

**Ertti Kaskelainen**

**THE IMPORTANCE OF ENGLISH LANGUAGE TO BRAZILIAN  
BUSINESS OWNERS**

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**ABSTRACT**

<b>Centria University of Applied Sciences</b>	<b>Date</b> June 2018	<b>Author</b> Ertti Kaskelainen
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<p>This thesis is about the importance of English language to Brazilian business owners. The study was based on qualitative research and the methodology used was phenomenological methodology. The first chapter explains why the world is in a situation where English language is the lingua franca. Moreover, it emphasizes the importance of English language, especially the connection between economic success and English.</p> <p>The second chapter is about the dominance of English language in social sciences. It discusses the social science output of the world languages compared to English. In addition, the author explains the term knowledge economy and why English language is a quintessential medium in it.</p> <p>The third chapter shows the current state of English language in Brazil with differences from basic education to higher education. Furthermore, it showcases the current situation of English in Brazil for Brazilian enterprises. It shows the type of English they use in various sectors of business and the type of English teaching they need. Moreover, the chapter presents some of the negative attitudes that Brazilians have towards English in general, both systematically and individually.</p> <p>The fourth chapter discusses the empirical methodology used for the thesis. The fifth chapter is the empirical research of this study. It consists of seven interviews that were made with Brazilian business owners/managers. The results show that there is no focus on English language in the Brazilian educational system, except in higher education. Private education is too expensive for the common people which means that only a very small percentage of Brazilians speak English. The results of the analysis of the empirical study show that the theoretical part of the study matches with the empirical part of the study. Brazilian government needs to invest in English through public education, so that the majority of the population would have the means to participate in the globalizing world.</p>		

<p><b>Key words</b> Brazil, English, Globalization, International Business, Knowledge Economy, Lingua Franca, Education, Qualitative Research.</p>
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## **CONCEPT DEFINITIONS**

Fait accompli – an accomplished fact, something that has already happened

GDP – Gross Domestic Product

Lingua Franca – A language that makes communication possible between people that do not share a common native language

OECD – The Organization for Economic Co-Operation and Development

SSCI – Social Sciences Citation Index

UNESCO – The United Nations Educational, Scientific and Cultural Organization

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## 1 INTRODUCTION

The aim of this study was to present the reader with a general perspective of the current status of English language in the world and its impact on the global economy. In specific, the impact that English has in a large country like Brazil that has a very strong culture and language, and is one of the emerging economies of the world. How do Brazilian business owners feel the effects of globalization in their everyday working lives? Especially in the context of English language as the medium of globalization.

The objective of this study is to find out why English is currently the go to language for international conversation. The author will determine the historical reasons that led to the domination of English. Furthermore, the author intends to find out what is the current situation with English in Brazil. For example the number of speakers and the reasons behind the current situation of English in Brazil. In addition to that, the author intends to compare the theoretical framework findings with the empirical research findings to see if there is any correlation between the two.

In the first chapter the author explains the current status of English as the global lingua franca and how English is perceived to benefit its learners. The author also names the different spheres of human life where the effects of this global status are the most prominent. In the same chapter the author explains the role of the British Empire and the United States in the emergence of English as the dominating global language through historical factors such as colonization and religion, and later through industrial and technological innovations. The author also emphasizes the importance of English language in the current times for different functions.

In the second chapter the author examines what knowledge economy is and why it is important in the context of English and international business. Furthermore, the author points out the imbalances in scientific knowledge creation and how that is affecting all the non-English speaking countries. Moreover, the author asserts the position of English as the academic lingua franca in the world. In addition to that the author analyzes the role of the internet in spreading information. For example the most commonly used languages and most frequent content language of the internet. Lastly the author points out the role of English in online marketing and shows how other languages are equally as important, if not more.

The third chapter is about the current status of English language in Brazil. The author determines how many English speakers are in Brazil and how popular is the language in general. The author identifies

whether English gets taught in basic or higher education, and what kind of English do the Brazilian employers expect from their employees. The author determines if the need for English varies by different business sectors and are there any negative attitudes towards English from a governmental or social perspective. The author also presents an analysis that compares the internationalization policies in academic circles, higher education institutions and the government.

The fourth chapter shows the empirical research method used. The research method used for the study is called the phenomenological method. Fifth chapter is about the empirical research of this paper. Seven Brazilian business owners/managers were interviewed. The interviews were transcribed and analyzed and then divided into themes. The results of the interviews correlate with the theoretical framework of this study.

## 2 COMMISSIONER

The commissioner for this thesis is Vitor Bruno. He is the owner of Milestone English Course - a company that offers personalized English courses. In Milestone they offer a handmade way of teaching that uses modern techniques and the most advanced technologies for English teaching. They offer classes in person or from a distance through Google Hangouts, or in whatever environment the customer wishes to use English in. The customer has his own prerogative of choosing what type of classes are needed, whether it is corporate or communicational English, or something else. The company was formed in September 2015 and it has only one employee (the owner). (Metodologia Da Milestone 2018.)

The traditional “flat” approach of learning English can be very frustrating. Not being able to speak well can be embarrassing which in turn can make English learning discouraging. Investing time and money in something that does not produce the expected results can be quite demotivating. Especially when the communication skills achieved are not enough to manage day to day business discussions and projects. Unfortunately, this case is more common than people like to admit, many have even given up learning English, or worse, blamed themselves thinking that they are incapable of learning English. Milestone English Course believes that this is the method’s fault. For that reason, they decided to innovate and come up with a method that is more personalized and fits better for each student individually. Starting from the very first class they find out what the student likes and what the student needs. They present the students with some interesting subjects until they discover something in particular that engages and motivates the student the most, and then they plan the classes according to that incentive. (Metodologia Da Milestone 2018.)

In Milestone English Course they sell complete immersions of personalized educational narratives which are implemented through English language. Their method is customized for their students. Milestone believes that prime quality is what guides good language schools. The more they offer that quality, the greater their students’ ability to succeed is. In Milestone English Course they aim towards transforming what the student likes into true knowledge. Using the power of imagination and creativity they implement everything the student is passionate about into the English learning course. Learning is made interesting for the student by attaching the aspects that they find fascinating into the curriculum. It can be anything from cooking or movies to music or travel. Milestone inspires to increase the students’ creativity and passion for learning, to lead them as they are guided by their heart. Milestone believes that if the students can do it in their native language, they will be able to do it in English as well. (Metodologia Da Milestone 2018.)



The aim of the company is to teach people that are interested in improving their lives. Milestone English Course will never stop learning and teaching, they will continuously grow and always remember their ideals. They want to develop students' confidence and self-esteem, so that the students can find their own solutions while guiding them in their path in a creative and resourceful way. The students will be able to work better with others, discuss about and defend their ideas, and gain communication skills for real-life situations. (Metodologia Da Milestone 2018.)

The goals of the company are to train hundreds of people a year in English to help each of them to interact with other people all over the world, to achieve their personal and professional goals, and infect them with the success of someone who speaks English. Milestone inspires to be teaching English as a foreign language as what Facebook is for communication or Airbnb for accommodation. (Metodologia Da Milestone 2018.)

The company does not have any academic bureaucracies. They rather aim to focus their commitment on the fluency and practical solidity of the students' English. The students will be able to communicate and express what they like and need in the English language which will benefit their personal and working lives. The classes take place in locations where the students feel most at ease in learning. It can be online through platforms like Google Hangouts, or it can be face-to-face in various places that the student prefers. Milestone combines an extra form of peer-to-peer learning with teacher-led, mentored project education. The courses are free of loyalty contracts. They charge a monthly fee in advance and classes are given in prepaid mode, where the student (alone or in group) schedules the time that suits him/her best. Ongoing learning will prove effective after twenty-one meetings. (Metodologia Da Milestone 2018.)

### 3 ENGLISH AS THE GLOBAL LINGUA FRANCA

The present global status of English is the outcome of an interaction of political, social and historical factors that have had extensive significance for societies all around the globe. One of the main aftereffects of this global expansion of English is that it now operates as an inimitable medium of international communication in today's world. English is used as a lingua franca by numerous transnational political and economic organizations, while also functioning as a mode of global communication in areas of expertise such as technology, science, academia and business (FIGURE 1). According to Crystal (2003), the prevalent belief is that there is a much greater probability for a person to be informed about the latest research and thinking in a topic by learning English rather than by learning any other language (Crystal 2003, 111).

As a consequence, English language competence is seen by many – both in the public and private sector – as an essential aspect in the skill set necessary for complete participation in 21<sup>st</sup> century society. It is often viewed as an ability that can advance social, personal and economic development in an extent of various contexts, for example advancement in certain sectors of the employment market. Because of these connotations, English is seen as a way to improve and increase one's cultural and social capital. (Earling & Seargeant 2013, 2.)

#### ENGLISH IS THE PREDOMINANT LANGUAGE IN INTERNATIONAL BUSINESS

Business English Index/Global English 2013 research with executives from 77 countries

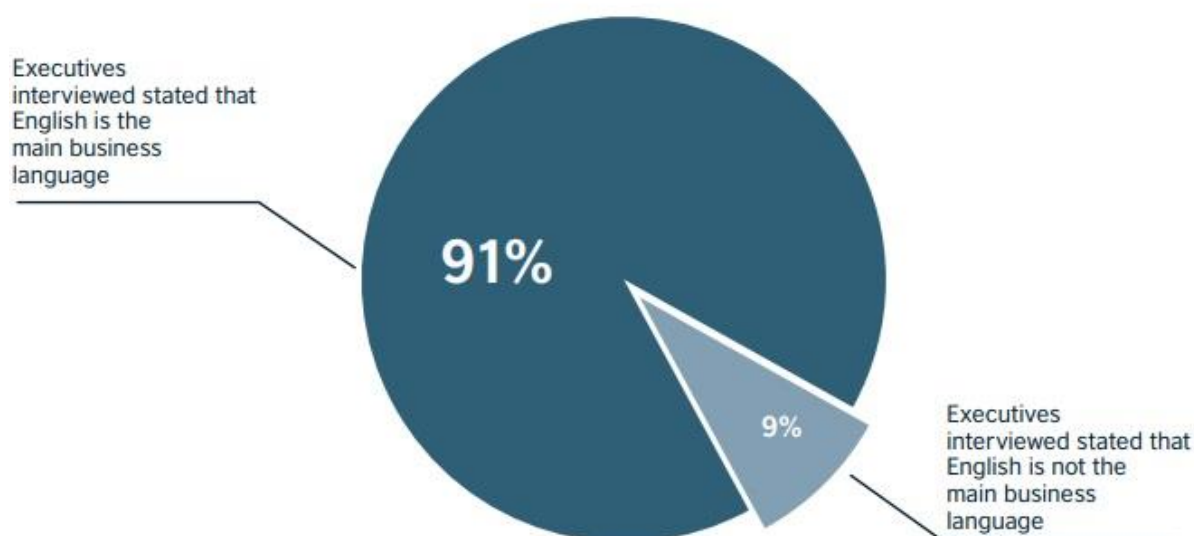


FIGURE 1. English in International Business (adapted from Data Popular Institute 2014, 13)

### 3.1 Evolution of English into world lingua franca

According to the British Council (2013), English is the leading language of the 21<sup>st</sup> century. About quarter of the world's population (1.75 billion people) can speak it at a convenient level. English is the language of science, information, business, entertainment, diplomacy, technology and communications. It has emerged as the operating system for the worldwide conversation. Two characteristics have been decisive in the transformative surge of English: momentum and adaptability. (British Council 2013, 5.)

