

Západočeská univerzita v Plzni

Fakulta filozofická

Bakalářská práce

2015

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**A SURVEY OF ENGLISH LANGUAGE NEEDS AND USE
IN SELECTED CZECH BUSINESSES**

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Katedra anglického jazyka a literatury

Studijní program Filologie

Studijní obor Cizí jazyky pro komerční praxi

Kombinace angličtina – němčina

Bakalářská práce

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Plzeň 2015

Prohlašuji, že jsem práci zpracoval(a) samostatně a použil(a) jen
uvedených pramenů a literatury.

Plzeň, duben 2015

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Acknowledgement

I would like to thank you my supervisor,
Bc. Skyland Václav Kobylak, for his professional guidance
and useful commentaries.

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1 INTRODUCTION

The bachelor thesis deals with English usage and education in companies which are situated in the Czech Republic. It is also concerned with the teaching of employees in companies in the territory of the Czech Republic.

English language is used all over the world and it is important for business communication. The interest of the author was focused on the field of economy. It was also important what business conditions companies have in the Czech Republic. A communication with foreign countries is important and therefore knowledge of the English language is necessary. Companies which are able to communicate by foreign countries are advantaged and therefore Czech companies require English and other foreign languages.

The purpose of this bachelor thesis is to discover whether English is used for business communication or other activities in companies in the Czech Republic. Companies which were chosen by the author are either original Czech companies or non-Czech companies which are in the territory of the Czech Republic.

The main part of the bachelor thesis is a practical section dealing with a detailed questionnaire and an analysis of education in Czech companies. The questionnaire was created to inform the author about basic information, usage of the English language and English knowledge of particular companies. This questionnaire was created in a specific website and then it was sent to different Czech companies. Before the author began to create the detailed questionnaire, it was necessary to examine important information for creating a questionnaire. It is important to know how should appear a questionnaire. The author has to know that questions, which are common, should be at the beginning of questionnaire. Questions also should be understandable and brief. The author deals with this topic in chapter number 3, named Practical section.

Practical section consists of six chapters and there the author analyses answers of the questionnaire and deals with the teaching of English in companies. There are also comparisons of particular companies which are separated into two parts, such as original Czech companies and non-Czech companies which are located in the Czech Republic.

The chapter number 2, named Theoretical section, deals with the role of English all over the world, history, origin of English and English-speaking countries. In chapters of theoretical section is analysed English usage in the world which countries use it and how was created English language.

The last chapter of practical section, namely Analysis of English teaching, deals with language lessons in Czech companies. In some companies is provided English teaching for employees in the company. English knowledge is for some companies necessary and therefore they provide language lessons.

2 THEORETICAL SECTION

The following chapter is aimed at providing a background of the history and development of the English language. The theoretical section has four subchapters. The first subchapter deals with a world language, particularly the English language. There is how many people have English as a mother tongue or how many people use English as a second language or a foreign language. The next subchapter is called history of the English language and it is separated into more subchapters which are dealt with kinds of English. The topic, origin of English, deals with a creating of the English language and the last chapter is about countries where is used English.

2.1 English as a world language

Each of us uses some language because we have to somehow make ourselves understood. Every person has a mother tongue, mostly one mother tongue. However, the English language dominates all over the world.

A lot of people speak, use or in some way study the English language. About 4 billion people know or already collide with the form of English. ^[1] English is used or spoken by one billion people and one quarter of them use English as a mother tongue or they use English as a first language. The next quarter of one billion people learn English as a second language and other people as a foreign language. English is a compulsory subject at school in many countries and for students English is often a favourite subject. *“English is an official language or one of an official language in more than 70 countries.”*¹ ^[2] English is ‘world language’ by which native speakers communicate and also people who

¹ Own translation from Czech into English by Jolana Armerová.

study or learn it. It is a medium which serves as communication between people, organizations and nations. English is a world language particularly because it is used all over the world and that has linguistic character. ^[3] In the world is mainly favourite English because is quite easy and for example, for some Slavic-speaking, non-Russian nations like the Czech Republic, Russian language is even more difficult than the English language, despite Russian's shared roots, because English uses the Latin alphabet while Russian uses the Cyrillic alphabet. In English every word is written and pronounced in a different way and this is not easy for people who study it. Also it is difficult to understand native speakers because they 'swallow' some words and people who study English cannot understand them. The big problems are besides other things English phrases which are for English very characteristic. One English professor said: *"Many people think that a global language could be English language. I say to them: To teach people to speak good English, they need 25 000 hours of hard work. I needed 50 000 hours because I am a professor of English. To people do not think that this way finishes. New idioms will be created which people will not understand. Simply, English is work for a whole lifetime."*² ^[4] In the world is a lot of so called 'perpetual beginners'. They are people who have been learning English for a long time but they never master it. People who able to learn it exist very few, these people are less than one half. ^[5]

Since 2006 in Mexico is the English language compulsory at schools. Mexican children have to study English as a second language and therefore 200 000 Mexican teachers who teach English take an interest in education programmes. ^[6] In the 21th century English and English culture are much widened. Other languages were never so much widespread as the English language. English was at first so called family business and with time English became a global language. ^[7] The European Union needs for communication only English to states of

² Own translation from Czech into English by Jolana Armerová.

European Union can communicate among themselves. According to Jacques Chirac should be in the whole world just one language because it would be better for humanity. In his opinion just 'one tongue' should be of course the English language. Sunday Times observe that *"to be born as a native speaker of the English language is like winning one of Grand Prizes in the life lottery."*³ [8] But Burchfield has different opinion. According to him was English similar to Latin and English will divide in the future into several languages which will be neither similar nor the same. Latin was divided into languages which are absolutely different and those are French, Spanish and Italian. [9] As already mentioned, around 4 billion people use English and only Chinese language dominates to English but a lot of the Chinese can speak English even if just some form of English. [10] In 2006-2007, 80 % websites were written in English, in German were written 4, 5 % and in Japanese were written 3, 1 % sites. [11] English is not a right language for communication all over the world because speakers who have not English as a mother tongue use so called a Pidgin English. This English is a form of simple English and speakers use it mainly for business contacts. In the world exist so called a language discrimination which was created primarily so that any language of some nation is imposed to other nation. This means that some language is preferred to other languages and people who have this language as a mother tongue are advantaged. The language discrimination limps on all nations and all races. Political and economical stress caused this discrimination and it pressures people to learn a mother tongue of other nation. People who find a new job at foreign companies which are located in the Czech Republic have to fluently speak English or German. If they cannot speak nor one of these languages, it is smaller probability that they get a job. [12]

Today the English language is used in America, Asia, Africa, Australia, and New Zealand and in the Atlantic, Indian and Pacific Oceans. [13] In Britain and America children learn and communicate by

³ Own translation from Czech into English by Jolana Armerová.

English from birth. People who were born in India, Nigeria, Singapore and Papua New Guinea use English mainly in education, business, government and broadcasting because English belongs to official languages. English is used also in politics and business. The political group called 'Asean' uses English every day at work. English is applied in medicine and also in scientific researches. It is very popular with music and films and it is also used in airlines and international seas; there are used very simple words and sentences for communication. ^[14] Some world news is broadcasted in English. In the seventeenth and eighteenth centuries, the English language was widened in North America, the Caribbean, Australia and Asia. A lot of industrial devices were produced in Britain and therefore people who wanted to use them had to learn English. In the twentieth century, an international business caused the widening of English and people wanted to cooperate with American companies and therefore they had to learn English. The telephone, fax machines and computer began to use for international communication, the computer was an innovation. The European Central Bank is situated in Germany but this bank uses English as a working language. English is often used on the Internet mainly in business. ^[15]

"Human language is a system." ^[16] The language works on the basis of group of rules. Every language has to follow by rules because languages have a grammar and rules of grammar determine how a form of words and sentences looks. ^[17] A language composes of symbols which have a sense and things which mean something else. A symbol and thing have between themselves a symbolic attitude. The language of people is mainly oral and aural language. So when we learn some language, we have a preference for communication rather than writing. Today a human language is considered an inborn language. We are able to learn some language or more precisely children able to learn any language which they hear from birth. Human language has several roles. People using language can communicate their ideas and can express

their emotions. Language is one of the manners of communicating which people show by gestures, facial expressions, body movement and tone of voice. An animal communication differs from human language because human language is planned, originative, formal, inborn and learned. Language is human and also is trait of human brain. It has some common characteristics in all languages. The common characteristics look as follows: Every people have some language. Any languages are originative and planned, have some rules, grammatical categories, generality in meaning, differences in grammar, for example present or past time, singular or plural number and so on. Any languages have questions, commands or promises. ^[18]

Any language is separated into several parts and these parts are connected each other but they separate. The first part is *phonology*. The phonology is a science which researches the specific language and focuses on the sound system. The word 'phonology' comes from Greek word *phóné* which means 'sound'. The second part is *morphology*. The morphology is a science which researches the form of words. The word 'morphology' also comes from Greek but from word *morphé* which means 'form'. The third part is *syntax*. The syntax is a science which researches the arrangement of words instance phrases, clauses and sentences. The word order principally deals with subject, verb and object. ^[19]

2.2 History of the English language

English began to develop in the eighteenth century. Sir William Jones was born in India and he thinks that all languages have a common origin. And therefore people began to study and they took an interest in Latin, Greek and so on. All languages fall into one huge 'family' of cognate languages. This language is called the Indo-European family. ^[20] It is a clan of languages which was widened across Europe and South Asia. Indo-European family involves a lot of languages of Europe and

more than 2.6 billion speakers speak by the language family. ^[21] The name 'Proto-Indo-European' is the language and all languages generated from this language. ^[22] The Indo-European family has a few major sections: Germanic languages such as German, Dutch, English, Icelandic, Danish, Norwegian and Swedish; Baltic languages such as Latvian and Lithuanian; Slavonic languages such as Ukrainian, Russian, Polish, Slovak, Czech, Serbo-Croat and Bulgarian; Celtic languages such as Breton, Welsh, Irish Gaelic and Scottish Gaelic; Italic languages such as Latin, Romanian, Italian, French, Catalan, Portuguese and Spanish; Indian languages such as Sanskrit, Bengali, Gujarati, Hindi, Marathi, Punjabi and Urdu; Iranian languages such as Persian (Farsi) and Kurdish; Anatolian, Armenian, Tocharian, Greek and Albanian languages. ^[23] About 2 000 million people speak by the Indo-European language. The Celts used the language called Brythonic in southern England and Wales and the language called Goidelic (Gaelic) they used in Scotland and Ireland. ^[24] The British Celts began to use Latin because they had laws, police, roads and towns. In the third century AD the Romans set upon by the Germanic groups. The Germans also invaded Britain. The Romans ultimately went away from Britain. In the fifth century AD, the Saxons, the Angles and the Jutes, they are groups of people who belonged to the Germanic sets, came in today's Germany and Denmark, formerly known as southern and eastern Britain. When they expelled the British Celts into the north and west of Britain, began to unite into seven kingdoms which are now known as England and south-east Scotland. The Germanic tribes used a language so called 'Englisc' and they considered the British Celts as 'wealas' which signified foreigners. The word 'Welsh' originates from the 'wealas'. At the end of the fifth century, when the Anglo-Saxons occupied a lot of countries, the English language made progresses more and more. ^[25]

English belongs to the Germanic languages and about 3 000 years ago the group of Germans created their own language in the region of the

Elbe river. ^[26] The history of English is separated into several periods; Old English, Middle English, Early Modern English and Late Modern English.

