre sus usuarios, y les preguntaban si estarían dispuestos a pagar un poco más de dinero por recibir un servicio en euskera. Y la mayoría de la gente está dispuesta a pagar un poco más, incluso si fuese un poco más caro.. Es verdad que eso es algo que dices y

luego hay que ver si lo haces. Pero indica, que puede ser un factor de identificación y de compra.

Creo que son cosas que funcionan, pero tenemos herramientas para medir el impacto, y eso es un problema. Los planes de euskera han tenido mucho de eso. La gente ha sentido que su empresa preocupaba por el euskera. La empresa se preocupada por un tema que socialmente generaba preocupación. La normalización del euskera precopa a la sociedad, y también a mi empresa.

Por dónde vas, le intentas convencer porque tiene que ver con responsabilidad social, o pones el acento en la competencia.

Hasta ahora utilizamos los dos elementos. Para dentro es un factor emocional, y para fuera es un factor de competitividad.

Al final también es verdad que el factor emocional entre el personal laboral también tiene un impacto económico en que la gente produce más, mejor, se esfuerza más, está más implicada. Pero eso cómo se cuantifica.

20. ¿Puede recomendarme otra persona experta en el campo de multilingüismo en la empresa que tendría que entrevistar?

XXX: les escribo de tu parte para que se pongan en contacto.

XXX: acudir a la siguiente cita en Donostia? Tenerlo en cuenta

Publicado la buena práctica de XXX, y el plan de euskera de XXX: te mando los links.

Las herramientas que hemos utilizado no están, te puedo poner en contacto con XXX, que es la responsable del proyecto de XXX. Ella está en Durango y te puedo comentar algo de las herramientas.

21. ¿Puede recomendarme algunas empresas donde se podría llevar a cabo el estudio?

Ya vamos a pensar en alguna otra empresa.

XXX es muy interesante, siempre aporta puntos de vista interesantes.


Habla de quitar la carga utilitarista.

22. ¿Quisiera añadir algo que no se ha tratado en esta entrevista?

Me quedo con ganas de conocer también tu opinión. Estaría bien que nos juntásemos otra vez.

Hay mucho que afinar, pulir. Me parece interesante también conocer la opinión de otra gente, más tú siendo de fuera.

Appendix 3: Questionnaire for business students in Spanish

 Universidad del País Vasco Euskal Herriko Unibertsitatea	Cuestionario sobre idiomas Parte A																																																																
Acerca de ti																																																																	
1. Edad: 2. Sexo: <input type="checkbox"/> Hombre <input type="checkbox"/> Mujer 3. Lugar de nacimiento: <input type="checkbox"/> País Vasco <input type="checkbox"/> Otro: 4. Lengua materna: <input type="checkbox"/> Castellano <input type="checkbox"/> Euskera <input type="checkbox"/> Otro:																																																																	
Tu aprendizaje y conocimiento de idiomas																																																																	
5. ¿En qué modelo lingüístico has estudiado? <input type="checkbox"/> Todo en castellano, menos la asignatura de euskera <input type="checkbox"/> Algunas asignaturas en castellano y otras en euskera <input type="checkbox"/> Todo en euskera, menos la asignatura de lengua castellana <input type="checkbox"/> Otro:																																																																	
6. ¿Con cuántos años comenzaste a estudiar euskera? 7. ¿Con cuántos años comenzaste a estudiar castellano? 8. ¿Con cuántos años comenzaste a estudiar inglés? 9. ¿Has estudiado alguna vez otras asignaturas en inglés? <input type="checkbox"/> Sí <input type="checkbox"/> No ¿Qué asignaturas?																																																																	
10. Evalúa de 1 a 7 tu experiencia con el inglés en el centro escolar en secundaria. (1 = totalmente en desacuerdo, 7 = totalmente de acuerdo)																																																																	
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th colspan="5">totalmente en desacuerdo</th> <th colspan="2">totalmente de acuerdo</th> </tr> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> </tr> </thead> <tbody> <tr> <td>a. Los profesores tenían un dominio suficiente del inglés</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>b. Los materiales que usábamos en clase eran adecuados</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>c. La cantidad de horas de clase de inglés era insuficiente</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>d. Me enseñaban inglés con el objetivo de obtener títulos</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>e. Aprender inglés en el centro escolar me resultaba interesante</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>f. Aprender inglés en el centro escolar me resultaba fácil</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>		totalmente en desacuerdo					totalmente de acuerdo			1	2	3	4	5	6	7	a. Los profesores tenían un dominio suficiente del inglés								b. Los materiales que usábamos en clase eran adecuados								c. La cantidad de horas de clase de inglés era insuficiente								d. Me enseñaban inglés con el objetivo de obtener títulos								e. Aprender inglés en el centro escolar me resultaba interesante								f. Aprender inglés en el centro escolar me resultaba fácil							
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f. Aprender inglés en el centro escolar me resultaba fácil																																																																	
11. ¿Has estudiado euskera en algún Euskaltegi? <input type="checkbox"/> Sí <input type="checkbox"/> No 12. ¿Tienes algún título en euskera? <input type="checkbox"/> Sí <input type="checkbox"/> No (Si la respuesta es afirmativa, especifica el título)																																																																	
13. ¿Has estudiado inglés en alguna academia, EOI o clases particulares? <input type="checkbox"/> Sí <input type="checkbox"/> No 14. ¿Tienes algún título en inglés? <input type="checkbox"/> Sí <input type="checkbox"/> No (Si la respuesta es afirmativa, especifica el título)																																																																	
15. ¿Has realizado alguna estancia (estudios, trabajo, colonia, etc.) en algún país de habla inglesa? <input type="checkbox"/> Sí <input type="checkbox"/> No 16. ¿Has ido alguna vez a una colonia de inglés en el País Vasco? <input type="checkbox"/> Sí <input type="checkbox"/> No																																																																	
1																																																																	

