

The Role of English on International Business Growth and Social Inequality

Cahaya Budi Irawan¹, Meinarti Puspaningtyas², Ana Castellano³, Danang Dwi Gusti Fajar Yanto⁴

STIE Jaya Negara Tamansiswa Malang, Indonesia^{1,2}

School of Life and Wellness, Spain³

University of Muhammadiyah Jember, Indonesia⁴

Correspondence Email: fajardanangdwi@gmail.com

ORCID ID: 0000-0003-2089-6628

ARTICLE INFORMATION

Publication information

Research article

HOW TO CITE

Irawan, C. B., Puspaningtyas, M., Castellano, A., & Yanto, D. D. G. F. (2022). The Role of English on International Business Growth and Social Inequality. *International Journal of Applied Business and International Management*, 7(3), 21-29.

DOI:

<https://doi.org/10.32535/ijabim.v7i3.1752>

Copyright©2022 owned by Author(s).
Published by IJABIM



This is an open-access article.

License:

The Creative Commons Attribution-Non Commercial 4.0 International (CC BY-NC-SA 4.0)

Received: 05 August 2022

Accepted: 15 November 2022

Published: 20 December 2022

ABSTRACT

Efforts to improve student English proficiency must be carried out to recognize English's relevance in increasing employment opportunities. Our aim is to look into the previous research concept about the English role in the growth of international business and social inequality. We established a content analysis for compiling several scientific articles collected from Korean science, Science Direct, Emerald, and books written by English education and marketing experts. Our analysis underlined that English, as an international language, plays a vital part in affirming global marketing. The English education system increase student ability to use English. Also, student English skill provides a broader choice of job opportunities.

Keywords: Education, English Language, International Business Growth, Role of English, Social Inequality

INTRODUCTION

Education is a mechanism to increase human capital in understanding new information and knowledge, including the absorption of experience and its use in the world of work (Puspaningtyas & Harnani, 2021; Rusmingsih, Widarni, Bawono, 2021). Some companies are interested in using human capital to gain more profits (Rumawas, 2018). Recognizing the relevance of English in increasing employment opportunities, efforts to improve student English proficiency must continue to be carried out. Students need to be aware of the various language skills companies require early in their university studies. When designing English language courses and degree programs, keep in mind the disparity between student perceptions and employer requirements. More organized feedback from the industry assists students in better preparing for the workplace and easing the transition from college to career (Brass, 2015).

It was established that English language educators might help pre-service teachers develop a more democratic disposition by participating in English language education activities at the program level (Arseneault, Deal, & Mills, 2019; Coles & Kingsley, 2021). We described the program's structural features and recommended generating questions for colleagues interested in critical and democratic English education work at the program level to assist replication in terms of program coherence (Gatti, Masterson, Brooke, Shah, & Thomas, 2018). As a consequence, it is critical to urge readers to evaluate how white people receive information in white, especially in terms of English language education and ELA teaching and learning. They feel it is time for English education to address this problem (Tanner & Berchini, 2017). Also, there are impacts and consequences of using Spanish as the language of teaching in light of such debates, as well as the implications and consequences for the way Puerto Ricans communicate. As a result of Puerto Rican Spanish being ingrained in the language of teaching utilized in all primary schools and higher education, socioeconomic inequality has increased significantly (Rosado, 2018).

Researchers at women's colleges in the United Arab Emirates did enculturation research on pre-service English teachers, and they found that students' perceptions of instructors' abilities to think and behave as educators were heavily influenced by local, cultural, and social factors. Emirati English will be widely used in the future. In the Arab world, only a few studies have been conducted on English teacher preparation programs. If educational reform is desired, this study might be helpful in English teacher training programs (Sandiford, 2014).

Business is a popular course of study for international students in the United States, the United Kingdom, Canada, and Australia. A lack of English proficiency is one of the most common barriers to college success for students from abroad. A growing number of overseas students are choosing to study business in English-language universities. As a consequence, investigating techniques to fill a critical gap in the research demands the identification of best practices in a range of areas, including screening and admissions criteria and procedures, language-building curricular components, outcome measurement and monitoring, and post-graduation follow-up and assessment (Andrade, Hartshorn, Evans, & Davis, 2019).