2.2.1 Old English

Old English is a period which was from 450 to 1100 AD. English people or people who speak English considered Old English as a foreign language. Books which were written in Old English are rich, for example poetry called *Beowulf*. ^[27] Aforementioned the *Englisc* language is used at the earliest by the Anglo-Saxons. We call today the Englisc language as Old English. It is the language which was used at the end of the fifth century when the Anglo-Saxons came in England and this language continued until the Norman Conquest which was in 1066. Old English had four main languages. The first was Northumbrian by which was speaking in the north of England. The next language was Mercian and it was used in the Midlands. The third was Kentish that occurred in the Southeast. The last part was West Saxon and this language was used in the south and west of England. ^[28] The modern English today appears and resonates really differently than Old English. It is a small probability that a today's speaker who uses the modern English is capable to understand to a speaker of Old English. Old English is developed from Old, through Middle, to modern English. ^[29] "*Old English was almost completely Germanic.*" ^[30] This language used only twenty Celtic words. Anglo-Saxons adopted several words from Celts, for example: the words *crag* and *tor* which mean *a high rock*. They also adopted names of cities in England, for example *London* and *Leeds*. ^[31] In 597, Christianity began to widen tardily through England and friars constructed churches, typical for Christianity. The Anglo-Saxons copied 450 Latin words from the Roman Christians. The friars initially used only Latin and late they wrote in Old English. ^[32] At the time of Anglo-Saxons the vocabulary of Old English was much spread because they borrowed some words from other

languages. ^[33] 85% vocabulary of Old English was superseded by Modern English mainly words from Latin and Greek. Old English combined old words and in this way created new words. Old English also was supplemented by new words with suffixes or prefixes to the root of word. The word order in sentences is in Old English different than in Modern English. When nouns are in the plural, the change occurred in the endings of nouns. All nouns possessed masculine, feminine and neuter gender. Adjectives and articles were dependent on the gender of nouns. ^[34] In Modern English the ending -ed was added to the verb when we form the past tense and in Old English it is the same. ^[35] King Alfred determined English as a language of education and literature. When he was forty years old, began to study Latin and became a translator of books from Latin to English. At first he translated the book called *The Anglo-Saxon Chronicle*. This book was the only one type of book in west of Europe. The Vikings and the English people had a very similar language. Old English began to be easier and had as Old Norse, it was the language which the Vikings used, a lot of endings for words. These words leaved out because people did not able to learn them. People more used the endings -s in plural and when they wanted to make a past tense, they added instead of the ending -s the ending -ed. Old and Old Norse English sometimes had the same meaning. For example, from Old English the word *wish* and from Old Norse the word *want*. ^[36]

The Norman power was expanded when William of Normandy became the king of England and he managed the expedition into England in 1066 which was successful. The Normans settled in England and therefore England became the kingdom of Normans. They constructed castles in order to fight back and they also constructed churches, cloisters and cathedrals. The Normans exercised power over England up to 1154. From that time the Anglo-Saxons reconciled with the Normans and they created one nation. During 13th century the French subjugated Normandy. ^[37] Norman French was the language which was necessary for

government, religion, law and literature. French language was used in England mainly in twelfth century because the Normans spent time in England and they had estate in Normandy and in France. But after a time English was widened and the Normans used it more and more. When Norman got married to Englishwoman, their children oft used English as a first language. ^[38] Some people did not stop to speak French primarily upper classes but they had French as a second language. French ceased to be important in England because people in England still used Norman French and it did not like to the French who lived in Paris. The upper classes were proud of English, not of French. People of lower classes must not speak French and have to speak only English. A contradiction between England and France caused the Hundred Years' War. The Hundred Years' War held from 1337 to 1453. This period English was an important language. ^[39] When Parliament founded in 1362, English first mentioned and therefore people of upper classes rented more land and they wanted a bigger remuneration. More people used English and because some of them did not understand French. In the 15th century all people employed English. ^[40]

2.2.2 Middle English

The second period is Middle English. From 1066 to 1500 was this period and started with the victory over England which defeated the Normans speaking French. About 1266 French became the official language in England and the literature was written in French or in Latin. ^[41] In the 13th century English was widened and thanks to that the conjugations of Old English and the vocabulary did not survive. It replaced French words. A shortage of written entries in English was the change in the language and therefore a standard form maintained. Middle English have a lot of vernaculars in some regions, for example, the London vernacular of Geoffrey Chaucer. A contemporary speaker using

English understands to the language of Chaucer because it is quite similar to Standard English. ^[42] For this period is typical one famous text which is written in Latin in the Carolingian script. It is the Domesday Book which is a big research of English lands. The Carolingian book hand was developed in the 12th century and it is called 'gothic'. ^[43] Middle English very changed in grammar; it became simpler and did not preserve some endings for nouns, adjectives and pronouns. In the 15th century the noun ending in plural -(e)s was typical for England and the plural ending -en preserved, for example, the plural *children*. Adjectives and nouns did not preserve the grammatical gender. The biggest change was in the past tense. Middle English was changed to the ending -ed in past. People used the order which originated from Old English, composed of subject, then verb and object. They would rather used prepositions than noun endings. They used mainly *in*, *by*, *with* and *from*. ^[44] In the 15th century English grammar became easier and vocabulary was much widened. 10 000 French words assumed into English and some of them employ, for example, *city*, *government*, *literature*, *music*, *river*, *travel* and so on. ^[45] Words which got from law, medicine, science, literature or Christianity books originated from Latin but they became English words. It was happened because these words cannot translate into English. Some original Latin words were *admit*, *history*, *impossible* and so on. The prime part of vernacular of Middle English is resembled Old English. People who come from other regions do not able to understand each other. ^[46]

2.2.3 Early Modern English

The third period is Early Modern English. This period lasted from 1500 to 1700 and it started after the presentation of machine which printed by William Caxton in 1476. When a poet John Dryden died, the English Renaissance finished and it was a part of Early Modern English. In this period is very important that a standard dialect developed. For this

period is also important a phonological change which is called the *Great Vowel Shift*. And therefore for contemporary people who speak English writings are bigger problem. For this period was typical writer William Shakespeare. ^[47] In the 16th century churches began to protest, people which came from Europe started to research America, Asia and Africa, and also an education began to develop. People had a lot of new thoughts and therefore English was widened. Latin was learned across Europe in the 16th century and it was used more than English and other people used European languages. A lot of people read books which were written in Greek and Roman and those people who lived in England read these books in English. The books must be translated into English and books which contained some knowledge had to be in English. At the end of 17th century English accepted. In the 16th and 17th centuries English writers adopted some words to can term new ideas and things. In this period the vocabulary grew and it was the biggest change. ^[48] Some words took over from America, Africa and Asia into English. For example, English word *chocolate* is adopted from Mexico, *banana* from Turkey, *caravan* from Persia. Under the reign of Queen Elizabeth I. from 1558 to 1603 the literature was widened. ^[49] Spenser and Sidney were the most famous poets; writers of plays were Shakespeare, Marlowe and Jonson. Shakespeare in his plays used a strange language. He was a connoisseur of a wide range of vocabulary and also made new words. ^[50] After death Elizabeth I. in 1603, the King James I. commanded to translate the Bible into English in 1604 and therefore he influenced English language. ^[51] English began to develop and people added *do* to principal verbs and already in the 17th century they began to add *do* to questions and negative sentences. Also endings of verbs in present tense changed, the third person in singular transformed into -s ending, instead of -th ending. ^[52]

2.2.4 Late Modern English

The last period is Late Modern English. This period was from 1700 to 1900. In this period changes of language were not so great and they were more in the previous periods. A lot of pupils use Modern English and it includes Late Modern English and Contemporary English. ^[53] In Modern English, there are some distinctions between English in 1800 and in 2000. These distinctions are mainly in grammar and pronunciation. The speakers of the 19th century did not able to understand to new words. The new words were created because terms for machine, materials, plants, animals and medicines had not some appellation. In the last hundred years 100 000 new words were created from two words, for example, the word *airport*. ^[54] Some words were created from appellations of things, for example, the word *coke* formed from *Coca-Cola*, some of them were abbreviated, and for example, the word *photograph* is abbreviated for *photo*. In the 17th century some words were mixed two expressions, for example, the word *smog* creates from *smoke* and *fog*. The *Oxford English Dictionary* is a sign that the vocabulary much widened in the 19th and 20th centuries. In this dictionary are all English words that were created since 1150. ^[55] In 1884, the part of dictionary which included just the letters from A to ANT created. James Murray created this dictionary, deceased in 1915. He managed to finish the letter *U*. In 1928, the Oxford English Dictionary first finished and it included 414 800 words, the second created in 1989 including 615 100 words. ^[56] People had a possibility to acquaint with new words in media in the 20th century and thanks to that new words were widened. In 1920, the BBC selected one accent for their broadcasters. It was the accent which the upper classes use in south-east of England. This accent is called 'Received Pronunciation' in short RP or also is called 'the King's English'. The main reason of using this accent on radio and television was to most of people well understood to broadcasters but it did not respect. In 1960, the accent of upper classes

began to respect and a bigger number of broadcasters had to respect it. The broadcasters who had more accents were immediately employed. In the present day, RP is not so important accent and now in Britain all accents are used on radio and television. ^[57]