The momentum was initially implemented by the British military, political, merchant and religious classes. The English language was exported all over the globe through colonization, missionaries and trade. Similarly to English, Arabic and Spanish also spread vastly all over the world through conquest and religious conversion, but failed to adapt and adopt compared to the momentum and flexibility of English. While United Kingdom's position in world affairs during the 19<sup>th</sup> and early 20<sup>th</sup> centuries was critical to the global spread of English, the Louisiana Purchase in 1803 by United States from France resulted in major consequence. It settled English as the dominant language in the United States over French; and then - when the British empire diminished in the 20<sup>th</sup> century – expeditiously growing American worldwide influence gave English an exclusive momentum in modern history. (British Council 2013, 5.)

While English was growing globally, it was further adapting and absorbing, immersing vocabulary from other languages such as Spanish, Arabic, Malay and Hindi through trade and colonization. Uniting with the patrons of thousands of years earlier Norman French and Old Norse, and with Renaissance languages Latin and Old Greek. In the mid-19<sup>th</sup> century, numerous new words were generated into English language thanks to the beginning of the Industrial Revolution. New or newly discovered words and terms for naming various concepts, processes and artefacts that the revolution brought along. According to Crystal (2003), majority of the innovations during the Industrial Revolution were of British origin. Britain was called the “workshop of the world”. This resulted in far-reaching linguistic consequences. The new vocabulary of scientific and technological terms had a prompt influence on the language, enriching the English lexicon with tens of thousands of words. For the rest of the world, this meant that in order to learn about and benefit from these new innovations, one had to learn how to speak and understand English. (Crystal 2003, 80.) That process is ongoing till this day, due to many technological, scientific and creative discoveries (with their trademarks and patents) being named, labeled and described in English. Words broaden their meanings to explain new situations (a computer mouse), and the language

combines or constructs new words to convey new concepts (to google, or to email). (British Council 2013, 5.)

Provided that English dominated in earlier centuries due to empire, trade, military and industrial power, technology has allowed it to break barriers and to flourish without the physical contact which had earlier been required. The expansion of English and the rise of the internet as the medium for global communication are trends that augment one another. The emergence of the internet and social media, with the capacity for even broader scope of influence, proved that those languages with the greatest momentum and the most attractive traits and features, such as immediate applicability, extensive usage, highly regarded cultural ambassadors or easily available teaching and learning, have evolved into most prosperous mediums of online communication and networking. (British Council 2013, 6.)

One of the principal reasons why English became such an effective means for global communication is outsourcing and offshoring of business processes. Many international businesses acknowledged in the genesis of globalization that there is an urgency to reduce costs in order to stabilize profits in competitive markets. An extremely efficient solution for this problem arose with sending jobs abroad – which granted many lucrative employment opportunities for people in developing countries. Working for multinational companies was beneficial for people due to higher wages and more opportunities for acquiring diverse skills. For the ones that were fluent in English, outsourcing unlocked prospects to travel abroad and work with global businesses too which was very profitable. This demonstrated the value of English language and urged the non-native speakers to master it. (iNurture 2016.)

### **3.2 Importance of English**

English has made an exceptional rise to become the world's lingua franca. A growing number of multinational companies are establishing English as the common corporate language. It is the most commonly used language of international trade which makes it a must learn for many people all around the world. Due to that, English has become the target of vast investment. People are investing their time and money in it. They are “buying into” English in hopes for a favorable outcome in today's knowledge economy. (Prendergast 2014, 1.) English has been often equated to a form a currency, a neutral medium that has

the functionality to help markets perform at their best. Being a native speaker of the English language is comparable to having a reserve currency. (Prendergast 2014, 6.)

There is a metaphorical similarity between literacy and English. Both were once only accessible for the elites and were viewed as a privilege, but nowadays they have become a basic skill that is needed for professional workforce. (iNurture 2016.) English is central to a new global economy of information generation and manipulation. After World War I, the emergence of the banking sector, financial institutions involved in foreign investment were predominantly American funded. That gave an enormous boost to the global profile of the English language. Moreover, it helped to create interdependence of English to knowledge economy and credit, which meant that in order to gain financial backing one must have known how to “ask for it” in English. (Prendergast 2014, 6-7.)

## **4 GLOBAL KNOWLEDGE ECONOMY**

Since the 1950s extensive debates and discussions have taken place all over the academic circles about the idea of economic growth both nationally and globally being dependent on knowledge, rather than industrial, labor or land production. Since the 1990s that idea has become principal to global economic policy and is apprehended in the context of terms like “knowledge society”, “information society” and “knowledge economy”. (Erling & Seargeant 2013, 220.) According to OECD (1996), knowledge-based economies are explicitly based on the creation, circulation and usage of knowledge and information (OECD 1996, 7).

### **4.1 Knowledge economy**

According to Linn (2016), day after day in the sphere of worldwide business, countless of cross-cultural interactions happen, connecting buyers with suppliers and vice versa, and a variety of stakeholders. Relationships are formed and networks are developed. Those suppliers, buyers and stakeholders are involved in vast acts of knowledge sharing, engaging the intercultural integration of information and perception. Modern global business communication is an aspect of corporate life, involved with three linguistically substantial activities: knowledge sharing, networking and relationship management. All of these activities engross millions of people worldwide and are of immense significance in today’s business world. (Linn 2016, 40-41).

Knowledge has continually been essential to all kinds of production. When an economy starts operating on equity and credit, investments and loans, knowledge instead of being the means becomes essentially the object of production. For example, when granting a loan, specific information about the institutions or people needs to be produced. Similarly, when investing in a stock, one usually has to gather very specific information about the stock rather than just the price of it. When an industry arises around the production and circulation of knowledge, merely new or apparently new information sells. Old information holds little to no value for the investors. (Prendergast 2014, 7.)

All businesses attempt to be innovative with their products and add some small changes in order to boost the sales. In the meantime, they hide all the critical information that the production process involves, just to keep their competitive edge. Many corporate scandals around the millennium have very strongly indicated the utmost importance of information in today's business world. More precisely said, not just information, but the *right* information as in those scandals the parties which made profit out of the situations were the ones holding the right information and the ones that lost out were the ones with outdated or erroneous information. With all parties entangled in the concealing, hoarding, or distorting of information which in economic terms is known as information asymmetry. The economy is also represented by information asymmetry which stays within legal boundaries. Businesses try not to reveal more than they minimally can to investors or customers and are capable of manipulating language to control the information in compulsory disclosures. In capitalism information asymmetry is business as usual and a very suitable example in the context of the significance of the English language in global economy. (Prendergast 2014, 7.)

The significance of knowledge as the initiative of economic success shows that scientific activity is a pivotal and competitive business. For high-income countries the building of science is seen as central for sustaining their global economic position; whereas for low-income countries are understandably in need of knowledge to grow their economies, but the challenges for such countries are undoubtedly substantial. Knowledge growing in some policy circles is granted as a human right, but the competitive nature of science and knowledge positions lower-income nations as potential consumers rather than producers. The position of English in the context of knowledge economy needs more attention, as it has a dominant status in scientific activity, especially in the most valued products of science such as the high status journals which comprise a significant mode of symbolic capital that is vital for building competitive knowledge-based economies. (Erling & Seargeant 2013, 224.)

Social science journals can act as a form of reference when analyzing the world's distribution of social science knowledge production. According to Thomson's SSCI articles criteria (TABLE 1), 52 per cent of scientific papers are produced in North America with Europe coming second at around 38 per cent and the rest of the continents lagging far behind. From Latin America, also Mexico and Brazil produce a lot of scientific papers, but those numbers (1,7 per cent total in Latin America) cannot compare to the domination of North America and Europe in that regard. (UNESCO 2010, 150.)

TABLE 1. Social science articles by region (UNESCO 2010, 150)

<i>Region</i>	<i>% Thomson SSCI articles 1998-2007 (N = 226, 940)</i>
North America	52.2
Europe	38.0
Asia	8.9
Oceania	4.7
Latin America	1.7
Africa	1.6
CIS [former Soviet states]	1.2

#### **4.2 English as the academic lingua franca**

Scientific knowledge, both natural and human sciences, comprises a particular value or commodity to be created and utilized for economic growth in both developing and developed countries. The methods in which such knowledge is produced, distributed and controlled are thus of critical importance at regional, national and transnational levels. Scientific publications, especially the scientific journals, are a pivotal tool for knowledge production and comprise a vital source of knowledge capital, crucial for amassing other important resources needed for building a knowledge base, and acquiring scientific influence, for example enticing research funding, being invited to international conferences and other kinds of scholar activity. Therefore, progress in scientific article publication must be viewed as pivotal not only from the individual scholar perspective, but more importantly as a nation or region's presence in knowledge-generating scope more generally. (Erling & Seargeant 2013, 220.)

English is frequently defined by academic and key evaluation institutions, for instance the Institute of Scientific Information (ISI), as the academic lingua franca that can expedite the transnational exchange of ideas, understandings and knowledge, which consequently helps to sustain economic growth and development. The status of English in policy documents and research reports is frequently taken as given with seldom definitive debate about how the predominant position of English might be influencing on opportunities for knowledge generation and economic growth. The dominance of English language as a medium for scholarly exchange is partly sustained through its ingrained position within policies and practices in high GDP per capita countries and Anglophone centered evaluation systems, which in turn effectively form opportunities for the types of knowledge that is being produced, distributed and valued.



(Erling & Seargeant 2013, 221.) Scientific texts are published in many different languages, but there is massive dominance by English language in high-status index journals, particularly in those created by the Institute of Scientific Information (ISI) such as the Social Science Citation Index (SSCI) and the Science Citation Index (SCI). The better part of the journals that make the SCI and SSCI indexes, apart from being published in English, they are also edited in Anglophone-centre contexts. (Erling & Seargeant 2013, 229-230.)

From TABLE 2 it is possible to see the rankings of languages of publication in social science journals. The dominance of European and North American social sciences has a noticeable consequence on the languages used for the dispersal of research outcomes in these fields. Ulrich and Thomson databases are used to determine the most prevalent languages in social science journals. TABLE 2 shows that 85,3 per cent of the refereed journals in 2004 compiled by Ulrich are partially or totally in English language. Moreover, considering the languages in which the articles are written, a compilation by Thomson shows that English is being used 94 per cent of the time on the time period of 1998-2007. The larger base of English speaking might indicate to Thomson's database English speaking bias, but the numbers are not very far off from Ulrich's study, hence a conclusion can be made that the massive domination of English in social science production is *fait accompli*. (UNESCO 2010, 151.) In developing countries the science journals rarely have international circulation which gives a high probability of them not being noticed by Thomson's database. That fact underestimates Brazil in this regard, because some new knowledge circulates in local journals and is mainly in the Portuguese language, particularly articles that concern humanities and social sciences. The majority of scientific production in Brazil comes from public universities, with The University of São Paulo producing 23% of the country's science in 2009.

TABLE 2. The 10 most prevalent languages in social science journals (UNESCO 2010, 151)

<i>Language</i>	<i>% Ulrich's refereed journals in 2004 (N = 3046)</i>	<i>% Thomson SSCI articles 1998-2007 (N = 226, 984)</i>
English	85.3	94.45
French	5.9	1.25
German	5.4	2.14
Spanish	4.0	0.40
Portuguese	1.7	0.08
Chinese	1.5	0.00
Dutch	1.5	0.01
Japanese	1.0	0.06
Polish	0.9	0.00
Italian	0.6	0.01

According to Erling & Seargeant (2013), there is an increasing number of English-medium journals that are published outside the Anglophone context. The reasons for that can be traced to growing dominance of English in scholarly publication and more particularly the influence of systems of academic evaluation that are privileging English-medium publications. Numerous geohistorical factors continue to wield great influence on scientific production, which is by large Anglophone-centric, thus advancing the dominant position of English. The medium (English) that is presumed to be the language of science, is a language of richer countries that are in the center of scientific production, moreover a language of evaluation and rewards systems, and the language of the most prominent scientific journals. (Erling & Seargeant 2013, 230.) Due to the extensive practice in institutions all over the world of treating English language as the default option for science, scholars are naturally under pressure to publish in English to receive broader recognition for their work and in order to build research capital for further scientific work. Therefore, the main goal to assure access and participation in scientific ventures may be to raise the individual competence of academic English, not only for gaining individual control over the language, but for the language to act as a resource that attaches one key resource to others such as centre-based networks and centre academics. (Erling & Seargeant 2013, 234.)