17. Evalúa de 1 a 7 hasta qué punto estos han sido motivos para aprender inglés fuera del centro. (1 = no ha sido motivo, 5 = ha sido un motivo muy importante)

		no ha sido motivo				ha sido un motivo muy importante			
a.	Porque me gusta	1	2	3	4	5	6	7	
b.	Para mi futuro profesional	1	2	3	4	5	6	7	
c.	Para poder comunicar con gente de fuera	1	2	3	4	5	6	7	
d.	Para obtener un certificado	1	2	3	4	5	6	7	
e.	Por influencia de mis padres	1	2	3	4	5	6	7	
f.	Otro motivo:	1	2	3	4	5	6	7	

18. Evalúa del 1 a 10 tus conocimientos de los siguientes idiomas. (1 = ningún conocimiento, 10 = nativo)

Euskera	ninguno										nativo
Escuchar	1	2	3	4	5	6	7	8	9	10	
Hablar	1	2	3	4	5	6	7	8	9	10	
Leer	1	2	3	4	5	6	7	8	9	10	
Escribir	1	2	3	4	5	6	7	8	9	10	

Castellano	ninguno										nativo
Escuchar	1	2	3	4	5	6	7	8	9	10	
Hablar	1	2	3	4	5	6	7	8	9	10	
Leer	1	2	3	4	5	6	7	8	9	10	
Escribir	1	2	3	4	5	6	7	8	9	10	

Inglés	ninguno										nativo
Escuchar	1	2	3	4	5	6	7	8	9	10	
Hablar	1	2	3	4	5	6	7	8	9	10	
Leer	1	2	3	4	5	6	7	8	9	10	
Escribir	1	2	3	4	5	6	7	8	9	10	

Otro idioma:	ninguno										nativo
Escuchar	1	2	3	4	5	6	7	8	9	10	
Hablar	1	2	3	4	5	6	7	8	9	10	
Leer	1	2	3	4	5	6	7	8	9	10	
Escribir	1	2	3	4	5	6	7	8	9	10	

Tu dominio de inglés

19. Imagina que ya estás trabajando. Indica de 1 a 10 hasta qué medida serías capaz de realizar las siguientes cosas en inglés en tu puesto de trabajo. (1 = totalmente incapaz, 10 = totalmente capaz)

Comprensión auditiva / Expresión oral		totalmente incapaz								totalmente capaz	
		1	2	3	4	5	6	7	8	9	10
a.	Puedo comprender y transmitir mensajes sencillos de carácter rutinario como, por ejemplo, "Reunión el viernes a las 10.00h."	1	2	3	4	5	6	7	8	9	10
b.	Puedo expresar peticiones sencillas relacionadas con mi área de trabajo como, por ejemplo, "Deseo pedir 25..."	1	2	3	4	5	6	7	8	9	10
c.	Puedo dar consejos a clientes sobre asuntos sencillos relacionados con mi área de trabajo	1	2	3	4	5	6	7	8	9	10
d.	Puedo comprender y transmitir la mayoría de los mensajes que precisen atención durante un día normal de trabajo	1	2	3	4	5	6	7	8	9	10
e.	Puedo participar eficazmente en reuniones y seminarios relacionados con mi área de trabajo y argumentar a favor o en contra de un asunto	1	2	3	4	5	6	7	8	9	10
f.	Puedo dar consejos sobre temas complejos, delicados o discutibles, tales como asuntos legales o financieros, siempre que tenga el conocimiento especializado necesario	1	2	3	4	5	6	7	8	9	10
Comprensión de lectura											
a.	Puedo comprender informes breves o descripciones de productos sobre asuntos conocidos si están expresados con un lenguaje sencillo y si los contenidos son predecibles	1	2	3	4	5	6	7	8	9	10
b.	Puedo comprender la mayoría de los informes o manuales breves de carácter predecible relacionados con mi especialidad, siempre que se me dé el tiempo necesario	1	2	3	4	5	6	7	8	9	10
c.	Puedo comprender el sentido general de cartas no rutinarias y de artículos teóricos relacionados con mi área de trabajo	1	2	3	4	5	6	7	8	9	10
d.	Puedo comprender la mayor parte de la correspondencia, los informes y las descripciones de productos que pueda encontrar en mi labor diaria	1	2	3	4	5	6	7	8	9	10
e.	Puedo comprender la correspondencia expresada en un nivel de lengua que no es el estándar	1	2	3	4	5	6	7	8	9	10
f.	Puedo comprender informes y artículos a los que pueda tener acceso durante mi trabajo, que incluyan ideas complejas expresadas en un lenguaje complejo	1	2	3	4	5	6	7	8	9	10
Expresión escrita											
a.	Puedo escribir pedidos rutinarios y sencillos a colegas como, por ejemplo, "Envíeme 20 ..., por favor"	1	2	3	4	5	6	7	8	9	10
b.	Puedo escribir notas breves y comprensibles de petición a un colega o a un contacto conocido de otra empresa	1	2	3	4	5	6	7	8	9	10
c.	Puedo tomar notas razonablemente precisas en reuniones o seminarios cuyo tema sea conocido y predecible	1	2	3	4	5	6	7	8	9	10
d.	Puedo abordar todas las peticiones rutinarias de bienes o servicios	1	2	3	4	5	6	7	8	9	10
e.	Puedo manejar una gran variedad de situaciones rutinarias o no rutinarias para solicitar servicios profesionales a colegas o contactos externos	1	2	3	4	5	6	7	8	9	10
f.	Puedo tomar notas completas y precisas, y continuar participando en una reunión o seminario	1	2	3	4	5	6	7	8	9	10

