English Knowledge and Its Influence on International Business in Generation Z in Peru

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Abstract: - This article reviewed the key variables in the importance of the English language in use by young international business students from Generation Z; it described how knowledge of the English language can affect international transactions in a country and how some of the most common barriers to learning a second language may represent advantages or disadvantages in the use of that language for young students international business in Peru. The methodology used in this research was a quantitative approach of the correlational type, where the relationship between the English language and the use of the language by young university students of Generation Z was studied. The results indicate that there is a "moderate positive" reflecting that they are related (P-value < 0.05) with a Pearson correlation of significance. 482, between both variables. Concluding that the intervention of the English language influences the use of the language demonstrated a positive and significant correlation (0.482) between English proficiency and use among the young people of Generation Z. The variable level of English and the motivation dimension showed moderate positive correlations of 0.421 and 0.502 respectively; However, the linguistic proximity dimension has a very low correlation (0.006), which was not significant.

Key-Words: - International Business, English, Use of English, Linguistic Proximity, Motivation, English level.

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1 Introduction

Currently, there is much talk about the importance of English in international business, and we see how these influence daily business decisions and activities; there are many factors to consider as necessary; in this regard, [1] discuss the bilateral importance of conducting this study, they have analyzed variables such as the common native language CNL, common spoken language CSL, common official language COL, and linguistic proximity LP in relation to international trade. Nevertheless, while language plays an essential role in international business, little attention has been paid to the channels through which a common language promotes bilateral trade [2] since they are the current and future intermediaries of bilateral trade communication.

Therefore, it is necessary to define the concept of Generation Z students who, according to [3], corresponds to young people born between 1995 and 2009 who have grown up with the Internet and see knowledge as something flat, without hierarchies or established behaviors, have forged their personality in a changing society. This is added to the generation most exposed to political and commercial developments around the world, especially the significant growth of US economic dominance, which has been a key factor in the designation of English as an international language.

Consequently, proficiency in business English is required by the faculty of business administration students, [4].

There may be barriers in specific industries or borders that do not share the language of the other and found that a positive and gradually growing relationship between the trade of particular sectors and provinces that share the same language, these results reveals a disadvantage for minority languages in trade in general, [5].

In addition to this, [6] named the benefits of the main commercial languages, and as these must manifest in lower costs of international commercial transactions, it is also mentioned that some languages are in demand more than others. The gravity model and language difference are mentioned through lexicostatistics (these construct a dataset by measuring the similarity of words rather than the basis of grammatical similarity or the estimation of the language tree).

Below, we see the need to evaluate the different variables that we consider essential when assessing the impact of English on international business.

Current studies propose advanced methodologies, such as the ESEM bifactor model, to analyse complex phenomena in applied linguistics. In the research of [7], ESEM was used to evaluate FLE in YLL, a demographic group that has been little explored. The comparative analysis of four models showed that the ESEM bifactor model was the most suitable to explain the complexity of the FLE. In addition, factors specific to the primary education context were identified and the Japanese version of the FLES scale was validated. These findings highlight the importance of using refined statistical methodologies in applied linguistics studies, allowing a deeper understanding of the factors influencing FLE.

1.1 English Language

In our country, foreign languages have a fixed place in the school curriculum, but not in a good way. This dramatically affects the region's and the country's potential as major international markets. [8] mentions that language barriers significantly impede trade between countries. This barrier, labeled "Barrier Index Language (LBI)," quantifies international language barriers by measuring dissimilarity.

Among the major languages of trading partners, LBI is essentially a linguistic "distance" measure similar to geographical distance but represents an additional cost to international trade. The author mentions that two official languages are needed per country (to determine linguistic proximity, to which immigrants (importers and exporters within a country) are added, and the English language separately (advantages of English-speaking countries mentioned).

In the Asian Economic Community, there is a growing need for a skilled workforce, prompting the government to prioritize vocational training emphasizing key skills such as English proficiency. This approach aims to prepare students for competitive labor markets through quality teaching, learning, and curriculum standards. Although factors such as limited resources challenge this objective, ensuring quality is essential for the comprehensive development of students and their employment prospects, [9].

An excellent way to measure the aggregate impact of all linguistic factors on bilateral trade (1), the separate role of the communication facility (2), and the contribution of translation and interpreters (3) is the gravity model, [1].

