

Czech University of Life Sciences Prague
Faculty of Economics and Management
Department of Economics and Management



Master's Thesis

The Impact of English on Corporate Communication in
a Non-English-Speaking Environment: Analysis of
Businesses in the Czech Republic.

Agnes Dieyi

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DIPLOMA THESIS ASSIGNMENT

Agnes Dieyi, BA (Hons)

Economics and Management

Thesis title

The Impact of English on Corporate Communication in a Non-English-Speaking Environment: Analysis of Businesses in the Czech Republic.

Objectives of thesis

The objective of this thesis is to evaluate the impact of English on corporate communication in businesses and assess the economic impact on the Czech Republic. The following queries will be examined by the thesis:

How has corporate communication in businesses in the Czech Republic been affected by English's emergence as a global language?

What is the impact of this on the businesses' growth and the economy of the country?

In what ways can translingual practice be used to enhance dialogues in the businesses?

What are the risks and benefits of using English in business interactions?

The thesis's final objective is to propose approaches that can enable businesses to improve their interactions with non-native English speakers by enhancing their communication practices in business settings.

Methodology

The work will be processed using descriptive and empirical methods of research.

In order to examine pertinent research on the impact of English on business communication in businesses in the Czech Republic, this thesis will use a content analysis approach.

A detailed analysis of the literature will be part of the study, and qualitative/quantitative research in the form of a questionnaire survey will be conducted.

The proposed extent of the thesis

60-70 pages

Keywords

businesses, corporate communication, economic impact, English, non-English-speaking environment

Recommended information sources

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-

Expected date of thesis defence

2023/24 SS – PEF

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Declaration

I declare that I have worked on my master's thesis titled "The Impact of English on Corporate Communication in a Non-English-Speaking Environment: Analysis of Businesses in the Czech Republic." by myself and I have used only the sources mentioned at the end of the thesis. As the author of the master's thesis, I declare that the thesis does not break any copyrights.

In Prague on 30th March 2025

Acknowledgement

I would like to thank PhDr. Martina Jarkovská, Ph.D., Abai Ekenon and my Family, for their advice and support during my work on this thesis.

The Impact of English on Corporate Communication in a Non-English-Speaking Environment: Analysis of Businesses in the Czech Republic.

Abstract

The English language has developed into a significant medium of trade and business worldwide, especially in areas where it is not the native tongue. This research examines the influence of an Accolade company's language rules in Prague, emphasizing their impacts on communication, worker dynamics, and productivity.

Prague, the capital of the Czech Republic, has emerged as a center for global corporations, many of which mandate English as the principal operating language. This approach may promote teamwork and improve corporate efficiency, but it also poses obstacles for local employees who are not proficient in English. These problems may encompass communication barriers, restricted professional progression, and the possibility of discrimination or segregation in the workplace. Employees with restricted English proficiency may have difficulties in integration, resulting in workplace inequity.

This thesis examines how English language affects corporate communication, workers dynamics, and employee well-being in non-native circumstances.

This study evaluates how English affects corporate growth, worker dynamics, and company performance to make recommendations for enhancing communication in non-native English-speaking companies to increase efficiency and inclusion.

Keywords: Businesses, corporate communication, Productivity, English Proficiency, non-English-speaking environment

Vliv angličtiny na firemní komunikaci v neanglicky mluvícím prostředí: Analýza podnikání v České republice.

Abstrakt

Angličtina se celosvětově vyvinula ve významné médium obchodu a podnikání, zejména v oblastech, kde není mateřským jazykem. Tento výzkum zkoumá vliv jazykových pravidel společnosti Accolade v Praze s důrazem na jejich dopady na komunikaci, dynamiku pracovníků a produktivitu.

Praha, hlavní město České republiky, se stalo centrem globálních korporací, z nichž mnohé požadují angličtinu jako hlavní provozní jazyk. Tento přístup může podpořit týmovou práci a zlepšit firemní efektivitu, ale také představuje překážky pro místní zaměstnance, kteří neovládají angličtinu. Tyto problémy mohou zahrnovat komunikační bariéry, omezený profesní postup a možnost diskriminace nebo segregace na pracovišti. Zaměstnanci s omezenou znalostí angličtiny mohou mít potíže s integrací, což vede k nerovnosti na pracovišti.

Práce zkoumá, jak anglický jazyk ovlivňuje podnikovou komunikaci, dynamiku pracovníků a pohodu zaměstnanců v cizích podmínkách.

Tato studie hodnotí, jak angličtina ovlivňuje firemní růst, dynamiku pracovníků a výkonnost společnosti, a navrhuje doporučení pro zlepšení komunikace v nerodilých anglicky mluvících společnostech s cílem zvýšit efektivitu a začlenění.

Klíčová slova: Podniky, podniková komunikace, produktivita, znalost angličtiny, neanglicky mluvící prostředí

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1. Introduction

In an increasingly interconnected world, language plays a pivotal role in shaping business interactions, particularly in non-English-speaking environments where language diversity poses unique challenges and opportunities.

English is the most spoken language when it comes to business, education, international trade, and communication, as well as diplomacy. Many linguistic formations accept English as the global lingua franca and a major language of communication. While English facilitates global communication and economic opportunities, it can also suppress local languages, resulting in a decrease in linguistic diversity. As argued by proponents of linguistic pluralism, the dominance of English may contribute to the marginalization of minority languages, which are vital carriers of cultural identity and heritage (Tan *et al.*, 2021).

A study by Zhang and Lu (2024) and Tan *et al.* (2021) demonstrated that the spread and acceptance of English as the global lingua franca has created a significant impact in shaping the educational, social, and professional environment globally, especially in landscapes where English is not the mother tongue.

In today's globalized economy, multinational corporations (MNCs) are increasingly implementing corporate language policies that foster uniform communication across borders. These policies often involve adopting a dominant corporate language, such as English, to streamline business operations and facilitate collaboration among diverse workforces.

These language policies come with great benefits to businesses existing in many countries; they also impose significant challenges in non-English-speaking regions (Tan *et al.*, 2021).

Learners of English from non-English-speaking countries are under pressure to attain proficiency so as to be successful in academic and business environments (Shoro, 2018).

According to Luo and Shenkar (2006) and Ouanhlee (2023), the adoption of English in the workplace may result in various socio-economic and cultural effects, including language barriers, shifts in communication norms, and potential disadvantages for local employees with limited skill in English proficiency.

The introduction of English as a lingua franca has the potential to transform the local business ecosystem, impacting professional mobility and the overall competitiveness of the local workforce.

This case study looks into the impact of an English company's presence in Prague, a non-English-speaking city in the heart of Europe. The company's decision to expand its operations to Prague is reflective of the city's growing significance as an international business hub.

By examining the language policies and practices adopted by the English company and their influence on the local business environment, this study aims to shed light on the complex dynamics of conducting business in a multilingual setting.

2. Objectives and Methodology

2.1 Objectives

The primary objectives of this case study are outlined below:

To assess the effectiveness of current language support mechanisms (e.g., training programs, translation tools) in enhancing productivity and teamwork: This research aims to investigate the language policies employed by the English company in its internal communications, as well as its interactions with customers and stakeholders in Prague. By analyzing these language practices, the thesis seeks to gain insights into how the company navigates the linguistic landscape and addresses communication challenges on internal communication and decision-making processes. The thesis aims to assess the extent to which English serves as a unifying language within the company.

To assess the impact of the English Company on the local business environment: The study aims to evaluate the influence of the English company's presence on the language preferences and practices of other businesses in Prague. Through an examination of the company's language-related strategies, the thesis aims to understand their broader implications for the local market and the perception of language use in the business community.