LITERATURE REVIEW

More professionals from all kinds of firms, including huge multinational corporations and SMEs, are gathering to do business in the worldwide workplace through meetings due to globalization and trade internationalization. The establishment of a common language of communication is typically the outcome of people from different languages and socio-cultural backgrounds coming together at such global events. The most frequently-used language is English. However, as more individuals whose first language is not English participate, it may also provide linguistic and cultural hurdles (Revell, 2007). Therefore, companies must consider language and cultural barriers either in the organization and the marketplace as their business grows more international (Vielba & Edelshain, 1997). In addition to analyzing the competition from other languages and underlining the necessity for business English to achieve proficiency in a foreign language and comprehend different cultures, we discuss the need for business English to learn a foreign language and thus obtain a competitive edge. It was found that English should support attempts to standardize, make English more accessible to foreigners, and develop linguistic and cultural skills in a foreign language (Zhang, 2013). This is to reduce business English's competitive advantage, which can be increased by lowering linguistic satisfaction while encouraging the development of more effective English communication (Hurn, 2009).

If the consequences for economic transactions are significant, business leaders tend to undervalue language skills and the relevance of variety in English. Due to numerous forms of distortion and misunderstanding, such forms of using one style of English over another are used. Attitudes against various dialects of English are also taken into account in terms of their potentially detrimental impact on commercial transaction negotiations in general (Bloch & Starks, 1999). English language benefits are available to English-speaking countries in the OECD (Organisation for Economic Co-operation and Development). In addition, countries with an official language similar to English benefit from the unique role of the English language. This shows how important English is in implementing multinational plans, even in countries where English is not the official language. As a result, these findings demonstrate the significance of English in international commerce. Having English proficiency in any firm should improve the organization's ability to conduct worldwide business. Sharing a shared language with FDI (Foreign Direct Investment) partners improves communication and, as a result, boosts FDI between countries. English is the common language and has a powerful impact in international business circles (Hejazi & Ma, 2011).

RESEARCH METHOD

Our study is qualitative investigating the hypotheses of previous to better understand and explore the potential link between English language education and the international community, with a particular focus on international business. To this end, a systematic literature review was conducted, encompassing scientific papers we collected from Emerald, Science Direct, Google Scholar and books published by experts in the disciplines of English, international business, education. Content analysis was then used to analyze the collected journals. Given the qualitative nature of our study, its outcome takes the form of a hypothesis based on the findings of prior research.

We started our research with the elaborated concept of English and international business. Subsequently, we investigated the link between international business, the English education system, and the international community. We highlighted four important topics from our preliminary research to better understand their relevance to English language education, namely:

1. English Education and Social Inequality
2. Employment and English
3. English for Business
4. English and the International World

Each subject can be developed based on the results of our assessment of thousands of research publications. Our theme analysis attempts to analyze the relationship between the variables we identified and the potential for future change to form a conceptual picture of the relationship between the English language, work, international business, and social inequality. We analyzed themes and relationships between topics to develop a conceptual picture of the relationships between variables. We adopted the analysis system from Bengtsson (2016) with steps illustrated in Figure 1.

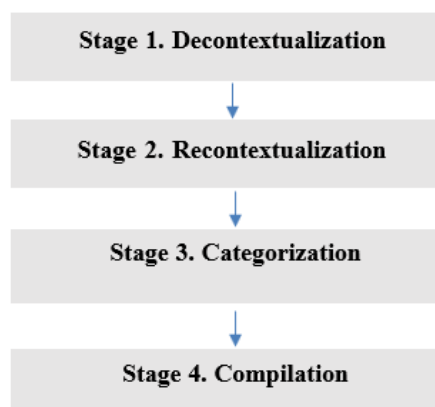


Figure 1. Content Analysis

Here we use the following content analysis stages:

Stage 1: Decontextualization through identifying the underlying idea or concept

Stage 2: Recontextualization, reducing the gap between "content" and "junk"

Stage 3: Categorization, identifying groupings of people with similar characteristics detected by investigators through various methods

Stage 4: Compilation, compiling findings that make sense.

Table 1 and Figure 2 provide interpretations of the report based on the audit investigations conducted by our committee members and associates.

RESULTS

This study applied a literature review approach to building links between many fields, including English language education, international business, employment, and social inequality. The result of the content analysis based on our theme is presented in Table 1.