The first dimension of the English language variable is the linguistic distance that can reduce trade between 2 countries; the results of linguistic distance should be analyzed for total exports and imports, as well as for consumers. This variable is closely related to trade information and makes a greater differential for imports than for exports, especially for imports of consumer manufacturers. [10] adds that the variable Linguistic distance should be added to the gravity model; in turn, the effects on English language fluency for immigrants in the United States in certain countries could be studied. This has already been done in the United States. Similarly, [11] define linguistic proximity as the level of similarity between different languages, considering that their historical development, linguistic structures, and cultural connections influence the relationship between them. Although languages are similar, avoiding misunderstandings in international relations is essential. These are not always due to language but are often caused by non-verbal communication or lack of knowledge about cultural aspects that define a country's identity, [12].

The second dimension of the English language variable is motivation, an essential factor in learning a foreign language. This motivates someone to take a specific course of action, as in this case, to become interested and work towards learning a foreign language, [13]. The relational perspective of motivation is added to this structure, [14]. He argues that many factors influence people and thus their language learning process, stressing the importance of considering students not only as language learners but as individuals immersed in a much

broader context. Some aspects to consider are the global use of English as a lingua franca, the current mobility of people worldwide, and the growing availability of communication technology. Motivation is essential to well-being and is the drive toward personal growth and individual development that promotes a balanced and healthy life, [15]. Motivation is vital in organizations, as it drives job satisfaction, productivity, and superior performance, improving the results of motivated employees by 25%. Its pillars include valence, the effort to achieve results; instrumentality, the link between actions and goals; and expectation, which defines personal objectives, [16]

The third dimension of the English language variable is the level of English, which refers to an individual's proficiency in the language as measured by international standards such as the Common European Framework of Reference for Languages (CEFR). According to [17], it is classified into levels ranging from A2 to C2, distinguishing between users with basic skills and those with advanced language proficiency. In their study, the authors analyzed the performance of Asian university students learning English as a foreign language (EFL) and English as a second language (ESL), classifying them into four levels: A2, B1_1, B1_2, and B2+, with the highest levels covering B2, C1, and C2. These levels indicate the progression from understanding and using everyday expressions to fluent, precise, and nuanced communication in complex contexts. The CEFR classification allows for standardizing English language teaching and assessment worldwide, making it easier to compare language skills in educational and professional settings.

1.2 Use of English in Generation Z

The global educational landscape in universities faces novel challenges, as the process of internationalization imposes additional demands on the curriculum and the academic environment, given that a growing number of students come from different countries. Under this context, English plays a crucial role as a universal bridge between the world's diverse education systems, thus facilitating a global platform with multiple opportunities for credit transfer and international degrees, [18].

In addition, Generation Z is known as the third stage of globalization and has also drawn attention to people who collaborate and compete globally, which changes the approach of countries and companies towards interpersonal interactions that require a very particular language, [19].

In recent decades, increasing globalization and trade liberalization have boosted the use of English as an international business language, which is beneficial for facilitating transactions between nations, [20].

The first dimension of the variable use of English in Generation Z corresponds to competitive strategies. Competitive strategy relates to English language development performance, [21].

The second dimension of the variable use of English in Generation Z is linguistic and communication ability: the ability to write is mentioned, and the rhetorical and linguistic form of the text itself is highlighted. Language ability covers the understanding and production of language and its adaptation to different contexts; written language is also considered more complex than oral language and direct person-to-person communication. Also, the lexical density determines this complexity, that is to say, by the number of lexical words or contents used in written language, [22]. These aspects of language can be manifested in different ways, such as changes in pronunciation, the structure of words, the way they are combined into sentences, their meaning, their use in communication, and the way they are applied in real situations. However, inappropriate learning environments can hinder the language learning process, such as environments where only one language is spoken, [23].

Finally, the last dimension of the use is the cognitive capacity: It refers to the ability to operate under the highest level of interpretive processes efficiently, that is to say, the power to translate effectively as it is read by use of memory and logic, instead of translating word for word, so that the student can interact more easily in English, [24].

The originality of this study lies in its focus on Generation Z and how intrinsic factors, such as personal motivation and English proficiency, interact with extrinsic factors, such as linguistic proximity, in the use of this language. Although there has been previous research on foreign language learning, few studies have specifically examined the dynamics of English as a second language in this generation, characterized by its high exposure to digital and globalized environments. In addition, the study helps to fill a gap in the literature by addressing the interaction between linguistic proximity and language use, a relationship that has so far been little explored, offering new starting points for future research.

2 Methodology

Based on this, the present research arises based on the need to study the role of the English language in young students of international business careers in university education. This research is quantitative, of the primary type, at the relational level, and of non-experimental design.

For [25], since learning strategies have become an integral part of learning, the benefits of this are not only present to students but also to teachers. For this reason, many authors refer to language didactics when discussing using and teaching these strategies in the educational field.

The method that guides the following research is the quantitative method through the correlational method; in addition, in Table 1, we can appreciate the reliability of the instrument used for data collection of 0.841.

