

PROFESSIONAL ENGLISH LANGUAGE SKILLS FOR EMPLOYABILITY IN PORTUGAL

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Abstract

This paper reports on the research carried out by a Portuguese university in the scope of *PESE – Professional English Language Skills for Employability Across EU* project, which highlights the importance of appropriate English skills for the workplace. The present study focuses on the Portuguese labor market and identifies the English skills employers currently require from their employees based on the review of a job search website and the application of questionnaires to 22 Portuguese companies, as well as 6 experienced English trainers. The data collection is part of the project's *Handbook on the current Professional English requirements throughout partner countries*, from which a framework for a curriculum can be established. The curriculum will then form the basis of an e-course on professional English skills targeted toward unemployed citizens in Europe.

Keywords: Adult education, employability, English skills

INTRODUCTION

Overview of the project

This paper reports on the research carried out by Lusófona University, a Portuguese higher education institution, in the scope of *PESE – Professional English Language Skills for Employability Across EU* (reference no: 2020-1-UK01-KA202- 079035), an Erasmus+ funded project which brings together the following partner institutions from different six countries: Center for Social Innovation (CSI), in Cyprus; MECB Ltd, in Malta; Lusófona University, in Portugal; TEAM4Excellence (T4E), in Romania; Babel Idiomas, in Spain; and Eurospeak Language Schools Ltd, in the United Kingdom.

The project implementation started in 2020 and its main objectives are (i) to make high-quality professional English training available, particularly for unemployed citizens across Europe; (ii) to produce a sensible ready-to-go framework for a curriculum for professional English that can have an impact on language teachers and trainers; (iii) and to upskill unemployed citizens with professional English skills required by employers.

This project highlights the importance of English skills and their appropriateness in the context of the workplace. Therefore, our research was focused on the labor market in each partner country and its first purpose was to establish the type of English skills employers currently require from their employees. This information, collected in a handbook, serves as a reference from which a framework for a curriculum can be established. The curriculum will then form the basis of an e-course on professional English skills targeting unemployed citizens in Europe.

Świątkiewicz et al. (2015) stated that Portuguese companies usually demand from their employees a set of soft skills and a fluent command of foreign languages, particularly English. However, even though English is taught for general purposes in a variety of educational settings, there has been little emphasis on providing learners with the professional English skills they need in the workplace. Some of these include, for instance, writing professional emails and making effective presentations with full awareness of the needed psycho-linguistic devices. At the University of Aveiro, for example, Kerklaan et al. (2008) confirmed that, despite the recognized relevance of English proficiency for employability, few courses included the language in their programs.

While access to such training can be gained with in-company Business English classes, this option relies on an uncertain employment situation and, oftentimes, a professional status that cannot be associated with all sectors and hierarchy degrees. For the unemployed, who vitally need the training, no such pathways exist. As a result, even though the ability to use English is crucial to access employment and carry out specific professional tasks, the acquisition of these skills is currently largely left either to chance or specific in-company on-the-job training. Aiming to solve this issue, the PESE project adopts a socially inclusive approach by providing unemployed learners the necessary skills to use English in a professional context, thus enhancing learners' employability.

Pinto and Araújo e Sá (2016, p. 6) stated that “languages are perceived as an investment that allows for greater professional mobility and growth in the job market, thus enabling access to employability and well-paid/prestigious careers.” Indeed, globally, over 90% of employees are already aware of the importance of English in their career progression. Nonetheless, less than 10% believe they can communicate effectively in English at work. Insufficient and inadequate English skills have an impact not only on employability but also on businesses' productivity. Appropriate English skills are beneficial for companies, translating financially into a productivity boost of one working week per year, per employee.

At the beginning of the century, Watson (2010) had already analyzed the return on investment of communications, reporting that “companies with highly effective communication had 47 percent higher total returns to shareholders over the five-year period (mid-2004 to mid-2009) compared with companies with less effective communication practices” (p. 3). Hence the priority of supporting the adoption of innovative approaches and digital technologies for teaching

and learning, making results easily accessible online. This represents cost-effective training for the unemployed and removes the burden on employers who would otherwise have to invest in narrowing a new employee's language skills gap.