### **4.3 Role of the Internet**

The Internet arose in the 1960s from an experiment of connecting remote computers with each other and has since then evolved to be a medium for global, multi-layered and multimedia communication. Because of its astounding extent of ongoing appropriation at regional, national and international levels, its role has complemented, improved, challenged, or even undermined the mass-media production and the substance of communication, while presenting new dissertations and understandings of the traits, significance and quality of media audiences and their function(s) in shaping communication. (Tsatsou 2014, 1.) The first language of the Internet was almost positively English and by the mid-1990s English language made up more than 80% of the content in the Internet (Young 2015).

According to Tsatsou (2014), Internet use has increased greatly all over the world since the year 2000. Over the period of 2000-2012 Internet use grew by 3606,7 per cent in Africa, 2639,9 per cent in the Middle East and 1310,8 per cent in Latin America and the Caribbean. Internet use has proportionally increased in the more developed areas of the world as well, although at a less impressive pace than in the developing world. Over the same period from 2000 to 2012 Internet use grew by 393,4 per cent in Europe, 218,7 per cent in Australia and Oceania, and 153,3 per cent in North Africa. (Tsatsou 2014, 1.)

Even though the growth has been immense all over the world, there are still wide gaps between the use of Internet in developed and developing world. According to Miniwatts Marketing Group (2018), there are currently a little over 4 billion (TABLE 3) Internet users in the world which amounts to 54,4 per cent of the world's population. Western world has high penetration rates with North America having 95% per cent and Europe 85,2 per cent Internet users. Latin America/Caribbean has 67 per cent Internet users which is a significant rise since the year 2012 when the Internet usage in that part of the world was 42,9 per cent. (Miniwatts Marketing Group 2018; Tsatsou 2014, 1.)

TABLE 3. World Internet Usage and Population Statistics (adapted from Miniwatts Marketing Group 2018)

<b>WORLD INTERNET USAGE AND POPULATION STATISTICS DEC 31, 2017 - Update</b>						
<b>World Regions</b>	<b>Population (2018 Est.)</b>	<b>Population % of World</b>	<b>Internet Users 31 Dec 2017</b>	<b>Penetration Rate (% Pop.)</b>	<b>Growth 2000-2018</b>	<b>Internet Users %</b>
<a href="#">Africa</a>	1,287,914,329	16.9 %	453,329,534	35.2 %	9,941 %	10.9 %
<a href="#">Asia</a>	4,207,588,157	55.1 %	2,023,630,194	48.1 %	1,670 %	48.7 %
<a href="#">Europe</a>	827,650,849	10.8 %	704,833,752	85.2 %	570 %	17.0 %
<a href="#">Latin America / Caribbean</a>	652,047,996	8.5 %	437,001,277	67.0 %	2,318 %	10.5 %
<a href="#">Middle East</a>	254,438,981	3.3 %	164,037,259	64.5 %	4,893 %	3.9 %
<a href="#">North America</a>	363,844,662	4.8 %	345,660,847	95.0 %	219 %	8.3 %
<a href="#">Oceania / Australia</a>	41,273,454	0.6 %	28,439,277	68.9 %	273 %	0.7 %
<b>WORLD TOTAL</b>	<b>7,634,758,428</b>	<b>100.0 %</b>	<b>4,156,932,140</b>	<b>54.4 %</b>	<b>1,052 %</b>	<b>100.0 %</b>

According to Internet World Stats (2018) the most used language in the web is English (TABLE 4) with estimated billion Internet users making up 25,3 per cent of total Internet users. Chinese is second with 800 million users consisting of 19,4 per cent of total users. Since Internet usage in Asia is growing more rapidly, it might happen that Chinese overtakes English soon. Portuguese is fifth with almost 170 million internet users making up 4,1 per cent of total users. Top 10 languages make up 77 per cent of Internet users in the world. (Internet World Stats 2018.) On the contrary though, when comparing in which language the website content is made, English is dominating with 52,4 per cent of web content (FIGURE 2) being in English language. That is followed by German (6,3 per cent) and Russian (6,2 per cent), with Chinese only having 1,8 per cent of total content and Portuguese 2,8 per cent. (W3Techs 2018.)

TABLE 4. Top Ten Languages Used in the Web (Adapted from Internet World Stats 2018)

<b>Top Ten Languages Used in the Web - December 31, 2017</b> ( Number of Internet Users by Language )					
TOP TEN LANGUAGES IN THE INTERNET	World Population for this Language (2018 Estimate)	Internet Users by Language	Internet Penetration (% Population)	Internet Users Growth (2000 - 2018)	Internet Users % of World (Participation)
<a href="#">English</a>	1,462,008,909	1,052,764,386	72.0 %	647.9 %	25.3 %
<a href="#">Chinese</a>	1,452,593,223	804,634,814	55.4 %	2,390.9 %	19.4 %
<a href="#">Spanish</a>	515,759,912	337,892,295	65.5 %	1,758.5 %	8.1 %
<a href="#">Arabic</a>	435,636,462	219,041,264	50.3 %	8,616.0 %	5.3 %
<a href="#">Portuguese</a>	286,455,543	169,157,589	59.1 %	2,132.8 %	4.1 %
<a href="#">Indonesian / Malaysian</a>	299,271,514	168,755,091	56.4 %	2,845.1 %	4.1 %
<a href="#">French</a>	127,185,332	118,626,672	93.3 %	152.0 %	2.9 %
<a href="#">Japanese</a>	143,964,709	109,552,842	76.1 %	3,434.0 %	2.7 %
<a href="#">Russian</a>	405,644,599	108,014,564	26.6 %	800.2 %	2.8 %
<a href="#">German</a>	94,943,848	84,700,419	89.2 %	207.8 %	2.2 %
<b>TOP 10 LANGUAGES</b>	5,135,270,101	3,206,613,856	62.4 %	1,091 %	77.1 %
Rest of the Languages	2,499,488,327	950,318,284	38.0 %	935 %	22.9 %
<b>WORLD TOTAL</b>	7,634,758,428	4,156,932,140	54.4 %	1,051 %	100.0 %

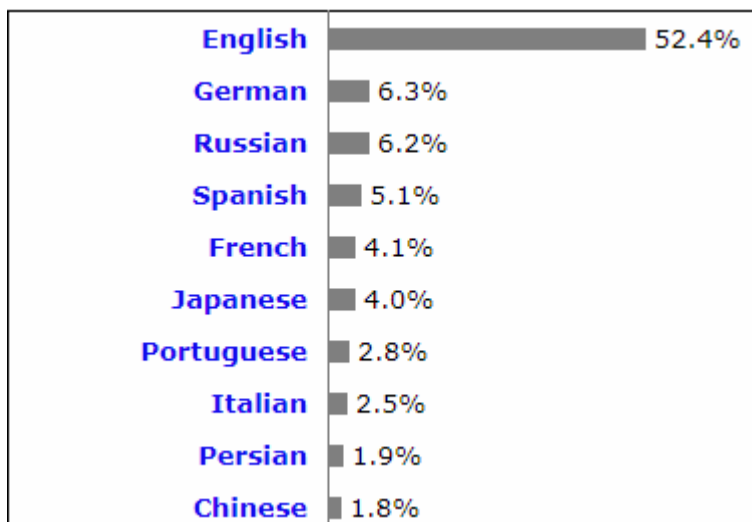


FIGURE 2. Content language of websites (Adapted from W3Techs 2018)

#### 4.3.1 Wikipedia

Wikipedia is one of the world's most evident, most used, and most influential archives of user-generated content. Daily hundreds of thousands of contributors write and edit articles, submit images and videos, debate the outlines of knowledge, and cooperate on a vast range of topics. Apart from being one of the world's most accessed websites, Wikipedia frequently appears on the first page on Google search results.

This bestows a substantial amount of visibility to the site, which in turn leads to more additional contributors. (Graham, Hogan, Straumann & Medhat 2014, 4.) Wikipedia has become so popular that 15 per cent of all Internet users access it daily. It exists in 278 languages and over 40 of them have more than 100 000 articles. English language has the most articles with 5,6 million, with German second with 2,1 million compared to 1 million in Chinese and 997 thousand in Portuguese. (Wikimedia 2018.) According to Hecht & Gergle (2010), there is less common content between the different language editions on Wikipedia. 74 per cent of concepts have articles in one language only and 95 per cent of concepts are in less than six languages. For example, there are only 51% of common articles in English to German. (Hecht & Gergle 2010.) Even though English is not the native language in many Latin American, African and Asian countries, it still dominates (FIGURE 3) the language of Wikipedia articles about those countries.

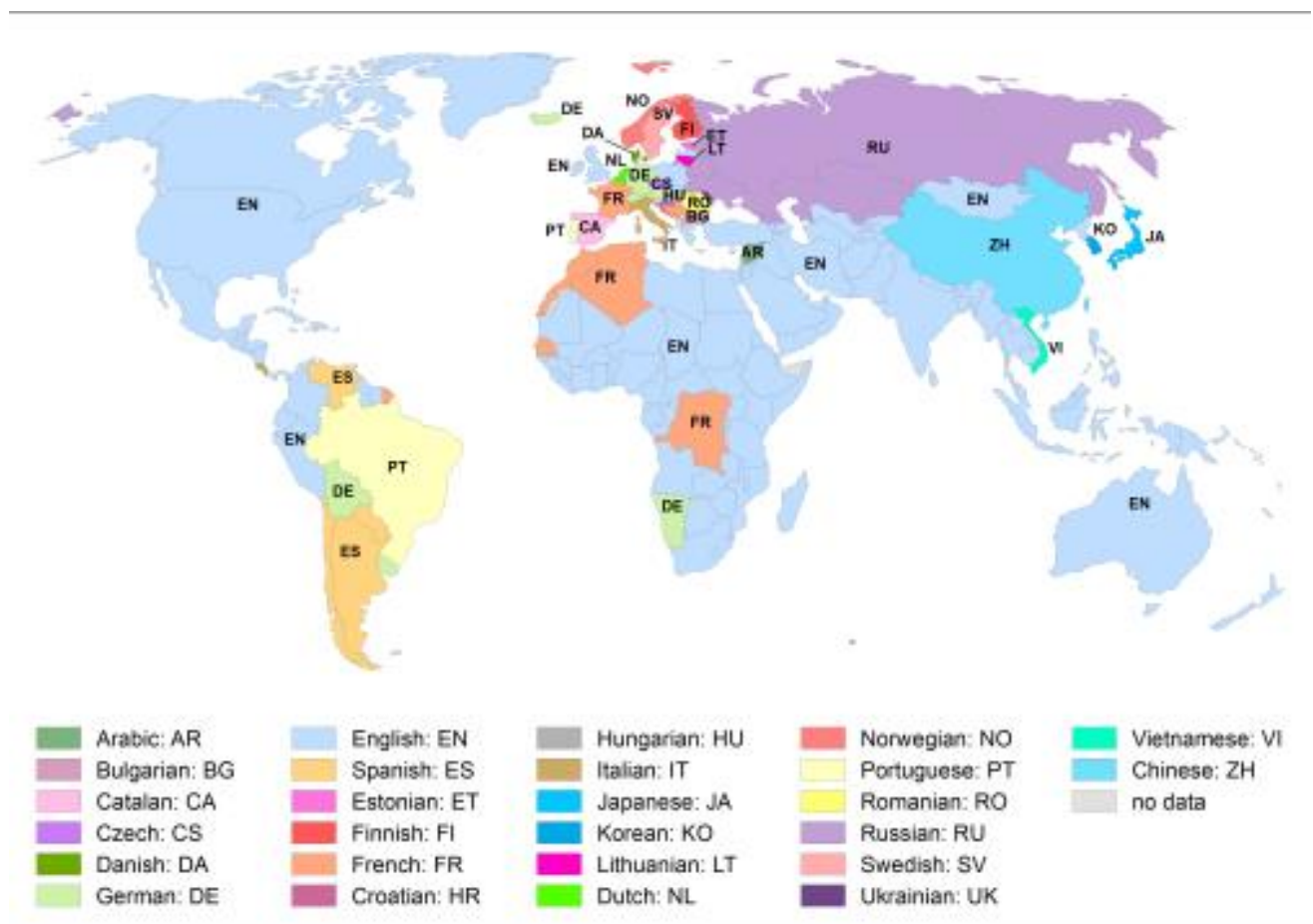


FIGURE 3. Dominant language of Wikipedia articles by country (Adapted from: Graham, Hogan, Straumann & Medhat 2014)