Table 1. Content Analysis

Theme	Content Analysis
English Education and Social Inequality	English education and social inequality are learning to improve English language skills, and social inequality can occur in such an environment.
Employment and English	Employment and English is a form of working relationship that in its work environment requires sufficient English

	language skills, such as in the international scope of work.
English for Business	English in business means using English in business which so far has been underestimated by business people, but in fact, the implications for business transactions are quite important.
English and International World	English and the international community is a relationship that emphasizes the use of English as a lingua franca in the international arena.

We noticed four key themes in our study, and we found the findings by doing various triangulation and enhancing the results as we presented in Table 1.

The use of the English language is not limited to teaching material or labor productivity. It can also be used as a feedback tool to help with anti-racist research. The ability to speak and understand English also gives people a wider range of job options, especially in multinational companies. They feel that education in the English language should begin to address this problem. As a result, it is critical to urge readers to consider how the white people process works in white, particularly in terms of English language education and ELA teaching and learning. They believe English education should address this issue (Tanner & Berchini, 2017).

Recommendations for possible curriculum improvements in higher education in the region were made (O'Neill, 2014). Emirati English will continue to develop in the future. The Arab world has a dearth of research on English teacher education programs. If educational change is desired, this research may be useful in English teacher education programs (Sandiford, 2014).

Education is a technique for increasing human capital via the acquisition of new information and knowledge, as well as the absorption of experience and its application in the workplace (Elang & Prabowo, 2021; Puspaningtyas & Harnani, 2021). Recognizing the importance of English in enhancing employability, measures to improve English proficiency among students must be pursued continually. Early in their university studies, university students should be made aware of the varied language abilities that companies need. When designing English language courses and degree programs, keep in mind the disparity between student views and employer requirements. More organized input from industry on both will assist students in better preparing for the workplace and easing the transition from college to the profession (Brass, 2015).

English considerably impacts employment, according to employers and students (Dhungana, 2021). While everyone agrees that excellent grammar and a varied vocabulary are essential, the findings reveal that student perceptions and employer expectations diverge. One of the things that employers dislike is the usage of everyday English in the workplace. Employers also feel that employees can learn various writing styles on the job. Other important employability skills employers display include communicating in several languages, self-confidence, and a positive attitude. In terms of graduate employability, this select group of English-speaking kids will have a leg up on the competition, particularly in multinational firms, and will expand the gap between international and public school pupils (Zainuddin, Pillai, Dumanig, & Phillip, 2019). It was found that English language educators may be better off maintaining a democratic disposition in pre-service teachers by carefully attending English language education

activities at the program level. Gatti et al. (2018) explained the structural qualities of their program and proposed generative questions for colleagues interested in pursuing critical and democratic English education work at the program level to enhance program coherence replication. International students in the United States, United Kingdom, Canada, and Australia pursuing business degrees demonstrate how popular this major is, even though not all of these students speak English as a second language and therefore lack the language skills necessary to succeed. The number of international students enrolling in English-speaking universities to pursue business degrees is increasing at the same time. As a result, looking into techniques for filling in the gaps in research that are becoming increasingly important. This necessitates identifying best practices in a number of areas, including screening and admissions criteria and procedures, language-building curricular components, result assessment and monitoring, and post-graduation follow-up and evaluation (Andrade et al., 2019).

Professionals from a wide variety of companies, including large multinational corporations and SMEs, are increasingly interacting in the international workplace to conduct business, especially in meetings. It is common for individuals from various socio-cultural and linguistic backgrounds to gather during such global events, leading to the development of a common language. Almost invariably, English is the lingua franca. EIB is a vital lingua franca in multilingual settings, but it may also produce linguistic and cultural obstacles, particularly as more individuals who do not speak English as a first language engages in it (Revell, 2007).

Teachers are under growing pressure to incorporate technology into their classrooms as information and communication technology systems become more vital in today's environment (Rusminingsih & Mulyono, 2020). Another rationale for incorporating computer network technology into classrooms is to suit the demands of students, such as improving their business communication skills, general business competence, and self-study abilities as a foundation for future job and international business communication. As a result, students should get a good foundation in English and a competent understanding of business (Dina & Ciornei, 2015).