As previously mentioned, the *Handbook on the Current Professional English Requirements throughout Partner Countries*, which was prepared with the full contribution of all project partners is the first result of this project. The handbook is divided into three main sections: (i) the findings of the research carried out by partner organizations in their own countries on the types of English skills that employers currently require from their employees; (ii) a description of intervention methods, techniques and best practices used in each partner organizations' country to teach and train unemployed people in general and in terms of the English language for professional purposes; (iii) and insight on the different types of skills and competencies required in a professional context.

In this paper, we will focus on the Portuguese case. First, we will review the current training strategies to upskill Portuguese unemployed citizens. Then, we will explain our research methods, which were based on desktop and field research. The desktop research allowed us to identify the main sectors which require English skills based on data collected from a Portuguese job search website. For the field research, we contacted companies and organizations and assessed their requirements in terms of English skills. Additionally, we interviewed English trainers aiming to understand what they do to prepare students for job vacancies where English skills are mandatory. All the information presented below is based on the abovementioned project handbook.

The case of Portugal

Simões et al. (2019) stated that language skills have been increasingly valued by both individuals and businesses in Portugal, with significant progress being made between 2007 and 2016 when 71.8% of adults (18-64 years old) stated they spoke at least one foreign language. This represented an approximate 20% increase in just nine years. Besides the growing percentage of English speakers, it seems the level of English skills is also high, as a more recent study by Education First (2020) places Portugal in 7th place of the very high proficiency band. At this level, individuals can, for example, “use nuanced and appropriate language in social situations, read advanced texts with ease, and negotiate a contract with an English native speaker” (Education First, 2020, p. 46).

English is nowadays a necessary skill for employability, as previous studies have shown by analyzing job advertisements in Portugal. Laranjeiro et al. (2020) reviewed 813 job offers for recent Portuguese graduates in 2015, of which 78% required foreign language skills, with 56,6% requiring a mastery of English from prospective employees. In the Viseu region, Lopes et al. (2018) analyzed 180 job offers, finding that 41% required foreign language skills and 53% of them required mastery of English.

English & Symonds (2016), based on survey data provided by over 5,300 employers in 38 countries/territories, also found that, regarding Portugal's situation, workers are quite adequately prepared: 84% of staff at the top management level had the English skills needed to succeed in their role (well above the 78% of global average). The same was true for employees in marketing and accounting and finance (respectively, 81% and 67% for the Portuguese, compared to 74% and 64% for the global average). Sales are the only area where the Portuguese case equals

the global average: 70% of workers in this area have the English skills it takes to succeed at their job. Furthermore, the study indicated that 9% of employers (compared to a mere 4% global average) were planning to improve the English skills of their employees, a result which is equal across the four targeted job roles: top management, marketing, accounting and finance, and sales. These results seem to point to the importance of English skills for Portuguese business owners, particularly those in top and middle management roles. Existing training strategies to upskill Portuguese unemployed citizens are usually organized by the Institute for Employment and Vocational Training (Instituto do Emprego e Formação Profissional), which works under the Ministry of Employment and Social Security and aims to develop and implement employment and vocational training policies.

This institution runs vocational training centers and holds central and regional structures responsible for most of the vocational training offered by the Government to unemployed people. Alongside the Institute for Employment and Vocational Training, some private companies are certified to deliver vocational training. In addition to offering tailor-made solutions to companies from different business sectors, they also offer vocational training funded by the EU. These companies, along with language schools, provide paid English courses for specific purposes. However, since they are not targeting unemployed people, we will not discuss them in detail. Since 2007, Portugal has had a National Qualification System (Decree-Law No. 396/2007, of 31 December 2007) that constitutes the framework for all vocational training provisions. This system aims to harmonize, normalize, and articulate the qualifications obtained in different educational and vocational training subsystems, while also taking into account the competencies obtained in non-formal or informal contexts.

This system included the creation of a National Catalog of Qualifications (2022) that establishes profiles of qualifications according to educational and vocational training areas, classified by levels according to the European Qualification Framework. It also identifies the educational and vocational training terms of reference necessary to obtain those profiles. These training terms of reference are organized by modules. All the educational and vocational training terms of reference in the Catalog include modules in the English language.

