Second Language Implementations in Businesses: Company and Employees' Perspectives

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This is not the end, just a new beginning.

"É justamente a possibilidade de realizar um sonho que torna a vida interessante"

- Paulo Coelho

ABSTRACT

This thesis examines the Language Management (LM) strategy of second language implementations in organisations, specifically aiming to understand this topic from the perspectives of companies implementing the change process and employees undergoing it. Due to the deep interest of the LM literature in already multicultural and multilingual organisational realities, and the rising importance of foreign languages in the labour market, this research aims to investigate this practice.

Adopting a qualitative approach, this study identified two sets of participants, corresponding to two main research questions. Overall, a convenient and purposive sampling method was used, alongside a focus group interview in English, semi-structured interviews in English and Chinese, and a written questionnaire translated into Chinese, Japanese, and Thai. Data were coded using the software Atlas.ti 25, then themed and organised into different dimensions. The overall findings, in all their respective dimensions, allowed the recognition of five general recurring patterns: the central role played by employees, the importance of building a culture of leadership and organisation, the emphasis on evaluation and monitoring, the aspect of practical barriers to learning, and the value of learning. When considering both perspectives, it was also possible to pinpoint some interesting contradictions, such as how the expressed need for personalisation clashes with the practicality of pursuing it; how the expressed need for evaluation strategies collide with an equal desire for pursuing the psychological well-being of the employees; and how the strategic importance of knowing a second language may differ from the actual strategic interest of the organisation. Overall, all these findings create a synergic overview of second language implementations in organisations.

Finally, all the findings reveal cohesion and create a panoramic picture of how these could be used in the future by organisations' leaders, HR practitioners, and employees alike. Additionally, use these findings as a starting point to create guidelines or a checklist for future organisations with a deep interest in foreign languages implementation, or similar change processes could be considered.

Keywords: second language implementation, language management strategies, organisational change, second language learning

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CHAPTER I INTRODUCTION

This chapter introduces the foundations of this study. It will introduce the background of the research giving a hint towards its reasons and context, the problem statement, the purpose of this research and its significance for future implementations. Its scope with a general mention of the sphere and the ambit in which the study is conducted will also be mentioned, followed by the definitions of specific terminology that may be encountered in the following pages of this paper.

Background of the Study

Learning a second language has always had different reasons and importance for different individuals. For some, being bilingual or multilingual is something not worth mentioning or not highly regarded, as they may belong to an already multilingual reality – see Switzerland, Canada, Malaysia, and the Netherlands, where the population speaks fluently different sets of languages since their early ages. For others, language learning was part of their education, and those linguistic skills may have had different impacts and resilience in their lives. Nowadays, knowledge of a second language is more valued. For instance, according to an article by Rachel Wells (2023), the U.S. Department of Labour has estimated that the demand for interpreters is expected to grow by 42% in the USA. The same article mentioned not only how there are some career benefits when knowing more than one language, even when the individual career path differs from a linguistically-focused one, but also a study by Jacek Liwiński (2019), where he consider how the ability to speak a second language can increase salary and job perspectives by up to 35%.

Learning a second language includes many advantages, among which we can see enhanced job opportunities and higher earning potential. Thus, as companies grow and strategically expand, working with different countries and customers, they need employees who can speak different languages. Not only an advantage for the organisations, but also for the employees who could increase their salaries and advance their careers (Bower, 2023). We are now in a globalised era characterised by fast and impelling changes in many industries. Globalisation is like a double-edged sword as it may represent a future full of uncertainties and obstacles, but it could also lead the way to new linguistic and working opportunities. Companies that can sense and perceive a rising sense of complexity and change in markets and competitors, may respond faster in capturing the given opportunities, and transforming obstacles into challenges (Doheny et al., 2012), moreover, as this never-ending change process takes place, "Organizations must navigate these changes with a keen awareness of emerging social norms and values, adapting their policies and practices to meet the evolving demands of a diverse global workforce" (Vrontis et al., 2024, p.11).

This increased globalisation has made using and managing languages within a company vital to engaging in international business activities (Lauring & Selmer, 2012). In connection with this, it is important to explain how the term language management (LM) exists in business and which "refers to conscious management decisions about policies, practices, and reward structures that relate to organisation members' use of language. This also includes the language use of management itself" (Lauring & Selmer, 2012, p.157). As communication is key to any successful business, regardless of the language spoken, any inappropriate or insufficient effort in this context could lead to different negative outcomes. As miscommunication is already a cause for concern when using the same language, imagine what kind of upshots could generate improper usage of common but foreign idioms (Reeves & Wright, 1996). In simple words, a broad-based definition sees miscommunication "as an instance of a lack of alignment between two people (a sender and a receiver) such that they have different understandings of what had been communicated" (Holtgraves et al., 2023, p.141) while, in this case, intercultural miscommunication is the intended concept as it "occurs when there is a breakdown in communication between speakers of two different cultures and languages due to cultural differences and/or sociolinguistic transfer" (Huang et al., 2012, p.36).

This paper highlights the importance of second language implementation and management practices perceptions. Specifically, it spotlights those companies that decided to change from within, instead of just outsourcing their needs for foreign language speakers by hiring external language resources, since "globalisation expands the sharing of knowledge and skill resources, more people can acquire high-skill levels through education and training" (Xiao et al.,2024, p.14). In particular, there is an interest towards those local companies that, driven by their desire to change, improve, or expand, have invested or are currently investing their resources to implement a second language (L2) within their current employees: what LM methods and strategies have been chosen and how they plan to evaluate their success in their strategy as "a language change can profoundly impact employees' cognitive, affective, and behavioural experiences in the global workplace" (Reiche & Neeley, 2019, p.1). Moreover, additionally considering that "two individuals may express comparable levels of motivational intensity yet differ considerably in the nature of the effect associated with their behaviour" is a must as "one may report more positive cognitions about learning [French] and find the total experience more pleasant than the other" (Gardner, 1985, p.53).

In conclusion, this research will investigate the employees' learning process perceptions and behaviour towards the language implementation and process. Still, it will also analyse the company's perceptions of language implementations by interrogating professionals with related experience in Language Management practices and individuals in charge of the process.

Statement of the Problem

To lay out the problem and research gap, we should first consider how, on one hand, the majority of LM literature focuses on corporate languages as factors in social group dynamics in diverse environments in multicultural companies or MNEs (Kalra & Danis, 2024; Lauring & Selmer, 2012), or on language transitions that are nonetheless relegated to an already multicultural working environment (Sharp, 2010). On the other hand, even though a vast range of research analyses the concepts of Second Language Learning (SLL) and Second Language Acquisition (SLA), this concept is mostly related to classroom and traditional learning. Thus, this thesis would represent an addition to those LM practices that local companies with local employees could use and tailor as a tool to grow and develop their talents.

Concerning this, it is important to mention Ha and Vanaphuti (2022), where they investigate English language training in the Thai private hospital field focusing on trainee characteristics, training design, and work climate. In their conclusion, they highlight the possibility for future research to "include the organisation itself as part of the training transfer process and the conditions under which this process takes place" (p.127), therefore this thesis will investigate the influence of the organization on the employees' learning process, thus the learning process and environment in which it takes place. In addition to that, as "*Years of experience*, *immediate need for training*, *attitude to training* and *instructional level*, should also be further examined to understand more how they affect training transfer" (Ha & Vanaphuti, 2022, p.127), this study will investigate employees' Attitudes to Training and Instructional Level when learning an L2 within the company.

In addition to this defined gap, relevant and most recent literature was analysed using the comprehensive database Scopus. The research scope was limited to the "Business, Management, & Accounting" subject area and circumscribed to the last five years (2020 -

2025). Concordantly, the keyword "language AND management" was used and, out of the 13,024 items, when considering the first 100 more pertinent sorted by latest publication year, just a handful could be weighted as related to LM practices in the workplace, while still being mostly closely associated with MNEs or multicultural environments. Following the same path and using "language AND learning" as a keyword, the researcher obtained around 9,204 items and, similarly, within the first 100 research by publication year, just a handful could have been considered remotely related to LM practices and Language Implementations in the workplace. Thus, the researcher can speculate how recent literature mainly focuses on maintaining or analyzing LM practices already in place in multicultural working environments as "the majority of international business scholars interested in linguistic diversity investigate effects in large MNCs." (Tenzer et al., 2017, p.839)

In other words, many articles that mention business-related language management practices and methods, such as lingua franca, language nodes, and expatriates, are easily accessible; however, the few that try to tackle language training are seen as a time- and resource-consuming practice by many. Indeed, according to Harzing (2002), it is possible to find a central guideline that companies could use to evaluate their language's needs and create a set of benchmarks for self-evaluation and assessment in the book *Linguistic Audit* by Reeves and Wright (1996), however, this method is rarely taken into consideration due to costly and timely implementation plans as "Development of training and education systems often involves a series of investments made over several time periods (e.g., years)" (Fletcher & Sottilare, 2014, p.9), and many corporations do not attribute the right importance to their linguistic abilities, thus, underestimating the value and potential of second language learning (Harzing, 2002).

Therefore, this research will consider language implementations in enterprises as nowadays "The increased globalisation of the economic, social, and environmental challenges facing our planet entails that understanding and supporting L2 learning, and multilingualism is more important than ever" (Caldwell-Harris & MacWhinney, 2023, p.12).

Lastly, it is important to differentiate between non-business Second Language Learning (SLL) and SLL within a company as language learning has a strong connection with intrinsic motivational reasons, therefore, when forced by the organisation, it may not have the same effect (Wilmot, 2022). Thus, it is crucial to consider how many different factors play an important role in SLL, such as the constraints of the native language of the learner (Du et al., 2023), language exposure, interference or cross-language influence, (Caldwell-Harris & MacWhinney, 2023), and how many different environmental and cognitive and psychological processes such as Foreign Language Anxiety (Horwitz et al., 1986), attitude, and motivation are involved. Therefore, this research will focus on and investigate the employees' Learning Process (including Learning Motivators, Self-actualization, and Foreign Language Anxiety), Language Learning Perceived Hindrances (Perceived Obstacles and Perceived Challenges), and Language Learning Perceived Facilitators.

Overall, this study will generate a set of overall perceived best practices and warnings which could be tailored by future organisations implementing an L2, as nowadays “in the new economy, language has become a commodity, an asset, and a capital” (Mambo et al., 2018, p.2) and therefore should be treated as one.

In conclusion, this research will investigate language implementations within a company, specifically Second Language Learning, and Perceived Hindrances and Facilitators from both employee and organisational perspectives.

Research Purpose

The study aims to analyse two levels involved in implementing a second language within a company: the Organization Level and the Employee Level. The Organization Level considers the perspective of those in charge of the implementation, those professionals who may have undergone this experience in their previous or current workplace, and experienced professionals who have direct experience with second language implementations, LM practices and strategies. The Employee Level consists of employees who underwent or are undergoing an L2 implementation under the direction of their companies.

Once the two levels are highlighted and defined, perceptions of the company and the employees will be investigated. Specifically, the methods and strategies used in the L2 implementation, the perceived obstacles and challenges, and overall considerations about the learning process. Additionally, this paper inquires whether a company's implementation of an L2 is considered a success by the enterprise, at what point they consider their objective accomplished, and whether or how they evaluate and measure the achievement.

Research Questions

The research will be conducted on two levels, thus, Research Question 1 focuses on the Organisation Level, while Research Question 2 focuses on the Employee Level.

RQ1: How does an organisation implement a second language L2?

a. What challenges and obstacles are encountered when implementing a Second Language L2 in the company and how to overcome them?
b. What methods and strategies are perceived as best practices when implementing a Second Language L2 in the company?
c. When does the company define the language implementation as a success, and how do they evaluate it?

RQ2: What is the employees' perspective on second language learning within the company?

a. What are the employees' perceived challenges and obstacles when learning a second language L2?
b. What methods and strategies do employees consider best practices when learning a second language L2?

After laying out the Research Questions for this study, it is important to define and clarify specific terms to allow a better comprehension of the narrow similarities and differences. First, the study poses a difference between obstacle and challenge as it will consider an obstacle as something that stands in the learner's way of learning or in the company's way of implementing the L2. A challenge will be considered a problem, a task or anything that results in an opportunity for one or both parties in the study to grow further.

Another interesting distinction can be made between the terms obstacle and challenge. Although they are both procedures and processes to reach a goal, the method is seen as a way or technique employed to do something, while the strategy is the usage of the chosen methods following a series of established steps.

Significance of the Study

Many companies are characterised by diversity in culture and languages, and it is said that the consistent usage of a common language has a positive effect on openness to diversity (Lauring & Selmer, 2012). Many different language management practices could be used and tailored according to settings and contexts, and the creation of a set of guidelines, of perceived best practices, challenges, and obstacles during a second language implementation could be used by future companies that aim for a similar goal.

Since we live in a globalised reality, many companies and employees may want to expand their borders and create new collaborations or networks going beyond their language boundaries (Brown & Duguid, 2001). In this situation, they must have the necessary language proficiency to communicate consistently in the second language (Lauring & Selmer, 2012), even though sometimes when dealing with difficult and distant idioms, it's the ability to use foreign courteous expressions that may define the beginning of a successful relationship (Reeves & Wright, 1996).

Conclusively, these additional skills and abilities acquired within the enterprise may boost the employees' levels of employability for future career development, also showing how the parent company highly consider its members' talent development and consistent growth.

Research Scope

The research focuses on those companies and employees that underwent or are currently undergoing a changing process to implement the usage of a second language. This paper does focus on the process and evolution of the implementation and its perception and not on the specific language implemented. To be more specific, this research only considers employees, professionals, or companies who speak or are implementing Italian, English, Spanish, or Chinese. One or more companies and professionals in the field were consulted.

Finally, this research is characterised by data triangulation. Data are collected through questionnaires and semi-structured interviews.

Definition of Terms

Language Management

Lauring and Selmer define Language Management as "conscious management decisions about policies, practices, and reward structures that relate to the organization members' use of language. This also includes the language of the management itself" (Lauring & Selmer, 2012; p.157).

Second Language L2

Hajimia *et al.* define a second language as "any other language which is learned or acquired after their first language or their mother tongue" (Hajimia et al., 2020; p. 87)

Change Readiness

Holt et al. (2007) define readiness for change as a "comprehensive attitude that is influenced simultaneously by the content (i.e., what is being changed), the process (i.e., how the change is being implemented), the context (i.e., circumstances under which the change is occurring), and the individuals (i.e., characteristics of those being asked to change) involved and collectively reflects the extent to which an individual or a collection of individuals is cognitively and emotionally inclined to accept, embrace, and adopt a particular plan to purposefully alter the status quo” (Holt et al., 2007, p.326).

Motivational intensity

Gardner defines motivation as something that “involves four aspects, a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question. [...] the goal is a stimulus which gives rise to motivation” (Gardner, 1985, p.50), while “in the area of second language acquisition, motivational intensity has been assessed by determining the amount of effort the individual expends (or, in some instances, would be willing to expend) in order to learn the second language” (p.53).

Learning Process

McCormick & Kiss define the learning process as a construct that describes “how students engage with the learning environment and the learning activities embedded in this environment. Learning processes include how students engage with ideas, concepts and resources to develop knowledge, through interaction with the learning environment and learning professionals as well as participation in social practice” (McCormick & Kiss, 2015, p.47).

In conclusion, this section not only allows the reader to get more familiar with the terminology used in this study but also to understand the way those terms are intended to be used and considered by the researcher.

CHAPTER II LITERATURE REVIEW

This chapter aims to provide fundamental information regarding language implementations in the organisational context; it allows the researcher to identify the gaps better, contextualise the study, and create a comprehensive understanding of the areas that require further investigation. The following pages first give a basic understanding of the phenomena of Globalisation and Internationalisation and their relationship with communication. After that, the review is structured on two main levels: Language Management in Organisations, which includes the section on Organisational Change for Language Management, and Language Management at the Employee Level, which encompasses Second Language Learning (SLL) and Second Language Acquisition (SLA). In the final instance, the last section will focus on the Linguistic Contexts of the countries where the study samples are situated.

Globalisation and Internationalisation

Nowadays, companies live in a world that could be considered well over the way globalised as "Globalization has characterized business evolution for a number of years, now, and has been a centre of attention and speculation for scholars and practitioners alike" (Vrontis et al., 2024, p.1). Globalisation "is the present process of becoming global" (Albrow & King, 1990, p.1) and "refers to all those processes by which the peoples of the world are incorporated into a single world society, global society" (p. 9).

Giddens (1990) defines Globalisation as "the intensification of worldwide social relations which link distant localities in such way that local happenings are shaped by the events occurring many miles away and vice versa" (p. 64). In like manner, Larsson (2001) describes it in his book *The Race to the Top* as "the process of world shrinkage, of distance getting shorter, things moving closer" (p.9). These definitions explain how the phenomenon of globalisation allows individuals to interact and create mutual relationships regardless of their geographical location.

On balance, globalisation well represents the concept of interconnectedness and fertile soil for new opportunities and challenges. In contrast, physical distance "is defined as the sum of factors preventing the flow of information from and to the market. Examples are differences in language, education, business practices, culture, and industrial development" (Vahlne & Wiedersheim-Paul, 1973, p.24).

As the years elapsed, the concept of globalization was not overturned as “This apparently irrevocable process has been unchallenged, and its prospects were aligned with the fate of most businesses across industries and regions, irrespective of themselves being global or international or not” (Vrontis et al., 2024, p.1). Thus, businesses are now living in an always-changing reality where physical distance does not matter as it used to be, and where filling unimaginable gaps is no longer a fantasy.

Moreover, it is clear how, for many MNEs, the global coordination factor has grown in importance and may be seen as a competitive advantage and an opportunity as “with technological development comes new opportunities for SMEs to compete in markets that they might not have been able to reach before” (Fraccastoro et al., 2021, p.2), while also creating “an obvious shift in the perceptions, expectations and aspirations of people as consumers and as a workforce” (Vrontis et al., 2024, p.11).

As perceived distance shrank, the last few years have seen the implementation and creation of many different new approaches aiming to build effective communication in the business context**,** as “Technology eliminates some of the challenges posed by distance and diminishes the costs of others” (Nachum & Zaheer, 2005, p.747) – see video calls and e-mails, and how they are still innovating new technologies as we speak. However, these practices may become or may be perceived as ineffective when the language difference represents a barrier to general understanding (Harzing, 2002), specifically, the language used by the businesses in their interactions could represent an additional challenge to the exchange. Thus, in this now broader and globalised reality, a more effective organisational communication style is not only fundamental when dealing with physical distance but also key when combining it with cultural distance.

As a consequence of this shift in perceptions, many businesses decide to leverage this new environment and its new possibilities to take the next step and internationalize as a way to gain a competitive advantage in their field led by many different motivators – market seeking, resource seeking, efforts seeking, knowledge seeking, competitive strategic motivations, and so on (Nachum & Zaheer, 2005).

Internationalisation is a well-known term in the international business literature and “can be applied to a variety of organizations elements: strategy, organizational structure, products, and so forth” (Calof & Beamisht, 1995, p.116); this process “allows companies to reach other markets so they can generate new business activities in order to achieve extraordinary profits” (Costa et al., 2018, p.54).

Literature tends to focus on MNEs when it comes to internationalization (Dayan et al., 2024), however, it is interesting to notice how the decision to internationalize the business is also faced by many SMEs who decide to expand their operations into foreign markets, "which often encounter different obstacles and opportunities in innovation and international expansion compared to larger firms" (Dayan et al., 2024, p.2). The decision to internationalise is an additional factor influencing the importance of language management practices within an enterprise. Specifically, the degree of internationalisation of a company – "how extensively a firm operates in global market" (Dayan et al., 2024, p.1) – may, for instance, affect the decision to implement a foreign language or decide which lingua franca to use within the business.

In conclusion, considering the organizations' increasing interest towards internationalization assists in understanding how languages could play a major role in a company's decision-making and strategy-making progress, and how a company will probably prefer to create a relationship with a country where the spoken language presents a lower physical and cultural distance or, if not possible, where English is widely spoken as it is globally known to be one of the dominant languages in business environments (Harzing, 2002).

Language Management in Organizations

This section focuses on the Organization Level of Language Management (Research Question 1). It will outline the concepts of Language Management in the context of language implementations primarily from the perspective of the organization.

We are now in a globalised era that is characterised by fast and impelling changes in many different industries and language has now become a bargaining chip as this new reality "has made the use and management of language a vital element of engaging in international business activities" (Lauring & Selmer, 2012, p.156). Language Management (LM), as Lauring and Selmer (2012) stated, "refers to conscious management decisions about policies, practices, and reward structures that relate to organisation members' use of language. This also includes the language the management uses" (p.157).

Undoubtedly, as many individuals who are part of an organisation may find themself creating collaborations and relationships that go beyond the boundaries of their business (Brown & Duguid, 2001), it is natural to understand why the language management practices within a company may represent an important asset for its growth and development according to their strategy and mission. Additionally, when navigating the business world, "Today people are selling their communicative skills" (Mambo et al., 2018, p.2) alongside certifications and more specialised abilities.

When mentioning LM practices, a valuable remark by Lauring and Selmer is made towards those companies characterised by a rooted diversity in their workforce, as multicultural and linguistic variety in firms may be the reason leading organisations to resort to LM practices. In their words, a business environment characterised by language diversity could benefit from the usage of a shared language, leading to the development of acceptance of each other's similarities, as consistent use of common languages in similar situations has a positive effect on openness to diversity. Having said this, even though the usage of a common language could be the response to potential problems in multilingual organisations (Lauring & Selmer, 2012), many employees may still face language-based discrimination that "include spoken and written language-related situations where individuals experience an unfair disadvantage compared to other organizational groups due to their linguistic competence or speech feature such as accent" (Back & Piekkari, 2024, p.10).

The usage of a common language within an organisation is called Lingua Franca and is one of the most common LM practices in multinational companies. In the following table provided by Wilmot, it is possible to find the main LM practices used by companies with a brief explanation.

Table 2.1

Summary of Language Management Practices.

Language practice	Description	Selected associated authors
Lingua Franca	Use of a shared language that is jointly negotiated by participants.	Charles, 2007; Ehrenreich, 2010; Feely & Harzing, 2003; Kankaaranta & Planken, 2010; Nickerson, 2005.
Functional Multilingualism	Using a mix of languages, whatever resources are available, to communicate and get a message across.	Feely & Harzing, 2003; Gaibrois, 2014; Steyaert *et al.*, 2011.
External Language Resources	Use of third parties such as professional translators and interpreters.	Feely & Harzing, 2003; Harzing *et al.*, 2011; Ribeiro, 2007.
Training	Provision of language teaching by the organisation for its employees.	Charles & Marschan-Piekkari, 2002; Feely & Harzing, 2003; Harzing *et al.*, 2011; Neely, 2017; Swift & Wallace, 2011.

Source. Wilmot, N.V. (2022). Organisational language management practices. In Angouri, J., & Piekkari, R. (Eds.), *Language management. From bricolage to strategy in British companies* (pp. 15-16). Bristol, Blue Ridge Summit: Multilingual Matters. https://doi.org/10.21832/WILMOT5928.

Table 2.1 (continued)

Language practice	Description	Selected associated authors
Corporate Languages	Use of a language that is mandated by the organisation	Feely & Harzing, 2003; Fredriksson *et al.*, 2006; Harzing *et al.*, 2011; Tange & Lauring, 2009¸Vaara *et al.*, 2005; Vigier & Spencer-Oatey, 2017; Wang *et al.*, 2020.
Language Nodes or Boundary Spanners	Bilingual 'bridge' individuals who engage in linguistic boundary spanning in addition to their usual organisational duties.	Barner Rasmussen *et al.*, 2014; Feely & Harzing, 2003; Harzing *et al.*, 2011; Makela *et al.*, 2019.
Selective Recruitment	Having language skills as a specific requirement when hiring new employees.	Feely & Harzing, 2003; Peltokorpi & Vaara, 2014; Swift & Wallace, 2011; van den Born & Peltokorpi, 2010.
Expatriate Management	Bringing in linguistically skilled managers from overseas subsidiaries to act as linguistic bridges.	Feely & Harzing, 2003; Harzing & Pudelko, 2014; Harzing *et al.*, 2011; Lauring, 2007; Vulchanov, 2020; Zhang & Peltokorp, 2016.
Impatriation	Sending managers from HQ to overseas subsidiaries to act as linguistic bridges.	Feely & Harzing, 2003; Harzing *et al.*, 2011.
Machine Translation	Use of computer software to translate, such as Google Translate.	Feely & Harzing, 2003; Harzing *et al.*, 2011; Ostler, 2011; Sanden & Lonsmann, 2018.
Build in redundancy in the communicative exchange	Checking understanding, asking the partner to summarise, and repeating information.	Gaibrois, 2014; Harzing *et al.*, 2011; Rogerson-Revell, 2010; Tenzer & Pudelko, 2016.
Adjust the mode of communication	Using alternative methods of communication, such as email instead of telephone.	Gaibrois, 2014; Harzing *et al.*, 2011; Klitmoller & Lauring, 2013; Shachaf, 2008.
Parallel Information Networks	Shadow structures, where people with language skills are communicated with, not the people in charge.	Harzing *et al.*, 2011; Marschan-Piekkari *et al.*, 1999; Peltokorpi, 2007; San Antonio, 1987.
Locally hired non-native managers, self-initiated expatriates	Hiring managers from overseas with language skills who already live in the target country.	Andresen, 2021; Harzing *et al.*, 2011; Vulchanov, 2020.
Code-switching	Mixing different languages.	Ahmad & Barner-Rasmussen, 2019; Brannen & Salk, 2000; Cohen & Kassis-Henderson, 2017; Harzing *et al.*, 2011; Hinds *et al.*, 2014; Vigier & Spencer-Oatey, 2017.