### 4.3.2 Online marketing

Even though English is currently the most used language in the web, the growth of the web usage in foreign languages is growing much more rapidly than in English. Businesses are trying to catch up with the potential customers by getting as multilingual and diverse as their prospective and current client base. Despite the growth of foreign language Internet, English tops the world in terms of sheer volume and depth of the content. That makes the English language web overloaded and competition in key search terms for optimization very tough, which in turn makes it more difficult for companies to get online visibility. Opposite to that, the web overload in foreign language web has not reached anywhere close to the level of English language web. For businesses, this means that they can obtain high level search engine positions much easier in the foreign language web. Moreover, it means that the cost of obtaining prominence in foreign language web is cheaper as well. That makes the returns of investment much higher in an emerging economy like Brazil or China than any English-speaking market. (Arno 2010.) According to Chitika 2013, the difference between first and second search result in Google is 32,5 per cent to 15,6 per cent which can make a massive difference for a business that wants to attract users to its website (Chitika 2013).

According to Rotaru (2011), many English speakers use English as a second language. Even though they understand the contents of the webpage, multilingual internet users put more trust in websites that are written in their native language, particularly when it comes to online purchases. Majority of consumers state that they would want information to be in their native language before making a purchase. (Rotaru 2011.) Therefore, in order to get most out of the foreign market, optimized search engine localization is needed. That does not always happen by simply translating the words into the local language. Localization is more complicated than that as it involves focusing on the cultural and linguistic needs of the specific country. Platforms like Twitter are also very popular in languages other than English. For example, Portuguese and Chinese users tweet dominantly in their own languages. That urges companies with the need to provide content in the target language when going abroad in those countries. (Arno 2010.)

Companies are progressively in need of translation and interpreting services for marketing their products and services abroad. There are vast business benefits from being able to communicate in other languages. As it is visible from TABLE 1, apart from English, the most important languages for international business are Chinese, Spanish, Arabic and Portuguese. The latter is becoming one of the most important languages in business, because of Brazil's growing dominant position in the world economy. There are

excellent opportunities for business in the manufacturing and agricultural sectors. (London Translations 2018.) According to OECD's report, Brazil will have the world's largest food surplus by 2025 (OECD 2016.)

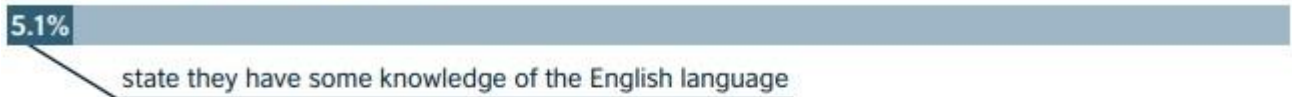
Translation technologies present one solution on connecting online language divides, whilst opening up new markets for businesses. Google's free translation service Google Translate is a very popular tool, but they have even greater ambitions than just that. Whole webpages can now be translated with certain browsers that have incorporated Google Translate. Facebook and Twitter have paired up with Bing to offer translation services to their users. Internet platforms are being modified for people to have more access to content in foreign languages. (Young 2015.)

## 5 ENGLISH IN BRAZIL

The more wealthy Brazilians have had the opportunity to learn English for many years now. Nevertheless, the general English proficiency levels are yet very low, with only 5% of the population claiming to have some knowledge of English. However, there is some contrast between the generations. Amidst younger people aged 18 to 24 more than double the amount claim to know English, reaching 10,3%. It is difficult for Brazilian employers to find employees with sufficient levels of English proficiency due to a lack of good quality basic education and limited access to private English courses. (Data Popular Institute 2014, 5-7.)

### ONLY 5% OF BRAZILIANS STATE THEY SPEAK ENGLISH

People 16 years old or older



People 16 years old or older

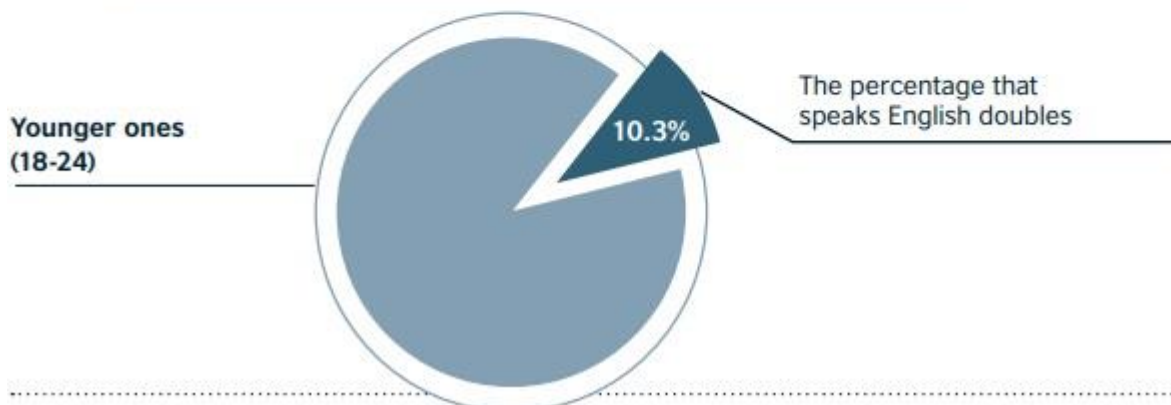
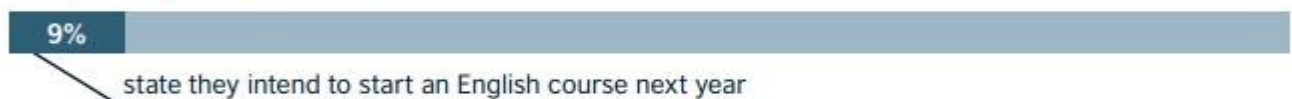


FIGURE 4. Brazilians that speak English (adapted from Data Popular Institute 2014, 7)

The level of English language proficiency amongst Brazilians echoes the unfavorable circumstances for that type of education and on a larger scale the provision of education in Brazil. There is a growing demand for English language training. Moreover, education is highly valued. Recent studies suggest that



education is an important tool for social progress. Universities are seen as developing the foundation for a professional career. For 8 out of 10 people, university is perceived as a stepping stone to get a better job. In addition to that, 84% of people trust that degree of education is directly related to earnings. (Data Popular Institute 2014, 9.)

## THE ROLE OF HIGHER EDUCATION IN THE WORK MARKET

(% agreeing or disagreeing with the following statement: The main reason to go to university is to improve your CV)

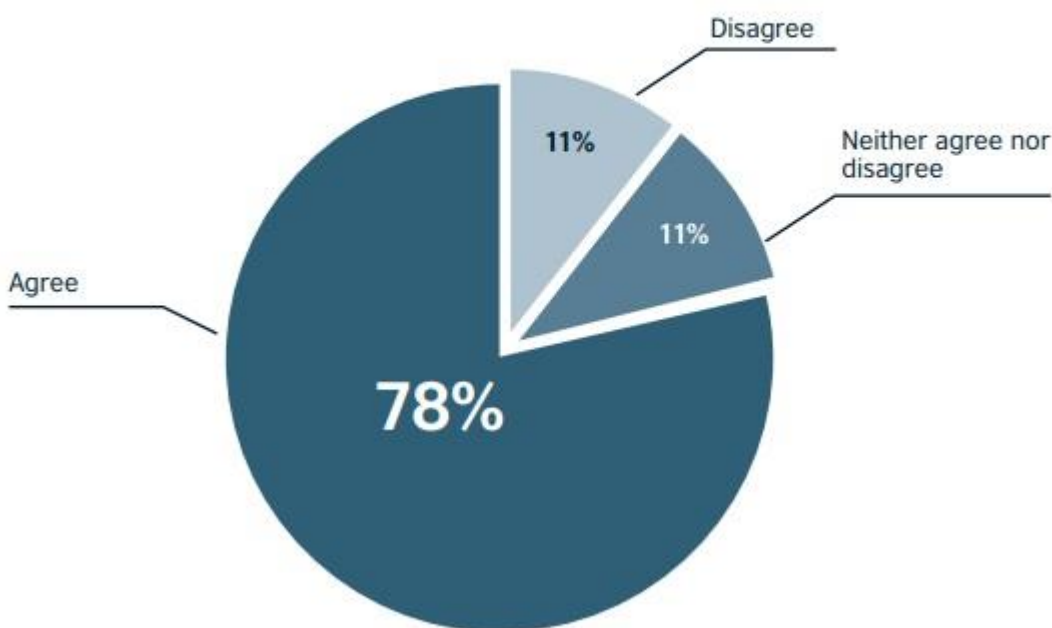


FIGURE 5. The role of higher education in the work market (adapted from Data Popular Institute 2014, 10)

### 5.1 Role of public education

Teaching of a foreign language is compulsory in Brazilian elementary and high schools by the Statutory and national Curricular Guidelines. Nevertheless, professors and experts agree that English teaching in public and private schools is not capable of providing the students with practical level of English. The reasons for that are akin to the ones that induce other problems in basic education: the deficiency of language teaching equipment and congested classrooms. Likewise, there are elemental problems, such as time set aside for English studies being in short supply and difficulties in finding sufficiently qualified teachers. Due to these conditions, English teaching is diminished to basic rules of grammar, reading

brief texts and studying for multiple choice questions for university entrance exams. Even government bureaucrats concede that English teaching in basic educations has many deficiencies. The National Curricular Guidelines are very coherent, but cannot be practiced fully in the system. Bureaucrats have called attention to the shortcomings of having no language labs in schools and the lack of funding available for creating them. Professors think that this hinders oral communication, an obstacle that many school teachers have suggested is infuriated by the congested classrooms. (Data Popular Institute 2014, 12-13.)

