MIDLANDS STATE UNIVERSITY

FACULTY OF COMMERCE

GRADUATE SCHOOL OF BUSINESS LEADERSHIP

THE EFFECT OF RELYING ON ONE LINGUA FRANCA IN ENGAGING IN
EFFECTIVE GLOBAL ONLINE INTERNATIONAL TRADE

BY

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A Research Project Submitted to the Midlands State University (MSU) Graduate School of Business Leadership (GSBL) in partial fulfilment of the requirements for the Postgraduate Degree of Commerce, Executive Master in Business Administration (EMBA)

October, 2014

Gweru, Zimbabwe

i

RELEASE FORM

NAME OF AUTHOR: Fanuel Silver Kusedyo (R135782T)

TITLE OF PROJECT: The Effect of Relying On One Lingua Franca in Engaging In Effective Global Online International Trade

PROGRAMME FOR WHICH   Executive Masters in Business Administration

PROJECT WAS PRESENTED: (EMBA)

YEAR GRANTED: 2014

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"The Effect of Relying On One Lingua Franca in Engaging In Effective Global Online International Trade"

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DEDICATION

<u>**English   (Version)**</u>

This research is dedicated to my wife Alice and our children Nyasha, Natasha and Sasha for their endurance and patience during my entire EMBA study period. I hope this inspires them to aim even higher in future.

<u>**Portuguese**</u>

Esta pesquisa é dedicado à minha esposa Alice e os nossos filhos Nyasha, Natasha e Sasha para a sua resistência e paciência durante todo o período de estudo EMBA. Espero que isso inspira-los a apontar ainda maior no futuro.

<u>**French**</u>

Cette recherche est dédié à ma femme Alice et nos enfants Nyasha, Natasha et Sasha pour leur endurance et leur patience au cours de la période d'étude EMBA entier. J'espère que cela les incite à viser encore plus haut à l'avenir.

<u>**Spanish**</u>

Esta investigación está dedicado a mi esposa Alice y nuestros hijos Nyasha, Natasha y Sasha por su perseverancia y paciencia durante todo el período de estudio EMBA. Espero que esto los inspira para apuntar aún más alto en el futuro.

<u>**Mandarin (Chinese)**</u>

本研究是献给我的妻子爱丽丝和我们的孩子Nyasha，娜塔莎和萨莎他们在整个EMBA课程学习期间的耐力和耐心。我希望这也激发他们的目标，即使在将来更高。

ACKNOWLEDGEMENTS

Abstract

The focus of the study was to challenge the continued dominance of English as a Lingua Franca, which is what (Lanvers, 2011) termed as the hegemony of English. The background of the study is that this is the 21st century whereby the traditional trade barriers caused by geographical locations have been eliminated due to technology. The internet has come a long way to alleviate the communication barrier, however the diversity of world languages still remain as a challenge. This study assessed the existing languages used for international trade in Zimbabwe, to find out how locals embraced language and cultural diversity and inclusion. The objectives of the study were to come up with recommendation for a language policy as well as recommend the best time or age to introduce foreign language learning in the country. Zimbabwe has sixteen official languages; however English appears to be the only language used for online international trade despite the fact that statistics reveal that only 27% of the global internet searches are generated by English speakers The content to searchers ratio for English is 203%, implying that there currently is too much English content online, whereas 73% of the searches are not even looking for English content. The literature review featured people like Clark, Needley and Bada who advocated and maintained that English is the global language for trade as well as views from Holmqvist and Vaerenberg who strongly opposed this position. The literature attempted to find out if similar researches were done on Zimbabwe, and found that all the prior researches done on languages originated from faculties of arts, humanities and linguistic and were premised on issues about minority languages discrimination and not from the dimension of how languages impact business, as languages should be an integral part of the business school curriculum. The study managed to articulate all its objectives, came up with some recommendations on how to address them. A qualitative research design approach was used and a survey was adopted. The study population was 325, made up of students studying foreign languages at four of the major language centres in Harare. The sample used amounted to 100 respondents and the response rate was 86%. The triangulation method was used by studying the people learning language as well as a control group which consisted of ordinary people and business people. Interviews, observations, questionnaires and documentary analysis were used to elicit information pertaining to effects of being monolingual and benefits of being multi lingual. The research finding were analyzed in line with the objectives and SPSS data analysis and excel software were used. The results were presented in the form of tables, charts and descriptive analysis. The findings established that most Zimbabweans are in fact bilingual and trilingual however most of the second or third languages are not International Lingua Francas. Very few Zimbabwean appreciate the power of having a foreign language on their website so as to tap on the vast market of foreigners who are out there searching for our goods. The study recommends the introduction of global Lingua Francas to the academic curriculum as well as the policies to encourage the use of multiple languages especially on websites so as to enable the access of untapped international markets. A recommendation of an area for further study was made on the feasibility of skills export to non English speaking countries, given the fact that Zimbabweans are highly skilled and their movement into the *Diaspora* is mainly to English speaking countries due to issues of communication.

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CHAPTER 1

INTRODUCTION

1.1   Introduction

This chapter highlights how the various technologies in general and the internet in particular has revolutionised the way business is carried out. It also portrays the challenges that hinder business people from fully participating on the online global business arena to engage in business across the whole world due to barriers of communication arising from languages.

1.2   Background to the study

The world over, during this 21st century, technological breakthroughs such as the invention of aeroplanes for easier transport and the internet for communication have enabled people from diverse locations to engage in international business. Distance and geographical location is no longer a barrier to international trade. However according to (Prof. Foreman-Peck, 2012) lack of understanding of various languages and culture in some cases still pauses as a barrier to trade

According a report by (Ethnologue, 2013), there are 227 countries in the world and over 7100 languages spoken. However, the world's top ten spoken languages in terms of the number of countries they are officially spoken are the following; English spoken in 67 countries, French, 34, Arabic 25, Spanish 21, Portuguese 11, Russian, 11, Italian 8, German 7, Chinese 6 and Kiswahili 5 countries. No language covers over 60% of the world on its own. However a well calculated combination of at least three or four languages might cover over 90% of the globe, and moreover according (Aviation Africa, 2010) the knowledge of only four Lingua Francas will cover the whole of Africa.

Researches done by (W3Tech, 2014) have shown that up to 55% of the content on the internet is written in English language. However, (Internet World Stats, 2014) carried a similar research which indicated that only 27% of the internet users or internet searches according to data collected from search engines are in English, or originated by English speakers. This works out to a content to searches ratio of 203.7% implying that there is twice; as much content as there are searches of content in English. In trying to reach out to

the international market using English only; therefore it is evident that Zimbabwe could be missing out on some vast opportunities of international trade.

The table below show the languages which have too much content as well as those which are still highly in demand in terms of searches due to having less content than searches.

Table 1: 1 Internet Content Vs Searches - Languages Gap Analysis 2014

Language	Percentage of Web Content	Percentage of searches originated in the language	Content to Search Ratio	Gap (G) or Saturation (S)
English	55.0%	27.0%	203.7%	-103.70% (S)
Chinese (Mandarin)	2.9%	25.0%	11.6%	88.40% (G)
Spanish	4.8%	8.0%	60.0%	40.00% (G)
Japanese	5.1%	5.0%	102.0%	-2.00% (S)
Portuguese	2.4%	4.0%	60.0%	40.00% (G)
German	6.1%	4.0%	152.5%	-52.50% (S)
Arabic	0.8%	3.0%	26.7%	73.30% (G)
French	4.1%	3.0%	136.7%	-36.70% (S)
Russian	5.7%	3.0%	190.0%	-90.00% (S)
Korean	0.5%	2.0%	25.0%	75.00% (G)
Others	12.6%	16.0%	78.8%	21.20% (G)

Sources: (W3Tech, 2014) & (Internet World Stats, 2014)

English is often viewed as the global Lingua Franca, hence English speakers usually develop a complacence in the need to learn other languages and they view it as a duty of non English speakers to learn English and not vice versa. There is a need to conscientize English speakers which include Zimbabweans of the vastness of world languages and the short comings of relying on one language to reach out to the whole globe in international trade. Even looking only at a local level in Zimbabwe one finds that speakers of Shona, which is a language dialect used by the majority in the country, do not make an effort to understand Ndebele language, as they perceive that the onus of learning the other party's language rests on the Ndebele and not vice versa.

In business, demand and supply factors can only be ignored at one's own peril. When the demand of a commodity is less than the supply, it means that the value or price of the commodity would have to go down. Zimbabweans are therefore relying on English content online to reach out to a global market whose demand for English content is much less than the supply of the content English content. The graph below shows in "green" all the internet languages whose content is still less than the demand and in "red" all the major lingua francas whose demand is less than the available online content.
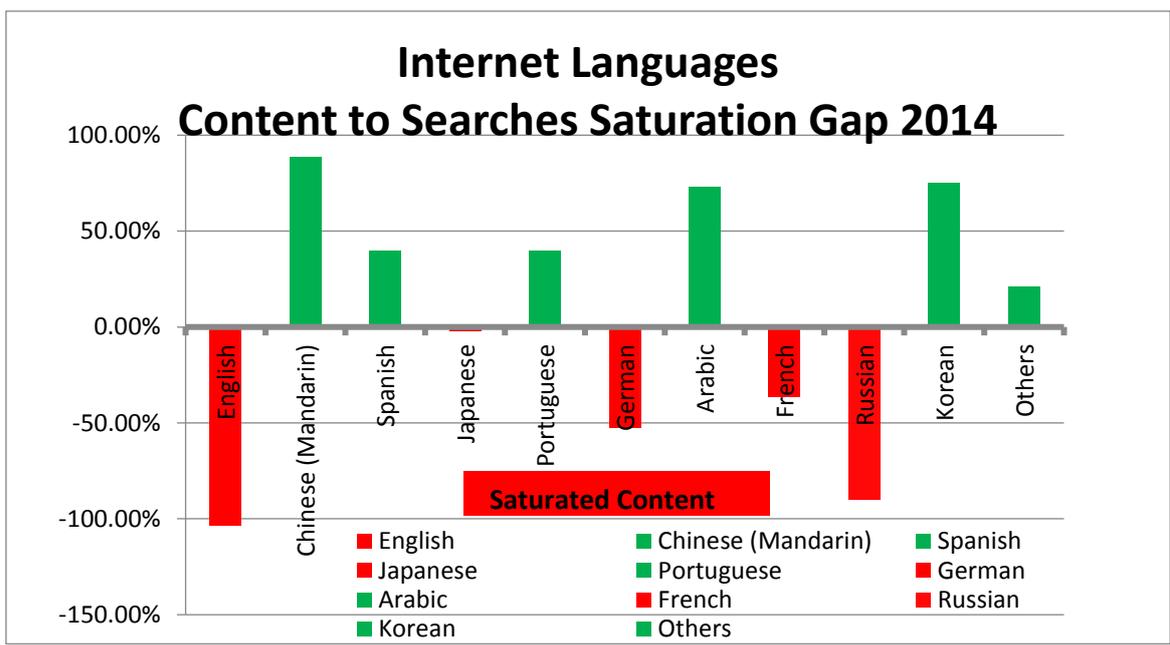
Figure 1: 1 Internet Content to Searches Gap

Source: (Language Connect, 2014)

Zimbabwe, due to its colonial history uses English as its official language of trade. English is a Lingua Franca, however it does not cover 100% of the world, and also as illustrated by the graph above there is 103% more English content on the web than there are searches. According to (Zimbabwe Tourism Authority, 2013), and as illustrated by the table and graph below, it is noted that most of the increase in tourist arrivals were from Asia and Europe and would speak various languages despite the fact that Zimbabweans are only proficient with English, Shona and Ndebele.
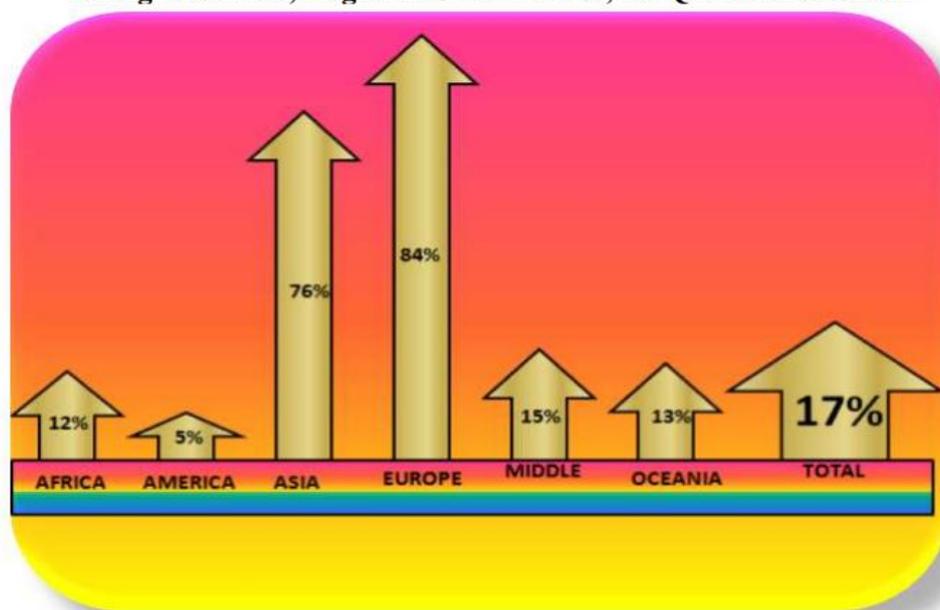
Figure 1: 2 Zimbabwe Tourism Statistics

Source; (Zimbabwe Tourism Authority, 2013)

Therefore to be effective in international trade there is a need to look at all the continents and ensure that their language is covered. The failure by Zimbabweans to adopt other Non English languages to engage in online international trade is detrimental as other people may understand English, but to gain their trust but it helps if you understand their language as (Mandela, n.d.) said, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language that goes to his heart."

