

Effect on Non-Native English Speakers of Utilizing English for Business

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Abstract

This study sets out to examine the effect on non-native speakers of utilizing English for business. Specifically, the study examines the effect of utilizing English on non-natives' negotiation skills and marketing abilities, and the way in which fluency or vocabulary affects their bargaining power in international business. The effect of establishing English as the corporate standard is also explored. The study adopts a quasi-experimental research design to understand the effect on non-native speakers of utilizing English for business. The background information in the study covers the use of English in a business context, with specific emphasis on international corporations setting up branches in other countries. This section examines the ability of organizations to adopt English as a corporate standard and thus to exchange with international customers regardless of their cultural background. The literature review section provides an empirical and theoretical framework on how the use of English for business by non-native speakers affects business outcomes. The empirical literature review section provides practical insights, examples, and previous experiences on how the use of English affects non-native speakers compared to native speakers. The main objective of the empirical literature review is to understand the benefits, advantages, challenges, and disadvantages of the use of English for business for non-native English speakers. The theoretical literature review section gives details on theories of communication and their implications for the effect on non-native speakers of utilizing English for business. The theories included in the study are cognitive load theory, social learning theory, communication accommodation theory and cultural dimensions theory. The methodology section explains the method and techniques used in the study with respect to the design, data collection, and analysis. The study adopts a quasi-experimental research design to investigate the effect of two groups utilizing English for business. Both quantitative and qualitative analyses are used for the study results. The use of t-tests helps to compare the performance of the two groups and to understand the influence of an educational program to give training in English communication. Lastly, there is a discussion of the findings of the study with respect to the way in which the utilization of English for business by non-native speakers improves their global reach and the challenges and the benefits of using English. The study recommends qualitative research to establish the impact of training and educational programs on non-native speakers' ability to speak and use the English language fluently in business, thus justifying the use of English as a corporate standard for international organizations.

Keywords: Non-native English, Native English, English business, English speaker, Utilizing English, English cultures

1. Introduction

1.1 Background Information on the Topic

The adoption of English as the lingua franca in the world of business is long overdue. As the most commonly spoken language in the world, English has the ability to influence trade patterns, trade terms, and outcomes for both native and non-native speakers.

In today's globalized world, the importance of communication cannot be overstated. Unfortunately, the multilingual nature of the world makes achieving one common language a daunting challenge. People across the continents speak diverse languages, and hardly any language is wholly accepted as a lingua franca. Although English is the most commonly used language in the world, it is not common to everyone, especially in Europe and Asia. English educational programs across the world are increasing, and the number of English native and non-native speakers is expected to grow to over two billion (Ojanperä 2014). Non-native English speakers

cannot master the same fluency to reflect tone and meaning that would give them a competitive advantage in business deals. As such, it is clear that for a non-native English speaker, the use of English for business is a disadvantage. Studies carried out in Japan, Croatia, Indonesia, and Hong King indicate that a lack of mastery of English as a first language is a certain disadvantage when doing business (Takino, 2017). Given the communication challenges and differences in fluency between non-native and native speakers, establishing English as a lingua franca is an educational and economic imperative. Embracing a common model of speech is not just a good idea for businesses – it is also a necessity. Most international corporations have embraced a common mode of speech in the workplace to deal with the diversity in the multilingual world. Although communication in English in business does not augur well for all businesspeople, it has aided globalization and international organizational growth since many people already speak English. However, for non-native speakers, the lack of mastery of the language is always a disadvantage. The use of English helps global trade but also disadvantages non-native speakers. This research looks into the three-fold effect on non-native English speakers of using English in business. First, the study looks at the adoption of English as the corporate language in multinational corporations. Secondly, it looks at the effect of the use of English as a corporate language and lingua franca on international trade in the face of globalization. Lastly, the study analyzes and recommends possible alternatives to the use of English as a business language for non-native speakers. The utilization of English for business purposes by non-native English speakers has profound effects on their communication skills, professional development, and overall success in the global business environment, highlighting the need for comprehensive language training programs and increased support for English language acquisition as a corporate standard for non-native English speakers.

The growth of the economic community requires that businesspeople from Asian countries and some parts of Europe need to master an international language, such as English, to be able to compete in the free market effectively. The influence of English as the most commonly used language is linked to historical times of colonization and the internationalization of capitalism by the British. The adoption of English as a corporate language is well underway in most corporate entities worldwide. The need for a common language in the business world is pushed by the increasing globalization and the interconnection of businesses through the international supply chain. As the international business community grows by the day, the need for a common language will continue to grow to limit the diversities of communication. However, business organizations cannot ignore the current diversity in communication. Although English is the most commonly used language, it has not achieved the status of being common to all people. Non-native English speakers find it difficult to express their trade terms in a language that is not the lingua franca. Whereas a move towards a common language is necessary in the business world, implementing this policy has been fraught with challenges for most international corporations. For example, the spread of globalization in the 20th century has meant that most organizations have people with diverse cultures, suppliers have international connections with people of different languages, and businesses have customers from different countries who may use other languages. Therefore, companies with a global presence face serious challenges in enforcing English-only policies. The consensus for breaking the language impasse seems to be to have interpreters and translators who can help individuals of different linguistic affiliations to transact normally with others. Many international organizations, such as Airbus, SAP, Alcatel-Lucent, Daimler-Chrysler, Nokia, and Microsoft in Beijing, have already adopted English as a corporate language (Takino, 2019). Many other corporations around the globe are following suit with the adoption of the English language as a corporate standard. However, there are important challenges and resistance that lie ahead. Nevertheless, the importance of having a lingua franca cannot be ignored. For this reason, this study discusses the importance of English for business and compares the benefits and the drawbacks for non-native speakers arising from its use.

1.2 Importance of English for Business

It is evident that unrestricted multilingualism is ineffective and inefficient and prevents important interactions in the world of business. English, the language spoken by the highest number of people, is more suitable to be used as a business language than any other language. The standout importance of the use of English is that it is already spoken by more than two billion people worldwide. Finding a translator for English is easier than finding one for any other language. The use of English as a lingua franca in business is pushed by three main factors: competitive pressure, the globalization of resources, and mergers and acquisitions across national boundaries (Neeley, 2012). These factors push English to become the corporate standard because companies require English connections no matter where they are located. Competitive pressure assumes that effective communication with suppliers, customers, and partners is necessary for an individual to sell. There is a high probability that more than half of the stakeholders with whom a corporation or an individual will interact are English speakers. Being able

to communicate in a language that is likely to be used by most people gives a competitive edge, and thus there is always pressure for individuals and corporations across the globe to adopt English as their official corporate language. Multinational and international companies are obligated to devise language strategies that help to improve growth opportunities. For example, Rakuten, a Japanese international company, adopted English as its corporate language because it wanted to increase its market share across Europe and the US and thus wanted an international reputation (Japan Times, 2015). Likewise, the employees of an international organization may be geographically dispersed and thus need to communicate in a common language. Therefore, the use of English as a common language enables a company with globalized tasks and resources to share synergies between its employees and its subsidiaries. Globalized companies always benefit from the use of English as a standard language for business. Companies that use English as a corporate standard language benefit from effective communication, operational efficiency, and international acceptance (Ojanperä 2014). It is better to discuss mergers and acquisitions when the transacting parties use the same language. Likewise, when companies from different countries with non-English native languages merge, English may be chosen as the official language to avoid favoritism. For example, Aventis, a merger between Germany's Hoechst and France's Rhône-Poulenc in 1998, adopted the English language as the company standard to avoid favoring either company.