*Source***.** Wilmot, N.V. (2022). Organisational language management practices. In Angouri, J., & Piekkari, R. (Eds.), *Language management. From bricolage to strategy in British companies* (pp. 15-16). Bristol, Blue Ridge Summit: Multilingual Matters. https://doi.org/10.21832/WILMOT5928.

However, a key aspect characterising LM practices is finding the one that better suits the single company situation and context: "It is not easy to design a language management that can satisfy the interest of all actors" (Mambo et al., 2018, p.9). For example, training is a form of LM, but it may be seen as costly and with a long-term focus. Therefore, this practice should primarily consider the employees' starting proficiency level, the desired L2 for the implementation – which may vary according to the country where the business is located, and the overall company's strategy. Consequently, when communicating in the L2, employees must have or reach the necessary language proficiency so that they can properly use it. This may involve training to improve grammar, vocabulary, and pronunciation, while also introducing organisational rewards and incentives that may be able to promote the usage of the L2. Lastly, LM practices should be included in a corporate policy where they are clearly defined and reasoned (Lauring & Selmer, 2011) as "Firms' language capabilities shape their ability to communicate effectively and influence the exchange relationship with their communication partners to achieve desired goals" (Talukder & Barner-Rasmussen, 2024, p.2).

The book *Linguistic Audit* by Reeves and Wright (1996), for instance, created a central guideline that could be used to identify communication needs in a corporation; it created a model to evaluate its language's needs, requirements, and benchmarks for self-evaluation. In their book, not only did they mention how being fluent in one language is as important as having a good communication system within the company, but they also reserved an entire chapter for the evaluation and testing of language competence.

However, this latest concept of language evaluation and the importance of assessments may not be as easy as it sounds. For instance, Acedo Domíniguez and Edwards Rokowski (2001) emphasise how they disagree with Reeves and Wright on the constant need for internal company assessment of the linguistic level of the employees. They affirm how they believe that businesses are forced to fill the gap created by the inability of the education system to provide adequate tools to face the working world while also mentioning the evident importance of oral competence in a foreign language in the job market and professional life. Furthermore, the model developed by Reeves and Wright (1996) many considered costly and time-consuming, was replaced with a more affordable solution called language Check-up (Feely & Harzing, 2003). However, there is no mention of this model in more recent literature.

As many companies overlook the importance of LM practices, one of the roles that is fast to emerge when someone with L2 abilities is necessary is the Boundary Spanner or linguistic node (see Table 2.1). Their role is highly important and often overlooked, as they are those individuals who, due to their linguistic abilities, are 'used' by their companies in interlinguistic communications. Often, they may be simple employees with knowledge of the language and not professional translators or interpreters, therefore finding themselves covering roles outside of their job description or in difficult situations as they become the linguistic support of their company (Wilmot, 2022) – sometimes unwillingly. In addition to this, “employ people who already possess both the language and job skills” is a possibility, “however, such people are not always available, nor are they cheap. This means that such a strategy can generally only be used in specific circumstances” (Swift & Wallace, 2011, p.911). Again, this situation is created by the disinclination of many companies to develop and invest in their LM practices.

Another practice involving the hiring of external resources, such as Professional Translators, is worth mentioning (see Table 2.1). Translators cover peculiar roles that may range from their job description to the mediators' or negotiators’ ones but, as they are often hired externally, they may lack the needed information to do their job efficiently. In addition to this aspect, many companies feel reluctant to hire an external professional as they may need to disclose confidential information that the company is not willing to disclose (Wilmot, 2022). However, as a matter of fact, in specific cases hiring someone with the required linguistic abilities, specific knowledge and linguistic register to do highly specialised translations in technical fields – such as in the medical or engineering field, should be mandatory if all the current employees lack proper training and specific competence.

Now that a comprehensive understanding of the concept of LM has been laid down, it is possible to consider aspects more specifically related to second language implementation. As mentioned in Chapter I, this study focuses on language implementations within organisations and considers the company and employees’ perceptions of the process without focusing on the specific LM practice utilised. As the main LM methods and strategies have already been laid out and defined in the previous paragraphs, it is now necessary to outline the variables that may positively and negatively influence the implementation process from the organization's perspective, such as potential obstacles and challenges.

At the outset, the first step to implementing a second language (L2) in a business should be the assessment and examination of three Language Barriers (Feely & Harzing, 2003) that may be present in the organization to decide which L2 they should take into consideration.

- Language Diversity: a barrier that relies upon the extent of the company’s global network and considers the degree of linguistic diversity within the organization’s network.
- Language Penetration: a barrier that relies upon the number of areas/operations a company embraces across its linguistic boundaries.

- Language Sophistication: a barrier that relies upon the concept that all the individuals within a company have an individual language proficiency required according to their position and role in the business.

On balance, when a company considers implementing a second language, an initial assessment of these three barriers will give a panoramic idea of the organization's linguistic context, help choose the right language for the implementation, and give an initial idea of the obstacle that the organization may encounter as it proceeds. According to Feely and Harzing (2003), many negative effects could be triggered by these linguistic barriers, which could also be recognised in the buyer/seller relationship, in the foreign market expansion of the company, in its joint ventures, staffing policy, and HQ-Subsidiary Relationship. Also, language barriers are known to "trigger negative consequences including misunderstandings, discrimination, anxiety, vague instructions, incorrect execution of instructions, frustration, exclusion, interpersonal conflicts, waste of time, money, and efforts, malaise, stress, aggressiveness, mistrust, linguistic insecurity, suspicion, irritation, isolation, friction, dissatisfaction, low morale, and health and safety hazards" (Mambo et al., 2018, p.2).

In conclusion, an organization should ponder which LM methods to use and what strategy to enforce if implementing an L2, according to its context, linguistic environment, resources and time availability. Deciding to implement a specific second language not only may not be the right path for all but could also come with a series of unexpected hindrances and facilitators.

Organisational Change for Language Management

Evolutions within and surrounding an organisation have been scrutinised for many years, whether studies and research analyse their driving forces or hindrances. All these types of change roll into the category of Organizational Change (OC) and it "involves confronting the persistent pattern of behaviour that is blocking the organization from higher performance, diagnosing its consequences, and identifying the underlying assumptions and values that have created it" (Beer & Nohria, 2000, p. 373). However, what could be considered Organizational Change covers a wide spectrum of transformations and changes that a business either could or has to face (technological development, strategic change, downsizing, mergers and acquisitions, market changes, and so on) to stand up to the reality it lives in and adapt to it (Alvesson & Sveningsson, 2015).

Following this path, it is easy to understand how the literature is filled with more than a dozen different acronyms and models related to this field as "it is frequently assumed that an organization, in the face of changing contextual circumstances, 'must' adapt or face great problems" (Alvesson & Sveningsson, 2015, p.5). Many studies support the concept of how the change process goes through a series of steps or phases, as the change could be a result of external and internal factors indiscriminately (Altadonna, 2023; Holmes, 2024; Hussain, 2018; Kotter, 2007; Santos et. al., 2023). Finally, it is important to highlight that "organizations are complex, surprising, deceptive, and ambiguous; they are formidably difficult to comprehend and manage" (Bolman & Deal, 2017, p.40).

In the last decades, researchers designed and supported many frameworks and models aiming to guide a company through a smooth and seamless change process. Nowadays, for instance, a company could adopt and tailor one of the many change management models developed by Kotter, Lewin, or McKinsey. However, the majority of these models tend to "emphasize three-stage models: creating the climate for change (unfreeze), engaging and empowering the organization (change), and deploying and sustaining the change (refreeze)" (Santos et al., 2023, p.47). Nonetheless, it is important to remember that the concept of Organizational Change covers indeed a vast area. A three-stage model will be used to organize and categorize the findings of RQ1.

First of all, in relation to the concept of change within an organisation, Alvesson and Sveningsson (2015) define in their 2nd edition of *Changing Organizational Culture* four key dimensions of change that can help understand the concept of OC from different perspectives and categorize it according to them:

- The scale of change - on the scale of change at the two extremes:
    - Revolutionary change is "usually seen as occurring during relatively distinct and delimited periods of change activity, sometimes called discontinuous change" (p.18).
    - Evolutionary change is "seen as occurring gradually and incrementally during a longer and less distinct period of time, also referred to as continuous change" (p.18).
- The source of change - there are two main sources of change as they can vary between:
    - Planned Change: as the name suggests, it refers to strategies and plans considered ahead where goals and objectives are the main driving force.
        - Group Dynamic and Open Systems are two different schools of planned change.

    - Emergent Change - “emphasizes the significance of organizational members outside management and acknowledges the contextual and messy character of change” (p.18). It is defined by unprompted and always evolving situations and projects.
- The politics of change - many political aspects impact organizational change; as previously mentioned, a company invests to maintain its competitiveness and try to advance its skills and opportunities while being faced with positions of power, company culture, language, ideologies, and personal interests.
- The content of change - as the name suggests, it simply indicates how organizational change could be related to more than one aspect and it may target or involve different activities, strategies, or components of the company. In simple English, what change affects.

Referring to this study, when considering language implementation within a company as a change process it is possible to initially categorize it as an Evolutionary Change as it progressively evolves during a longer and less distinct timeframe. Also, as with most LM practices and implementations, it could be considered a Planned Change additionally highlighted by its own distinctive competitive advantages for the company and effects on the whole organization. Once the findings are investigated, it will be possible to create a more specific categorization of language implementations.

Alvesson and Sveningsson (2015) then further analyse the two schools previously mentioned within the category of Planned Change: Group Dynamics and Open System. The first one targets change “at the group level, based on the idea that most employees are engaged in smaller work groups within organizations. Individuals’ behaviour is largely assumed to be governed by group norms, roles, and values” (p.22), and it is a school of thought that sees its origin in Lewin’s work and it will later evolve into what is known as Organizational Development (OD). The Open System school, on the other hand, “views organizations as being composed of a set of various interconnected sub-systems that together constitute the whole organization. [...] In a well-functioning organization, there is fit and harmony between these various sub-systems. The sub-systems are open to each other in terms of impact but the organization in its entirety is also to be seen as an open system in constant interaction with the larger system of which it is a part, the multifaceted macro environment” (p.23-24). Within this school, it’s worth mentioning the Technical, Political, and Cultural (TPC) Framework by Tichy, which divides organizations into three systems (technological, political, and cultural), and Mckinsey 7S’s model that considers seven systems divided into

Hard Elements (Strategy, Structure, and System) and Soft Elements (Shared Values, Style, Staff, and Skills).

Referring to RQ1, it is important to dig deeper into Group Dynamic School's three-stage change model by Lewin. It takes into consideration people who are a part of the organization as part of smaller groups that act according to group norms, roles, and values (Alvesson & Sveningsson, 2015). Kurt Lewin's model consists of three phases: unfreezing, changing, and refreezing. He recognises the effects of changes in group dynamics as "groups have properties of their own, which are different from the properties of their subgroups and individual members" (Lewin, 1947, p.8).

As someone in the social and physiological environment, Lewin focuses most of his research on child psychology and psychological regression, studies that led him towards one of his latest works known as the Unfreezing-Moving-Refreezing Model (Burnes, 2020). In one of his latest publications, he lays down an additional explanation of group dynamics, describing how, without an understanding of group dynamics, it would be challenging to understand the effects of change on those mentioned relations (Lewin, 1947). "Lewin demonstrates how it can be used to understand and change the behaviour of adult social groups, either in the community or in the workplace" (Burnes, 2020, p.43).

Organisational Change Models

Lewin's change model (Table 2.2) states that 'successful change includes three aspects: unfreezing (if necessary) the present level L1, moving to the next level L2, and freezing group life on the new level" (Lewin, 1947, p.35). As mentioned by Burnes (2020) in his paper on *The origins of Lewin's three-step model of change*, even though Kurt Lewin's death occurred in 1947, "the three-step model is neither a 'simple one' nor a 'never developed' one, but instead a robust approach to understanding the complexity of human behaviour and how it can be changed" (p.52).

Table 2.2

Lewin's Three-Stage Model phases' definitions.

Unfreezing	Moving	Refreezing	
"Identifying and destabilizing the current quasi-stationary equilibrium" (p.44)	"The use of the term *locomotion* is telling because this is the term Lewin (1936a) uses in field theory to describe the movement between two quasi-stationary equilibrium" (p.46)	"Freezing seeks to stabilize behaviour at a new quasi-stationary equilibrium in order to ensure that it is relatively safe from regression" (p.50)	Burnes, 2020
"A quasi-stationary social state corresponds to equally strong opposing forces but that no general statement concerning their absolute strength is possible" (p.16)	"A planned change consists of transplanting the force field corresponding to an equilibrium at the beginning level L1 by a force field having its equilibrium at the desired level L2. It should be emphasized that the total force field has to be changed at least in the area between L1 and L2." (p.32)	"Freezing group life on the new level" (p.35)	Lewin, 1947

Many still use this model as it allows a recognisable separation and a clearer mental image of the change process (Adelman-Mullally et al., 2023; Hussain et al., 2018). Overall, to change the behaviour patterns within a group dynamic it's important to shift the forces that are playing within the environment and break the status quo. Once there is a shift, the changing process will be in motion and will allow the change to occur and for it to move from a situation of 'quasi-stationary equilibrium' to another. To summarize, it is necessary to use "a force sufficient to 'break the habit,' to 'unfreeze' the custom" (Lewin, 1947, p.32) and it's then important to remember that change occurs "At the end of the transformation process, not at the beginning. [...] It's at the end where the rules and shared values are actually internalized in norms and behaviours" (Santos et al., 2023, p.57).

In this study, language implementation can be viewed as part of OC. Thus, according to Lewin's Three-Stage Model, L2 implementation phases could correspond to the following process: breaking the status quo to implement the L2; transitioning from the limited usage of the L1 to full L2 adoption; and, finally, sustaining the L2 implementation over time.

Moreover, focusing on the RQs, it is important to consider the L2 implementation as prone to pitfalls and hindrances as any other change process, since "Practical phenomena and empirical evidence show that change often face challenges and obstacles. Organizational changes are no exception" (Arti & Rosiadi, 2024, p. 2). In this regard, an example is one of the most used and applied models in organizational change practices, Kotter's Change Management Theory and Model. Alternatively to Lewin's three-stage model, his work helps identify not only the eight steps necessary to transform an organization but also some of the reasons that may lead the efforts the business put in to fail (Kotter, 2007).

Table 2.3

Kotter's 8 stages model and relative pitfalls.

Steps	Pitfalls
1. Establishing a Sense of Urgency	● Underestimating the difficulty of driving people from their comfort zones ● Becoming paralyzed by risks
2. Forming a Powerful Guiding Coalition	● No prior experience in teamwork at the top ● Relegating team leadership to an HR, quality, or strategic-planning executive rather than a senior line manager
3. Creating a Vision	● Presenting a vision that's too complicated or vague to be communicated in five minutes
4. Communicating the Vision	● Under communicating the vision ● Behaving in ways antithetical to the vision
5. Empowering Others to Act on the Vision	● Failing to remove powerful individuals who resist the change effort
6. Planning for and Creating Short-Term Wins	● Leaving short-term successes up to chance ● Failing to score successes early enough (12-24 months into the change effort)
7. Consolidating Improvements and Producing Still More Change	● Declaring victory too soon—with the first performance improvement ● Allowing resistors to convince "troops" that the war has been won
8. Institutionalizing New Approaches	● Not creating new social norms and shared values consistent with changes ● Promoting people into leadership positions who don't personify the new approach

Source. Adapted from "*Leading change. Why transformation efforts fail*" (p.1) by J.P. Kotter, January 2007, *Harvard Business Review I*. https://irp-dn.multiscreensite.com/6e5efd05/files/uploaded/Leading%20Change.pdf

In addition to pitfalls mentioned in Table 2.2, we can also identify additional factors that may lead the transformation process towards a downfall spiral or a stop, as many individuals, when facing a problem, tend to blame someone or something as a way to redirect the fault away from them. It may be easier to find a scapegoat and point the finger at the people, the bureaucracy, or someone's craving for power, rather than facing the hindrance directly. Certainly, change in itself is a difficult and risky process that pushes individuals towards easy solutions, loopholes, and biases, and challenges our ability to evolve our previous mental models into new ones (Bolman & Deal, 2017). Therefore, as Santos et al. mentioned, "Companies and executives should pay more attention to transformation planning by observing the main factors that can hamper the implementation of the strategy and the factors that can accelerate and propel the development of the vision and strategies" (p.53).

Ultimately, the organization has to recognise how Resistance to Change plays an important factor in the change process as it "can be a significant factor in the success or failure of changes", therefore "an organization's ability to manage resistance to change can not only impact the change's success or failure but also determine whether an organization will survive or thrive" (Warrick, 2023, p.433). Considering this concept, it is also important to highlight the employees' level of Change Readiness (Abdul-Nasiru, 2024) as a perceived preparedness of the employee towards the change is essential to initiate successful implementations.

In conclusion, the language implementation of an L2, while being part of the LM practices, could make use of many different methods and strategies that better fit the individual situation of the company. Moreover, they could also be considered as change processes evolving within organisations and, as such, potentially facing obstacles and challenges along the way.

This first section of the literature is tied to the Organisational Level of this research (RQ1). This first section of Chapter II, while giving a comprehensive analysis that allows a deeper understanding of the background of Research Question 1, will facilitate the interview's coding process organisation and the following development of a framework containing the organisation's perceived obstacles, challenges, best practices, and evaluation methods when implementing a second language.

Language Management at the Employee Level

This section will focus on the Employee Level of Language Management (Research Question 2). It will outline the concepts of Second Language Learning, Second Language Acquisition, and the Linguistic Context of the study, primarily from the perspective of employees learning an L2.

Second Language Learning and Second Language Acquisition

The learning and acquisition of a new idiom is something that fascinates many, and it still is a difficult and sometimes necessary step for some. In the last century, some scholars were already questioning "How do we acquire language?" (Krashen, 1982, p. 20), and nowadays the simple answer is still "With great difficulty" (Gass et al., 2020, p.3). Many theories within the field of linguistics attempt to explain how people learn a second language. Some of these are the Sociocultural theories that consider language learning as a practice, but their general concepts include peer interaction and feedback, private speech, and self-efficacy. Regarding the difference between Second Language Learning (SLL) and Second Language Acquisition (SLA), this study considers the theories proposed by Steven Krashen.

On one hand, Krashen (1982; 2003) clearly defines the difference between the two concepts as he explains how Language Acquisition (LA) occurs on a subconscious level, you are unaware it is happening, and most of the time it occurs while doing some other activities – watching a movie, reading a book, conversating, etc. Overall, Second Language Acquisition "refers to the process of learning another language after the native language has been learned. Sometimes, the term refers to the learning of a third or fourth language. The important aspect is that SLA refers to the learning of a nonnative language after the learning of one's native or primary language" (Gass et al., 2020, p.6). Additionally, as knowledge is stored in our brains subconsciously, both written and oral language can be acquired by children and adults. According to Krashen (1982), "some second language theorists have assumed that children acquire, while adults can only learn. The acquisition-learning hypothesis claims, however, that adults also acquire, that the ability to 'pick up' languages does not disappear at puberty," however, "This does not mean that adults will always be able to achieve native-like levels in a second language" (p.10).

On the other hand, Second Language Learning (SLL) is a conscious process, and it happens when we are undergoing the learning process, we know that that is what we are doing, and we are putting effort into doing that. This is what happens when the learner is in class and faces grammar, linguistics, and other aspects of a language learning process. The individuals learn from the error correction and once they realise their mistake, this will lead to an improvement in the process (Krashen, 1982; 2003). Moreover, "in language learning, the notion of learner action for learning is deeply embedded in the dominant paradigms of communicative and constructivist language learning and teaching, which view language use and interaction as critical for language development", as "learning occurs through meaningful use of the language" (Hiver et al., 2024, p.202).

SLA and SLL theories are paired up with another dimension developed by Krashen (2003) called the Comprehension Hypothesis. According to this concept, we acquire a language once we can understand the messages delivered using it. It strictly correlates with SLA. In essence, we acquire a language when we can understand messages that contain aspects of language (vocabulary, grammar) that we have not acquired yet, but are "ready" to acquire. And we can do that thanks to what we have already acquired and the context of the message.

Krashen also implemented two other concepts in this field: the natural order hypothesis and the monitor hypothesis (Table 2.3). The first Hypothesis defines how the acquisition of an L2 grammar happens predictably and it may differ from the order of acquisition of the first language L1, but with some similarities. The latter states that acquisition and learning are specifically used as the acquisition is responsible for language fluency, and learning comes into the game to correct the acquisition's product. Overall, we can consider a language acquired "when we understand language that contains structure that is 'a little beyond' where we are now" with the learning. Simply said, when learners can understand something that contains a structure not yet learned, they can use the context, knowledge, and extra-linguistic information to understand (Krashen, 1982).

As previously mentioned, many negative and positive factors influence what is considered SLL. As this study focuses on employees learning a second language, it is important to note a few initial factors that may differ within SLL among second language learners: age, social and environmental constraints, and motivational factors. As many assume "variability in learning L2 can arise from variation in initial cognitive abilities and type of exposure to L2 input, personal motivation, executive control, social support, resources available, and the relation of L1 to L2" (Caldwell-Harris & MacWhinney, 2023, p.3), therefore is in almost natural to differentiate between young learners and adult learners. In regard to age, during both childhood and adult learning there may be conditions of hindrances – such as first language attrition, lack of sufficient exposure to the L2, interferences between

L1 and L2, and assistance, such as individual aptitude or resonance of linkage between L1 and L2 (Caldwell-Harris & MacWhinney, 2023). However, "human needs change across the lifespan, leading to changes in the motivation to invest in L1 vs L2" (Caldwell-Harris & MacWhinney, 2023, p.6). Concerning this aspect, this research focuses on employees' language learning process. Therefore, there may be additional aspects such as SLL Motivation and other variables, as employees differ from traditional L2 students due to their SLL context.

One of the aspects worth mentioning in businesses' SLL is the learning context, as well as the resource availability, defined as "the access to both formal and informal instruction, textbooks, media, and video games" (p.7). Specifically, the language learning process is affected by the environment and the context where these skills are needed. Every employee's language competence can generally be associated with their role within the business, as a different position may require a different level of proficiency; therefore, it is important also to consider their foreign language competence in terms of "linguistic depth (the level of competence that an individual has in a given foreign language), and breadth (the number of foreign languages in which competence is held)" (Swift & Wallace, 2011, p.894).

In addition to employees' job position-related considerations, when considering the usage and implementation of an L2 in an organization, the perceived lack of linguistic competence and adequate proficiency must be pondered as it could become a deterrent for the employees' L2 practice in the workplace. Indeed, when this sentiment is present, employees will be more likely to avoid the use of the L2 as they may perceive their ability as insufficient. This concept was introduced by Dewaele (2007) as Foreign Language Anxiety (FLA) and it is related to what is known by many as performance anxiety or stage fright (Horwitz, 2010). FLA is known to induce many negative emotional states such as anxiety, anger, resentment, shame, and frustration within oneself and others (Wang et al., 2020), and it could also originate from the employees feeling of personal inadequate language competence level (Wilmot, 2022). FLA was also defined by Horwitz et al. (1986) as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (p.128).

In essence, it is important to mention those factors which will inevitably be related to the success of an L2 acquisition: perceived L2 proficiency, motivation, self-efficacy, learning environment, and anxiety. The context, the environment, or anything that will position itself in between the learning input and the acquisition of that said input may represent a hindrance to the language learning process (Krashen, 1982). Therefore, creating an environment that promotes and makes the learner feel at ease, far away from sources of anxiety, could be the best solution for a smooth proceeding. Thus, RQ2 will take into consideration employees' SLL motivation, L2 self-rated proficiency, self-efficacy, and FLA among other factors.

In the initial instance, SLL motivators are worth mentioning. Motivation could be categorized as intrinsic, strongly related to fundamental psychological and social needs, and extrinsic, which correlates with more practical and external gratification, such as obtaining a language certification (Schweder & Raufelder, 2024). That said, while there may be many reasons behind SLL, "there are three primary sources of the motivation to learn a foreign/second language: the learner's internal desire to become an effective L2 user; social pressures coming from the learner's environment to master the L2; and the actual experience of being engaged in the L2 learning process" (Dörnyei & Al-Hoorie, 2017, p.457). In addition to this, there are three aspects which could also affect the level of motivation: desire to learn the language, motivational intensity, and attitude towards learning the language (Gonzales & Lopez, 2015). In this study, employees may experience social pressure coming from their working and social environment to learn for zero, improve, or master the L2; also, they may rely on different motivators or need more intrinsic or extrinsic ones for the same reason.

In the second place, in light of the importance of investigating Language Proficiency, the L2 degree of difficulty should also be laid out as it may facilitate or hinder the SLL process and the employee's perceptions of their progress and ability. The U.S. Department of State's Foreign Service Institute (FSI) has created a ranking of the average time needed to achieve proficiency in specific languages from a native English speaker's perspective:

- Category I: 23-24 weeks (575-600 class hours) – Languages closely related to English (French, 30 weeks; Italian, 24 weeks; Norwegian, 24 weeks; …).
- Category II: approximately 36 weeks (900 class hours) – (German, Haitian Creole, Malay, Swahili, …).
- Category III: approximately 44 weeks (1100 class hours) – All those considered "hard languages" that have a more distant cultural or linguistic distance from English (Hindi, Macedonian, Latvian, Somali, Urdu, Tagalog, …).
- Category IV: 88 weeks (2200 class hours): All those considered "super-hard languages" (Arabic, Chinese, Korean, …).

Undoubtedly, these numbers may vary enormously according to the L1 of the interested individual. In addition to the time length necessary to achieve proficiency in a foreign language, many variables could influence the perception of languages' degree of difficulty, such as word imageability, language familiarity, prior learning, language difficulty, and vocabulary retention (Hayakawa et al., 2020).