To evaluate the relationship between English proficiency levels and productivity metrics among Prague employees in Accolade: This research endeavors to uncover the perspectives of employees and customers regarding the English company's language policies and the use of English as the primary business language in a non-English-speaking city. By exploring these attitudes, the thesis aims to identify the impact of language choices on employee satisfaction and customer experiences, and the relationship between proficiency and productivity.

To investigate the economic implications of language proficiency on company performance and employee outcomes, providing recommendations for multinational companies in similar contexts: This study seeks to identify the language-related challenges encountered by the English company during its operations in Prague. By understanding these obstacles, the thesis aims to gain insights into how the company addresses cross-cultural communication barriers and fosters effective collaboration within its workforce, while providing recommendation for other businesses in similar context.

Background of the Company

The company under investigation is known as Accolade. Tom Spann, Chris Cigarran, and Shan Jennings founded Accolade in 2007.

Accolade Inc. is a healthcare technology company that specializes in providing personalized advocacy and navigation services to employees and their families. The company's platform uses data analytics and artificial intelligence to offer tailored support, helping individuals navigate the complex healthcare system. The headquarters of the company is located in Plymouth Meeting, Pennsylvania, in the United States of America.

2.1.1 Rationale for the case study

When businesses grow and expand globally, they typically choose English as the default language for business communication. To comprehend the wider effects of globalization, it is essential to look at how language policies impact operations in places where English is not the primary language, such as Prague. Ricento (2015) conducted research on the impact of English on organizational and cultural integration in non-native English environments. The report showed that while English enhances cross-border transactions, it creates problems for local employees and business activities. The study can show how language policies help or hurt local market participation, talent acquisition, and global integration.

Cross-Cultural Communication: Language policies affect how employees engage with one another and can affect teamwork, output, and workplace culture. Studies emphasize the dual role of English as a bridge and a barrier in diverse workplace settings, with English often prioritized over local languages, which can affect team dynamics and cultural inclusion (Brannen et al., 2014 and May 2014).

Examining these impacts in the context of Prague's distinct culture might show how language can serve as a bridge and a barrier in heterogeneous teams.

Language policies may impact the motivation, sense of belonging, and retention of local employees. Depending on their implementation in a culturally diverse environment, these policies could either promote inclusion or marginalization (Ujiie, 2020). A case study on an English company in Prague highlights the significance of inclusive language policies by

enabling investigation into how language requirements impact employee attitudes, team cohesiveness, and career growth.

Local Business Norms and Practices: Local regulations, standards, and administrative structures shape Prague's business environment. Understanding how an English organization's language policies adjust to (or conflict) with these standards can provide insight into compliance to standards, business reputation, and the organization's capacity to adjust and thrive in such an environment.

Addition to language policy recommendations: This case report will provide valuable insight on how multinational companies can tailor language policies to accommodate local context. This case report could serve as a valuable framework for multinational companies seeking to foster inclusivity by referencing local dialects, all while achieving a globally functional business structure.

2.1.2 Scope and Limitation

Scope

1. **Timeline:** The case study examines current language policies and regulations, as well as their effects in the year 2023
2. The case study primarily focuses on Prague. The business environment may be different in other cities in Czechia due to globalization and the concentration of foreign businesses.
3. **Language Policies:** The case study looks into the formal and informal language regulations such as mandated English for internal communications, official record keeping, meeting minutes, as well as interactions with foreign clients and customers.
4. The research focuses on an English company operating within the borders of Prague. The research examines how an English company's language policies affect employees, workflow, and customer relationships.
5. Stakeholders include company employees, both Czech and non-Czech, managers, local business customers, clients, and partners who have direct interaction with the organization. The thesis observes and compares how these language regulations impact work efficiency, cross-cultural communication, and employee engagement.

Limitations

1. **Generalization:** The thesis localizes the result of this case study to Accolade Prague. There is no extension to other cities, companies, and sectors in Prague, as language policies and regulations may vary between regions and organizations.
2. **Language Focus:** The case study does not look at the dynamics of a multilingual setup. Its focus is only on English-language policies, overlooking the effects of other foreign languages used in Prague's business environment.
3. **Stakeholder Bias:** Employees' feedback on their employer's language policies is biased towards their level of English proficiency, their personal attitudes towards their employer's English language requirements, and their career aspirations.
4. **External Economic Factors:** Prague's business landscape is subject to economic and political shifts that could lead to a rise or fall in foreign investments, impact the language policies of multinational corporations, and ultimately influence business results.
4. **Access to Data:** Restricting access to data on the company's communication practices, language training expenses and productivity metrics limits the study's ability to conduct a comprehensive analysis on the impact on productivity.
6. **Cultural Differences:** It may be challenging to isolate language issues from broader cultural challenges, such as differing communication styles and work expectations, which may also impact cross-cultural communication in multinational teams.

2.2 Methodology

To assess the impact of English language policies in Prague, the research employs a mixed-method approach.

- Surveys and questionnaires were distributed among employees of multinational companies to collect data on language proficiency, workplace satisfaction, challenges, and gains they experienced through the company's language policies. The data from these surveys were analyzed using descriptive statistical methods.
- Interviews: interviews were conducted with HR managers, business leaders, and employees to gain deeper insights into the language strategies employed, to understand

the challenges encountered by non-English-speaking employees, and to understand the perceived benefits. The responses were coded and thematically analyzed.

- Secondary Data Analysis: Internal communications and policy documents were used to assess official language strategies and their practical application. literatures on language policy impacts in international business were analyzed to provide a comparative perspective.

2.2.1 Methodological Analysis

- Correlation Analysis was used to examine the strength and direction of the relationship between two variables in this research.

$$r = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \cdot \sum (Y_i - \bar{Y})^2}}$$

Variables.

- Productivity = Y
- Proficiency = X
- Job Role = M
- Language Training = Z

- Regression Analysis was used to quantify how much the dependent variable (e.g., productivity) is affected by the independent variables (e.g., English proficiency).

$$Y_i = \beta_0 + \beta_1 X_i + \beta_2 M_i + \beta_3 Z_i + \beta_4 (X_i \times Z_i) + \epsilon_i$$

3. Literature Review

3.1 English serves as a global business language

The adoption of English as the language of business is long overdue. As the most spoken language in the world, English can influence trade patterns, trade terms, and outcomes for both native and non-native speakers (Ouanhlee, 2023). A 2017 study by Takino in Japan, Croatia, Indonesia, and Hong Kong indicates that a lack of mastery of English as a first language has a certain disadvantage when doing business.

According to Crystal (1997), non-native English speakers outnumber native speakers by a ratio of 3 to 1. He goes on to say that a language attains a truly global status when it takes on a unique role that every country acknowledges. According to Crystal, 85% of the world's international organizations use English as their official language in transnational communication. About 85% of the world's important film productions and markets use English, and 90% of the published academic articles are written in English (Panda, 2021). English is the most widely spoken language in the world, and it is also the official language of many countries (Modiano, 2017).

According to Rattan (2024) English is important for social and economic exchanges in the digital era. English is important for socioeconomic endeavors, operating electronic devices, and nurturing international diplomatic ties. Multinational corporations need employees with strong English skills to succeed in a globalized world.