Uso de idiomas

20. Indica el porcentaje medio de tiempo que actualmente estás expuesto a, o utilizas cada uno de los siguientes idiomas. (Los porcentajes tienen que sumar hasta un 100%)

1. Euskara %
 2. Castellano: %
 3. Inglés: %
 4. Otro idioma: % +
 100 %

21. Evalúa de 1 a 7 hasta qué medida estás expuesto a, o utilizas el inglés en las siguientes situaciones. (1 = nunca, 7 = muy a menudo)

	nunca			muy a menudo			
	1	2	3	4	5	6	7
a) Hablar con los amigos o la familia	1	2	3	4	5	6	7
b) Leer libros o revistas	1	2	3	4	5	6	7
c) Estudiar inglés por mi cuenta	1	2	3	4	5	6	7
d) Ver películas o programas de televisión en versión original	1	2	3	4	5	6	7
e) Escuchar música o la radio	1	2	3	4	5	6	7
f) Ver páginas web de tu interés en Internet	1	2	3	4	5	6	7
g) Utilizar las redes sociales (Twitter, Facebook, Youtube etc.)	1	2	3	4	5	6	7
h) Enviar mensajes de Whatsapp	1	2	3	4	5	6	7
i) Hablar por Skype o teléfono	1	2	3	4	5	6	7
j) Jugar juegos en Internet	1	2	3	4	5	6	7

Competencias culturales

22. ¿Cuántos amigos extranjeros tienes? 0 1-5 6-10 > 10
 23. ¿Has tenido que interactuar con compañeros de clase extranjeros? Sí No
 24. ¿Cuántas veces has estado en el extranjero? 0 1-2 3-5 6-10 >10
 25. Indica de 1 a 7 hasta qué medida te identificas con las siguientes afirmaciones. (1 = totalmente en desacuerdo, 7 = totalmente de acuerdo)

	totalmente en desacuerdo				totalmente de acuerdo		
	1	2	3	4	5	6	7
a. Adapto mi estrategia de comunicación al hablante extranjero	1	2	3	4	5	6	7
b. Antes de empezar una conversación con un extranjero, pienso en cómo el otro podrá reaccionar	1	2	3	4	5	6	7
c. Mis propias normas y valores influyen en mi interacción con personas de otras culturas	1	2	3	4	5	6	7
d. Me gusta tratar con personas de otras culturas	1	2	3	4	5	6	7
e. Antes de hacer un primer contacto con un extranjero, ahondo en su cultura	1	2	3	4	5	6	7
f. Cuando interactúo con personas de otras culturas, dejo de lado mis prejuicios	1	2	3	4	5	6	7
g. En otra cultura me siento incómodo	1	2	3	4	5	6	7
h. Cuando interactúo con alguien de otro país o cultura, puedo participar sin problemas en temas como la política, historia y religión de su país	1	2	3	4	5	6	7
i. Cuando interactúo con alguien de otro país o cultura, evito temas como la política, historia y religión local	1	2	3	4	5	6	7
j. Cuando estoy en contacto con otras culturas, soy consciente de que tal vez mis expectativas no se cumplan	1	2	3	4	5	6	7
k. La comunicación en situaciones interculturales me parece muy diferente a la comunicación que tengo con la gente de mi cultura	1	2	3	4	5	6	7

Idiomas en tu futuro trabajo

26. ¿Qué puesto de trabajo vas a buscar después de terminar los estudios?

.....

27. ¿Dónde vas a intentar trabajar después de terminar los estudios?

- En empresas del País Vasco
- En empresas del resto de España
- En empresas del resto de Europa
- En empresas fuera de Europa
- En alguna institución pública
- Otro:

28. Pon todos los siguientes idiomas en orden de la importancia que crees que tienen para tu futuro trabajo. (1 = el más importante, 6 = el menos importante)

euskera - castellano - inglés - alemán - francés - chino

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

29. Si en tu futuro trabajo, te ofrecerían un curso del idioma que quisieras, ¿qué idioma elegirías para aprender?

.....