2.2.5 Future of English

In the middle Ages people were able to prophesy that Latin will be not the language of education and in the 18th century they recommended that every language can be a future except for French. We have to be on the lookout for hints because of the future of English as a world language. We can expect some changes, for example a change in the political, economic or cultural power could have an influence on the position of other languages. ^[58] Pressures which follow from a social sameness can cause that English will not serve as a global language. ^[59] According to Derek Walcott, who is a poet coming from Jamaica; English influences countries which belonged to the British Empire. But conversely Andrew Marr, who is a journalist from Britain, claims that English is not just a part of Britain or America, but it is a part of the whole world. English impacts people who use other language and therefore it impacts their languages. In the future around 2050, English will be more broadened and more than half of population will use English and it still will be a world language. America will be as today the country which is the most significant all over the world. When people will use more the Internet and satellite television, it will mean the bigger understanding of English because the Internet devised Americans. If people will better communicate in English, it will develop more international business between countries in the whole world. ^[60] It may happen that China will be more prosperous than America and English discontinues being a world language. But English is the most used on the Internet and people who use English is more than people who do not use it. Therefore organizations will inform people do not using

English in several languages. Some countries want to prevent English so that was widened into education and government. In the future English will still be used worldwide and a Standard English will exist. American English will transform into the Standard English. People who use a various English will make own words. ^[61]

2.3 Origin of the English language

The origin of human language is and still will be ambiguous. But origins of every language are researched about two centuries and each of them is clear. *“There are about 5000 languages spoken in the world today.”* ^[62]

Until the 18th century the origin of language was depended on a godly faith. A lot of people who often read know the biblical stories about Adam who named animals. And this explicates why languages are so different. In the 18th and 19th centuries a lot of possible theories were created but they are not reliable. Theories of various scholars such as introduced a number of theories worth mentioning. The first is called the *bow-wow* theory, introduced by Rousseau and in which words are sensory and copy natural sounds. The second is the *pooh-pooh* theory in which words are created from unwitting shouts which are caused by strong emotion. The next is the *ding-dong* theory, there are words which are so called the natural sonority. Then there is the *yo-he-ho* theory where words are created from squawks which people make during some physical strain. The next is the theory called *ta-ta* in which words are the vocal opposite of some motions and the last is the *ta-ra-ra-boom-de-ay* theory in which language generates from sorcery and dance. ^[63]

There is a place where now is situated England but at first this place was called by the Celts as *Caer Ebruac*. After some time the Romans arrived and they renamed it as *Eboracum*. The Anglo-Saxons

then replaced the Romans after four hundred years and called it as *Eoforwic*.^[64] And for the next four hundred years the Vikings appeared and called it as *Jorvik*. Thanks to this name, it created a new name *York* which exists up to this day. Before the Norman victory in 1066, there are all nations which were informed about English language. These are Celts, Romans, Anglo-Saxons and Vikings. There is a story about communication between people who use a different language. The Romans used Latin and when they overheard the Celtic dialect which is called *Ebruac*, they transformed it to *Ebor*. This name was similar to Anglo-Saxons dialect which was called *eofor* and therefore they supplemented the form *wic*. The Vikings used a comparable language as the Anglo-Saxons. They transformed their form *vik* for *wic*. The Anglo-Saxons dialect is the 'heart' of English. It is in existence one custom in which celebrate the Anglo-Saxons and their dialect. This custom was created in the 19th century. This century started a studying of the history of the English language. The Anglo-Saxons language each time was not emphasized and in 1783, according to a writer named Lemon English comes mainly from Greek.^[65]

There is one fact which is unexpected. All alphabets come from one predecessor alphabet. Although some alphabets appear that have their own origin, for example, the Greek, the Russian or the Arabic alphabet. Before Common Era around 1800 to 1700 the first alphabet originated from Northwest of Palestine and it used Semitic speakers. This alphabet includes 22 consonants and readers who saw the alphabetic epigraphs added the vowel which missed because they had to pronounce with a word. People had to retain the alphabet and therefore each letter had a name, for example *aleph* belonged to the letter A and *beth* to B. From Palestine Semitic alphabet was widened to other countries. Around the 10th or 9th century before Christ the Greeks wanted to added new symbols that they constitute vowels and for that reason they borrowed the North Semitic alphabet. Classical Greek formerly the Early Greek was adopted

by the Etruscans. They were ancestors of the Romans who came from Italy. The Etruscan alphabet broadened into two separated alphabets like the runic alphabet and the Latin alphabet. The runic alphabet was first mentioned in the first century before Christ. The *rune* is in translation secret and it was maybe utilized for rituals. ^[66] The runic alphabet has symbols which are square because people incised these symbols into stone or wood. Engravings which survived were found more on stone than on wood. The poem 'The Dream of the Rood' is the largest epigraph which was written by the Anglo-Saxons. Germans first employed the runic alphabet and then they discovered the Latin alphabet and since they used it. The Romans also began to use Latin and the runic alphabet was used rarely. ^[67]

2.4 English-speaking countries

"Today, English is used by at least 750 million people and half of those speak it as a mother tongue." ^[68] Others claim that a number of people using English to at least a basic degree are probably closer to 1 billion. In the 20th century English is the most broadened language all over the world. According to David Crystal there are three types of speaker. The first type is a mother tongue, the next is a second language and the last one is a foreign language. ^[69]

When Queen Elizabeth I. governed from 1558 to 1603, English was used by about seven million people. In 1952, under the reign of the Queen Elizabeth II., the using of English was risen about 50 %. 250 million people used English as a mother tongue and 100 million people studied English. Today, people who use English as a mother tongue are over 300 million but quantity of people who use it as a foreign language is higher. It is about 400 million people. The Americans the most use English as a mother tongue. In 1985 the USA had 239 million populations

and 215 million of them used English as a mother tongue. People from Britain, Ireland, Australia, New Zealand, Canada and South Africa also use English but their number does not exceed 100 million.

Some countries have English as an official language. In Ghana and Nigeria people have to learn English because in their countries English is used mainly in government or education. Although they have own language or more precisely mother tongue, they have to can speak English. When their mother tongue shows as unsuitable for communication, English will be their second language. ^[70] In these countries is hard to choose one language because there are many native languages. In Nigeria, people have option from Hausa, Yoruba, Ibo, Fulani and other languages. English is an official language in these countries because that any languages are not at a disadvantage. In more than sixty countries English is used as an official language. In 1985 in India were about 768 million people and here English and Hindi are an official languages. English is main language which is used in Parliament and it is often used in universities. A lot of English newspapers are distributed all over the world and therefore people should know at least a bit English. Around 10 per cent people do not know English language; it is a quite small number. 300 million people use English as a second language, it is a similar number as the number of speakers of mother tongue. ^[71]

In some countries English is used as a foreign language, it means that people learn it in schools or universities and some books for self-learners help them. The accurate number of people who learn English as a foreign language does not exist. In 1980 the total number was estimated 100 million. In China the interest in English language was recently changed. One visitor said: *"in 1959, everyone was carrying a book of the thoughts of Chairman Mao; today, everyone is carrying a book of elementary English."* ^[72] In 1983, the BBC series were broadcasted in television. They served for learning of language and the

series is called *Follow me*. Kathy Flower broadcasted *Follow me* and thanks to that she became a famous person. English is in the ascendant in communication all over the world. In books, newspapers and advertising is mainly used English and it is also used for orientation in airports, then sailors used it and it is used in business. Simply, English is used everywhere. It is not important how many people have English as a mother tongue but for what purposes and how much English is used. In the Middle Ages Latin was used and learned, in the 18th century French was employed and today English dominate. ^[73]

People who at least a bit use English have a different vocabulary, grammar or pronunciation because there are several kinds of English. In countries where English is used is spoken by some kind of English for official aims. This kind is called the 'Standard English' which is broadcasted on radio and television. This English has the same grammar but in different countries it can have another accent. ^[74] In England is used Standard British English and it differ in pronunciation. A lot of young people have a liking for the dialect which is called Estuary English. It is used in southeast and central England. The next dialect is called Cockney which occurs in London. Cockney is used on the radio and television and is very favourite because is trendy. ^[75] In Scotland the dialect very differs in grammar, vocabulary and accent from Standard British English. About 20 000 Scottish words are employed only by Scots. In Wales English uses a special accent and word order is transformed to change a sense of sentence. In Ireland is used Irish English mainly on radio and television and also Gaelic is used in the west of England. ^[76] In North America, the Caribbean, Australia, New Zealand, Africa and Asia there are a lot of varieties of English. American English is very similar to Irish English. It is used otherwise in North, Middle and South of America. The middle vernacular is used mostly and it is called as General American. ^[77] African-American English was created in 17th and 19th centuries when African slaves had to work on farms and their buyers communicated with

them by Pidgin English. This English became Creole and children of slaves began to speak it as a first language. African-American English differs from American English in grammar. Today in the Caribbean are used creoles and they resemble in grammar and accent. ^[78] English in Australia was created thanks to diversity of English and it resembles Cockney. ^[79] New Zealand and South African English are almost the same as Australian English. ^[80]

3 PRACTICAL SECTION

English language is today a global language and it is also used in business around the world. The target of this practical section is to research the usage of English in Czech companies. The author of this bachelor thesis discovered information about particular companies through a detailed questionnaire. This questionnaire was created in a special website, namely www.surveymonkey.com. Respondents which were questioned could fill in the questionnaire easier. The author of this bachelor thesis contacted companies from different regions of the Czech Republic. English is used in all companies and half of them provide the teaching of English. They are mostly non-Czech companies; it means that they have different origin than Czech. These companies also require English knowledge and by contrast original Czech companies do not require English knowledge. The practical section also contains the methodology and results of the questionnaire that was processed for the purposes of this thesis. The end of the practical section will also provide an analysis of the results of the questionnaire.