The English for Special Purpose (ESP) instrument has been tested, although various kinds of language proficiency assessments have been used around the world. As business becomes more worldwide, companies must consider linguistic and cultural obstacles in the firm and the marketplace (Vielba & Edelshain, 1997). Even if the consequences for commercial transactions are significant, entrepreneurs in the business world tend to underestimate the value of language abilities in general, particularly the relevance of variety in the English language.

DISCUSSION

The advantages of English are available to English-speaking nations in the OECD. Furthermore, nations whose official languages are linguistically similar to English benefit from English's unique function. English proficiency is critical for better understanding the feedback received while attempting to contribute to anti-racist teaching and research, as well as for criticizing traditional ideas about white resistance to advance more cautious theories about whites that can aid teachers and scholars in language learning. English and English Arts (ELA) educators are committed to promoting anti-racist education.

Social and cultural divides are often established by international students studying in Puerto Rico universities; the social divide is mostly a result of Puerto Rican Spanish being entrenched in the language of instruction utilized in the lower schools and higher education.

Similarly, what is happening in the Middle East, where tendencies and preferences for reading and writing in English and Modern Standard Arabic indicate that literacy applications are growing rapidly in this context, influenced by Indonesia's diverse transnational linguistics market, where these women thrive. It is crucial to consider how students' viewpoints vary from business expectations while designing English language education and degree programs.

In terms of employability English-speaking graduates will have an advantage in finding work, particularly in multinational firms, and will gradually expand the gap between children who attend international schools and those who attend public schools. People from other countries like to study business in the United States, the United Kingdom, Canada, and Australia because it is a good field. According to research, not all international students who speak English as a second language have the language skills they need to do well at school. The number of students from other countries who want to study business at English-speaking universities is going up at the same time. As a result, to fill in a growing gap in the literature, we will look at how we do things. Screening and admissions criteria and procedures, curriculum features that help students learn a new language, tests and evaluations, follow-up after graduation, and evaluations of student preparation all need to be looked at to find the best ways to do things. Professionals from a wide range of businesses, from large multinational companies to SME businesses, are meeting more often in the international workplace, especially for meetings, as markets and commerce become more global. These global events often bring people from different languages and cultures together, which leads to the development of a common language. This language is usually English. As more people speak languages other than English, English for International Business (EIB) can be used as a lingua franca, but it can also cause linguistic and cultural problems.

Businesses must consider linguistic and cultural obstacles both inside the organization and in the marketplace as commerce becomes more global. We will also look at how other languages compete with business English and the value of learning a second language and knowing different cultures to get a competitive advantage.

People in the business sector often underestimate the significance of language abilities and variety in English, despite the ramifications for commercial transactions being rather significant. Such instances of using one dialect of English over another emerge as a result of many sorts of distortion and misunderstanding. Attitudes against various English dialects are also examined in terms of their potential detrimental influence on commercial transaction discussions in general.

The same is true for FDI partners that have enhanced their communication capabilities, resulting in a rise in FDI across nations. This research demonstrates that when English is used as a common language, its influence on international business circles is rather substantial.

Many members of the business world assert that they are under growing pressure to communicate in English in order to keep up with economic globalization. Both the proposition and the assertion premise that Japanese people are unable to communicate effectively merely because they are unable to speak effectively in English. However, we must recognize the distinction between linguistic capacity and communication competence. In order to improve their verbal skills in business, Japanese entrepreneurs must first recognize what qualities are characteristic of their language habits, which are embedded in their ethics. The most widely spoken business language worldwide, If

properly coordinated with English, Japan's human-centered style of communication may well find a place in twenty-first-century global business communications.

CONCLUSION

The use of the English language is not limited to teaching material or labor productivity. It can also be used as a feedback tool to help with anti-racist research in the international world. The ability to speak and understand English also gives people a wider range of job options, especially in multinational companies, as well as for those who do business in the international sphere, as an international lingua franca. As English language proficiency increases, it will also increase respect and avoid various kinds of distortions and misunderstandings that can arise due to linguistic and cultural barriers, especially when contact between speakers whose first language is not English language.

ACKNOWLEDGMENT

N/A

DECLARATION OF CONFLICTING INTERESTS

The authors have declared no potential conflicts of interest concerning the study, authorship, and/or publication of this article.