30. Contesta las preguntas para cada idioma con una nota de 1 a 5. Puedes repetir las mismas notas para una misma pregunta. (1 = para nada, 2 = poco, 3 = más o menos, 4 = bastante, 5 = mucho)


	euskera	castellano	inglés	alemán	francés	chino
a. ¿Cuánto te gustan estos idiomas?						
b. ¿Cuánto esfuerzo estás dispuesto a hacer para aprender estos idiomas?						
c. ¿Cómo de importante crees que es saber estos idiomas hoy en día en las empresas internacionales del País Vasco?						
d. ¿Cómo de importante crees que es saber estos idiomas en el futuro (de aquí en 25 años) en las empresas internacionales del País Vasco?						
e. ¿Cuánto crees que aprender estos idiomas podría ayudarte a encontrar trabajo en el País Vasco?						
f. ¿Cuánto crees que se utilizan estos idiomas en las empresas del País Vasco?						

¿Qué opinas...?

31. Indica de 1 a 7 hasta qué medida estás de acuerdo con las siguientes afirmaciones sobre trabajar en el País Vasco. (1 = totalmente en desacuerdo, 7 = totalmente de acuerdo)

		totalmente en desacuerdo				totalmente de acuerdo		
		1	2	3	4	5	6	7
a.	Con el euskera que he aprendido en el centro escolar me siento lo suficientemente preparado para utilizarlo en mi futuro trabajo	1	2	3	4	5	6	7
b.	Con el castellano que he aprendido en el centro escolar me siento lo suficientemente preparado para utilizarlo en mi futuro trabajo	1	2	3	4	5	6	7
c.	Con el inglés que he aprendido en el centro escolar me siento lo suficientemente preparado para utilizarlo en mi futuro trabajo	1	2	3	4	5	6	7
d.	Fuera del centro escolar he tenido posibilidades suficientes para aprender inglés para mi futuro trabajo	1	2	3	4	5	6	7
e.	Una estancia de Erasmus es muy importante para aprender idiomas para mi futuro trabajo	1	2	3	4	5	6	7
f.	Saber euskera es un requisito para encontrar trabajo	1	2	3	4	5	6	7
g.	Saber castellano es un requisito para encontrar trabajo	1	2	3	4	5	6	7
h.	Saber inglés es un requisito para encontrar trabajo	1	2	3	4	5	6	7
i.	Los títulos en idiomas son muy importantes para obtener un puesto de trabajo	1	2	3	4	5	6	7
j.	Las empresas valorarán más saber inglés, que euskera	1	2	3	4	5	6	7
k.	Las empresas apenas valorarán mis conocimientos de idiomas	1	2	3	4	5	6	7
l.	Las empresas valorarán más mi dominio de idiomas que pueda demostrar en la entrevista, que mis títulos en idiomas	1	2	3	4	5	6	7
m.	Las empresas apenas valorarán mi estancia de Erasmus	1	2	3	4	5	6	7
n.	Las empresas valorarán mi experiencia con diferentes culturas	1	2	3	4	5	6	7
o.	Es más importante tener buenos contactos que saber idiomas para obtener un puesto de trabajo	1	2	3	4	5	6	7
p.	Es más importante tener conocimientos especializados que saber idiomas para obtener un puesto de trabajo	1	2	3	4	5	6	7
q.	El EGA de euskera está bien valorado por las empresas	1	2	3	4	5	6	7
r.	El First Certificate de inglés está bien valorado por las empresas	1	2	3	4	5	6	7
s.	El Advanced Certificate de inglés está bien valorado por las empresas	1	2	3	4	5	6	7
a.	El euskera que he aprendido será muy útil en mi futuro trabajo	1	2	3	4	5	6	7
b.	El castellano que he aprendido será muy útil en mi futuro trabajo	1	2	3	4	5	6	7
c.	El inglés que he aprendido será muy útil en mi futuro trabajo	1	2	3	4	5	6	7
d.	Necesitaré entender inglés en mi futuro trabajo	1	2	3	4	5	6	7
e.	Necesitaré hablar en inglés en mi futuro trabajo	1	2	3	4	5	6	7
f.	Necesitaré escribir en inglés en mi futuro trabajo	1	2	3	4	5	6	7
g.	Necesitaré entender textos escritos en inglés en mi futuro trabajo	1	2	3	4	5	6	7
h.	Tendré que trabajar con programas en inglés en mi futuro trabajo	1	2	3	4	5	6	7
i.	Me da miedo tener que utilizar el inglés en mi futuro trabajo	1	2	3	4	5	6	7
j.	Me sentiré incómodo hablando en inglés en mi futuro trabajo	1	2	3	4	5	6	7
k.	Necesitaré hacer cursos de inglés cuando trabaje	1	2	3	4	5	6	7
l.	Utilizaré poco euskera en mi futuro trabajo	1	2	3	4	5	6	7
m.	Me gustará hacer viajes al extranjero para mi futuro trabajo	1	2	3	4	5	6	7
n.	Me sentiré cómodo trabajando con gente con otros idiomas en mi futuro trabajo	1	2	3	4	5	6	7
o.	El inglés es suficiente para que una empresa comunique internacionalmente	1	2	3	4	5	6	7
p.	El inglés como idioma global amenaza la situación del euskera	1	2	3	4	5	6	7
q.	El inglés como idioma global amenaza la situación del castellano	1	2	3	4	5	6	7
r.	Un buen profesional tiene que saber más lenguas extranjeras aparte del inglés	1	2	3	4	5	6	7
s.	Las empresas necesitan profesionales que hablen además de castellano, euskera	1	2	3	4	5	6	7
t.	Las empresas necesitan profesionales que hablen además de castellano, inglés	1	2	3	4	5	6	7