Table 1. Reliability

Cronbach's alpha	N of elements
.841	20

Source: Own elaboration

The general objective of this study is to establish and define the degree of correlation between the English language and the use of the language by young people of Generation Z of the City of Arequipa; the specific objectives are the following:

Identify the degree of correlation of linguistic proximity in Generation Z's use of the English language.

Identify the degree of correlation of motivation in Generation Z with the use of the English language.

Identify the degree of correlation of the level of English in the use of the English language in Generation Z.

In addition, the general hypothesis mentions that the English language is likely to influence the usefulness of the language in young people of Generation Z of the City of Arequipa, while the specific hypotheses are:

Linguistic proximity likely influences the usefulness of the English language in Generation Z of the City of Arequipa.

Motivation is likely to influence the usefulness of the English language in Generation Z of the City of Arequipa.

The level of English is likely to influence the usefulness of the English language in Generation Z of the City of Arequipa.

The population studied were young people of Generation Z from different universities in Arequipa, Peru. To ensure that the population is future professionals close to applying the English language in their working environment and students who already work and/ or do internships, the research was applied to 380 students in the age range of 18 - 29 years. This is presented on a Likert scale, giving the choice between: TD= totally agree, D= disagree, I= indifferent, DA= agree, and TD= totally agree. Therefore, each response was converted to a numerical value of 5 to 1. Experts in the field of English application validated the same questionnaire.

3 Results

The results were divided into two sections: descriptive and correlative.

3.1 Use of English in Generation Z

The following descriptive results were obtained from the English language variable.

Table 2. Assessment of the variable of English language proficiency

	Absolute frequency	**Percentage frequency**
Very low	2	0.5%
Low	2	0.5%
Indifferent	81	21.1%
High	270	70.5%
Very high	28	7.3%
Total	387	100,0 %

Source: Own elaboration.

In Table 2, we can see the consideration of respondents in terms of language assessment. It is shown that most respondents (70.5%) rated the English language as "High", meaning that they consider having a good command of the language. 21.1% feel "indifferent" to their ability in English. The levels "Very high", "Low", and "Very low" have lower frequencies, with 7.3%, 0.5%, and 0.5% respectively. In total, 387 people were surveyed. These data suggest a predominance of people with a good command of English, university students of Generation Z.

Table 3. Variable use of the English language

	Absolute frequency	**Percentage frequency**
Very low	2	0.5%
Low	2	0.5%
Indifferent	81	21.1%
High	270	70.5%
Very high	28	7.3%
Total	387	100,0 %

Source: Own elaboration.

Table 3 shows that data on the use or application of English among Generation Z university students indicate that the majority (59.8%) report a "high" use of English, followed by 19.6% with a "very high" use. 18.8% are "Indifferent" to their use of English. "Low" and "Very low" levels are minimal, with 1.3% and 0.5% respectively. These results suggest that most Generation Z university students use English frequently in their daily lives.

3.2 Correlative Results

Below is the correlation between the English variable and language use.

Table 4. Correlation of variables English and usage

		English	Use
English	Correlación de Pearson	1	,482**
	Sig. (bilateral)		0
	N	383	383
Use	Correlación de Pearson	,482**	1
	Sig. (bilateral)	0	
	N	383	383

Source: Own elaboration.

Table 4 shows that the range of values is a "moderate positive" correlation reflecting that they are related to each other (P-value < 0.05) with a significant Pearson correlation. 482, while the level of significance is less than 1%. In Figure 1, the scatter diagram shows the correlation results and a moderate positive correlation is reflected in a positive scattering. Therefore, the general hypothesis is validated: the English language influences the usefulness of the language in young people of Generation Z of the City of Arequipa.

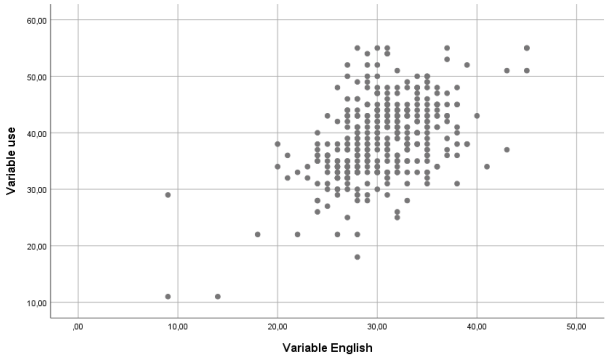

Fig. 1: English variable dispersion diagram and use
Source: Own elaboration.