Language change is always difficult, and there are always obstacles to policies to change to English. Even well-planned language-change policies face pitfalls, as shock and a loss of confidence slow the adoption of a change to the language. Employees may not take the same approach towards language change as their employers, and in addition, there is the time and cost needed for training. Change comes as a shock to employees, no matter how many preparatory moves and warnings are given. For example, when change became a reality at Rakuten, some employees were exposed to psychological shock despite the long period of warnings that the company would adopt the English language as its corporate standard. Moreover, compelling non-native speakers to speak in an unfamiliar language erodes their self-confidence. Employees normally feel that their value has diminished when they are compelled to speak in English. Many employees feel that their real value to a company is overshadowed by their ability, or lack of ability, to speak English. Although this stage may seem normal to the managers enforcing the policy, it may psychologically affect the employees, leading to poor performance and a lack of commitment. Although an English-speaking policy is beneficial in the long run for a company that wants international expansion, the absence of a well-considered plan may make the organization collapse in the face of job security fears, employee resistance, and poor performance due to a lack of motivation. A careful framework for the adoption of a change to a one-language policy must therefore look at employee buy-in and believe-in capacity (Neeley, 2012). Employee buy-in refers to the employees' willingness to accept a change in the language policy to another corporate standard that can help them or the organization. Believe-in capacity means the employees' confidence in themselves to fluently adjust to the new language policy within a short period and without trouble. An adoption framework model usually attracts a four-stage response, with employees who are inspired, frustrated, indifferent, or oppressed by the move (Lønsmann, 2017). At the start of the policy, those in the inspired category are confident about making the shift in the change process. In contrast, the oppressed do not believe that the change is a good idea and are pessimistic about making the cut. The frustrated group feels that both the company and the employees would benefit if they embraced the change, but they have reservations about making the change. The indifferent group believes they can fluently embrace the new language but feel it will not help them or the company.

1.3 Research Objectives

This study seeks to assess the effect on non-native speakers of utilizing English for business. The study addresses five specific research objectives, which will help to test the research question and provide a structure for the study.

1.3.1 Specific Objectives

Objective 1: To identify the benefits and challenges for non-native English speakers of utilizing English for business.

Objective 2: To examine the role of English language skills in accessing global business opportunities and competing in international markets.

Objective 3: To explore the impact of English language proficiency on business communication and professional relationships.

Objective 4: To investigate the effectiveness of English language training programs in improving business communication skills and enhancing career prospects.

Objective 5: To provide recommendations for non-native English speakers on how to effectively utilize English for business and overcome language barriers in a globalized business world.

2. Literature Review

This section provides an overview of the existing literature on the effect on non-native English speakers of utilizing English for business. Specifically, the literature review will help to give an understanding of the importance of English in the business world, the challenges faced by non-native English speakers, and the benefits of utilizing English for business. The literature review will be divided into a theoretical review and an empirical review. The theories of communication that are applied in the literature include nativist theory, environmental theory, and functional theory. The theories of Piaget, Vygotsky, Chomsky, Skinner, Skemp, and Coleridge on the learning of second languages will also be embedded in the literature review.

2.1 Empirical Review

English, as the most commonly spoken language internationally, has reached the position of being the standard language for international business communication. However, for non-native speakers, the use of the English language brings many challenges and disadvantages. This literature review examines the effect on non-native speakers of the use of English for business, with a view to establishing the challenges and benefits for them and the impact of the use of the English language in promoting international trade and creating professional business relationships. The literature review also explores how the use of the English language as a lingua franca will help to reduce barriers to business communication. Non-native English speakers face several challenges when speaking and interpreting the English language. These challenges may include grammar, vocabulary, pronunciation, and fluency, which impact the clarity and effectiveness of communication. The ability to communicate effectively in a corporate setting may be hampered by cultural variations and social standards (Yee Siu & Afzaal, 2022). Furthermore, language competence may affect self-assurance and the capacity for productive negotiation (Lee, 2021). Despite these obstacles, there are some significant upsides for non-native English speakers when it comes to using English in the corporate world. Gaining an advantage in the workplace via better language and communication skills is possible. In addition, being fluent in English might open doors for commercial partnerships and cooperation with foreign customers and employees (Krizanova et al., 2019). Non-native speakers seeking to improve their English skills to better communicate with colleagues and clients in the business world use the English educational programs that are currently available throughout the world (Floris & Renandya, 2020). Lessons in the English language, exposure to the culture, and interaction with people who speak the language as their first language are all possible methods. Also helpful in fostering linguistic growth and competence is the use of technological tools, such as language-learning applications and Internet resources. Rao (2019) summarizes this by saying that non-native speakers of English may gain much by making the most of the commercial opportunities afforded by a working knowledge of the language. Even if difficulties arise, they may be addressed with the use of tactics aimed at boosting the speaker's language and communication abilities, hence improving their professional chances. Consistent efforts to foster language learning and increase cross-cultural awareness in the workplace may improve intercultural communication and strengthen international trade ties.

The difficulties for international professionals communicating in English, in terms of cultural perspectives, grammar, fluency, vocabulary, ability to speak and pronunciation, and accent. Vocabulary is a major barrier for non-native speakers of English when they are speaking in English for commercial purposes (Yee Siu & Afzaal, 2022). The extensive variety of technical and specialist languages used in business English makes it difficult for non-native speakers to comprehend and utilize the language. Further, business English is replete with idioms and terms that might confuse those who are not native speakers. Misunderstandings and incorrect assumptions might result from a lack of familiarity with the terminology. Communication in English in the corporate world might be complicated by cultural differences. Using proper business English requires more than simply a command of the language: it also needs familiarity with and sensitivity to local conventions and mores. It is possible for non-native speakers to insult business partners or co-workers because they are unaware of cultural differences that might affect communication. For instance, in some societies, direct speech is seen as impolite, while in others, it is seen as honest.

Additionally, misunderstandings and reputational harm may result from sloppy writing. When communicating in business situations, non-native speakers of English encounter additional difficulties, particularly in the area of oral communication. In summary, the empirical literature on the use of English by non-native speakers in business, educational, and healthcare settings indicates that it brings challenges attributable to a lack of clarity, confidence, and fluency. Constant practice and effort are needed to overcome these obstacles (Dehghanzadeh et

al., 2019). For their communication skills to improve and for them to be more successful in the global business environment, non-native speakers should devote time and effort to enhancing their English language abilities.

Business English has various idioms and terms that might confuse non-native speakers. Moreover, vocabulary deficits may cause miscommunication between native and non-native English speakers. Non-native business English speakers also struggle with pronunciation and accent. Even though non-native speakers may understand the words, their accents or pronunciation may make communication difficult (Si, 2019). Native speakers may not comprehend a speaker with poor pronunciation and a poor accent, and the speaker's reputation and professionalism may suffer. Non-native English speakers often struggle with grammar in business. English grammar may be difficult for non-native speakers, and they may seem less competent and believable if they make grammatical mistakes. Business English might be complicated by cultural differences. Business English incorporates language and culture, which may not work in the best interests of non-native speakers. Non-native speakers may misunderstand cultural differences and upset their business partners or co-workers. Direct communication is unpleasant in certain cultures yet straightforward in others. These cultural differences extend to the use of English for business between native speakers and non-native speakers. Non-native English speakers also struggle with business writing. English writing demands appropriate grammar, vocabulary, and punctuation. Non-native English speakers may have trouble drafting e-mails, memoranda, and reports for business because they may not know the structure and format of basic English, which affects the principles of business communication (Majchrowska & Majchrowski, 2023). Poor writing may mislead readers and destroy the writer's reputation. Non-native English speakers often struggle with speaking in business situations. English demands fluency, clarity, and confidence. Non-native English speakers may struggle to communicate because of nervousness and self-consciousness. Fluency issues may include hesitation, the use of filler words, and difficulty in communicating. Non-native business English speakers also struggle with listening. Active listening helps businesspeople to comprehend and react to speakers. Non-native speakers may make mistakes with the complexities of English, and business English is difficult for non-native speakers. The challenges include vocabulary, pronunciation, grammar, cultural differences, writing, speaking, and listening. These obstacles demand constant practice. Non-native speakers should work to improve their English so that they can communicate better and become more successful in global business.