Appendix 4: Questionnaire for business students in Basque

 Universidad del País Vasco Euskal Herriko Unibertsitatea	Hizkuntzei buruzko galdetegia A atala																																																																	
Zeure buruari buruz																																																																		
1. Adina:																																																																		
2. Sexua:	<input type="checkbox"/> Gizonezkoa <input type="checkbox"/> Emakumezkoa																																																																	
3. Sorlekua:	<input type="checkbox"/> Euskal Herria <input type="checkbox"/> Beste bat:																																																																	
4. Ama-hizkuntza:	<input type="checkbox"/> Castellano <input type="checkbox"/> Euskara <input type="checkbox"/> Beste bat:																																																																	
Zure ikasketak eta hizkuntzen ezagutza																																																																		
5. Zein hizkuntza-eredutan egin dituzu ikasketak?																																																																		
<input type="checkbox"/> Guztia gaztelaniaz, Euskara ikasgaia izan ezik <input type="checkbox"/> Ikasgai batzuk gaztelaniaz eta beste batzuk euskaraz <input type="checkbox"/> Guztia euskaraz, Gaztelania ikasgaia izan ezik <input type="checkbox"/> Beste bat:																																																																		
6. Zenbat urterekin hasi zinen euskara ikasten?																																																																		
7. Zenbat urterekin hasi zinen gaztelania ikasten?																																																																		
8. Zenbat urterekin hasi zinen ingelesa ikasten?																																																																		
9. Inoiz ikasi dituzu beste ikasgai batzuk ingelesez? <input type="checkbox"/> Bai <input type="checkbox"/> Ez Zer ikasgai?																																																																		
10. Ebaluatu ezazu, 1etik 7ra, bigarren hezkuntzako ikastetxean ingelesarekin izan duzun esperientzia. (1 = erabat desados, 7 = erabat ados)																																																																		
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f. Eskolan ingelesa ikastea erraza egiten zitzaidan	1	2	3	4	5	6	7																																																											
11. Euskara ikasi duzu euskaltegiren batean? <input type="checkbox"/> Bai <input type="checkbox"/> Ez																																																																		
12. Euskarako titulurik baduzu? <input type="checkbox"/> Bai <input type="checkbox"/> Ez (Baietz erantzun baduzu, adierazi zer titulu den)																																																																		
13. Ingelesa ikasi duzu akademia edo hizkuntza-eskola ofizial batean edo klase partikularretan? <input type="checkbox"/> Bai <input type="checkbox"/> Ez																																																																		
14. Ingeleseko titulurik baduzu? <input type="checkbox"/> Bai <input type="checkbox"/> Ez (Baietz erantzun baduzu, adierazi zer titulu den)																																																																		
15. Ingelesez egiten den herrialderen batean egonaldirik egin duzu (ikasketak, lana, udalekuak, etab.) <input type="checkbox"/> Bai <input type="checkbox"/> Ez																																																																		
16. Euskal Herrian, ingeleseko udaleku batera joan zara inoiz? <input type="checkbox"/> Bai <input type="checkbox"/> Ez																																																																		
1																																																																		

17. Ebaluatu ezazu, 1etik 7ra, ondorengo arrazoiak zein neurritan izan diren garrantzitsuak ikastetxetik kanpo ingelese ikasteko. (1 = batere ez, 7 = oso arrazoi garrantzitsua izan da)

		batere ez							oso garrantzitsua						
a.	Gustuko dudalako	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b.	Nire etorkizun profesionalari begira	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c.	Kanpoko jendearekin komunikatu ahal izateko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d.	Ziurtagiri bat lortzeko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e.	Gurasoen eraginagatik	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f.	Beste arrazoi bat:	1	2	3	4	5	6	7	1	2	3	4	5	6	7

18. Ebaluatu ezazu, 1etik 10era, hizkuntza hauetan duzun gaitasuna. (1 = batere ez, 10 = oso ongi)

Euskara	batere ez										oso ongi									
Entzun	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Hitz egin	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Irakurri	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Idatzi	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Gaztelania	batere ez										oso ongi									
Entzun	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Hitz egin	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Irakurri	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Idatzi	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Ingelesa	batere ez										oso ongi									
Entzun	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Hitz egin	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Irakurri	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Idatzi	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Beste bat:	batere ez										oso ongi									
Entzun	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Hitz egin	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Irakurri	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Idatzi	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Galdetegi: B atala

Zure gaitasuna ingelesez

19. Demagun jada lanean ari zarela. Adierazi, 1etik 10era, zure lanpostuan zein neurritan izango zinatekeen gai ondorengo jarduerak ingelesez egiteko. (1 = erabat ezgai, 10 = erabat gai)