## THE QUALITY OF PUBLIC EDUCATION

How people rate public education in Brazil

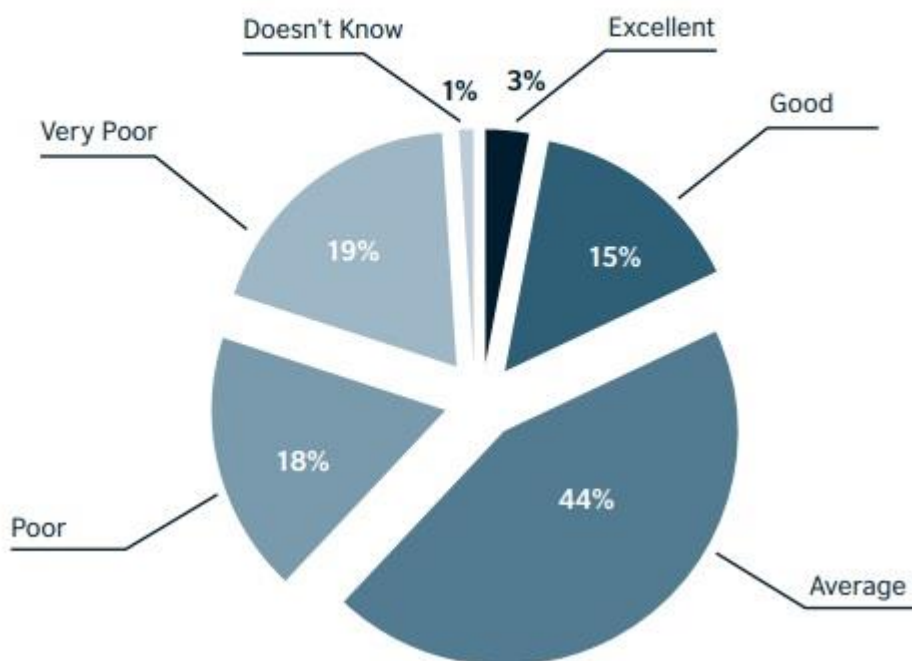


FIGURE 6. Quality of public education (adapted from Data Popular Institute 2014, 12)

Government representatives and school teachers likewise have bewailed the deficient quality of language teachers working in elementary language education. They dispute that a Bachelor's Degree in literature along with a teaching license does not equip a language teacher with the necessary tools for handling the realities of the classroom and to teach the language efficiently. There is an extensively held notion that these language teachers have improbably had the resources to visit English speaking countries and lack the communication training necessary for developing a good command of the language. Experts have suggested that sending English teachers to travel abroad to English speaking environment would be beneficial. The deficiencies of language teaching in Brazil have ensued in a lack of professionals who are fluent in English. That hinders association between specialists, clients and suppliers and

hampers international business opportunities. This has a countrywide affect and brings one to a realization that if Brazil is to operate fully in the global scene it needs more professionals that are proficient in English. (Data Popular Institute 2014, 13.)

## **5.2 Role of higher education**

Globalization affects and is affected by the internationalization of higher education the process of integrating an international, intercultural and global dimension in the mission or function of higher education (Knight 2003, 2). Luce, Fagundes and Gonzalez Mediel (2016) understand that as the internationalization of higher education drives higher education systems and institutions to respond to the educational needs of the globalized world, for developing countries, such as Brazil, investing in the internationalization of higher education is undoubtedly a necessity for insertion into the globalized world. (Luce, Fagundes & Gonzalez Mediel 2016, 319-320.)

Language and internationalization policies have different visions on the role of English and other foreign languages in the different levels of education in Brazil: English is seen as a foreign language in primary education where this language can be taught, or not, depending on the choice of the school community. In secondary education English is still seen as an optional foreign language but losing space to Spanish that stands out. In higher education though, English is seen as an international language. (Finardi, Prebianca, Schmitt & Andrade 2014, 4297.)

Regarding the role of foreign languages in general and of English in particular, Finardi (2014) suggests that one possibility to guarantee universal access to English teaching in Brazil would be to change its status from a foreign language to an international one, being taught compulsory in basic education in line with internationalization policies and without prejudice to the teaching of other foreign languages, the choice of which would continue at the discretion of each school community. According to Finardi (2014), this change in the status and politics of English teaching would have the advantage of reducing the social gap created by the provision of that language in private institutes, so that only a certain part of the population has access to its teaching. This would also be an effective measure to combat the possible negative effects associated with globalization, such as the commodification of education, in this case English teaching. (Finardi et al. 2014, 4297-4299.)

Amorim and Ficardi (2017) carried out an analysis of micro, meso and macro aspects of the internationalization of a higher education institution in three concentric spheres, namely: the academic community, the institution and the government. Results from the macro analysis suggest that internationalization affects and is affected by globalization and by the role of English in the circulation of academic output. The study also suggested that in order to avoid possible negative effects of globalization such as the commodification of education and the increase of the social gap through outsourcing/privatization of English teaching, the role of this language should be reviewed and equated by linguistic and internationalization policies. The meso analysis suggests that the institution aims at internationalization that is still insipient and full of challenges, among which perhaps the greatest is the lack of proficiency in English. Finally, the micro-analysis suggests that the academic community is interested in the internationalization process and realizes the relevance of internationalization programs and foreign languages, but is not yet fully engaged in it, perhaps because of the lack of harmony between the three spheres. (Amordim & Ficardi 2017, 617-620.)

### **5.3 Brazilian employers and English**

In order to understand Brazilian companies' English learning requirements it is important to comprehend the management models they adopt. This is a convenient way of gaining insight on how a company's management style is effecting the way they choose English courses for their employees. There are two basic management styles: entrepreneurial management and bureaucratic management. The former assigns responsibilities, whereas the latter is based on obedience. (Data Popular Institute 2014, 14.)

Firms that practice bureaucratic models are apt to deem training more as an expense instead of an investment. They favor hiring employees with prior knowledge of English, instead of investing in qualification training courses. Customarily, they consider investing in English worthy only in specific circumstances that have immediate practical applications, and expect that employees to cover majority of the costs themselves. To these firms, studies are rather seen as a disturbance to the work routine. They are not inclined to allocate time, space and resources toward their employees' English studies. Aforementioned bureaucratic management firms are apt to set up partnerships with English schools in specific circumstances particularly: the firm does not provide direct funding for the course; classes shall take place outside working hours and away from the firm's premises. Therefore, partnerships generally consist of acquiring discounts for employees, commonly from 10% to 20% of the monthly fee, depending

on the quantity of students. Against this approach, there is a slight trend in a few sectors for firms to use inducement programs to motivate employees to improve their English. (Data Popular Institute 2014, 14.)

English language training providers must persuade the bureaucratic firm's decision makers that there are apparent, practical advantages from investing in an English course. Courses must be designed to fit the day-to-day needs of the company, because these companies do not rate the traditional courses very highly. It is vital to make clear that there are benefits in investing in improving the English of their employees. (Data Popular Institute 2014, 14.)

Entrepreneurial management companies, on the contrary, are apt to value the development of their employees. These companies target to appoint employees that already have skills and knowledge, yet assist them to obtain new qualifications and regard the associated costs as means to long term investments. Even though they are apt to value the proficiency of English more than bureaucratic management firms, they nevertheless see it as an influential means to an end. In contrary to bureaucratic firms, they are more likely to pay for the courses for their employees and have the courses on the firm's premises during working hours. Firms that follow the entrepreneurial management model are generally more prone to create partnerships with English language schools and to develop learning and progress objectives for their employees. The abovementioned partnerships frequently involve the firm making partial or total payment for the courses for its employees. The trade-off for the employees is that their individual performance will be overseen by their company, thus they will be expected to pass tests. (Data Popular Institute 2014, 14.)

Entrepreneurial firms are more inclined to pay for English courses for their employees. English providers that react to their particular corporate needs in bespoke manner are apt to entice these firms with relative ease. Similarly to the bureaucratic firms, the entrepreneurial firms value courses that are easily practically applicable, but in addition to that entrepreneurial firms are more open to language training courses to a small proportion of staff. Regardless of the different views, both management types require a very practical standard of English training - "English for Specific Purposes" (ESP) or "instrumental English". Both management types need English courses that are meant for operating in the daily activities of the employees. Satisfying the companies' needs requires offering very specific courses, so that the employees could understand certain manuals and software, and also be able to interact with international representatives, clients and suppliers. There is not much emphasis on general grammar and writing capabilities. (Data Popular Institute 2014, 14.)

## 5.4 Different English for different industries

In the tourism sector there is an urgency to master English speaking and listening for employees that have very frequent contact with foreign clients, such as resort managers and receptionists. According to the recent research by Data Popular Institute (2014), employers in Salvador, Bahia value employees that study English classes which develop agility and the skill to be able to improvise in communication. It was also noted that there is a demand to further increase the development in this regard in order to facilitate better relationships with tourists.

The English language requirements of technology and industrial firms differ depending on the sector they function in. Moreover, even their employees are prone to have different wants depending on their roles within the company. For instance, in the sales department the skills for conversing are seen as most important, whereas in the operations department the necessity is for practical, objective and technical type of English knowledge. (Data Popular Institute 2014, 16.)

### DEMANDS BY SECTOR

#### Summary chart

Sector	Summary of demands	Conversation	Technical
Tourism	Conversation for employees with the most contact with clients	●	
IT	Technical reading and writing tailored to the sector's terminology		●
Industry	Technical reading and writing for operations staff and corporate conversation for sales staff	●	●
Finance	Conversation with an emphasis on specific financial language	●	●
Human Resources	Development in all competencies to assess the candidate's English with oral and written exams	●	●

FIGURE 7. Demands by sector (adapted from Data Popular Institute 2014, 16)

Technical and conversational functions of English overlap in financial companies. That subdivision requires employees that are capable of communicating with a broad range of clients, containing foreign ones. Good command in corporate English is essential for internal meetings, whereas presenting clients

and other representatives demands for a high level of proficiency in financial terminology. Human resources departments recognize that being able to speak English can be beneficial for the future employees in their job applications. Candidates are tested for their English proficiency through exams. Nevertheless, not many companies consider English as all-important, as they have to be sensible about the number of English speakers on the professional job market. They may acknowledge the importance of it, but they will still hire applicants that have no proficiency in it. There are a few stated instances where employees that are proficient in English are being paid more than other workers for the same role within the company. (Data Popular Institute 2014, 15.)

The nationality and size of a firm has an implication on the importance of English and how proficient the employees should be. Large multinational firms that have foreign headquarters demand English at all levels of corporate order – from the secretaries to the directors. These firms require English for both internal communications and external interactions with suppliers and clients. Ergo the conversation courses have much more significance on the day-to-day affairs of large multinational firms. (Data Popular Institute 2014, 15.)

### **5.5 Negative attitudes towards English**

In the start of the 21<sup>st</sup> century, Brazilian academics were divided on an increasing dispute over an apparent threat to the country's national language – Portuguese. At the essence of the problem was the momentum by which English was overtaking French as the country's preferred foreign language and the approval by the upper and middle classes that saw English as the way to success in the globalizing world. A threat to national language is generally seen as a threat to the nation's integrity. A number of movements emerged in Brazil at the start of the 21<sup>st</sup> century that were focused on preserving Portuguese language and culture, such as "Movement for the Valorisation of the Culture, Language and Riches of Brazil". (Canagarajah 2005, 105.)

Moreover, there has been some negative backlash by the public towards newspapers using "foreignisms" (*estrangeirismos* in Portuguese) which are English words that are implemented in Portuguese language and replace already available Portuguese equivalents. (Canagarajah 2005, 106.) Rebelo (1999) argues that the transformation of Portuguese by foreignisms is an unacceptable anomaly. It is a probable threat to one of the most central elements of Brazilian cultural heritage – Portuguese language (Rebelo 1999, 184-185).

## 6 EMPIRICAL RESEARCH METHODOLOGY

The research in this thesis is based on the qualitative research study. The meaning of qualitative research from a comprehensive perspective is research that generates descriptive data, such as written or spoken words and behavior of the people. Researchers of this methodology are concerned with finding out what is the meaning that people attach to things in their lives. Qualitative research is inductive. Researchers work out concepts, understandings and observations from sequences in data instead of gathering data to determine preconceived hypotheses, models, or theories. Taylor, Bogdan & DeVaul 2015, 17-18.)

Qualitative research is for knowledge acquisition in order to better understand human systems. Typical methods for qualitative research are interviews and surveys, but also case studies, historical studies and document analyzes. The investigation is conducted under natural conditions, that is, without environmental manipulation. Typically, research provides abundant detailed descriptions of people's behavior and opinions. The approach is based on the belief that people are constructing their own reality and understanding it is possible when the researches examine how they do it. (Savenye & Robinson 2001, 1171-1172.)

Qualitative research respects the view that reality is socially constructed. The research is aimed at discovering, understanding and constructing, and used when little is known about a topic or phenomenon, and mainly to understand and interpret people's experiences and views. New hypotheses and theories are generated. It is based on non-numeric data (words, pictures, articles). The results are presented as narrative descriptions. (Johnson & Christensen 2012, 33-37.)