Currently, there are in Portugal six types of vocational training programs for unemployed people: *Learning* – aimed at young people under 25 years old with at least lower secondary education. The training is carried out on an alternate basis, between a Vocational Training Center and a company. The courses have a 3-year duration. This program, which includes several modules of English, allows young people to obtain a Level 4 qualification and to complete one of the profiles of qualifications defined in the National Catalog of Qualifications (2022).

Educational and Vocational Training courses for adults – for people over 18 years old. Organized as a flexible training pathway adapted to the skills already held by the trainees, this training allows them to complete their lower or upper secondary education. When completing the program, each trainee is expected to have achieved one of the profiles of qualifications in the National Catalog of Qualifications (2022) which includes several English modules.

Modular Vocational Training – an individualized program for adults that wish to complement their knowledge and professional skills to re-enter the labor market. These are short-term vocational training actions, with a minimum duration of 25 hours. The purpose of this program is to

allow adults to build gradually and over several years their qualification pathway to be able to complete one of the profiles of qualifications in the Catalog.

Active life - Qualified employment – this program aims to help unemployed adults with very low qualifications to re-enter the labor market. It includes short-term vocational training actions and a period of on-the-job training. These vocational training actions are organized according to the National Qualifications Catalog.

Technological Specialization – a program for young people and adults with upper secondary education. These courses have a social and cultural component that may include English modules.

Considering that all the training references which are part of the National Catalog of Qualifications (2022) include English language learning and that the professional training programs aimed at the unemployed are organized according to the same catalog, we can conclude that English language learning is part of the whole training offer aimed at this public.

In practice, while this is true for training programs with a longer duration that allows the achievement of a training term of reference (such as Learning and Education-Training Courses), it is not necessarily the case for programs developed as short-term training actions (such as Modular Training or Working Life - Qualified Employment), since these correspond only to some modules of a training term of reference. In fact, these shorter duration programs in modules aim to solve the immediate problem of the unemployed, preparing them for a rapid reintegration into the labor market.

On the other hand, these programs also safeguard longer-term objectives, making it possible for each individual to progress in their qualifications, according to their needs. One can, for instance, complete one of the qualification profiles in the catalog by attending several short-term training courses over the years. The long-term training paths include learning the English language, and it is important to bear in mind, that all training programs prioritize teaching ICT (Information and Communication Technologies), which often uses English terminology. This works as an incentive to include English language modules in training activities. Regarding specific vocational training in English, we can point out some examples of short-duration courses offered by the Institute for Employment and Vocational Training, such as “English Language – Writing Techniques”, “English Language – Business Activity”, “English Language – Stock Management and Logistics”, “Multimedia Training in the Tourism, Hospitality and Restaurant Areas – English”, and “Business English”.

Currently, training actions are available in different parts of the country according to the activity sectors present in each region, but this reality may be changing at a faster pace due to current developments in distance teaching and learning processes. Due to space constraints, we are not analyzing the contents of these courses in this text, but it is worth mentioning that most of them seem focused on vocabulary and grammar acquisition, are not innovative in terms of topics, and do not cater to different levels.

Based on the information presented above and on OECD (2018), we can confirm that English skills are essential in many sectors in Portugal, especially in tourism, due to the closer and constant contact with foreigners. Almeida (2017) stated:

Successful communication in tourism, in a context where the linguistic consequences of globalisation are more and more evident, depends on proficiency in foreign languages which, in turn, leads training institutions to educate plurilingual and pluricultural individuals. In the field of tourism, besides the communicative language ability, it is also extremely important to develop intercultural competence, i.e., the ability to interact appropriately with people from different cultures. (p. 80)

In our paper, we analyzed job advertisements in order to understand which fields require English the most. Additionally, we conducted interviews with companies and English teachers working in Portugal to identify the competencies/skills valued by employers.

METHODS

To identify the English skills that employers in Portugal currently require from their employees, we conducted a search on a Portuguese job search website (www.emprego.sapo.pt) on 5 December 2020. Based on the data gathered, we then prepared two questionnaires, included in the Appendices, which were sent to Portuguese companies, organizations and experienced English trainers in the following month, January 2021.

The desktop research intended to identify which job fields included knowledge of English as a requirement. The results pointed to 2,137 job offers, although the actual number was lower since some job ads were repeated.