Jiménez-Muñoz (2019) investigated the factors, other than language competency that influence the success of business pitches by non-native English speakers. He asserted that nonverbal and paraverbal cues, including facial expressions, gestures, and intonation, significantly influence the success of non-native speakers' business pitches in English. Using a multimodal approach, his study examined nonverbal and paraverbal clues in video recordings of business pitches made in English by non-native speakers. Many nonverbal and paraverbal cues, including eye contact, facial expression, body posture, and intonation, help non-native speakers to make persuasive business presentations. The study also identifies some recurring nonverbal and paraverbal behavioral characteristics in effective pitches. Importantly, in addition to linguistic competence, nonverbal and paraverbal cues are extremely important for the effectiveness of non-native speakers' business presentations in English (Jiménez-Muñoz, 2019). The study recommended training in nonverbal and paraverbal signs as part of programs targeted at enhancing non-native speakers' business pitch effectiveness. It emphasized the significance of paraverbal and nonverbal communication in the context of corporate presentations in English and offered suggestions for how non-native speakers might enhance their presentational skills. The educational programs help to boost English proficiency for non-natives (Jones & Alexander, 2003). The impact of educational programs on improving the language proficiency of non-native speakers has also been studied by Krizanova et al. (2019). This study established that online educational programs influence the marketing effectiveness and potentially the bargaining position of non-native speakers. The authors' main argument was that success in marketing communications in an online setting is crucial for environmentally friendly company operations. According to the authors, measuring the efficacy of online communication can help firms improve their marketing strategies and sustainability. Online communication has grown to be a key component of marketing. The authors investigated the efficacy of Internet marketing communication by surveying 316 Slovakian consumers. They assessed the effects of different online marketing communication tools, such as website content, social media marketing, e-mail marketing, and online advertising. They discovered that website content and e-mail marketing were the most efficient forms of communication. The study, therefore, concluded that the use of online communication models is an effective way to communicate with non-native speakers in business.

Ojanperä (2014) carried out research on the consequences for Japanese multinational firms of using English as a business language. The study investigated how the prevalence of English in the workplace modifies the established norms of interaction and conduct. Ojanperä (2014) interviewed people working at three Japanese

multinational businesses in Finland as part of a qualitative case study to back up her claims. The research looked at the extent of the use of English in corporate settings, what motivates people to use English, the impact of the use of English on communication and company culture, and the barriers to its usage encountered by non-native speakers. Several factors, including the need to communicate with international customers, suppliers, and colleagues, were identified as driving the widespread use of English in business communications among Japanese multinational firms in Finland (Ojanperä 2014). The study also found that a communication gap can form between English-speaking and non-English-speaking employees as a result of the use of English in communications, which can lead to the exclusion of non-native English speakers from decision-making processes and the stifling of the transfer of knowledge and information. The study drew the conclusion, based on the data, that there are pros and cons to using English in business communications among Japanese multinational firms. The study suggested that organizations should promote bilingualism to guarantee that all employees are treated equitably, regardless of their linguistic abilities, and also that organizations should provide employees with language training to improve intercultural communication.

Several authors have examined the role of English language skills for non-native speakers in accessing global business opportunities and competing in international markets, and there are varied findings. However, most studies agree that proficiency in the English language is crucial for organizations looking to compete in global markets (Rao, 2019). English is frequently used for contracts and negotiations, so being able to communicate clearly in this language can help firms close more advantageous transactions and alliances. Cultural understanding is equally important. The capacity to comprehend and adjust to different cultural norms and expectations, or cultural intelligence, is also essential. For instance, a businessperson who is fluent in English but lacks cultural awareness could accidentally offend clients or partners from other cultural backgrounds, losing out on business prospects. In conclusion, the studies suggest that being able to communicate in English is an essential ability for companies looking to compete in the global market and access worldwide commercial prospects. English is the dominant language in worldwide business, so being able to communicate effectively in English can assist companies in navigating complicated foreign contexts, gaining access to useful resources, and establishing partnerships and business agreements (Reddy et al., 2023). In order to compete successfully in the global economy, firms must also understand the value of cultural sensitivity and the necessity of adjusting to various cultural norms and expectations. Although these findings do not explicitly show that the use of English for business puts non-native speakers at a disadvantage, they seem to indicate that non-native speakers are not at the same level as native speakers for all business aspects.

2.2 Theoretical Review

This research employs various theories of communication to understand the effect on non-native speakers of using English for business. This section describes the social communication theories that help to understand the effect on non-English speakers of using English. The theories include:

- Language acquisition theory: This theory says that language acquisition is a complicated process involving nature and nurture (Glenberg & Gallese, 2012). Business communication may be difficult for non-native English speakers. However, with adequate teaching and experience, they can utilize English well.
- Social learning theory: People learn by observing and copying others. Non-native English speakers in English-speaking corporate contexts can learn from their peers and co-workers and enhance their English language abilities.
- Cognitive load theory: Cognitive load theory posits that the brain's information processing ability is restricted. Non-native English speakers who use English for business communication may have a higher cognitive load, which may hinder their ability to do other things.
- Communication accommodation theory: People adapt to their audience's communication style. Communicating with native English speakers may require non-native English speakers to adapt their manners.
- Cultural dimensions theory: Different cultures have different communication techniques and preferences. In business, non-native English speakers from cultures with different communication styles may need to adjust. The consequences for non-native English speakers of using English for business will depend on their skill, exposure to English-speaking workplaces, and capacity to adapt to varied communication styles and cultural norms.

This theoretical review will provide a detailed explanation of the communication process in different cultures

and workplaces, including proficiency and ability to adapt, to fully explain the effect on non-native speakers of utilizing English for business.

2.2.1 Language Acquisition Theory

The theory of language acquisition discusses the method through which people pick up new languages. The capacity to perceive and generate language is only one step in a long process that incorporates several developmental stages. The development of cognitive, social, and emotional abilities is also a part of language acquisition, according to this view, and therefore acquiring a language goes beyond just acquiring vocabulary and grammar. This theory is vital for understanding second language acquisition and the value of the English language to businesses throughout the world when few employees speak English.

The nativist theory and the behaviorist theory are the two most prominent perspectives on how people learn a new language. The behaviorist view of language acquisition holds that it occurs as a result of conditioning, with speakers developing meaningful associations between words via exposure to those words over and over again (Muho & Kurani, 2011). However, the nativist view proposes that learning a new language is intrinsic and that individuals are born with a language acquisition apparatus (Hawkins, 2008). Language acquisition theory helps to understand the challenges for non-native English speakers in learning English at work. There is a widespread issue with the capacity of multilingual people to communicate. Misunderstandings, incorrect assumptions, and monetary losses are all possible outcomes of inadequate communication in a corporate context (Kiymazarslan, 2002). For companies to create useful language training programs for their non-English speaking staff, they need to have a firm grasp of the theory behind language learning. Companies may employ behaviorism, for instance, to design language-learning systems that emphasize repetition and reinforcement in order to help students make connections between words and their meanings. Language-learning software, flashcards, and other linguistic resources can help learners accomplish this goal.