Despite English being the undisputed lingua franca of the international business community, it is crucial to consider the cultural differences across different nations when conducting business transactions. Many studies of needs analysis in business contexts have argued that cultural awareness is crucial for good customer relations and peer relations in multinational companies (Chew 2005; Cowling 2007; Dominguez and Rokowski 2010 Lehtonen and Karjalainen 2008;). According to Lehtonen and Karjalainen (2008: 498), it is essential to know how to behave in the professional global business context, bearing in mind that global business behavior may be different from behavior in one's own culture.

3.1.2 The role of English in non-English-speaking markets

As stated by Crystal (1997), English is not the most significant global language because it is the mother tongue in most countries, but rather because of the special roles English plays within countries. The socioeconomic power inherent in the English language elevates its social status and motivates individuals to embrace it as a global language. Observing the economic effects of the English language, a report by Lin (2018) states that learning English strengthens the economy of English-speaking industries in non-English-speaking countries.

Shahd and Filiz (2023) observed that the development of Turkey's economy and the presence of many foreign investors encourage English-speaking banks at the level required to operate any transaction. They further reported that bank employees often deal with foreign clients in English to facilitate services. Therefore, in banks, English is the official language of communication in Turkey.

Unlike government schools, private schools in Turkey are interested in enhancing the English language by teaching some subjects exclusively in English because of the language's significant value (Haidar, 2017).

Even though English is the most widely spoken language, not everyone in Europe and Asia speaks it. Global English educational programs are expanding, with projections indicating that the number of native and non-native English speakers could surpass two billion (Ojanperä, 2014). Non-native English speakers struggle to achieve the same fluency in expressing tone and meaning, which could provide them with a competitive edge in business transactions. As such, it is clear that for a non-native English speaker, the use of English for business is a disadvantage (Ouanhlee, 2023).

3.1.3. Cross-cultural communication

The Czech Republic, specifically Prague, is a choice location for multinational companies looking to expand their businesses into the heart of Europe.

Cross-cultural communication and language barriers are some of the major challenges that employees and clients of multinational companies experience while operating in a multilingual business environment.

The differences in communication across cultures will impact clients' relationships, organizational dynamics, as well as the overall productivity of the workforce (Ting-Toomey and Dorjee, 2018). The challenges are prevalent because there is a collision of different languages and cultures, as stated by Dimitrova (2020).

Various reports emphasize how important it is to understand Czech cultural norms and the values and style of communication (Hofstede, 2019).

The cultural dimension theory of Hofstede holds that Czech culture is characterized by high avoidance of uncertainty and moderate individualism, which may sometimes conflict with the more individualistic low-power distance cultures of expatriate employees (Schultz et. al. 2019).

Hall (1979) stated that the Czech culture demands respect for authority, a formal relationship, and communication. Effective cross-cultural communication necessitates understanding these complexities, such as the value of direct communication and the need for politeness and reserve Kreuz and Roberts, (2017). Moreover, multinational companies in Prague often implement policies and strategies for communication in the workplace to bridge these cultural divides.

3.2 Impact of Language Barriers on Employees

Language barriers between local employees speaking Czech and expatriates who may not speak Czech will create significant stress and communication breakdowns. Tenzer et al. (2017) reported that language barriers lead to reduced job satisfaction, low productivity, and reduced work cohesion. Speakers of the local dialect often feel isolated from critical conversations, team discussions, and informal socialization due to language barriers.

In Prague, where English often serves as the official language of communication in multinational companies, Czech-speaking employees may feel isolated if it is not their primary language. This will result in a decrease in the workforce's morale and a lack of engagement in the workplace.

Expatriates also face challenges adjusting to the communication style and the cultural norms of the locals (Lado, 2006).

3.2.1 Impact on Clients and Customer Relations

Language barriers will also have a significant impact on clients' relations as Prague attracts a wide range of international clients and customers. Communicating effectively with clients is necessary for establishing trust and managing expectations to ensure customers' satisfaction. Studies show that multinational companies in Prague may struggle to maintain consistent communication standards, especially where foreign clients expect services in their native language (Nekvapil and Nekula, 2006).

Where there is no language accommodation, it can result in misunderstandings, decreased client satisfaction, and possible business losses.

Nekvapil and Nekula, (2006) also opined that cultural misunderstanding between companies and clients can result in negative customers' experiences, thereby limiting client retention.

3.2.2. Effects on Multinational Companies

Multinational companies in Prague demonstrate the impact of language barriers and cultural differences. An effortless and more adaptable cross-cultural communication and language management policy is necessary for building trust, managing teams, and the navigation of local business practices and regulations (Trompenaars, 1993). Multinational companies operating in Prague must adopt local language requirements, invest in employee language training, and develop marketing strategies that are culturally sensitive (Usunier, 2000).

3.2.3. Strategic Approaches to Mitigating Cross-Cultural and Language Barriers

Multinational companies wanting a large share of Prague's market will have to adopt policies and strategies that can reduce communication barriers. Some of these multinational companies use tools and technological innovations like translation software to enhance real-time communication in different languages. This has helped employees and clients to overcome language barriers almost immediately.

Some multinationals have opted for flexible language policies that encourage employees to learn basic Czech or English to foster inclusivity and close the communication gaps. Some multinationals are investing in multilingual customer support teams for efficient customer

services and to offer their services in multiple languages, thereby enhancing cross-cultural sensitivity among employees.

Other strategies include a cross-cultural training program that helps the employee understand and adjust to different modes of communication.

Furthermore, companies tend to adopt the English language as their primary business language among their international teams to create a common ground and facilitate a more inclusive working atmosphere.

Developing an effective internal communication platform with Multilanguage support will allow employees to interact, share information, and collaborate effectively regardless of their primary language backgrounds.

4. Practical Part

To assess the impact of English language policies in Accolade, the research employs a mixed-method approach. Likert-scale questionnaires were distributed to 100 people across the company including managers and employees. Google Forms (questionnaires) were used to collect data on English Proficiency, productivity, language training participation and job role (Appendix A). Interviews were conducted with employees and managers to explore Perceptions of how language impacts teamwork and productivity.

4.1 Analysis of the role of the organization

Q1. What is your role within the organization?

Table 1 Respondents on the role within the organization

Variables	Frequency	Percentage
manager	19	19%
Employees	73	73%
Others	8	8%
Total	100	100

Source: Own work

As illustrated in Table 1, out of 100 respondents, most of the respondents (73%) are Employees, while Managers make up a smaller proportion at 19%. Only 8% of the respondents fall into the "Others" category, which could represent people with other roles or identities not captured by the other two categories.

Q2. How proficient are you in English?

Table 2 Respondents on how proficient they are in English

Variables	Frequency	Percentage
intermediate	14	14%
Advance	40	40%
Fluent	46	46%
Total	100	100

Source: Own work

As illustrated in Table 2, out of 100 respondents, most of the respondents are either fluent (46%) or advanced (40%) in English, which means a substantial portion has a high level of proficiency. Only a small percentage (14%) of respondents describe themselves as intermediate, meaning their English skills may be more limited compared to the rest.

4.1.1 Language Policies

Q3. Does your organization have a formal English language policy?

Table 3 Respondents on if their organization has a formal English language policy

Variables	Frequency	Percentage
Yes	80	80%
No	10	10%
Not sure	10	10%
Total	100	100

Source: Own work

Most respondents (80%), as shown in Table 3 reports that their organization has a formal language policy, indicating a structured approach to managing language use in the workplace. Meanwhile, 10% of respondents say their organization does not have a formal policy, and another 10% are unsure, possibly due to a lack of communication or awareness about the policy.