As a result of many studies, Language Proficiency is commonly ranked in: “A1 – Breakthrough, A2 – Waystage, B1 – Threshold, B2 – Vantage, C1 – Proficiency, and C2 – Mastery” (Ivasiv et al., 2020, p. 305), while constituted of two central components: social order and personal orientation. “The latter is associated with the acquisition of relevant political, social, artistic, ethical, communication knowledge. The initial competence involves intercultural communication skills” (p. 312). However, even if “There is no consensus on the best measure of language proficiency, and self-rating has received the most scrutiny” (Zhang et al., 2020, p. 5). Thus, L2 self-rated proficiency (RQ2) is common knowledge alongside its categorisation into listening, reading, writing, and speaking abilities. Also, it is important to remember that according to Baker and Jarunthawatchai (2017):

> The measurement of proficiency levels of standardized tests is based on native-speaker norms, it is also doubtful if an assessment of English proficiency against native-speaker norms would accurately indicate the proficiency levels of multilingual speakers in a context in which English is used as a lingua franca (p.38).

In the final instance, Self-efficacy (RQ2) is another key factor that plays an important role in SLL as “Theory and research support the idea that self-efficacy is an important motivational construct that can affect choices, effort, persistence, and achievement” (Schunk & DiBenedetto, 2021, p.153) and it “refers to one’s perceived capabilities to learn or perform actions at designated levels” (p.154). Overall, “Self-efficacy beliefs are defined as people’s perceptions of their capability to execute the actions necessary to achieve a desired goal. Self-efficacy is not a perception of whether one will perform these actions or whether one will necessarily achieve the desired outcomes, but an evaluation of whether one can perform the necessary actions” (Gallagher, 2012, p. 314).

In conclusion, this section is more related to RQ2, which focuses on the employees’ learning process. Their self-rated L2 proficiency, second language learning motivation, FLA, and self-efficacy are all aspects which may influence their learning process within the company.

Linguistic Context

One of the aspects that is worth mentioning in this business language learning context is what they defined as Resource Availability. It is “the quantity of L1 vs L2 in the environment. Whether the environment includes more L1 or more L2 is influenced by learners’ social understanding and physical agency. [...] Resource availability includes access to both formal and informal instruction, textbooks, media, and video games” (p.7). With this concept in mind, in addition to theories and frameworks related to SLL and SLA, it is interesting to notice how, in such a globalised reality, few languages are more prominent in the world's linguistic context than others as they grow in popularity and usage. Concerning this matter, the Engco Forecast Model, – designed by The English Company (UK) Ltd, a consultant company expert in the UK’s academic worlds, English language classes, UK visas, IELTS exam preparation and everything related to English academic education, – uses demographic, human development, and economic data to analyse the linguistic landscape we live in and estimates the relative status of the idioms around the world and their speakers (Graddol, 1997). Graddol in his book *The Future of English?* created a ranking of the world's major languages according to the number of first-language speakers that see Chinese, English, Hindi/Urdu, Spanish, and Arabic in the first five positions. Many factors can influence language patterns in the future, such as war or civil revolution, that could lead idioms in many different directions, but it is possible to understand how they change and why they do it. Therefore, the data provided by Graddol’s book is about more analysis and strategic planning than prediction. (Graddol, 1997).

“Speaking foreign languages and speaking the language of the business partner increases the chances for competitiveness, entering the international market, economy development and development of the country” (Cickovska, 2015, p.220). Thus, not only does learning a foreign language imply a rise in job opportunities and competitiveness in the market, but it also influences the way an individual interfaces with the world. Additionally, while English may represent the tourism language for many, it is vital to remember that “powerful East-Asian states (China, Japan, and South Korea) and their geographical proximity to Southeast Asia ensure that the three strong economies in the East translate their hegemonic power into political influences, as well as linguistic effects in countries such as Thailand. [...] The rise of strong regions promotes East-Asian languages and yet provides an opportunity to incorporate English” (Lee, 2019, p.80).

In conclusion, learning a random language carelessly could not bring the same benefit as learning a language that, due to its strings attached, can bring additional benefits, a language with high relevance to the employees and company contexts.

Summary

Overall, Chapter II investigated the background and laid the foundation for the two Research Questions. At the beginning of Chapter II, there is a hint towards the concept of globalisation and internationalisation and how these phenomena could lead the business world towards a desire for growth and development, specifically concerning their linguistic and communication abilities.

Following this first introduction, the second section of the chapter primarily focuses on RQ1 investigating the company's perspective on language implementation. After a general understanding of LM strategies that companies adopt to deal with business-related language issues, factors that may become hindrances or facilitators in the decision-making process for implementing a strategy come to light.

In the third section, the focus shifts towards RQ2 and the employees' perspective on language implementation. Specifically, all the aspects which may impact employees' SLL process are highlighted and considered. It is possible to find concepts related to language proficiency, second language learning and second language acquisition, second language learning motivation, self-efficacy, foreign language anxiety, and change readiness. In the final instance, a few paragraphs are reserved to introduce the importance of choosing certain languages despite others due to their geographical proximity, political influence, and degree of familiarity with that said language.

In conclusion, despite the length of the Chapter, correlated and up-to-date literature is still lacking as many LM practices are mostly granted or overlooked. However, this chapter can create a grounding for this study and highlight important aspects impacting L2 language implementations in organisations.

CHAPTER III RESEARCH METHODS

The present chapter analyses and defines the approach used to advance the research, considering the study's methodology and initial conceptual framework. In addition, it not only lays down the procedure step-by-step but also deepen the criteria utilised for the sampling selection, investigate the research instruments, and collect and analyse data, concluding with a clear definition of quality for the study.

Research Approach

This study used a qualitative approach with semi-structured interviews and questionnaires. All the data were collected and assembled in a convergent design obtained through data triangulation, as it is “probably the best-known strategy to shore up the internal validity of a study” (Merriam & Tisdell, 2016, p.268).

This study relied on a phenomenological research approach. A phenomenological design of inquiry which looks at “human behaviour, what they say and what they do, is as a product of how people do their own interpretation of the world” (Umanailo, 2019, p.1) as “all phenomenological researchers are seeking to understand what a particular experience is like and what meaning people give to these experiences” (Corby et al., 2015, p.453). Thus, this approach helps to identify the researcher's purpose in looking at language implementations within companies and understanding what this experience is like for employees and organisations alike. Deciding to focus on a qualitative method allowed the researcher to gather multiple pieces of evidence to investigate better language implementation in a deeper manner. All participants were consulted using RQ1 and RQ2 according to their involvement in the language implementation process.

Concerning Research Question 1, this research utilised semi-structured interviews and a focus-group interview. The higher management involved in the language implementation strategy and the pursuit of the organisation’s goal was consulted, including professionals with direct experience in language implementation within a company who could provide a company’s perspective on the topic. Indeed, as the main objective of RQ1 is to understand the company's perspective on language implementation, individuals who participated in the organisation, management, and strategic planning of this change are best suited to answer. Moreover, the focus group interview allowed the researcher to gather valuable insights on language implementation which may not come out during a one-on-one interview.

About RQ2, 16 employees who underwent the language implementation process or are currently undergoing one are the focus. RQ2 used a questionnaire with closed- and open-ended questions. It aimed to understand employees' perceptions of SLL within a company and their relationship and feelings toward the 'imposed' L2 and the overall process.

Once the investigation phase was over, all the interviews were transcribed and coded conjunctly with the open-ended questionnaire questions to analyse and categorise their findings. The open-ended questions allowed the researcher to understand the employees' unconscious relationship with the L2 implementation and their feelings towards the L2.

By investigating with a phenomenological approach, the researcher was able to further describe the L2 implementation process, gain more understanding, and get to the essence of it. Also, understand the language implementation phenomena in workplaces, analyse the data obtained through the investigation, and then describe the overall phenomena incorporating all the elements obtained.

Research Conceptual Framework

Concerning the organisation level of implementations (RQ1), Table 3.1 shows how the qualitative data obtained through all interviews are organised once coded and themed. This framework uses Lewin's Three-stage Model to create a clearer and more linear separation that will allow a better understanding of the process. This organisational change model was chosen as it allows the research to consider language implementations as organisational change, where a "successful change includes three aspects: unfreezing (if necessary) the present level L1, moving to the next level L2, and freezing group life on the new level" (Lewin, 1947, p.35).

Table 3.1

RQ1 – Company's Perspective.

L2 Unfreezing	L2 Moving	L2 Refreezing
Elements involved in breaking the status quo, triggering change, and building the playing field.	*Elements that support the shift from limited use of the L2 to its full adoption.*	*Elements that help ensure the long-term sustainability of the implemented L2.*

Concerning RQ2, as per Table 3.2, the findings were categorised and investigated in three sections: perceived hindrances, perceived facilitators, and suggestions from the employees. Additionally, all the RQ2's dimensions (demographics and L2-related information), which were explored through the questionnaire's closed-ended questions as underlying elements affecting the learning process, are laid out. Conjointly, perceived hindrances, facilitators, and suggestions correspond to the data obtained through the questionnaire's open-ended questions once coded and themed.

Table 3.2

RQ2 – Employees' Perspective.

	Perceived Hindrances	**Perceived Facilitators**	**Suggestions from the Employees**
Employee Level	*Obstacles & Challenges*	*Methods & Strategies*	*Key Suggestions*

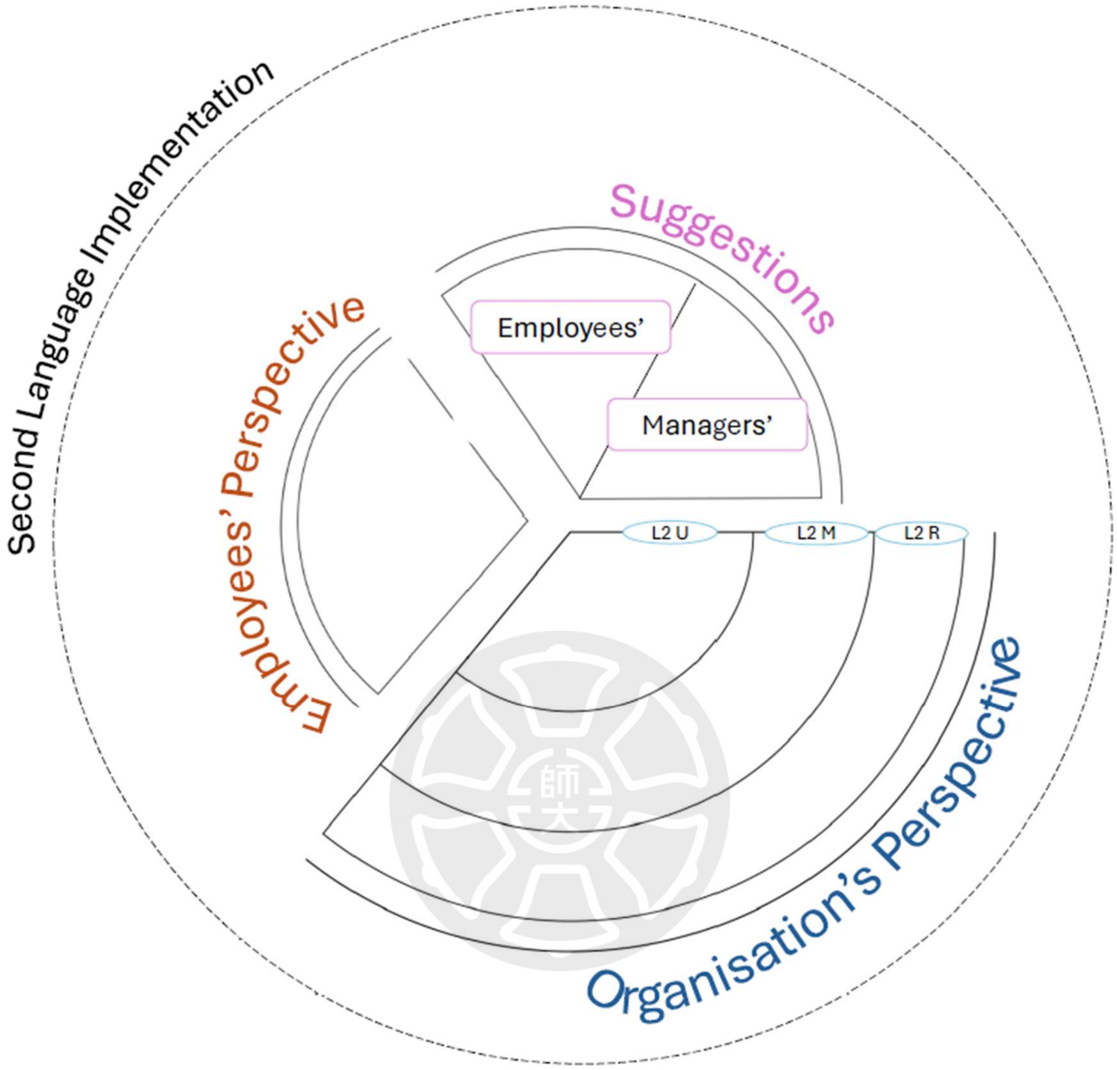
Finally, the findings of Table 3.1 and Table 3.2 are organised as shown in Figure 3.1 in a comprehensive Conceptual Framework that could be used by future companies interested in language implementations. In this framework, language implementations are seen as a system within which the organisation's perspective, the employees, are both effective and valuable components. A straightforward way to interpret Figure 3.1 is to consider it as a cake composed of different slices. They are all positioned on the plate of second language implementations, and all are important and part of it; however, they are of different sizes and thicknesses. One slice represents the organisational level, one the employees', and one the suggestion for a better implementation.

Looking at Figure 3.1, it is possible to notice how the organisational perspective's slide is moreover divided into the three sections: L2 Unfreezing (L2U), L2 Moving (L2M), and L2 Refreezing (L2R). These were previously introduced in Table 2.2 and originated from Lewin's Three-Phase Model and are a further tool to organise the findings while also presenting language implementation under the construct of organisational change. Moving to the suggestions slice, as this includes both participants' points of view, it is divided into employees' and managers'.

Here, the perspectives of all parties involved in the language implementation come together to become key elements. In conclusion, this final model, presented in Figure 3.1, represents the result of a merging of organisational (RQ1) and employee levels' (RQ2) perceptions of language implementations within an organisation and its second language implementation system.

Figure 3.1

Research Conceptual Framework.



Note. L2 U – Second Language Unfreezing; L2 M – Second Language Moving; L2 R – Second Language Refreezing.

Research Procedure

This section sets out and describes all the steps that this research shall follow. In the first instance, the research problem was the focus of the researcher: writing a comprehensive literature which makes it possible to define where the gap is located, whether there is one, and all the possibilities that this leaves the researcher with. Subsequently, this process led to the definition of the research questions to tackle that said discrepancy and to better identify the purpose of the study. Furthermore, depicting the methods that shall be used is a necessary step. This section is meant to shape how the researcher proceeded during their observation and analysis. Once this previous phase had concluded, peer and expert reviews helped trim what could be improved or changed to refine the direction of the study.

In the ultimate stages, the research focused on collecting and analysing the data obtained, interpreting the results, and defining the conclusion and implication of the study for future implementations.

Identifying the Research Problem

This study focused on second language implementation within companies' workforce. As previously seen in Chapters I and II, it is possible to understand how there is a considerable amount of literature which focuses on Language Management practices however, unfortunately, that material tends to converge more on environments that are already characterised by a diverse and more internationalised workforce like the one distinctive of MNEs. Thus, it is rarer to encounter analysis of LM practices in local settings, or internal strategies to implement a second language as they are seen as more costly and time-consuming practices. Moreover, nowadays, it is easier for companies to include high language proficiency as a requirement for future employees instead of developing their current workforce's abilities.

Furthermore, not only was the researcher's interest taken into consideration as this topic is closely related to their academic background in language, translation, and mediation, but also shows practical relevance for those local companies which value their talents and their employees' future careers and employability.

In conclusion, the topic was revised and refined multiple times as the researcher gathered more information and insight into relevant literature and practices.

Designing the Research Question and Purpose

Once the research problem was defined, the stage for designing the research questions was set. As the implementation process and perceptions are of interest, two main questions were identified – RQ1 and RQ2, with three and two underlying questions, respectively. The focus of designing two research questions lies in clarity: it is important to openly state the focus of the inquiry and avoid simple yes and no questions while also clearly separating the two levels of the study – Company and Employees. In this study, as phenomenological research, the questions are exploratory as they aim to the underlying factors of language implementation within a company, while also being descriptive as they intend to understand the phenomena. Moreover, the research questions should also align with the purpose, scope, and significance as it is important to define the study's aim, what it will focus and, finally, why it is significant. Additionally, during the initial phase of this study, all RQs underwent revisions and corrections to ensure definitiveness and clarity. All elements must show coherence.

Determining the Research Method

Once the research questions are outlined, it is important to focus on addressing the research method that was used in the study. The research uses a qualitative approach to provide a more comprehensive picture of the phenomenon. Also, primary data will be used. Overall, this study adopts a phenomenological research approach. A sample of participants fitting the criteria was interrogated to dig deeper into the language implementation phenomenon and expand its understanding.

Qualitative Research Approach

During this study, a qualitative research approach was used. This approach "focuses on meaning in context" (Merriam & Tisdell, 2015, p.1) as "Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 6). The main focus of this type of research is to understand using words as data, as shown in Tables 3.1 and 3.2 and Figure 3.1.

Specifically, a qualitative phenomenological approach was pursued as this kind of approach aims to gather a deeper understanding of what it is like to go through a specific experience and the overall perceptions of it; thus, this study focuses specifically on the phenomena of language implementations. All the participants met the Employee Level or Organisation Level criteria to participate in the study, and, according to their role in the implementation process, their perceptions were investigated according to RQ1 or RQ2.

Literature Review

The Literature Review of this study not only sees the usage of the comprehensive academic database Scopus with journal articles, reports, and books, but also incorporates additional information found on official websites and external academic databases and sources. This study's Literature Review is divided into four main themes with respective subthemes:

- Globalisation and Internationalisation.
- Language Management in Organisations (RQ1).
    - Organisational Change for Language Management.
    - Organisational Change Models

- Language Management at the Employee Level (RQ2).
    - Second Language Learning and Second Language Acquisition.
- Linguistic Context (RQ1 and RQ2).

Where Language Management in Organisations and Language Management at the Employee Level specifically address the two research questions, Globalisation and Internationalisation allow the researcher to create a better understanding of the influence of languages in the working and organisational environment. The Linguistic Context section of Chapter II, similarly, creates the possibility of investigating the reason behind a company's decision to implement a specific L2 instead of another. In the final phase, the Literature review was revised and edited to make it clearer, coherent, and consistent with the research.

Developing Research Instruments

The research instrument utilised in the study should align with the Research Questions; therefore, this paper will include semi-structured interviews, questionnaires, focus group interviews, and observations. They are laid out as follows:

- Semi-structured interviews: They follow a set of questions originating from RQ1 and RQ2, but, as the name suggests, they allowed the respondents to deviate and the researcher to create follow-up questions according to their answers.
- Focus interview: It followed the same path as the semi-structured interview questions. Moreover, it allows a higher level of flexibility and richness of content, and it was moderated by the researcher.
- Questionnaires: They were created in English and then translated into a second language before being administered (Thai, Chinese, and Japanese). They included both open-ended and close-ended questions. They originated from RQ2, thus investigating the employees' level of language implementation. The researcher decided to use questionnaires translated into Chinese, Japanese, and Thai instead of English semi-structured interviews to overcome the miscommunication due to lower English proficiency.

To confirm the reliability and validity of the instruments in all languages, all the translations underwent multiple peer and expert reviews.

Conducting Expert Review and Peer Review

This research benefits from expert and peer reviews. RQ1's semi-structured interview questions underwent multiple revisions. These revisions allowed the researcher to redefine and improve the quality and coherence of the interview questions for RQ1.

In the second instance, the RQ2's semi-structured interviews and questionnaire rely on peer and expert review. All items and questions were written in English and then translated into Thai, Japanese and Chinese to allow all participants on the Employee Level to participate in the study regardless of their English proficiency. The first translation of the questionnaire was created in Chat GPT and then underwent peer and expert review to confirm the quality of the translations and the coherence of the questions to the topic.

Modifying the Research Instruments

During the process of identifying and laying out the research instruments for this study, there have been many changes and adaptations to the research questions and the questionnaire. In the first instance, to improve the clarity of the RQs, these were modified and separated into two to better highlight the separation between the two levels in the analysis.

When considering the questionnaire, these are composed of open- and closed-ended questions. RQ2 were investigated solely through written questionnaires due to the participants' English proficiency. To avoid ambiguity and ensure clarity, RQ1 and RQ2's research instruments both underwent peer and expert review.

Table 3.3

RQ1 and RQ2's research instruments.

	Semi-structured Interview in English	Questionnaire (English, Japanese, Thai and Chinese)
Organisation Level (RQ1)	X	
Employee Level (RQ2)		X

Collecting Data

This research used a qualitative approach and employed semi-structured interviews, a focus group interview, and questionnaires. It has two main target populations: employees learning a second language under the direction of their company and with their resources and professionals with direct experience with language implementation within organisations. The existing literature was essential to defining the optimal methods and items to utilise. This study employed convenience and purposive sampling.

Confidentiality and anonymity were assured and granted to all the participants throughout the whole process. The whole process's consistency was granted as the same survey format was administered, as well as the same semi-structured interview questions to all participants.

Analysing the Data

This research uses a qualitative method. Data were obtained through recorded interviews and written questionnaires, inclusive of open- and closed-ended questions. Once obtained, the open-ended qualitative data were cleaned and coded according to the dimensions extrapolated by the RQs using Atlas.ti 25. The overall data were then merged in the framework shown in Figure 3.1 to identify a more comprehensive image of the phenomenon of language implementations.

Interpreting the Findings

Once the analysis of the data was completed, the results and findings were investigated. The researcher considered any pattern or trend within the themes coded and the variables analysed. To support the findings, relevant literature was used. The final part of this research highlights the findings and presents them visually organised in the conceptual tables (Tables 3.1 and 3.2). In addition to those, transcriptions and written data allow the researchers to add significant quotes from the participants and more visual diagrams of the coding process. The results stage of the research presents a clearer and more understandable summary of the overall data collected (Figure 3.3).

Presenting the Conclusions and Implications

In this latest stage, the study's key results are presented, alongside a clearer set of language implementation perceptions for future companies to consider or weigh when pondering a possible implementation (Figure 3.3). The conclusions address both RQs and contextualise the findings, providing their interpretation.

In this section, the researcher lays out practical implications and recommendations for local companies to consider when addressing language implementations. While also referencing possible implications for future research or language policy.

Sampling Strategy and Criteria

This section defines the criteria used to select the companies, the individuals who participate in the study, and any requirements. Convenience and purposive sampling were employed.

Criteria for professionals

Any professionals who are currently implementing or have already implemented in the past an L2 within their organisation's workforce. They either must be currently enforcing the change for at least three months, or they may have pursued the same goal in the past. The sample will consist of the management that enforced the change or professionals with direct experience with language implementation within a company who understand the company's perspective on the matter. The sample includes seven participants.

Table 3.5

RQ1's participants.

Pseudonyms	Job position	L1	Company's L1	Employment Length	L2	Implementation
Annabel	General Manager & Project Coordinator	Thai	Thai	2.6 years	English	Currently in progress
Simona	Company Co-founder	Thai	Thai	22 years	English	Currently in progress
Tommaso	Company Co-founder, LD Manager	Thai	Thai	13 years	English	Currently in progress
Andrea	LD Manager	Thai	Thai	21 years	English	Currently in progress
Greta	Chinese Head Teacher	Chinese	English, Chinese, Japanese	N/A	Chinese	Currently in progress
Edith	HR – T&D	Chinese	Chinese	10	English	Currently in progress
Alice	Commercial Director	Thai	Thai	27.3 years	English	Past implementation

Criteria for employees

Any employee who is currently undergoing an LM practice to learn a second language as per their company direction with the company resources, or who has undergone the same kind of practices in the past. The sample set includes 16 participants.

Table 3.6

RQ2's participants.

Participants	Job position	L1	L2	Self-rated proficiency	Implementation Length	LE
Employee 1	General Manager	Thai	English	Beginner	6-7 months	3
Employee 2	Manager	Thai	English	Intermediate	6-7 months	4
Employee 3	Learning Designer	Thai	English	Beginner	7-8 months	4
Employee 4	Learning Designer	Thai	English	Intermediate	3 years	3
Employee 5	Assistant Manager	Chinese	English	Beginner	6 months	3
Employee 6	General Employee	Japanese	Chinese	Intermediate	1 year	4
Employee 7	Accounting Senior Manager	Chinese	English	Intermediate	10 months	4
Employee 8	Marketing Team Leader	Thai	English	Beginner	1 year	2
Employee 9	Learning Design	Thai	English	Beginner	6 months	3
Employee 10	Project Coordinator	Thai	English	Novice	3 months	3
Employee 11	Chinese Head Teacher	Chinese	Japanese	Intermediate	1-2 years	4
Employee 12	Manager	Chinese	English	Intermediate	8 months	4
Employee 13	Manager	Chinese	English	Intermediate	1 year	4
Employee 14	Learning Design	Thai	English	Novice	4 months	3
Employee 15	Manager	Chinese	English	Intermediate	6 months	5
Employee 16	Financial Officer, Project Coordinator	Thai	English	Beginner	8 months	3

Note: Learning Experience (LE) scale (1: "Very poor – I had a very negative or difficult experience in learning a second language within this company"; 2: "Poor – I had a somewhat negative experience with limited support or effectiveness in language learning"; 3: "Neutral – my experience was neither good nor bad; it was average or mixed in terms of effectiveness and support"; 4: "Good – I had quite a positive experience, with adequate support and useful resources for language learning"; 5: "Very Good: I had an excellent experience, with strong support, great resources, and significant progress in language learning").

Research Instruments

This study used a diverse set of research instruments to investigate RQ1 and RQ2. Data was collected with open-ended questions (RQ2), a focus group interview (RQ1), and semi-structured interviews (RQ1) to explore and better comprehend the language implementation process. Combining the two levels makes it possible to obtain a clearer and deeper interpretation of this organisational change.