REFERENCES

- Andrade, M., Hartshorn, K., Evans, N., & Davis, S. (2019). Good, better, best: English language development practices in graduate business programs. *The International Journal of Management Education*, 17(1), 36-46.
- Arseneault, R., Deal, N., & Mills, A. (2019). Reading "Canadian" management in context: Development of English and French education. *Journal of Management History*, 25(2), 180-202.
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *Nursing Plus Open*, 2(1), 8-19.
- Bloch, B., & Starks, D. (1999). The many faces of English: Intra language variation and its implications for international business. *Corporate Communications: An International Journal*, 4(2), 80-88.
- Brass, J. (2015). Standards-based governance of English teaching, past, present, and future? *English Teaching: Practice & Critique*, 14(3), 241-259.
- Coles, J., & Kingsley, M. (2021). Blackness as intervention: Black English outer spaces and the rupturing of antiblackness and/in English education. *English Teaching: Practice & Critique*, 20(40), 454-484.
- Dhungana, S. (2021). Dialogic storying: A narrative research methodology in English language education. *Qualitative Research Journal*, 22(2), 173-187.
- Dina, T., & Ciornei, S. (2015). Developing good academic practice on learning business English with open web-based educational resources: The results of a pilot study. *Procedia - Social and Behavioral Sciences*, 203(1), 310-315.
- Elang H, T., & Prabowo, B. (2021). Strategic planning for human resources, technology, and organizational performance. *Splash Magz*, 1(1), 101-104.
- Gatti, L., Masterson, J., Brooke, R., Shah, R., & Thomas, S. (2018). English education as democratic armor: Responding programmatically to our political work. *English Teaching: Practice & Critique*, 17(2), 116-131.
- Hejazi, W., & Ma, J. (2011). Gravity, the English language and international business. *Multinational Business Review*, 19(2), 152-167.
- Hurn, B. J. (2009). Will international business always speak English? *Industrial and Commercial Training*, 41(6), 299-304.

- Kameda, N. (2001). The implication of language style in business communication: focus on English versus Japanese. *Corporate Communications: An International Journal*, 6(3), 144-149.
- O'Neill, G. T. (2014). Just a natural move towards English: Gulf youth attitudes towards Arabic and English literacy. *Learning and Teaching in Higher Education: Gulf Perspectives*, 11(1), 22-42.
- Puspaningtyas, M., & Harnani, S. (2021). Education and technology in human capital management studies in Indonesia. *Tamansiswa Management Journal International*, 1(1), 1-2.
- Revell, P. (2007). Using English for international business: A European case study. *English for Specific Purposes*, 26(1), 103-120.
- Rosado, J. (2018). English education policy trends in Puerto Rico and the implications of the language of instruction in Puerto Rican Universities. *Innovations in Higher Education Teaching and Learning*, 12(1), 99-111.
- Rumawas, W. (2018). The role of human capital to the improvement of employee performance in fisheries companies in North Sulawesi Province. *International Journal of Applied Business & International Management*, 3(2), 71-77.
- Rusminingsih, D., & Mulyono, M. (2020). The effect of leadership variables, abilities, and motivation on the lecturers performance of public and private universities in Malang. *BioLEAGUES Worldwide: International Conference of Education, Management, and Social Sciences (EDUMAS)*, 1(1), 21-22.
- Rusmingsih, D., Widarni, E. L., & Bawono, S. (2021). Human psychological factors in the success of human capital investment in driving financial performance, case study of the hotel industry in Indonesia and Malaysia. *HOLISTICA—Journal of Business and Public Administration*, 12(1), 69-75.
- Sandiford, C. (2014). The enculturation of pre-service Emirati English language teachers. *Education, Business and Society: Contemporary Middle Eastern Issues*, 7(1), 2-16.
- Tanner, S., & Berchini, C. (2017). Seeking rhythm in white noise: Working with whiteness in English education. *English Teaching: Practice & Critique*, 16(1), 40-54.
- Vielba, C. A., & Edelshain, D. J. (1997). Are business schools meeting the challenge of international communication? *Journal of Management Development*, 16(2), 80-92.
- Zainuddin, S., Pillai, S., Dumanig, F., & Phillip, A. (2019). English language and graduate employability. *Education + Training*, 61(1), 79-93.
- Zhang, Z. (2013). Business English students learning to write for international business: What do international business practitioners have to say about their texts? *English for Specific Purposes*, 32(3), 144-156.