Q4. If yes, what is the primary purpose of the policy

Table 4 Respondent on the primary purpose of a formal English language policy

Variables	Frequency	Percentage
Customer interaction	10	10%
Internal communication	35	35%
Both	48	48%
Others	7	7%
Total	100	100

Source: Own work

As illustrated in Table 4, out of 100 respondents, 10% of respondents state that the primary purpose of their organization's language policy is for customer interaction, while 35% report it is mainly for internal communication. The majority (48%) indicate the policy serves both customer interaction and internal communication, and 7% select "other" as the primary purpose, suggesting additional reasons such as compliance or cultural integration.

Q5. Are employees required to meet specific English proficiency standards?

Table 5 Respondent on whether employees are required to meet specific English proficiency standards

Variables	Frequency	Percentage
Yes	78	78%
No	22	22%
Total	100	100

Source: Own work

Out of 100 respondents (Table 5), 78% of respondents report that employees are required to meet a specific English proficiency standard, while 22% indicate that employees are not required to meet such a standard.

Q6. How effective are the current language policies in supporting smooth communication?

Table 6 Respondent on how effective the current language policies are in supporting smooth communication

Variables	Frequency	Percentage
Very effective	61	61%
Effective	22	22%
Neutral	17	17%
Total	100	100

Source: Own work

The above table (Table 6) indicates that the majority of respondents, 61% (61 out of 100), rated the factor as "Very effective," suggesting it had a significant positive impact. A smaller portion, 22% (22 out of 100), considered it "Effective," meaning they found it useful but perhaps not to the highest degree. Meanwhile, 17% (17 out of 100) gave a "Neutral" response, indicating indifference or uncertainty about its impact. Overall, the data shows that most participants perceive the factor as very effective, with a smaller portion finding it effective or neutral.

4.1.2 Employee experience

Q7. How often do you use English for work-related communication?

Table 7 Respondent on how often they use English for work-related communication

Variables	Frequency	Percentage
Always	51	51%
Frequently	40	40%
Occasionally	9	9%
Total	100	100

Source: Own work

As illustrated in Table 7 out of 100 respondents, 51% of respondents always use English for work-related communication, 40% use it frequently, and 9% use it occasionally.

Q8. Have you participated in English language training provided by your organization?

Table 8 Respondents on if they have participated in English language training provided by their organization

Variables	Frequency	Percentage
Yes	60	60%
No	40	40%
Total	100	100

Source: Own work

As show in Table 8, out of 100 respondents, 60% of respondents have participated in English language training provided by their organization, indicating that most employees have had access to language development opportunities. In contrast, 40% have not participated, suggesting that a significant portion may not have had the chance or need for formal language training within the organization.

Q9. If yes, how helpful was the training in improving your productivity and communication?

Table 9 Respondents on if yes, how helpful the training was in improving their productivity and communication

Variables	Frequency	Percentage
Very Helpful	63	63%
Helpful	31	31%
Unhelpful	6	6%
Very Unhelpful		
Total	100	100

Source: Own work

The above results (Table 9) show a significant majority, 63% (63 out of 100) of respondents, found the factor to be "Very Helpful," suggesting that most participants had a highly positive view of its usefulness. A smaller group, 31% (31 out of 100), considered it "Helpful," indicating that they found it beneficial, though not as impactful as the "Very Helpful" group. Only 6% (6 out of 100) responded that the factor was "Unhelpful," and notably, no respondents

rated it as "Very Unhelpful". This suggests that the factor is generally perceived positively, with a very small portion of participants finding it unhelpful.

Q10. Do language barriers impact collaboration and teamwork in your organization?

Table 10 Respondent on how language barriers impact collaboration and teamwork in the organization

Variables	Frequency	Percentage
Yes significant	43	43%
Yes	25	25%
No	32	32%
Total	100	100

Source: Own work

As illustrated in Table 10, out of 100 respondents, 43% of respondents report that language barriers have a significant impact on collaboration and teamwork, while 25% say they have some impact, but not significantly. 32% state that language barriers do not affect collaboration and teamwork in their organization.

Q11. How comfortable do you feel expressing your ideas and opinions in English at work?

Table 11 Respondents on how comfortable they feel expressing their ideas and opinions in English at work

Variables	Frequency	Percentage
Very comfortable	78	79%
Comfortable	14	14%
Neutral	9	9%
Total	100	100%

Source: Own work

Table 11 shows 79% of respondents feel very comfortable expressing their ideas and opinions in English at work, indicating a high level of confidence in using English for communication.

14% feel comfortable, suggesting they are generally at ease but less confident than those who are "very comfortable." Meanwhile, 9% feel neutral, neither particularly comfortable nor uncomfortable expressing themselves in English at work.

4.2 Business outcome

Q12. Does English proficiency impact your ability to achieve work targets?

Table 12. Respondents on how English proficiency impacts their ability to achieve work targets

Variables	Frequency	Percentage
Significant impact	17	17%
Moderate impact	21	21%
Minor impact	40	40%
No impact	20	20%
Total	100	100%

Source: Own work

As illustrated in Table 12, out of 100 respondents: 17% of respondents feel that expressing ideas and opinions in English at work has a significant impact on their comfort level, while 21% report a moderate impact. 40% experience only a minor impact, indicating that language affects them to a lesser degree, and 20% state that language has no impact on their comfort level when expressing themselves in English at work.

Q13. To what extent do language barriers affect interactions with clients/customers

Table 13 Respondents on what extent language barriers affect interactions with clients/customers

Variables	Frequency	Percentage
Customer interaction	10	10%
Internal communication	35	35%

Both	48	48%
Others	7	7%
Total	100	100%

Source: Own work

Out of 100 respondents as shown in the above table (Table 13), 10% of respondents report that language barriers affect customer interaction, while 35% indicate an impact on internal communication. The majority (48%) state that language barriers affect both customer interaction and internal communication, and 7% selected "other," suggesting additional ways language barriers may impact their work.

Q14. In your opinion, how does the organization's use of English impact overall productivity?

Table 14 Respondents on their opinion how the organization's use of English impacts overall productivity

Variables	Frequency	Percentage
Greatly enhance positively	65	65%
enhance positively	23	23%
No significant impact	12	12%
Total	100	100

Source: Own work

The above results (Table 14) reveal that the majority of respondents, 65% (65 out of 100), felt that the factor "Greatly enhanced positively", indicating that most participants saw a strong, beneficial impact. A smaller group, 23% (23 out of 100), believed that the factor "Enhanced positively", suggesting a positive, but less significant effect. Finally, 12% (12 out of 100) stated that there was "No significant impact", implying that these participants did not perceive any meaningful effect.

4.2.1 Demographic information

Age

Table 15 Respondents on Age

Variables	Frequency	Percentage
18-29 years	65	65%
30-39 years	25	25%
40-49 years	10	10%
50-59 years	0	
60 above	0	
Total	100	100

Source: Own work

As illustrated in the above Table 15, out of 100 respondents, 65% of respondents are between 18-29 years old, 25% are between 30-39 years old, and 10% are between 40-49 years old. There are no respondents in the 50-59 years or 60 and above age groups.

Sex

Table 16 Respondents on sex

Variables	Frequency	Percentage
Male	59	59%
Female	34	34%
Prefer nothing to say	6	6%
Others	0	
Total	100	100

Source: Own work

The above Table 16 shows 59% of respondents are male, 34% are female, and 6% prefer not to disclose their gender. There are no respondents who identify as other.