1.3   Problem Statement

Zimbabweans have allowed the perception that English was the ONLY global Lingua Franca to limit them on appreciating, learning and using other languages for international trade. Although the intensive submission by (Dr. Zivenge, et al., 2010) successfully managed to introduce linguistic diversity in Zimbabwe, resulting in the new constitution having sixteen official languages as mentioned by (Maseko & Moyo, 2013), out of the sixteen languages accepted in Zimbabwe only English was a Ligua Franca, and the rest of Africa's Lingua Francas spoken by the Francophones, Lusophone, Arabophone and Hispanophone were omitted. Relying only on English promoted what (Lanvers, 2011) referred to as the hegemony of English, which was a threat to global diversity and inclusion. Therefore the extent to which Zimbabweans was emotionally reaching out to

connect to the rest of Africa in particular and the rest of the world in general, through international trade was not enough.

1.4 Research objectives

o To explore the extent to which the Zimbabwean business people have exposure to other non English languages and culture

o To establish the challenge to international trade that lack of other non English lingua franca have

o To establish the ideal time of introducing other languages into the academic or business studies curriculum

o To recommend a foreign language policy to promote multi linguaism

1.5 Research questions

o Apart from your mother languages, and English what other international language do you know?

o What value of trade have you lost due to your lack of mastery in a language of a market of non English speakers?

o When is the best time to introduce other languages into the academic or business studies curricula?

o What can be done to encourage the taking up of foreign languages?

1.6   Significance of the study

The study tried to make business executives appreciate and understand the importance of knowing foreign languages for use in international trade.

To theory

Studies by (Viriri, 2003; Maseko & Moyo, 2013) have been done on the conservation of minority languages, from a Linguistic and Cultural heritage perspective, however, very little studies have been done, from a Business and Commerce perspective on the effect of languages on international trade, and this study enhanced this dimension to the existing body of knowledge.

To practice

This study enlightened business executives to enable them to focus their international trade efforts also to the non English speaking markets and make a difference. This reduced barriers to effective communication, for the purpose of engaging in business. This was also in line with the look east policy being advocated for by the Zimbabwean government.

1.7   Delimitation

1.7.1   Time scope

The period of study was the five years from 2010 to 2014 which depicted the latest trends about the research objectives.

1.7.2   Geographical scope

The study was done on people living in Harare, on their exposure to the online international market, and their use of foreign languages.

1.7.3   Methodology scope

The study was in the form of a survey on people studying languages and an adoption of triangulation was used by getting views from other ordinary people in Harare. Questionnaires, observation and interviews were used for data collection. A balanced combination of quantitative and qualitative methods was employed to explore the meaning of changing trends in line with global international business market.

1.7.4   Theory scope

The study was done on the factors that affect the adoption and motivation to study foreign languages as it relate to business. The international languages studied in depth were the following; Mandarin Chinese, Spanish, French, Arabic and Portuguese as these were the main Lingua Francas in Africa.

1.8   Conceptual framework

Language played a pivotal role, in the understanding of foreign markets' culture, taste preferences, laws & regulations, as well as economic situation of the market, leading to growth in trade. This was due to increased trust and confidence of the foreign customers and suppliers.
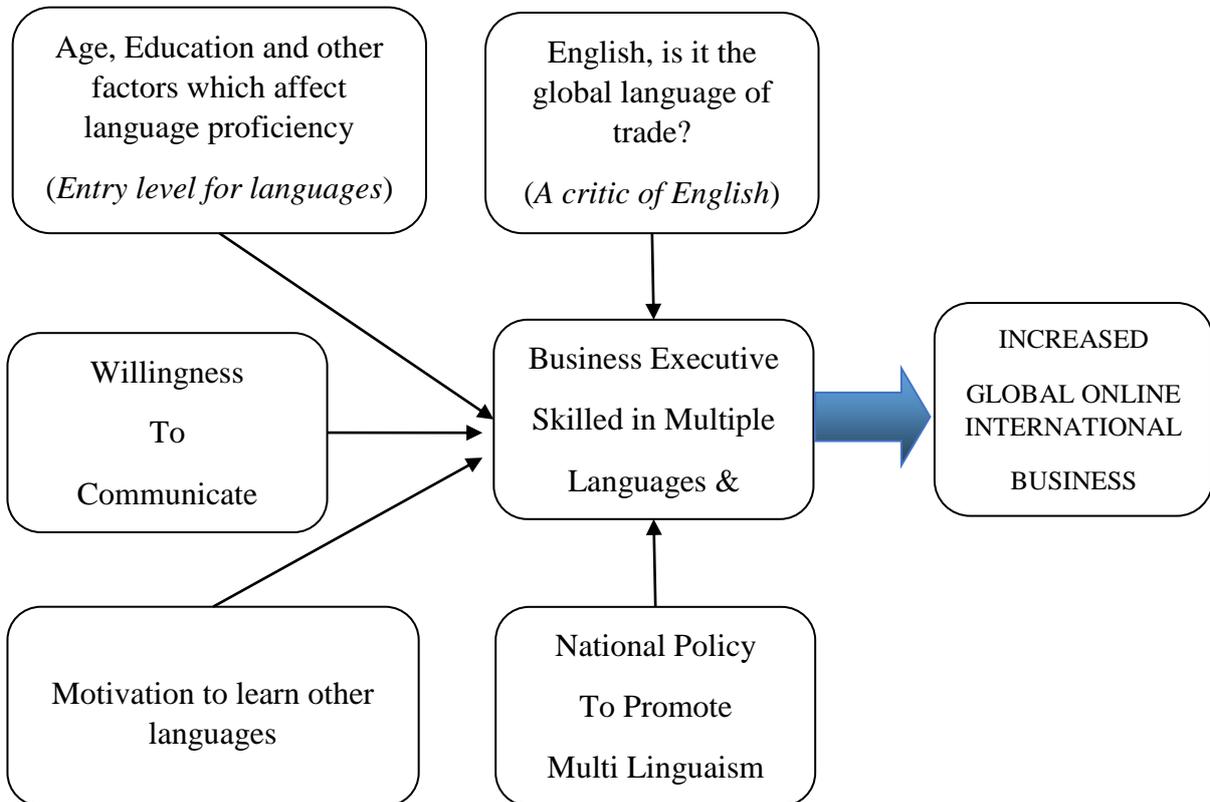
Figure 1: 3 Conceptual Framework

Source: (Research Survey, 2014)

1.9   Limitations

1.9.1   Questionnaire

The limitation was that some questionnaires were not returned.

To mitigate against the effect of this the number of questionnaires issues was increased.

1.9.2   Respondents fear for their confidentially

Some respondents' resisted providing truthful information for fear of losing some potential business opportunities.

To mitigate against this the respondents were assured that their identities were treated with the strictest confidence and the research was for academic purposed only.

1.10   Definition of terms and acronyms

o **Hegemony** – political or cultural dominance or authority over others.

o **ICT** - Information and communication technology

o **Ethnology** - Is the branch of anthropology that compares and analyzes the characteristics of different peoples and the relationship between them

o **A Lingua franca –** is a language that is used to cut across language barrier between people of different nations, tribes or races

o **Bi Lingual -** ability to understand and speak two languages, for example French and Portuguese

o **Tri Lingual -** ability to understand and speak three languages, for example English, Mandarin and Spanish

o **Anglophone** - a term used for English-speaking states

o **Arabophone** - a term used for Arab-speaking states

o **Francophone** - a term used for French-speaking states

o **Germanophone or Teutophone** - a term used for German-speaking

o **Hellenophone**   - a term used for Greek-speaking

o **Hispanophone** - a term used for Spanish-speaking states

o **Italophone** - a term used for Italian-speaking states

o **Lusophone** - a term used for Portuguese-speaking (this is also in Portuguese known as **PALOP** - *Países Africanos de Oficial Portugues)*

o **Russophone** - a term used for Russian-speaking

o **Sinophone** - a term used for Chinese-speaking

1.11   Chapter summary

The chapter highlighted the background to the study, problem statement, research objectives and research questions, significance of study, delimitation, conceptual framework and limitations. The next chapter will examine the existing literature with a view to unravel and gain a deeper of the value of foreign languages and effect of relying on one lingua franca on international trade.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

The chapter will examine the literature as depicted on the conceptual framework shown in 1.8 in chapter one and other theoretical literature applicable to the research study. The purpose of this literature review is to establish the extent to which business people are making a conscious effort to engage in business as all round local and as global citizens (Lagos, 2010; Pfister, 2010).

This is based on the extent to which people are willing to communicate with other people from the various parts of the world by intentionally reaching through learning their languages. The study will also review any previous work which was already done in Zimbabwe in the area if it is available and bring out any gaps that can be filled to enhance the repository of knowledge in this matter.

2.2.1   English; the Global Language?

This study seeks to ascertain if there is any one language available which can be given the "official global language" status. By the term "official global," it means that all the people in the world will be expected to learn this language as it will be the official business language of the world. Any two different nationals with different native languages would have to engage in business only using the "official global" language if there is one. The study seeks to find out if there is a genuine willingness to communicate in the both parties if one party only expects the other to learn their language and not vice versa.

According to (Clark, 2012; Needley, 2013; Genç & Bada, 2010), English language is the global language for business. Therefore this study seeks to establish whether it is sound to conclude that the knowledge of English language alone is enough to penetrate business markets across the globe. There are various writers who disagree with the above assertion like (Van Vaerenbergh & Holmqvist, 2013) who are non-English natives and summed off their disagreement by saying you must, "Speak my language if you want money" in their own study. The researcher notes that the study done by Van Vaernberg and Holmqvest was for tipping behaviour in hotels and restaurants where waiters who served guests in their native languages were given more tips. This is also supported by Nelson Mandela (n.d.) who said that a person's native language has a way of communicating to the heart as

opposed to the head. Another supporter of this opinion is (Holmqvist, 2011) who also says that consumers would prefer to be communicated with in their own native language. In Zimbabwe according to (Maseko & Moyo, 2013) on their study of the Tonga language, which is one of the sixteen official languages of the country, a people's language has an effect of restoring its pride and culture.

The internet has become a very important tool in the proliferation of international business. However with the internet having been invented by English man Tim Berner-Lee as postulated by (Van de Hiel & Jacobs, 2013), hence it is only natural that the English language had a head start in internet content presence in terms of number of originated searches. However due to the world diversity, the other languages are now catching up as English generated searches were 80% in 1997 but they have gone down to 27% of the global searches.

Percentage Internet Searches by Language Trends
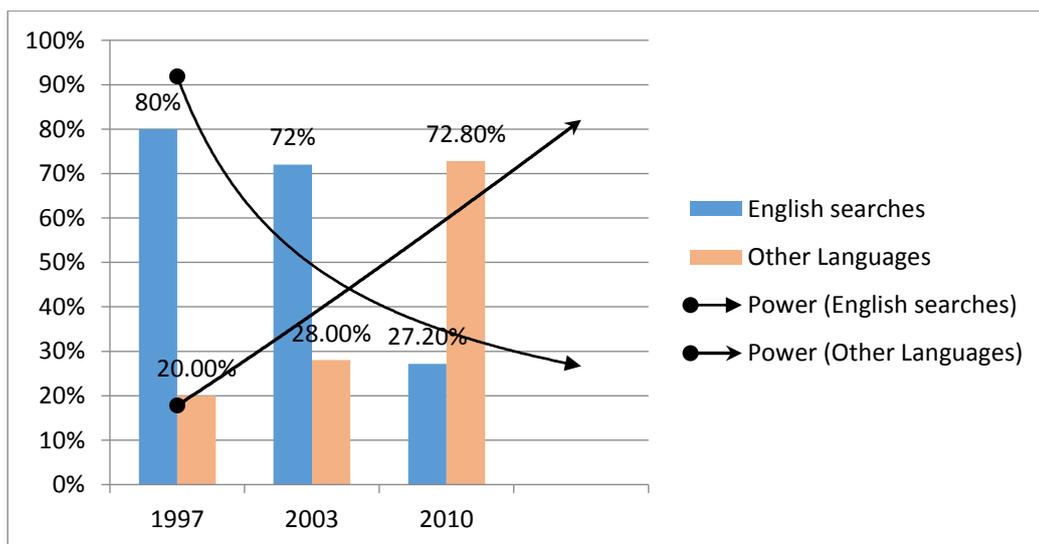
Figure 2: 1 Percentage Searches by Language Trends

Sources; (Language Connect, 2014; Research Survey, 2014)

The graph above indicates the rate at which English language originated searches are declining over the years, as well as indicate the rate at which searches in other languages are increasing. This researcher feels that this is evidence that the head start that the English language had as the global leader on the online arena is fast being eroded as natural osmosis of languages take place to correct the imbalance of searches to content. Eventually the equilibrium of content to searchers per language will be reached, however, until that time; there will be a competitive advantage in focusing on the unsaturated languages.