3.1 English in Czech companies

In companies in the Czech Republic employers want that job applicants have a good knowledge of foreign languages. The most required language is English because around 70% companies insist on English. The second required language is German, 18% companies want knowledge of German. The next language which is required is Slovak and then there are world languages such as French, Spanish, Italian and Russian. 57% people who apply for a job have in their curriculum vitas knowledge of English. It is a slightly advanced English and basic knowledge of English. 41% job applicants state that have knowledge of

German but 22% job applicants can basics of German. 16% people who find a job can speak Russian. And next languages which state in curriculum vitas are French, Slovak and Italian. 75% companies in the Czech Republic require knowledge any language but in Hungary it is 65% and in Slovakia it is 62%. Czech companies are in comparison with other countries more demanding as for knowledge of any language. ^[81]

When Czech companies use English, workers have to know technical terms. They can use English for example in an administration by email, in communication by telephone, in the meeting, in the presentation or in communication with purchasers and suppliers and so on.

3.2 Questionnaire

The main intention of this bachelor thesis is to find out if companies in the territory of the Czech Republic use English almost in a small way. This information was obtained from a detailed questionnaire. The author of this bachelor thesis had to find out some information about composition of the questionnaire. This information is important because the composition of questions in the questionnaire have to be form rightly. The beginning questions should catch the respondent's attention because it is more likely that the respondent finishes the questionnaire.

The questionnaire has some advantages and disadvantages. The advantage of online questioning is that this method is quick and very effective. A creation of the questionnaire is simple and thanks to that the results compose also very simply and the author has results at his disposal now. The questionnaire which is anonymous is for respondents better because they are franker. And this form of questioning has also disadvantages. Some respondents fill in the questionnaire but information can be false and it is also difficult for an author to get respondents. Nevertheless the biggest disadvantage is that the questionnaire is very

impersonal. When the author wants to form the questionnaire, he has to know what the goal of this survey is. The author should be aware on what the target group of respondents he will focus. The questionnaire should have less than twenty questions and their completing should last maximally ten minutes. If the completing of questionnaire lasts longer, it is very probable that the respondent does not finish the questionnaire. The questionnaire is variable and it is important that the questionnaire has been correctly formed and that questions have been simple and understandable. The first question in the questionnaire should interest the respondent and it should not be so complicated and personal. Questions of this type should be at the end of questionnaire because if they would be at the beginning, the respondent would lose the interest in the completing of questionnaire. At the beginning of questionnaire the questions concern introductory information such as a salutation, a request for completing of the questionnaire, a goal of the questionnaire, at the end of the questionnaire thank for the completing. When the author forms the questionnaire, he should know how should look individual questions. It is important to determine the sense of question and to ask only questions that are important for the survey. The author has to choose a type of question. Questions divide into closed and open questions. The closed questions contain all possibilities of answers and the respondent marks only one answer, sometimes more answers. The open questions are such questions on which the respondent answers arbitrarily. When the author chooses the closed question, he has to consider if he uses one possible answer or more possible answers. There is also a semi-closed question which enables to the respondent to add his answer. The closed question is simple as for completing of the questionnaire but it is complicated when the author makes particular answers. The open questions are used when the author needs a specific answer from the respondent. The advantage of the open question is that the respondent can put the answer in his/her own words. The disadvantage is that open or qualitative questions make

results more complex to process and often lead to vague or unclear answers. When the author of this bachelor thesis finished a creating of the questionnaire, it is important to fill in a trial questionnaire because in this way he finds out if the questionnaire correctly compiled. ^[82]

As already mentioned, information about companies which are situated in the Czech Republic was gained by the author of this bachelor thesis from the questionnaire and in the following text, the particular questions are characterized.

The author chose to carry out the questionnaire in the form of electronic questioning by email. In the email, respondents were asked for completing of questionnaire and there were also written a salutation and introduction, a goal of questionnaire, how long the questionnaire takes and of course an expression of gratitude for filling out the questionnaire. Respondents were assured that the questionnaire will take from 5 to 10 minutes. In the email did not lack a reference to the website because the questionnaire was made on the website where it is possible to make the questionnaire and respondents just click on this website and can start to fill in the questionnaire. The advantage of this website is that respondents just mark particular answers; it is fast and easy. The next advantage is that the author has answers from respondents now because respondents at the end of the questionnaire just click on the button 'send back'.

The questionnaire is composed of twenty-six questions. It is more questions than is recommended but these questions are very brief. The questionnaire includes three open questions; they are the first, the second and the third one. In the first question the respondent was asked about his post in the company, in the second about the name of company and the last one about the company address. The other questions are closed questions. They are questions which have to choose or one or more possibilities. The first nine questions were compulsory because there is important information. In the questionnaire closed questions

predominate because as already mentioned they are very easy to fill and to process answers.

The questionnaire is processed that the first eight questions include basic information of company. In the first question the respondent was asked to write his post in the company, in the second question he wrote the name of company and in the third one he informed about the company address. The next question is the fourth and in this question the respondent had to determine the origin of company. He had to choose among three options; those are Czech origin, German origin or other origin of company. To the point of other origin of company is added a complementary line which is intended for other option which is not in the definite question. This complementary line is in every question because the respondent can have other answer than that which is in the questionnaire. The fifth question deals with the type of company, the respondent could choose among the Budget organization, Allowance organization, Business Company and of course the other. In the sixth question, the respondent had to determine the form of business. The choice was from four options and they are state enterprise, sole proprietorship, trading company, cooperative and other. The trading companies divided into s.r.o., a.s., v.o.s. and k.s. so if the company is trading company, the respondent has to mark the type of trading company. The seventh question occupies with the core business of company, such as production activity, business activity, provision of services and for other answer the point of other. If the company deals with the business activity, it depends on whether the company is retail trade or wholesale. In the eighth question the respondent was asked to inform about the largeness of company according to the quantity of employees.

From ninth to fourteenth question the author deals with the using of foreign languages in the company, particularly with English language. These questions are about English, primarily about how often, in what

activity or what work positions use English. In the ninth question the respondent was asked to determine if in the company is used English language at least in a small way. If the respondent answered that English is not used, was requested to stop the filling of the questionnaire and send the completed questionnaire back. If the respondent answered that English is used in the company, he/she should continue to fill in the questionnaire. In the tenth question the respondent had four options and was asked to inform what foreign languages are used in the company. The respondent had more answers at his disposal such as English, German, French and Russian language and could mark all options. If none of options was satisfactory, the respondent could use the complementary line for own answer. Whether the respondent did not mark English language, at the moment the filling of questionnaire stopped and then was requested to send the completed questionnaire back. And whether the respondent marked English language, was referred to the following question number eleven. The topic of this question is in what activity the workers are used English language in the company. The respondent had to give information if English is the most used either in communication with subsidiaries of foreign countries, suppliers or purchasers, in communication among employees in the company or in office work. Of course, the respondent could express his own answer in the complementary line and could mark more options. The twelfth question deals with a frequency of the using of English in the demanded company. The respondent could choose that English is used daily, once a week, once a month or once a year and there is also the point called other for another answer. The next question is number thirteen and here the respondent was asked to determine what way of communication is the most often used regarding English language. There are three options: oral, written or combined way of communication. In the fourteenth question is about work positions, particularly in what kind of posts English is the most used in the company. The respondent could choose among

top, middle or low level management. For a facilitation of determination the correct management, the author wrote in brackets examples of posts belonging to the top, middle and low management. To the group of top management belongs for example President, Chairman of the Board or Vice-Presidents. Into the middle management fall Department Head, Branch Manager or Dean of a school and among the low management rank Supervisor, Foreman or Office Manager.

Questions from fifteenth to the last question number twenty-six apply to an education of employees in Czech companies. They are about a teaching of English language in the demanded company and also where or when the teaching of English takes place. In the fifteenth question the author asks the respondent whether the company looks after the education regarding of English of employees in the company. It is a dichotomous question, so the respondent could answer either yes or no. If the respondent marked the point 'no', had not to fill in the questionnaire on and was asked to send the completed questionnaire back and if answered yes, was referred to the following question number sixteen. This question is also the dichotomous question, so the respondent had two options, yes or no, and was asked whether workers in the company have a possibility to attend the teaching of English and whether the teaching is organized by the company. In case that the respondent chose the point with no, had to stop the filling of the questionnaire and was requested to send the completed questionnaire back and in the opposite case the respondent could fill in the questionnaire on and come to the seventeenth question. This question deals with a providing of the teaching of English. The respondent had to inform the author who or what provide the teaching, if a language school, lector of English, university student or some employee of company provide it. If none of the point was convenient, the respondent could write own answer on the blank line. In the eighteenth question the respondent was answered if the teaching of English takes place in the company or outside the company and in the

nineteenth question had to inform about a venue for the teaching. The respondent had only two options, either the venue for the teaching during working hours or out of working hours. The twentieth question deals with style of the teaching of English. The respondent was given three options and was asked to determine if the teaching goes on regularly in groups or individually, irregularly within hotel-based courses or else also could add own commentary. The topic of question number twenty-one focuses on a specialization of language classes. The respondent could select all options or if none of options are apposite, could select the point of other and wrote own answer on the complementary line. Given options are basics of English, technical terms, communication or administration in English. The next question number twenty-two is about an investigation of knowledge of employees. The author asks whether in the company are investigated knowledge of English and whether language classes were effective. In the question number twenty-three the respondent was asked to mark who covers costs for the teaching of English. There are two options either an employer or an employee or else there is the blank line in case that someone else covers these costs. In the twenty-fourth question, there are three options which the respondent could mark and eventually comment this question. In the twenty-fifth question is the respondent requested to mark if a motivation of teaching is either a requirement of company, possibility of advancement, opportunity for learning of English or improvement of English. The last question number twenty-six deals with knowledge of English in the company. The author asks the respondent if knowledge of English is compulsory for job applicants in the company. At the end of questionnaire the author thanks for cooperation and if the respondent had some commentary regarding the topic of questionnaire, could use blank lines and then was requested to send the completed questionnaire back. (See Appendixes)

The author this bachelor thesis personally handed some questionnaires to respondents in a printed form into definite companies

and some questionnaires were filled electronic by the e-mail. So seven questionnaires were filled in the printed form and remaining twelve questionnaires were completed in the electronic form. Companies which were contacted by the email were informed about purpose the questionnaire, time of filling and were referred to the particular website. In this website the questionnaire was processed and for respondents was the filling of questionnaire very quick and easy.