Semi-structured Interviews

For RQ1, the method of semi-structured interviews was chosen because it is more flexible and adaptable to the situation. This kind of interview will allow the researcher to deviate from the predefined questions if needed as, during the interviews, some answers could hint at or suggest deviating from the original question. This will allow the interviewees to be more spontaneous in their answers and may give a more in-depth response or reaction.

Following, the RQ1 semi-structured interview questions:

- Can you tell me about your company's interest in implementing a second language?
- What is the official language of your company?
- Which second language has your company implemented or is implementing? What factors led you to this decision?
- What were the reasons behind your decision to implement a second language?
- What methods and strategies did you use or are you using to implement a second language?
- From your experience, which methods and strategies have been the most effective? Why these?
- What are some of the obstacles and challenges encountered when implementing a second language within a company?
- How do you define success in implementing a second language?
- Do you have a process in place to evaluate the implementation? If so, could you elaborate more?
- How important do you think it is to evaluate the implementation of a second language? What are the obstacles encountered when evaluating?

The main consideration in creating interview questions is to avoid yes and no questions that may lead the interviewees to give short and too generalised answers. The goal is to obtain longer and more specific responses that will allow the researcher to see the bigger picture. Also, during the focus group interview, similar questions were asked to gather a deeper and richer insight into the topic; here are the semi-structured focus group interview questions:

- What is the official language of your company?
- Which second language has your company implemented or is implementing?
- What were the reasons behind your decision to implement a second language?
- What methods and strategies did you use or are you using to implement a second language?
- Do you have a process in place to evaluate the implementation? If so, could you elaborate more?
- What are some of the obstacles and challenges encountered when implementing a second language within a company?
- How do you define success in implementing a second language?

Questionnaire

Concerning RQ2, the researcher combined a survey with open- and closed-ended questions. The open-ended questions in the survey aim to get a better understanding of the perceived best methods and strategies used and the difficulties encountered by employees while learning a second language under the direction of their organisation.

The main questionnaire contains three sections: demographic, L2 self-rated proficiency and L2 learning process. Additionally, the questionnaire will be administered in the sample's native language to allow the participants to express themselves freely concerning the learning journey in their company.

Demographic

This section contains 5 items (see Appendix H), which collect information about the participants' name, gender, job position (open-ended question), country in which their company is located, and native language.

L2

This section contains 6 items (see Appendix H). It aims to understand more information about the L2 implemented in the company and their relationship with it. Of the 6, the first establishes which L2 they are learning during the implementation.

The following 5 items allow the participants to self-rate their L2 proficiency with a 5-point Likert scale (1=No proficiency, 2=Basic/Beginner, 3=Intermediate, 4=Advanced, 5=Native-level fluency). The first of these items assesses general proficiency, while the other 4 items are more specific and focus on speaking, writing, reading, and listening. This section will undergo multiple peer and expert reviews to assess the translation's consistency and reliability.

L2 Learning Process

This section contains 7 open-ended questions. The purpose of this dimension is to deepen the understanding of the participants' perceptions concerning their language learning process within their organisations. It is important to notice that if the participants' English proficiency were to allow them to take part in semi-structured interviews, there would be no need for this dimension.

The following 7 open-ended questions follow the line of the one mentioned in the previous paragraph and were translated into Chinese, Thai, and Japanese (see Appendix H):

- What specific challenges or obstacles have you faced while learning a second language in the context of your work here?
- To what extent do you feel the company supports you in overcoming these challenges? What improvements, if any, could be made?
- Are there any aspects of language learning that you find particularly difficult?
- What methods or resources have you found most effective for learning a second language within the company?
- How do your colleagues or managers contribute to your language learning process?
- What types of learning environments do you believe would best support employees?
- How would you describe the company's attitude toward second language learning?
- What additional resources or changes would you recommend to support employees in their language-learning journey better?

Overall, the main questionnaire for this study contains 18 items, including open-ended questions and all sets of measurements. Additionally, to confirm the translation clarity, accuracy, and time required for the questionnaires, multiple peer and expert reviews were consulted. The final and revised versions were administered through Google Forms to all participants.

Data Collection

This study uses a qualitative approach. The study uses semi-structured interviews and questionnaires. To ensure the quality, clarity and appropriateness of the semi-structured interview questions, these underwent an expert review. Also, the questionnaires underwent expert and peer reviews to ensure the quality of the translation. Based on these reviews, the research instruments were revised and then administered to the two sets of participants.

The questionnaire was collected online using Google Forms, while all interviews were conducted during in-person or online meetings. All the participants had two weeks to complete the main questionnaire, while the interviews were audio-recorded and transcribed. All participants were assured of the confidentiality and anonymity of their responses.

The following are the specifics of the overall data collection methods used in this study and their specific samples. They include one section about semi-structured interviews and one about the questionnaire.

Semi-structured Interviews

Semi-structured interviews are the main instruments to collect data relating to RQ1, which focuses on the organisation's perspective on the topic. Out of all the types of interviews, semi-structured interviews were chosen due to their flexible structure. A less structured first batch of questions was administered to a professional with more than twenty years of experience in the consulting industry to assess their quality and validity. That first interview allowed the researcher to reorganise, expand, rewrite, and rebalance the study's final batch of semi-structured questions.

All the interviews were conducted in English or Chinese and took around one hour. The researcher recorded and then proceeded with the transcription and coding process. Similarly, a focus group interview was conducted using semi-structured interview questions with the same approach as shown in Table 3.7. As indicated in Table 3.7, RQ1's participants all participated in individual semi-structured interviews, while four of them also agreed to take part in a focus group session. Additionally, due to the location and availability constraints, the data collection timeframe for this set of participants was longer, 6 months. However, as this study does not focus on individuals currently living a specific stage of the implementation process, this did not obstruct the collection of pertinent, useful and fruitful information.

Overall, as this study's interviews aim to gather data on organisations' perspectives concerning language implementations, professionals with knowledge and experience in a company's LM practices will be considered.

Table 3.7

RQ1 Data Collection Table.

Participants	Focus Group Interview		Semi-structured Interview	
	Type	Duration	Type	Duration
Andrea	In-person	Sep. 3rd, 2024 – 57'	Online	Feb. 04th, 2025 – 23'
Tommaso	In-person	Sep. 3rd, 2024 – 57'	Online	Feb. 04th, 2025 – 26'
Simona	In-person	Sep. 3rd, 2024 – 57'	Online	Feb. 06th, 2025 – 35'
Annabel	In-person	Sep. 3rd, 2024 – 57'	Online	Feb. 13th, 2025 – 33'
Greta			In-person	Feb. 20th, 2025 – 39'
Edith	No focus group interview was conducted		In-person	Feb. 16th, 2025 – 23'
Alice			In-person	Sep. 4th, 2024 – 50'

Questionnaires

In this study, data related to RQ2 were collected through questionnaires from January to March 2025. The questionnaire included open- and closed-ended questions. The open-ended items aim to gather more detailed information about employees learning a language under the guidance and drive of their companies. The closed-ended items aim to gather data correlated with their background and more detailed pieces of information.

To allow all the participants to participate in the study regardless of their English proficiency, all the items were first translated by Chat GPT into Thai, Chinese, and Japanese and then revised with a peer review by native speakers with high English proficiency to ensure the items' quality, coherence, and consistency.

Overall, the study focuses on two sample sets, one for each research question. All data were collected from September 2024 to March 2025.

Data Analysis

The data of this study was analysed as follows. The qualitative data obtained with the open-ended questions and the semi-structured interviews was open-coded, themed and organised into their respective tables. In the first instance, the open-coding process of the RQ1 data was conducted with Atlas.ti, and it allowed the researcher to manage and organise the in-vivo and general codes into the 5 original dimensions hinted by the RQ1: methods and strategies, obstacles and challenges, evaluation, success, and suggestions from managers.

Additionally, during the open-coding process, 3 additional dimensions were created: implementation motivators, influence of AI, and additional observations. This allowed the organisation and management of the first-order themes for RQ1.

Following this process, the first-order themes were then analysed and merged into second-order themes, which then allowed a further categorisation into aggregated dimensions. These last steps were conducted manually by the researcher in multiple Word documents.

Similarly, the RQ2 data collected using multilingual questionnaires were translated into English and then followed the same path as the previously mentioned data. Overall, even though all data were investigated using Atlas.ti 25 and the tools provided by Word, peer and expert reviews were essential to ensure the credibility and linguistic accuracy of the translated questionnaire items and interview questions.

In conclusion, coding method findings were organised according to the tables initially presented in Tables 3.1 and 3.3 alongside the conceptual framework introduced by Figure 3.1.

Research Quality

This research employs a qualitative method during its development. Specifically, there is a phenomenological approach which aims to get a better understanding of the second language learning process within a company. In this section, all the factors ensuring this research quality are indicated: what was adopted in order to ensure its validity, credibility, reliability, consistency, external validity and transferability are indicated.

Internal Validity or Credibility

Generally, validity "describes how well an instrument does what it is supposed to do" (Andrade, 2018, p.498); there are two types of validity: internal and external. The first one, "Internal validity examines whether the manner in which a study was designed, conducted, and analyzed allows trustworthy answers to the research questions in the study" (p.499), while "External validity examines whether the findings of a study can be generalized to other contexts" (p.499); however, as this is a qualitative study "the important distinction between internal and external validity in quantitative research holds less meaning and applicability within a framework where generalizability to populations is not a significant research goal" (Whittemore et al., 2001, p. 524). For this reason, as mentioned by Whittemore et al. (2001), to assess the validity of a qualitative study, it must uphold certain criteria and use certain techniques, as "Criteria are the standards to be upheld as ideals in qualitative research, whereas the techniques are the methods employed to diminish identified validity threats" (p. 528). Building on this concept by Whittemore et al. (2001), in this study, alongside following credibility, authenticity, integrity, and criticality criteria, to enhance the validity, the researcher used different techniques, such as sampling adequacy, articulating data collection and analysis directions, demonstrating prolonged engagement and observation, and providing an in-depth literature review and thick descriptions, to mention some.

On this end, credibility focuses on the trustworthiness of the findings and how they reflect the participants' experience. Additionally, in this case, the triangulation of multiple data sources increases the credibility and internal validity of the study on language implementation as "triangulation, in whatever form, increases credibility and quality by countering the concern (or accusation) that a study's findings are simply an artifact of a single method, a single source, or a single investigator's blinders" (Patton, 2015, p. 674).

Moreover, while peer and expert review is pivotal in this study to corroborate its internal validity and credibility, the study additionally underwent an official thesis proposal and final defence sessions to ensure its quality.

Reliability or Consistency

When concerned with a study, reliability "refers to the extent to which research findings can be replicated" (Merriam & Tisdell, 2015, p. 250). Overall, it concerns the consistency of the findings, and in this study, multiple tools and techniques were adopted to ensure that, such as the process of coding and recoding of the data, alongside various peer examinations to corroborate the interceding reliability. Additionally, as briefly mentioned in the previous section, the researcher laid out a detailed audit trail of the research process.

Refining this approach, due to RQ2's investigation tools being translated into different languages, the reliability of the translations was additionally confirmed by peer and expert reviews. Moreover, in this study, a detailed and in-depth explanation of the methods and processes followed during the research process was provided. Finally, there is a level of trust between the researcher and the participants, which is ensured by confidentiality and informed consent from both parties regarding what the study will require.

External Validity or Transferability

External validity represents the degree to which it is possible to generalize the findings; however, "In qualitative research, a single case or a small, non-random, purposeful sample is selected precisely because the researcher wishes to understand the particular in-depth, not to find out what is generally true of the many" (Merriam & Tisdell, 2015, p.254). For instance, purposive sampling was used in this study; thus, selecting a specific and purposely researched sample of participants meeting the criteria may lead the study to a certain degree of bias.

Nevertheless, in this study, there is no specific focus on the language implemented or the type of LM practice used by the company to implement the language (internal training, external training, resource allocation, etc.). Thus, this represents an aspect enhancing the study's external validity. For instance, this can also lead to a higher degree of transferability as there is a higher chance for a company or its employees to meet the criteria as "Every study, every case, every situation is theoretically an example of something else" (Merriam & Tisdell, 2015, p.255). Also, providing rich and thick descriptions of the context and phenomena will allow future research or companies to assess to which extent they may fit the context of the study.

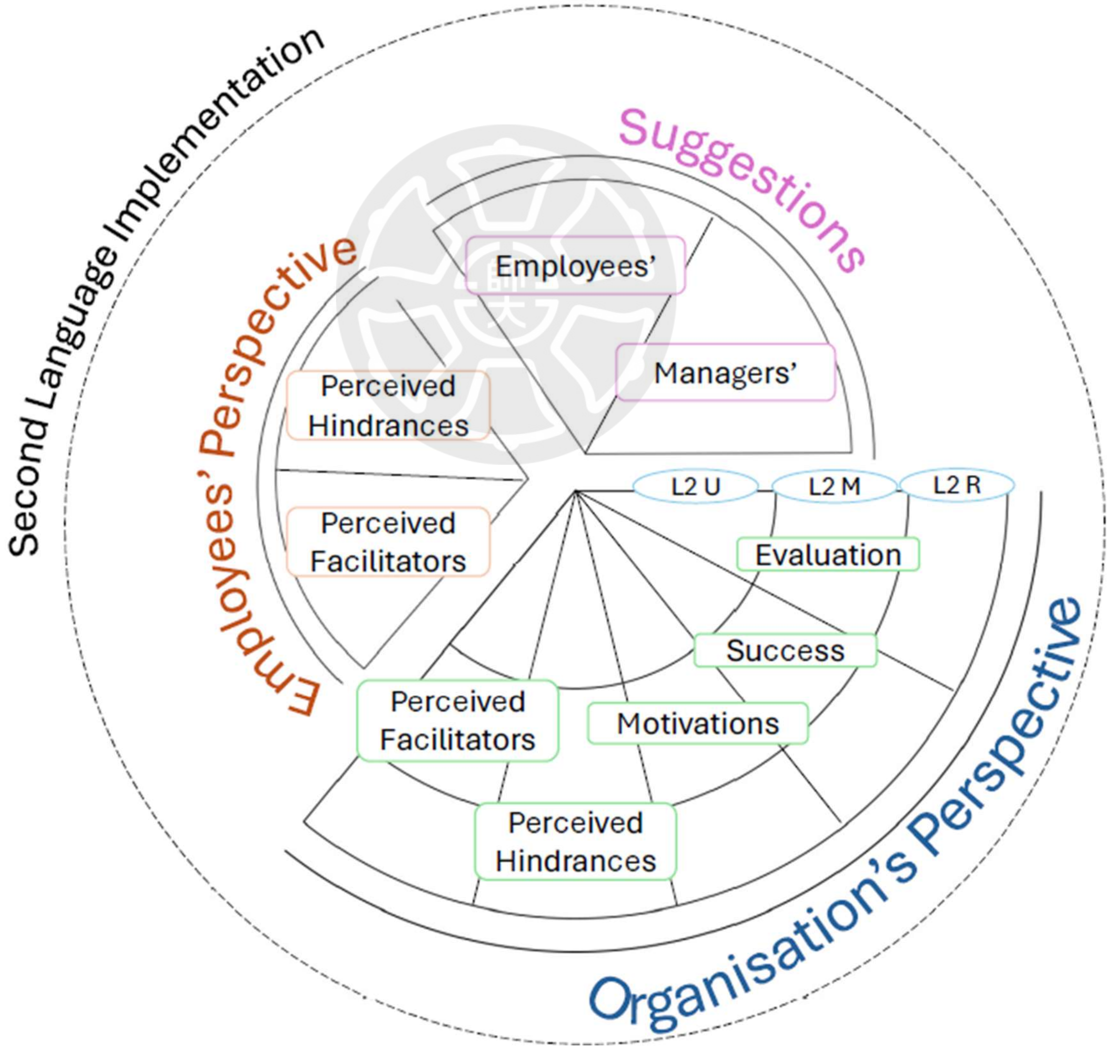
In the final instance, concerning the linguistic aspect of this study, the researcher assesses the translation validity and transferability by administering it for expert and peer reviews. Also, providing rich descriptions of the settings and participants in the study could raise the level of transferability.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

The present chapter presents the findings of this study. As previously mentioned, these are displayed according to the research question they refer to. With three sections, this chapter focuses on the RQ1, presenting all findings that investigate the company's perspective; the RQ2, which considers the employees'; and the final discussion, which interprets the findings, while linking existing literature and highlighting relevant implications, patterns, and contradictions. Overall, the findings of this study highlight second language implementations within the workforce. Using Figure 3.1, it was possible to create Figure 4.1, where the identified themes are grouped, allowing for a clearer visualisation of the findings.

Figure 4.1

Second Language Implementation in an Organisation: Findings Framework.



It is therefore possible to notice how all of the elements come together to contribute to an effective second language implementation in the organisation. In the first instance, there is the organisation perspective, which includes perceived facilitators or best practices, perceived hindrances or challenges and obstacles, factors of motivation which may have led to the decision, factors of success, and evaluation-related key opinions, all of which are then divided into the three-phase originated by Lewin's change model (Table 2.2).

To this, the employee's perspective occupies another slice of the implementation, as they are the main protagonist of this change and their opinion must be taken into account, and what they observe and recognise as a hindrance or facilitator is key. Additionally, these two categories of findings more connect with what participants have experienced; the third section of this framework includes employees' and managers' suggestions, what participants wish was done differently, or what they would recommend considering their experience.

Company's Perspective

Once all the RQ1 interviews were translated into English, it was possible to transcribe and clean all the data, finally organising them into seven dimensions, four of which were the anticipated perceived-best methods and strategies, perceived obstacles and challenges, evaluation, and success. In addition to those, it was possible to identify another three: implementation motivators, AI, and suggestions from managers.

As mentioned in previous chapters, this study RQ1's findings were categorised using Lewin's Three-phase Model, where L2 Unfreezing corresponds to the initial process of breaking the company's linguistic status quo, L2 Moving corresponds to the transition from a limited usage of L2 to a full adoption, and L2 Refreezing refers to the sustainment of the change over time.

Perceived Facilitators

Using all data related to the perceived best methods and strategies (Appendix A), the researcher created Table 4.1, where all the aggregate dimensions of the code process are organised according to Lewin's three phases. In the first column are those methods and strategies needed to break the linguistic status quo of the company, trigger a change process, and build the playing field for it; the second column includes all perceived-best methods and strategies to support the shift in usage, while the third column's elements help ensure the long-term sustainability of the change.

Table 4.1

Perceived Best Methods and Strategies in three phases.

L2 Unfreezing	L2 Moving	L2 Refreezing
Learning design and structure: ▪ Consider an initial assessment of the learning needs. ▪ Consider the strategic importance of the L2. ▪ Build a balanced, structured learning approach. ▪ Set the learning content. ▪ Integrate internal and external learning resources. *Learning environment and delivery process:* ▪ Build and tailor an inclusive, positive, and open learning environment. ▪ Create an immersive and responsive environment. ▪ Promote healthy and accessible learning. ▪ Facilitate practical and cultural learning. *Organisational culture and ownership:* ▪ Set the company culture. ▪ Prioritise adaptable learning. ▪ Foster employees' ownership and accountability.	*Personalised and growth-oriented learning approaches:* ▪ Gradual and self-paced learning progression. ▪ Use feedback as a redefinition and enrichment tool. ▪ Nourish a growth mindset. ▪ Consider an interest-based approach. *Responsive and reflective learning design:* ▪ Consider a human-centred learning method implementation. ▪ Assess employees' perceptions and involvement. ▪ Employees' fear of judgment and lack of confidence. *Methods*: ▪ Online learning platforms. ▪ Guided learning sessions. ▪ Anonymous classroom-based learning. ▪ Real-life quests. ▪ Conversation session.	*Supporting L2 Learning Culture:* ▪ Introduce new language policies. ▪ Introduce new consistent routines. ▪ Host sharing sessions harbouring the new language. ▪ Promote language proficiency for effective communication. ▪ Value employees' confidence and empowerment.

L2 Unfreezing

Under the L2 unfreezing column of perceived best methods and strategies, the focus is on elements more related to the initial phase of the implementation. This includes findings related to the learning design and structure, to the learning environment and delivery process, and to organisational culture and ownership.

Learning Design and Structure. Key strategies in the first category include how **initial assessment of the workforce's learning needs** is crucial in the initial phase, which strictly relates to considerations in regard to the chosen second language and what the **L2**

strategic and competitive impact this choice can lead to. Additionally, the possibility of using a more **balanced and structured learning approach** was mentioned, promoting and encouraging employees' voluntary participation and engagement in the learning, alongside building a more structured implementation plan as "to learn with serious class more or invite someone, invite teachers, invite a native speaker to join and give us feedback. I think maybe it's more efficient" (Tommaso). This also involves **setting the content** as an important part of this segment. It matches well with the previously mentioned points as it should fit your employees and be as tailored as possible to them, their needs, and your overall goals. As mentioned during the focus group interview, "try to customise in various ways to match the different levels of skills of everyone" (Focus Group). Additionally, **integrating external and internal resources** is key, as it is important to make the best out of your resources and their availability in the company context; for some, "the course is within the company" (Edith), while for others, external language courses or APPs are available or considered.

Learning Environment and Delivery Process. According to the participants, it is important to **build an inclusive, positive, and open learning environment tailored to the employees**. Some desire to "try to customise [our approach] in various ways to match the different levels of skills of everyone" (Focus Group). Moreover, it was noted that **building an immersive and responsive environment** is crucial. Here, the employees can engage directly with the language and learn in a climate of active correction and improvement. Shifting focus, remembering to **promote healthy and accessible learning** is key. Some "Try to reduce the barriers, reduce obstacles to do that" (Andrea), as there are many factors which may influence the quality of the learning experience. For instance, not only pursue an implementation process where a healthy workload-learning balance is prioritised and where the company value their support in reducing the hindrance factors influencing their employees' learning. But also, **facilitate the learning process** by matching and aligning it with the realistic capacity of learning and the needs of the learners.

Organisational Culture and Ownership. It was mentioned how important it is to call attention to talent development and employees' growth practices, while encouraging individual goal setting, and aligning the company's strategic position when considering its goals, leaders' influence, culture, and investment, and how they all relate to the value they give to learning. Overall, just "Try to create some culture" (Andrea). And, lastly, it was mentioned multiple times how employees' ownership and accountability support the implementation.

Overall, it was mentioned multiple times how the company should encourage its members to develop a sense of accountability for the learning process and consider themselves responsible for their growth and development. This, alongside inspiring them with a sense of autonomy and ownership of their learning progress.

L2 Moving

In contrast, the L2 moving column emphasises personalised and growth-oriented learning approaches, responsive and reflective learning design, and some methods and strategies used by the participants directly.

Personalised and Growth-oriented Learning Approaches. In the first instance, many participants promoted the usage of a more **gradual and progressive learning process**, which may also rely on the employees' self-paced and structured learning path. Overall, "Practising a language doesn't have a deadline. You can practice this in the long run, when you are still alive" (Annabel); however, to have an effective impact, the change has to be steadily and progressively implemented, because if rushed it may not become part of the routine of the employees or may feel too forced and pushed. Once that is established, it was noticed how important it is to reserve time to assess the situation and the learning context, and course-correct it if needed. For this reason, **using feedback as a tool** to improve as they go was sustained by some participants. Feedback at the right moment can provide the opportunity to reshape and support the course of the language implementation, its process, and its aims. In addition to these two approaches, in this middle phase of the implementation, some value is given to the **nourishment of a growth mindset** within the organisation, where a fertile inclination and demeanour are key. In the first instance, many examples were suggested, such as fostering a community of positive leaders and influencers, relying on peer and collaborative learning, creating a growth-oriented environment, and promoting a knowledge-sharing mindset. Moreover, take into consideration the company context and what the **interests of your employees** are to adapt the learning content to make it more appealing, and personalise a more engaging approach as "It is easier if the content catches their interest" (Annabel).

Responsive and Reflective Learning Design. At this moment, the organisation should consider how **human-centred** its approach is. Differently that the L2 Unfreezing phase, these considerations are more related to the second moment of the implementation, when it is key to maintain the change and redefine or improve it as it moves forward, consider the impact that it is having on the employees and their workloads, and if there are any improvements or changes to be made. Moreover, this nicely interconnects with **assessing**

the employees' perceptions and involvement levels in the process, as many factors contribute to effective learning among employees. For this reason, it is key to keep track of their considerations on the process, their satisfaction with the methods used and the overall process, and their perception of the usefulness of their learning. Also, their motivation and general willingness to be part of the change and learning, alongside their overall engagement and active participation in the progress, is a factor to consider; it may necessitate the use of different strategies to motivate them (Dörnyei & Al-Hoorie, 2017; Gonzales & Lopez, 2015; Schweder & Raufelder, 2024).

Accounting for their **lack of confidence** is also essential: as L2 learners, according to the participants, there is a struggle with confident usage of the language, as they are most **afraid** of the perception they will give off when using the L2. This fear strongly reminds the concept of Foreign Language Anxiety introduced by Dewaele (2007) as it carries additional negative emotions to the employees' relationship with the L2 (Wang et al., 2020). For this reason, some employers think that "the most effective strategy is 'Just use it', 'Just speak', and 'Just listen'. Haha. Okay? We try to reduce the barriers, reduce obstacles to do that" (Andrea), and mostly because many think "We are good at reading, writing, but when talking about conversation or oral skills, we're less confident. Yes. Even though I'm chatting with you now, I'm still very nervous because I may use the wrong grammar" (Edith).

Methods. Finally, some of the methods the participants used or suggested are mentioned. **Online learning platforms**, first of all, as "Right now, there are a lot of APPs, like [name of an APP], or even some where the first time you use it is free. I think it's very cheap when compared to like twenty years ago, or ten years ago" (Alice). Overall, online platforms or learning approaches are considered good tools for their flexibility and adaptability to the learner's convenience, to their needs and schedule. They allow a more flexible participation, and employees are free to learn when it is more convenient for them. Also, learning online may cover many different aspects to improve the employees' speaking, listening, writing, or reading proficiency.