2.2.2 Lost in translation

According to (Blenkinsopp & Pajouh, 2010) they argued that even though English language is to be deemed the official business language for the whole wide world, there will still be a need to learn other languages. This researcher has noted that according to Blenkinsopp most translations done during their case study resulted in a certain degree of a loss of the original meaning. Blenkinsopp studied several words which did not have an exact equivalent in English. Some of such untranslatable words were *guanxi* a Mandarin word and *przykros* a Polish just to mention a few. The two words given as examples above have very important cultural meanings in their countries. This study will outline the business implication; from a strategic perspective of the loss of meaning and highlight any available financial implications. The various translators asked by (Blenkinsopp & Pajouh, 2010) about how they treat such words as *guanxi* said that their strategy in most cases is to avoid them. This results in a certain degree of loss of original meaning.

This study will further bring out the dangers of placing business reliance on translations models which are premised on the notion of English being the only Lingua Franca. This researcher feels that possibly at certain times there is a need for triangulation even in translations, as one view point would not be sufficient. Furthermore according to (Gordon & Schuda, 2012) there are some inherently close languages like Portuguese and Spanish or Korean and Mandarin hence translating both these languages into English for the purpose of concluding business deals in the "official" English language would result in unnecessary loss of meaning. In such a case it would be beneficial for the Portuguese and Spanish speaker to simply learn each other's languages, as their languages are closer to each other than they are to English. This therefore defeats the notion that English language is a panacea to solving the barriers to effective communication arising from languages differences.

2.3 Appreciation of Global International Trade

It is now an undisputed fact that the world has now become one global village, and the study will further highlight that even a person from a highly "English" continent would still have a need to deal directly or indirectly with someone in another language. In their book, "The global you," (Bloch & Whitely, 2010) postulated that being global is now inevitable and they gave an analogy that, on a typical day one English man wakes up at the sound alarm of a watch made in Japan, brews some coffee from a pot made in China, and shaves his beard using a South Korean made razor blade. He puts on a shirt that was made

in Myanmar and a Singapore suit designed and tailored in Italy, and a Thailand made tie. He switches on a radio made in India upon getting in his car that was manufactured in Germany and filled with petrol from Saudi Arabia and starts talking on his mobile made in China.

This researcher believes that this is enough testimony that whether we like it or not, everyone is plugged to the global village, which according to (Lagos, 2010) the sooner one wakes up to realise this fact the better. The available technologies of this day and age have enabled such trade as illustrated in the analogy by Bloch and Whitely to be possible at a global level touching ordinary peoples' lives every day. The study however, seeks to highlight how the issues of multi linguaism and culture are lagging behind, especially amongst English native speakers, whose language is already Lingua Franca. And again the question this researcher has is whether English is enough to cover the whole globe.

According to (Cardenosa & Gallardo, 2013) the knowledge of foreign languages has become necessary for multinational companies operating in the global market in order for them to interact and communicate effortlessly. Cardenosa and Gallardo postulate that the value of languages is now realised as part of the intellectual capital of multinational organisations, as the emerging knowledge economy calls for an appreciation of new human intellectual assets. This view by Cardenosa and Gallardo is in support of (Dhir, 2005) who brought about a new intelligence quotient called the cultural intelligent or CQ, in addition to the emotional intelligence EQ and the traditional IQ. Cultural Intelligence is defined by (Huff, 2013) as the capability of a person to function in culturally diverse settings.

This researcher notes and agrees with (Huff, 2013; Dhir, 2005) on the fact that being sensitive to other people's language and culture shows emotional intelligence. According to (Holmqvist, 2011; Maseko & Moyo, 2013) the issue of language is also an issue of political consideration, and lack of cultural intelligence; therefore it has been equated by this researcher, with someone attempting to merchandise some goods in Matabeleland Zimbabwe in the deep rural areas without the slightest knowledge of the Ndebele language and speaking only in Shona. The study shows that failure to embrace some so called; "minority languages" portray political insensitivity as there is more to language than just a medium for communication.

The value of languages is portrayed a great deal in numerous literatures from a linguistic point of view and also from an economic view point and now this researcher will analyse it from a strategic business management approach since little research has been done on that perspective. The study will premise on the notion by (Bloch & Whitely, 2010) that highlighted the fact that English as a business language alone is not enough to use as the communication media for the whole globe.

2.4.0 Global Linguistic demographics

This researcher has attempted to group the world's major language groups by continent. The researcher did not find any academic literature on this particular area and used internet based information from (Ethnologue, 2013; Internet World Stats, 2014).

2.4.1 United States of America

The first continent studied is the United States of America; USA has no official language as a block according to (US Constitution, 2010). This is quite surprising. However, English is spoken by over 80% of the Americans it is the language most popular in use for both business and home use. America being a superpower helped in strengthening the position of English as a world business language. The other main spoken language in the USA is Spanish with a percentage of about 12.4 % and Portuguese which is an official language for some of the American states in South America together with Spanish. Therefore this researcher can safely say that there are three main languages in the USA. Most of other world languages are also spoken in the USA by immigrants.

2.4.2 Asia

The continent of Asia on the other hand has two main languages groups which are the "Arabophone" states which are Arab-speaking countries and the "Sinophones" which are the Mandarin or Chinese speaking countries. Mandarin is spoken by over a billion people according to (Ethnologue, 2013). English language is also widely spoken in Asia, albeit as a second language.

2.4.3 Australia and the Oceania

Australia is a member of the Commonwealth of Nations which is made up of former British Colonies and therefore their official language is English. However according to (Nations Online, 2012) French and the Asian languages like Mandarin are also spoken and most Australians are Bilingual.

2.4.4 Europe

European countries were historically the ones behind the colonisation of most parts of the world, and hence became catalytic in spreading their own languages across the world, which subsequently became the lingua francas of the world today. However it is most unfortunate that even when European countries decided to group themselves economically to form the European Union, they could not find a common lingua franca. According to (European Commission, 2012; Ethnologue, 2013) there are 25 official languages in the European Union. According to this researcher, this is a typical case of "too many cooks who spoil the broth" or "too many chiefs and few Indians" since all the European countries see themselves as self proclaimed providers of world languages, resulting in a case where no European country, would want to take another European country's language as its official language.

All European countries value the perceived superiority of their own languages and do not admire English language as does the Anglophones who were former British colonies. English for all the fellow Europeans care is simply a language of their neighbour, just as Zimbabweans perceive the knowledge of the Malawian Nyanja.

2.4.5 Africa

This researcher has also noted that African countries and other previously colonised countries are willing to take up a foreign language as they had been taught to accept the languages of their colonisers. Most African countries therefore have a European language as an official business language. African languages can therefore be grouped into only 4 official languages which are the, Anglophone group for English speakers, the Francophone group for French speakers the Arabophone group for the northern Arabic speaking countries, the Lusophone which are the Portuguese speakers and lastly Equatorial Guinea is a Hispanophone, and the only Spanish speaking country in Africa, which however has also got Portuguese and French as official languages.

According to (Gorter, 2011) the spread of languages is due to Political Movement as well as Economic Movement. From the political point the linguistic diversity was came about from colonisation, however from an Economic point the voluntary immigration of African to the Diaspora also contributed to language diversity. Mandarin language originating from Asia has also made some inroads into Africa due to the Economic migration of the Asians into Africa; the Political and Historical migration had grouped Africa into 4 main languages as portrayed by the map below.

The Map of African Lingua Francas
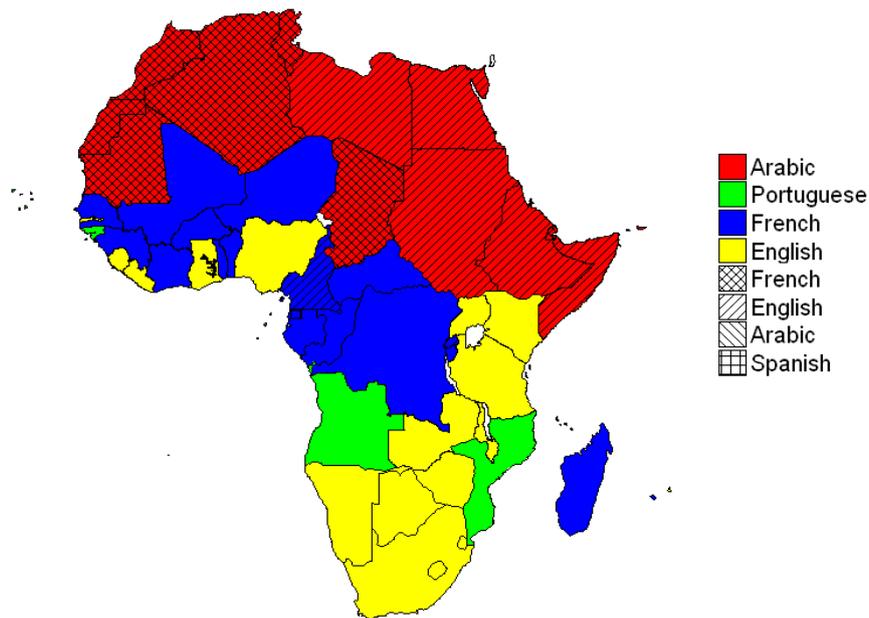
Figure 2: 2 African Languages

Source: (Aviation Africa, 2010)

The researcher notes that the map above shows that Africa can be grouped into 4 Linqua Franca; hence it would be beneficial if Africans adopted these four languages for the promotion of Intra Africa and international trade.

2.5   Willingness to communicate

The motivation and subsequent decision to learn another language by an individual is ignited by a general willingness to communicate with other people. This researcher feels that the willingness to communicate is based on a genuine interest in other people which gives value of the other party's language. The decision on which language to use is first and far most based on the proficiency of the language and secondly on the first person's perceived supremacy of his own language, due to some political or other egoistic reasons. This agrees with the (European Commission, 2012) special barometer report, which showed the countries where respondents were most unlikely to be able to speak any foreign language were Hungary (65%), Italy (62%), the United Kingdom and Portugal (61% in each) and Ireland (60%). The attitude with most European people is, "why should I learn their language and not vice versa"

According to (Cardenosa & Gallardo, 2013) it takes a Small to Medium Enterprise (SME) about one whole year to publicise a commodity to the whole of Europe as compared to the United States of America, where that same product can be published across the whole of USA within a week. This is despite the fact that primary language used by the European SME would be English, which is a lingua franca. Most people within Europe speak their mother tongues hence ironically there is less relative percentage of English speakers per continent in Europe than all other continents except Asia. Considering that English originated from Europe, this researcher therefore feels that one needs to rethink the dominance of English.

This researcher feels that due to their language's wide geographical coverage dominance arising from their colonial history, English native speakers are amongst the countries most affected by the belief in the supremacy of their language. According to (Genç & Bada, 2010) they said English is world language and that is despite the fact that English is not the language spoken by the most number of people in the world, according to (Ethnologue, 2013) which gives Mandarin Chinese language as the language most spoken in terms of numbers. However Mandarin is the official language of only six Asian countries compared to English which is an official language of sixty seven countries.

This is supported by the, "English is a global language" idea muted by (Clark, 2012) in her Forbes Article. This study notes that Dorie Clark is clearly a proud English person who even confessed in the article that it was a comfort that English is dominant, as she personally struggles to master a foreign language. (Namkung & Jang, 2010; Pfister, 2010; Azar, 2011) All say that the motivation to speak another language must be based on politeness as communication is a two way process, and it is therefore to the detriment of English speakers, if they perceive the need to learn a language as being only one way in their favour. (Hurn, 2009) This means that if English people do not take up other languages the rest of the world will be bilingual, and will enjoy the benefits associated with it except the English native speakers. In the Zimbabwe context however, according to (Maseko & Moyo, 2013) there are sixteen official languages in the new constitution.

2.6   Motivation to learn other languages

People engage with each other using languages everyday however very little research has been done on the impact that language have on international business. Without going far by mentioning the international part of languages this researcher notes that language knowledge has an effect even within Zimbabwe as we have sixteen official languages

according to the Constitution of Zimbabwe (2013), and Shona speakers' accounts to 80% of the population, hence the speakers of the minority languages are pressured by social circumstances to learn it. This again means that speakers of minority languages in Zimbabwe will become trilingual and Shona speakers will remain only bilingual. Apart from social reasons where people need to connect, for pleasure, the knowledge of languages should be treated as intellectual capital and a means for companies and individuals to attain a sustainable competitive advantage. There are basically two types of motivation to learn languages, which are integrative and instrumental motivation.

2.6.1   Integrative and Instrumental Motivation

According to (Brown, 2007) there is a critical period of learning a language, which is from birth up to puberty. The type of motivation during this period is what Gardner Lambert (1972) called integrative motivation (Shirbangi, 2010; Gardner, 2007). Integrative motivation is defined as befitting to those learners who have a desire to culturally interact with and belong to a community. On the other hand instrumental motivation which is the other type of motivation to learn a language, according to (Gardner, 2007) is the one where the objective of learning a language is for the sole aim of getting a job, to graduate or for other specific reasons other than the simply desire to communicate and belong.