	Ulermena / Mintzamina	erabat ezgai								erabat gai	
		1	2	3	4	5	6	7	8	9	10
a.	Gai naiz mezu soil eta arruntak ulertzeko eta transmititzeko; esaterako, "Bilera ostiralean, 10.00etan"	1	2	3	4	5	6	7	8	9	10
b.	Gai naiz nire lan-arloarekin lotutako eskaera soilak egiteko; esaterako, "25 eskatu nahi ditut..."	1	2	3	4	5	6	7	8	9	10
c.	Gai naiz bezeroei nire lan-arloarekin lotutako gai soilei buruz aholkuak emateko	1	2	3	4	5	6	7	8	9	10
d.	Gai naiz lanegun arrunt batean nire ardurapekoak diren mezu gehienak ulertzeko eta transmititzeko	1	2	3	4	5	6	7	8	9	10
e.	Gai naiz nire lan-arloarekin lotutako bilera eta mintegietan modu eraginkorrean parte hartzeko eta auzi baten inguruan aldeko edo aurkako argudioak emateko	1	2	3	4	5	6	7	8	9	10
f.	Gai naiz auzi konplexu, delikatu edo eztabaidagarrien inguruan –esaterako, legearen edo finantzen ingurukoak– aholkuak emateko, betiere gaiari buruzko ezagutza espezializatua badut	1	2	3	4	5	6	7	8	9	10
Irakurmena											
a.	Gai naiz kontu ezagunei buruzko txosten laburrak edo produktuei buruzko deskribapenak ulertzeko, hizkera errazean adierazita badaude eta edukiak ohikoak badira	1	2	3	4	5	6	7	8	9	10
b.	Gai naiz nire espezialitatearekin lotutako txosten edo eskuliburu labur gehienak ulertzeko, betiere edukiak ohikoak badira eta behar beste denbora ematen badidate	1	2	3	4	5	6	7	8	9	10
c.	Gai naiz ohikoak ez diren gutunen edo nire lan-arloarekin lotutako artikuluen teorikoen zentzu orokorra ulertzeko	1	2	3	4	5	6	7	8	9	10
d.	Gai naiz nire eguneroko lanean jaso ditzakedan gutun, txosten eta produktuen deskribapen gehienak ulertzeko	1	2	3	4	5	6	7	8	9	10
e.	Gai naiz estandarra ez den hizkuntza maila batean idatzita dauden gutunak ulertzeko	1	2	3	4	5	6	7	8	9	10
f.	Gai naiz hizkuntza konplexu batean idatzita dauden eta ideia konplexuak adierazten dituzten txostenak eta artikuluenak ulertzeko	1	2	3	4	5	6	7	8	9	10
Idazmena											
a.	Gai naiz lankideei eskaera arrunt eta soilak idazteko; esaterako, "Bidali 20..., mesedez"	1	2	3	4	5	6	7	8	9	10
b.	Gai naiz lankide bati edo beste enpresa bateko kontaktu ezagun bati ohar labur eta ulerterrazak idazteko	1	2	3	4	5	6	7	8	9	10
c.	Gai naiz ohar nahiko zehatzak hartzeko, ezagunak eta ohikoak diren kontuei buruzko bilera edo mintegietan	1	2	3	4	5	6	7	8	9	10
d.	Gai naiz ondasun edo zerbitzuei buruzko eskaera arrunt guztiei erantzuteko	1	2	3	4	5	6	7	8	9	10
e.	Gai naiz askotariko egoera arruntei nahiz ezohikoei aurre egiteko, lankideei edo kanpoko kontaktuei zerbitzu profesionalak eskatzeko orduan	1	2	3	4	5	6	7	8	9	10
f.	Gai naiz bilera edo mintegi batean ohar osatu eta zehatzak hartzeko eta, aldi berean, parte hartzen jarraitzeko	1	2	3	4	5	6	7	8	9	10

Hizkuntzen erabilera

20. Adierazi, ehunekotan, gaur egun ondorengo hizkuntzekiko duzun esposizioa edo batez beste zenbat denboraz erabiltzen duzun hizkuntza bakoitza. (ehunekoen baturak 100 izan behar du)

1. Euskara: %
2. Gaztelania: %
3. Ingelesa: %
4. Beste hizkuntza bat: % +
% 100

21. Ebaluatu ezazu, 1etik 7ra, zein neurritan zauden ingelesarekiko esposiziopean edo zenbateraino erabiltzen duzun hizkuntza hori honako egoera hauetan. (1 = inoiz ez, 7 = oso sarritan)

	Inoiz ez				oso sarritan		
a) Lagunekin edo familiarekin hitz egitean	1	2	3	4	5	6	7
b) Liburuak edo aldizkariak irakurtzean	1	2	3	4	5	6	7
c) Ingelesa zure kabuz ikastean	1	2	3	4	5	6	7
d) Filmak edo telebistako programak jatorrizko bertsioan ikusteak	1	2	3	4	5	6	7
e) Musika edo irratia entzutean	1	2	3	4	5	6	7
f) Interneten interesgarriak zaizkizun webguneak ikusteak	1	2	3	4	5	6	7
g) Sare sozialak (Twitter, Facebook, Youtube, etab.) erabiltzean	1	2	3	4	5	6	7
h) Whatsapp-etik mezuak bidaltzean	1	2	3	4	5	6	7
i) Skype-tik edo telefonoz hitz egitean	1	2	3	4	5	6	7
j) Interneteko jokoetan aritzean	1	2	3	4	5	6	7