A second method is defined by **guided learning sessions**, where the learning process is guided by a facilitator who may or may not be part of the company or a native speaker. This role is very important as it bears many responsibilities towards the process and the learners, and it could also become an internal and shared task for the employees themselves to lead their own learning journey or be a part of it.

A third method is the **anonymous classroom-based learning**. A recurrent obstacle mentioned by the participants relates to the anxiety that comes when dealing with a foreign language, mostly, the perception that other people have of its correct usage. Additionally, when considering a more traditional approach to learning, it is typically presented as individual classes or group classes. The conjunction of these two aspects of language learning can be faced when considering an anonymous group learning approach that was used in the company of some of the participants. In that situation,

> They will face the teacher online, and they don't have classmates they know. They're all alone. […] They also have classmates, but they don't know who they are. So maybe they will be they can open their hearts and be more confident to speak. (Edith)

A fourth method described was **real-life quests**. In this case, some of the participants in this study mentioned how they introduced small activities or quests to promote the usage of the language in a real-life setting. Overall, they are meant to make learning and practising fun and may be utilised in different company-related settings, such as company trips abroad or external activities.

> Actually, it's not like a strategy, is just like the topping part. Like if we want to go to another country, we may appoint [someone to do something]: for example, one year we needed to go outside Thailand and travel around. So, if you need to go there, you need to know something because [the other senior managers] and I are not your guides. (Simona)

Lastly are the **conversation sessions**. These were mentioned multiple times by some of the participants as they are one of the main methods they use. The main objective is to create a closed and safe environment to learn and practice together, where fun and more serious tasks are included. In this case, as some of the participants are part of a small company, this method was found most efficient due to their relationships with each other. Thus, this may be more fitted for a certain type of organisation.

L2 Refreezing

Moving to the L2 refreezing phase, it was possible to highlight five main aspects related to the support of the L2 learning culture: the introduction of new language policies in the organisation, the introduction of new consistent routines, the introduction of feelings sharing sessions harbouring the new L2, the promotion of the usage of the new L2, and a deep consideration of the employee’s feelings related to confidence with the language and sense of empowerment.

The **introduction of new language policies** in the organisation is self-explanatory; it involves the introduction of the new L2 in a company setting as a means of communication and professional language. This relates well to the second point on the list. When talking about making a new language customary, the **establishment of new conventions and practices** is the key. First and foremost, the more you practice a skill, the more it becomes natural to use it, and the learning of a language ensue over the meaningful use of it (Hiver et al., 2024); for this reason, it is important to make the most out of every practice opportunity, while allowing the employees to use the L2 on more periodic and recurring occasions. Also, if possible, once a certain proficiency is reached, the organisation could consider **incorporating the L2 into its routine activities**, such as its periodical meetings or writing reports. For instance, “The chairman asked every senior manager and executive to improve their English skills and demanded they do all the reports in English” (Edith). Moreover, the organisation can create constant and consistent practice opportunities for the employees through sharing sessions and practical usage of the L2 in the work setting.

In the third instance, creating **closed, collaborative, and guided sessions** made for allowing the employees to share their feelings, and the impact of the implementation could create a positive reinforcement and emotional convergence. This, if led in the L2, can become a fertile soil for the growth of the L2 in smaller interactions among employees, such as small talks. For instance, some of the participants created a breaking ice activity called check-in, where “We added some small activity before our weekly meeting. Such as check-in, where we allow everyone to talk about some general topic, such as your last weekend. ‘How about your last weekend?’ and try to explain in English” (Tommaso).

Finally, in the last two points, the importance of **effective communication in the L2** and the value that the L2’s proficiency brings to the employees is highlighted. Essentially, the level of proficiency the employees reach will affect their ability to deliver an effective message in the L2. As it was mentioned in Chapters I and II, effective communication is key to an effective business practice; if employees are not able to deliver what they are consciously trying to convey, then this will most likely lead to misunderstanding or improper conversations. For instance, the way a language is mastered is relevant to its usage; it is a well-rounded skill including many aspects which may not be strictly related to grammar and pronunciation, but also culturally and contextually pertinent, affecting its usage and understanding.

> Sometimes we need to know the signs. Something like the polite words, sometimes we need to be polite in front of adult people or older people, and sometimes in Thai it is like *Chai, chai, chai ["yes" in Thai].* [Talking like this] it's not quite polite. But then we say "Yes" *[in English],* it's less impolite, as a way to say, "I agree with you", or something like that”. (Simona)

Simultaneously, the **employees' confidence and level of empowerment** play a major role in their linguistic growth and skill development. Employers can find different strategies to tackle this issue, leading the employees to a more comfortable usage of the language within and outside the organisation; a point of confidence not only in their abilities, but also in their improvements over time, making them proud and excited to share their journey with others. For instance, "They share their experience with their colleagues, which encourages more English teachers to take Chinese courses" (Greta), or "The participants or the staff talked about themself after they learned or improved their English. And they say that their life is better, they can do their work better, and can connect to people better" (Alice).

Perceived Hindrances

Using all data related to what is perceived as an obstacle or challenge from the company's perspective (Appendix B), the researcher was able to create Table 4.2, which is comprehensive of its aggregate dimensions. In the first column are all the perceived challenges and obstacles to breaking the linguistic status quo of the company, triggering a change, or building the playing field for it; in the second column are all those hindrances to the shift from a limited usage to a full adoption of the L2, while in the third column are all those elements obstructing the possibility of ensuring a long-term sustainability of the change.

Table 4.2

Perceived Challenges and Obstacles in three phases.

L2 Unfreezing	L2 Moving	L2 Refreezing
Employee Centric Implementation: ▪ Build the implementation on the employees. ▪ Assess the actual capacity and availability of employees. ▪ Build a customisable learning process. ▪ Lack of a proper L2-usage culture.	*Barriers to Effective Implementation:* ▪ Time constraints. ▪ Lack of a general proper organisation. ▪ Lack of clear goals. *Barriers created by learners:* ▪ Lack of employees' passion. ▪ Employees' ability to choose preferred content. ▪ Employees' perception of value. ▪ Employees' resistance.	*Barriers to an Effective Long-Term Implementation:* ▪ Find the most appropriate evaluation method. ▪ Employees' L2 self-consciousness. ▪ Barriers to L2 mastery.

L2 Unfreezing

Notable in the first column is how these points can be linked to the initial phase of planning. Assembling a second language implementation has to be based on the specific company, most importantly, on its specific employees. It is challenging but important **to tailor the expected improvement and skill evolution based on the current employees' situation**, their abilities, and most efficient learning styles. To this, it is imperative to consider their language proficiency levels and linguistic abilities to better create a bespoke strategy and process, which is not easy as "Their English skills are different from those of [other employees]. […] There may be stress and fear because their English skills are different" (Annabel).

Furthermore, it is key to **assess the actual capacity and availability of the employees** for the implementation. Finding the most appropriate moment for them to learn, according to their already busy working and personal schedules, is a challenge and a must. The implementation should not hinder their ability to do their jobs, and similarly, if there is no set time to learn, this approach may become counterproductive and slow the improvement process. However, "Adjusting schedules and finding time that works for everyone is quite difficult and challenging" (Greta), as employees should not feel overwhelmed by it.

The third point on the list is **building a customisable learning process**. This reflects the hindrance of creating something malleable, that can be adapted as the organisation proceeds with the implementation, a versatile strategy which could react to the employees' improving and changing over time, while also considering the individual development and growth. Some may "Try to customise it so that it's suitable for each one of them" (Focus Group), but this is still very difficult, even for smaller organisations.

Lastly, a major obstacle is determined by the **lack of a proper L2-usage culture**, comprehensive of a lack of an appropriate organisational support system, and opportunities to use the L2, paired with the struggle of creating an immersive environment for the workforce.

L2 Moving

Barriers to an Effective Implementation. Moving to the second column, L2 Moving Stage, it is possible to find one of the most mentioned challenges of this process: **time constraints**. This strictly relates to three main conditions: employees' availability, their inability to find time to practice, and their time management skills. Similar, but somewhat different.

Employees' availability mostly relates to the difficulty in implementing the second language due to previous workload or inability to fit the learning, as "The main reason is that we are very busy [as a company]" (Annabel), or "Mostly we have to work. Okay. Time is the key. We try to insert or use English in between, in our real world" (Tommaso), as they may have a more project-related seasonal rush.

Following, the employees' inability to find time to practice is more pertinent to their interest and desire to carve out some time to practice, alongside their practical ability to do so: "They think 'if I think it's very important, I think I can find the time to practice it'" (Annabel), simply "[They] don't have time to learn" (Edith), or "The main challenge is that everyone has different available times for [learning]" (Greta) if it is a community effort or process. And, lastly, the employees' time management skills are mentioned as sometimes it just "depends on how [employees] manage free time" (Annabel), as the method used by the company could be very accommodating; for instance, when it comes to the online platforms used by some participants

> Maybe the manager is free at 11 pm. Yeah. So, they can only take a course at 11 pm. Yeah. Yeah. But it's quite flexible for them. Okay. Maybe during the afternoon break, they can take one course, just to improve their oral skills. (Edith)

Moving to the following point, there is a mention of how a **lack of general proper organisation** of the implementation process, an unclear duty setting, and task assignment may affect progress-making and the implementation effectiveness. As one of the participants mentioned,

> We didn't have the one [someone] who is the main organiser for practising the L2. It is not the main role or the main task of anyone. Yes. It's just our one on it [manager]. We didn't seriously assign it as one's job. (Annabel)

Moving forward is the **lack of clear goals**. As something that was mentioned in the previous section about effective methods and strategies, we can see how its absence would cause a debacle. In this case, it is intended for both individual employees and the overall company as they can give a purpose to the single and a direction to the community.

Barriers created by the Learner. It was possible to define four more barriers which originated from the employees and are reactions to the change process. The first one recalls a **lack of employees' passion**, intended as a powerful feeling, and deep interest in something which, in this case, talks about a reflection of the employee's lack of motivation, their scarcity or absence of interest and commitment. Overall, their low levels of learning motivation, as learning "is coming like a job requirement" (Simona), may lead to inconsistency, irregular attendance during the process if paired with the absence of evaluation methods or progress assessment strategies. "I think sometimes, because the courses are free and offered as a company benefit, employees might take advantage of that and skip classes. […] I've noticed that they don't do the assignments because there isn't any pressure" (Greta).

To add to this, it is essential to consider the **employees' discernment ability and consideration of the process**, their perceived usefulness of the learning, and thus, the selection of the most appropriate learning content is mostly difficult. As it was mentioned in Table 2.3, failing to communicate the vision for the change becomes an obstacle and danger (Kotter, 2007) for the implementation. For instance, it is important to lead them where "They realise how useful learning a foreign language can be" (Greta), and therefore, can judge what will be their return on investment, if any. Additionally, this well connects to their **perception of value**: make employees part of the implementation and, aware of the value and why they need to put effort into it.

> What's the value for them, what's in it for them? […] I think that if the people or the staff do not buy into [the implementation] or do not see what the value for them is, there is no point. (Alice)

Finally, one of the biggest obstacles may be **employees' resistance to the change**. They may try alternative strategies and find loopholes to avoid progressing the implementation to the next stage, like asking junior employees to help them by doing something for them, which requires the new L2, such as writing reports and participating in meetings.

> When the supervisors request younger staff to do the translations, to do the reports. Or... You know? They even ask us if any apps or AI tools can do the translations... Translate directly in the meeting. They ask us to find anything, sources like this. They don't want to learn, but they want to seek the tools to help them [use the L2]. (Edith)

In this context, is it easy to compare these "younger staff" members or employees who already have the linguistic ability to boundary spanners or linguistic nodes (Wilmot, 2022), as they find themselves doing tasks and duties outside of their jobs description, adding to it, as a consequence of the organisational change situation.

L2 Refreezing

Shifting to the third column, L2 Refreezing, there are three main obstacles and challenges mentioned: finding the most appropriate evaluation method, considering the employees' self-consciousness levels when dealing with the L2, and the overall barriers to mastering a new language.

Barriers to an Effective Long-Term Implementation. The first one relates to what was previously mentioned. The **lack of a clear and established evaluation method or**

system could be associated with lower interest or commitment to progress. Evaluating can become something more tangible for them to see their improvements. Following this, the concept of **self-consciousness** was mentioned multiple times during the whole study: employees are very aware of their linguistic levels and fear being judged by other people for that. They are anxious about their proficiency and get stressed when using the L2, even when fluent. This is known as FLA (Dewaele, 2007), and it may also be the result of feelings of linguistic proficiency inadequacy (Wilmot, 2022).

> I think this is the biggest obstacle because Chinese... Do you know Chinese people? We are good at grammar, and we are good at reading, writing, but when talking about conversation or oral skills, we're less confident. Yes. Even though I'm chatting with you now, I'm still very nervous because I'm still using the wrong grammar. […] We're always less confident with our English abilities. (Edith)

They fear judgment inside and outside their workplaces, and how people will perceive them as individuals relates to their proficiency in their minds: "I think it's the feeling of fear. Being afraid of making mistakes. […] 'If we do speak not well or we choose the wrong words, they [people] will think I look foolish'" (Andrea). This relates to something mentioned by Back and Piekkari (2024), where people may be put in an impaired position due to their linguistic competence or features.

The last observed obstacle to the third phase of the implementation is related to more **general barriers to L2 mastery**. Second language learning, whether within or outside a company, presents many obstacles and challenges to its complete mastery. In this case, a struggle with the real-life usage of the L2 outside of the learning environment was mentioned, alongside the difficulty in reaching a full command of it, and its proper usage. Additionally, depending on the linguistic and cultural distance from the L1, this could also mean a lesser understanding of the new idiom in itself, parallel to its in-culture usage. "For example, when an English [employee] takes a Chinese course, they can become more familiar with me and better understand Taiwanese culture" (Greta), or "So, it's like when sometimes we want to say the participants to do something [in Thai]. For example, "P', Nong', do something" translates to "I want you to join in some action", but in some areas it will translate [sounds] like "I order you to do something" (Simona).

Overall, given all these hindrances that a company may face during an implementation process, it is important to remember how becoming fluent in a new language may require years of study, and sometimes, unfortunately, the feeling of not being good enough will never disappear.

Evaluation

The data collected related to the evaluation process in language implementation were coded and themed as presented in Appendix C, subsequently, they were organised into Table 4.3. In the first column are all those evaluation-related elements involved in building a playing field for the implementation, in the second column are those which enable and support the shift to a full L2 adoption, while in the third column are those which can help ensure the implementation long-term sustainability.

Table 4.3

Evaluation in three phases.

L2 Unfreezing	L2 Moving	L2 Refreezing
▪ SMART goal setting *Evaluation hindrances:* ▪ Find the most appropriate and feasible way to measure progress effectively. ▪ Assess the need for assessment. ▪ Weight formal and informal assessment approaches	▪ Consider progress as a gradual and increasing force. *Assessment tools:* ▪ Practical assessment tools. ▪ Repeated observation as an assessment tool. ▪ Feedback as an assessment tool. ▪ Behavioural change as an assessment tool ▪ Employees' training, retention, and knowledge sharing as an assessment tool *Evaluation hindrances:* ▪ Lack of adequate and realistic assessment tools. ▪ The progress is difficult to quantify. ▪ Balancing Evaluation Pressure and employees' well-being. ▪ Lack of structured assessment approaches.	*Effective Learning Evaluation:* ▪ Holistic Learning Assessments. ▪ Create an informed achievement culture. ▪ Consider the benefits that the evaluation could bring

L2 Unfreezing

In this phase, two main concepts can be found: **SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goal setting** and what could be considered as evaluation-related hindrance points. Considering the first one, it overall implies the importance of an initial objective setting moment where, whether the whole organisation, or those sections affected by the language implementation, create or identify the criteria to uphold, the evaluation measures that will be used during the overall process, eventual deadlines are agreed upon, and a schedule to follow or initial plan. These can be either just organisational or promoted also on the individual level, but they should also be SMART. As it was mentioned by Kotter (2007), one of the pitfalls when dealing with organisational transformations is, indeed, the inability to create a vision, or failing to do it clearly.

Evaluation Hindrances. First of all, the difficulty lies in finding or creating the most appropriate approach to face the implementation in itself and defining an appropriate evaluation method or strategy. Following, ponder the need for assessments. It was mentioned multiple times how evaluation "it's important" (Alice) and "I think it's important and makes the learner better" (Annabel) while at the same time some consider it as something that "Sometimes it's important, but sometimes it's not. […] Like, when we are working alone and it is a hard time for them, we don't need to put more pressure, right?" (Simona). For this reason, it is key to ponder all the pros and cons related to different evaluation strategies or whether, according to the previously mentioned goals, it is relevant to have it in the first place.

To this, the last point: weigh formal and informal approaches to the question. Both present benefits and drawbacks; thus, the approach should match the situation and must be adequate for the current employees and their well-being.

L2 Moving

It was mentioned by the participants that progress should be gradual and an accelerating force, which increases over time. Overall, concerning evaluation, this constitutes the assessment of gradual improvement over time, such as "Day by day improvement" (Simona), which leads to growth in the long run: "Assess now to improve the next project" (Andrea).

Assessment Tools. During all the interviews, different evaluation tools were mentioned: the practical one, reoccurring observation, feedback, behavioural changes, training retention, and knowledge sharing. Talking of language implementations and language learning, in the first place, **practical methods** to assess the improvement were considered, such as assignments or 'homework' in the case of classroom learning, alongside language proficiency check or assessment of listening, reading, writing, and speaking abilities, and external modules or periodical measurements instruments provided by the external learning platform used. "After the tutor's basic project, they will have an evaluation test. […] They have to do the evaluation test. To see if they have improved their skills. They have four aspects: speaking, writing, reading, and writing" (Edith). Second, **informal observations** were mentioned: a recurring and periodical observation of the employees' skills growth, which may then be followed by the fostering and proposition of new work-related opportunities to match their new abilities. In the third instance, **feedback** was voiced as a useful assessment tool, whether it is carried out by the host, a peer, an expert, or a mentor in the company.

Afterwards, the last points relate more to the employees. **Behavioural change** was mentioned numerous times, as a change in their attitude towards the change and the implementation, and the impact that it had on them. Such as “In the past, maybe the juniors, they would [shake his head] and say, ‘It’s okay, I am not ready to do it!’ But now I think, she… They try” (Tommaso), and “Would that [be that] they can sell more to the customers who are foreigners? Or can they even talk to their colleagues who are foreigners? And what is the impact?” (Alice). Also, it is important to remember that self-efficacy plays a major role in what people believe they can do and achieve, and affects the behaviour (Gallagher, 2012; Schunk & DiBenedetto, 2021)

Finally, **employees’ training retention and knowledge sharing**. In this case, the improvement was evident when they started to use their new knowledge in the workplace, “When they [use the L2 at work], they speak in Chinese, which gives a sense of accomplishment. They also use the language they've learned to contribute more to the company” (Greta), or they start to share about their learning process and their improvements with who surrounds them, “The staff talked about themself after they learned or improved their English” (Alice).

Evaluation Hindrances. There are four concepts related to evaluation hindrances in the L2 Moving phase: a **lack of adequate and realistic assessment tools**, in the sense of the absence of tangible methods and records to track improvements, while maybe just relying on self-evaluation or traditional language proficiency tests, which may not reflect the reality; the **difficulty in quantifying the learning** when it comes to foreign idioms,

> It is difficult to quantify [the progress in this situation]. I think the English proficiency is just a quantitative measure of things, but it should be like [about] the impact of a story and mention how they develop from the first stop - I mean, their first starting point, not compare [them] to others. (Alice)

Also, finding the **balance between evaluation and employees’ well-being**, as it may become a source of stress and anxiety that adds to an already stressful workload. Finally, there is a **lack of a structured approach to evaluating**, such as going to the informal and surface level or just empty and randomised formulas.

L2 Refreezing

Lastly, in the L2 Refreezing phase, three main aspects were incorporated: **holistic assessment methods**, including something that one of the participants called 456 and the model 70-20-10. The first slightly resembles Kirkpatrick's. Four Levels of Evaluation Model (1994), as it includes: an initial assessment of how the participants feel about the training, “You have to engage the people, […] They need to get engaged about the program, they need to see about the buy-in” (Alice), the assessment of the skills they gained, the behavioural change as how the knowledge is applied, and the final results which also consider the outcomes achieved by the organisation with the implementation. From the participant's explanation, the 456 she referred to during the interview resembles Kirkpatrick's with the addition of relevance and value perceived by the employees, almost ROI, and the concept intending training as something interactive and continuous. However, as she mentioned how “we also have a process that we call 456” (Alice), this name may refer to jargon or internal knowledge of the company that she was not allowed to disclose. The second model, the Model 70-20-10, “holds that individuals obtain 70% of their knowledge from job-related experiences, 20% from interactions with others, and 10% from formal educational events” (Alice).

Following, the **importance of an informed achievement culture** was hinted at. It comprises an environment where achievements and growth are shared, celebrated, and reinforced, with a conscious and informed growth process for the employees, who actively know “What’s going on, what’s better, what still needs to be the area of improvement” (Alice).

Finally, after having mentioned a few of the obstacles to the evaluation is key to ponder the **possible benefits** that could come from it. Primarily, it was voiced how it can have a positive turn-up for the learners, as it could motivate them to improve while increasing their commitment and participation. Also, evaluation can be a tool to refine the strategy and methods used and the process that the company and employees are going through.

Success

All the data related to what participants considered as success in the implementation process were coded and themed as shown in Appendix D. Afterwards, they were organised into Table 4.4. In the first column are key elements identifying what the participants consider success when breaking the organisational linguistic status quo, triggering the change, and building the playing field; in the second column, what is considered a success when shifting from a limited to a full L2 usage; and in the third, what is considered success when trying to ensure the long-term sustainability of the implementation.

Table 4.4

Success in three phases.

L2 Unfreezing	L2 Moving	L2 Refreezing
▪ Create a climate of autonomy and accountability.	*Dynamic Change:* ▪ Employees' transformation. ▪ Employees' abilities evolution	*Outcomes and Impacts:* ▪ Employees' personal development and empowerment. ▪ Clear objectives attainment. ▪ Meaningful contribution to employees' stories. ▪ Impact on employees' stories. ▪ Company's growth and quality improvement. ▪ Promote continuous learning.

L2 Unfreezing

By many the concept of **creating a climate of autonomy and accountability** was indicated as a sign of success. It hints at how, once the initial phase of the change is introduced, accomplishing a workplace where employees start to rely on themselves to improve their abilities and work with the change, instead of against it, alongside not relying on shortcuts anymore, such as "When the supervisors are not request younger staffs to do the translation, to do the reports" (Edith). Also, when a positive impact on work performance is visible, the employees work better and share a general improvement in their lives.

L2 Moving

According to the participants there are another two aspects which are considered as a sign of success: the **employees' transformation** and their **abilities' evolution**. In the first stance, a more behavioural and mental shift is intended; they evolve as they start to recognise the benefits and the practical advantages which come with the second language implementation, and they recognise what comes with the new knowledge. It is intended as a change in their mindset and perspective. They are more engaged in the process, and they embrace a new attitude where they feel like they are part of the change and start to initiate their growth.

> I think success is when I see my team try to speak English. I think they didn't feel confident, but they tried. Even if they fail, they tried. I think it's a success because I can change their mindset or change their behaviour a little bit. Encourage them to speak, don't fear. Yes, I think that is a good sign. Yes, I think it's a success. (Annabel)

L2 Refreezing

Moving to the third column, and to what is considered a sign of a successful implementation in the long run, there is the manifestation of **employees' personal development and empowerment**. Predominantly, this is comprehensive by a rising sense of accomplishment, confidence in the usage of the L2, alongside lower anxiety and negative feelings. Additionally, they start to adapt to the change and are willingly a part of it, while they are now able to recognise their new abilities. Another sign is the **attainment of the individual or organisational objectives** and criteria set at the beginning of the implementation. This is then followed by suggestions that the implementation has had and still has **contributed meaningfully to the employees' stories, lives, communities, and customers**. Alongside impacting their stories, creating a quality change.

In one of the final bullets, it was identified that a successful implementation must have an **impact on the company's growth and quality**. The implementation should lead to new work opportunities and a path for the organisation as much as for its workforce; this is also meant to lead to a continuous upgrade of the business's reach, whether it is market or customer-wise, its quality and scope of service. Additionally, all the parties involved should feel content with the change's outcomes or planned ones.

Finally, once this point of the implementation it is essential to **promote continuous learning**, as learning as no finish line, as "Maybe I can set a deadline to be my goal or, actually, when you try to practice the skills, actually you don't have a deadline because you can practice for long, as long as you are still alive" (Annabel), especially language learning has always space for improvement.

Implementation Motivators

During the coding and theming process of this study, it was possible to create another dimension indicating what were the main motivators pushing our participants towards a second language implementation in their organisation. All the cleaned data are available in Appendix E and were then organised into Table 4.5 to follow the previous setting as the other dimensions. The first one better represents an initial motivator to lay into second language implementations, the second one falls more under motivators to move to a deeper change. In contrast, the third one represents what are the factors that help sustain it over time.

Table 4.5

Implementation Motivators in three phases.

L2 Unfreezing	L2 Moving	L2 Refreezing
Strategic Role of Languages: ▪ New "business language". ▪ English is the language of knowledge.	▪ Internal driving forces.	▪ External driving forces.

L2 Unfreezing

In the L2 Unfreezing column, it is possible to find the factor **"new business language",** which represents how English or different idioms may have become the language used in business and are often used as a bridge between organisations. Overall, knowing the most commonly used languages may come in handy when dealing with the external world. Additionally, it is mostly well-known how up-to-date literature and information are shared in English.