In qualitative research, data is obtained both in both oral and written text. Open-ended questions or methods that take into account the context are used to collect data by participatory observations, interviews, group-based and visualized participatory methods. (Gabriano & Holland 2009, 7-8.) The main methods are interviews and observations to collect text data. Researchers ask questions such as why, what and how. The theory is created based on the data obtained in the analysis process. (Draper 2004, 643.)



The research method used for the study is called the phenomenological method. The phenomenological research focuses on what people experience in one or another occurrence and how they interpret their experience. The aim of the phenomenological study is to describe the phenomenon of "genuine experience". Data can be gathered through interviews, descriptions of experiences, written or oral self-reports, or even artistic expressions from all parties that are capable of sharing this experience. In a phenomenological study, the researcher looks at things through the eyes of others. The researcher does not interpret the experiences of humans, analyze them or transform them into any form, but presents them in an original and truthful way. The sample data should be as straightforward as possible and honest, the investigator should not influence the interviewees in any way. A good phenomenological study is not simply a synthesis of interviews, but it must include, among other things, all documentation starting from the choice of topic. It must include all the thoughts, perceptions and reasons of the researcher in making decisions. That raises the credibility of the research. (Waters 2017.)

Interview is a form of conversation to collect data for solving a research problem. In a routine interview, the researcher will ask questions and the interviewee will answer them. However, interview may also be conducted as a dialogue where both parties together are looking for a solution to a problem. Interview is one of the most commonly used data collection methods in qualitative research. Interview allows the investigation to reach hidden areas, explore sensitive and delicate topics that are not available by other collection methods such as observations or questionnaires. The advantage of interview is flexibility and the opportunity to adjust the data collection according to the situation and the interviewee. The main disadvantage of interview is the high amount of time required for data collection and for the subsequent processing of recorded oral texts or records. (Briggs 1986, 150-155.)

Asking the questions and registering the answers during interviews are actually much more complicated than they might seem at first glance. The spoken or written word is always ambiguous to some extent, no matter how carefully the questions are asked or the recording of replies and encoding was prepared. In order to minimize the disputability of the data collected during the interview, the interview plan should be carefully developed. If one looks at the numerous lengthy instructions for organizing an interview from various sources - what and how can be done, and what should not be done - in addition to discussions about motivation, empathy and intuition - interviews may indeed be called an art of science. (Fontana & Frey 1994, 361-376.)

There are multiple different interview strategies. The most of used of them being structured interview, semi-structured interview and non-structured interview. In this research the author is going to use semi-

structured interview. Semi-structured interviews are partly standardized interviews. Standardization is required to start the interview. The work will reveal what valuable data will begin to appear and what could be registered. Thus, the interview begins with a planned structure, but develops openly, according to the situation. This requires a creative approach and a good situational feel from the interviewer.

Semi-structured interviews are convenient for use in phenomenological research that seeks to explore hidden phenomena and their features. When planning an interview, specific questions and general questions will be asked. The order of the questions is set by the interviewer, who may also rephrase and add questions if necessary. (Grix 2004, 125-128.)

## **7 IMPORTANCE OF ENGLISH TO BRAZILIAN BUSINESS OWNERS**

Seven interviews were conducted during 10<sup>th</sup> of June 2018 to 20<sup>th</sup> of June 2018 in companies A, B, C, D, E, F & G. Participants were either company owners or held an administrative position in the company. Due to their positions in the company, it was predicted that they would have valuable perspective and experience in evaluating the importance of English language for Brazilian business owners. For this study 12 semi-structured open-ended questions (APPENDIX 1) were used.

### **7.1 Interviews**

The interview questions had the same main structure. The interviewer took liberty to ask additional follow-up questions depending on the company's field of business. All interviews were conducted in English either through Skype or in-person. The interviews lasted from 15 to 35 minutes. All the participants have had to use English in their workplace.

The first two questions of the interviews are for gathering background information about the company. The remaining questions were analyzed and the themes that came out were categorized into different groups. Four themes came up including (1) English in my company, (2) English in Brazil, (3) opportunities and challenges, and (4) how to respond to the challenges.

## **7.2 Interview A**

The first interviewee was a director of a private university. They attract international students and do international research. In addition to that they send their own students abroad and try to make new connections with overseas universities to receive more exchange students.

### **7.2.1 English in my company**

The interviewee states that as a professor most of the best articles he has access to are in English. The interviewee also states that his job requires him to represent the university at various events and that some of those events have international people. The interviewee adds that most of the professors have an opportunity to have international relations, to expand their research area, and to read international articles.

The most important authors for my work are international authors. Porter for strategy and Kotler for marketing. Even when preparing classes for Brazilian students I use those authors. A lot of articles are translated to Portuguese. 70% of the books and articles I use are in Portuguese and 30% in English. (Interviewee A.)

The interviewee predicts that the educational industry will be more and more globalized every decade from now on. Online education is growing a lot and future classes can take place online through online communication platforms such as Skype. That makes it possible for the interviewee to teach thousands of students at once. The interviewee believes that technology is revolutionary and it will affect classrooms and education. There will be more contact with international students and international universities. The interviewee asserts that the only way to put everyone on the same page is by using English language.

The interviewee states that using English has improved his working life. His salary is paid by the hour and with English language skill the hour value more than doubles. The interviewee argues that this is just something measurable and that there are many more benefits from English, such as contacts and connections gained, the ability to represent the university and the opportunity to visit other universities abroad. The interviewee mentions that he is continuously improving his own English and sees it as something essential for the future. Furthermore, he asserts that they will hire more English speaking professors in the future.

### **7.2.2 English in Brazil**

The interviewee states that Brazil is currently the 8<sup>th</sup> largest economy in the world. That makes Brazil a focus for international investors. Even though there are still a lot of internal problems in Brazil, the interviewee asserts that Brazil is still a paradise for international investors due to a huge GDP and very attractive interest rate. The interviewee states that a lot of money circulates in Brazilian economy and all the industries are getting more and more globalized.

When asked whether the interviewee has encountered any negative attitudes towards English language from a governmental, social or academic perspective the interviewee explains that everything that happens in Brazil there is always the same excuse for it which unfortunately is corruption. The budget for corruption is something unbelievable in Brazil. That is negative.

Second thing that is negative: The politicians in Brazil, they are elected four in four years, people vote the politicians to represent us. when you are at the university, you vote. when you are in the basic school, elementary school, you don't vote. So in Brazil they think like this. Why are we investing money on people that do not vote for us? It's terrible. It happens. I'm not saying we do good work in the universities, but we do more work than they do in the elementary schools. So some politician might come and open up a new computer lab and say that people should vote for him. Unfortunately that happens in Brazil. (Interviewee A.)

### **7.2.3 Opportunities and challenges**

The interviewee explains that the challenges for Brazilian companies with English are the linguistic differences between English and Portuguese which makes it harder for Brazilians to learn the language. Moreover, he states that the biggest difficulty is that Brazilian educational system is really poor. The elementary school professors often aren't qualified to teach English.

### **7.2.4 How to respond to the challenges**

The interviewee explains that if the parents have money there is possibility to find bilingual classes that have courses in Portuguese in the morning and English in the afternoon. The interviewee asserts that these kind of courses are only available in private schools, but it is the public schools that need better

education in order to change the whole population for the better. Brazilians have seen it happen in European countries, they know the recipe. The interviewee states that it is time to start investing more money in basic education. The interviewee notes that things are starting to change in that regard.

### **7.3 Interview B**

The second interview is also with a person that holds an administrative position in a private university. That is academic field of business. They use English on research as the majority of the papers and reports they read are in English. Furthermore, they use English in interacting with other universities and organizations, foreign ones of course. The language they use internationally is English. It happens in presentations, international conferences and projects.

#### **7.3.1 English in my company**

The interviewee feels that globalization is strongly affecting his working life. Almost all of the publications in their research are in English. They publish in international journals and participate in international projects. In addition to that they go to international conferences, so almost all of their work is in English.

The interviewee feels that English has improved his business, as it gives them global visibility. The interviewee states that in order to create a global impact one must communicate in English. The interviewee states that they are developing more and more projects in the university in English. The interviewee believes that they are very internationalized. The language they use is always English in their partnerships with Germany, England, China and India.

#### **7.3.2 English in Brazil**

The interviewee states that one of the big reasons for using English in Brazil is doing business with the most important Brazilian business partners USA and China. Furthermore, when communicating with Europe it will be easier to use a language like English. The interviewee states that there have been some small government incentives towards improving the situation of English fluency in Brazil. The interviewee believes that there is will, but argues that education suffers a bit in the current moment where Brazil is getting out of recession. The interviewee feels that there is intention, but lack of action. The interviewee has not encountered any negative attitudes towards English in Brazil.

### **7.3.3 Opportunities and challenges**

The interviewee states that there are big challenges in regards to Brazilian companies and English. He explains that there is still a need to increase the fluency in English. A big country like Brazil sometimes does not feel the need to speak an international language. The interviewee argues that that was before this high level of interconnection and interdependence that we have today in economics. Hence today it is mandatory to understand and to be understood in another language.

Today I see more weaknesses and obstacles than opportunities. Once again, one weakness that we have today is that we have few people that are, even in businesses, fluent in English. So we have to train more people and to prepare more ourselves or we will have some difficulties. Even if you look at the emergent countries the levels of knowledge in English in China, India, I suppose are higher than in Brazil. So this is a weakness today and has to be a challenge in preparing the next generations. (Interviewee B.)

### **7.3.4 How to respond to the challenges**

The interviewee suggests that those challenges could be countered by companies training their human resources with training programs, but also schools and universities should be more concerned with the necessity of training their students in English and develop their teaching methods in English.

## **7.4 Interview C**

Interviewee C is an owner of a hostel. They provide accommodation mostly for backpackers, but also for tourists and exchange students. They are a local company that has business in one city, which means that they do not do any international business, but they do get a lot of international customers.

### **7.4.1 English in my company**

The interviewee states that they use a lot of English at the hostel. The interviewee predicts that about 60% of the customers are Portuguese speaking and 40% English speaking. About 10-15% of those 40% are from European countries such as France, Germany, Russia, Denmark or Finland. With people from those countries the common language is always English. With people from Spain or South America they speak Spanish and with people from Portugal they naturally speak Portuguese. The interviewee states

that in their hostel they use English at the reception and pretty much all the time when they are communicating with the guests.

If it wasn't for globalization I wouldn't be here. It's because of that, the internet, because of all that information we have access to, that people are reserving, making bookings from overseas. Then we are getting the English speaking guests. Due to globalization. If it wasn't for that I would only be having Brazilians here, and then maybe the odd gringo that come and knock the door, but with the globalization, with the internet and everything, all the tourists are coming from overseas already booked out, they have the property from the internet and they book through the channels like Hostelworld, Hostelbooker, booking.com and then they check the property and everything and that makes us have to know English. then we can host these guests. (Interviewee C.)

The interviewee states that without English he would not have success in his business. The interviewee does not have much plans for the future development of his English since he has lived abroad for 9 years and has a degree in English, but still he feels that it is important to keep the language skill up do date with practice. The interviewee states that knowing English, along with Portuguese and Spanish is a basic request needed for working at his company.

#### **7.4.2 English in Brazil**

The interviewee states that with globalization more and more international businesses are coming to Brazil and Brazilians are making business with people from overseas. The interviewee feels that serious entrepreneurs these days must know English. Depending of the area of business of course, but if the company is dealing with international business and international clients then there is no other way than to speak English. The interviewee states that globalization is a reality and Brazilians are realizing that in order to succeed one must know English.

#### **7.4.3 Opportunities and challenges**

The interviewee mentions that one of the greatest challenges is that Brazilians do not practice much English and there is a lack of English speaking environment for practicing it. Furthermore, he adds that it is difficult for companies to find English speaking employees. The interviewee states that there are very basic English classes in public schools, but at least it is possible to learn something.