3.3 Methodology – choosing companies

The author of this bachelor thesis conducted a survey of nineteen companies from the whole of Czech Republic. The following companies are located either in Pilsen Region and or in different region of the Czech Republic. At the list which follows are companies which are situated in different region of the Czech Republic. There are their name, address, origin and type of company, form of business, core business and largeness of company. There is also information which the company is regional or non-regional. The regional company means that the company is situated in the Pilsen Region and the non-regional company means that it is situated outside the Pilsen Region. The type of company describes if the company is the Budget or Allowance organization and or Business Company. In the list of companies, Business Companies predominate. Form of business describes if the company is State enterprise, Sole proprietorship, Trading Company or Cooperative. The Trading Company, particularly s.r.o., occurs the most often in the following list. The core business describes what the main activity of the company is and the largeness of company informs about the number of employees. In all these companies is used English language.

1. **AGC Flat Glass Czech, a.s.**, Teplice - non-regional, Belgian origin of company, Business Company, production activity, more than 200 employees
2. **AZ CZECH, s.r.o.**, Meclov u Horšovského Týna - regional, German origin of company, Business Company, production activity, less than 200 employees
3. **Bekaert Textiles CZ, s.r.o.**, Aš - non-regional, Belgian origin of company, Business Company, production and business activity (wholesale), less than 200 employees
4. **Bidvest Czech Republic, s.r.o.**, Kralupy nad Vltavou - non-regional, Danish origin of company, Business Company, production activity, business activity (wholesale), more than 200 employees
5. **Hazelmeier, s.r.o.**, Dnešice - regional, German origin of company, Business Company, production activity, less than 200 employees
6. **Chelis, s.r.o.**, Cheb - non-regional, original Czech company, Business Company, provision of services, less than 50 employees
7. **Kovo Kasejovice Mont, s.r.o.**, Kasejovice - regional, original Czech company, Business Company, production activity, less than 200 employees
8. **LASSELSBERGER, s.r.o.**, Pilsen - regional, Czech company with Austrian owner, Business Company, production and business activity (wholesale), more than 200 employees
9. **Laurens Czech Republic, s.r.o.**, Brno - non-regional, original Czech company, Business Company, production activity, business activity (wholesale and retail trade), provision of services, less than 50 employees
10. **Lokotechnika, s.r.o.**, Zábřeh u Olomouce - non-regional, original Czech company, Business Company, production and

business activity (wholesale), provision of services, less than 50 employees

11. **MD Elektronik, s.r.o.**, Chotěšov - regional, German origin of company, Business Company, production activity, more than 200 employees
12. **MECAS ESI, s.r.o.**, Pilsen - regional, French origin of company, Budget organization, provision of services, less than 200 employees
13. **MP Group Logistics Center, s.r.o.**, Domažlice - regional, Austrian origin of company, Business Company, business activity (wholesale), less than 50 employees
14. **Nieten Internationale Spedition, s.r.o.**, Chrastavice u Domažlic - regional, German origin of company, Business Company, provision of services, less than 50 employees
15. **Paradise Casino Admiral, a.s.**, Komořany - non-regional, original Czech company, Business Company, provision of services, more than 200 employees
16. **Pilsen Steel, s.r.o.**, Pilsen - regional, original Czech company currently with Russian owner, engineering and metallurgical industry, production activity, more than 200 employees
17. **Strojírenská výroba HBH, s.r.o.**, Osek u Rokycan - regional, original Czech company, Business Company, production activity, less than 50 employees
18. **TH.data, a.s.**, Prague - non-regional, original Czech company, Business Company, provision of services, less than 50 employees
19. **T-Mobile Czech Republic, a.s.**, Prague - non-regional, German origin of company, Budget organization, business activity (retail trade and wholesale), provision of services, more than 200 employees

3.4 Results – Original Czech companies

The list of companies shows what origin has individual companies. Companies with Czech origin are nine and two of them have a foreign owner. One of them has Russian owner and the second company has Austrian owner. All companies are situated in the territory of the Czech Republic and use English language.

Chelis, s.r.o. is located in Karlovarská 131/50, 350 02 Cheb. It is an original Czech company and provides Customs services which are related to import and export of goods. ^[83] In the company are used foreign languages, English language and German language. English is used daily for communication with purchasers and suppliers and also for office work. The way of communication is combined; it means that is used oral and written form of communication. Work positions use English mainly in middle management, such as Department Head. In this company is possibility to learn English because a language school provides the teaching of English. Employees of the company should attend the teaching because knowledge of English in the company is compulsory but in a small way.

Kovo Kasejovice Mont, s.r.o. is located in Kasejovice 397, 335 44. Kasejovice is 50 kilometers to the south of Pilsen. This company is concerned with a production regarding a locksmith. It was created in 1950 and a development of company is very successful. The products are supplied to a wind power plant and solar power station. ^[84] This company is an original Czech company and is used English and German for communication with purchasers. Languages are used daily and in the company is used written and oral form of communication. English is used the most frequent by the top and middle management. In this company the teaching of English is not provided by the employer because English is not compulsory for job applicants.

LASSELSBERGER, s.r.o. has the company address in Adellova 2549/1 in Pilsen. This company produces in the Czech Republic the tiling made from ceramic and also is the biggest producer of facing materials in Europe. The Czech trademark called Rako will celebrate soon 130th anniversary and Lasselsberger, s.r.o. supports this trademark because housing ceramics is sold under the trademark which is called Rako Home. The trademark called Rako Object presents a solution of objects. ^[85] It is original Czech company but an owner of this company is Austrian. In this company are used a lot of languages, English, German, French and Russian. English language is used for purpose of communication with subsidiaries of foreign company, communication with suppliers and purchasers, among employees in the company and office work. English is used as necessary sometimes daily, weekly or monthly. The most frequent way of communication is combined, so written and oral form. Workers of top and middle management use English the most often, particularly executives of export. This company looks after education their employees because an employer requires knowledge of English.

Laurens Czech Republic, s.r.o. is located in Jiráskova 222/18, Veveří, 602 00 in Brno. This company provides design radiators and in this company is large selection of radiators regarding a common design or a luxury design. It also provides a guidance relating to a heating. Producers and designers of trademark Laurens come from Italy, Germany or Spain and cooperative with Laurens Czech Republic. ^[86] The company is original Czech company and in the company are used foreign languages, English, German, Russian and Italian language. Workers use English daily for communication with suppliers and purchasers and way of communication is combined. Workers who are in the top and middle management employ English the most and the company does not procure the teaching of English for employees.

Lokotechnika, s.r.o. is located in Masarykovo náměstí 20/19, 789 01 in Zábřeh. Zábřeh is in the Olomouc region and around 12 kilometres

from Šumperk. This company created in 2013 and produces electrical apparatuses. Lokotechnika, s.r.o. provides a production and services of electrical apparatuses. ^[87] This company is an original Czech company and uses English language only for communication with suppliers once a year. The way of communication is combined and workers who employ English belong to the middle management. This company does not provide the teaching of English.

Paradise Casino Admiral, a.s. is located in Komořany 146, 683 01. It was created in 1997 and is a subsidiary of European Data Project, s.r.o. Paradise Casino Admiral, a.s. ranks among companies called Novomatic Group of Companies and deals with betting games under casinos called Casino Admiral all over the Czech Republic. Paradise Casino Admiral, a.s. has today more than 11 casinos and 39 gambling houses. ^[88] It is an original Czech company and is used daily English and German language for communication among employees in the company and communication with customers. The way of communication is only oral and workers using English rank among the middle and low management. This company does not enable an education regarding the teaching of English.

Pilsen Steel, s.r.o. is located in Tylova 57 in Pilsen. It produces forged pieces and casts which are made from a steel and cast iron. Known companies called Škoda, Kovárny, s.r.o. and Škoda Hutě, s.r.o. merged into one company, Pilsen Steel, s.r.o. ^[89] The origin of company is Czech but currently a Russian owner has the company. In the company are employed a lot of languages, English, German, Russian and Italian language. English is used daily in many ways, for communication with suppliers and purchasers, communication among employees in the company and for office work. There is used a written and oral form of communication in the top and middle management. The company does not secure the teaching of company.

Strojírenská výroba HBH, s.r.o. is located in Osek 402, 338 21. Osek is 20 kilometres from Pilsen. This company deals with a processing of a sheet metal and metal tubes since 1998. In 2011 was widened a production and was created a system of production. This company is involved in a system of EKO-KOM and thanks to that the company protects an environment. ^[90] The company is an original Czech company and uses daily English and German language only for communication with purchasers. In the company is used written and oral way of communication and the company looks after an education of employees but the company does not provide the teaching of English.

TH.data, a.s. is located in Kunětická 2 in Prague. This company deals with a provision of financial, accounting, tax, and wage services. The company provides these services for enterprise or non-enterprise entities which are situated in the Czech Republic or outside the Czech Republic. This company tries to help to companies which have some problems with costs. ^[91] TH.data, a.s. is an original Czech company which uses once a month English, German and Russian language for communication with purchasers and for office work by the combined way of communication. Employees of company who use English belong to the middle management. The company does not provide language classes.

Summary and comparison of original Czech companies

All these companies are original Czech companies. There are large and small companies which have either less than 50 employees, less than 200 employees or more than 200 employees. The production activity dominates but there are also companies which provide services or deal with a business activity. In Czech companies English is used the most for communication with purchasers and suppliers. The company Lokotechnika, s.r.o. uses English only for communication with suppliers one a year and Strojírenská výroba HBH, s.r.o. uses English only for

communication with purchasers but every day. All companies use the combined way of communication, it is means written and oral way. But in the company called Paradise Casino Admiral, a.s. is used only oral way of communication. Workers who belong to the middle management use English the most often. Seven companies do not provide the teaching of English and two companies provide it.

3.5 Results – Non-Czech companies in the Czech Republic

Companies which are not original Czech companies but they have a company address in the territory of the Czech Republic are ten. All ten companies use English language.