Gaitasun kulturalak

22. Zenbat lagun atzerritar dituzu? 0 1-5 6-10 > 10
23. Ikaskide atzerritarrekin harremanak izan dituzu? Bai Ez
24. Zenbat aldiz izan zara atzerrian? 0 1-2 3-5 6-10 > 10
25. Adierazi ezazu, 1etik 7ra, zein neurritan zauden ados honako baieztapen hauekin.
(1 = erabat desados, 7 = erabat ados)

	erabat desados				erabat ados		
a. Atzerritar hitzunen aurrean, nire komunikazio-estrategia egokitzen dut	1	2	3	4	5	6	7
b. Atzerritar batekin hizketan hasi aurretik, besteak nola erreakzionatu dezakeen pentsatzen dut	1	2	3	4	5	6	7
c. Nire arau eta balioek eragina dute atzerritarrekiko nire harremanetan	1	2	3	4	5	6	7
d. Gustatzen zait beste kultura batzuetako jendearekin aritzea	1	2	3	4	5	6	7
e. Atzerritar batekin lehen kontaktua egin aurretik, haren kulturari sakontzen dut	1	2	3	4	5	6	7
f. Beste kultura batzuetako jendearekiko harremanean, albo batera uzten ditut nire aurreiritziak	1	2	3	4	5	6	7
g. Beste kultura batean deseroso sentitzen naiz	1	2	3	4	5	6	7
h. Beste herrialde edo kultura bateko pertsona batekin aritzean, arazorik gabe parte har dezaket haren herrialdeko politika, historia edota erlijioa bezalako gaietan	1	2	3	4	5	6	7
i. Beste herrialde edo kultura bateko pertsona batekin aritzean, bertako politika, historia edo erlijioa bezalako gaiak saihesten ditut	1	2	3	4	5	6	7
j. Beste kultura batzuekin harremana dudana egoera bakoitzean, jabetzen naiz agian nire aurreikuspenak ez direla beteko	1	2	3	4	5	6	7
k. Kulturarteko egoeretan sortzen den komunikazioa oso desberdina dela iruditzen zait, nire kulturako jendearekin dudana komunikazioarekin alderatuz	1	2	3	4	5	6	7

Hizkuntzak etorkizuneko zure lanean

26. Zer lanpostu lortu nahi duzu zure ikasketak amaitzean?

.....

27. Non saiatuko zara lan egiten ikasketak amaitu ondoren?

- Euskal Herriko enpresetan
- Gainerako Espainiako enpresetan
- Gainerako Europako enpresetan
- Europatik kanpoko enpresetan
- Erakunde publikoren batean
- Beste nonbait:

28. Jar itzazu ondorengo hizkuntza guztiak ordenan, zure etorkizuneko lanari begira duten garrantziaren arabera. (1 = garrantzitsuena, 6 = garrantzia txikiena duena)

euskara	-	gaztelania	-	ingeleza	-	alemana	-	frantsesa	-	txinera
---------	---	------------	---	----------	---	---------	---	-----------	---	---------

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

29. Etorkizuneko zure lanean, zuk nahi duzun hizkuntza-ikastaroa egitea eskainiko balizute, zein hizkuntza aukeratuko zenuke ikasteko?

.....

30. Erantzun ondorengo galderari, hizkuntza bakoitzean 1etik 5erako puntuazioa jarri. Galdera berean puntuazio bera jar dezakezu. (1 = batere ez, 2 = gutxi, 3 = ez gutxi ez asko, 4 = dezente, 5 = asko)

		euskara	gaztelania	ingeleza	alemana	frantsesa	txinera
a.	Zenbateraino gustatzen zaizkizu hizkuntza hauek?						
b.	Zenbaterainoko ahalegina egingo zenuke hizkuntza hauek ikasteko?						
c.	Zure ustez, zenbateraino da garrantzitsua gaur egun hizkuntza hauek jakitea Euskal Herriko nazioarteko enpresetan?						
d.	Zure ustez, zenbateraino da garrantzitsua etorkizunean (25 urte barru) hizkuntza hauek jakitea Euskal Herriko nazioarteko enpresetan?						
e.	Zure ustez, zenbateraino izango litzateke lagungarria zuretzat hizkuntza hauek ikastea Euskal Herrian lana aurkitzeko?						
f.	Zure ustez, zenbateraino erabiltzen dira hizkuntza hauek Euskal Herriko enpresetan?						

Zein da zure iritzia...?