After we grouped the job offers, we contacted 22 companies/organizations based in the Lisbon area and outskirts. We asked them which English skills they require from their employees, what is their staff's English knowledge and experience, which tasks need to be performed in English, and how frequent these are in their workplace.

Finally, we also asked 6 experienced English teachers, who provide ESP (English for Specific Purposes) classes in companies, to rank the different language skills (listening, speaking, reading, writing) according to their importance for employers, since we wanted to compare their answers with the companies' responses. We then asked them to indicate the average number of study hours dedicated to each language skill in their classes and the strategies/activities/exercises they use to teach each language skill.

By analyzing the data collected from the job search website, companies, and trainers, we identified the current English requirements in the Portuguese labor market. Shortly, this work will help us develop an e-course alongside our partners on professional English skills targeted toward unemployed citizens in Europe.

FINDINGS AND DISCUSSION

Portuguese job search website

In our initial research on the previously mentioned Portuguese job search website, we found that the majority of the jobs which included English as a requirement were technology-related positions, such as hardware technicians, network managers, software developers, systems administrators, programmers, technology consultants, business intelligence, and mobile developers. Call centers and customer care positions included knowledge of English as a requirement and that was also the case in many vacancies in real estate firms. It is interesting to note that

these firms are located in areas with a stronger presence of foreign customers, such as Cascais, Estoril, Sintra (and adjacent areas), the Algarve, or Madeira.

Sales positions included English as a required skill when the company in question had an international dimension, and the few job offers in law and accounting that required English skills were from firms that specifically dealt with foreign clients. There were few jobs in hospitality and catering that included English as mandatory, which is surprising since jobs in this field usually require advanced proficiency in the language.

These findings in terms of the relative weight of professional areas are in keeping with data provided by the EURES platform of the European Labour Authority (2020) on the Portuguese situation, which listed the ICTs and contact/business centers as the two fields where the need for professionals was found.

Companies and organizations in Portugal

After identifying the fields that most require English skills, we asked and analyzed the actual needs of 22 companies/organizations of varied sizes (4 micro, 11 small-medium, and 7 large companies) and a wide variety of sectors, such as Banking, Communications, Education, Health, Industry, Insurance, IT, Tourism, Services, and the Third sector.

Most of them explicitly required both spoken and written English proficiency, and one of the companies mentioned the relevance of cultural knowledge as well. The remaining organisations prioritize oral communication, for example, giving basic instructions or making phone calls; while another two, which were travel companies, explained that the quality of customer service in English is of extreme importance. Finally, only one of the companies, a bank, valued reading skills and specialized vocabulary.

Table 1. Companies/Organizations Surveyed by Size and Sector

Number	Size	Sectors
4	Microenterprise	Consulting Marketing Services Education/Training
11	Small and medium-sized enterprises	Services Banking Industry Tourism Insurance Communications Third sector Education/Training
7	Large enterprise	IT Education/Training Tourism Banking Health

When it comes to the specific tasks carried out in English, most companies mentioned writing emails and making phone calls. As shown below in Graph 1, some also use the language for conference meetings, face-to-face customer service, and the writing of manuals and reports. There was only one company, in the area of Web Design and Digital Marketing, which required English mainly for written communication. We may therefore conclude that, in most cases, both oral and written communication are needed.