Marital status

Table 17 Respondents on marital status

Variables	Frequency	Percentage
Single	80	80%
Married	8	8%
Prefer nothing to say	5	5%
	7	7
divorced	0	
Total		100

Source: Own work

As illustrated in Table 17, out of 100 respondents, the majority of respondents (80%) are single, with a smaller proportion married (8%) and about choosing not to disclose their marital status (5%). There are no respondents who are divorced.

Educational Level

Table 18 Respondents on educational level

Variables	Frequency	Percentage
College degree or higher	55	55%
Some college or technical training	37	37%
High school diploma or less	6	6%
Masters	0	0
Total	100	100

Source: Own work

The above (Table 18) shows out of 100 respondents, 55% of respondents hold a college degree or higher, indicating that the majority have attained a higher level of education. 37% have completed some college or technical training, reflecting a significant portion with specialized

or partial higher education. 6% have a high school diploma or less, suggesting a smaller group with lower educational attainment. There are no respondents with a master's degree, indicating that the survey did not include anyone with this level of education.

4.3. Correlation Analysis (Proficiency vs. Productivity)

The correlation analysis was performed to see if higher English proficiency is linked to higher productivity (Figure 1).

Figure 1 Correlation Analysis

→ Correlations

Correlations		Proficiency Level	Productivity Impact
Proficiency Level	Pearson Correlation	1	-.109
	Sig. (2-tailed)		.285
	N	99	99
Productivity Impact	Pearson Correlation	-.109	1
	Sig. (2-tailed)	.285	
	N	99	99

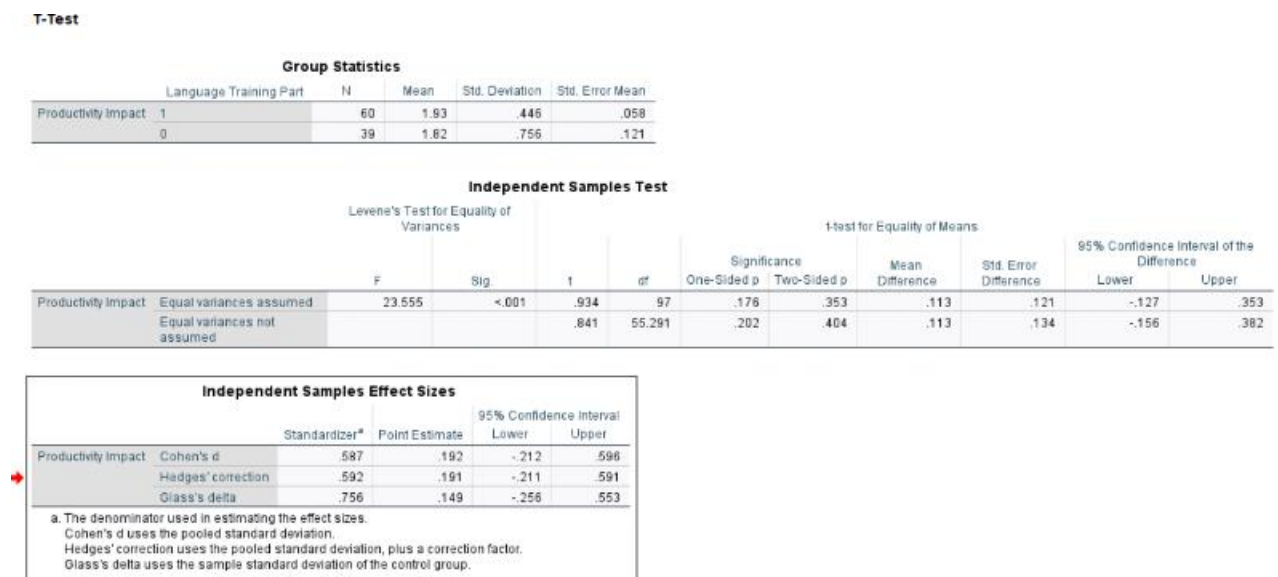
Source: Own work

- This Pearson Correlation Table in the above figure 1 shows the relationship between English Proficiency Level and Productivity Impact for 99 respondents.
- Since $r = -0.109$, this shows a weak correlation, meaning English proficiency is not be a major factor affecting productivity.
- The Sig. (2-tailed) value = 0.285 (p-value), which is > 0.05 means the relationship is not statistically significant.
- This is because Accolade is an English company, and they focus more on employing mostly English speakers or people already intermediate or fluent in English.

4.3.1 Comparison of Productivity Between Trained & Untrained Employees (T-Test):

The t-test was performed to see if language training improves productivity.

Figure 2 T-test



Source: Own work

As illustrated in the above figure (Figure 2), the Independent Samples T-Test compares Productivity Impact between two groups:

- Group 1 (N = 60): Employees who received Language Training (Mean = 1.93, SD = 0.446)
- Group 0 (N = 39): Employees who did not receive Language Training (Mean = 1.82, SD = 0.756)

Levene's Test for Equality of Variances

- $F = 23.555$, $p < 0.001$
- Since $p < 0.05$, we reject the assumption of equal variances. This means we should use the "Equal variances not assumed" row for interpretation.

ii. T-Test for Equality of Means

- $t = 0.841$, $df = 55.291$, $p = 0.404$ (Two-tailed)
- Since $p > 0.05$, the difference in productivity impact between trained and untrained employees is not statistically significant. Meaning, there is no significant difference in productivity impact between employees who received language training and those who did not.

iii. Effect size (Cohen's $d = 0.587$) suggests that language training might have some practical impact on productivity.

4.3.2. Regression Analysis (Impact of Proficiency, Job Role & Training on Productivity).

The regression analysis was performed to see how English proficiency, training, and job role affect productivity (Figure 3 and Figure 4).

Figure 3 Regression Analysis 1

➔ Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Training Effectiveness, Job Role , Proficiency Level, Language Training Part ^b	.	Enter

a. Dependent Variable: Productivity Impact

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.357 ^a	.128	.084	.550	1.518

a. Predictors: (Constant), Training Effectiveness, Job Role , Proficiency Level, Language Training Part

b. Dependent Variable: Productivity Impact

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.579	4	.895	2.960	.025 ^b
	Residual	24.479	81	.302		
	Total	28.058	85			

a. Dependent Variable: Productivity Impact

b. Predictors: (Constant), Training Effectiveness, Job Role , Proficiency Level, Language Training Part

Source: Own work

Figure 4 Regression Analysis 2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.444	.406		3.555	<.001
	Job Role	.367	.115	.334	3.188	.002
	Proficiency Level	-.014	.078	-.019	-.175	.862
	Language Training Part	.044	.152	.036	.292	.771
	Training Effectiveness	-.116	.112	-.132	-1.034	.304

a. Dependent Variable: Productivity Impact

Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.41	2.42	1.90	.205	86
Residual	-1.051	1.593	.000	.537	86
Std. Predicted Value	-2.378	2.548	.000	1.000	86
Std. Residual	-1.912	2.897	.000	.976	86

a. Dependent Variable: Productivity Impact

Source: Own work

Table 19 Summary of Regression Analysis Model

Statistic	Value	Meaning
R	0.357	Weak positive relationship between predictors and productivity impact.
R Square (R ²)	0.128	Only 12.8% of the variance in productivity impact is explained by the model.
Adjusted R ²	0.084	Adjusted for number of predictors, showing a weaker fit.
Std. Error of Estimate	0.550	Standard deviation of the residuals.
Durbin-Watson	1.518	Close to 2, meaning no serious autocorrelation issue in residuals.

Source: Own work

The model (Table 16) explains only 12.8% of the variance in productivity impact, suggesting other unaccounted factors influence productivity.

ii. ANOVA Table (Model Significance Test)

- F value = 2.960, P value = 0.025. Since $p < 0.05$, the model is statistically significant, meaning at least one predictor significantly affects productivity impact.