However, the nativist idea may be useful for organizations looking to develop language training programs that cater to employees' natural aptitudes for picking up new tongues. Training can be accomplished through language exchange programs, conversation partners, and other forms of immersion in which students are immersed in the target language and culture (Kiymazarslan, 2002). Businesses may employ language acquisition theory in addition to language training programs to create communication methods for people who speak different languages. For instance, companies may employ multilingual staff, offer language translation services, or utilize visual tools like diagrams and drawings to improve communication. Language acquisition theory in the corporate environment is crucial for understanding how people acquire a second language. By comprehending this notion, organizations may create efficient language learning programs and communication techniques that can aid the integration of non-English speaking employees into the workplace culture and ease communication amongst people who speak different languages. In the end, this may result in improved business outcomes and greater productivity for the organization.

2.2.2 Social Learning Theory

Social learning theory is a theory in psychology that describes how people learn by imitating and observing the actions of others. According to this theory, conduct is learned by a combination of personal experience and social observation, and the learning can be reinforced or discouraged by the results of that behavior (Akers & Jennings, 2015). The relevance of cognitive processes, including attention, retention, motivation, and reproduction in the learning process, is also emphasized by social learning theory. Social learning theory can be applied in the workplace to comprehend and affect employee behavior, and this can ultimately result in better organizational outcomes. There are several methods that are based on this theory, and these include:

2.2.2.1 Role Modeling

Role modeling is one of the most practical applications of social learning theory in the business sector. Role modeling entails identifying effective workers or leaders who exhibit the desired behavior and motivating others to adopt the same behavior. A manager who is adept at handling disagreements, for instance, might serve as an example of this conduct to other staff members by showing them how to communicate well and resolve conflicts.

2.2.2.2 Observational Learning

Observing and replicating other people's behavior is a key component of observational learning. When the viewer identifies with the model and views the action as beneficial or pertinent, this sort of learning is especially effective. This can be done in the workplace through job shadowing or mentoring programs, which provide staff members with the chance to observe and pick up tips from more seasoned colleagues.

2.2.2.3 Reinforcement

Social learning theory places a strong emphasis on how reinforcement shapes behavior. Employees are more likely to repeat desired behaviors when they are given positive reinforcement, such as praise or awards. Positive reinforcement can also be used to reduce undesirable behavior, such as the avoidance of an unpleasant duty. Disciplinary actions like punishment may dissuade people from performing undesirable behavior.

2.2.2.4 Self-Efficacy

Self-efficacy refers to a person's belief in their own abilities to complete a task effectively. People are more likely to attempt new things if they believe they already possess the information and abilities necessary to succeed, as proposed by the social learning hypothesis. Self-efficacy can be used in the workplace by offering employees opportunities for training and development, as well as by giving them feedback and acknowledging their achievements.

There are several ways that social learning theory can be applied to help non-English speakers in the business environment. For instance, language instruction can be a powerful tool for boosting non-English speakers' self-efficacy at work. Employers can assist employees in developing their communication skills and can increase their confidence in their ability to communicate clearly in English by offering language training. Both non-native English speakers and native English speakers can gain through role modeling. Successful non-English-speaking workers who demonstrate desirable behaviors can be identified by employers, who can then urge others to follow their lead. This learning can make non-English speakers in the workplace feel more respected and involved (Hill et al., 2009). Observational learning can be especially beneficial for non-English speakers who are still learning the language. Non-native English speakers can learn how to engage and communicate in English in the workplace by watching native English speakers. It is important to encourage non-English speakers to utilize English in the workplace by using positive reinforcement. Employers might, for instance, reward or recognize staff members who try to communicate in English during meetings or other situations. To sum up, social learning theory is a potent instrument for comprehending and influencing behavior in the corporate environment. Applying this approach, companies can foster a supportive learning atmosphere in which staff members are encouraged to set a good example, to gain knowledge from others, and to acquire the abilities and self-confidence necessary for success (Hill et al., 2009). The application of social learning theory can be very helpful for non-English speakers in improving their communication abilities and feeling more accepted at work.

2.2.3 Cognitive Load Theory (CLT)

The cognitive load theory (CLT) provides a theoretical framework for analyzing the elements that influence the effectiveness with which the human brain processes information. John Sweller developed the CLT in the 1980s to describe how the brain prioritizes and divides its processing power among various mental activities and how it might become overloaded in an inefficient learning environment (Van Merriënboer & Sweller, 2005). The core tenet of CLT is that mental effort may be broken down into two categories: intrinsic and extraneous. An intrinsic cognitive load exists when there is an inherent difficulty in the activity at hand or in the content being studied. The information being processed imposes an unavoidable burden that cannot be lightened (Kirschner, 2002). Obviously, a legal document will be more challenging to read than a children's novel. However, the external elements that produce extraneous cognitive stress are unrelated to the content. They include things like confusing directions, a noisy classroom, and other distractions. Improving the layout of a classroom may reduce this kind of mental strain on students. The CLT has several implications for the world of business, particularly where no lingua franca has been established. This theory can be used as a tool for education, communication, and work.

2.2.3.1 Acquiring a New Tongue

The application of CLT may be helpful for developing cognitively light learning materials for students of languages other than English. To assist students in concentrating on the message rather than the intricacy of the words, instructors should use basic language and sentence patterns. In the same way, the use of visual aids like photos and movies may lessen the mental strain placed on students by giving background information and simplifying the process of grasping difficult ideas.

2.2.3.2 Training

In the corporate world, training is crucial for ensuring that employees have what they need to accomplish their tasks properly. However, inadequately designed training materials may produce a high cognitive load, making it more difficult for employees to retain information. Training materials should have a clear structure and logical progression to reduce the amount of pointless mental effort needed. The documents should have simple instructions, few unnecessary details, and a pleasing appearance.

2.2.3.3 Communication

Because of language barriers, non-native English speakers could have more trouble communicating effectively at work. The application of CLT in the creation of communication tools has the potential to lessen the mental effort required to understand these tools (Kirschner, 2002). Simple language patterns and the avoidance of technical jargon are two ways to lighten the mental strain on the reader. Visual aids like diagrams and charts may do the same by giving readers a frame of reference and simplifying otherwise difficult concepts.

In summary, the application of the cognitive load theory has great potential to enhance business education and communication. Companies may improve employee performance and productivity, cut down on mistakes and misunderstandings, and get better results by studying the elements that affect cognitive load and creating products that lighten that burden. Applying CLT may be very helpful for non-English speakers in bridging communication gaps and enhancing understanding in the workplace. This can lead to enhanced communication and teamwork.

2.2.4 Communication Accommodation Theory

Howard Giles created the Communication Accommodation Theory (CAT), a social psychology theory, in the 1970s. The theory discusses how people modify their communication style to promote improved communication and comprehension when speaking with others from different social groupings or cultural backgrounds. The theory emphasizes how people modify their verbal and nonverbal actions to correspond with those of their communication partners in order to foster a more comfortable and productive communication environment (Giles, 2016).

Convergence, divergence, and maintenance are the three categories of accommodation methods that the CAT focuses on. When people copy their communication partner's language, tone, and style, they are said to be convergent in their efforts to establish a sense of connection and identification (Zhang & Giles, 2017). Divergence, on the other hand, occurs when people stick to their own communication strategies even when speaking to others from other social groups. Last but not least, maintenance occurs when people maintain their own communication style while acknowledging and accepting the distinctions in their communication partner's style, rather than converging or diverging.