#### **7.4.4 How to respond to the challenges**

The interviewee believes that these challenges can be tackled by education, training and offering free courses by the government. Furthermore, by having more quality public education English courses. The interviewee states that education is the primary source of development and investing in that would be the best move. The interviewee believes that there are opportunities for Brazilian companies in relation to English, such as expanding business and opening companies abroad, or bringing more business home.

#### **7.5 Interview D**

Interviewee D is a hostel owner. She is in the accommodation business. They do not do any international business, but they get a lot of foreign guests. The interviewee uses a lot of English in her work, but she is also an English teacher which makes her use it even more.

##### **7.5.1 English in my company**

The interviewee predicts that around 40-50% of the clients are English speaking, especially during the high season in the summer. They also use a lot of Spanish at the hostel, since Brazil is the only country in South America that does not speak Spanish they get a lot of customers from Spanish speaking South American countries

The interviewee states that they use English at the reception. Every time an English speaking guest needs some information it is mandatory to speak English. The interviewee states that only 5% of Brazilians can speak English, which means that it is difficult to find employees that are fluent. Hence she accepts workers that can manage communication with a little bit of English and a little bit of mimics. The interviewee is the main English speaker in the company and the other employees can communicate but are not fluent.

The interviewee feels that globalization has brought more attention to Brazil, which in turn brings more clients. The clients can decide to come to Florianopolis instead of the popular destinations Sao Paulo or Rio de Janeiro, because the nature is beautiful in Floripa too and it can be safer. The interviewee feels that globalization has brought only good things to her business. Thanks to globalization she can follow the examples of other hostels around the world and benchmark them. Furthermore, clients can get to

know the interviewee's hostel through facebook and get to know about the experience before they come to visit.

English is really really important and something that I notice for example if a guest arrives during the night while I am not there and goes away in the morning while I am not there. Usually this person doesn't have the same experience as if I was there, because I am the English speaker. I used to have another receptionist. she was fluent in English. She stayed with me for 3 years. so it was okay, but now that I don't have her anymore, when they have the chance to get to know me and to really talk to someone about brazil in the language that they can understand, they have a completely different experience. And it can be like to know more about the country, or even to know the right way to go to the beach, sometimes the person who is there doesn't know how to tell them the way and later on the websites they say that "oh it was very far from the beach", but actually it was not. It was just a misunderstanding because the person couldn't tell them the right direction. English is really really important for my business. Hostel isn't just about accommodation. It's about experience, about sharing culture, and if you have no one able to tell you about this culture to show you in your language, it becomes a big problem. (Interviewee D.)

The interviewee states that she has future plans in implementing English to her working life. She would like to exchange classes for work in the hostel. She already does it with accommodation through world-packers.com website where people can come and stay in the hostel while they work there. The interviewee would like to apply the same system for English language classes too. That way she can have more prepared people that can speak English and also the workers would benefit from learning a new language.

### **7.5.2 English in Brazil**

The interviewee states that Brazil is a large and a rich country. She adds that there are many foreign companies coming to Brazil because they see the opportunity to outsource business activities to Brazil where the production costs are cheaper because of cheaper labor.

When asked whether the interviewee thinks that there is this kind of notion that the government might be scared of Portuguese language being in danger the interviewee responded with:

No, I think they are more scared because they are going to be in danger themselves if we learn to speak other languages. They don't really care about the Portuguese language, they just care about "oh if people can speak other languages, they can get to some other websites and see some other news, visualize different things, poor people are going to realize that "oh it's not that way that things should be". I think that's the reason why we have no investments in Brazil in this area, or in any other educational area. I think that's the real problem. They could speak Chinese here, they wouldn't care. (Interviewee D.)

### **7.5.3 Opportunities and challenges**

The interviewee believes that there are opportunities for Brazilian companies in relation to English. She argues that if Brazilian companies have people that are able to negotiate in English it opens up a big market for them, because then they are able to deal with foreign countries and present their products outside Brazil, which in turn makes them more competitive and could guarantee more profits.

The interviewee believes that Brazilian people and government have a challenge that starts with education. There needs to be effective learning of English at school in order to have people able to speak English in their working life. The interviewee states that currently the students that learn English in school graduate with knowing how to speak the verb “to be” and that is it.

### **7.5.4 How to respond to the challenges**

The interviewee states that Brazilian government does not give English or any other foreign language real importance in the educational system. In Brazil there is usually one period of English during the week and students do not take it seriously, as it is just a formality for them. Furthermore, it is very expensive to study English outside the school, so the ones that do want to improve cannot do it due to lack of funds. The interviewee states that if the government would take investing into the youth more seriously then the future would be much brighter. The interviewee states that it is important to start education from kids, because kids learn much faster than adults.

## **7.6 Interview E**

Interviewee E is a general manager of a hotel. They do not do any international business, but they receive guests from Europe and North America that speak English, but not very often. Most of their customers are Argentinians, Uruguayans or Paraguayans, people mainly from South America.

### **7.6.1 English in my company**

The interviewee predicts that about 15% of clients come from English speaking countries. The interviewee does not use English on his position, as he does not have much contact with the guests. The hotel does have English speakers in the front office, as all the receptionists speak Spanish, Portuguese and English. Furthermore, the reservation assistant speaks English and also the main manager of the restaurant speaks English and Spanish. The interviewee states that English is used when reservations are received from abroad from Europe or North America. Some European countries like Germany communicate to them in English. The interviewee states that English is also used for commercials for marketing purposes, but that really is not the focus of the hotel, because most of the clientele comes from South America.

The interviewee states that they do not feel the effects of globalization that much, as they do not have many clients coming from overseas. Only during special occasions such as festivals or concerts they might have a bit more English speaking clientele than usual. The interviewee states that English has improved his career and has improved the careers of the workers that have to use English in the hotel, as they have the opportunity to work in better hotels and better situations thanks to the English skill. The interviewee says that there are no concrete plans to implement English in the future for the hotel, but in case the hotel should take a different direction and be more focused on foreigners that are not from South America then it could be a possibility that English has a more central role.

### **7.6.2 English in Brazil**

The interviewee believes that globalization is currently very important. Brazil is a country that is trying to improve its economy, even though there is a crisis in politics and economy at the moment, but the future of the country will evolve around dealing with other countries and communicating with them globally and in that case English will be the most important language.

### **7.6.3 Opportunities and challenges**

The interviewee states that there are some internal challenges, such as the political crisis and the upcoming election. The interviewee believes that those challenges will be countered by essentially waiting for the political situation to be solved after the election which would make Brazil a more safer country to

invest in. The interviewee sees that an opportunity is to be well positioned for the large companies and to be lucrative after the economical and political crisis is over.

#### **7.6.4 How to respond to the challenges**

The interviewee feels that when speaking English only good things will come. Furthermore, he believes that the situation of English in the country is improving because the country itself is developing and going forward.

### **7.7 Interview F**

Interviewee F is a business owner in a company that deals with renewable energies and corporate sustainability. They do international business with multinational companies. The communication is in English and the interviewee's webpage also has an English version.

#### **7.7.1 English in my company**

The interviewee uses English when dealing with foreign people, either by talking to them or writing something to those clients. The interviewee states that one of his clients is a French group and even in that group the official language is English. Only sometimes when he deals with Hispanic people the common language is Spanish or Portuguese.

The interviewee feels that English has improved his business. Since he graduated many years ago it was a differential in the beginning of his career. Even nowadays, surprisingly it still is, because some Brazilians think that they can speak English, but when having to use it, they become a bit shy or sometimes they do not have the vocabulary to speak English.

The interviewee teaches in English and reads and writes frequently in English. Moreover, he has weekly English conversation classes with a teacher. The interviewee intends to improve his international business, especially dealing with stakeholders engagement and communications sustainability and energy as well.

The interviewee mentions that in his previous multinational company there were English and Spanish language courses offered for free and it became very useful for business travels in USA and Central/South-America.

### **7.7.2 English in Brazil**

The interviewee states that the reasons for using English in Brazil at the moment for companies that have business only in Brazil is for reading texts in English, but for companies that intend to go to the globalized market it is essential to speak and write in English.

When asked whether the interviewee has ever encountered any negative attitudes from a social or governmental perspective that is impeding English language to flourish in Brazil the interviewee responded:

Education is the key issue, but in the past, during the labour party government they did some mistakes, one of them was to not demote English language for diplomatic jobs, it was absurd. It was mentality of nationalism, but it was a mistake and of course even the institute that prepares diplomats in Brazil didn't take it seriously. (Interviewee F.)

### **7.7.3 Opportunities and challenges**

The interviewee believes that the challenges for Brazilian companies are finding the correct tools for the job. Internet translators can be very literal and the phrases sometimes do not make sense, so Brazilians need to keep that in mind when communicating with English speaking people.

The interviewee believes that Brazil needs to urgently improve its educational system, the methods, number of schools, teachers, preparation. That is the number one challenge. Brazil receives a lot of tourists and businesspeople, so it is urgent that Brazilians in general understand that speaking English is essential. The interviewee states that there are many courses in English even in public schools, but it is not evenly dispersed around the country. There are even regions where Portuguese is not properly spoken and written, there are still illiterate people in Brazil.

### **7.7.4 How to respond to the challenges**

The interviewee feels that there is a need to develop Brazil as a whole and it should be a social purpose of the whole society of Brazil. A national effort is necessary to improve education in Brazil.

## **7.8 Interview G**

Interviewee G is a lawyer and owns a law company. They work with business law and their clients are companies that hire them to be their legal advisors, hence they work as consultants and with litigation as well. One of the partners in the company lives in USA and represents the company there.

### **7.8.1 English in my company**

The interviewee states that he does not use English every day, but there are exceptions. One of their clients is selling 49% of the company to an American company, which means that the interviewee will need to read contracts in English and make video conferences with the lawyers of the American company. The interviewee mentions that this is not very common though, but sometimes it can happen and in situations like this English is needed. The interviewee's partner lives in USA and represents a Brazilian company there. They are not allowed to practice law in USA, but they have partners there for legal matters.

The interviewee thinks that it is easier for everyone that English is used as the common language, as the world language, because English language along with American culture is so widespread. The interviewee feels that it is easier to use one language to do business rather than learning multiple languages and speaking them poorly. The interviewee argues that everyone is doing business all over the world and the world is becoming smaller, hence it is more important to talk English for doing business with people from other countries.

The interviewee feels that English has improved his business, because it gives more options to grow and expand to different markets. Without knowing any English his partner would not have had the chance to expand to USA. The fact that his partner already spoke English before made it easier to expand business there and offer different services to clients.

The interviewee believes that everyone in the office should concentrate efforts to improve their English, because in the future it is possible that they will have more international business than they have ever had before, therefore it is important that everyone in the company improves their English, so that they could make more business with foreign companies and offer more international services to their clients. The interviewee states that he has never been offered English courses by an employer before, but one of

his partners has been taking private lessons. The interviewee thinks that it would be a good idea to have law English lessons for everyone in the company.

### **7.8.2 English in Brazil**

The interviewee states that due to Brazil being a very big country the people haven't really had the need to look for outside markets before, but nowadays people are realizing that this is not true. The interviewee mentions that Brazil's market might be very big, but it is still limited. There are a few big cities for business, but in a smaller city like Florianopolis there aren't that many opportunities which means that a business owner must be ready to expand market outside Brazil. The interviewee feels that people are starting to get this idea of learning English to make business and compete in bigger markets. The interviewee mentions that in a country like China businessmen speak much more English than Brazilian businessmen do. The interviewee feels that Brazilian businessmen are starting to be conscious about the need of knowing how to speak English.