AGC Flat Glass Czech, a.s. is located in Sklářská 450, 415 03 in Teplice. This company produces glass which is exported to the Central and Eastern Europe. The glass is produced for building and auto industry. The company exports to 80 countries of world and is much desired in the Czech Republic. ^[92] This company has a Belgian origin and in the company is used English and French language. English language is employed daily for communication with subsidiaries abroad, communication with purchasers and communication among employees in the company. The most often way of communication is combined, so written and oral form. Employees in the middle management use English the most frequent. In this company employees have the possibility to attend the teaching of English and job applicants have to know English language.

AZ CZECH, s.r.o. is situated in Meclov 185, 346 01 in Horšovský Týn. The company was created in 2004 and produces molds for a production of tyres. Since 2012 the company welds by a leaser and since 2015 the company belongs to the group of Continental. ^[93] The company

is a German origin and uses English and German language once a week for communication with subsidiaries abroad and communication with purchasers. The most often way of communication is combined and workers the most using English belong to the top management. The company provides language classes but it does not require knowledge of English as a condition for job applicants.

Bekaert Textiles CZ, s.r.o. is located in Lipová 621, 352 01 in Aš. Aš is 25 kilometres from Cheb. This company produce mattress which are luxurious and comfortable. ^[94] The company uses daily English and German language for communication with subsidiaries abroad, with purchasers and suppliers, communication among employees in the company and for office work. The way of communication is combined and English is used in the top, middle and low management. The company looks after an education of employees because requires English knowledge.

Bidvest Czech Republic, s.r.o. is located in V Růžovém údolí 553, 278 01 in Kralupy nad Vltavou. The company is a wholesale of frozen, refrigerated and fresh foods. Bidvest supplies goods to 20 000 restaurants and 12 000 retail trades in the Czech Republic. To goods which they supply belong foods, goods from a drugstore and dishes. The company Bidvest originally named Nowaco. ^[95] The company is a Danish origin and only English language is used daily in the company for communication with subsidiaries abroad and with suppliers. The combined way of communication is used and in the top and middle management is used English the most frequent. Workers of company can to attend the teaching of English and in the company is required English in a small way.

Hazelmeier, s.r.o. is located in Dnešice 277, 334 43. This company sells insulin pens. ^[96] This company has a German origin and uses daily English and German language for communication with suppliers, purchasers, communication among employees in the company

and for office work. The way of communication is combined and workers who belong to the top and middle management use English the most. This company provides language classes and requires knowledge of English in a small way.

MD Elektronik, s.r.o. is situated in Dobřanská 629, 332 14 in Chotěšov. Chotěšov is 20 kilometres from Pilsen. This company produces electrical cable into cars. In a present day, MD products are provided into more than 170 car models. These products are produced in the Czech Republic, Beijing in China and Jamestown in USA. ^[97] The company is a German origin and there is used daily English and German language for communication with subsidiaries abroad and communication with purchasers and suppliers. The way of communication is combined and English is used mainly in the top and middle management. The company provides the teaching of English and English is required for job applicants in a small way.

MECAS ESI, s.r.o. is situated in Brojova 16 in Pilsen. The company supplies softwares for a production of prototypes. It has about 1000 specialists in more than 40 countries. ^[98] MECAS ESI, s.r.o. has a French origin and uses daily a lot of foreign languages, English, German, French and Russian language for communication with subsidiaries abroad, with suppliers and purchasers, among employees in the company and for office work. In this company is used the combined way of communication and English is used by all employees in the company. The company provides the teaching of English and therefore English knowledge is required from job applicants.

MP Group Logistics Center, s.r.o. is located in U Pískovny 309, 344 01 in Domažlice. The company was created in 2012 and it is a wholesale which provides contact lenses. ^[99] It has an Austrian origin and there is used daily English and German language for communication with subsidiaries abroad, purchasers, suppliers and among employees in the

company. English is employed in all level managements and the company does not enable to employees the teaching of English.

Nieten Internationale Spedition, s.r.o. is situated in U Nietenu 65, 344 01 in Chrastavice. The company provides services regarding of a duty, tax and transport. It provides services mainly in a road transport. In the Czech Republic the company is since 1992 and today has 13 subsidiaries all over the Czech Republic and two subsidiaries in Slovakia and Poland. ^[100] It has a German origin and English and German language is used daily in the company for communication with subsidiaries abroad and with purchasers, suppliers and for office work. The company uses the combined way of communication and workers in the middle management use English the most often. The company requires English in a small way and employees can use language classes.

T-Mobile Czech Republic, a.s. is located in Tomíčkova 2144/1, 148 00 in Prague. The company is a mobile operator which has 5, 8 million of customs. It provides mobile services and in 2012 became the best mobile operator in the east of Europe. ^[101] The company is a German origin and uses daily English and German language for communication with subsidiaries abroad, with purchasers, suppliers, among employees in the company and for office work. The way of communication is combined and all workers in the company use English language and have a possibility to attend the teaching of English and the company requires knowledge of English in a small way.

Summary and comparison of non-Czech companies

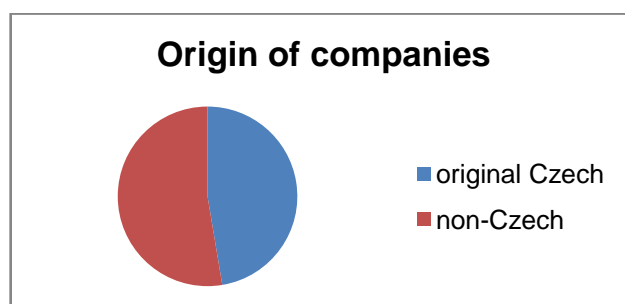
All these companies use English language and have a company address in the territory of the Czech Republic. Two of them have less than 50 employees, namely MP Group Logistics Center, s.r.o. and Nieten Internationale Spedition, s.r.o., four of them have less than 200

employees and also four of them have more than 200 employees of company. Eight of all companies are Business Companies but two companies are Business organizations, namely MECAS ESI, s.r.o. and T-Mobile Czech Republic, a.s. Six companies deal with a production activity, four companies with business activity and three companies provide services. All ten companies use English language and the way of communication is combined. In four companies is used English by all level managements, namely Bekaert Textiles CZ, s.r.o., MECAS ESI, s.r.o., MP Group Logistics Center, s.r.o. and T-Mobile Czech Republic, a.s. Other companies use English in the top and middle management or only in the middle management. One company does not provide the teaching of English, namely MP Group Logistics Center, s.r.o. Other companies provide the teaching of English because the company requires knowledge of English if only in a small way.

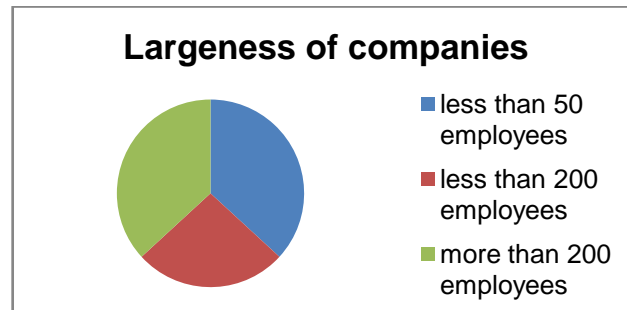
3.6 Results all companies

The following chapter shows results all companies and compares results and answers from completed questionnaires of particular companies. These results are created in graphs which show important answers of Czech and non-Czech companies in the Czech Republic.

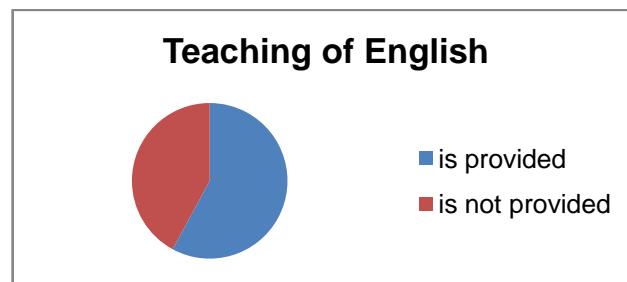
The fourth question deals with origin of questioned companies. The following graph show how many companies are original Czech or non-Czech. According to the questionnaire non-Czech companies dominate.



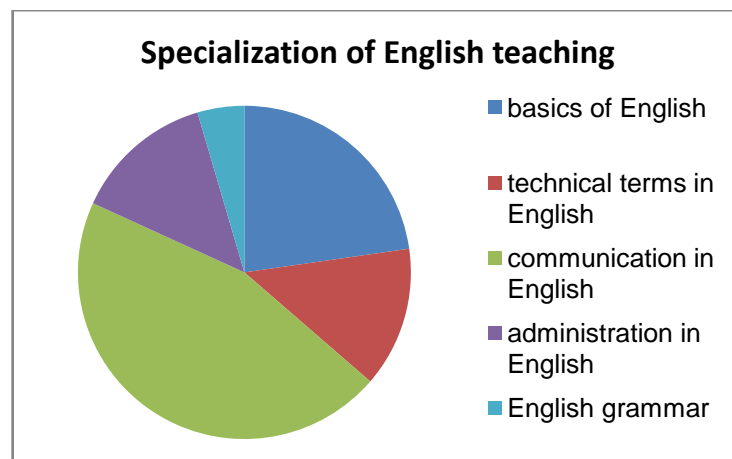
The eighth question in the questionnaire deals with largeness of companies and results appear as follows:



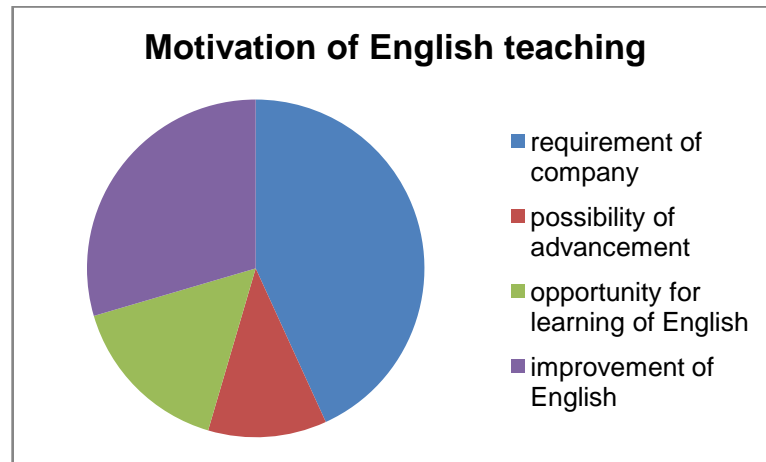
The question number sixteen deals with a teaching of English. The respondent had to mark if the company provide or do not provide English lessons.