This researcher feels that integrative motivation is stronger than instrumental motivation as it is more lasting. Learning must be natural and driven by a genuine intrinsically generated drive. (Munoz, 2010) also emphasises the fact that language learning must occur ideally at a natural setting and with lots of visual and practical exposure. Classroom lessons are good but the real learning is outside the classroom through practice and interaction.

2.7   Appreciation and Acceptance of cultural differences

The increased globalisation according to, (Cardenosa & Gallardo, 2013) has called for multi linguaism in organisations as well as the need for acceptance and tolerate multiple cultures. Several authors support that the ability to fit in multiple cultures is a trait which is found in most global business leaders. According to (Khilji, et al., 2010; Cardenosa & Gallardo, 2013) this ability in business leaders is termed as a populist approach and mostly found in politicians. According to (Unruh & Cabrera, 2013) global leaders like Carlos Ghosn, the Brazilian-Lebanese-French CEO of Japanese automaker Nissan and Medtronic CEO Omar Ishrak, a UK-educated Bangladeshi are but few examples of what they called Elite Global Leaders. This researcher has noted that the one thing that the global leader

have in common is that they are multi lingua and operate businesses from across many countries.

This researcher notes that as one person goes higher in a organisation, the role he assumes become more political than managing. It is leadership. Not surprising to this researcher according to (Bennett, 2014) in his article a case study was done by the Harvard law review institute on a young Barack Obama, who fortunately learnt to accept various cultures, due to his background. Obama was born to a Kenyan father, his mother was American, and grew up in Hawaii after having also lived in Indonesia upon the separation of his father and mother. Obama speaks English, Spanish and Indonesian and according to (Multi-Media-English, 2008) he appealed for people to be bilingual. This trait is similar to the other elite global leaders like Carlos Ghosn above.

2.8.0   Age, Education and Foreign Language or Second Language Acquisition:

2.8.1   When to introduce foreign languages.

It is generally assumed that the best time to learn languages is when one is still young, as according to (McCarthy, 2012; Halgunseth, 2009) this is a natural fact since young age is the best time when people's language cognitive ability is most active. The researcher is going to search the available literature showing if there is any consensus amongst previous researchers as to what is the ideal age range for learning languages. The researcher would like to find out if it is too late for adults to hope to master a second language when they are already grown up. The researcher is going to try to ascertain ideal age for learning languages in by looking at the two ways of learning languages, which are the simultaneous and sequential approach.

2.8.2   Simultaneous

It is a known fact that children start learning and developing languages at home from their parents, guardians and friends. The early stage of language development is natural as children imitate and respond to their elders as well as each other through interaction. Halgunseth calls this kind of learning, "simultaneous language learning." The languages that the children acquire are those that they are exposed to; therefore according to (Halgunseth, 2009; Brown, 2007) even if children are exposed to two languages at home they can master both of them as their brain mechanism enables them to do that. The level of mastery between the languages is however slightly different, since from six months old a child can differentiate between two languages and can prefer to choose the one mostly used.

2.8.3 Sequential

The other method of learning a language apart from the simultaneous one highlighted above is according to (Halgunseth, 2009; Haynes, 2007; Brown, 2007) called the sequential or staged acquisition. Haynes says that language starts from what she called "preproduction or the silent period" when the child or learner gradually builds up vocabulary to about 500 words without speaking, to "early production" building up to about 1000 words of vocabulary and speaking short phases. The next levels is "the speech emergence" when the child or learner is able to say simple sentences with a vocabulary up to 3000 words leading to "intermediate fluency" with a vocabulary of about 6000 words. The advanced fluency is the last stage, which comes after 5 to 10 years. According to (Halgunseth, 2009) the staged approach applies all ages and the duration of the stages can be influenced by other factors like motivation and exposure.

The researcher notes that on both the simultaneous and the sequential method the question of the ideal age of learning languages is not addressed, as rather motivation and exposure are the major factors that influence language proficiency. Motivation however comes naturally in children as they are born with the desire to communicate. Motivation according to Garner is "the combination of effort plus desire to achieve a goal of learning a language" (Gardner, 2007) Therefore given the appropriate exposure children have an advantage, on the other hand however, given their maturity adults can master languages faster than children if they are adequately motivated and provided with enough exposure.

2.8.4.1   Benefits of learning a foreign language

This study notes that motivation is a key determinant the ability to learn a foreign language. A person can only be motivated if he or she carries on a cost and benefit analysis of the language. The cost is in terms of opportunity cost and real money, and other resources and the benefits benefit can either be economic or social. The study highlights the fact that the various disciplines of industry and trade would need foreign language proficiency to enhance the effective carrying on of their duties. According to the Duke University (2007), other benefits of learning a foreign language include; increased sharper memory, better listening skills, mental creativity and flexibility, greater networking skills, and increased access to repository of knowledge and access to some literature in other languages.

2.8.4.2   A business case for languages

Learning a language is more than just mastering grammar. It is about understanding the culture and values as well. One cannot profitably do any meaningful business with any nation without the appreciation of their culture. In order to address the impact of culture, businesses have to plan carefully from recruitment, selection and training. According to (Ying, 2012) Companies adopt an EPG framework on recruitment of executive, namely Ethnocentric, Polycentric and Geocentric approach. Using the EPG approach, should a multinational adopt Ethnocentric, it means employees from the home country have key positions in order to instil home country cultures into the organisation. In the Polycentric scenario, it is the locals who head the organisation as head office nationals are deemed not to fully conversant with the local culture of the organisation. Lastly the Geocentric is the one where the global elite leaders fit in as the best candidate for the job is sourced from anywhere irrespective of nationality. This is where multi linguaism and appreciation of different cultures takes centre stage.

From an Export business perspective the issue of languages take centre stage, as according to (Prof. Foreman-Peck, 2012), the United Kingdom, who are the mother land for the English language, actually lost an estimated forty eight billion pounds (GBP48,billion), amounting to 3.5% of the country's GDP due to lack of proficiency in foreign languages. This is in support to what the former German Chancellor, Willy Brandt said, "If I am selling to you, I speak your language. If I am buying, dann müssen sie Deutsch sprechen"

Also from a marketing and e-commerce perspective, businesses need to be where the market is and also be able to speak the language of the market. Businesses need to connect with the customers on social platforms like facebook, LinkedIn and MySpace. However according to (Language Connect, 2014) if businesses want to reach out to the Chinese market they need to understand Mandarin language as well as be present of the Chinese version of social networks like Renren the equivalent of facebook and Sina Weibo the equivalent of twitter in China. Businesses need to be where the market is, in order to meet the e-commerce objectives which according to (Chaffey & Smith, 2012) which are; to Sell, Speak, Save, Serve and Sizzle the customers. The entire objectives listed by (Chaffey & Smith, 2012) depend largely on knowledge of the language of the market.

The objectives of e-commerce

Figure 2: 3 Objectives of E-Commerce

Source: (Chaffey & Smith, 2012)

Businesses must "Speak" the language of the market in order to "Serve, Sizzle, Save" and eventually "Sell" to the market. As the late Nelson Mandela put it, that "If you talk to a man in a language he understands that goes to his head. If you talk to him in his language that goes to his heart." (Mandela, n.d.) Therefore gaining market share is about winning hearts.

2.9 National Language Policies for English Speaking Countries

Since English is dominant both online and offline in international business, this study is looking at major English speaking countries to access their pro-activeness in reaching out to other languages for trade. According to (Lilama, 2012) one predominantly English country is Australia, where 82.7% of the people are English mono-linguals. Australia started to have a National Language policy in 1987 to promote non English languages. Also according to (Lilama, 2012) Australia federal government carried on a report in 2009 to which incentivised the learning of foreign languages as it in the country's best interest to have competence in language with high geo-political significance. This researcher notes that Australia is taking is in the right direction in promoting language diversity.

According to (Prof. Foreman-Peck, 2012), and mentioned before in this research section 2.8.4.2, UK is losing large amount of money due to lack of languages. However, according to (Professor Worton, 2009) the UK foreign language learning policies started with the Nuffield foundation in year 2000, leading to a National language Strategy in 2002. UK also implemented in 2009 a policy to ensure that all children learn a foreign language, in further promotion of language diversity. Australia and the United Kingdom are making effort to learn foreign languages, however this researcher observes that the USA is the

predominantly English speaking economic power house with no language policy as even according to the (US Constitution, 2010), it does not even have an official language.

2.10   Chapter Summary

The chapter presented literature review in line with research objectives, thus, the chapter dwelt on willingness that people have on communicating to foreign languages. It also highlighted the need for appreciation of different cultures and their importance and lastly the motivation that people must have to learn foreign languages and the ideal age when people can start learning languages. Lastly the literature review highlighted some policies in place in some English speaking countries to promote language diversity. The next chapter explores the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures applied in the study to identify the main features that influence the adoption of multiple Língua Francas to engage in international trade. Methodology is the system of procedures and rules upon which the research is based and where reasons for the type of research design and research instruments used are given. The chapter will look at research design, population, participants and data collection method used. The instruments for data collection and the data analysis plan including the validity and reliability of the data, thereafter the chapter summary will finally also be explained.

3.2 Research Design and Justification

3.2.1 Philosophical Framework

The researcher adopted a pragmatic research approach which involves using both qualitative and quantitative approaches to research. Qualitative is inductive in the sense that the researcher will start from the primary source of information to come up with a theory. Qualitative is about recording, analysing and attempting to uncover the deeper meaning and significance of human behaviour and experience including contradictory beliefs, behaviours and emotions. With a combined methodology one can overcome the problems of each individual method, without becoming trapped in the problems of the other. The study objectives, questions, methodology, analysis, conclusion and recommendations were revolved around answering the research problem, hence the suitability of the pragmatic paradigm.

The researcher has the privilege of having done French language at secondary school and at Alliance Française in Harare. This has enlightened the researcher to the fact that people who have the knowledge of other languages have the benefit of tapping into other areas of knowledge which one language is unable to tap into. This has aroused interest in the researcher of to find the commercial value of the knowledge of other languages and impact on the international business arena is the ability to speak more than one lingua franca. Languages has traditionally been associated with the faculty of humanities, arts and linguistics and rarely has languages study been incorporated into the curriculum of the business school.

3.2.2 Research Design

A research design is a plan on how the study is going to be executed. The method that a researcher singles out to use is usually dependent on the objectives and nature of the phenomenon under study. The numerous research design types include experimental research design, survey, case study, observational study, descriptive study, longitudinal study, cohort study and cross-sectional study. This study will utilize the descriptive survey research design.

3.2.3 Descriptive Survey Research Design

Descriptive survey research design will be utilized because it is a valuable tool for gauging trends and opinions and data can be quickly gathered from a large number of people. Data will also be collected in the form of words or numbers with the aim of getting information about the situation on the ground. In descriptive research, the interpretation of the meaning or significance of what was discussed or described is what is of importance. Descriptive survey presupposes a lot of prior knowledge about the phenomenon under study.

3.3   Study Population, Respondents and Data Collection Method

3.3.1   Target Population

In this study, the target population are people learning languages at Cendel, Speciss, UZ Confucius and Alliance Française.

Table 3: 1 Study Population

Cendel Centre of languages	55
Speciss Modern Language	65
UZ Confucius	165
Alliance Française	40
Total	**325**

Source; (Institution Registry Records, 2014)

The approximate number of students at these learning institutions is 325 given the fact that the students at most of the centres are part time; hence the total Population under study is therefore 325.

3.3.2   Sampling

The sample used for this study consisted of people actually studying languages in Harare as well as some people from the industry as well as the general public. The sample is a subset of the population and shall have the same characteristics as the main population so that it is a true representative of the target population in order to ensure that the findings of the study are valid.

Purposive sampling will be used to select a sample representative of all the foreign language learners at the four language institutions whilst Judgmental sampling will be used to select a sample representative of the population. The two sampling techniques are chosen because of their time and cost effectiveness.

3.3.3   Sample Size

Determining the sample size was very important in making sure that the sample is representative of the larger population. According to (DePaulo, 2011) for qualitative research should be at between 30 and 500 participants. This study has used 50 as the survey respondents as well as another 50 respondents from the general public, a control group for triangulation purposes, giving a total of 100 elements.

3.3.4   Sampling Techniques

The non- probability sampling technique was used for this study.

3.3.4.1 Non – Probability sampling

The general intent of non probability sampling is often to make some inferences to some larger population and methods of selection tend to be subjective. According to (Dr. Warren, 2011) non probability sampling does not follow any mathematical guidelines and it is most common for qualitative research, which is focused on in-depth meaning rather than numbers. Non-probability is chosen as the sampling technique for this study because it is quicker, easier and cheaper. There are several types of non-probability sampling technique, which include, convenience sampling, accidental sampling, deviant case, case study and Purposive sampling.   For this research a purposive non-probability sampling technique is used.