L2 Moving

In the second phase of the implementation, **internal driving forces** are the ones that keep you pushing towards your destination. Across the board, there are new developmental goals and requirements which lead to the demand for the new L2; also, new organisational goals, as the business may be in the process of expanding or wants to improve its reach. Moreover, the company may campaign for empowering its workforce, leading the employees to expand their employability and working scope, contributing more to the business while enhancing their skills and growth mindset. Furthermore, the motivators may also be dictated by necessities, such as the need for the new L2, due to a shift towards a diverse and multilingual work environment. Or due to the desire to enrich their general communication abilities, as for some, public speaking is key to the service they provide.

L2 Refreezing

In the third column, the **external driving forces** are considered. For instance, monetary incentives, globalisation, new customer reach, new opportunities, and affordable learning are listed. In the long run, with the language implementation steadily having an impact on the organisation, this could provide an opportunity to provide new services and thus increase the general income. Moreover, in this globalised era, English has become more important and being able to use an L2 can lead to new customers and an increase in demand for services. There may be an increase in demand, new foreign clients, which will require satisfying many new requirements. In general, the language implementation can create new opportunities to grow for all those involved, organisation and workforce alike.

Finally, it must be noted how learning is considered nowadays more affordable and flexible than before; for this reason, this could represent a good investment for the future of the business and its members.

General Suggestions from Managers

Finally, additional findings from this first set of participants include their suggestions on how to approach second language implementations (Appendix F). As shown in Table 4.7, it was possible to emphasise three main aggregate dimensions: promotion of initial language needs assessments and setting of LM strategies, fostering a continuous company support system, and showing the organisation's desire to support and invest in their members.

Table 4.7

General Suggestions from Managers during the three phases.

L2 Unfreezing	L2 Moving	L2 Refreezing
▪ Promote initial language needs assessment and LM strategy.	▪ Foster continuous company support.	▪ Show the company's support and investment in their members.

L2 Unfreezing

Starting from the L2 Unfreezing column, it was evident to the participants how an initial **assessment of the languages the company needs and which ones specifically are needed**, as this may vary and may not always be just English for convenience. For instance, "For English teachers, since their students are Taiwanese, the main language encouraged for English teachers to study is Chinese" (Greta). Additionally, the introduction of new rules and policies accordingly, "We have to set – something that I told you – the official language. You have to write in English, to speak in English. Practice and encourage them to join in the meetings where we use English and speak the language in English. So, you give them the opportunity to speak or to share something in English" (Alice). Ponder whether the current hiring requirements need to be modified to adapt to the linguistic goals of the organisation

> Because, you know, when the company wants to recruit people, this might be one of the qualifications: that you need to speak English proficiently. The company can expect that. So, there's no need for the company to invest [more] because they already recruited someone that already passed– even someone like, for some positions, get the TOEIC, the level of TOEIC or TOEFL. It's already there. (Alice)

Moreover, assess the company's ability to actually invest in an efficient second language learning implementation: it is fundamental to consider the costs and whether there is an actual desire to pursue this path, as "Normally, the company will not invest about that budget and they invest more about other things, something about thinking skills, about presentation skills, about AI models, etc." (Alice).

L2 Moving

In the L2 Moving column, it is possible to notice how it was suggested to foster **continuous company support** during the overall learning journey. It included the continuing promotion of new learning opportunities, internal and external. "And maybe we can give them some time just to learn, like online learning time. Mhmm. Don't take personal leaves, but you give them study leaves so that they can learn" (Edith). Moreover, the importance of creating and setting your own learning environment, where employees can also make the best of all the learning opportunities, fostering a more "casual" approach where the usage and practice of the language is not only relegated to the "classroom". As it can give different feelings, "And it's not like an appointment, like a lesson. It's just like spending time together, just talking, speaking together like friends. Something like this" (Simona). And, finally, share with the learners all the windows of opportunity that the organisation can open for them, even if it is just exchanging information about new learning APPs or podcasts.

L2 Refreezing

Finally, if there is an interest in keeping the change in the long run, it is fundamental to **show that the organisation had an interest in supporting and investing in its members**, because "If we show more interest in employees, maybe they will have more energy to improve" (Edith). Demonstrate its interest in their growth with projects or dedicated activities and implement reward systems based on progress and skills development, "Like, let's say, if you have got over 900 scores, then we can give you the scholarship. […] Or if you want to get promotion, you have to improve [your skills]" (Edith). And support their self-development and commitment to grow as individuals.

Employees' Perspective

Once all the RQ2 questionnaires were translated into English, it was possible to code and theme them into Appendix F. As mentioned in Chapter III, all RQ2's findings are organised into perceived hindrances, perceived facilitators, and suggestions from the employees (Table 4.8).

Table 4.8

Employees' Perspective on Second Language Implementation in Organisations.

	Perceived Hindrances	Perceived Facilitators	Suggestions from the employees
Employee Level	***General obstacles:*** ▪ Understanding of learning value. ▪ Schedule conflict. ▪ Different proficiency levels among employees. ▪ L2-related low confidence. ▪ Learning is a long-term commitment. ▪ Lack of opportunities to use the L2. ▪ Lack of collaboration and peer support. ▪ Discrepancies between book knowledge and "street" knowledge. ▪ Company's expectations. ▪ Selection of the most appropriate method if given a choice. ▪ Lack of L2 in the environment. ▪ Badly timed implementations. ***L2-related obstacles:*** ▪ L2's spoken spontaneous communication. ▪ L2's grammar. ▪ L2's vocabulary. ▪ L2's linguistic-related challenges.	***L2 learning environment:*** ▪ Promote a multilingual climate. ▪ Promote a collaborative learning climate. ▪ An environment free of mockery and judgment. ▪ Avoid creating stressful learning environments. ▪ L2-immersive learning climates. ***Perceived-effective methods:*** *Learning structure, approaches:* ▪ Consider an individual or a group learning approach. ▪ Consider online or in-person learning approaches. ▪ Create a fixed long-term learning routine or schedule. ▪ Initial needs analysis to set the learning path. ▪ Learning methods' freedom of choice within an allocated budget. *Integration, engagement strategies:* ▪ Gradual and consistent implementation of the L2 in the employees' routine. ▪ Gradual and consistent implementation of the L2 in the employees' working environment. ▪ Promote collaborative learning. ▪ Promote L2 learning experience-sharing opportunities. ▪ Promotion of interest-based content. *Experiential, Interpersonal Learning:* ▪ Interactions with native colleagues or foreigners. ▪ Organisational language exchange partners. ▪ Simulated language training. *Support and Resources:* ▪ Provide a budget for classes at an external language centre. ▪ Provide the employees with the opportunity to focus on their learning. ▪ Online classes. ▪ Multiple learning platforms are available. ▪ Invest in learning and provide learning incentives.	*Commitment and Planning:* ▪ Implement learning targets and requirements. ▪ Establish clear goals. ▪ Set a fixed learning schedule or time. ▪ If necessary, make the implementation a priority and act accordingly. ▪ Show your commitment. ▪ Establish clear roles and new policies. *Organisational Support:* ▪ The organisation provides support and learning drive. ▪ Optimised and learning-dedicated budget allocation. ▪ Provide or promote additional or external learning resources. ▪ Promote or provide learning activities or courses. ▪ Seek new opportunities for your employees. *Learning Environment:* ▪ Implement a safe learning environment. ▪ Provide smaller learning environments. ▪ Provide mentorship or support from experts during the learning process. ▪ Promote collaborative learning and support. *L2 Opportunities:* ▪ Provide confident communication in the L2 opportunities. ▪ Provide opportunities to practice. ▪ Provide opportunities to use the L2 in the work setting. ▪ Introduce language exchange programs. ▪ Promote opportunity abroad if you can. *Monitoring and Feedback:* ▪ Keep track of the progress. ▪ Actively provide suggestions on how to further improve and grow.

Perceived Hindrances

Starting from the first column, where it is possible to identify general obstacles to the implementation of a second language within the workforce, and challenges more related to learning the linguistic aspect of a new language.

General Obstacles

First of all is the **value of learning**, employees have to reach a level of awareness concerning the importance of a new language and knowledge. Following this, similarly to what was mentioned by the participants representing the organisational side and perspective on the topic, they struggle with **time management and schedule conflict**, whereas they battle to find time to focus on learning and additional activities to their already full workloads and timetables. For instance, "Due to work hours, I was only able to continue group classes for a short period", stated Employee 6, or "The work schedule is so busy that sometimes sessions have to be cancelled", according to Employee 2.

Additionally, when a **difference among the proficiency levels** of different learning employees is too much, learning together becomes a challenge, as "Team members have varying levels of skill, which makes it difficult to practice together" (Employee 2), and sometimes "Most part of the classes are 1 to 4, I feel that maybe will waste your time when your classmates didn't study in advance or their level is lower than others" (Employee 7). Thus, if one's learning depends on someone else's, this can be seen as a negative. Moreover, **low confidence levels** when dealing with the L2 can become additionally detrimental as some employees think: "I still feel unsure. […] I'm not confident" (Employee 9). Also, **learning is a long-term commitment**, as "Learning a language is not easy and takes a long time" (Employee 5).

Furthermore, a **lack of opportunities to use the L2** within the organisation was noticed, alongside a lack of collaboration and peer support during the learning. For example, "There are not many situations that require intensive use of English on the job" (Employee 2), and "No opportunities to do conversation" (Employee 8), thus. When we don't use it, and then we forget how to use this language" (Employee 1).

Besides, there are also **discrepancies between what is learned and what is actually useful in a real-life context**. Which are the "Actual spoken expression" (Employee 11), as "There is still a gap between what is learned in class and the listening speed and clarity in actual meeting situations" (Employee 13). Moreover, not always are **employees allowed to choose the most appropriate method**, which would fit them better as individuals and answer to their specific requirements. Also, the **expectations of the company** on what is expected of the employees after the beginning of the implementation process weigh on the learners, alongside the aspect of learning in a L2 sterile environment, or dealing with an **implementation introduced at the wrong time**, maybe in a overworking period for the employees or too late to comply with the new requirements for them.

L2-related Obstacles

Moving to the second category of hindrances, aspects more strictly related to language learning in itself are considered. Overall, reaching a skilful point of fluency and spontaneity when using the new language, while conveying the correct message and using the appropriate sentence structure and language, is a difficulty. Also, acquiring the new vocabulary and grammar is not easy and could conflict with the L1. Finally, other additional aspects, such as accents and culture, are adding hardship to an already not easy task.

Perceived Facilitators

In the middle column are included all those that the employees considered as facilitators factors to the foreign language implementation, and these were subsequently organised under the two main categories of L2 learning environment and perceived-effective methods experienced.

L2 Learning Environment

For the first dimension, it was noted how employees favour the promotion of a **multilingual climate** from within, “My boss's English is much better than his Chinese, and he always encourages us to learn” (Employee 12); where there is **collaboration and mutual learning support**, where they “Encourage each other” (Employee 5) and “cheer up each other” (Employee 14). **An environment where there is no prevarication, mockery, and judgment of others’ learning process and progress**, where there is “No judge, no rule, every mistake is a new curve of learning. So, you have to fail fast and then you can learn faster” (Employee 1), and “Don’t bully” (Employee 14). Moreover, an environment where **creating stressful learning conditions is avoided**, alongside pursuing a more **L2-immersive learning** and working climate. Maybe native or fluent speakers can share their knowledge, as happened to Employee 6, who, during lunch, gets this opportunity where “they actively spoke to me in the target language, explaining any words I didn't understand”.

Perceived-effective Methods

Learning Structures and Approaches. The following are the findings related to the methods that employees perceived as the most effective for implementing a second language, based on their experience. The first five can be considered more related to the learning structure and approaches they experienced: individual vs. group learning, online vs. online learning, setting of a fixed long-term learning routine or schedule, do an initial needs analysis assessment to set the learning path, and allow the employees to choose their learning methods using an already allocated budget.

Integration and Engagement Strategies. Integration and engagement strategies are mentioned, such as the gradual and consistent introduction of the new idiom into the employees' routine and their working environment, starting with easier and consistent activities to set the tone and then moving to a deeper introduction of the L2 in the workplace with regular and fixed pace. Additionally, promote a collaborative learning environment, open to correction and improvement as a team, where "Speak together, help each other correct mistakes, and do it regularly every day" (Employee 9). Also important is to consider the implementation and usage of learning content that is more relevant to the current employees and their job-related and personal interests. Fostering experience-sharing activities where older or more experienced members can share their knowledge and experience with language learning within and outside the company, and L2 usage.

Experiential and Interpersonal Learning. Moving to the following methods, there are those more related to experiential and interpersonal learning, such as the interaction with native speakers, who may be colleagues who "Actively spoke to me in the target language, explaining any words I didn't understand" (Employee 6) or "Recommendations from teachers or people who are fluent in the language" (Employee 3). Also, given a more multicultural working environment, fostering language exchange-partner activities (Employee 11; Employee 13). Moreover, organising simulation practices or "Simulated meeting scenario training" (Employee 13).

Support and Resources. Employees feel the need for a language learning budget that could allocate their outside learning (Employee 4; Employee 7); allow the employee to focus on their learning, maybe designating a dedicated time frame or dedicated a proper amount of time when facing with big and rapid linguistic changes, such as "Having the first month solely focused on language learning, without any work duties [when assigned abroad]" (Employee 6). Moreover, consider online learning support, or provide multiple different learning options platforms. Finally, invest in learning and provide adequate incentives to improve and acquire new knowledge.

Suggestions from the Employees

Finally, in the third column are the suggestions from those employees who participated in this study. Overall, the findings include suggestions related to commitment and planning, organisational support, learning environment, L2 opportunities, and monitoring and feedback.

Organisational Commitment and Planning

First, are those concepts which more related to the organisational commitment and planning phase of the implementation: the **importance of creating requirements and deadlines**, "I feel that it is important for the company to set clear goals, including test scores and deadlines, so that employees can focus on their learning" (Employee 6); **setting clear goals**; **setting a fixed time** dedicated to learning or practice is crucial, such as "Scheduling time to [practice speaking], such as before a meeting" (Employee 9) as "it may be helpful to add a fixed training schedule -with no session cancellations due to busy work" (Employee 2); **make the implementation a priority if needed**, as in calibrate the effort and resources to the goals and give the precedence to it if the context requires it.

Furthermore, the **organisation should show its commitment** to the cause, as if "The way to improve depends on individual needs or responsibilities" (Employee 1), leading to feelings of "No support" (Employee 8), where it should be "Very supportive, both financially and with effort" (Employee 13) and "Very proactive, hoping for better results from employees" (Employee 11). Also, it was mentioned how valuable it is to **establish clear roles and new policies**, as the organisation that won't "Announce or have any serious protocol for forcing the staff to improve their [L2] skills" (Employee 1) may face lower commitment and drive levels.

Organisational Support

Afterwards, there were some indications of a strong desire for the **support of the company**. For instance, provide support to the employees and additional factors to increase their drive, encouraging and pushing them to grow. Also, using the available tools to keep track of the employees' improvements and progress and **optimise the learning budget allocation** must be a priority, as for some, "If my company have extra and enough budget, I hope that it can provide more individual classes" (Employee 7), and also think that "The company has also to ensure the budget is allocated" (Employee 6), or "Dedicate some budget. Maybe this year we need to spend more time and money than last year" (Employee 4).

This relates to the desire for the **promotion or provision of additional or external learning resources**, which may be provided by or external to the company under advertisements, information sharing, or learning content which employees could access on their own. This, alongside the **promotion or provision of activities or courses**, where employees could take the opportunity to use the new language, is something that the company should invest their time in, like promoting external or providing internal activities and courses requiring the new L2 is mentioned. Overall, the organisation should be able to, if not create or organise within, **promote and constantly seek opportunities** for growth and development to share with their members. The sentiment is that the company should never stop seeking new opportunities for its employees.

Learning Environment

A **safe learning environment** was not only mentioned by some of the participants reflecting the RQ1, but also revisited multiple times as a suggestion by the employees, such as "Create a safe atmosphere" (Employee 2), "Using English frequently in a relaxed, non-stressful context feels comfortable" (Employee 10), "To speak English without fear or pressure. Because you can make a mistake, and then everyone will help you to fix the misunderstanding (Employee 1). Additionally, according to the employees, a **smaller learning environment** may also have benefits, alongside language exchange activities, and collaborative learning and support, as there is a need for "Encouragement and support" (Employee 12) and "support when we talk in English" (Employee 4); alongside **mentorship programs or expert supervision during the learning period** as to show financial, practical, and emotional support. Finally, promoting the development of a working community **where collaborative learning and support** are used, where employees are allowed to push each other, learn together, and share the same goals while working towards them together.

L2 Learning Opportunities

The following mentions the importance of **fostering communication opportunities** to develop more confident linguistic delivery, alongside **providing space and moments to practice**, advance, and progress, regardless of whether those are linked to speaking, listening, reading, or writing in the L2. In the first instance, it is considered valuable to help and encourage the employees to get acquainted with the L2 and use it with no fear, trusting their abilities and improvements. Also, provide as many chances as possible for them to use and practice the language, whether it includes "Practice sessions" (Employee 8), listening practices, or maybe "Companies often hold meetings or discussions in English to make it friendly, which encourages team members to speak up more" (Employee 10). The following also indicated how organisations should "Try to find opportunities to practice using it in real work situations" (Employee 2), as the **usage of the L2 in a real-life setting** may impact differently the employees-learners.

The final two points may be less feasible for many, as they are the introduction of "**language exchange partners**" (Employee 11, Employee 13) and **opportunities abroad**. The first endorses the possibility of making use of the linguistic abilities that the company already holds, or it could lean on external platforms with the intent of creating more communication settings, as some "believe that using [the L2] frequently is important for improving communication skills" (Employee 10). While the second supports the idea of promoting, providing opportunities abroad, whether they are "being assigned overseas" (Employee 6), company and business trips, or learning opportunities abroad, some "Think living or travelling abroad will give us [employees] more practice and help build our confidence" (Employee 10).

Monitoring and Feedback

The final two suggestions introduced in Table 4.8 relate to **keeping track of the progress** and proactively giving and providing suggestions to the employees on how to improve and grow. In regard to monitoring the process and subsequent progress is considered important by employees. Also, it was mentioned how "Sparking employees' interest and evaluating them is equally important. This way, the company doesn't have to spend too much money, and employees will spend their own time learning" (Employee 13).

Finally, the ability of a company to **actively provide suggestions** to its employees on how to develop themselves and enhance their skills demonstrates its interest in them, their development, and growth.

Discussion

This third section aims to interpret the findings of both research questions as part of a system, linking relevant literature, and highlighting any contradictions and patterns identified by the researcher. The study analysed the organisational and employee involvement in second language implementation, their perspectives and lays down a general understanding of the change process in action, how it is observed and discerned.

Recurrent Patterns

During the creation of the previous tables and organisation of their respective themes and aggregate dimensions, a few different recurring patterns are essential to highlight.

Overall, these are the main constructs: the central role of employees and tailoring; building a culture of leadership and organisation; focus on evaluation and monitoring; facing linguistic and practical barriers; and learning as a continuous evolutionary process.

Starting from **employees and their central role in the implementation**. There is a recurrence related to approaches to the members of the organisation, who it is implied are the focus of the learning process. Multiple findings feature the importance of building the implementation around the employees which can be adapted, gradual, and self-paced; and, also, considering their capacities, abilities, availabilities, and active participation in the process, which well connects with what Warrick (2023) and Abdul-Nasiru (2024) mentioned in regards to the organisation's ability to face resistance and the employees' change readiness.

Moving to the concept of **building a culture of leadership and organisation**, as the idea of a company culture promoting education, knowledge, adaptability, and individual responsibility is highly visible, all while turning the spotlight on the role of leaders and their value during the changing process in the organisation. As mentioned by Kotter (2007) and presented in Table 2.3 in regards of pitfalls to organisational change, it is important to form a powerful guiding coalition which would proactively guide the change.

Following, there is an evident **focus on the role of evaluations and monitoring**. This pattern includes how a continuous, balanced, and holistic monitoring process should be paired with practical instruments and tools to be carried out, such as feedback, which was mentioned various times during the interviews, alongside the difficulties with it. Additionally, there was a recurrence when mentioning what role certain **practical barriers** play in the implementation of a second language, ranging from limited available time, limited or lack of organisation, lack of clear goals, and employees' resistance, to more psychological and linguistic ones, such as fear of judgment, lack of passion, and no perception of value. There are various factors which influence L2 learning, as it was mentioned by Caldwell-Harris and MacWhinney (2023); thus, the process may be constellated by multiple variables positively and negatively impact it. Finally, it is noticeable how **learning is considered a continuous evolutionary process**, and it involves personal growth, lifelong and ongoing education.

Contradictions

After the analysis of the findings of this study, three main contradictions emerged: the need for a personalised and tailored approach vs. the practicality of it and operational constraints; the need for evaluation vs. the psychological well-being of the employees; and, finally, the strategic importance of knowing an L2 vs. organisations' actual strategic priorities.

Need for a Personalised and Tailored Approach vs. Practicality and Operational Constraints

Although it is very clear how the participants highly valued the possibility of building a personalised approach to the language implementation in their organisation, their responses also showed how certain types of organisational realities, limited capacities or resources, and time constraints make this very difficult to achieve. Additionally, while it is mentioned how more personalised and flexible learning methods are growing, such as online platforms and APPs, there is still a huge barrier created by availability and efficient planning.

Need for Evaluation vs. Psychological Well-being of the Employees

It is possible to highlight how the need for an effective and structured evaluation and monitoring process, which many participants described, may contrast and rival the desire of many for a less stressful and pressured learning environment. It is evident how a lack of balance between the two could generate additional tensions and a lack of efficacy. To this merit, Acedo Domíniguez and Edwards Rokowski (2001) in relation to the book *Linguistic Audit* by Reeves and Wright (1996) can be mentioned, as they disagreed in regard of a perpetual necessity for linguistic ability assessments among the employees.

Strategic Importance of Knowing an L2 vs. Organisations' Actual Strategic Priorities

Finally, while this study highlights the strategic role of foreign languages and the need for a second language in organisations, it is evident that in many organisational realities, this kind of implementation is not seen as a priority. It was possible to notice, however, how the role of the English language is seen by many as an important bridge to create connections with other distant organisations and new knowledge, as it was also mentioned by Harzing (2002), Brown and Duguid (2001), and Talukder & Barner-Rasmussen (2024).

Overall, as mentioned by Mambo (2018), when dealing with language management practices and strategic structure, it is difficult to create something which can satisfy all the parties involved. Thus, this study was essential to understand how, even when common ground between the employees and the company's perspective is identifiable, there is always going to be a slight mismatch or key factors which will influence their respective viewpoints. For this reason, an early assessment of the different standpoints and actual interests and needs is fundamental to move as one.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

This chapter presents the study's conclusion, along with a comprehensive discussion of its implications, limitations, and suggestions for future research.

Conclusions

The findings revealed several key themes and patterns, which were explored in the previous chapter. With this study, it was possible to deepen our knowledge of second language implementations in organisations relying on participants with direct experience on the matter. Subsequently, this led to the emergence of different patterns: the central role of the employees, the importance of building a company culture of leadership and organisation, the position of evaluation and progress monitoring, the existence and perception of practical barriers, and the importance of acknowledging learning as evolutionary and continuous.

Unlike previous studies, this research contributes to the language management field from a different perspective. It did not focus on a method or strategy in particular, for instance, language training or the usage of a lingua franca, but instead deepened the general understanding of a phenomenon that, a lot of times, goes unnoticed or is not considered in the time-consuming dimension of it. Similarly, it did not highlight the learning of a specific foreign language, as it intended to spotlight the general aspects of language learning within the organisation, how it can be obtained and pursued, and how the finish line for this kind of change process is not at the same miles or represented by the same milestone for all parties involved.

Furthermore, the language implementation process was seen from the perspective of the organisation, the perspective of the employees involved, and their additional suggestions are all part of the same change process; they are all essential to understand each layer and segment of second language implementation, as without one of them, there is a lack of complete understanding of the matter and its proceedings.

Company's Perspective

The first RQ intended to investigate the phenomenon of second language implementation from the perspective of the organisation, by gathering information through individuals who oversee that said process or were in the past. From this, it was possible to identify five main dimensions: perceived facilitators, perceived hindrances, motivators, success, and evaluation. They were all essential to define what the most common strategies and methods used are, what is considered a challenging or obstructing factor to it, what led to the implementation, and how organisations can moderate, evaluate, and assess the change in progress and its conclusion. In this context, the previously mentioned patterns can be seen from the organisation's angle.

To answer RQ1, how does an organisation implement a second language? If practically, the findings of this study allowed the collection of multiple strategies, methods, suggestions, and recommendations to do so, whereas, if considered more analytically, to implement a second language, it is essential to consider multiple aspects of the process and not treat it just as a language learning activity. It was mentioned how there are some more efficient and effective ways, and some weak and inadequate ones. However, employees are always at the centre, and it was noticeable how some hindrance factors may find their resolution by following certain strategies or suggestions.

Finally, the most remarkable aspect is related to the concept of success, which was tracked differently for each participant. Curious, for instance, how traditional language proficiency tests, which are commonly known and used in the language learning field, were not mentioned even once. Or how, for some, just a desire to impact their employees' stories and behaviours was intended as important. It was noticeable how the concept of success shifted and was identified as something very much subjective to the company or the people in charge of the implementation, there was not a defined and common answer for when to conclude the implementation or when to deem it successful. Whereas many would consider this inconclusive in other fields of study, in the context of language learning and language implementation this well resonate with the concepts of SLL and SLA previously mentioned, alongside what some participant mentioned as it to be a long-term commitment.

In conclusion, the information collected allows a deeper understanding of the organisation's side of the story. Thus, it was essential to align it with the employees' perceptions to create a complete narrative of the same learning process. Together, they complement each other.