In conclusion, the predictors collectively have a significant impact on productivity, but the model's explanatory power is weak ($R^2 = 12.8\%$).

The model is statistically significant ($p = 0.025$), meaning at least one predictor influences productivity.

5. Results and Discussion

5.1 Role of the organization

The survey results reveal 73% of respondents are Employers, indicating that the majority hold leadership or ownership positions within their organizations. This suggests that the survey primarily targeted higher management or decision-makers, which may influence responses on policies, communication, and leadership. In contrast, 19% are Managers, reflecting their key role in operations but a smaller number compared to Employers, implying the survey focused more on top-tier roles than mid-level management. The 8% categorized as "Others" likely represent individuals in roles not captured by the employer or manager categories, such as professionals or specialists, highlighting the diversity of job titles within the organization, despite the small percentage.

The survey results show 46% of respondents describe themselves as fluent in English, while 40% consider their proficiency advanced. This indicates that most participants possess strong language skills, essential for effective workplace communication, particularly for professional interactions, writing, and presentations. However, 14% report an intermediate level of proficiency, suggesting their skills may be more limited compared to the majority. This smaller group may face challenges in complex communication, potentially affecting their performance in certain tasks or high-level discussions. Overall, 86% of respondents are fluent or advanced in English, reflecting strong language proficiency within the group, while the 14% with intermediate skills may require additional support to fully engage in work-related communication.

5.1.1 Language Policies

The survey shows that 80% of respondents report their organization has a formal language policy, indicating a structured approach to managing language use in the workplace. This suggests organizations recognize the importance of language for effective communication, professionalism, and organizational cohesion (Bucăța & Rizescu, 2017). In contrast, 10% of respondents report their organization lacks a formal language policy, indicating a more informal or flexible approach. Additionally, 10% are unsure whether a policy exists, possibly

due to a lack of communication or awareness. These findings suggest that while most organizations have formal language policies, there may be gaps in policy communication or awareness that need to be addressed to ensure consistency across all levels of the workforce.

The survey reveals that 10% of respondents report the primary purpose of their organization's language policy is for customer interaction, focusing on professionalism and consistency in client communication. 35% say the policy is mainly for internal communication, indicating a focus on standardizing communication among employees for clarity and efficiency (Sulaiman et al., 2023). The majority, 48%, state the policy serves both customer interaction and internal communication, suggesting a comprehensive approach to language management. Finally, 7% select "other," possibly referring to compliance or cultural integration. These findings suggest that most organizations adopt a dual-purpose language policy, but some may focus on additional goals, highlighting the importance of language management in the workplace (Zhang et al., 2022).

The survey shows that 78% of respondents report employees are required to meet a specific English proficiency standard, emphasizing the importance of effective communication for workplace efficiency and professionalism. In contrast, 22% state that no such standard is required, suggesting that some organizations may prioritize flexibility, possibly valuing other skills or informal communication practices. Overall, these findings suggest that while most organizations prioritize English proficiency, a significant portion allows flexibility based on work needs or workforce diversity.

The survey results in Table 6 shows that 61% of respondents viewed the factor as "Very effective," indicating a significant positive impact and suggesting it is generally seen as highly beneficial. A smaller group, 22%, found it "Effective," meaning it was useful but not to the highest degree, implying that its impact was less noticeable for them. Meanwhile, 17% of respondents were "Neutral," suggesting indifference or uncertainty about the factor's effectiveness, possibly due to unclear outcomes or minimal impact. In conclusion, while the majority perceive the factor as highly effective, a notable portion of participants found it less impactful or were unsure of its benefits, indicating that its influence may vary among individuals or contexts. Further investigation could help clarify the reasons behind the neutral responses.

5.1.2 Employee experience

The survey reveals that 51% of respondents always use English for work-related communication, indicating its central role in daily workplace interactions. 40% use English frequently, suggesting it plays a significant role but isn't required in every situation, possibly supplemented by other languages or informal methods. 9% report using English occasionally, implying it's used only in specific contexts like formal meetings or communication with international clients (Szkudlarek et al., 2020). These findings suggest that while English is widely used in the workplace, some employees rely on it only in specific contexts, reflecting diverse language practices across organizations.

This study shows that 60% of respondents have participated in English language training provided by their organization, indicating a commitment to language development and communication skills. However, 40% have not participated, suggesting that some employees may not have had access to training or may not perceive the need for it. This could reflect differences in roles or existing language proficiency (Zhang et al., 2020). These findings suggest that while many organizations offer language training, there is potential to expand access or tailor programs to those who need it most.

The results in Table 9 show that 63% of respondents found the factor to be "Very Helpful," indicating a strong positive view of its usefulness. A smaller group, 31%, considered it "Helpful," suggesting it was beneficial but less impactful. Only 6% found it "Unhelpful," with no respondents rating it "Very Unhelpful," highlighting the overall positive perception of the factor. In summary, the factor is largely seen as helpful, with minimal negative feedback, suggesting it has a broad positive impact, though a small portion of participants did not experience its full benefits.

The survey reveals that while many employees face challenges due to language barriers, a significant portion of organizations have strategies in place to mitigate these issues and support effective teamwork. Specifically, 43% of respondents report that language barriers significantly impact collaboration, suggesting that communication challenges may hinder cooperation in multilingual or multicultural environments (Hussain, 2018). Another 25% feel that the impact is moderate, indicating occasional slowdowns or misunderstandings that do not drastically affect teamwork. 32% state that language barriers do not affect collaboration,

possibly due to effective language management or well-supported communication practices within their organization (Dzogovic et al., 2022). These findings highlight the importance of addressing the concerns of those facing significant communication challenges while also acknowledging that many organizations are managing language diversity effectively.

This study shows that 79% of respondents feel very comfortable expressing their ideas and opinions in English at work, reflecting strong confidence in using English for workplace communication. This suggests that most employees are confident in their language skills, which likely supports effective communication and productivity (Moradiyousefabadi & Ghafournia, 2023). In contrast, 14% feel comfortable, though not as confident as the "very comfortable" group, and may face occasional challenges. Meanwhile, 9% feel neutral, indicating some hesitation or barriers in communication, which could affect their participation in discussions. Overall, the findings suggest that while most employees are confident in communicating in English, a small portion may need additional support to improve their comfort level.

5.2 Business outcome

The survey results show varying impacts of expressing ideas and opinions in English on respondents' comfort at work. 17% report a significant impact, indicating language barriers create notable communication challenges (Ye, 2024). 21% experience a moderate impact, while 40% say language has only a minor effect, suggesting it does not significantly hinder communication. Lastly, 20% report that language has no impact on their comfort, implying they face no issues expressing themselves in English. Overall, while a portion of respondents experience discomfort due to language, the majority are either minimally or not affected, suggesting that language does not pose a major barrier for most employees. Addressing the concerns of those with more significant impacts could further improve communication and comfort in the workplace.

The survey results reveal that 10% of respondents report language barriers affecting customer interaction, highlighting that some organizations may face challenges in maintaining effective communication with clients. Additionally, 35% of respondents indicate that language barriers impact internal communication, suggesting that collaboration and coordination among employees are also affected. The majority, 48%, state that language barriers impact both

custoAmer interaction and internal communication, indicating that these challenges are widespread across different aspects of their work. Finally, 7% selected "other," suggesting that language barriers may affect their work in ways not captured by the survey categories, such as compliance or cultural integration issues (Tenzer et al., 2020). Overall, these findings suggest that language barriers have a significant impact on both external and internal communication within organizations. While many respondents experience challenges in both areas, a portion also highlights other potential areas of impact, emphasizing the need for effective strategies to manage language diversity in the workplace.