3.3.4.2 Purposive sampling technique

The purposive sampling technique was best suited for this research, as according to (Dr. Warren, 2011) the sample should cover the most of the demographic representation and this is usually achieved using snowballing. The reason of using this approach is that people

who have exposure to foreign languages are not just found just anywhere; therefore the selection of the target population to be studied was also purposive.

3.3.5   Sources of Data

The data for this study was collected from both primary and secondary sources. The primary data is from the researcher's observation as he adopts a participative approach in the research and from interviews and questionnaires administered to the targeted sample respondents. The secondary data was from literature written by others on the subject.

3.3.5.1 Primary Source

A primary source is the source that originated the data according to (Churchill, 2003). The researcher will collect primary data through asking respondents some questions using a questionnaire.

3.3.5.2 Secondary Sources of Data

According to Saunders (2009), secondary data is easy, cheap to collect and is readily available. However, using secondary data may not purely satisfy the researcher since the data will have been collected for something else. There is also the danger of adopting errors from the first study into the current study according to (Denscombe, 2007). The researcher however made selective use of other sources of data that were already in existence. These include academic journals, articles and internet statistics.

3.3.6   Data Collection Procedure

The data for languages can be collected from diverse settings as languages are spoken everywhere and by anyone. However foreign languages are usually only spoken when there is a need or when there is some intrinsic motivation from the speakers. It is challenging to access the critical mass of people who speak foreign languages from their natural setting as people who live together usually share the same language. The researcher has targeted to collect data from foreign language training institutions as these were the most convenient places to find people with the motivation to learn second languages. The researcher began by introducing himself to the participants by showing the Graduate School letter and the student identity card as well as telling the purpose of the study. Data collection only began after getting consent from the participants. Primary data was gleaned from the respondents using data collection instruments. Secondary data was accessed from the internet due to the convenience and cost effectiveness of using the web.

3.3.7 Data Collection Instruments

The primary data for the study was collected through observations, interviews and questionnaires. Secondary data for the research was accessed online and from libraries.

3.3.7.1 Questionnaire

A questionnaire was used to collect primary data for this study. The questionnaire used both close-ended and open-ended questions. Close-ended questions were used for questions which do not need further clarification while open-ended questions were used so that respondents had room to further explain certain points.

A total of 100 questionnaires were taken to four language training institutions in Harare. An in-depth meaning of the variables were required hence a qualitative approach was adopted hence increasing the questionnaire would not make the results more accurate. Answers to the closed-ended questions were provided through a simple choice of ticking and encircling. The questions were prepared based on the study objectives and variables according to the conceptual framework. A supplementary one page questionnaire was designed to collect online prevalence of Zimbabwean business people in terms of how they used the internet for international trade.

The questionnaires were administered by the researcher with the help of assistants. The researcher distributed the questionnaires to the training institutions and was be assisted by the lectures and administrators after getting permission from the responsible authorities. Collection of the completed questionnaires was done on-site as soon as respondents finish completing the forms. A thematic approach was be used to interpret and evaluate the information from all research instruments. In order to assist in the realization of the study objectives, it was imperative that issues of reliability and validity were observed.

3.3.7.2 Advantages of Questionnaires

Questionnaires were easy to deal with to both the researcher and respondents and this assisted in time management. Questionnaires made it possible for the researcher to quantify objectives of the study and to come up with conclusions. Best and Khan, (2007), assert that since respondents have no inferences with the researcher when completing a questionnaire they can respond freely. According (University of Portsmouth, 2012), questionnaires have a significant advantage of being cheaper than other instruments such as observations and interviews.

3.3.7.2   Disadvantages of Questionnaires

The first disadvantage also according (University of Portsmouth, 2012) is that participants can leave some questions unanswered. The researcher cannot ascertain whether participants did not understand the questions or withheld their information. Another disadvantage is that some respondents may fail to return the questionnaires.

3.3.8 Validity and Reliability

Validity, reliability and objectivity are the benchmarks on which research instruments are measured. According to Aaker, Kumar and Day (2001), validity is the ability of a measurement instrument to measure what it is supposed to while reliability is the ability to obtain similar results by measuring an object, trait or construct with independent but comparable measures. To enhance validity, response rate and reliability of the questionnaire in this study, the researcher ensured careful design of the individual questions; to provide a clear and pleasing layout of the questionnaire and a clear explanation of the purpose of the questionnaire (Saunders et al, 2009). Furthermore, the researcher formulated questions based on the objectives, literature review and on what other researchers have said about the problem. Validity of qualitative research is promoted by triangulation hence the researcher is going to study a control group to enhance validity.

3.3.9 Measures

To improve the ability of respondents to understand the questionnaire questions and the possibility of reading correctly, the questionnaire has been tested and revised before being presented to the respondents. In the case that respondents are still not clear on how to complete the questionnaire the researcher has included contact details for clarification.

3.4   Data Analysis Plan

Data collected was analyzed using descriptive statistics and the results were presented in tables, charts and graphs. The data from questionnaires was coded and analysed using SPSS software and narrative information were grouped into themes. Coding is a process whereby responses are given numbers for the purposes of inputting into the data analysis software. Relationships between variables in gathered data was inferred. Inferences about the problem were drawn and recommendations were given according to the findings.

3.5   Chapter Summary

The chapter looked at the research methodology. The descriptive survey research design was adopted since it is a valuable tool for gathering information from a large number of people. Both qualitative and quantitative research approaches were used as textual and quantitative data were necessary for this study. The research population comprised of 325 students from four language training institutions in Harare and a sample of 100 respondents were studied. To enable triangulation some of the questionnaires were administered to fellow MBA students who are ordinary managers and other business people and the general public which the researcher called the "control" in order to also co-opt their view about languages into the study. A self administered questionnaire was the data collection tool used. The next chapter will present data analysis and presentation of findings.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.0   Introduction

This chapter focuses on the analysis and interpretation of the findings of the research study. The analysis has been premised on the variables depicted on the conceptual framework stated in chapter 1 in conjunction with some findings from the literature review. This analysis mainly focuses on the research objectives also given in chapter 1.

The presentation format took two layers: overall responses from the primary data from interviews, questionnaires and observations, using tables and charts as well as the researcher findings from secondary data.

The researcher was conversant with Microsoft excel on steroids, therefore the data was inputted into Microsoft excel for analysis, as well as using the IBM Statistical Package for the Social Sciences (SPSS) for further analysis.

4.1   Response rate and demographic characteristics

Out of a target of 100 questionnaires 14 were not returned, accordingly 86 questionnaires were successfully completed; therefore the response rate is 86%.

Table 4: 1Research Case Study Sources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cendel	16	18.6	18.6	18.6
	Speciss	14	16.3	16.3	34.9
	UZ Confucius	10	11.6	11.6	46.5
	Alliance Française	5	5.8	5.8	52.3
	Control	41	47.7	47.7	100.0
	Total	86	100.0	100.0	

Source: (Research Survey, 2014)

Cendel, Speciss, UZ Confucius and Alliance Française are language learning institutions, therefore in order to have triangulation a Control group was studies. The "control" source consisted of randomly selected business and ordinary people in order to bring in

independency into the study, since relying on people already studying languages would be biased.
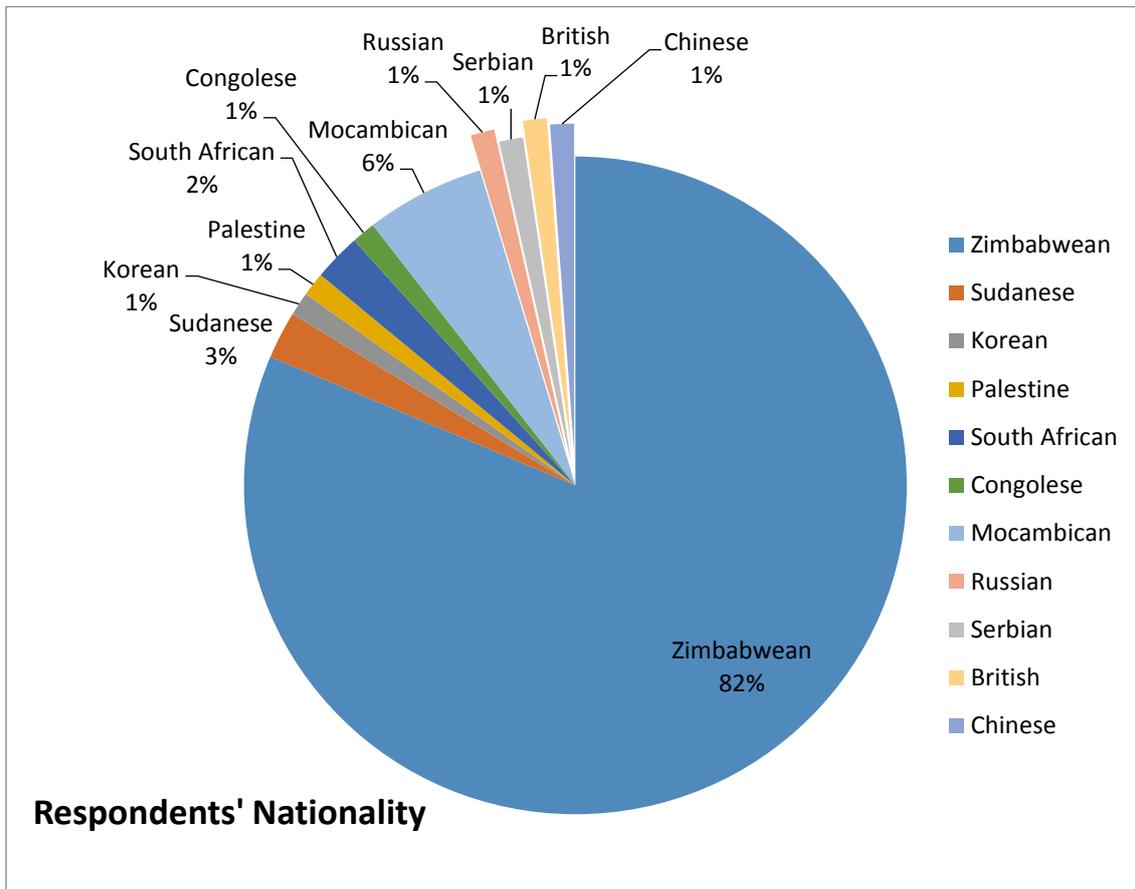
Figure 4: 1 Respondents' Nationality

Source: (Research Survey, 2014)

The study was made up of 80.2% Zimbabweans and foreigners made up the remaining 19.8%. The foreigners' opinions give an independent view of the motivation to learn non English languages. The 80.2% of Zimbabwean gives the research enough bases to generalize about findings as relating to the opinion of Zimbabwean people.

Table 4: 2 Response on Nationality Table

Response to Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Zimbabwean	69	80.2	80.2	80.2
	Sudanese	2	2.3	2.3	82.6
	Korean	1	1.2	1.2	83.7
	Palestine	2	2.3	2.3	86.0
	South African	2	2.3	2.3	88.4
	Congolese	1	1.2	1.2	89.5
	Mozambican	5	5.8	5.8	95.3
	Russian	1	1.2	1.2	96.5
	Serbian	1	1.2	1.2	97.7
	British	1	1.2	1.2	98.8
	Chinese	1	1.2	1.2	100.0
	Total	**86**	**100.0**	**100.0**	

Source: (Research Survey, 2014)

4.2   Willingness to communicate

The analysis of people's willingness to communicate with other non-English speaking people addresses the extent to which Zimbabweans have exposure to other languages. The study results show that Zimbabweans are mostly multi lingual. The table shows that 50% of the respondents are bilingual and 29% are trilingual. There are hardly any monolingual people as the majority speak both the vernacular language and English and those that speak more than two languages either speak more than one vernacular language and other lingua francas.

33
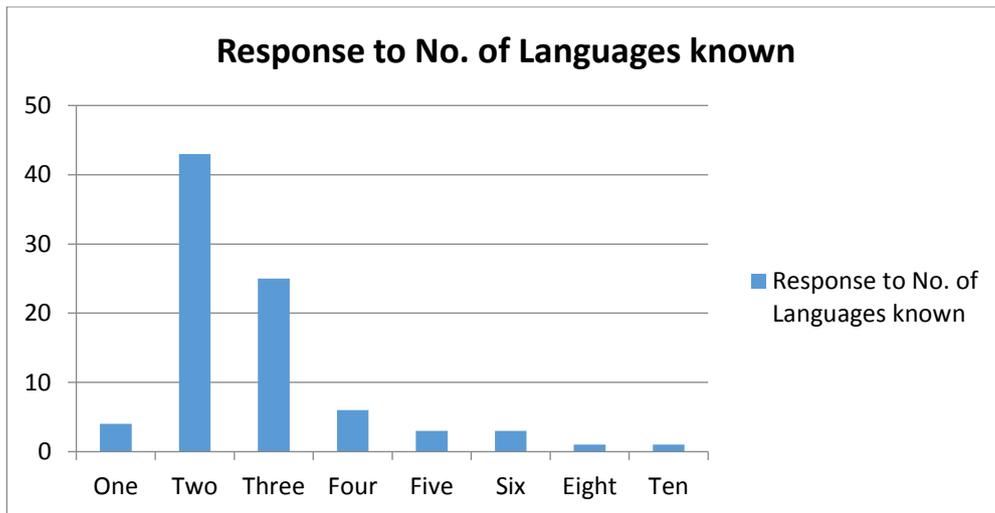
Figure 4: 2 No. of Languages known by respondents

Source: (Research Survey, 2014)

The content analysis done on the languages known by the respondents reveal that most of the languages were learnt out of necessity as Zimbabwean are now well travelled in the Diaspora. Most of the languages known by the trilinguals are regional countries' native languages like, Tswana, Sotho, Zulu, Pedi and the local languages Shona and Ndebele. According to (Maseko & Moyo, 2013) Zimbabwe has sixteen official languages. Therefore it is noted that most of the trilingual people speak more than one of the local languages as well as English.