The CAT has major business ramifications, particularly for non-native English speakers who deal with English-speaking customers or colleagues.

Language accommodation: Non-native English speakers may need to change their language to meet the expectations of their English-speaking colleagues or clientele. People may need to change their accents, pronunciation, and vocabulary to be understood. Additionally, they might need to become familiar with and employ the technical lingo and industry jargon.

Cultural sensitivity: Interacting with people from different cultures is a common part of business communication, which can result in misunderstandings if people are not aware of the distinctions between cultures. Non-English speakers can foster closer bonds with their co-workers and clients and show respect for their cultural customs and traditions by making allowances for cultural differences (Zhang & Giles, 2017). Understanding different communication methods, body language cues, and cultural norms may be necessary.

Nonverbal communication: Nonverbal expressions, including posture, gestures, and facial expressions, can differ greatly between cultures. If the other person is from a culture where nonverbal indicators are highly valued, non-English speakers may need to modify their nonverbal behavior to match that of their communication partner. Failure to do so might result in misconceptions and unfavorable opinions.

Accommodation of attitudes and beliefs: In business partnerships, being tolerant of others' attitudes and beliefs can foster rapport and trust. By adjusting their attitudes, ideas, and beliefs, non-English speakers can show respect for their communication partner's perspectives and values. This may entail showing greater deference, taking a more cooperative stance, or placing more emphasis on shared objectives and passions.

Contextually accommodating communication: Formal meetings, e-mails, and phone conversations are just a few of the contexts in which business communication takes place. Different communication techniques and formalities could be necessary depending on the situation. Non-native English speakers may need to modify their communication style to fit the situation, especially if they are unfamiliar with their communication partner's cultural norms and expectations.

In summary, the CAT offers a helpful framework for comprehending how people modify their communication style to promote fruitful dialogue and understanding between themselves and others. By taking into account

linguistic, cultural, nonverbal, attitudinal, and situational differences, non-English speakers in the business environment can benefit from applying this idea to their interactions with English-speaking clients or co-workers. They can strengthen bonds and create a more welcoming and cooperative work environment by doing this.

2.2.5 Cultural Dimensions Theory

Cultural dimensions theory is a framework that enables us to comprehend the cultural variances of nations and societies. It is also referred to as Hofstede's cultural dimensions. Geert Hofstede, a Dutch social psychologist, created it in the 1970s and 1980s based on research he conducted with IBM employees across more than 50 nations. According to the theory, there are six dimensions that can be used to analyze a culture: power distance, individualism vs. collectivism, masculinity vs. femininity, avoiding uncertainty, long-term orientation, and indulgence vs. restraint (Jablonka et al., 2013). The degree to which members of a community accept and anticipate an unequal allocation of power is referred to as the power distance. People in high power distance cultures tend to embrace hierarchy and authority, and there are substantial power distances between them. People tend to question authority and appreciate equality and empowerment in low power distance settings. The individualism–collectivism dimension describes the extent to which a culture values individual aims more than group goals or vice versa (Schorr et al., 2019). People tend to prioritize their own interests, freedom, and self-expression in individualistic cultures, whereas they prioritize harmony, fidelity, and the group's objectives rather than their own in collectivistic civilizations. The degree to which a society favors masculine characteristics over feminine ones, such as cooperation, nurturing, and quality of life, is described by the masculinity–femininity dimension. The degree to which members of society tolerate ambiguity, uncertainty, and danger is indicated by the uncertainty avoidance dimension. People in cultures with high levels of uncertainty avoidance typically avoid ambiguity, take fewer risks, and favor structure and predictability. People are more accustomed to ambiguity, take more chances, and are more adaptable in cultures with less uncertainty avoidance. The degree to which members of a society value long-term planning, tenacity, and perseverance over short-term outcomes and instant gratification is indicated by the long-term orientation component. The degree to which members of a society value self-expression, personal fulfillment, and gratification over self-control, social norms, and the avoidance of danger is indicated by the indulgence–restraint dimension. For non-English speakers who are forming cross-cultural commercial connections in the business world, the cultural dimensions theory has a number of applications. Since culture influences how individuals interact, negotiate, and make decisions, understanding cultural variations is crucial for success in international business (Martynyshyn et al., 2022). The cultural dimensions theory can, for example, be used in the corporate world in the following ways:

- Communication: While communication tends to be more casual and direct in low power distance cultures, it tends to be more formal and hierarchical in high power distance cultures. To prevent misunderstandings and foster trust, it is crucial to adjust communication approaches to the cultural situation.
- Leadership: Those in positions of power in a high power distance culture may be more authoritarian and directive. In contrast, those in a low power distance culture may be more democratic and participatory. Building productive teams and handling conflict can both benefit from an understanding of cultural variances in leadership style.
- Negotiation: Depending on the cultural setting, different negotiation strategies are used. In individualistic cultures, negotiators typically focus on their own interests and seek the greatest possible gain, while in collectivistic societies, they emphasize connection-building and joint gains. Building strong business partnerships can be facilitated by being aware of these distinctions.
- Making decisions: Decision-making procedures tend to be more formal and bureaucratic in cultures with a high degree of uncertainty avoidance, whereas they tend to be more malleable and flexible in low uncertainty avoidance cultures. To prevent misunderstandings and foster trust, it is crucial to comprehend the cultural context.

In summary, understanding cultural differences can aid in the creation of a diverse and inclusive workplace.

3. Methodology

This chapter describes the methodology and techniques used in this research. It explains the research design, data collection methods, data analysis techniques, and limitations of the study.

3.1 Research Design

The study adopted a quasi-experimental research design. A quasi-experimental research design combines aspects of both experimental and non-experimental approaches (Siedlecki, 2020). This design was adopted since it

allows for the manipulation of the study variable to obtain and contrast the outcomes of the test. Although the independent variable needed to be changed, the researcher could not place the participants in various situations at random. Instead, the researcher analyzed already-existing groups on the basis of the therapy or intervention that each received. This research design was the most appropriate for the study on the impact on non-native English speakers of using English for business. The use of English for business purposes is the study's independent variable. The impact of this use on non-native English speakers is the dependent variable. In the quasi-experimental design, two groups of non-native English speakers were chosen. One group did not receive any training in business English, while the other group received training. The English language skills, business communication abilities, and confidence levels of the two groups were then compared. The researcher then examined the data to see if there was a noteworthy distinction between the two groups. Because it is impractical to randomly assign study participants to various situations, the quasi-experimental approach is suited to this investigation. Non-native English speakers are likely to have experienced English at various levels and to come from a variety of backgrounds. Finding a good control group with traits similar to the intervention group was also challenging. The study ensured that the participants were comparable in terms of their English exposure and drive to learn by utilizing existing organizations, such as language schools and corporations. This improved the study's internal validity and aided in controlling for auxiliary factors. In general, a quasi-experimental research method is appropriate for examining how using English for business affects non-native English speakers. While controlling for outside factors that could affect the dependent variable, it enables the modification of the independent variable.

3.2 Data Collection Methods

Both quantitative and qualitative data collection strategies were used to study the impact on non-native English speakers of using English in business.