Table 5. Correlation of dimensions of English variable and variable use

		Use
Linguistic proximity	Correlación de Pearson	,0006
	Sig. (bilateral)	,907
Motivation	Correlación de Pearson	.502**
	Sig. (bilateral)	,00
level of English	Correlación de Pearson	,421**
	Sig. (bilateral)	,000
	N	383

Source: Own elaboration.

Table 5 shows correlations between the use of English and three dimensions to consider for the English variable: linguistic proximity, motivation, and level of English. Linguistic proximity has no significant correlation with the use of English ($r=0.006$, $p=0.907$). In contrast, motivation has a strong positive and significant correlation ($r=0.502$, $p<0.01$), as does the level of English ($r=0.421$, $p<0.01$). This indicates that, while linguistic proximity does not influence the use of English, motivation, and level of English have a moderate and significant positive relationship with its use.

In Figure 2, the corresponding scatter diagram would show scattered points without a clear trend, reflecting the lack of significant correlation. Since linguistic proximity has a very low correlation with the use of English ($r=0.006$, $p=0.907$), which

indicates that there is no significant relationship between these two variables (Figure 2).

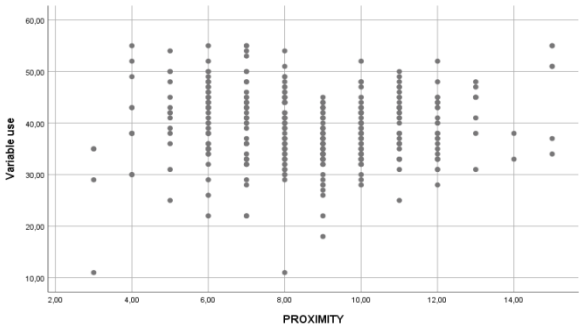

Fig. 2: Dispersion diagram of the variable English and the linguistic proximity dimension
Source: Own elaboration.

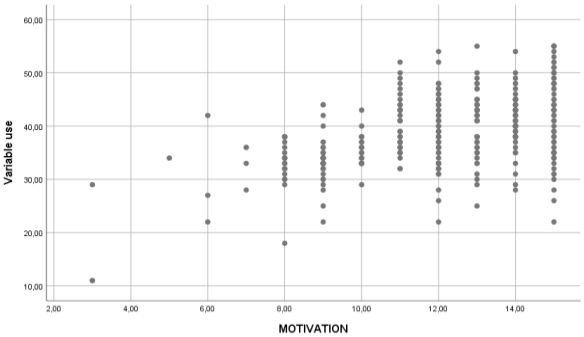

Fig. 3: Dispersion diagram of the variable English and the motivation dimension
Source: Own elaboration.

In Figure 3, there would be a clear upward trend, where the more significant the motivation, the greater the use of English. The points would be more aligned along a positive line, as there is a strong positive and significant correlation between motivation and the use of English (r=0.502, p<0.01). This indicates that as motivation increases, so does the use of English.

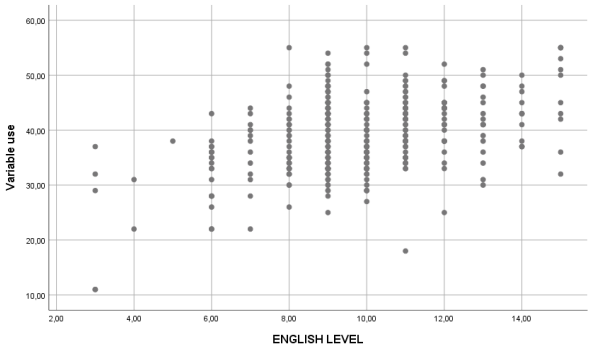

Fig. 4: Dispersion diagram of the variable English and the level English dimension
Source: Own elaboration.

In Figure 4, similar to the case of motivation, the scatter diagram would show an upward trend with points aligned, indicating that the higher the level of English, the greater the use of the language; given this, a moderate and significant positive correlation was found between the level of English and its use (r=0.421, p<0.01).

4 Discussion of Results

Based on the results found in the present research, they were contrasted with the results of other authors.

Thus, concerning the correlation between the English language variable and the use of the English language in young university students of Generation Z, a moderate positive correlation of Pearson's correlation of significance was determined. 482. However, [26] reveals that the teacher performance factor influences students' English results (t = 2.45, p = 0.016). However, students' perception of how helpful English could be is not necessarily related to their academic achievement level. In this way, the moderate relation of these variables is explained since the role of the teacher who teaches the language is influenced by other variables.

For [27], although English opens the doors of the world to young people under a panorama with better workplace opportunities, it is professional evidence that is understood and that, over time, is downplayed and ceases to be an added value for today's professionals.