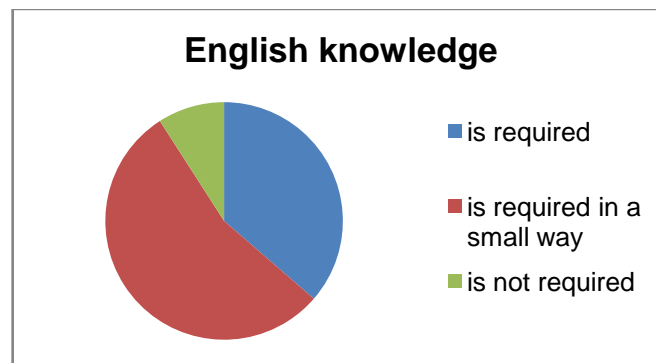
The question number twenty-one deals with a specialization of English classes. There are a lot of options and all respondents answered as follows:



The question number twenty-five deals with motivation for the teaching of English.



And the last question number twenty-six deals with English knowledge. Companies either require or do not require English knowledge for job applicants.



3.7 Analysis of English teaching

The questionnaire deals with this theme from fifteenth to twenty-sixth question. In the questionnaire, particularly in fifteenth question, the author asks the respondent if the company provides the teaching of English and following questions deal with a frequency of teaching, where and when the teaching takes place, what style it has and if the company

requires knowledge of English. (See Appendixes) Eleven companies of nineteen companies provide the teaching of English language. Six of eleven companies require knowledge of English but in a small way and four of them require knowledge of English. AZ Czech, s.r.o. provides language classes but does not require knowledge of English. According to the questionnaire, it seems that most of Czech companies do not provide the teaching of English, namely Kovo Kasejovice Mont, s.r.o., Laurens Czech Republic, s.r.o., Lokotechnika, s.r.o., Paradise Casino Admiral, a.s., Pilsen Steel, s.r.o., Strojírenská výroba HBH, s.r.o. and TH.data, a.s. and one non-Czech company called MP Group Logistics Center, s.r.o. also does not provide language classes but Czech companies still dominate.

Two Czech companies, namely Chelis, s.r.o. and Lasselsberger, s.r.o. provide the teaching of English and in Chelis, s.r.o. the teaching is provided by a lector of English and in Lasselsberger, s.r.o. by contrast a language school. The teaching in Chelis, s.r.o. takes place outside the company and out of working hours and in Lasselsberger, s.r.o. the teaching of English takes place in the company and during working hours. A style of teaching is both regular but in Chelis goes on individual and in Lasselsberger on groups. In Chelis the teaching of English focuses on basics of English and administration in English. In Lasselsberger workers learn communication, administration in English and a grammar. English knowledge of employees is investigated in Chelis by listening business negotiations and in Lasselsberger by a form of test and oral interview. English lessons are covered by an employer in both companies but in Lasselsberger the EU covers a part of costs. The teaching of English is designed in Chelis for workers which belong to the top and middle management and in Lasselsberger only for the middle management. A main motivation of employees in Chelis is a requirement of company and opportunity for learning of English. The respondent of Lasselsberger

marked all options in the twenty-fifth question. In both companies is compulsory to know English but in Chelis in a small way.

Other companies which provide the teaching of English are different origin than Czech. There are nine companies, namely AGC Flat Glass Czech, a.s., AZ Czech, s.r.o., Bekaert Textiles CZ, s.r.o., Bidvest Czech Republic, s.r.o., Hazelmeier, s.r.o., MD Elektronik, s.r.o., Mecas ESI, s.r.o., Nieten Internationale Spedition, s.r.o. and T-Mobile Czech Republic, a.s. The teaching of English is the most often arranged by a lector of English. The company called Nieten Internationale Spedition, s.r.o. have the teaching which is provided by a language school. Some companies have more options; it means that the teaching of English is arranged by a language school and lector. That applies for companies called Mecas ESI, s.r.o. and T-Mobile Czech Republic, a.s. In six companies language classes take place in the company. MD Elektronik, s.r.o. states that language classes take place in the company and outside the company. In Nieten Internationale Spedition, s.r.o. and AZ Czech, s.r.o., the teaching takes place outside the company. Five companies have language classes during working hours and companies, namely Bidvest Czech Republic, s.r.o. and AZ Czech, s.r.o. have the teaching of English out of working hours. The respondents from companies, namely MD Elektronik, s.r.o. and Bekaert Textiles CZ, s.r.o., marked both options. The style of the teaching is the most frequent regularly individually, that applies for Bidvest Czech Republic, s.r.o., Hazelmeier, s.r.o., Nieten Internationale Spedition, s.r.o. and AZ Czech, s.r.o. Other companies have language lessons regularly in groups or both of these options. In all nine companies the teaching of English is specialized for communication in English, instead of the company called AGC Flat Glass Czech, a.s. In this company language classes are specialized for technical terms in English. The most frequent specialization of the teaching is also basics of English which relate to companies, namely Bidvest Czech Republic, s.r.o., MD Elektronik, s.r.o., T-Mobile Czech Republic, a.s. and AZ Czech,

s.r.o. AGC Flat Glass, a.s. is specialized only for technical terms, Bekaert Textiles CZ, s.r.o. for an administration and Mecas ESI, s.r.o. for both of them. In some companies English knowledge of employees is investigated and in some companies not. In Bidvest Czech Republic, s.r.o. and Mecas ESI, s.r.o. it is not investigated. In other companies knowledge of employees is investigated either by a form of test or an oral interview which dominates. In all companies language classes are covered by an employer, instead of the company called T-Mobile Czech Republic, a.s., there the teaching is covered by an employee. The teaching of English is intended mainly for all workers in companies. By an exception are companies which are called Hazelmeier, s.r.o. and AGC Flat Glass Czech, a.s. These companies have the teaching which is intended only for the middle management and in the company AZ Czech, s.r.o. for the top and middle management. Main motivation of employees for the teaching of English is a requirement of company and improvement of English. All companies require for job applicants knowledge of English but in AZ Czech, s.r.o. knowledge is not important. In five companies is required to know English in a small way.

The author of this bachelor thesis found out that the Czech companies do not provide language classes because they do not require for job applicants English knowledge. The companies which have not Czech origin mostly provide the teaching of English. In Czech companies is used English language but not so much to they have to provide language classes.

4 CONCLUSION

The aim of this bachelor thesis was to provide an overview of the English language needs of companies in the Czech Republic. It includes a theoretical section on the English language which deals with origin and history of English, English-speaking countries and English as a world language. The body of this paper is a practical survey of English in Czech companies including non-Czech companies in the Czech Republic. A part of this survey included a questionnaire.

When the author began to write this bachelor thesis, it was necessary to study how a questionnaire should be made, as it was meant to provide important information about companies in the Czech Republic and the English language used there. The author formed the detailed questionnaire so that respondents would understand particular questions. Some questionnaires were filled out in printed form and some of them in electronic form. The author created the questionnaire in a special website, namely www.surveymonkey.com. By this website the author could communicate with companies from other regions of the Czech Republic. Although some companies did not finish or fill in the questionnaire, the author had enough completed questionnaire to analyse particular answers.

Some demanded companies are known but some of them are not known for the author. For example, Lasselsberger, s.r.o, Pilsen Steel, s.r.o. and T-Mobile Czech Republic, a.s. Some companies are unknown for the author, such as Mecas ESI, s.r.o. or Laurens Czech Republic, s.r.o.

The most important success and result was that all nineteen companies which were contacted use at work the English language almost in a small way. The next positive result was that eleven companies provide the teaching of English. According to the analysis of the author this language lessons provide mostly companies which have different

origin than Czech. It means that although original Czech companies use English, do not provide the teaching of English because they do not require knowledge of English and if do, so in a small way. In companies where are provided language classes the teaching is cover by the employer with the exception of one company, namely T-Mobile Czech Republic, a.s. A specialization of English teaching is mostly communication and basics of English. According to a survey English knowledge is mostly investigated by a form of test or oral interview. Companies which provide language lessons demand from job applicants English knowledge, some of them in a small way.

As already mentioned, the author of this thesis got answers from respondents by the detailed questionnaire which was created in the special website. A link of this website was sent to respondents in e-mail. The author explained in e-mail a target of questionnaire and thanked for cooperation.

The only one disadvantage is that the electronic questionnaire is impersonal. Some respondents which receive the questionnaire in the electronic form do not finish or fill in the questionnaire. It is also possible that the respondent does not answer the questionnaire truthfully.

The author separated demanded companies into two parts according to the origin of companies. To the first part belong original Czech companies and to the second part belong non-Czech companies which are situated in the territory of the Czech Republic. The author according to these parts analyses the teaching of English in all companies. All non-Czech companies provide language lessons and require English knowledge.

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6.3 Sources of Appendixes

Sources of the questionnaire in Appendix I

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7 ABSTRACT

The purpose of this bachelor thesis is to find out and make analysis of answers which were discovered by the questionnaire. The questions of this questionnaire deal with mainly the usage of English language and education of employees in companies which have a company address in the territory of the Czech Republic.

The theoretical section of the thesis deals with the usage of English language all over the world, origin of English, history and English-speaking countries.

Nineteen questioned companies subsequently answered the questionnaire and thanks to that, the author of this thesis discovered general information about particular companies and whether the English language is used in companies. If English is used there, so in the questionnaire are questions dealing with how often English is used, for what purpose and on what work posts is used English in the company. The author also discovered if companies provide the teaching of English language and if it provides, so who arranges the teaching of English, where and when it takes place and what is a specialization of language classes.

8 RESUMÉ

Cílem této Bakalářské práce je zjistit a provést analýzu odpovědí, které byly zjištěny pomocí dotazníku. Otázky v tomto dotazníku se týkají především využití anglického jazyka a vzdělávání zaměstnanců ve firmách, které mají sídlo na území České republiky.