31. Adierazi ezazu, 1etik 7ra, zein neurritan zauden ados Euskal Herrian lan egiteari buruzko baieztapen hauekin.

(1 = erabat desados, 7 = erabat ados)

	erabat desados							erabat ados						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
a. Eskolan ikasi dudan euskararekin, neure burua gai ikusten dut etorkizuneko nire lanean euskara erabiltzeko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Eskolan ikasi dudan gaztelaniarekin, neure burua gai ikusten dut etorkizuneko nire lanean gaztelania erabiltzeko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Eskolan ikasi dudan ingelesarekin, neure burua gai ikusten dut etorkizuneko nire lanean ingelesa erabiltzeko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Ikastetxetik kanpo behar beste aukera izan ditut etorkizuneko nire lanari begira ingelesa ikasteko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Erasmus egonaldi bat oso garrantzitsua da etorkizuneko nire lanari begira hizkuntzak ikasteko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Euskara jakitea nahitaezko baldintza da lana aurkitzeko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g. Gaztelania jakitea nahitaezko baldintza da lana aurkitzeko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
h. Ingelesa jakitea nahitaezko baldintza da lana aurkitzeko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
i. Hizkuntza-tituluak oso garrantzitsuak dira lanpostu bat lortzeko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
j. Enpresek gehiago baloratuko dute ingelesa jakitea, euskara jakitea baino	1	2	3	4	5	6	7	1	2	3	4	5	6	7
k. Enpresek apenas baloratuko dituzte hizkuntzetan ditudan ezagutzak	1	2	3	4	5	6	7	1	2	3	4	5	6	7
l. Enpresek gehiago baloratuko dute lanerako elkarrizketan erakutsi dezakedan hizkuntzen ezagutza, nire hizkuntza-tituluak baino	1	2	3	4	5	6	7	1	2	3	4	5	6	7
m. Enpresek apenas baloratuko dute Erasmusen egon izana	1	2	3	4	5	6	7	1	2	3	4	5	6	7
n. Enpresek baloratuko dute hainbat kulturarekin dudana esperientzia	1	2	3	4	5	6	7	1	2	3	4	5	6	7
o. Lanpostu bat lortzeko hizkuntzak jakitea baino garrantzitsuagoa da kontaktu onak izatea	1	2	3	4	5	6	7	1	2	3	4	5	6	7
p. Lanpostu bat lortzeko hizkuntzak jakitea baino garrantzitsuagoa da ezagutza espezifikoak izatea	1	2	3	4	5	6	7	1	2	3	4	5	6	7
q. Euskarako EGA tituluari balio handia ematen diote enpresek	1	2	3	4	5	6	7	1	2	3	4	5	6	7
r. Ingeleseko <i>First Certificate</i> tituluari balio handia ematen diote enpresek	1	2	3	4	5	6	7	1	2	3	4	5	6	7
s. Ingeleseko <i>Advanced Certificate</i> tituluari balio handia ematen diote enpresek	1	2	3	4	5	6	7	1	2	3	4	5	6	7
a. Ikasi dudana euskara oso baliagarria izango zait etorkizuneko nire lanean	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Ikasi dudana gaztelania oso baliagarria izango zait etorkizuneko nire lanean	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Ikasi dudana ingelesa oso baliagarria izango zait etorkizuneko nire lanean	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Etorkizuneko nire lanean beharrezkoa izango dut ingelesa ulertzea	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Etorkizuneko nire lanean beharrezkoa izango dut ingelesez hitz egitea	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Etorkizuneko nire lanean beharrezkoa izango dut ingelesez idaztea	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g. Etorkizuneko nire lanean beharrezkoa izango dut ingelesezko testu idatziak ulertzea	1	2	3	4	5	6	7	1	2	3	4	5	6	7
h. Etorkizuneko nire lanean, ingelesez dauden programekin lan egin beharko dut	1	2	3	4	5	6	7	1	2	3	4	5	6	7
i. Beldurra ematen dit etorkizuneko nire lanean ingelesa erabili behar izateak	1	2	3	4	5	6	7	1	2	3	4	5	6	7
j. Etorkizuneko nire lanean deseroso sentituko naiz ingelesez hitz egitean	1	2	3	4	5	6	7	1	2	3	4	5	6	7
k. Lanean nagoenean beharrezkoa izango dut ingeleseko ikastaroak egitea	1	2	3	4	5	6	7	1	2	3	4	5	6	7
l. Etorkizuneko nire lanean, euskara gutxi erabiliko dut	1	2	3	4	5	6	7	1	2	3	4	5	6	7
m. Etorkizuneko nire lanean, gustura egingo ditut atzerriko bidaiak	1	2	3	4	5	6	7	1	2	3	4	5	6	7
n. Etorkizuneko nire lanean, eroso sentituko naiz beste hizkuntza batzuk hitz egiten dituen jendearekin lan egitean	1	2	3	4	5	6	7	1	2	3	4	5	6	7
o. Ingelesa nahikoa da enpresa bat nazioartean komunikatu dadin	1	2	3	4	5	6	7	1	2	3	4	5	6	7
p. Ingelesak, hizkuntza global moduan, arriskuan jartzen du euskararen egoera	1	2	3	4	5	6	7	1	2	3	4	5	6	7
q. Ingelesak, hizkuntza global moduan, arriskuan jartzen du gaztelaniaren egoera	1	2	3	4	5	6	7	1	2	3	4	5	6	7
r. Profesional on batek, ingelesaz gain, atzerriko hizkuntza gehiago jakin behar ditu	1	2	3	4	5	6	7	1	2	3	4	5	6	7
s. Enpresek beharrezkoak dituzte gaztelaniaz gain euskaraz hitz egiten duten pertsonak	1	2	3	4	5	6	7	1	2	3	4	5	6	7
t. Enpresek beharrezkoak dituzte gaztelaniaz gain ingelesez hitz egiten duten pertsonak	1	2	3	4	5	6	7	1	2	3	4	5	6	7