The respondents however generally showed an interest to learn more of the global lingua francas as the study revealed that 34% expressed a wish to learn French, 13 % wanted to learn Spanish, and 7% wanted to learn Portuguese. The above mentioned languages are part of the 4 main Lingua Francas of Africa, which are spoken in the Francophones, the Lusophone and Hispanophone. Mandarin Chinese is a surprisingly gaining in roads into the African lingua francas, which is due to the country's look east policy and the spreading of Chinese Confucius Institutes.
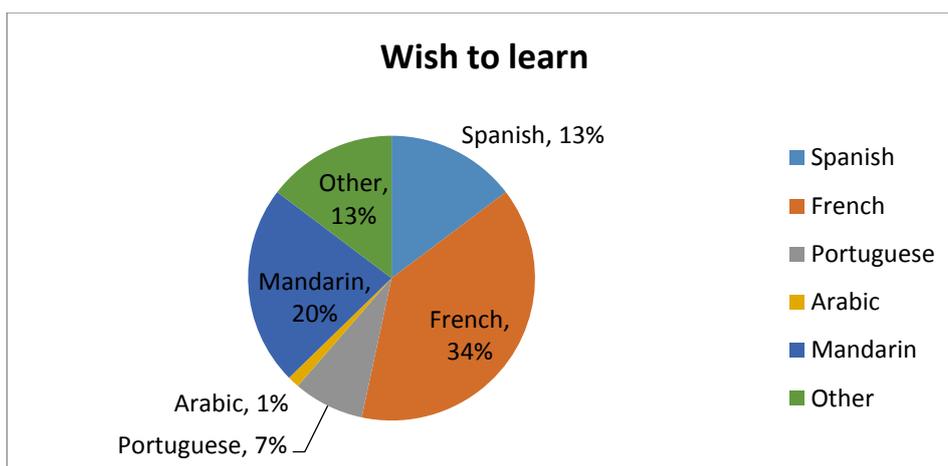
Figure 4: 3 Language wished to be learnt

Source: (Research Survey, 2014)

Table 4: 3 Languages Known

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One	4	4.7	4.7	4.7
	Ten	1	1.2	1.2	5.8
	Two	43	50.0	50.0	55.8
	Three	25	29.1	29.1	84.9
	Four	6	7.0	7.0	91.9
	Five	3	3.5	3.5	95.3
	Six	3	3.5	3.5	98.8
	Eight	1	1.2	1.2	100.0
	Total	**86**	**100.0**	**100.0**	

Source: **(Research Survey, 2014)**

The researcher notes that 54% of the respondents indicated that their organisations had internet websites. However, out of the people who have websites, all the respondents, giving a percentage of 100% indicated that their websites are denominated in English language. This is understandable in the context that English is the only one of the sixteen languages according to (Maseko & Moyo, 2013; Aviation Africa, 2010) which is also a lingua franca. This study reveals that Zimbabweans believe that by having their content in English, they are able to communicate with the whole globe and this is in solidarity with the opinion tabled by (Clark, 2012) and (Needley, 2013) that postulated that English if the Global language of business. Besides the 100% of the respondent's websites being in English, the study shows that only 8.7% also have their websites in another foreign

language. This is despite the fact that according to (Wiki, 2011; Internet World Stats, 2014) show that only 27% of the global internet searches are generated by English speakers as compared to 55% of English content on the web.

Table 4: 4 Website Content Languages

<div align="center">Response to Website languages</div>

	Frequency	Percent	Valid Percent	Cumulative Percent
English Only	43	53.1	53.1	53.1
English & Foreign language	7	8.6	8.6	61.7
No web n/a	31	38.3	38.3	100.0
Total	**81**	**100.0**	**100.0**	

Source: (Research Survey, 2014)
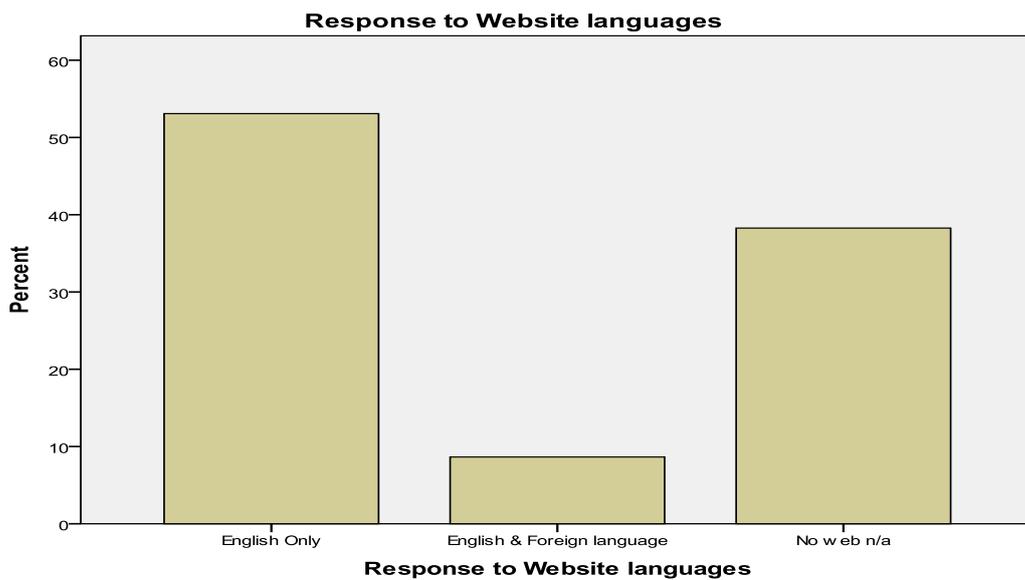
Figure 4: 4 Website Languages Graph

Source: (Research Survey, 2014)

The researcher notes that failure to have websites in foreign languages is due to a lack of appreciation of the impact on business activity of having a foreign language presence online. Most respondents however showed an interest to learn foreign languages, with 32% wishing to learn French, 12% Spanish and 7% Portuguese. The willingness to communicate in foreign languages is therefore observed as being mostly confined to verbal communication. The mobility of Zimbabweans has contributed to this dimension of

willingness to communicate in other languages, and Mandarin is another addition to the 4 main African languages with 21% of the respondents showing an interest to learn it.

4.3   Is English the Global language?

The study has shown that Zimbabwean perceive English language as the global language of online trade. This is in agreement with (Clark, 2012; Needley, 2013; Genç & Bada, 2010), who postulated that English if the global language of trade. The researcher notes that Zimbabwe suffers the same fate as the United Kingdom and other Anglophones, who fail to effectively reach out to other languages online, as (Van Vaerenbergh & Holmqvist, 2013) still maintained that English is not enough as people's own languages communicate to their hearts . All the respondents that had websites indicated that their websites were in English as shown in figure 8 giving an English presence of 100%. Those respondents who also had their websites in another language, over and above the English language constituted only about 8.1%, as shown on the table 12 below.
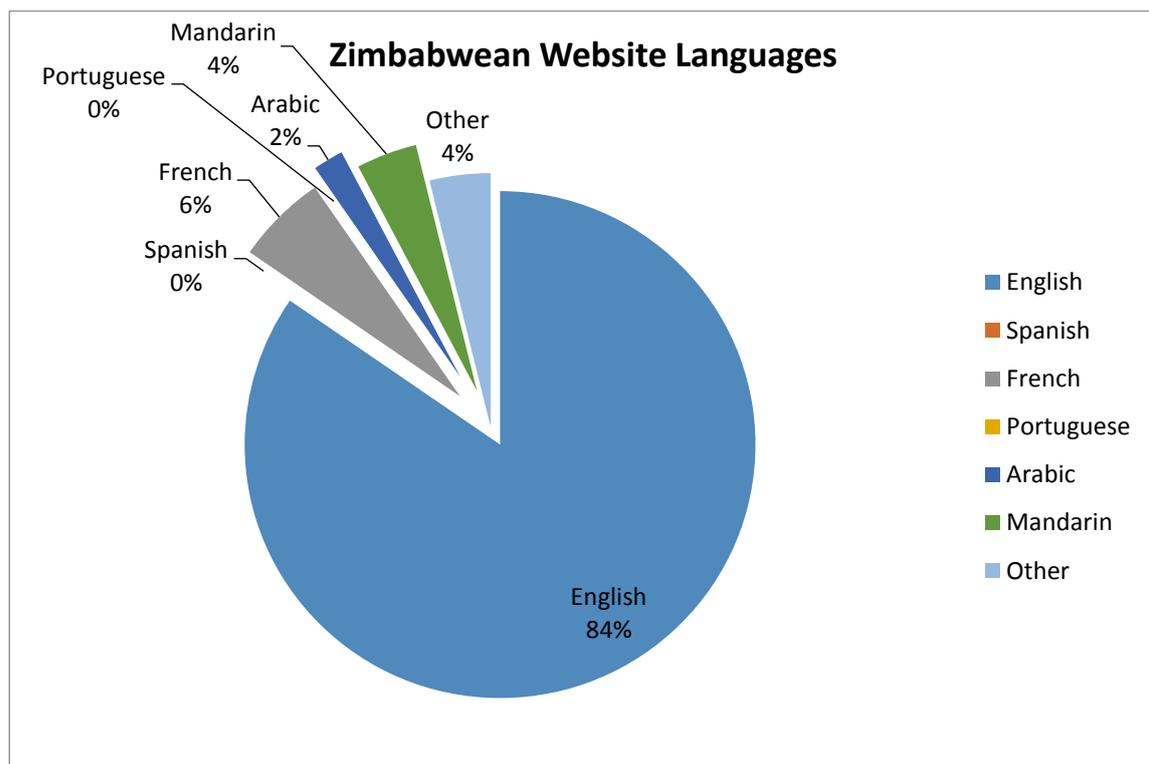
Figure 4: 5 Zimbabwean Web Content

Source: (Research Survey, 2014)

Table 4: 5 Website Languages Table

Response to Website languages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English Only	45	52.3	52.3	52.3
	English & Foreign language	7	8.1	8.1	60.5
	No web n/a	34	39.5	39.5	100.0
	Total	**86**	**100.0**	**100.0**	

Source: (Research Survey, 2014)

A study of the secondary data available on the world's gross domestic products per country, which were aggregated into major language groups by the researcher, gave the best indication of the value of all the lingua franca languages. Most respondent from the primary data gathering from the questionnaires who had indicated that they lost some business opportunities due to lack of foreign languages, declined from giving a value, resulting in the researcher resorting to secondary data.

Aggregate GDP per Lingua Franca 2013 US$Millions

- Sinophone, $17,166,767 , 23%
- Anglophone, $26,029,855 , 35%
- Russophone, $2,738,620 , 4%
- Lusophone, $2,606,532 , 3%
- Italophone, $2,128,846 , 3%
- Hispanophone, $5,188,603 , 7%
- Germanophone, $5,615,369 , 8%
- Francophone, $6,224,761 , 8%
- Arabophone, $6,755,485 , 9%

Legend:
- Anglophone
- Arabophone
- Francophone
- Germanophone
- Hispanophone
- Italophone
- Lusophone
- Russophone
- Sinophone

Figure 4: 6 Global GDP per Lingua Franca

Source: (World Bank, 2014)

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The above graph show that English is the language with the highest business value measured in terms of the Gross Domestics Product of the official speakers, consisting of 35% of the world total. The value for the English language in 2013 amounted 26 billion in aggregate GDP of official speakers. This leave 55% of the world's GDP attributed to non-English speaking countries, with Mandarin coming second from English, having an aggregate GDP of 17 billion and equivalent to 25% of the world's total.

4.2   Age, education and other factors which affect language proficiency

This section provides a descriptive analysis of the socio economic or demographic factors that determine foreign languages proficiency. The graph below shows that the most language learners age range fall within the 25 to 34 years bracket. It shows that 51.2% of the respondents taken from the 4 major language training institutions are learning foreign languages.