Employees' Perspective

The second RQ intended to investigate the second language implementations from the point of view of employees who are currently undergoing or have undergone this type of process in the past. To answer the questions posed in Chapter I, it is important to notice how their perspective changed drastically according to the participants' sense of being recognised by their organisation, whether it was with the proper amount of needed support or their leaders' assistance and responsibility in their regard. For this reason, opinions were in agreement on what should be given by the organisation to support the employees during this change, but discordant on the actual amount received or perceived.

It was possible to notice some consonance when investigating RQ1 and RQ2's findings; some facilitators and hindrance factors were mentioned by both sets of participants, revealing a sense of accordance in what is needed to efficiently and effectively proceed; however, there were some cases where, even when certain strategies or methods seemed indicated as appropriate approaches by both, such as promoting continuous support or providing additional learning resources, these were not distinguished or identified as actually implemented by the employees. In conclusion, a slight discrepancy exists between what is perceived as good or appropriate and its delivery.

Implications

This study focused on the perceptions related to the organisational change process and language management strategy of second language implementation in the workforce. Overall, implications for organisational leaders, human resources professionals, and employees were identified.

For Organisation Leaders

For the leaders of the organisation, this study shows how support from the organisation plays a pivotal role in the change process, and how it must be perceivable instead of non-existent or unnoticed, and there should be an interest towards the employees' perception of what is being done. This, alongside the strategic allocation of resources, is recommended, which can lead to a cost reduction on different alternative, more expensive LM strategies. Focusing on L2 language implementation could create a competitive advantage, but it is necessary to acknowledge it as a long-term commitment.

Moreover, there should be an interest in building a culture of leadership and collaboration, where employees' knowledge, development, and SMART goals and strategies are highlighted. There should also be an interest in balancing strategic priorities to create a lead to change.

For Human Resources Professionals

These results show how HR practitioners should pay particular attention to what are the main hindrance factors are to an implementation, how important it is to assess limits, and whether a business should build in-house skills or outsource them. There should be an effort in tailoring the process, integrating language learning into L&D strategies, or creating supportive and inclusive culture strategies.

Additionally, there should be an effort in creating stress-aware evaluation or progress monitoring systems, which could be used for multiple implementation processes, not only linguistic ones. Thus, the employees who are involved in the change should be accounted for, their involvement, interest, engagement, and well-being it is valuable and essential to achieve effectiveness and effectively impact their quality of life and work. In conclusion, adopt flexible tools, align the expectations, and promote employees' responsibility and awareness of the change.

Finally, this study shows how employees should be considered and cared for during the implementation process. There should be a more personalised approach, alongside greater support from leadership figures and their organisations. Their central role should be recognised, and they should be provided with more learning opportunities of various natures. Additionally, their emotional well-being and the recognition of the barriers and limitations they encounter should be recognised and accounted for. This type of implementation represents an opportunity for them to develop and work on themselves and could be pivotal for them in the long term.

For Employees

This study, although inadvertently, showed the relationship between learning within an organisation and its employees. Overall, it supports the idea that implementing a second language can only happen when both parties contribute and take part in the process, owning it. After analysing and considering all the findings, it is possible to notice how to the desire of employees to be cared for, supported, and accompanied during their learning process, the organisation replied with a need for them to be accountable.

Thus, this research, while delivering to the organisation the employees' message, their needs and desires, also advocates for employees to embrace the change, own up to it, and put and individual and communal effort. They should take ownership of their own career development and personal growth, being responsible and being the driving force of the change. Overall, see this as an opportunity to feel empowered and acknowledge their abilities and skills.

Research Limitations

Despite the valuable insight, this study has various limitations. In the first instance, as mentioned above in the previous chapters, it also relies on convenience sampling; for this reason, the spectrum of information is limited to the organisational context lived by some of the participants.

Moreover, the language may have represented a barrier to full understanding and transcription of interviews and data. For the research question 2, the questions were administered through a Google Form, which was written in English, and then translated into different idioms according to the reach of the researcher. Also, it was decided to use this form of written interview; thus, the possibility of asking follow-up questions and going more in-depth with this set of participants was null, as they were allowed to write as much or as little as they felt like. Additionally, even considering all the processes of peer and expert reviews, some information may have been lost in translation once they were converted back to English. Similarly, due to different levels of English and Chinese proficiency, some data may have been lost during the transcription process as considered unintelligible by the researcher during the interviews for the RQ1.

Finally, four main languages were used in the study: English, Chinese, Japanese, and Thai. On the one hand, whereas in the written questionnaire, the inclusion and usage of these specific idioms were due to the pool of convenience participants and their native language. On the other hand, the oral interviews could have only been conducted in English or Chinese due to the researcher's own language proficiency; thus, limiting the potential participants to just those who are proficient in these two idioms.

Suggestions for Future Studies

Overall, this study allows for multiple future additions and dimensions. There are three main directions which could be exploited and considered: possible research directions, change in scope or methodology, and the development of guidelines or a checklist.

Possible Future Research Directions

Future research could explore second language implementation under the same circumstances, but with a broader spectrum of participants coming from multiple organisations to gather a deeper knowledge of it. Additionally, the possibility of interviewing the participants in their native idioms should be considered, as this would allow them to express themselves more freely and with familiarity. Collecting data using just oral interviews could be considered to compensate for this issue, as it would allow for follow-up questions.

Additionally, building on the current findings, new research questions emerge. For instance, how do the employees' perceptions of organisational support influence their engagement and success in second language implementations, and what indicators could be developed to measure the success of second language implementations beyond language proficiency tests?

Methodological Considerations for Future Research

Future research could decide to consider different methodologies and approaches. For instance, there could be a focus solely on one of the two perspectives by selecting a bigger sample of employees or individuals responsible for the process. On the same line, contemplate an individual organisation with a longitudinal case study, following the change process from the beginning to the end, or investigating a multiple case study would be interesting.

Moreover, there could be a shift towards a quantitative or mixed-method approach. For instance, the possibility of assessing the FLA, change readiness, and motivation levels in the employees involved in the language implementation process could be very valuable, as it would allow for identifying whether there is a real difference between traditional foreign language learners and employee language learners' levels.

Developing Practical Tools

Future studies may benefit from this research as a tool to develop a set of guidelines or a checklist which a company could follow to implement a second language, such as the one which was created by Reeves and Wright (1996) for organisational communication needs, the checklist developed by Kaliisa et al. (2023) for planning, designing, implementing and evaluating learning analytics dashboards, or the development of guidelines for the implementation of sustainable enterprise resource planning systems by Chofreh et al. (2020). This could include the three phases developed by Lewin used in this study, and both perspectives alongside the suggestions to set benchmarks, a to-do list, prerequisites or directions, while collecting a list of resources or suggestions which the organisation could implement.

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APPENDIX A: Perceived Best Methods and Strategies Themes

First-order Themes	Second-order categories	Aggregate dimensions
Implementation of the L2 as an official communication language.	Introduction of the new L2 as an official company setting	Introduction of new language policies
Implementation of the L2 as a professional language.		
Implementation of the L2 as the official written language.	Standardisation of the new L2 usage in the company	
Implementation of the L2 in verbal and professional interactions.		
Create a supportive learning environment.	Build a positive and supportive learning environment	Build and tailor an inclusive, positive, and open learning environment
Create an inclusive and open learning environment.		
Build an open and safe learning environment.		
Create a culture of positive reinforcement aligned with their learning paths.		
Promote an open communication environment.	Foster a supportive learning environment	
Let employees find their learning comfort zone.		
Guided learning environment	Promote and guide a collaborative and engaging learning culture	
Collaborative learning environment		
Create an engaging and interactive learning environment.		
Choose the type of learning environment which best fits the employees you have.	Tailor your learning structure to your employees' characteristics and their current linguistic abilities	
Customise the learning environment according to the different L2 proficiencies.		
Gradual and progressive learning process.	Promote gradual and progressive learning	Gradual and self-paced learning progression
Start gradually with easy and accessible activities.		
Learning at employees' convenience.	Promote a self-paced learning system	
Self-paced and structured learning.		
"So, first, we try to put pressure, not too much"	Introduce a steady and gradual change	
Small periodic activities, such as check-ins, can help gradually introduce the L2 in a more comfortable manner.		

First-order Themes	Second-order categories	Aggregate dimensions
Ongoing system of feedback.	Dynamic feedback system: shaped and re-shaped, aiming at self-improvement	Feedback as a redefinition and enrichment tool
Shape and re-shape the learning process based on employees' feedback.		
Provide opportunities for feedback and support for the language learning process.	Feedback as a tool for providing learning support	
Encourage personal responsibility in personal learning and development.	Uphold personal accountability for individual development	Employees' ownership and accountability
Encourage L2 learning as a personal responsibility.		
Encourage self-directed learning.	Encourage autonomy and ownership of the process	
Encourage individual goal setting.		
Provide suggestions for individualised learning paths.	Focus the learning content on the individual	Adaptable learning
Create customizable learning content.		
Provide suggestions for personalised and individual learning methods.		
Offer the opportunity for more customised learning.		
Adaptable learning approaches.		
Consider non-mandatory approaches.	Promote voluntary and informal learning approaches	Build a balanced, structured learning approach
Informal practice encourages employees' participation.		
Create a relaxed and fun approach to the learning process.		
A lack of mandatory training or an implementation strategy may be counterproductive.	Implement with a more structured approach	
Create a structured implementation plan.		
"I think the strategy, in the future, is to learn seriously"		
The new L2 is essential for the company's growth.	L2's importance	Strategic importance of the L2
There is an unavoidable shift toward AI-assisted technology and linguistic competitiveness.	Market and technological advancements for increased linguistic competitiveness	
There is an increased demand for the L2 in the job market.		

First-order Themes	Second-order categories	Aggregate dimensions
Allow those in leadership positions to set the example for the other employees.	Foster a community of positive influencers for personal learning and development	Nourishment of a growth mindset
Find ways to set the example for your employees.		
Make learning the L2 open through examples and adaptability.		
“I work with people who have better English than I”	Peer-to-peer learning	
Language learning from colleagues.		
Promote a positive learning company culture.	Build a growth-oriented environment	
Promote positive reinforcement.		
Promote supporting learning relationships.	Collaborative learning	
Promote collaborative learning.		
Skill improvement through collaboration.		
Encourage sharing resources.	Promote knowledge and resource sharing	
Promote knowledge sharing.		
Implementation of the L2 with Online Platforms (OPs).	Online Platform	Online Learning Platforms
OPs are flexible and adaptable.	Online learning provides flexibility and self-paced learning approaches	
Online learning has flexibility in learning time and schedule		
Online learning is self-paced learning.		
OPs allow flexible participation.	Online learning fosters accessibility and flexibility	
Online learning allows on-demand access to learning resources.		
“It’s not required for them to do the learning during or after work; they can progress how they see fit”		
Create engaging and varied online learning experiences.	Online learning fosters multiple learning approaches	
OP provides online classes, including directing conversation with the teacher.		
Once online learning is chosen as a method, it is important to maintain, improve, and adapt it to employees' development.	Ongoing redefinition and adaptation of the chosen method	Human-centred learning method implementation
Online learning allows employees to use their non-work time to learn.	Consider work-life balance in the implementation process	

First-order Themes	Second-order categories	Aggregate dimensions
Encourage employees' development and growth.	Promote talent development	Company culture
Align employees' development with the company's goals.	Promote goal setting	
Align language skills requirements to the development of company goals.		
Highlight the importance of the company's culture, leaders, and goals.	Alignment of the company's goals, leaders, culture, and investment strategies	
The company's investments in development.		
Consider the employees' satisfaction with the current learning methods.	Employees' satisfaction	Employees' perceptions and involvement
Consider employees' satisfaction with the learning process.		
Consider employees' perceived usefulness of the L2 process.	Perceived usefulness and impact of the learning.	
Assess the method or strategy chosen for its effectiveness.		
Consider the impact of the L2 learning process method on the employees.		
Assess the employees' interest and motivation toward the learning process.	Employees' motivation	
Assess the employees' motivation levels in regards to the L2.		
Employees' willingness to use the language will lead to improvements.	Employees general willingness	
Employees' voluntary participation and willingness to try.		
Consider the levels of employees' active participation in the implementation activities.	Employees' engagement and active involvement	
Consider employees' engagement in and with the learning process.		

First-order Themes	Second-order categories	Aggregate dimensions
Consider the relevance of the L2 learning to the employees.	Learning relevant content	Learning content
Allow them to learn the most useful part of the language, which they can use in many contexts.		
Learning material is relevant to the job position.		
Have a focus on practicality.	Content practicability	
Lead employees to the realisation of the L2's usefulness.	Immediately implementable content	
Choose learning content with immediate application.		
Use external language learning programs.	Integrate external resources	Use of internal and external learning resources
Integrate language learning with external learning resources.		
Integrate formal education with learning provided by the company.		
Provide on-demand access to the learning resources.	Accessible and internal learning resources	
Provide internal learning resources and support.		
Set group learning and collaborative discussions.	Collaborative and guided sharing discussions	Sharing sessions harbouring the new language
Promote the opportunity to share their feelings about the process and the language, such as with sharing sessions.		
Promote the usage of the L2 in daily life interactions and discussions.	Foster a fertile environment for the L2	
Surround the employees with the L2.		
Match each employee's language proficiency and availability with their working schedule and responsibilities.	Align learning with realistic capacity and needs	Facilitate practical and cultural learning
Provide the opportunity to participate in working projects that include the new L2.	Encourage practical work experience with the new language	
Allow employees to gain practical work experience where the L2 is required.		
Provide the opportunity to explore a new country related to the L2.	Create language learning and cultural learning opportunities	
Offer a variety of cultural learning opportunities.		

First-order Themes	Second-order categories	Aggregate dimensions
Set structured learning with trainer guidance.	Provide guided learning sessions	Guided learning sessions
Provide host-facilitated training sessions.		
The role of the internal host must be considered.	Internal host's responsibilities	
The role of the internal host must promote a rotating responsibility.		
Practical and periodical learning activities.	Practice makes 'perfect'	Introduce new consistent routines
Provide opportunities to practice.		
Make every situation an opportunity to practice.		
Integrate the L2 into the employees' routine	Incorporate L2 learning into the employees' routine	
Cross-cultural meetings with other branches.		
Integrate the L2 into meetings.		
Employees' communication, sharing, and practical use of the L2 are effective strategies.	Effective use and integration of the L2	
Contextual usage of the language.		
Consistent practice and continuous learning.		
Start the implementation with the employees' needs assessment process.	Needs assessment	Assess Learning Needs
Identify and address the learning gaps.		
Tailor the company-provided learning opportunities to the needs assessment process.	Tailor the change to the needs	
Classroom-based learning creates different new learning and interaction.	Classroom-based learning dynamics	Anonymous classroom-based
Consider an anonymous classroom-based environment.	Anonymous participation is a solution for foreign language classroom-based anxiety (FLCA)	
An anonymous classroom-based environment can be a solution to the high level of language anxiety and fear of judgment of the employees.		

First-order Themes	Second-order categories	Aggregate dimensions
Build employees' confidence.	Employees' confidence in using the language	Employees' fear of judgment and lack of confidence
"I think the most effective strategy we use is 'just use it!' and 'just speak'"		
Help the employees reduce their fear of judgment.	Employees' fear of judgment	
"A strategy is 'Don't be afraid!'"		
Promote the idea of not refusing a new opportunity just for fear.	Foster an environment where employees can challenge themselves and improve without being afraid of making mistakes	
Pass the idea that it's okay to make some mistakes when learning.		
Reduce barriers and obstacles to learning.	Reduce hindrances to learning	Healthy and accessible learning
"We try to reduce the barriers and obstacles"		
The implementation of the L2 may challenge employees' ability to work and become a work challenge.	Promote a healthy workload-learning balance	
Overcoming work-related challenges sprang from the implementation.		
Learning within the company.	Organisational learning strategies and investment	
"I think one of the strategies is that we have to try"		
If the company were to care more about the employees, it would implement more expensive strategies.		
Share additional learning information about the language that may meet the employees' interests (music, content, books, videos, …)	Approach based on employees' interests	Interest-based approach
"It's easier if the content catches their interest"		
Find something in the language which can spark their interest.		
If they find something interesting, it's more likely that they will have an interest in learning.		
Hire and include native or fluent speakers in the workplace.	Integrate native or fluent speakers in the environment	Immersive and responsive environment
Include a native or fluent speaker in the practice or learning sessions.		
Correct mistakes immediately.	Promote real-time corrections.	

First-order Themes	Second-order categories	Aggregate dimensions
Inside quests.	Promote the introduction of small quests or activities to practice	Real-life quests
“Fun and not too serious. Not too squeezed. Not too pressured”		
During company trips, introduce L2-related quests.	Make the most of every opportunity to practice	
Host conversation sessions.	Create a close, safe environment to practice the language orally	Conversation session
Fun language speaking activities (ice breakers, games, …).	Provide fun activities to practice	
All aspects of language proficiency are important for different reasons and useful in different ways.	Language proficiency can be considered a well-rounded and useful skill	Language proficiency for effective communication
Language learning is related to cultural understanding.	Consider aspects external to the proficiency (cultural understanding, polite communication style)	
Learn the language’s polite talk and how to recognise the signs.		
Sometimes, speaking in one language or another can slightly change the perception of the message.	Always remember about misunderstandings and misinterpretations in the L2.	
Importance of listening and comprehension abilities.		
Learn how the language works in context.	In-context usage of the language	
Focus on multiple aspects of the language (daily usage, work context, grammar).		
“Confidence is key”	Encourage the usage of the language inside and outside the company	Employees’ confidence and empowerment
Employees may find the usage of the L2 more comfortable outside the workplace.		
Reach the point where the employees share their learning experiences of their own will.	Employees’ ownership of their learning process	

APPENDIX B: Perceived Obstacles and Challenges Themes

First-order Themes	Second-order categories	Aggregate dimensions
There are many time constraints.	Employees’ availability	Time constraint
“But the main reason is that we are very busy and don't have time”		
“I don't have time to learn”.	Employees’ inability to find time to practice	
“If I think it's very important, I think I can find the time to practice”		
“How I manage my free time”.	Employees’ time management	
“Time is the key”		
Employees’ lack of motivation toward the learning process.	Employees’ lack of motivation	Lack of employees’ passion
Employees’ low levels of general motivation.		
No evaluation method can result in lower levels of commitment and interest in the change process.	Employees’ lack of general interest	
Employees’ general interest towards the process may vary.		
Employees’ inconsistency towards the process.	Employees’ lack of commitment	
Employees’ irregular attendance.		
Employees’ lack of commitment to the learning process.		
Lack of proper evaluation criteria.	Lack of a proper evaluation system	Find the most appropriate evaluation method
No evaluation method can present lower levels of commitment and interest in the change process.		
Use an overly informal evaluation method.	Find the balance between formal and informal evaluation	
A more formal and serious evaluation method can stress the employees.		
Struggle to initiate the implementation process due to the employees’ different levels of language proficiency and linguistic abilities.	Tailor the initial phase of the implementation to the current employees’ abilities	Build an employee-based implementation
Implementing a learning method or strategy tailored to each employee’s skill, ability, and learning style.		
Employees’ language proficiency levels.	Consider each employee’s initial skills and abilities	
Employees’ language learning abilities.		

First-order Themes	Second-order categories	Aggregate dimensions
There is a schedule inconsistency between trainers and learners.	Find an opportune and feasible learning schedule	Assess the actual employees' capacity and availability
Find a matching schedule availability.		
The implementation schedule may influence the employees' working schedule.	Don't hinder employees' working schedule	
"No 'power' to make conversation again"		
Employees' stress levels when using the L2 due to their consciousness of their proficiency.	Employees' levels of anxiety and stress when using the L2	Employees' self-consciousness of the L2
Employees' feelings of anxiety and nervousness when dealing with the new L2.		
"We are good at grammar, and we are good at reading and writing, but when talking about conversation or oral skills, we're less confident. Yes. Even though I'm chatting with you now, I'm still very nervous because I'm still using the wrong grammar".		
Employees' fear of judgment for the usage of the L2 outside the company.	Employees' fear of judgment for their proficiency	
Employees' fear of judgment for the usage of the L2 inside the company.		
Employees worry about the external perceptions of their linguistic abilities.	Employees' consciousness of others' perception of their linguistic abilities	
Employees fear being considered unprofessional when using the L2 at work.		
"Being afraid of mistakes".		
Lack of dedicated professionals in charge of the implementation.	Lack of a general proper organisation	
Lack of dedicated organisers for the learning process.		
Selection of content which can be perceived as useful by the employees	Employees' ability to choose preferred content	
Selection of the most appropriate learning content to maintain the interest of the employees in the learning process.		
Implementing a learning method or strategy which can be tailored to each employee.	Select versatile methods and strategies	Build a customisable learning process
Employees' language proficiency levels.	Consider employees' individual learning profiles	
Employees' language learning abilities.		

First-order Themes	Second-order categories	Aggregate dimensions
Employees struggle to use the L2 in their everyday lives.	Struggle with L2's on a daily basis	Barriers to L2 mastery
"Real" application of the knowledge in the workplace.		
Employees struggle with the in-work context usage of the new language, alongside the fear of looking unprofessional when using it.		
Understanding of linguistic and culturally related considerations related to the L2.	Lack of a clear understanding of the language and its culturally related aspects	
Proper usage of the L2 in context.		
Lack of proper understanding of language use.	Lack of proper command of language	
Employees struggle due to the linguistic difficulties related to the L2.		
Lack of clear organisational goals for the implementation.	Organisational goals	Lack of clear goals for the implementation
Employees' lack of personal goals.	Employee's goals	
The employees don't perceive the value in the implementation.	Employees are ignorant of the potential benefits of the implementation	Employees' perception of implementation value
"You see that 'oh, this is value for them?', what value for them, what's in it for them?"		
"I think that if the people or the staff don't buy in or don't see what the value for them is, about how to improve their English language or English proficiency. I think there is no point."		
The employees have no positive feelings about the implementation.	Employees have an aversion to or are indifferent to the implementation	
Employees' lack of interest in the L2.		
The company doesn't provide an adequate support system for the learners.	Lack of an appropriate support system	Lack of a proper L2-usage culture
Lack of opportunities to use the new L2 in the working context.	Lack of opportunities to use the L2	
"We don't have the chance to use English so much".		
Employees' struggles due to the learning context.	Difficulty in creating an L2 immersive environment	
"It's hard to hire someone to join the company this good in English".		

First-order Themes	Second-order categories	Aggregate dimensions
Employees' resistance to the implementation.	Employees' use of circumvention strategies	Employees' resistance
Employees adopt avoidance methods to not comply with the new linguistic policy requirements or learning methods		
"They even ask us if any app or AI tools can do the translation... Translate directly in the meeting. They ask us to find any sources like this. They don't want to learn, but they want to seek the tools to help them."		
Employees use avoidance strategies to evade compliance with the new linguistic policy by asking subordinates to do certain tasks.	Employees' reluctance	
"So most of the time, they will ask the younger senior, younger managers to do the report."		

APPENDIX C: Evaluation Themes

First-order Themes	Second-order categories	Aggregate dimensions
"It's not easy to find a way to evaluate the progress"	Find the most appropriate and feasible way to measure progress effectively	Evaluation hindrances
It's difficult to find the most appropriate evaluation approach.		
Methods or records to track your improvements.	Lack of adequate and realistic assessment tools	
Self-evaluation proficiency assessment.		
Difficulty in evaluation based on the language proficiency levels only.		
"I think English proficiency is not just a measure of quantity"	The progress is difficult to quantify	
"It's difficult to quantify"		
It's difficult to quantify the progress		
Evaluation is important until it isn't, and it becomes a source of stress and anxiety for the employees.	Balancing evaluation pressure and employees' well-being	
"I think the evaluation may be forced or make them feel stressed".		
Cons of evaluation: pressure on the employees.		
"Evaluation is a must"	Is there a need for an assessment?	
The evaluation phase is important.		
Assess the need for an evaluation process.		
If the situation requires so, the evaluation can just be passive and adequate to the current situation of the employee	Weight the formal and informal assessment approaches	
Consider informal assessments and create a more relaxed learning environment.		
Informal evaluations have no evaluation pressures, but it has their downsides.		
When the evaluation is informal, it is more difficult to keep track of it.		
Lack of trust in more formal methods of evaluation.	Lack of structured assessment approaches	
Time constraints and a lack of a more structured evaluation system.		
No formal tools are available to evaluate the progress.		
No formal structure or process.		

First-order Themes	Second-order categories	Aggregate dimensions
"You assess now, to improve the next project"	Gradual improvements	Progress is a gradual and increasing force
Day-by-day improvement.		
Periodical and gradual tests for assessment of the improvements.	Periodical assessments	
Periodical evaluation after the completion of a certain number of classes.		
456	Evaluation Method 456	Holistic Learning Assessments
1 Reaction: how participants feel about the training. "You have to engage"		
2 Learning: What skills do you gain?		
3 Behaviour: how the knowledge is applied.		
4 Results: What are the outcomes achieved by the organisation		
Model 70-20-10	Model 70-20-10	
70% experiential learning: "Individuals obtain 70% of their knowledge from job-related experiences"		
20% social learning: "20% from interactions with others"		
10% formal learning: "10% from formal educational events"		
Be aware of the employees' progress.	Celebrating achievements and growth	Informed achievement culture
Promote a culture where achievements are celebrated.		
Positive learning reinforcements.		
Communicate about the progress and be aware of it.		
"To know what's going on, what's better, what still is the area of improvement."	Informed and conscious growth process	
Struggle to improve further after a certain point.		
Measure the progress to know where they can improve		
"If you know where you are, then you can decide how to practice"		

First-order Themes	Second-order categories	Aggregate dimensions
Create a set of assessment criteria		
Set evaluation-related measures.		
Set evaluation criteria.		
Implement a set of deadlines during the learning program.	Criteria or target-setting	
Set up a learning schedule with appropriate evaluation measures.		SMART goal setting
Set individual and company goals.		
Set implementation-related goals.		
Introduce evaluation, pre-determined steps or periodical goals.	Personal and company goal setting	
Adopt weekly requirements leading to the final goal.		
The evaluation is important “because I think you should know what level you have at the moment”		
“I think the evaluation is a real help for the learner”.		
“If you have a test, you are more willing to prepare for it”	Evaluation has a positive turn-up for the learners	
It can increase commitment and participation.		Evaluation benefits
“I think it is important and makes the learner better”		
The evaluation is an improvement from the old version.	The evaluation process is a refining tool	
“This is the way to improve the training”.		