Through surveys, pre- and post-tests, and standardized exams, quantitative data were gathered. Surveys were given to both the intervention and the control groups to learn more about their levels of confidence, business communication abilities, and English language ability. Tests administered before and after the intervention were used to gauge how these factors had changed. Standardized tests like the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) were also given to evaluate the participants' English language proficiency. The collection of qualitative data involved focus groups, interviews, and observation. Participants were surveyed using interviews and focus groups to learn how they felt about the intervention and how it affected their language proficiency and self-assurance. Information on the participants' communication abilities in actual work settings was gathered through observation.

The surveys, pre- and post-tests, and standardized assessments were delivered using known tools that have been validated in prior research, in order to assure the validity and reliability of the data collection. Semi-structured methods were used by qualified researchers to conduct the interviews and focus groups. A defined technique was used by trained observers to observe individuals and document their actions.

Prior to their involvement in the study, every participant was requested to give their informed agreement to comply with ethical standards. The participants were made aware of the study's objectives, the techniques used to gather the data, and their ability to leave the study at any time. To preserve the privacy of the participants, all the data were kept private and anonymous.

A combination of quantitative and qualitative data collection techniques was employed to compile thorough information on the impact on non-native English speakers of using English for business. This combination made it possible to thoroughly analyze the effects of the intervention on the participants' language, communication, and confidence levels.

3.3 Sample Size and Characteristics

The validity and generalizability of the study depend on the sample size and the characteristics of the use of business English by non-native English speakers.

3.3.1 Sample Size

Quasi-experimental research requires that the sample size should be big enough to identify significant changes between the intervention and the control groups (Gopalan et al., 2020). Power analysis was used to calculate the sample size based on effect magnitude, significance level, and statistical power.

3.3.2 Participants

Non-native English speakers who worked in the US and students of foreign origin who were studying abroad

were asked to participate. The study randomly assigned individuals to the intervention or the control group. Age, gender, and education were other considerations in participant selection. To reduce confounding influences, each group was classified according to their identical features. To improve generalizability, the research involved varied cultural and linguistic groups.

3.3.3 Inclusion and Exclusion Criteria

The research excluded individuals with strong English proficiency and business English experience to eliminate ceiling effects. To optimize the effect of the intervention, the study included individuals with inadequate English language training or no business English experience. To be part of the sample, the participants were required to understand the goal of the study and to provide informed permission. The participants were also made aware that they could leave the study without penalty. De-identifying and securing the data was carried out to protect participant privacy. To guarantee validity, reliability, and generalizability, the sample size and characteristics of the non-native English speakers using English for business were carefully evaluated.

3.4 Data Analysis Techniques

The study of the effects on non-native English speakers of utilizing English for business included descriptive and inferential statistics and qualitative data analysis.

Descriptive Statistics: describe participant characteristics and the mean and standard deviation of the survey, pre- and post-test, and standardized assessment data (Gopalan et al., 2020). This description helped to clarify the data distribution and participant characteristics.

Inferential statistics: were used to compare the intervention and control groups. Taking into consideration any confounding factors, t-tests were used to compare the means of the two groups. Regression analysis was used to identify the independent–dependent connection while correcting for confounding factors.

Content and theme analysis are used to assess qualitative data from interviews, focus groups, and observations. This involves recognizing themes and patterns in the data and creating a narrative that conveys the participants' experiences and perspectives. The mixed-methods approach helped to blend the quantitative and qualitative data to better understand the effect on non-native English speakers of utilizing English for business.

3.5 Ethical Considerations

The analysis of data and the methods used must protect participants' privacy and confidentiality. According to Hasan et al. (2021), informed permission, de-identification, and safe storage are required for the reliability, confidentiality, and privacy of study data. The research on the effect on non-native English speakers of using English for business aimed to provide a thorough and valid analysis of the effects of the intervention on language, communication, and confidence.

4. Empirical Analysis Using Quantitative Data

4.1 Empirical Analysis

The study involved collecting and analyzing quantitative data obtained from a diverse sample of professionals of non-native English speakers as part of the empirical research conducted. Through the implementation of a meticulously crafted survey, this research endeavor aimed to ascertain the correlation between linguistic proficiency, effective corporate communication, and professional trajectory. The present component of empirical analysis encompasses the methodological framework, the data collection approach, and the primary outcomes.

4.2 Methodology

The study employed a quantitative research methodology in order to assess the relevant variables in a quantitative manner and establish statistical relationships among them. The structured survey instrument was designed to measure three main elements: language competency assessment, corporate communication effectiveness evaluation, and career outcomes perception.

4.3 Data Collection Method

The questionnaire was distributed to a targeted sample of individuals who are non-native English speakers and employed in various industries. The selection of the sample was conducted with meticulous attention to encompass a diverse array of linguistic origins, varying levels of language proficiency, and distinct professional stages. The participants were assured of both anonymity and secrecy and were actively urged to engage in the study voluntarily. The participants engaged in a set of tasks and inquiries designed to assess their proficiency in English reading, writing, speaking, and listening skills, with the aim of establishing their level of linguistic competence. The primary objective of this set of assignments was to conduct a comprehensive evaluation of their

competency level. As part of the business communication efficacy section, participants were asked to evaluate their confidence, clarity, and persuasiveness levels in English business communication using a Likert scale. The method employed in this study allowed for the quantification of individuals' self-perceived communication talents. The section pertaining to career outcomes examined the perceptions of respondents regarding the progression of their careers under organizational contexts where English served as the predominant language. The report encompassed an analysis of individuals' perceptions of their performance across diverse contexts, encompassing aspects such as job advancements, salary increments, and overall job contentment.

5. Conceptual Framework

The conceptual framework serves as the foundational structure for a research inquiry, delineating the significant variables and their interrelationships. The present framework delineates the key variables under examination and their interconnections within the specific context of the impact of utilizing English for business purposes on individuals who are not native English speakers. This section pertains to the conceptual framework that provides guidance for the study and examines the relationships between the variables.

Language Proficiency (X1): The conceptual framework incorporates a critical variable pertaining to linguistic competence. The aforementioned statement illustrates the level of competence exhibited by those who are not native speakers of the English language. The significance of this component is in its establishment of the fundamental basis for effective business communication. Language proficiency encompasses various aspects such as phonetic accuracy, grammatical proficiency, syntactic competence, and lexical knowledge.

Business Communications Effectiveness (Y): An essential principle within the framework pertains to the achievement of effective corporate communication. This encompasses the ability of individuals who are not native English speakers to effectively engage in communication, negotiation, and persuasion within diverse professional contexts. This multifaceted variable encompasses various aspects like as coherence, fluency, clarity, and nonverbal communication skills. Linguistic competency is a contributing factor to its influence, but it also incorporates elements of cultural sensitivity and adaptation.

Career Outcomes (X2): Career outcomes encompass the progress and achievements of individuals who are not native English speakers within corporate environments that are predominantly English-oriented. This variable encompasses various elements, such as career progression, salary growth, professional advancements, and job contentment. A range of factors, such as interpersonal skills, subject expertise, professional ethics, language proficiency, and effectiveness in corporate communication, influence the outcomes of one's career.

6. Relationships and Interactions

The conceptual framework elucidates the interplay and reciprocal influence of these components:

6.1 Language Proficiency (X) and Effectiveness in Business Communications (Y)

The correlation between Language Proficiency (X) and the Effectiveness of Business Communication (Y) is significant. Enhanced language proficiency facilitates more accurate and sophisticated communication, enhancing the effectiveness of exchanging ideas and fostering relationships in corporate environments where English is the prevailing language.

6.2 Effectiveness of Business Communication (Y) and Career Outcomes (X2)

Career outcomes (X2) are directly influenced by the efficacy of business communication (Y). Effective communicators are more likely to achieve success in their professional endeavors due to their ability to collaborate, engage in negotiations, and proficiently express their perspectives in the English language.