Table 4: 6 Respondents Age Ranges

Response on Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Age 19-24	17	19.8	19.8	19.8
	Age 25-34	44	51.2	51.2	70.9
	Age 35-44	14	16.3	16.3	87.2
	Age 45-54	6	7.0	7.0	94.2
	Age 55-64	4	4.7	4.7	98.8
	Age 65 +	1	1.2	1.2	100.0
	Total	86	100.0	100.0	

Source: (Research Survey, 2014)
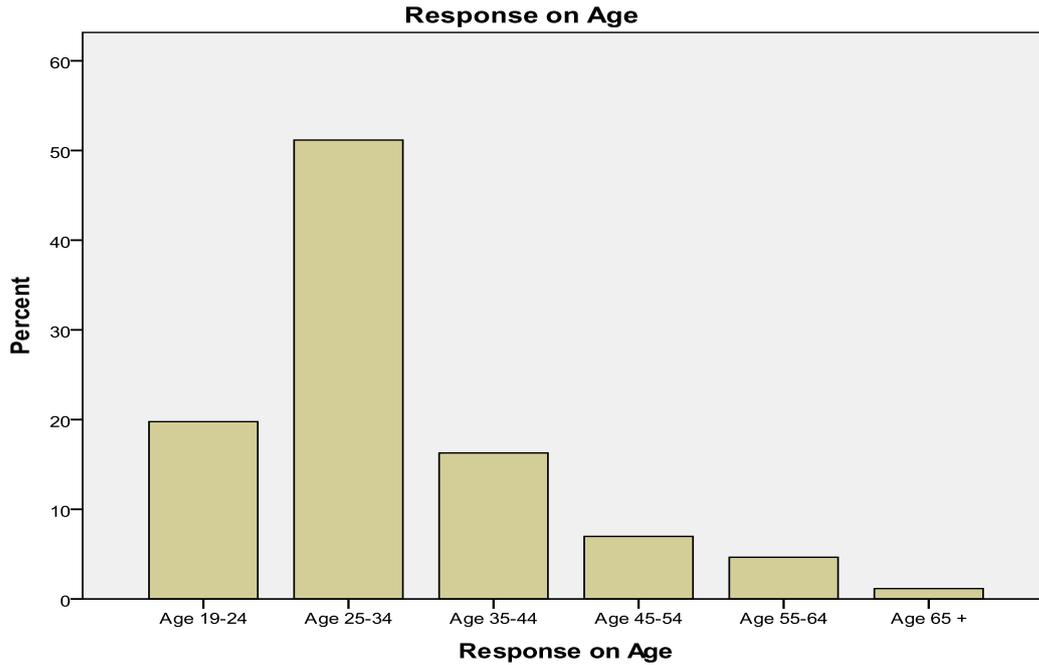
Figure 4: 7 Respondents Ages

Source: (Research Survey, 2014)

This agrees with (McCarthy, 2012; Halgunseth, 2009) who said that the young people are the ones most actively engaged in learning languages. Even in the analysis made by the (Global Web Index, 2014) it is mentioned that people aged between 25 to 34 years are the ones mostly active on online social networking. These are the people mostly interested in reaching out to connect with other people across the globe.

Table 4: 7 When to Introduce Languages

<div align="center">

Response on Entry Level

</div>

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	56	65.1	65.1	65.1
	Secondary	22	25.6	25.6	90.7
	Tertiary	7	8.1	8.1	98.8
	Not stated	1	1.2	1.2	100.0
	Total	**86**	**100.0**	**100.0**	

Source: (Research Survey, 2014)

The researcher's content analysis of the responses deduces that most respondents feel that an early introduction of foreign languages provided a strong foundation for the future

learning of more foreign languages as well as other academic disciplines. This finding is in support of (Halgunseth, 2009) and (Gardner, 2007) who postulate that being multi lingua enhances critical thinking in students. 65% of the respondents felt that languages learning should be introduced at primary level and about 26% said the foreign languages should be introduced at secondary school level. An aggregate of about 91% of the respondents felt that languages should be introduced from a young age. This is from secondary school level and down to primary level, leaving only 8% indicating that languages should be introduced at tertiary level. Only 1% did not say whether they felt that languages should be introduced to the education curriculum or not.
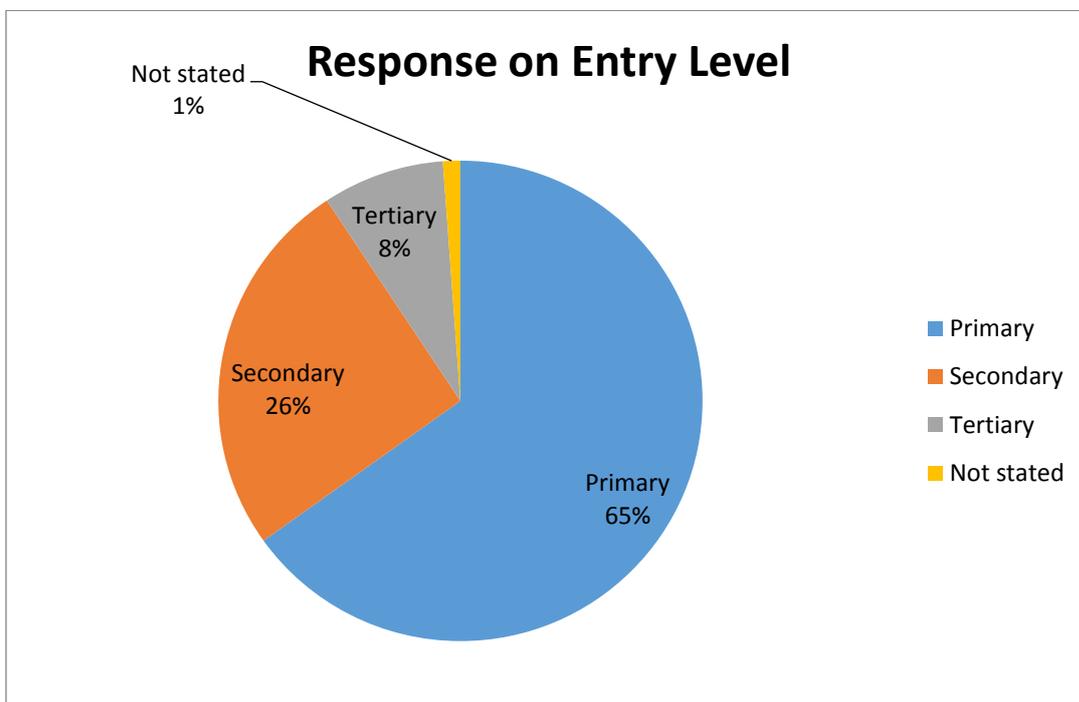
Figure 4: 8 Language Entry Level Graph

Source: (Research Survey, 2014)

4.3   Findings about motivation to learn other languages

The study revealed that 19% of the respondents indicated that their motivation to want to learn foreign languages was due to the fact that there are some business opportunities in knowledge of the languages. The content analysis indicated that some of the respondents had opportunities to go outside the country for business. It is noted that 30% of the respondents indicated foreign languages would be useful for communication purposed when travelling. 11% indicated the need to learn foreign languages for the purposes of securing a job. The jobs indicated were not necessarily as a translator, however included in

the 11% were also some respondents who indicated aiming for jobs as translators. Only 24% of the respondents expressed indifference and lack of motivation to learn languages.
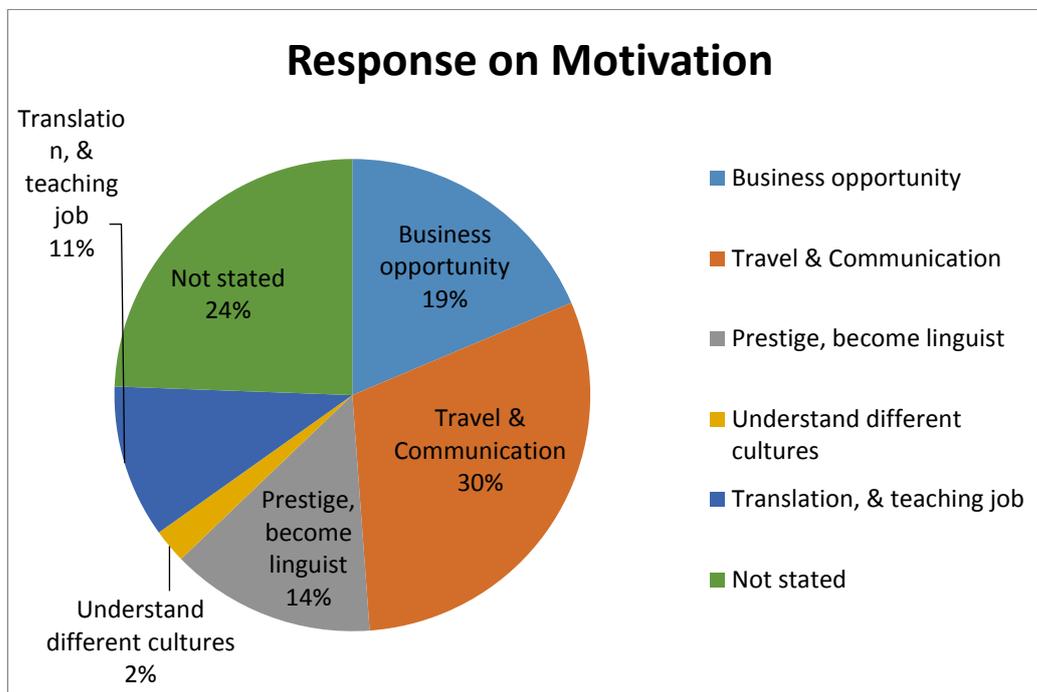
Figure 4: 9 Motivation for Learning Languages

Source; (Research Survey, 2014)

4.4 Findings on appreciation of cultural differences

The respondents comprising up to 30% of the study indicated, as per figure 12 above that their motivation to learn foreign languages was for travelling and communication purposes. These showed a keen appreciation and desire to learn other cultures. This type of motivation achieves high language proficiency results and it is called integrative motivation according to (Shirbangi, 2010; Gardner, 2007). Integrative motivation arises from a sense of belonging to society, and hinges on appreciation of diversity and inclusion. According to the findings it is encouraging to observe that this important type of motivation was found to be the highest as it is premised on emotional intelligence which is a valuable factor for business development.

On the other hand 11% indicated that their motivation was fuelled with a desire to eventually get a job as a result of the language knowledge. This type of motivation together with the 19% who indicated that their motive was fuelled by some business opportunities is all called instrumental motivation. This type of motivation according to (Gardner, 2007), is also strong and both the integrative and instrumental motivations result

in enough dedication in learning languages to the point of fluency. Only 24% of the respondents expressed no desire to learn any foreign language in the near future.

4.5   Observations and finding about the business case for languages

The researcher took a participative approach to studying the motives behind people who are studying languages, by enrolling at Cendel Language Centre doing Portuguese for four months July to October. The researcher observed that the people studying languages consisted mostly of high note worth individuals in society. Starting from the car park, the research observed the various vehicle parked by the students. The list of vehicles included some vehicles with diplomatic number plates, a Chevrolet Trailblazer, a Prado, some top of the range Mercedes and various other expensive cars. This aroused the curiosity of the researcher as these were parked at a language school and not a Graduate school of Business. This meant that there really is value in learning languages otherwise the high note worthy individuals would not waste their time studying languages. Below is pie chart depicting the various professions of the respondents learning languages.

Respondents Professions
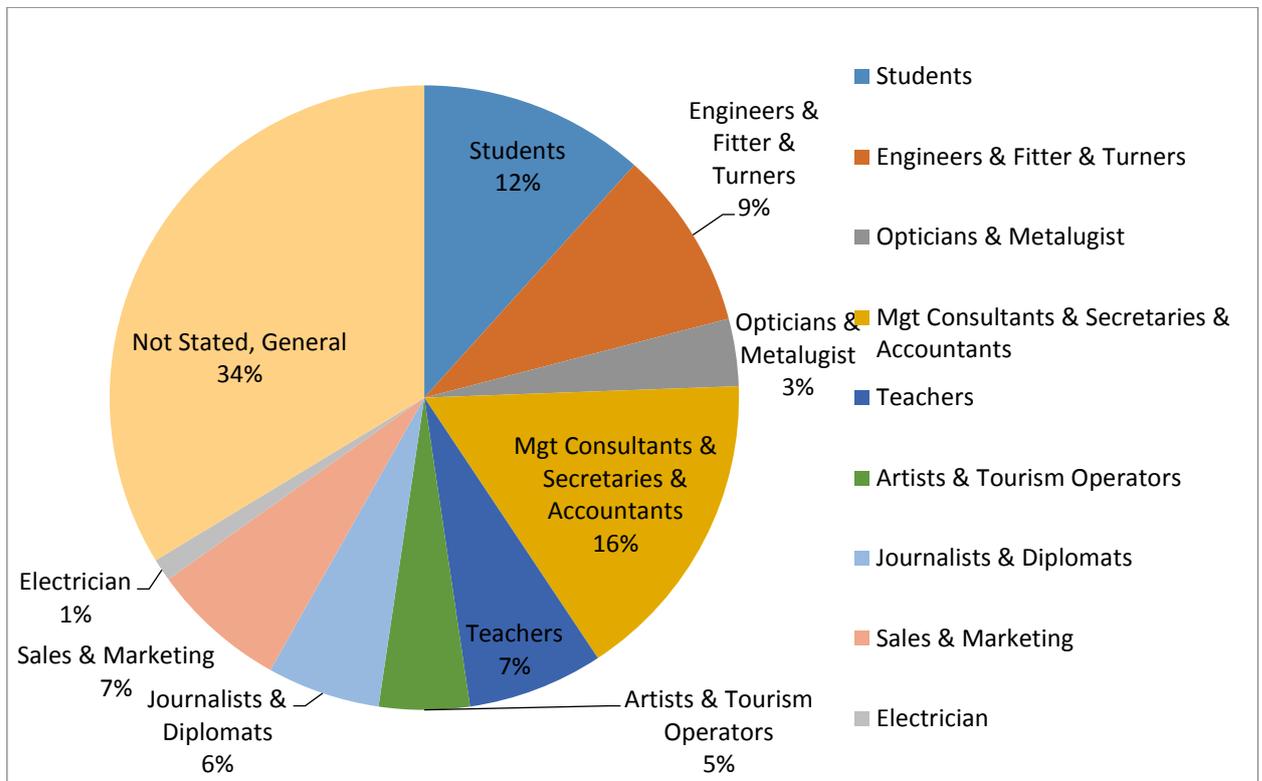
Figure 4: 10 Motivation for Learning Languages

Source; (Research Survey, 2014)

In support if the fact that the respondents were not ordinary people, 8 of the respondents had a Masters Degree, 31 had Degrees and 28 had Diplomas in various fields. This portrays the value of language learning.