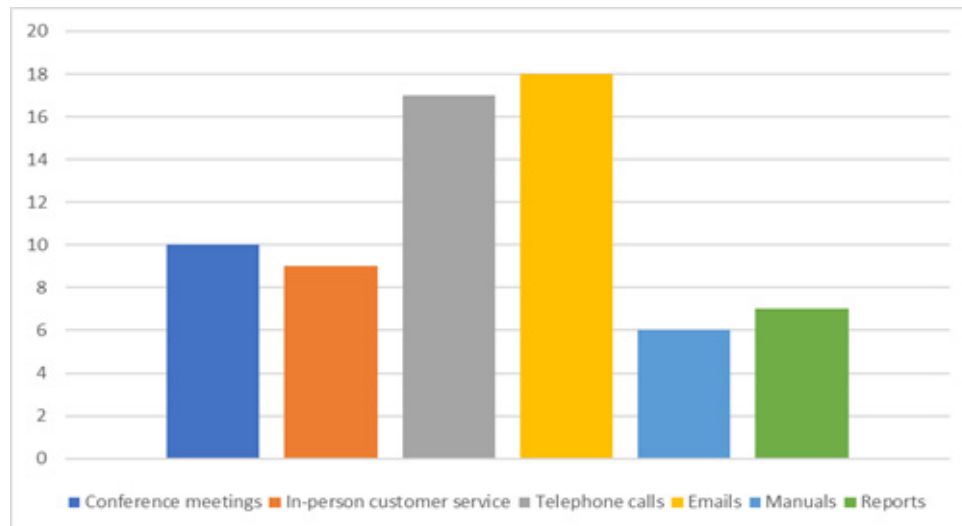


Figure 1. Tasks Performed in English by the 22 Companies or Organizations under Study

As for the frequency of the use of English in the workplace, 72% of the respondents use English on a daily basis, with only one company reporting low frequency and the rest reporting weekly/monthly use of English (see Appendix 1).

The interviewed companies require different levels of proficiency, as shown in Graph 2. While three of them hire basic English users, seven prefer independent users, and seven need proficient users. The remaining five organizations, of which three were banks, explained that the English requirements vary according to the employee’s position and that they expect those in the highest positions to be proficient users of English.

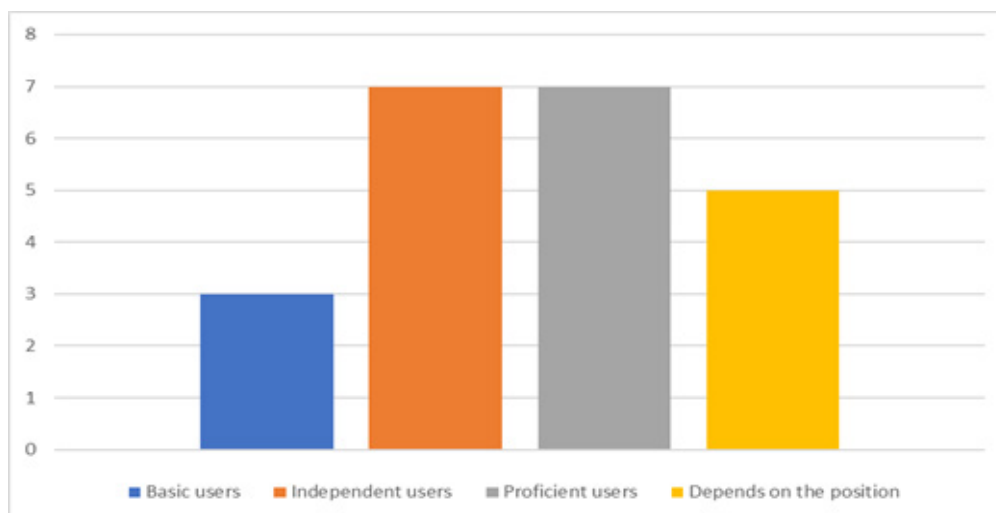


Figure 2. Required Level of English Proficiency by the 22 Companies or Organizations under Study

Companies were also asked about their employees' experience with business English courses. While two did not have this information, the three organizations that hire basic English users and the two which prefer independent users said their employees did not have any previous experience. As for the remaining companies, they explained their staff learned English at school or university. Finally, only two companies offered ESP courses to their teams, particularly targeting those in management positions. Based on the information gathered, we can say that companies value and expect their employees to have fluency in oral and written English, as well as knowledge of the vocabulary used in the company/sector. Nonetheless, only one of the respondents (a bank) mentioned that skills are evaluated regularly and development plans are made according to the identified needs. Another respondent drew attention to the fact that the teaching of English should target current business realities and needs, and only one company focused on the need for cultural knowledge in addition to oral and written skills.

We conclude that, although companies expect their employees to be fluent in English, they usually do not provide any type of English courses. In fact, 22% of the companies said that their employees have not attended any courses, 22% reported that their employees had or are having Business English classes and the remaining 12 (56%) companies mentioned that English was learned only in secondary schools, universities or private language schools (see Appendix 1).