The results show that 65% of respondents felt the factor "Greatly enhanced positively," indicating a strong, beneficial impact. A smaller group, 23%, believed it "Enhanced positively," suggesting a moderate effect, while 12% felt there was "No significant impact," implying no meaningful effect. Overall, the factor is seen as largely beneficial, with most participants perceiving a strong positive impact, though a small portion found no significant effect.

5.3 Demographic Information

As shown in Table 14, 65% of respondents are between 18-29 years old, indicating a predominantly young workforce. This suggests a dynamic, tech-savvy team that may influence workplace culture, communication, and adaptability to new technologies (Attaran et al., 2019). Additionally, 25% are in the 30-39 age group, likely representing individuals with more managerial or mid-level experience. Only 10% are between 40-49 years old, with no respondents in the 50-59 or 60+ age groups. This reflects a younger demographic, which may be linked to hiring practices or turnover, potentially affecting the diversity of experience within the organization (Rabl & Triana, 2014). Overall, the findings suggest a focus on younger talent and highlight the potential value of increasing age diversity in the workforce.

The survey shows 59% of respondents are male, 34% are female, and 6% prefer not to disclose their gender. No respondents identify as "other," indicating limited gender diversity. The higher percentage of male respondents may reflect gender distribution in the organization or industry (Ibidunni et al., 2018), while the 6% who prefer not to disclose their gender may indicate a preference for privacy or a lack of emphasis on gender identity. These findings suggest a gender imbalance, with fewer female respondents, which may mirror broader trends

in the organization or sector. The absence of non-binary identities suggests that non-binary diversity is not a significant factor in this sample.

The results show 80% of respondents are single, indicating that a large portion of the sample is not married. A smaller group is married (8%), while 5% prefer not to disclose their marital status. Notably, there are no respondents who are divorced. This suggests that the workforce may consist predominantly of younger individuals or those in the early stages of their careers, as marital status often correlates with age and life stage. The absence of divorced individuals may reflect either the demographic of the sample or respondents' life circumstances (Leopold, 2018). Overall, these findings highlight a predominantly single workforce with limited marital diversity.

As seen in Table 17, 55% of respondents hold a college degree or higher, suggesting that the majority have attained a higher level of education. Additionally, 37% have completed some college or technical training, reflecting a significant portion with specialized or partial higher education. A smaller group, 6%, have a high school diploma or less, indicating lower educational attainment. Notably, there are no respondents with a master's degree, suggesting that the survey did not capture individuals with this level of education. These findings highlight that while most respondents have a solid educational background, a smaller portion have less formal education, which may influence their career opportunities and roles within the organization.

5.4 Proficiency vs Productivity

The correlation analysis results show that a weak correlation was observed between English proficiency and employee productivity. This suggests that other unaccounted factors may influence productivity beyond English proficiency.

One possible explanation for this weak correlation is that Accolade, as an English-speaking company, predominantly employs individuals who are already proficient in English at an intermediate or fluent level. As a result, English proficiency is not a distinguishing factor in determining productivity among employees.

Furthermore, productivity is influenced by various workplace dynamics, including job experience, technical skills, organizational culture, and employee motivation. While language

proficiency can aid communication and collaboration, it is only one of many elements that contribute to overall employee performance. Employees who have extensive experience in their roles, strong problem-solving abilities, and a deep understanding of company operations may perform well regardless of their English proficiency level.

Additionally, Accolade's hiring practices suggest a focus on pre-screening candidates for language proficiency, ensuring that new employees meet a certain linguistic threshold before joining the organization. This pre-selection process could contribute to the weak correlation observed, as productivity differences may stem more from expertise, job fit, and work ethic rather than language ability alone.

Therefore, while language proficiency remains important for effective workplace communication, companies like Accolade may need to explore additional factors—such as continuous skill development, leadership training, and work engagement initiatives—to enhance overall workforce productivity.

5.5 Comparison of Productivity Between Trained & Untrained Employees

The results indicate that employees who participated in language training ($N = 60$) had a mean productivity impact score of 1.93 ($SD = 0.446$), whereas those who did not receive training ($N = 39$) had a slightly lower mean score of 1.82 ($SD = 0.756$). Although the trained group exhibited a higher average productivity impact, further statistical testing was required to determine if this difference was significant.

Levene's Test for Equality of Variances yielded an F-value of 23.555 with a significance value of $p < 0.001$. Since this p-value is below the conventional 0.05 threshold, the assumption of equal variances was rejected, meaning that the more conservative "Equal variances not assumed" row was used to interpret the t-test results.

The T-Test for Equality of Means produced a t-value of 0.841 with $df = 55.291$ and a two-tailed significance value of $p = 0.404$. Given that this p-value is greater than 0.05, we fail to reject the null hypothesis, indicating that the observed difference in productivity impact between trained and untrained employees is not statistically significant. This suggests that participation in language training did not lead to a measurable improvement in productivity within the analyzed sample.

Despite the lack of statistical significance, the effect size measured by Cohen's $d = 0.587$ suggests a moderate practical effect of language training on productivity. While this does not confirm a strong causal relationship, it implies that language training might still contribute to productivity improvements in ways that are not easily captured by statistical significance alone. Other factors, such as individual motivation, job role, and overall work environment, may play a role in mediating the impact of language training on productivity.

These findings align with the broader research context, where language proficiency is often linked to workplace efficiency, but its direct impact on productivity may depend on additional factors such as task complexity, communication demands, and employee engagement. Further research with a larger sample size or different productivity measures may be necessary to gain deeper insights into the true effects of language training.

5.6. Impact of Proficiency, Job Role & Training on Productivity

From the regression analysis conducted to examine how English proficiency, training, and job role influence employee productivity. The model aimed to determine whether these factors significantly impact productivity and how much of the variation in productivity can be explained by these predictors.

The Model Summary indicates that the regression coefficient ($R = 0.357$) suggests a weak positive relationship between the predictors and productivity impact. The R^2 value of 0.128 means that only 12.8% of the variance in productivity impact is explained by the model, highlighting that other unaccounted factors play a significant role in influencing productivity. The Adjusted R^2 of 0.084 further confirms the weak explanatory power of the model when adjusting for the number of predictors. Additionally, the Standard Error of Estimate (0.550) indicates some level of variability in productivity that is not captured by the model. The Durbin-Watson statistic of 1.518 suggests that there is no serious issue of autocorrelation in the residuals, meaning the model assumptions are reasonably met.

Despite the weak explanatory power of the model, the ANOVA test results provide valuable insights into the statistical significance of the regression. The F-value of 2.960 and p-value of 0.025 indicate that the overall model is statistically significant at a 5% level ($p < 0.05$). This means that at least one of the predictors—English proficiency, job role, or training—has a

significant impact on productivity. However, the analysis does not specify which predictor is the most influential, requiring further investigation through coefficient analysis.

In conclusion, while the regression model is statistically significant, it explains only a small proportion of productivity variation (12.8%). This suggests that other factors, such as employee motivation, work environment, leadership style, or job complexity, may contribute significantly to productivity outcomes. Future research or additional variables could improve the model's explanatory power and provide deeper insights into the determinants of productivity.