Table 4: 8 Respondents' Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below O level	2	2.3	2.3	2.3
	O Level	8	9.3	9.3	11.6
	A Level	9	10.5	10.5	22.1
	Diploma	28	32.6	32.6	54.7
	Degree	31	36.0	36.0	90.7
	Masters	8	9.3	9.3	100.0
	Total	86	100.0	100.0	

Source; (Research Survey, 2014)

The researcher interviewed some of the respondents and below are some of the key responses regarding the motivation of some of the people who were studying Portuguese at Cendel (Research Survey, 2014);-

- "… there are some business opportunities in Angola, in the mining sector" said one engineer
- "…teaching English in Angola is highly rewarding" said one lecturer
- "…the discovery of gas in Mocambique has opened up some opportunities" said one engineer.
- "…our organisation has offices in Portuguese speaking countries, hence knowing the language would make it easier to communicate" said one manager

The above comments indicated some instrumental motivation from the respondents, which is the type of motivation arising from the need to secure some job opportunities as a need to engage in business. The responses from the above learned people justified the fact that they have perceived value on foreign languages.

4.6   Observations and finding about Policies on languages

The findings from the secondary data from literature review according to (Professor Worton, 2009; Lilama, 2012; CILT, 2008, 2009, 2010, 2011) showed that Australia and the United Kingdom have explicit language policies. However, in Zimbabwe (Maseko & Moyo, 2013; Viriri, 2003) revealed that the Zimbabwean language policies were on the conversation of indigenous languages.

4.7   Chapter summary

The chapter analysed the results of the study using excel and SPSS software. The overall finding was that young people especially those aged between 25 to 34 years were most active in learning languages. It also revealed that most Zimbabweans are either Bilingual or trilingual, with the majority having bit knowledge the vernacular from our neighbouring countries. In practice however very little use is being made of the foreign language knowledge to harness the power of the internet as only 8% of those respondents with websites had also put their web content in another language which is not English. The next chapter will give the implication of the findings and recommendations.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

In the previous chapter the results of the study were highlighted and discussed in detail. This chapter seeks to summarize the whole study findings and give some recommendations. It highlights or recaps the intended objectives of the study in order to assess whether they were met or not. It also highlights the possible areas of further study in future.

5.1   Statement of objectives

In Chapter 1, the problem statement was discussed in order to motivate the importance of this study. From the problem statement it was evident that lack of knowledge of foreign languages is an effective barrier to international trade. Based on the problem statement, the objectives of the study were as shown below;

i.   To study the extent to which the Zimbabwean business people have exposure to other non English languages and culture

ii.   To establish the hindrance to international trade that lack of other non English lingua franca have

iii.   To establish the ideal time of introducing other languages into the academic or business studies curriculum

iv.   To recommend a foreign language policy to promote multi linguaism

5.2   Research objectives Achievement, Failure and Justification

In chapter 2 relevant literature were studies, with guidance from the variables on the conceptual framework, in order to justify the bases used to arrive at an informed position on the value of foreign languages. The literature review highlighted people who say that English language is a global Lingua Franca like (Clark, 2012; Needley, 2013; Genç & Bada, 2010) as well (Van Vaerenbergh & Holmqvist, 2013; Holmqvist, et al., 2014) who strongly oppose that view point. The review also highlighted previous studies done in Zimbabwe and found that (Viriri, 2003; Maseko & Moyo, 2013) who studied diversity of languages concentrated on preservation of minority languages and not the effect on the business case for languages. Chapter 3 dwelt on the methodology, and a qualitative approach was adopted, with the use of questionnaire as the research tool.

Table 5: 1 Objectives Achievements, Failure & Justification

Objective	Achievement	Justification
i) The extent to which the Zimbabwean business people have exposure to other non English languages	The extent to which Zimbabwean have exposure to foreign languages was successfully accomplished	According to survey response rate 86% of the participants willingly indicated the languages they knew
ii) The hindrance to international trade that lack of other non English lingua francas has.	This objective was not fully achieved since although people indicated that they lost business due to lack of languages, they would not reveal the value of business lost.	To come up with a conclusion however, the use of aggregate GDPs per language was adopted to approximate the value of the languages. See Figure 4.6
iii) The ideal time of introducing other languages into the academic or business studies curriculum	This objective was fully achieved as both the literature and the survey results concurred that learning languages early is an advantage.	Figures 4.7 and 4.8 supported the early adoption of languages
iv) Language policy	The study has managed to reveal the fact that the existing language policies in Zimbabwe, which focused on the conversation of native languages fail to address the issue of international Lingua Francas, which are key to global international trade.	English dominant countries like the UK and Australia have adopted language policies to encourage language diversity; hence Zimbabwe could not be left behind in this initiative.

Source: (Research Survey, 2014)

In chapter 4 the results of the study were analyzed and the findings highlighted were using descriptive statistics illustrated with interpreted graphs and tables and then the following were the conclusions.

5.2   Conclusions

5.2.1   Zimbabwean exposure to foreign languages

The study has revealed that most Zimbabweans are actually multi lingual as shown by table 4.3 and figure **4**.2 in chapter 4, which showed that 50% and 29% of the respondents were bilingual and trilingual respectively. The first language "L1" is the native vernacular, i.e. Shona and furthermore most of the Trilinguals speak Shona and Ndebele or other regional native languages like Sotho, Pedi, Tswana and Kiswahili. About 17 % of the respondents actually understand other foreign languages which include, French, Portuguese, Mandarin and Spanish, and only 4% of the respondents are mono lingual, therefore it is concluded that most Zimbabwean have an exposure to foreign languages.

5.2.2   Motivation to learn foreign languages

Despite the study showing that Zimbabweans have exposure to foreign language, as outlined on 5.2.1 above, failure to utilize the languages for business is evidences by the limited use of foreign languages, especially on internet websites. A lot of campaigns therefore need to be done to promote the adoption of lingua francas. The benefit of languages needs to be outlined so that people will develop both instrumental and integrative motivation to learn languages.

5.2.3   The best time to introduce languages

The results of the study in accordance with Figure 4.8 in chapter 4 persuade us to conclude that the respondents are of the opinion that foreign languages must be introduced to primary school children. This is because people have believed that it is easier for children to take up languages than adults. It is therefore concluded that the respondents support the taking up of foreign languages in the schools' curriculum as well as support the early introduction of languages to children. The non-availability of enough teachers might affect the immediate introduction of languages to primary school level; however a staged approach could be adopted by commencing the languages from tertiary level until sufficient teachers are available to for the primary level.

5.2.4   A foreign language policy

According to (Maseko & Moyo, 2013) the new Zimbabwean constitution acknowledges sixteen official languages. However, English is the only Lingua Franca amongst the sixteen languages. It is therefore imperative that Zimbabwe should develop a policy in support of (Dr. Zivenge, et al., 2010), which further promotes linguistic diversity, with the view of enhancing international trade.

It is hereby concluded that the knowledge of foreign languages opens up a plethora of business opportunities. Most importantly the study revealed that the English content on the web is over saturated with a content to searchers, ratio in excess of 200% and that the dominance of English on the web is reducing with a searchers percentage reducing from 80% in 1997 down to 27% currently. The osmosis of languages would naturally continue to take place with the content of other world languages increasing on the web until equilibrium is reached when the web content is equal to the diversity of the world languages as all speakers would publish in their languages.

5.3   Recommendations

5.3.1   Planned mix of foreign languages to maximise geographical coverage
The study recommends a well planned mix of foreign language since according to table 4.4 most Zimbabweans are multi lingua, however the languages that they know have minimum impact on the international arena as they are mostly regional native language which are not lingua francas. Attempt to learn a Lingua from each Continent would assist in having a wider international coverage. This will bring in the Asian languages, like Mandarin which was previously omitted.

5.3.2 Language Policy.
This policy would prescribe that all vocational or tertiary students should take up a foreign language to encourage diversity. The compulsory foreign language would commence at tertiary level with the view that once sufficient level of people knowledgeable with language are available the foreign language policy would go down to secondary schools and finally to primary schools as there would now be sufficient teachers to teach the foreign languages.

5.3.3 Motivation for Foreign Languages.
The language policies must be reinforced by incentives to encourage the adoption of foreign languages as according to section 2.6.1 the review of literature showed instrumental motivation as one of the effective motivations for learning languages. According to (Professor Worton, 2009) the UK also had to introduce incentives to support their National Language Strategy of 2002, starting in 2009 after higher education rates of languages kept declining according to (CILT, 2008, 2009, 2010, 2011) even after the enactment of the 2002 Policy.

5.4   Recommendations for further study

The study has also revealed that Zimbabweans are highly learned and skilled, such that it is quite obvious that the country has abundance of human capital which can be used in other countries and reduce the current unemployment rate. The study of the respondents qualifications revealed about 33% of the respondents had some diplomas, 36% had degrees and 8% had masters' degrees. It is clear that Zimbabweans are missing out on business and employment opportunities in non English speaking countries due to lack of language skills.

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Appendix A

Attach Copy of Letter from Graduate school

Questionnaire

This questionnaire is for the purpose of carrying on an academic research, in partial completion of an Executive Masters of Business Administration degree with the Midlands State University.

All the respondents' names and their identities will be treated as confidential, and care is taken that no one will come to any harm as a result of participating in this research. You may choose not to fill in your name.

1) Name							(Optional)
2) Surname							(Optional)
3) Please kindly tick under the appropriate box your age group	**Below 18**	**19-24**	**25-34**	**35-44**	**45-54**	**55-64**	**65+**
4) Gender	**Male**	**(Tick >)**		**Female**	**(Tick >)**		
5) What is your nationality e.g. Zimbabwean (State if any of your parents are from a different nation)							
6) What is your profession							
	Below O Level	**O Level**	**A Level**	**Diploma**	**Degree**	**Masters**	**PHD**
7) Academic qualifications > (Please tick the appropriate box (es)							
Please write here a bit more details about your qualifications here > (Optional)							

8) You can tick one or more on each row	(Vernacular i.e.) Shona	Ndebele	English	Spanish	French	Portuguese	Chinese (Mandarin)	Other (specify here >)
Language (s) that you speak at home								
Language(s) that you can read/write								
Language (s) that you can speak								

9) **Please indicate your level of fluency of the languages you know on a scale of 1 to 5 (Mandatory)**
(1 = Not so good   3=Average   5 =Excellent)

Language	Level of Fluency

10) **Please advise where you learnt the above mentioned language(s). Indicate whether, it was at home, at school, at college, or self taught etc.**

11) **Would you want to learn another language(s), apart from English? If so state the language(s) and why.**

12) **Did you or your organisation have any opportunity to engage in any business or job either in a Non- English speaking country or with Non- English speaking people? If so please also state where and when. How did you communicate?**

13) **Have you ever been to a country or countries outside Zimbabwe, and what languages did you use to communicate? Did you have any difficulties arising from language issues?**

_____

_____

_____

14) **Have you or your organisation lost any business or job opportunity due to the lack of a Non-English language? If so please state how it happened and the value of the transaction.**

_____

_____

_____

15) **Do you think that foreign language(s) should be taught / introduced in schools? If so starting from what level. I.e. Primary, Secondary or Tertiary level.**

_____

_____

16) **Do you think learning Non-English languages should be made compulsory? If so please state for which level / courses. E.g. Secondary, Hospitality & Tourism Courses, Business Schools, Vocational Technical, or Other specify.**

_____

17) **Does your organisation have a website? If so, what language(s) is it in?**

_____

18) **Does your organisation have offices outside Zimbabwe? If so do you get delegates to or from other countries and in what language do your communicate?**

_____

19) **Do you advertise or package your products in any Non-English language? If so which ones and why, did you choose those?**

_____

_____

20) **Please state any other comments and contributions, which you have regarding the use of international Non-English languages and culture below.**

_____

_____

Should you want some assistance on completing these forms please contact the undersigned on the details below. The final document resulting from this study will be the property of Midlands State University, however, should you be interested in a copy, please contact the undersigned.

Thank you very much for participating on this research.

May God bless you