Experienced English trainers

After talking to the organizations, we interviewed six experienced English trainers who provided ESP classes in companies. They confirmed that most of the time, only people in middle to top management positions have access to Business English courses and said that there is an increasing demand for individual classes aimed at addressing the specific needs of a given person. These professionals also explained that, in many cases, oral communication skills tend to be at the same level as written communication skills in terms of what companies require from their employees since these organizations communicate in English during their daily business activities.

The data collected from the trainers allowed us to divide them into two groups: the first one believes the four language skills are equally important and thus uses about $\frac{1}{4}$ of the lessons for each of them; the second one however prioritizes audio-oral proficiency, spending $\frac{2}{3}$ of the lessons developing it. The focus on oral communication fits with some companies' expectations. Although most of them value both spoken and written proficiency, 27% actually prioritize oral skills.

To prepare students for the necessities of the labor market, trainers include different activities in their classes, such as roleplays, discussions, and presentations. They also highlight that, since the requirements differ according to the business sector, the materials match the students' specific fields and are used to teach them the necessary terminology and text genres.

We present below a tentative summary of tasks carried out in a professional setting per oral and written skills, as well as a set of activities developed by trainers aimed at preparing and/or developing learners' proficiency.

Regarding oral communication, employees must be able to understand different accents and cultural values, express and discuss opinions, know and use terminology according to the business activity, make phone calls, conference presentations, and provide adequate customer service. According to the English trainers, many activities can be implemented during training ses-

sions to address speaking and listening goals, such as (1) watching videos without any subtitles to identify the main ideas, specific information, and vocabulary, (2) listening to audio files with repetition exercises to correct pronunciation, (3) and roleplay relevant situations to prepare the students for conference meetings and customer service, for example.

Regarding written communication, employees must be able to structure ideas, use the appropriate style and tone, understand the grammar, spelling, and punctuation rules to write emails, manuals, and reports. The English trainers mentioned different activities which can improve learners' reading and writing skills, such as (1) reading and interpreting different text genres, (2) answering more controlled exercises for example filling in the gap, (3) and writing and reviewing different types of documents used in their field.

Even though we chose to separate tasks and activities in these two groups, they are all intertwined dialogue in the teaching/learning process and the use that individuals make of them. In professional settings, the more specialized and demanding the position a person holds, the more comprehensive and higher the requirements will be.

The general and vague wording of job ads when it comes to English requirements makes it difficult to ascertain which area is more in demand in terms of communication in this language, or which particular skill is required in a specific industry or sector of the economy. Given the degree of specialization in some areas, such a general characterization is not at all helpful. What speakers of English as a foreign language in the workplace today need is what Celce-Murcia (2008) describes as 'interactional competence', which includes knowledge of how to perform certain speech acts involving interpersonal interactions, the ability to take turns in conversation, and the adequate use of silence, body language and space between speakers. The importance of these abilities was also recognized by Didiot-Cook et al. (2000), since English use in business at advanced and near-native skill levels involves negotiating, making decisions, and solving problems. Even though 20 years have elapsed since this study was carried out and much has changed in business, the need for these skills, if anything, has become more pressing, given the heightened complexity and breadth of business interactions nowadays.

Based on the findings of the research conducted with companies and organizations in Portugal, as well as with English trainers, and on the additional research mentioned in the previous section of this paper, it was possible to map out insight into the different skills and competencies required in a professional context in Portugal.

Despite the relevance of the four main language skills (listening, speaking, reading, and writing), it is clear from the mentioned tasks and necessities of companies that the goal is to communicate well with others. As Cunha (2020, p.2) explains, "competence in English goes beyond the ability to use the language correctly in terms of grammar and vocabulary, it involves functional competence, the mobilization of linguistic and cultural awareness to achieve meaningful and effective interaction and communication."

As Didiot-Cook et al. (2000, p. 20) noticed decades ago, "indeed, it is not always easy to separate communication skills from language skills and they are often perceived as one and the same by recruiters". Despite this lack of awareness, in a company's daily activities the difference is evident. The fact that a member of the staff is proficient in a language and masters the language

skills does not mean that this person is a good communicator, since communication involves the ability, for example, to listen to others and give feedback, to be aware of and tackle cultural differences, to be able to speak in public, and share ideas in a clear manner. Still, we can assume that language skills are interlocked, overlapped, and contribute to the act of communicating.