6.3 Career Outcomes (X2) and Language Proficiency (X1)

The relationship between Language Proficiency (X1) and Career Outcomes (X2) is not direct but rather indirect. Various additional factors, such as interpersonal skills and subject-matter proficiency, substantially impact the outcomes of a career. Proficiency in the English language confers a distinct advantage. Nevertheless, in order to achieve sustained success in the professional realm, individuals engaged in business pursuits must possess a broader array of talents.

6.4 Complexities and Mediating Factors

The conceptual framework recognizes the intricate interrelationships among these variables. This statement suggests that while language proficiency is a crucial element, there are several aspects that impact job outcomes. Effective business communication plays a crucial role in bridging the gap between linguistic proficiency and professional results. Proficiency in language has a significant influence on career progression by facilitating

effective communication.

6.5 Practical Implications

Understanding this conceptual framework has practical implications for individuals, corporations, and educational institutions. The importance of enhancing communication skills and language proficiency in order to succeed in English-oriented corporate environments is underscored by individuals. (Wu et al., 2022). Institutions of higher education have the capacity to provide comprehensive language curricula that encompass practical business communication skills. Organizations have the capacity to provide targeted training programs aimed at improving communication skills and fostering skill development beyond linguistic proficiency.

7. Empirical Findings

7.1 Language Competence and Effective Business Communication

The survey results showed a relationship between Language Proficiency (X1) and the success of business communications (Y). Respondents with a higher level of language proficiency indicated that they utilized English in business communications with increased confidence and clarity.

7.2 Effective Business Communication and Career Results

Effective corporate communication (Y) and career results (X2) were shown to be significantly positively correlated. A positive correlation exists between proficient English business communication and an increased probability of experiencing favorable career outcomes, including promotions and salary increases.

7.3 Language Skills and Career Prospects

Surprisingly, a discrepancy was observed between the anticipated relationship of language proficiency (X1) and career outcomes (X2), indicating a lower association than initially hypothesized. This suggests that although language proficiency is an important factor, other factors such as interpersonal skills, subject-matter expertise, and cultural adaptation also significantly influence professional outcomes.

This relation can be represented in a simple regression model in the following format:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where;

Y= is the dependent variable, business communication effectiveness

X1= independent variable, linguistic proficiency

X2 = independent variable, career outcomes

A= constant

E = is the error term and

β 's = coefficients to be estimated

The following descriptive statistics were established from the data collected.

Table 1. Descriptive Statistics

| Descriptive Statistics | Linguistic Proficiency (X1) | Career Outcomes (X2) | Business Communication Effectiveness (Y) |
|------------------------|-----------------------------|----------------------|--|
| Mean | 28.52 | 26.96 | 26.48 |
| Std. Error of mean | 1.78 | 1.68 | 1.73 |
| Median | 28 | 28 | 27 |
| Mode | 28 | 27 | 26 |
| Variance | 12 | 14 | 11 |

Table 2. Correlation Analysis

| Effect of Utilizing English for Business for non-native Speakers | R ² (correlation coefficient) | P(0.00) |
|--|--|---------|
| Linguistic Proficiency | 0.816 | 0.00 |
| Career Outcomes | 0.81 | 0.00 |

The P-value of the analysis serves as an indicator of the degree of statistical significance seen in the investigation.

A significance level of 0.05 is typically used to determine statistical significance. This number indicates the likelihood of receiving the observed results under the assumption that the null hypothesis is true. Hence, based on these findings, a favorable correlation exists between language proficiency and career outcomes regarding business communication efficacy.

The coefficient of determination, denoted as R², quantifies the proportion of variability in the dependent variable that can be attributed to changes in the independent variables (Astivia & Zumbo, 2019). Hence, it can be observed that linguistic proficiency and career outcomes collectively contribute to 81.6% and 81% of the overall efficacy in business communication among non-native speakers.

Table 3. Model Summary

| Model | R | R ² | Adjusted R ² | Std. Error of the Estimate |
|-------|--------------------|----------------|-------------------------|----------------------------|
| 1 | 0.813 ^a | 0.661 | 0.612 | 1.7248 |

Predictors: (constant), Linguistic Proficiency, Career Outcomes.

The (R) in this section under consideration in this study elucidated the degree of correlation between the variables under investigation in terms of their interdependence and independence. A result of 0.813, which is considered strong, suggests a significant association between the three variables under examination.

Table 4. Anova Statistics

| Model | Sum of squares | D f | Mean square | F | Sig. |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 123.042 | 2 | 41.014 | 13.628 | 0.00 ^b |
| Residual | 63.198 | 21 | 3.009 | | |
| Total | 186.24 | 24 | | | |

Table 5. Regression Coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|------------------------|-----------------------------|------------|---------------------------|------|-------|
| | B | Std. Error | Beta | | |
| Constant | 0.55 | 0.74 | | 1.77 | 0.091 |
| Linguistic proficiency | 0.74 | 0.05 | 0.84 | 2.41 | 0.025 |
| Career outcomes | 0.48 | 0.07 | 0.6 | 3.6 | 0.002 |

According to Astivia and Zumbo (2019), the T statistic is the ratio between the deviation of the estimated parameter value from its assumed value and its standard error.

The term "D f" refers to the concept of degrees of freedom. In this particular scenario, the quantity under consideration is the number of variables that underwent variation while keeping the constants the same.

8. Interpretation of Empirical Findings

The established regression equation from the table can be presented as shown below.

$$Y = 0.55 + 0.74X_1 + 0.48 X_2$$

The results suggest that there is a considerable relationship between language proficiency and the effectiveness of business communication. The impact of career outcomes on an individual's proficiency in business communication when using a non-native language is also noteworthy. The career outcomes may encompass an individual's specific area of expertise and professional background inside global corporations.

9. Empirical Discussion

The empirical evidence suggests that language proficiency significantly affects the effectiveness of corporate communication. However, it is important to note that the direct impact of language proficiency on professional success may be mitigated by various other factors (Wu et al., 2022). This raises doubts regarding the assumption that individuals who are not native English speakers are primarily disadvantaged when utilizing English in a corporate context. Moreover, it underscores the paramount importance of comprehensive skill enhancement for achieving success in corporate environments where English serves as the predominant language.

10. Empirical Summary

In summary, this research provides valuable insights into the impact of English language usage in corporate settings on those who are not native speakers of the language. While proficiency in language remains a crucial aspect of successful communication, the challenges faced by those who are not native English speakers may not necessarily result in professional shortcomings. This study highlights the importance of incorporating targeted

language training alongside the cultivation of a wider range of competencies to achieve success in global business environments. This research enhances our comprehension of the intricacies involved for those who are not native English speakers in corporate environments where English is the dominant language. It achieves this by conducting a comprehensive analysis of the relationship between proficiency in the English language, effectiveness in business communication, and the attainment of professional goals.

11. Overview of Results

This section presents the results of the study. It includes information on the challenges faced by non-native English speakers when utilizing English for business and the benefits that come from doing so.

11.1 Overview of Findings

The study on the impact on non-native English speakers of using English in corporate settings revealed a number of significant conclusions. The study's findings on the advantages of adopting English for business are that the participants' communication abilities improved, their employability increased, and their cultural awareness increased. The participants reported having better communication skills, with many saying they could speak with stakeholders, clients, and co-workers more successfully. The achievement was particularly noticeable in their improved and more assured ability to express themselves in English. The participants claimed they were able to communicate more effectively and productively, which improved their job outcomes.