### **7.8.3 Opportunities and challenges**

The interviewee thinks that the more globalized the company the more opportunities appear. He feels that it is a consequence. The interviewee states that if business owners make their employees talk more English then the company has opportunities to do business with other countries more easily, especially since not all companies in Brazil have this mindset.

Challenge is to start creating to change this mindset, I think it's changing naturally, but the leaders of the companies need to incentivize their employees to study more English, maybe by hiring English teachers to the company, probably a lot of companies already do that, but I think it will be more common in the next years. The challenge is to make your employees get out of their comfort zone and start to learn English and maybe companies should send their employees to other countries to make business there if you're already a globalized company. It is easier to learn another language if you're living 2-3 months in another country. The money is also a challenge, it costs more for the company. Maybe the employer will choose to do different things with money and choose not to pay for English teacher. It must be a benefit for the employer. (Interviewee G.)



#### **7.8.4 How to respond to the challenges**

The interviewee states that the government should support more educational projects such as science without borders that would give students the opportunity to go abroad and get the international experience and learn English.

## 8 DISCUSSION

In this chapter the analysis of the empirical data will be made. The author will focus on finding similarities and differences between the theory and empirical findings of this study. The results of the interviews are reviewed by using the theoretical framework and the themes of the empirical evidence.

### 8.1 English in my company

English is viewed as an ability that can advance social, personal and economic development and is seen as a way to improve and increase one's cultural and social capital (Earling & Seargeant 2013, 2). The findings support that notion. All of the respondents use or have used English in their current companies. In addition to that every respondent feels that English has improved their working life. Respondent F thinks that knowing English is a differential for him in the job market that sets him aside from the other candidates that might not know a second language. Respondents G and E feel that knowing English gives them more options to grow and expand to different markets. Respondent A sees improvement in salary. Respondent B has gained global visibility. Respondent D feels that English has given her the ability to share a better cultural experience to her English speaking clients.

It is difficult for Brazilian employers to find employees with sufficient levels of English proficiency due to a lack of good quality basic education and limited access to private English courses. (Data Popular Institute 2014, 5-7.) The empirical data supports that notion. Out of seven respondents only interviewee C stated that English is a basic skill needed for employees to work in his company. Interviewee D stated that being able to communicate with the help of mimics is sufficient standard for employees in her company. Both interviewees C and D found that it is difficult to find English speaking employees.

Respondents A, D, F and G have plans for future English development. Respondent A believes that the educational industry will be more globalized in the future which would make his skill of teaching in English more valuable. Respondent D would like to exchange English classes for work – a system which is currently working in changing accommodation for work in her hostel. Respondent F intends to improve his international business, especially dealing with stakeholders engagement and communications sustainability and energy. Respondent G predicts that there will be much more international business in

the future, hence he is continuously improving his English. Respondents E and C do not have any development plans currently, but are ready to adapt if their situation changes.

Entrepreneurial management companies are apt to value the development of their employees. They are more likely to pay for the courses for their employees and have the courses on the firm's premises during working hours. (Data Popular Institute 2014, 14.) The empirical findings support this. Respondent F mentions that in his previous multinational company there were English and Spanish language courses offered for free and it became very useful for business travels in USA and Central/South-America.

## **8.2 English in Brazil**

In the start of the 21<sup>st</sup> century, Brazilian academics were divided on an increasing dispute over an apparent threat to the country's national language – Portuguese. (Canagarajah 2005, 105-106.) Respondent D stated that Brazilian government is not worried about Portuguese language being in danger from English, rather the problem is that the government is not interested in educating the population, because that would open the population's eyes to other sources of information in other languages which might give them a different perspective that the government does not want them to have. Respondent F stated that in the past the labor party government made a ruling by which they did not demote English language for diplomatic jobs which was absurd, a total mentality of nationalism, but even the institute that prepares diplomats in Brazil did not take that seriously.

English has made an exceptional rise to become the world's lingua franca. A growing number of multinational companies are establishing English as the common corporate language. It is the most commonly used language of international trade which makes it a must learn for many people all around the world. (Prendergast 2014, 1.) Respondent F stated that one of his clients is a French group that use English as official language of communication. Respondents A, B, C, D, E and G agree that globalization is evident and important and it brings business to Brazil and gives Brazilian businesses the opportunity to go abroad, and the common tongue for communication is English. Respondent F states that the reasons for using English in Brazil at the moment for companies that have business only in Brazil is for reading texts in English, but for companies that intend to go to the globalized market it is essential to speak and write in English.

Respondents were asked whether they have encountered any negative attitudes towards English language from a governmental, social or academic perspective. Respondent A explains that everything that

happens in Brazil there is always the same excuse for it which unfortunately is corruption. The budget for corruption is something unbelievable in Brazil. Respondent B has not encountered any negative attitudes towards English in Brazil.

### **8.3 Opportunities and challenges**

Respondent D stated that if Brazilian companies have people that are able to negotiate in English it opens up a big market for them. Respondent E felt that there is a need for the big Brazilian companies to be well positioned after the economic and political crisis is over. Respondent G thinks that the more globalized the company the more opportunities appear. Respondent C believes that English opens up opportunities for Brazilian companies to go abroad and for foreign companies to do business in Brazil.

Government representatives and schoolteachers likewise have bewailed the deficient quality of language teachers working in elementary language education. If Brazil is to operate fully in the global scene it needs more professionals that are proficient in English. (Data Popular Institute 2014, 13.) This part of theory matches with the empirical part of the study. One of the biggest challenges that 6 out of 7 respondents mention is education. Respondent A states that the biggest difficulty is that Brazilian educational system is really poor. The elementary school professors often aren't qualified to teach English. Respondent D states that Brazilian government does not give English or any other foreign language real importance in the educational system. Respondent F states that Brazil needs to urgently improve its educational system, the methods, number of schools, teachers, preparation.

Respondents B and D feel that there is need to improve the level of English in Brazil. Respondent B states that there have been some small government incentives towards improving the situation of English fluency in Brazil. Respondent B believes that there is will, but argues that education suffers a bit in the current moment where Brazil is getting out of recession. Respondent G believes that the leaders of the companies need to incentivize their employees to study more English, maybe by hiring English teachers to the company. Respondents A, D and G point out that there is possibility for private lessons for English, but those are not affordable for majority of the population.

#### **8.4 How to respond to the challenges**

Respondents A, C and D believe that public schools need better education in order to change the whole population for the better. It is important to start education from kids, because kids learn much faster than adults. Respondent B suggests that those challenges could be countered by companies training their human resources with training programs, but also schools and universities should be more concerned with the necessity of training their students in English and develop their teaching methods in English. Respondent F feels that there is a need to develop Brazil as a whole and it should be a social purpose of the whole society of Brazil. A national effort is necessary to improve education in Brazil. Respondent G states that the government should support more educational projects such as science without borders that would give students the opportunity to go abroad and get the international experience and learn English.

#### **8.5 Reliability and validity of the study**

Validity and reliability are important terms in scientific research. Validity is a concept that indicates to what extent data collection procedures accurately reflect the object of investigation. For example, asking interviewees whether they know about world events is not a valid way to study news consumption. For example, whether the interviewees are ordering newspapers is more specific, but also not valid, because it does not indicate if they actually read these newspapers. The most effective way of following the example above is to let the interviewer list the most important news for the last day or week in order to determine the consumption of news. (Bereman 2008.)

Reliability is demonstrated by the fact that data collection has been repeated under similar conditions and similar results have been obtained. Often, it is difficult to achieve the validity and reliability of the study simultaneously. For example, studies designed to obtain quantitative data and data collected through reliable data collection techniques, such as laboratory experiments, suffer from persistent problems because they are implemented in artificial situations and may not reflect how people actually think and behave in the real world. A qualitative approach such as participatory observation can, in turn, suffer from a lack of credibility - although in the real context, it is difficult to repeat such a data collection procedure under exactly the same conditions. One possible way to ensure that a research is both valid and reliable is to use a variety of methods. (Bereman 2008.)

The author of this study used only qualitative research method and conducted seven interviews. The interviews were conducted in similar conditions to each other and the questions asked had the exact same main body of open-ended questions with some additional questions depending on the field of business of the interviewee. The interviews were conducted in English language. The author and the interviewees are not native English speakers which means that some of the questions and answers might have been unclear and misunderstood by both parties. The author notes that some of the questions, for example question 12 (APPENDIX 1) was not very clearly and concisely formulated and did not get proper answers from all the interviewees. Furthermore, the author had to conduct the interviews in a week, which made time very short in supply. In addition to that, majority of the companies that the author interviewed were reached through a local Brazilian chamber of commerce. Since the author did not speak Portuguese himself it was quite difficult for him to handpick the companies to have a broader range of respondents.

## 9 CONCLUSION

The English language was exported all over the globe through colonization, missionaries and trade. Ex-peditiously growing American worldwide influence gave English an exclusive momentum in modern history. Majority of the innovations during the Industrial Revolution were of British origin. Britain was called the “workshop of the world” which automatically constructed thousands of new words and terms to English language. The expansion of English and the rise of the internet as the medium for global communication took English to another level in the global scale. The emergence of the internet and social media, with the capacity for even broader scope of influence gave English a momentum never seen before. One of the main reasons why English became such an effective means for global communication is outsourcing and offshoring of business processes. Many international businesses abided with the flow of globalization and decided that reducing costs in order to stabilize profits in competitive markets is a very lucrative idea.

English language is the lingua franca of the world and will remain as one for the foreseeable future. English is the language of science, information, business, entertainment, diplomacy, technology and communications. That does not mean that the other national languages are less worthy, especially in business context, because people still find their native language as a more trustworthy and appealing source for information. However, English is important for global communication and as the world is becoming smaller and more globalized by each second the importance of English as the medium for global conversation grows.

Only 5 per cent of Brazilians claim to know English. For Brazilian employers it is difficult to find employees that have sufficient levels of English proficiency due to a lack of good quality basic education and limited access to private English courses. Language and internationalization policies have different visions on the role of English and other foreign languages in the different levels of education in Brazil: English is seen as a foreign language in primary education where this language can be taught, or not, depending on the choice of the school community. In secondary education English is still seen as an optional foreign language. Only in higher education English is seen as an international language and has much more prominence and importance. For Brazil to fully participate in the globalizing world, the government must accept the importance of English language as the common tongue for global conversation.

The author of this study set a research question: How do Brazilian business owners feel that globalization is affecting their working life, especially in the context of English being the medium of globalization? The empirical part of the study demonstrated that English is undoubtedly important for Brazilian companies that are doing international business or have international clientele. For all Brazilians to have the opportunity to take part of global conversation, Brazilian government should invest in public education. Teaching children a second language is by no means a bad thing in today's globalizing world. It is rather a gift that will enrich Brazilian society and boost Brazil's economy.

For further research in this matter, the author suggests to have a wider pool of interviewees. Respondent F states that the reasons for using English in Brazil at the moment for companies that have business only in Brazil is for reading texts in English, but for companies that intend to go to the globalized market it is essential to speak and write in English. The empirical part of the research should involve business owners that do not speak English, but still might have had business contact with English speakers through translation services for example. The current study does not have wide enough pool of interviewees to undoubtedly claim the importance of English for Brazilian business owners. All of the interviewees spoke English, but only 5 per cent of Brazilians do. For further research it is necessary to interview people from the 95 per cent of population that do not claim to know any English.



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## **Interview Questions**

- 1) What field of business are you in?
- 2) Do you do any international business?
- 3) Do you use English in your work?
- 4) In what situations do you use English in your work?
- 5) How do you feel that globalization is affecting your working life, especially in the context of English being the medium of globalization?
- 6) Do you feel that using English has improved your business?
- 7) How will you implement English in your working life in the future?
- 8) What are the reasons for using English in Brazil?
- 9) What are the challenges?
- 10) What are the opportunities?
- 11) How to counter the challenges?
- 12) Have you ever encountered any negative attitudes towards English from a governmental, academic or social perspective?