First-order Themes	Second-order categories	Aggregate dimensions
Use assignments as an evaluation tool.	Practical assessment tools	Assessment tools
Assess the employees' language levels.		
Use external school modules and measurements provided by the external training resource.		
Language proficiency (WSLR) assessment.		
Use the comparison approach by comparing the employees' skills over time.	Reoccurring observation as an assessment tool	
Daily observations		
Observation is followed by giving new opportunities to the employees according to their improvements.		
Informal observations.		
Informal evaluation methods of observation.		
Observation of improvement as a tool.		
Peer review.	Feedback as an assessment tool	
Expert review.		
Personalised feedback.		
Feedback includes areas of improvement and strengths.		
Feedback as an assessment tool.		
Group feedback assessment method.		
Host evaluation can lead to live feedback.		
Assess employees' engagement levels over time.	Behavioural change as an assessment tool	
Assess the change in employees' behaviour as an evaluation method.		
Notice the moment when employees start to adapt to the change and are more willing to try.		
Notice what changed for the employee after the implementation.		
Assessment of the impact of the implementation on the employees.		
Consider training retention levels.	Employees' training, retention, and knowledge sharing as an assessment tool	
"They also use the language they've learned to contribute more to the work environment"		
Employees share about the learning experience, also outside of work.		

APPENDIX C: Success Themes

First-order Themes	Second-order categories	Aggregate dimensions
The employees find the L2 useful and can see the usefulness of the learning process.	Employees recognise the benefits	Employees' transformation
The employees find the immediate practical usage of the L2 during the learning process.		
There is a feeling of being able to use the L2 "right away".		
There has been a change in the employees' perspectives.	Change in employees' mindset and behaviour	
"I think it's a success because I can change their mindset or change their behaviour a little bit, they are not afraid to speak anymore."		
Employees are increasingly engaged in the learning process.	Employees' engagement in the process	
"You have to engage the people, I mean the people who are students or who are the participants. They need to get engaged about the program".		
There is a behavioural change in the employees' attitude.	Employees' transformative and sharing attitude	
The employees who are part of the implementation share their progress and their new skills on their own initiative.		
"I think more of the story that the participants or the staff talked about themself after they learned or improved their English".		
Employees do not resort to shortcuts when it comes to L2 usage at work.	Employees rising self-reliance	Create a climate of autonomy and accountability
"When the supervisors [learners] don't request younger staff to translate their reports [for them]".		
"And they say that their life is better, they can do their work better, they can connect to people better".	Positive impact on work performance	
Employees work better.		

First-order Themes	Second-order categories	Aggregate dimensions
There is a new overall sense of accomplishment among employees.	Employees' sense of accomplishment	Employees' personal development and empowerment
"When they record, they speak in Chinese, which gives a sense of accomplishment."		
Employees' confident usage of the L2.	Employees' rising confidence	
There is an increase in employees' confidence levels in real-life situations.		
"They also use the language they've learned to contribute more to the company"		
Employees show lower levels of anxiety when using the L2.	Employees' shift to a positive outlook	
Employees transition from negative to positive feelings.		
Employees are more willing to try and improve.	Employees' readiness	
Employees are willing to adapt to the change.		
Employees are willing to try.		
"I feel that this is really useful for them, and they have a sense of accomplishment, which defines the success of foreign language learning."	Employees' recognition of their newly acquired abilities	
Employees can use what they learned right away.		
Employees are aware of their improvements.		
There has been a change in the employees' abilities.	Employees' development	Employees' abilities evolution
Record of ongoing individual progress.		
Employees' improved fluency.	Employees' linguistic advancements	
Employees' evident linguistic improvements.		
Employee services' level and degree of improvement.	Employees' general skills and progressive advancement	
Employees show gradual and progressive improvements.		

First-order Themes	Second-order categories	Aggregate dimensions
Reach a previously established goal.	Reach clearly established objectives and goals	Clear objectives attainment
"You set goals for your people or set a goal for the company"		
A lack of clear and established criteria or goals can become an obstacle to progress.		
Clear communication about the progress to the employees can make them aware of their improvements, increasing their commitment.		
Follow a set of KPIs to use as guidelines.	Meet personal and company criteria	
Meet the criteria that the company previously established.		
"I have some private KPIs for me and us".		
Meet the criteria that the employees created for themselves.		
The implementation has a positive impact on employees' lives.	Positive impact on employees' lives	Meaningful contribution to employees' stories
"Which is difficult to quantify. […], but it should be the impact of the story and mention how they develop from the first stop - I mean, the first start of their point, not compare [themselves] to others".		
The implementation has a positive impact on the other employees and the people surrounding the learners.	Positive impact on employees' communities and customers	
There is an improvement in customer feedback.		
Learning has no deadline.	Learning has no finish line	
Continuous learning		
The implementation may have a deadline, but an individual learning process doesn't.		

First-order Themes	Second-order categories	Aggregate dimensions
"They can talk to this and they can have more opportunities, they can talk to many people, they can communicate about their ideas to other people in other branches, like for the customers or even for the foreigners".	New work opportunities arising	The company's growth and quality improvement
The implementation creates new work opportunities.		
The company's service level and degree of improvement increase.	The company's continuous improvement of quality and customer reach	
The implementation has expanded the market reach for new customers.		
The company is able to provide new services.		
The head of the program feels accomplished with the progress made		
The quantity and the quality of the change.	The quality of the change	
"So, I think the number of stories, the quality of the stories".		

APPENDIX E: Implementation Motivators Themes

First-order Themes	Second-order categories	Aggregate dimensions
Nowadays, most of the knowledge is in English.	English is the language of up-to-date knowledge.	Business language.
Knowledge provided in English is more accessible and broader.		
"Update your knowledge with material which is just available in the other language".		
Reading documents or papers from other companies whose official language is English can be a challenge when you don't have the skills.	English is the new business language for many organisations.	
Access to new information about the company market pool.		
New tools are available in other languages.		
The company needs to improve its English for a new project that requires the language.	The L2 becomes a bridge between companies.	
The additional language is important because it can help when dealing with external companies.		

First-order Themes	Second-order categories	Aggregate dimensions
The company's objective is different from the Employee's objective.	New development goals.	Internal driving forces.
The new company situation led to the necessity to improve the higher management's English skills.		
The company is growing.		
The interest of company in penetrating a new market.	New organisational goals.	
Language skills development company's goal.		
There is an aim to improve the company's skills to improve the company's reach and market.		
Employees want to learn the language to apply it to their working context.	Empower your employees.	
Enable them to contribute more to the company.		
Improve the employees' job skills.		
The new goal is to improve their English skills.		
Some people in the company are pushing for growth.		
"What's the value for them, what's in it for them?"		
"What's in it for the employee?"		
A change in the official language.	A new forced language setting in the company.	
A new multilingual work environment.		
The language chosen is close to the working environment.		
There is also an interest in improving the official language for companies where public speaking is essential.	Enhance the employees' communication abilities.	
"Most of them will say they want to improve their speaking and English skills".		

First-order Themes	Second-order categories	Aggregate dimensions
Chance to increase the company's income.	Monetary incentives.	External driving forces.
If they provide services in English, they can increase the fees.		
"English is basically for [the new CEO] and globalisation."	Globalisation.	
With globalisation, English is more important.		
External demand.	New customer reach.	
Foreign clients, business trips, emails, and small talks.		
Increase the number of foreign customers.		
Clients' new requirements.		
Get more clients in the future.		
All for scaling up some impacts of our work and increasing opportunities.	The L2 will provide new opportunities for the parties involved.	
Interest in future work opportunities.		
"It's an opportunity, a new opportunity coming to us".		
It's a growing process, the natural evolution of the new opportunities provided by the market.		
New opportunities.		
New work opportunities and abilities/skills.		
Pass a job opportunity due to a lack of proper linguistic abilities.		
"I think that it's very cheap when compared to like twenty years ago"	Affordable learning.	
Knowledge is not as expensive as in the past.		

APPENDIX F: Suggestions from Managers Themes

First-order Themes	Second-order categories	Aggregate dimensions
Show that the company values the employees' development.	Show your interest in the employees' growth.	The company supports and invests in its members.
"So, if we had more interest in the employees, maybe they would have more energy to improve".		
"If the company offers this benefit, I would feel that the company truly values the skills and future development of its employees"	Implement learning reward systems.	
Implementation of a learning reward program to study (scholarship programs).		
Learning compensation packages.		
Implement reward methods (improvements lead to promotion or benefit)		
Promote employees' empowerment.	Support your employees' self-development and commitment to their growth.	
"So, I think that my advice and my suggestion, it's kind of like the mindset of the people, of the staff, that you need to have a lifelong mindset."		
Set your personal goals.		
"Now there are more opportunities, so the employees should be proactive and commit to their development".		
Self-invest to develop yourself.		

First-order Themes	Second-order categories	Aggregate dimensions
"You know a window, that when you open the window, you have more opportunities".	Foster learning opportunities.	Continuous company support.
Promote new learning opportunities.		
"And maybe we can give them a time just to learn, like online learning time. Mhmm. Don't take personal leaves, but you give them study leaves so they can learn".	Create or promote internal and external learning.	
"I highly recommend that every company give their employees the opportunity to learn a foreign language because".		
Enhance company value by offering the opportunity.		
Create opportunities to let employees study more.		
Allow the employees to use the language and practice.	Foster "casual" learning.	
"If it's not like a lesson in class, it may give different feelings".		
Learning and improving yourself doesn't have to be too official.		
Include fluent or native speakers in the learning context.	Create your learning environment.	
"It doesn't mean you have to put money to study, but you can practice by talking with friends, or even start to read, find some Apps, and set the environment to speaking".		
Foster a fun and chill learning environment.		
Set a good environment.		
Language APPs.	Share additional and pertinent learning windows.	
Language podcasts.		
Learning material in context with the job positions.		

First-order Themes	Second-order categories	Aggregate dimensions
Language priority assessment to choose the language.	Initial L2 need and selection.	Initial language needs assessment and LM strategy.
Set an official language.		
Set an official language with its rules and policies.	Official language and company policies.	
Rules and policies which might encourage the usage of the language.		
New higher hiring requirements.	Assess your current hiring requirements.	
If the company hires someone with the skills, there is no need to invest more.		
“I think we should offer more resources to employees”.	Assess your learning investment abilities.	
Consider investment costs.		
“More money and resources could create better opportunities”.		
“Normally, the company will not invest in that budget, and they invest more in other things, about thinking skills, about presentation skills, about AI models”.		

APPENDIX F: Employees' Perspective Themes

First-order Themes	Second-order categories	Aggregate dimensions
"Nowadays, most of the work involves English"	Employees understand the value of learning an L2	General Obstacles
"The learning is important"		
"It doesn't mean that I don't want to be good in English, but I don't have enough energy for practising"	Time management	
Personal time management		
There is no energy to learn after working hours		
Busy working schedules	Schedule conflict	
Conflicts between learning and work schedule		
Different skills among colleagues	Different proficiency levels among employees	
Employees have different proficiency levels, so they can't learn from each other		
Difficult to understand coworkers		
Having other employees (classmates) with different proficiency levels could hinder your process		
"I still feel unsure"	Low confidence levels when using the L2	
Lack of confidence		
Lack of confidence in the language use		
Lack of timely learning	Badly timed implementations	
Introduce the new L2 in advance before moving to a branch abroad		
"Formal learning began after being assigned to work overseas"		
"I think I must take so much time to used to it"	Learning is a long-term commitment	
"Learning a language is not easy and takes a long time"		
Learning needs time		
Learning is a long-term commitment		
Lack of opportunities to use the language at work makes the learning process less compulsory	Lack of opportunities to use the L2	
"When we didn't use it and then we would forget how to use this language"		
"Our company use Thai as be main language for communicating"		
Struggle to get opportunities to speak		
It's difficult to ask colleagues for help or support in the learning process	Lack of collaboration and peer support	
No support		
Having other employees with lower commitment levels can hinder your learning process		
Struggle to use the L2 in work-related matters	Discrepancies between book knowledge and "street" knowledge	
The gap between what is learned in class and the actual meeting situation		
The selection of where to study, such as language schools or a private one	Selection of the most appropriate method if given the choice	
Select the most appropriate method for the individual		
The company is concerned with its command of language during work	The company's expectations	
Lack of fluent or native speakers in the environment	Lack of L2 in the environment	

First-order Themes	Second-order categories	Aggregate dimensions
L2 speaking	L2's spoken spontaneous communication	L2-related Linguistic Obstacles
"The actual spoken expression is difficult"		
Be able to convey a correct message in the L2		
Sentence structure		
Creating sentences according to grammar	L2's grammar	
Grammar is a big obstacle		
"I think the grammar is the hardest part to remember and study"		
Lack of vocabulary	L2's vocabulary	
"There are still many words that I don't know"		
"I'm unable to think of the right words"		
New vocabulary		
L2 accents make the learning more difficult	L2's linguistic-related challenges	
Obstacles related to linguistic skills		
A multilingual environment.	Promote a multilingual climate	L2 Learning Environment
"My boss's English is much better than his Chinese, and he always encourages us"		
Different official languages.		
An environment where fluent and native colleagues provide support	Promote a collaborative learning climate	
Encouragement and support		
"Encourage each other"		
Learn from employees who are native or fluent speakers		
An environment free of judgment	An environment free of mockery and judgment	
"No judge, no rule, every mistake is a new curve of learning"		
An environment where there is no prevarication and no mockery		
Create an experimental environment free of fear and pressure	Avoid creating stressful learning environments	
"English frequently in a relaxed, non-stressful context feels comfortable"		
"Fun learning"		
Friendly environment		
Alternating with real-world usage in the field/work with clients.	L2-immersive learning climates	
Get to practice the language in a native context		
Immersive learning opportunities		

First-order Themes	Second-order categories	Aggregate dimensions
1 to 1 class	Consider an individual or a group learning approach	Perceived-effective Methods
Small group or one-on-one teaching environment.		
Group classes		
Actual interaction with foreigners	Interactions with native colleagues or foreigners	
Interactions with foreign colleagues force an improvement		
"Many interactions with American colleagues at work, which forces faster-reading progress"		
Receive feedback from fluent or native speakers	Language exchange partners within the organisation	
Language exchange partners		
Use the L2 with other employees		
Consistent practice and usage of the L2	Gradual and consistent implementation of the L2 in the employees' routine	
Initial implementation of easier activities		
Check-in activities at the beginning of meetings in the L2		
Start easily and proceed from there		
Regular application of language in work	Gradual and consistent implementation of the L2 in the employees' working environment	
"Using the language in actual work"		
"Do English activities together as a team"	Promote collaborative learning	
Learn together with your colleagues		
Peer correction and openness to improvement		
Practice the language as a team while also concentrating on the individual level.		
"Create a fixed learning schedule that won't get cancelled at the last minute"	Create a fixed long-term learning routine or schedule	
"English learning should be long-term, continuous and customised for different people"		
Use a long-term and continuous approach		
"If we have to join the course, it forces us to lock the specific time to learn"		
External learning institutions	Provide a budget for classes at an external language centre	
Group classes at a language school.		
Local language centre.		
"Have the first month solely focused on language learning"	Provide the employees with the opportunity to focus on their learning	
Set a period to focus solely on language learning		
Allow employees to focus on language learning		
Learning courses (online and in person)	Consider online or in-person learning approaches	
Usage of digital tools and resources		
Online classes	Online classes: flexible and adaptable	
"Tutor ABC is a good program"		
Online courses are more effective		
Online courses are more flexible and adaptable to the individual		

First-order Themes	Second-order categories	Aggregate dimensions
Sharing past employees' learning methods "It would be interesting to know more about the learning experience of other employees who have already undergone the learning process"	Promote L2 learning experience-sharing opportunities	Perceived-effective Methods
Provide a fixed learning allowance "I appreciated the ability to decide how to learn within the budget" Opportunity to choose the learning method, within a budget	Learning methods' freedom of choice within an allocated budget	
"The company offers various learning courses, both in-person and online" Different learning approaches are available.	Multiple learning platforms are available	
Simulated meeting scenario training	Simulated language training	
Promote the learning of something interest-based	Promotion of interest-based content	
Take into consideration all employees' needs and customise the learning approach	Initial needs analysis to set the learning path	
A higher budget to learn the language before being assigned overseas Provide learning bonuses	Invest in learning and provide learning incentives	
Create requirements Implement tests or deadlines for employees to focus on learning	Implement learning targets and requirements	Suggestions from the Employees
Promote encouragement The company hopes for employees' improvement "Too much personal responsibility towards learning - no company support" The company wants to help you improve to face future challenges The company should push the employees to continue studying	The organisation provides support and learning drive	
The company should set clear goals Establishing clear goals "I feel that it is important for the company to set clear goals"	Establish clear goals	
Evaluating the progress is important	Keep track of the progress	
You save more money if the employees spend their time learning Very supportive, both financially and with effort. Good budget allocation "The only solution is to restore personal resources" "The company could provide a more appropriate budget"	Optimised and learning-dedicated budget allocation	
Have a good mentor in the learning process Provide a course or a coach Support formal language learning with guidance from teachers or experts	Provide mentorship or support from experts during the learning process	
Individual class instead of a group class	Provide smaller learning environments	
Language exchange programs "More opportunities for communication"	Introduce language exchange programs	

First-order Themes	Second-order categories	Aggregate dimensions
Lack of contribution from managers and colleagues	Promote collaborative learning and support	Suggestions from the Employees
Other colleagues take the initiative (have enough courage) to use the L2		
Participate in activities together		
Promote communication	Provide confident communication in the L2 opportunities	
Help the employees feel more confident in their abilities		
Encourage employees to speak more		
How to encourage people to speak with no fear		
Provide practice opportunities	Provide opportunities to practice	
Provide more listening practice		
The company provides friendly opportunities to practice		
Provide more practice sessions		
Provide time for practice		
Good resources provided by the company	Provide or promote additional or external learning resources	
Provide cultural or support activities		
Provide material to improve the listening abilities		
The company could find external resources to improve the learning process		
Provide additional learning content		
The company could help arrange fixed times for study	Set a fixed learning schedule or time	
Schedule the time to practice		
Provide learning courses	Promote or provide learning activities or courses	
Promote activities which require the L2		
The company always look for new opportunities	Seek new opportunities for your employees	
The company should provide appropriate courses for the staff		
Try to find opportunities to practice using it in real work situations	Provide opportunities to use the L2 in the work setting	
The company promote an open and free-of-fear learning environment	Implement a safe learning environment	
Collaborate to create a safe atmosphere		
Living or travelling abroad	Promote opportunity abroad if you can	
Be able to provide suggestions on how to further improve the process	Actively provide suggestions on how to further improve and grow	
The company's proactive attitude		
The company is interested and supportive		
Focus your efforts and resources during the implementation	If necessary, make the implementation a priority and act accordingly	
The implementation is not the company's first priority		
The company wants to fit the global language standards		
Lack of serious company policy	Establish clear roles and new policies	
Identify who has the responsibility and the leadership in the process		
“I felt the company was quite supportive”	Show your commitment	
“At the moment, I have to say that No!”		

APPENDIX G: Consent Form

Dear Participants,

My name is Silvia Iannaccone, an MBA student at the National Taiwan Normal University's Graduate Institute of International Human Resource Development. I am currently conducting a study on second language implementation within businesses, investigating the phenomenon from the dual perspective of employees and companies.

These semi-structured interviews will allow a deeper understanding of language implementations, focusing specifically on the most appropriate methods and strategies and perceived obstacles and challenges to the implementation process. During the interview, you will be asked a series of questions about your personal experience as a professional with pertinent professional knowledge. It will last around 45 minutes and will include a set of questions and potential follow-up questions when necessary. Moreover, the interview will be audio-recorded to allow a following transcription of the data collected.

Rest assured that your participation in this study is completely confidential. Your responses will be used solely for academic purposes, and no recordings will be shared with any third party. If you have any questions about this study or the interview process, please feel free to contact me via email at silvi.ianna86@gmail.com.

Thank you for your time, your participation is deeply appreciated.

Best regards,

National Taiwan Normal University

Graduate Institute of International Human Resource Development

Graduate Student: Silvia Iannaccone

Advisor: Wei-Wen Chang, Ph.D.

APPENDIX H: RQ2 Interview Questionnaire Items' Translations

Section I: Demographic and Linguistic Profile

English	Thai	Chinese	Japanese
Name	ชื่อ	名字	お名前(英語表記)をご記入ください
Gender	เพศ	性別	性別をお選びください
Your job position	ตำแหน่งงานของท่าน	您的職位	現在の職位を教えてください。(例：マネージャー、アシスタント、エグゼクティブなど）
The country in which the company is located.	ประเทศที่บริษัทตั้งอยู่	您所屬公司所在的國家。	会社が所在する国をお知らせください
Your native language.	ภาษาแม่	您的母語。	あなたの母国語を教えてください
Which language are you learning through your company?	ท่านกำลังเรียนภาษาอะไร ผ่านบริษัทของท่าน?	您正在通過公司學習哪種語言？	あなた会社で学んでいる言語を教えてください
How long have you been learning it with your company? (in months)	ท่านเรียนภาษานี้กับบริษัทของท่านมานานแค่ไหนแล้ว? (โปรดระบุเป็นจำนวนเดือน)	您在公司學習這門語言有多久了？（以月為單位）	会社でこの言語を学んでいる期間は何ヶ月ですか？（月単位で）
How would you rate your general proficiency in that language?	ท่านจะประเมินความสามารถในภาษานั้นของท่านในปัจจุบันอย่างไร?	您如何評價自己在該語言的總體熟練度？	先ほどの質問に関して、この言語の一般的な習熟度をどのように評価しますか？
Rate your proficiency in this foreign language.	ประเมินความสามารถของท่านในภาษาต่างประเทศนี้	請評價您在這門外語的熟練度。	先ほどの質問に関して、この外国語の習熟度を評価してください。
How would you rate your overall experience with learning a second language within this company?	ท่านจะประเมินประสบการณ์โดยรวมของท่านในการเรียนภาษาที่สองภายในบริษัทนี้อย่างไร?	您會如何評價在這家公司學習第二語言的整體經驗？	あなたはこの会社で第二言語を学んだ経験について、どう評価しますか？

Section II: Learning Process

English	Thai	Chinese	Japanese
What specific challenges or obstacles have you faced while learning a second language in the context of your work here?	ท่านเคยพบกับความท้าทายหรืออุปสรรคใดบ้างในการเรียนภาษาที่สองในบริบทของการทำงานที่นี่?	您在這裡工作時，學習第二語言過程中遇到了哪些具體的挑戰或障礙？	この職場で第二言語を学ぶ際に直面した具体的な課題や障害について、具体的にお聞かせいただけますか？
To what extent do you feel the company supports you in overcoming these challenges? What improvements, if any, could be made?	ท่านรู้สึกว่าบริษัทสนับสนุนท่านในการเอาชนะความท้าทายเหล่านี้มากน้อยแค่ไหน? มีการปรับปรุงรูปแบบใดที่สามารถทำได้บ้างหรือไม่?	您覺得公司在幫助您克服這些挑戰方面的支持程度如何？有哪些改進措施（如果有的話）會建議公司？	これらの課題を克服するために、会社のサポートはどの程度効果的だと感じますか？改善すべき点があれば教えてください。
Are there any aspects of language learning that you find particularly difficult?	มีจุดไหนของการเรียนภาษาที่ท่านพบว่าเข้าใจยากเป็นพิเศษหรือไม่?	在語言學習的過程中，有哪些方面是您覺得特別困難的？	言語学習の中で、特に難しいと感じる点はありますか？
What methods or resources have you found most effective for learning a second language within the company?	วิธีการหรือทรัพยากรใดที่ท่านพบว่าได้ผลดีที่สุดในการเรียนภาษาที่สองภายในบริษัท?	您認為哪些方法或資源對於在公司內學習第二語言最有效？	会社内で第二言語を学ぶにおいて、特に効果的だった方法やリソースは何ですか？
How do your colleagues or managers contribute to your language learning process?	เพื่อนร่วมงานหรือผู้จัดการของท่านมีส่วนช่วยในกระบวนการเรียนภาษาของคุณอย่างไร?	您的同事或主管於您第二語言學習過程中有做何種協助？	同僚やマネージャーは、あなたの言語学習にどのようにサポートしていますか？
What types of learning environments do you believe would best support employees?	สภาพแวดล้อมการเรียนแบบใดที่ท่านคิดว่าจะสนับสนุนพนักงานได้ดีที่สุด?	您認為哪種類型的學習環境最能有效支持員工學習第二語言？	従業員の言語学習をサポートするために、どのような学習環境が最適だと思いますか？
How would you describe the company's attitude toward second language learning?	ท่านจะอธิบายทัศนคติของบริษัทที่มีต่อการเรียนภาษาที่สองอย่างไร?	您會如何形容公司對於員工第二語言學習的態度？	現在の職場での第二言語学習に対する会社の取り組みについて、どのように感じていますか？
What additional resources or changes would you recommend to better support employees in their language-learning journey?	ท่านจะแนะนำทรัพยากรเพิ่มเติมหรือการเปลี่ยนแปลงใดเพื่อสนับสนุนพนักงานในการเรียนรู้ภาษาของพวกเขาได้ดียิ่งขึ้น?	您會建議公司提供哪些額外的資源或進行哪些改變，以便更好地支持員工學習第二語言？	従業員の言語学習をより効果的にサポートするために、どのような追加のリソースや改善点を提案しますか？