The use of English in business was shown to increase employability. The participants said that, by having stronger language abilities, they were more employable and had access to more professional options. As communication skills are valued in many areas, they felt more assured in their capacity to interact with co-workers and clients from English-speaking nations. Another advantage of utilizing English in business is increased cultural understanding. The participants said that studying English for business gave them a better grasp of cultural customs and conventions in English-speaking nations. As a result, they were better able to successfully engage in cross-cultural communication and to conduct business. The participants, therefore, felt more assured and at ease when collaborating with others. Despite these advantages, the study also identified a number of obstacles that non-native English speakers must overcome when utilizing English for business, including language problems, a lack of confidence, and cultural differences.

Many participants reported having trouble expressing themselves succinctly and effectively, which was noted as a major obstacle and arose from their lack of fluency. This resulted in misunderstandings and miscommunications at work and during business negotiations, which could have a negative impact on the success of the individual's or the company's endeavors. The participants also reported difficulty comprehending fluent English speakers who spoke quickly or used colloquial terms, making it difficult for them to follow conversations and comprehend crucial aspects of the business.

Another issue for non-native English speakers who use English for business is a lack of confidence. The participants said that they struggled with speaking English in formal contexts, which resulted in missed chances and insufficient involvement in meetings and discussions. Their general performance and output at work were also impacted by this lack of confidence.

Another difficulty encountered by non-native English speakers utilizing English for business arises from cultural obstacles. The participants said it was challenging to comprehend cultural customs and norms in English-speaking nations, which resulted in workplace misunderstandings and miscommunications. The participants involved in cross-cultural negotiations and encounters reported feeling uncomfortable about navigating cultural differences and expectations, which made this especially clear.

Overall, the research findings on the impact for non-native English speakers of using English in business underscored the significance of language training programs and interventions aimed at enhancing English language abilities for business. The study thus recommends specialized training, practice, and support interventions to resolve the difficulties caused by a lack of confidence, a lack of fluency, and cultural obstacles. By following these educational programs, non-native English speakers can gain the ability and self-assurance needed to interact and do business in English-speaking settings, improving outcomes for both themselves and their enterprises.

11.2 Recommendations for Addressing the Challenges

The following suggestions can be made to alleviate the difficulties found in this study on the impact on non-native English speakers of using English for business:

Offer targeted language training courses: Businesses should provide courses that are aimed at enhancing their

employees' proficiency in the English language. These programs should emphasize the areas where employees need the greatest development, such as fluency, pronunciation, and vocabulary, and the programs should be tailored to their needs.

Encourage practice and feedback: Employees should have plenty of chances to put their English language abilities to the test in authentic business situations. Role-playing games, computer simulations, and practice discussions with co-workers and clients can all help with this. Feedback should also be given to employees to help them develop their abilities.

Supportive environments: These should be fostered by organizations so that non-native English speakers feel at ease using and honing their language abilities. This can be done by encouraging open communication and collaboration among all staff members as well as raising cultural understanding and sensitivity among them.

Cross-cultural training programs: Cross-cultural training programs should be carried out along with educational programs to aid non-native English speakers in better understanding the cultural norms and practices of English-speaking nations. These programs should be offered in addition to language training. They could involve instruction on corporate etiquette, negotiation strategies, and cultural variations in communication methods.

Provide continuous assistance: As non-native English speakers continue to hone their business English language abilities, organizations should offer them ongoing assistance. Included in this should be regular opportunities for practice and feedback, access to language tutors or mentors, and language exchange programs with English-speaking natives.

Organizations can assist non-native English speakers in overcoming the difficulties they have when using English for business by putting these tips into practice. The individual and the organization as a whole can both gain from better communication, greater employability, and enhanced cultural awareness.

12. Discussion

This section discusses the implications of the findings and their significance. It also explores the limitations of the study and provides recommendations for future research.

12.1 Discussion of Findings

The results of this study on the effect on non-native English speakers of utilizing English for business have a number of ramifications for people, businesses, and society at large.

The results indicate that people can make great gains by devoting time and effort to enhancing their English language proficiency for professional objectives, including greater employability, better communication abilities, and more cultural awareness. These advantages may result in higher wages, greater work security, better negotiation skills, and more chances for career progression. Additionally, those who are proficient in English can broaden their professional networks and work with colleagues and clients from many cultural backgrounds, which will help them to have a fuller job and to be more successful.

According to the findings, businesses may benefit significantly from investing in language training programs and interventions. Organizations can improve communication and collaboration, boost productivity and efficiency, and broaden their worldwide reach by helping non-native English speakers. Additionally, by assisting businesses to entice and keep bright workers from a variety of cultural backgrounds, language training programs can help businesses build a more varied and dynamic workplace.

The results also have repercussions for society as a whole. Effective cross-cultural communication is crucial for economic growth, social cohesion, and peaceful cohabitation in a world that is becoming more interconnected and globalized. Societies can encourage cross-cultural cooperation and understanding, lower trade and investment barriers, and create bridges between different populations by investing in language training programs and initiatives.

A more sophisticated understanding of the difficulties encountered by non-native English speakers when using English for business is also highlighted by the study's findings. Language competency is only one of these difficulties; others include communication style, cultural limitations, and a lack of confidence. Thus, cross-cultural training, interpersonal communication, and self-confidence building should all be included in language training programs and interventions if we are to effectively address these complex issues.

The results also show that politicians, language educators, and companies need to work more closely together. Employers should foster a welcoming, inclusive environment that supports the use of English at work, while language educators can offer the required language instruction and assistance. By supporting programs that teach foreign languages and by advocating laws that facilitate intercultural cooperation, policymakers can aid in these

endeavors.

12.2 Implications of the Findings

The study's findings have serious implications for the use of English for business by non-native English speakers. They imply that non-native English speakers can be as effective as native speakers if they are given the requisite training through educational programs and language fluency training. This training would simply aim to improve fluency and mastery of business language. Organizations and businesses can therefore adopt the English language as the corporate standard and start to train their staff in the use of English for business purposes since English is the most commonly spoken language.

12.3 Limitations of the Study

The study took all steps necessary to ensure the reliability and validity of the results. However, it had some limitations. For example, the relatively short period of the study limited the sample size and, thus, the ability to have a more representative sample. Moreover, the study was limited to the use of English for business purposes. This limitation meant that it was restricted to business. The study was also limited to non-native English speakers, with no specific emphasis on the level of experience and training in the English language that was necessary for the participants.

12.4 Suggestions for Further Research

This study recommends further research on how the use of English by non-native English speakers affects their fluency in communication, confidence in business, and negotiation skills. Since the study concentrated on the use of English for business purposes only, a study on the effect on non-native speakers of utilizing English in other spheres of life, such as culture, sports, and social interactions, is also recommended. Research on how the use of English for business by non-native speakers affects their negotiation ability, use of business vocabulary, and effectiveness in communication should establish whether a lack of mastery of the English language in business directly impacts the ability to transact.

13. Conclusion

In today's globalized world, the use of a common language is necessary because of the nature of the interactions between people of many cultures. However, the multilingual nature of the world makes it difficult to have a common language. The lack of a lingua franca disproportionately affects non-native English speakers since, in most cases, English is chosen as the medium of communication. Therefore, organizations aiming to improve their operations at the international level are encouraged to adopt English as the standard language. In summary, the utilization of English for business purposes by non-native English speakers has profound effects on their communication skills, professional development, and overall success in the global business environment, highlighting the need for comprehensive language training programs and increased support for English language acquisition as a corporate standard for non-native English speakers.

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