In general, the level of proficiency of users of English (or any foreign language) is sometimes unbalanced, and this is especially true in a professional context since it is closely related to the types of tasks employees carry out within the company and the type of business sector to which the company belongs. Moreover, this unbalance tends to accentuate as years go by. When companies seek tailor-made training in English, they ask for courses that privilege their own very specific needs, and sometimes this does not cater to all language skills.

According to our research, most employers in Portugal seem to put their requirements in terms of oral and written skills at the same level when referring to the tasks in which their employees are expected to use English. However, addressing these matters with trainers who have extensive experience in teaching English in professional contexts, drew our attention to the fact that the requirements differ a lot according to the business sectors. For instance, both tourism and the travel industry are very much focused on listening and speaking whereas in banking, financing, and law, companies tend to be particularly demanding in all four language skills.

CONCLUSION

This paper reports on the research carried out by Lusófona University in the scope of PESE – Professional English Language Skills for Employability Across EU project, with a focus on the Portuguese labor market. Limitations of this study include the small dataset and, as a consequence, the lack of statistical data analysis. Still, by checking a Portuguese job search website and interviewing companies and English trainers, we were able to identify some of the English skills employers currently require from their employees.

Our research confirms that English is used daily in many companies, regardless of the business sector, and is considered a must-have skill for employees. With regards to the skills required from employers, our findings suggest that all four language skills are given equal importance when we consider oral and written communication, while at the same time they have become aware that only writing, reading, listening, and speaking do not suffice to communicate effectively in English, and therefore point out the relevance of non-verbal communication, such as politeness, friendliness, and clarity in communication.

Due to the internationalization of companies, contacts are now being made on a daily basis with people from different geographical locations. As a result, cultural awareness is of growing importance. However, only one of the interviewed companies mentioned its relevance. The majority of them still focus on tasks, such as writing emails, manuals, and reports, making phone calls, participating in conference meetings, and providing in-person customer service.

Regarding the interventions available to upskill unemployed people, we may say that in Portugal there is a lack of offers for unemployed people to learn business and professional English. The professional English courses available in Portugal seem to be short and focused on the specific sectors they cater to, based on a more traditional approach that does not give special relevance to crucial aspects, such as cultural awareness.

Therefore, we see this project as an opportunity to innovate in building a professional English course that is based on a more comprehensive approach that integrates language skills, cultural competence, non-linguistic communication, and professional skills, and foresees the use of technological tools to enable a more dynamic teaching and learning process.

We consider languages as “economic and professional assets, i.e. as individual resources, since they allow for greater professional mobility and growth in the labor market” (Pinto & Araújo e Sá, 2019, pp. 10-11) and defend that the government and educational institutions should cooperate to better prepare the country’s workforce.

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APPENDICES

Appendix 1. Questionnaire 1 - Portuguese companies

1. What English communication skills do you require from your employees?
2. What English communication skills do you require from employees working in an administrative role within your organization?
3. Of the communication skills not mentioned above, which of the following do you consider vital for employees in professional appointments active in your organization:
Writing: emails, reports, witness statements, tenders, legal letter writing, letters of apology and thanks, witness statements, estimates, rules, legal briefs, meeting agendas, inventory trackers, manuals, memos, newsletters, press releases, proposals.
Oral: Conference meetings, giving presentations, providing staff feedback, disciplining and dismissals, questioning interrogating, giving spoken instructions, explaining details, placing orders, making telephone calls, in-person customer service,
4. What are the tasks that staff need to perform using English at work?
5. How frequently is each identified task performed?
6. What are the business professionals' previous experiences with business English courses?
7. Is there anything else you would like to add with regard to verbal and non-verbal communication?
8. Please provide any further information that you believe would help us understand the English language requirements of an employer.

Appendix 2. Questionnaire 2 - English trainers

1. Based on your experience as an English language trainer in a professional context, please rank the different language skills (listening, speaking, reading, writing) according to their importance for employers.
2. Please indicate the average number of study hours dedicated to each language skill in your classes.
3. Please indicate the strategies/activities/exercises you use to teach each language skill.