Teoretická část Bakalářské práce se zabývá využitím anglického jazyka po celém světě, jeho původem, historií a anglicky mluvícími zeměmi.

Devatenáct poptávaných firem poté odpovědělo na dotazník a díky tomu, zjistil autor této práce obecné informace o jednotlivých firmách, a zda se ve firmě používá anglický jazyk. Pokud ano, v dotazníku jsou otázky zabývající se tím, jak často je anglický jazyk využíván, k jakému účelu a na jaké pracovní pozici se ve firmě angličtina využívá. Dále autor zjistil, zda firmy poskytují výuku anglického jazyka a pokud ano, tak kdo ji zajišťuje, kde a kdy probíhá a jaké je zaměření výuky.

9 APPENDIXES

List of appendixes

Appendix I: Questionnaire in Czech

Appendix II: Questionnaire in English

Appendix I: Questionnaire in Czech

1. Pracovní pozice respondenta (vypište)

.....

2. Název firmy (vypište)

.....

3. Sídlo firmy (vypište)

.....

4. Původ firmy:

- český
- německý
- jiný původ firmy (vypište)

.....

5. Druh firmy:

- Rozpočtová organizace
- Příspěvková organizace
- Hospodářský podnik
- jiné (vypište)

.....

6. Forma podnikání:

- Státní podnik
- Živnost
- Obchodní společnost: (níže zaškrtněte jaká obchodní společnost)

s. r. o.

a. s.

v. o. s.

k. s.

jiné (vypište).....

Družstvo

jiné (vypište)

.....

7. Činnost firmy:

Výrobní činnost

Obchodní činnost:

Maloobchod

Velkoobchod

Poskytování služeb

jiné (vypište)

.....

8. Velikost firmy:

do 50 zaměstnanců

do 200 zaměstnanců

nad 200 zaměstnanců

9. Je ve firmě používán cizí jazyk (alespoň v malé míře)?

ano

ne

• Pokud jste na předchozí otázku odpověděli „ne“, nepokračujte ve vyplňování dotazníku a dotazník odešlete zpět. Děkuji.

• Pokud jste odpověděli „ano“, pokračujte následující otázkou č. 10.

10. Jaký cizí jazyk je ve firmě používán? (je možné zaškrtnout i více možností)

- anglický jazyk
 - německý jazyk
 - francouzský jazyk
 - ruský jazyk
 - jiný cizí jazyk (vypište)
-

- Pokud jste v předchozí otázce nezaškrtnli anglický jazyk, nepokračujte ve vyplňování dotazníku a dotazník odešlete zpět. Děkuji.
- Pokud jste v předchozí otázce zaškrtnli anglický jazyk, pokračujte následující otázkou č. 11.

11. Za jakým účelem je anglický jazyk ve firmě využíván? (je možné zaškrtnout i více možností)

- komunikace s pobočkami v zahraničí
 - komunikace s dodavatelem
 - komunikace s odběratelem
 - komunikace mezi zaměstnanci ve firmě
 - administrativní činnost
 - jiné (vypište)
-

12. Jak často je anglický jazyk ve firmě využíván?

- denně
 - jednou týdně
 - jednou měsíčně
 - jednou ročně
 - jiné (vypište)
-

13. Jaký způsob komunikace se v anglickém jazyce ve firmě nejčastěji využívá?

- ústní
- písemný
- kombinovaný

14. Na jaké pracovní pozici je nejčastěji anglický jazyk využíván?

- Top management (ředitel, předseda představenstva, vicepresident)
 - Střední management (vedoucí oddělení, vedoucí pobočky, děkan školy)
 - Nejnižší management (mistr)
 - jiné (vypište)
-

15. Stará se firma o vzdělávání svých zaměstnanců?

- ano
- ne

- Pokud jste na předchozí otázku odpověděli „ne“, nepokračujte s vyplňováním dotazníku a dotazník odešlete zpět. Děkuji.
- Pokud jste na předchozí otázku odpověděli „ano“, pokračujte otázkou č. 16.

16. Mají zaměstnanci firmy možnost absolvovat výuku anglického jazyka, která je organizována Vaší firmou?

- ano
- ne

- Pokud jste na předchozí otázku odpověděli „ne“, nepokračujte s vyplňováním dotazníku a dotazník odešlete zpět. Děkuji.
- Pokud jste na předchozí otázku odpověděli „ano“, pokračujte otázkou č. 17.

17. Výuku anglického jazyka zajišťuje:

- jazyková škola
- lektor anglického jazyka
- vysokoškolský student anglického jazyka
- zaměstnanec Vaší firmy
- jiné (vypište)

.....

18. Kde probíhá výuka anglického jazyka?

- ve Vaší firmě
- mimo firmu

19. Kdy probíhá výuka anglického jazyka?

- během pracovní doby
- mimo pracovní dobu

20. Jak probíhá výuka anglického jazyka?

- pravidelně ve skupině
- pravidelně individuálně
- nepravidelně v rámci pobytových kurzů
- jiné (vypište)

.....

21. Na co se výuka anglického jazyka konkrétně zaměřuje? (je možné zaškrtnout i více možností)

- základy anglického jazyka
- odborné termíny v anglickém jazyce
- komunikace v anglickém jazyce
- administrativa v anglickém jazyce
- jiné (vypište)

.....

22. Jak jsou zjišťovány znalosti zaměstnanců po výuce anglického jazyka?

- formou testu
- ústním pohovorem
- nejsou zjišťovány
- jiné (vypište)

.....

23. Výuka anglického jazyka je hrazena:

- zaměstnavatelem
- zaměstnancem
- jiné (vypište)

.....

24. Výuka anglického jazyka je určena pro: (je možné zaškrtnout i více možností)

- Top management
- Střední management
- Nejnižší management
- jiné (vypište)

.....

25. Motivací pro výuku anglického jazyka je:

- požadavek firmy
- možnost získat vyšší pracovní pozici
- příležitost naučit se anglický jazyk
- zdokonalování anglického jazyka
- jiné (vypište)

.....

26. Je znalost anglického jazyka pro uchazeče o zaměstnání ve Vaší firmě podmínkou?

- ano
- ano, ale jen v malé míře
- ne

Pokud máte ještě nějaké informace, sdělení, dotazy nebo připomínky, které chcete zadavateli sdělit, využijte prosím následujících řádek a poté odešlete dotazník zpět. Děkuji Vám za spolupráci.

.....

.....

.....

.....

Appendix II: Questionnaire in English

1. Respondent post (write below)

.....

2. Name of company (write below)

.....

3. Company address (write below)

.....

4. Company origin:

- Czech
- German
- other company origin (write below)

.....

5. Type of company:

- Budget organization
- Allowance organization
- Business company
- other (write below)

.....

6. Form of business:

- State enterprise
- Sole proprietorship
- Trading company (check below):
 - s. r. o.
 - a. s.
 - v. o. s.
 - k. s.
 - other (write below).....
- Cooperative
- other (write below)

.....

7. Core business:

- Production activity
- Business activity:
 - Retail trade
 - Wholesale
- Provision of services
- other (write below)

.....

8. Largeness of company:

- less than 50 employees
- less than 200 employees
- more than 200 employees

9. Is in your company used the foreign language (at least in a small way)?

- yes
- no

- If you answer the previous question “no”, please stop to complete a questionnaire and the questionnaire send back. Thank you.
- If you answer the previous question “yes”, please continue the following question number 10.

10. What is the foreign language used in your company? (You can check multiple options).

- English language
- German language
- French language
- Russian language
- other foreign language (write below)

.....

- If you do not check in previous question English language, please stop to complete a questionnaire and the questionnaire send back. Thank you.
- If you check in previous question English language, please continue the following question number 11.

11. In what activity is used English language in your company? (You can check multiple options).

- communication with subsidiaries abroad
- communication with suppliers
- communication with purchasers
- communication between employees in the company
- Office work
- other (write below)

12. How often is used English language in your company?

- daily
- once a week
- once a month
- once a year
- other (write below)

.....

13. What kind of communication is the most often used in English language in your company?

- oral
- written
- combined

14. What kind of post is the most often used English language?

- Top level management (President, Chairman of the Board, Vice-Presidents)
- Middle level management (Department Head, Branch Manager, Dean of a school)
- Low level management (Supervisor, Foreman, Office Manager)
- other (write below)

.....

15. Does the company look after an education yours employees?

- yes
- no

- If you answer the previous question “no”, please stop to complete a questionnaire and the questionnaire send back. Thank you.
- If you answer the previous question “yes”, please continue the following question number 16.

16. Have employees of company the opportunity to attend a teaching of English language which is organized by your company?

- yes
- no

- If you answer the previous question “no”, please stop to complete a questionnaire and the questionnaire send back. Thank you.
- If you answer the previous question “yes”, please continue the following question number 17.

17. The teaching of English language arrange:

- Language school
- Lector of English language
- University student of English language
- Employee of your company
- other (write below)

.....

18. Where takes place the teaching of English language?

- in your company
- outside the company

19. When is the teaching of English language?

- during working hours
- out of working hours

20. How goes off the teaching of English language?

- regularly in groups
- regularly individually
- irregularly within hotel-based courses
- other (write below)

21. What is a concrete specialization of teaching the English? (You can check multiple options).

- basics of English language
- technical terms in English language
- communication in English language
- administration in English language
- other (write below)

.....

22. How investigate knowledge of employees after the teaching of English language?

- form of test
- oral interview
- do not investigate
- other (write below)

.....

23. The teaching of English language reimburse:

- employer
- employee
- other (write below)

.....

24. The teaching of English language is intended for: (You can check multiple options).

- Top level management
- Middle level management
- Low level management
- other (write below)

.....

25. The motivation for the teaching of English language is:

- requirement of company
- possibility of advancement
- opportunity for learning of English language
- improvement of English language
- other (write below)

.....

26. Is the knowledge of English language a condition for job applicants in your company?

- yes
- yes but in a small way
- no

If you have still some information, messages, questions or comments which you want to tell a client, please use following lines and then the questionnaire send back. Thank you for your cooperation.

.....
.....
.....
.....