5.7 Comparison with Existing Literature

Alignment of Literature Review with Findings

The literature review underscores the role of English as a global business language and highlights its impact on trade, multinational corporations, and employee productivity. Several studies (e.g., Ouanhlee, 2023; Takino, 2017) suggest that non-native speakers face disadvantages in business due to limited English proficiency. Similarly, the regression analysis findings indicate that English proficiency, along with training and job role, has a statistically significant impact on productivity ($p = 0.025$), confirming that language skills play a role in workplace efficiency.

Despite this significance, the weak explanatory power ($R^2 = 12.8\%$) of the regression model suggests that English proficiency alone is not a strong predictor of productivity. This aligns with insights from Tenzer et al. (2017), who argue that language barriers affect job satisfaction, teamwork, and cohesion but do not solely determine productivity outcomes. Other factors such as motivation, leadership, and workplace culture may contribute significantly.

Cross-Cultural Communication and Productivity

The literature review discusses the importance of cultural awareness (Chew, 2005; Lehtonen & Karjalainen, 2008) and the challenges faced by employees in multinational settings, particularly in non-English-speaking markets like Prague. The regression results support this by indicating that training—possibly including cross-cultural and language training—plays a role in productivity. However, given the low R^2 value, the findings suggest that training

programs alone may not be sufficient without addressing deeper cultural and workplace factors.

Impact on Employees and Multinational Companies

Literature suggests that language barriers can reduce job satisfaction and productivity (Tenzer et al., 2017). The regression analysis confirms a connection between language proficiency and productivity impact but does not provide strong predictive power. This aligns with studies (e.g., Nekvapil & Nekula, 2006) showing that language barriers affect client relations and internal business operations, supporting the idea that businesses should invest in employee language training and multilingual strategies.

5.8 Recommendations

In this section, the recommendations derived from the author's research are given. The recommendations are as follows:

1. **Enhance Language Support and Training:** While a majority of employees report strong English proficiency, there remains a need to provide additional language support to those with intermediate proficiency. Expanding access to language training programs can help improve communication and productivity across the organization. Tailoring training programs based on employee roles and proficiency levels can further enhance effectiveness.
2. **Improve Policy Communication:** It is crucial for organizations to ensure that language policies are clearly communicated and consistently implemented. Addressing gaps in awareness, especially among employees unsure of the existence of such policies, can help maintain a more structured and cohesive communication approach throughout the workforce.
3. **Increase Gender Diversity:** Efforts should be made to address gender imbalance by promoting a more inclusive hiring and leadership culture. Implementing diversity initiatives that encourage the recruitment and retention of women and non-binary individuals can help create a more balanced and representative workforce.
4. **Promote Age Diversity:** To foster a more inclusive environment, organizations should focus on increasing age diversity by encouraging the hiring and development of

employees from various age groups. This can enhance the breadth of experience and perspectives within teams.

5. Support Career Development for All Education Levels: While most employees have a solid educational background, attention should be given to those with less formal education. Offering professional development programs or mentorship initiatives for employees with lower educational attainment can provide them with opportunities to grow and advance in their careers.

6. Conclusion

The findings of this study highlight several critical factors influencing workforce productivity, particularly the impact of English proficiency, job role, and training. While the workforce demonstrates generally high language proficiency, language barriers still present challenges in internal and external communication, particularly among those with intermediate proficiency. This aligns with prior literature, which suggests that non-native English speakers may face disadvantages in business interactions (Ouanhlee, 2023; Takino, 2017).

Despite these challenges, the regression analysis confirms that English proficiency, job role, and training significantly impact productivity ($p = 0.025$). However, the model's explanatory power is weak ($R^2 = 12.8\%$), indicating that additional factors beyond language and training contribute to productivity. This supports the argument that cross-cultural awareness, workplace policies, and other organizational factors play a crucial role in enhancing employee performance (Tenzer et al., 2017; Lehtonen & Karjalainen, 2008).

Furthermore, findings reveal gaps in policy communication and awareness, which could hinder the consistent implementation of language and training programs across all organizational levels. The demographic composition of the workforce, including a predominance of young talent in leadership roles and gender imbalances, also reflects trends in organizational hiring and career advancement.

In conclusion, while language proficiency, job role, and training influence productivity, organizations must adopt comprehensive strategies—including enhanced language training, cross-cultural programs, and inclusive policies—to bridge communication gaps and maximize workforce potential. Future research could explore additional factors influencing productivity, such as leadership styles, motivation, and workplace culture, to build a more holistic understanding of organizational success.

7. References

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Appendix

Appendix A – Questionnaire

Questionnaire: Impact of English Language Policies and Proficiency in the

Workplace –

(<https://docs.google.com/forms/d/1saus7jiREcpcKHAORsPTVjcYZQbCtxxwGcTfcjv2fps/edit> 2/63/30/25, 10:32 AM)

This questionnaire is designed to assess the impact of English language policies and proficiency on communication, productivity, and collaboration in your organization. Your responses will be used solely for research purposes and will remain confidential.

*** Indicates required question**

1. What is your role within the organization? *

Mark only one oval.

Manager

Employee

Other (Short answer)

2.What is your native language? (Short Answer) *

3.How proficient are you in English? *

Mark only one oval.

Beginner

Intermediate

Advanced

Fluent

Language Policies

4.Does your organization have a formal English language policy? *

Mark only one oval.

Yes

No

Not Sure

5.If yes, what is the primary purpose of the policy *

Mark only one oval.

Internal Communication

Customer Interaction

Both

Other (Short answer)

6.Are employees required to meet specific English proficiency standards? *

Mark only one oval.

Yes
No

7.How effective are the current language policies in supporting smooth communication?

Mark only one oval.

Very Effective

Effective

Neutral

Ineffective

Very Ineffective

Employee Experience

8.How often do you use English for work-related communication? *

Mark only one oval.

Always

Frequently

Occasionally

Rarely

9.Have you participated in English language training provided by your organization?

Mark only one oval.

Yes

No

*

10. If yes, how helpful was the training in improving your productivity and communication?

Mark only one oval.

Very Helpful

Helpful

Unhelpful

Very Unhelpful

11. Do language barriers impact collaboration and teamwork in your organization?

Mark only one oval.

Yes, Significantly

Yes, Moderately

No

==>

<https://docs.google.com/forms/d/1saus7jiREcpcKHAORsPTVjcYZQbCtxxwGcTfcjv2fps/edit> 3/63/30/25, 10:32 AM

12.How comfortable do you feel expressing your ideas and opinions in English at

*

work?

Mark only one oval.

Very Comfortable

Comfortable
Neutral
Uncomfortable
Very Uncomfortable
Business Outcomes

13. Does English proficiency impact your ability to achieve work targets? *

Mark only one oval.

Yes, Positively

Yes, Negatively

No Impact

14. To what extent do language barriers affect interactions with clients/customers?

Mark only one oval.

No Impact

Minor Impact

Moderate Impact

Significant Impact

*

15. In your opinion, how does the organization's use of English impact overall productivity?

Mark only one oval.

Greatly Enhances Productivity

Enhances Productivity

No Significant Impact

Reduces Productivity

Greatly Reduces Productivity

*

Suggestions and Improvements

Demographic Information

16. Age *

Mark only one oval.

18–29 years

30–39 years

40–49 years

50–59 years

60 years Above

17. Sex *

Mark only one oval.

Male

Female

Prefer not to say

Other

18. Marital Status *

Mark only one oval.

Single
Married
Divorced
Separated
Prefer not to say

19. Educational Level *

Mark only one oval.

High school diploma or less
Some college or technical training
College degree or higher
Other: