

Human Capital Concept In Health, Education, Pollution, And Economics: Content Analysis Systematic Literature Review Approach

¹Cahya Budi Irawan, ²Meinarti Puspaningtyas, ³Ana Castellano, ⁴Danang Dwi Gusti Fajar Yanto

¹STIE Jaya Negara Tamansiswa Malang, Indonesia. Email : cahyabudiirawan@stiekn.ac.id

²STIE Jaya Negara Tamansiswa Malang, Indonesia. Email : meinartipuspaningtyas@stiekn.ac.id

³School of Life and Wellness, Spain. Email : anacastillo.traduccion@gmail.com

⁴University of Muhammadiyah Jember, Indonesia. Email: fajardanangdwi@gmail.com

Abstract

This study aims to investigate previous research hypotheses regarding the relationship between English language education and international society, especially international business. We collect scholarly papers from Science Direct, Emerald, and Google Scholar, as well as books published by experts in education, English, and international business through systematic literature reviews. We collect scientific publications in an organized manner, from selection to analysis, using a systematic literature research approach. We use content analysis to analyze our research journals. Our study is qualitative in nature, and as a consequence, our research product is a hypothesis based on the findings of previous research. We found that English is not only used as teaching material to increase labor productivity internationally but English can also be used as feedback and contribution to anti-racist research. Improving English skills also has an impact on the wider choice of workers to work, especially in multinational companies and for those who do business internationally, as an international lingua franca, improving English skills will also increase respect and avoid all kinds of distortions and misunderstandings that could arise due to language and cultural barriers, especially when contact between speakers of their first language is not English.

Keyword : English Language, Education, International Business

JEL: I24, J23, M16

Received: May 6,2022 Accepted: June 1,2022

DOI : 10.54204/TAJI/Vol612022004

1. 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; Eagle & Prabowo, 2021; Rasmingsih, Widarni, Bawono, 2021). Recognizing the relevance of English in increasing employment opportunities, efforts to improve students' English proficiency must continue to be carried out. Students need to be aware of the various language skills that 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 industry on both will assist students in better preparing for the workplace and easing the transition from college to careers (Brass, 2015).

Enhance critical business education that is justice-oriented in essential areas by showing how much emphasis is placed on program goal and consistency rather than individual classes. It was established that English language educators might help preservice teachers develop a more democratic disposition by deliberately participating in English language education activity at the program level (Coles & Kingsley, 2021; Arseneault, Deal, & Mills, 2019). We describe the program's structural features and recommend generating questions for colleagues interested in critical and democratic English education work at the program level in order to assist replication in terms of program coherence (Gatti, Masterson, Brooke, Shah, & Thomas, 2018). To gain a better understanding of the difficulties inherent in contributing to anti-racist research and teaching in English language education, as well as to critique traditional conceptions of white resistance in favor of more circumspect theories about whites that can aid teachers and scholars of English education and English arts (ELA) interested in facilitating anti-racist pedagogy. 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 that it is time for the field of English education to begin addressing this problem (Tanner & Berchini, 2017).

College students from other nations that study at Puerto Rico institutions may face social and cultural disparities. It examines the impact 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). According to (O'Neill, 2014) These women's dispositions and inclinations for writing and reading in English and Contemporary Standard Arabic, literacy practices in these settings are rapidly evolving, driven by the diversified worldwide linguistic market in which these women grew up. Suggestions for probable areas for curricular advancement in higher education in the region are given based on the viewpoints supplied by these young ladies. 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 useful in English teacher training programs (Sandiford, 2014).

For international students in the United States, the United Kingdom, Canada, and Australia, business is a popular course of study. 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, to investigate techniques in order to fill a critical gap in the research. It 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). More and more professionals from all kinds of firms, including huge multinational corporations and small and medium-sized enterprises, are gathering to do business in the worldwide workplace through meetings as a consequence of 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 often used

language is English. EIB is an important lingua franca in multilingual settings, but as more individuals whose first language is not English participate in it, it may also provide linguistic and cultural hurdles (Revell, 2007).

Companies must consider language and cultural barriers both within the organization and in the marketplace as business grows more international. (Vielba & Edelshain, 1997). To demonstrate the growth of English as a prominent worldwide business language, as well as its benefits and drawbacks and the different English dialects. In addition to analyzing the competition from other languages and underlining the need for business English to achieve proficiency in a foreign language and therefore 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 and make English more accessible to foreigners, as well as develop linguistic and cultural skills in a foreign language (Zhang, 2013). This is done to reduce business English's competitive advantage, which can be increased by lowering linguistic satisfaction while also encouraging the development of more effective English communication in international business (Hurn, 2009).

Even if the consequences for economic transactions are significant, business leaders tend to undervalue language skills in general, and the relevance of variety in the English language in particular. Due to numerous forms of distortion and misunderstanding that develop, 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 potential detrimental impact on commercial transaction negotiations in general (Bloch & Starks , 1999). English language benefits are available to English-speaking countries in the OECD. 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 the implementation of 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. As a result, having English proficiency in any firm should improve the organization's ability to conduct worldwide business. Sharing a shared language with FDI partners improves communication and, as a result, boosts FDI between countries. This research reveals that when English is the common language, it has a very strong impact in international business circles (Hejazi & Ma, 2011).

2. Methodology

2.1. Data source and collection

We aim to investigate previous research hypotheses about the relationship between English language education and the international community, especially international business. We collect scientific papers from Science Direct, Emerald, and Google Scholar, as well as books published by experts in the disciplines of education, English, and international business through a systematic literature review. We collect scientific publications in an organized manner, from selection to analysis, using a systematic literature research approach. We use content analysis to analyze our research journals. Our study is qualitative, and as a consequence, the product of our study is a hypothesis based on the findings of previous studies.

2.2. Thematic analysis

We conduct research starting with the conceptualization of English and international business. After that, we investigated the relationship between the English education system, international

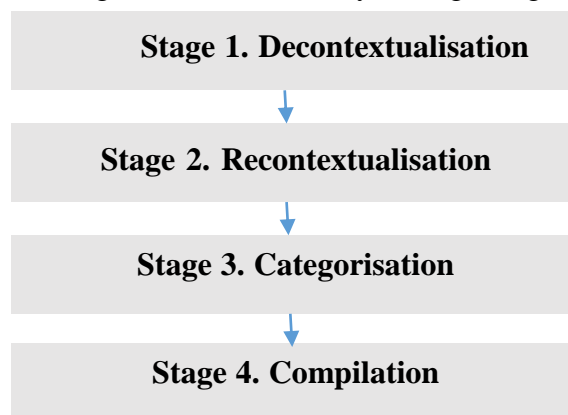
business, the international community. We highlight four important topics from our preliminary research to better understand their relevance to English language education, namely:

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 found through Science Direct, Emerald, and Google Scholar.

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 analyze themes and relationships between topics to form a conceptual picture of the relationships between variables. We adopt the analysis system from (Bengtsson, 2016) with the following steps :

Figure 1: Content analysis stage diagram



Here we use the following content analysis stages:

Stage 1: Decontextualization through identifying the underlying idea or concept.

Stage 2: Recontextualization, The gap between "content" and "junk" must be reduced.

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

Stage 4: Preparation, is the last stage. Compilation of interesting 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.

3. Results

This approach builds links between many fields, including English language education, international business, employment, and social inequality.

3.1. Report interpretation

The result of content analysis based on our theme are presented in table 1.

Tabel 1. Content Analysis

Theme	Content Analysis
English Education and Social	English education and social inequality are learning to improve English language skills, in which social inequality can occur in such an environment.

Inequality	
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.

There are four key themes that we noticed in our study, and we found the findings by doing various triangulation and enhancing the results, and we offer them in the table. After that, we try to link the flow of connections between themes, representing it in the diagram in Figure 1.

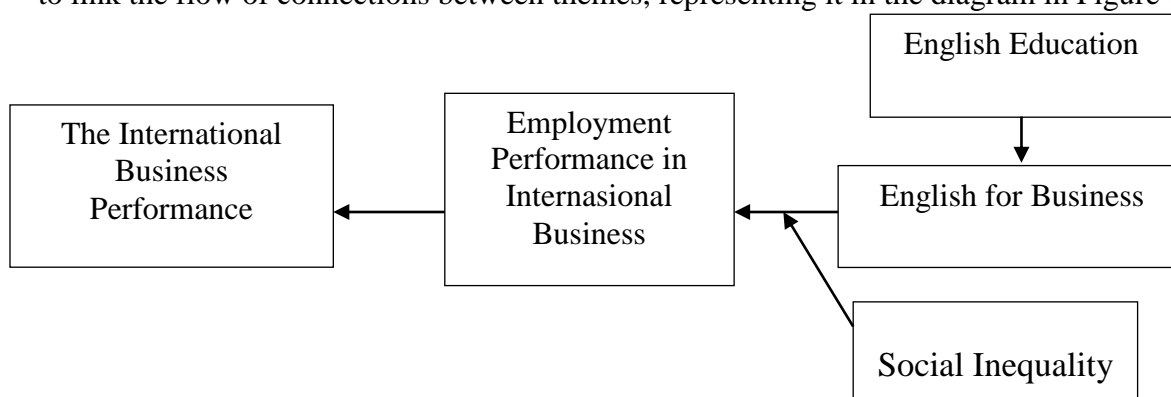


Figure 2: Content Analysis Diagram

English education has an impact on English for business because English for Business is filled by human resources who are educated in the fields of business and English. The impact of English for business in influencing employment performance in International Business is also influenced by social inequality. Where employment performance in International Business has a significant impact on The International Business Performance. English is not only used as teaching material to increase labor productivity in the international world, English can also be used as feedback and contribute to anti-racist research. The increase in English language skills also has an impact on the wider choice of workers to work, 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.

3.2. English Education and Social Inequality

According to (Tanner & Berchini, 2017), it is critical to compel readers to analyze while attempting to comprehend the difficulties inherent in contributing to anti-racist research and teaching in English language education, as well as to criticize traditional notions of white resistance in favor of more circumspect theories about white people that can assist teachers and student in English language education and English Arts (ELA) interested in facilitating anti-

racist pedagogy. They feel that education in the English language should begin to address this problem.

Whites who can help teachers and academics in English education and English Arts (ELA) who want to promote anti-racist pedagogy. As a result, it is critical to urge readers to consider how white people process works in white, particularly in terms of English language education and ELA teaching and learning. They believe that English education should start to address this issue (Tanner & Berchini, 2017). Students from other nations that attend Puerto Rico institutions may face social and cultural disparities. It examines the impact 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 consequence of Puerto Rican Spanish being ingrained in the language of teaching utilized in all primary schools and higher institutions, socioeconomic inequality has increased significantly (Rosado, 2018).

These women's dispositions and tendencies to read and write in English and Modern Standard Arabic are changing rapidly, due to the diverse global linguistics market in which these women grew up. Based on the perspectives provided by these young women, recommendations for possible curriculum improvements in higher education in the region were made (O'Neill, 2014). Further investigating the enculturation studies conducted on pre-service English teachers with Bachelor of Education degrees offered at women's colleges in the United Arab Emirates, the influence of local, cultural, and social forces significantly contributed to teacher-student perceptions of their capacity to think and act as a teacher. 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).

3.3. Employment and English

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 (Puspaningtyas & Harnani, 2021; Eagle H & Prabowo, 2021). Recognizing the importance of English in enhancing employability, measures to improve English proficiency among students must continue to be pursued. 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 professions (Brass, 2015).

Examine the perspectives of businesses and students on the value of English language proficiency and abilities in the workplace. English has a considerable impact on employment, according to both employers and students (Dhungana, 2021). While everyone agrees that good 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 a variety of writing styles on the job. Other important employability skills displayed by employers include the ability to communicate 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, especially in multinational firms, and will, in the long run, expand the gap between international and public school pupils (Zainuddin, Pillai, Dumanig, and Phillip, 2019).

According to (Coles & Kingsley, 2021) enhancing justice-oriented critical business education works in an important way by showing how attention is devoted to program vision and

coherence rather than individual courses. It was found that English language educators may be better off maintaining a democratic disposition in preservice teachers by carefully attending English language education activities at the program level. (Gatti, Masterson, Brooke, Shah, and Thomas, 2018) explain the structural qualities of their program and propose generative questions for colleagues interested in pursuing critical and democratic English education work at the program level in order to enhance program coherence replication.

3.4. English for Business

International students in the United States, United Kingdom, Canada and Australia pursuing business degrees demonstrate how popular this major is there, despite the fact that not all of these students speak English as a second language and therefore lack the language skills necessary to succeed. The number of foreign students enrolling in English-speaking universities to pursue business degrees is increasing, at the same time. As a result, to look 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, Hartshorn, Evans, & Davis, 2019).

Professionals from a wide variety of companies, including large multinational corporations and small and medium-sized businesses, are increasingly interacting in the international workplace to conduct business, especially in meetings. It is common for individuals from diverse linguistic and socio-cultural backgrounds to gather together 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 create 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 be able to get a good foundation in English as well as a competent understanding of business (Dina & Ciornei, 2015). The English for Special Purpose (ESP) instrument has been tested although there have been various kinds of language proficiency assessments used around the world. In an effort to build and test a BE writing competency scale for use in teaching, learning, and evaluating BE writing in Chinese universities (Wang & Fan, 2020).

As business becomes more worldwide, companies must consider linguistic and cultural obstacles both within the firm and in the marketplace (Vielba & Edelshain, 1997). To show how English has developed as a major international business language, and its benefits and limitations, as well as the variations of the different languages. In addition, the authors talk about competition from other languages and emphasize how important it is for business English speakers to be fluent in foreign languages and thus gain an edge over their counterparts in other countries. It was discovered that English should support attempts to standardize and make English more accessible to foreigners, as well as achieve linguistic and cultural skills in a foreign language (Zhang, 2013). This is done to lessen the competitive advantage of business English, which can be enhanced by lowering linguistic satisfaction while simultaneously stimulating the development of more effective English communication in international business (Hurn, 2009).

Even if the consequences for commercial transactions are significant, entrepreneurs in the business world tend to underestimate the value of language abilities in general, and in particular, the relevance of variety in the English language. Due to numerous types of distortion and misunderstanding that develop, such forms of utilizing one style of English over another are used. Attitudes against various dialects of English are also taken into account in terms of their potential detrimental influence on commercial transaction discussions in general (Bloch & Starks, 1999).

3.5. English and International World

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. This emphasizes the relevance of English in the implementation of multinational plans, especially in nations where English is not the official language. As a consequence, these findings demonstrate the significance of English in international commerce. As a result, having English proficiency in any firm should improve the organization's capacity to do worldwide business. Sharing a shared language with FDI partners improves communication and, as a result, boosts FDI between nations. This research reveals that in worldwide business circles, where the common language is English, the influence of that common language is quite significant (Hejazi & Ma, 2011).

A Prime Minister's advisory group urged earlier this year that Japan consider making English its official second language. This concept has ignited a national debate and has proven to be extremely polarizing. While philosophical debates continue, many business executives believe that they must use English as soon as possible to deal with the growing internationalization of the economy. Both the strategy and the assertion assume that Japanese people can't communicate effectively simply because they can't communicate effectively in English. However, there is a distinction to be made between linguistic ability and communicative ability. Businesses in Japan must first understand their own unique language patterns before they can improve their capacity to interact with others in business situations. Japan's human-centered communication style may find a place in 21st-century global corporate communications if it is properly coordinated with English, the most widely spoken business language in the world (Kameda, 2001).

4. Discussion

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 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 these women's 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.

Education is a means of improving human capital through gaining new information and abilities, as well as absorbing and applying past experience. Given the significance of English in enhancing employment, initiatives to assist students in improving their English abilities must continue. Early on in their university education, students need to be aware of the many linguistic

skills that companies demand. It's crucial to consider how students' viewpoints vary from business expectations while designing English language education and degree programs. Both companies and students agree that English is a need for employment. While both sides agree that proper grammar and a diverse vocabulary are vital, the findings reveal that student expectations and employer expectations are not the same. In terms of employability, this select group of 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's 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'll 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 small and medium-sized 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. To demonstrate the evolution of English as the dominant international business language, as well as its advantages and disadvantages, as well as the many English dialects. We'll 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. It concluded that English should gain linguistic and cultural competence in a foreign language and advocate for methods to standardize and make English more accessible to foreigners. This is done to erode the competitive advantage of business English, which may be strengthened by lowering linguistic satisfaction while also promoting the development of more effective English-language communication in international business. People in the business sector often underestimate the significance of language abilities in general, and of variety in the English language in particular, despite the fact that the ramifications for commercial transactions are 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.

All of the OECD's English-speaking countries get to enjoy the benefits of English. Countries whose official language is close to English also benefit from English's unique role. This shows how important English is for international projects, even in countries where English is not the official language. 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.

Earlier this year, a Prime Minister's advisory council recommended that Japan explore making English an official second language. 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 situations, Japanese entrepreneurs must first recognize what qualities are characteristic of their own language habits, which are embedded in their ethics. If properly coordinated with English, the most widely spoken business language worldwide, Japan's human-centered style of communication may well find a place in twenty-first-century global business communications.

5. Conclusion

English is not only used as teaching material to increase labor productivity in the international world, English can also be used as feedback and contribute to anti-racist research. The increase in English language skills also has an impact on the wider choice of workers to work, 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.

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