For his part, [28] maintains that the value of English in international trade is notably necessary; mastery of the level of English contributes to professional development, commercial relations and investments. .

[29] after reviewing the websites that collect information about MOOC (Massive Open Online Courses) worldwide, found more than 2800 courses, of which 2326 are in English; these data support the recommendations to promote literacy and digitization in English, given the predominance of English-speaking universities offered by MOOC and the panorama of the best universities, which makes it necessary for students to speak English.

What was mentioned [30] since it is considered that university students should learn English and a positive perception is presented on the part of students as an essential tool for their learning. Substantial bibliographies such as books, documents, and information are available on the web, most of which are available in this language, thanks to their knowledge since several universities have created systems and tools to improve English

learning, including compulsory courses and by approving agreements and scholarships abroad that allow their education. Each student depends on proficiency in this language, as it is essential for many jobs in international companies.

Regarding the first dimension of English, the dimension of linguistic proximity and the use of the English language, [31], in their research on the relationship of linguistic distance with the English capacity of a country, its findings have shown that current quantified measures of linguistic distance can have a negative impact on the oral and written expression skills of the TOEFL iBT in English so that it is sought to identify if there is a statistically significant difference in the performance of the TOEFL IBT between groups that have different degrees of proximity to English A (closest to English) and B (greater distance to English) which are a practical part of language learning. In addition, language distance values range from 0 to 0.38, with 0 to 0.19 in Group A and 0.20 to 0.38 in Group B. Therefore, group A languages are believed to be closer to English, while group B languages are further away from English. This explains why this dimension has a negative influence on the use of language.

However [32], linguistic distance has the most significant impact on the production of medical sciences, gradually moving from the life sciences to the social sciences and engineering until its impact is statistically negligible in the natural sciences since there is no classification of these fields according to the relative importance of verbal communication, but, logically, a deficient English is less penalized in fields where ideas are more easily communicated in the universal language of mathematics, which shows that the difference of languages is a difficulty for its verbal application. Results that are similar to ours show a very low correlation with the use of English ($r=0.006$, $p=0.907$).

As for the second dimension of English, motivation, [33] determine that the motivation of the YELL (young English language students) and the performance in English have a relatively strong correlation ($r=0.48$). On the other hand, Faisal (2014) discovered through a cross-sectional study method conducted in May 2008 that students showed more positive motivation than negative to study English as a second language (median = 2.625 and IQR was 2.25 to 3.00). In addition, the "integrative" motivation and the "instrumental" motivation obtained similar results (the median was 3.75, and the IQR was 3.4 and 3.25-4, respectively).

For [34], motivation in learning foreign languages is fundamental to enhancing students' language skills. Students' motivation levels may be positively or negatively influenced by various reasons or conditions throughout the learning process. As our results show, motivation plays an essential role in learning and applying English by affirming a positive and significant correlation between motivation and the use of English ($r=0.502$).

Regarding the third dimension of English, the English language levels include language, oral, reading, and writing skills. [35] under their results of four t-peer tests performed on the data, have shown that respondents consider reading ($t=1.05$, $p>0.05$) is equally essential for success both in their course of study and after graduation, like listening ability ($t=9.96$, $p<0.05$), speaking ($t=11.44$, $p<0.05$) and writing ($t=3.08$, $p<0.05$), skills that students today lack. Like.

[36] in their results, show how the third-year high school students of Educational Unit (UE) B obtained the highest score in "speaking" with 69.1%. In comparison, the lowest score was 20.4% in UE H. Similarly, in English and reading proficiency, UE B reached 34.68%, surpassing only by competition in "speaking". This suggests that high English proficiency levels, especially in "speaking", correlate with increased language use, supporting the idea that improving language skills encourages more frequent use of English.

This supports the results shown in the present research, reaffirmed by a moderate and significant positive correlation between the level of English and its use ($r=0.421$, $p<0.01$).

5 Conclusions

These results suggest that in the case of Generation Z, motivation, English proficiency, and level of language competence are relevant factors in the use of the language. The lack of correlation between linguistic proximity and the use of English indicates that the similarity between this language and the native language of individuals does not have a relevant impact. This finding highlights the importance of intrinsic factors, such as personal motivation and language competence, over extrinsic factors, such as linguistic proximity.

However, although the reported correlation coefficients are moderate, they should not be interpreted as conclusive evidence of causal relationships. In particular, the irrelevance of linguistic proximity as a variable raises questions that have not been fully addressed in this study.

Including this variable opens the door to new lines of research aimed at better understanding the contextual and sociocultural factors that mediate the use of English. In addition, it would be necessary to explore how other variables, such as the educational environment, international experiences, or media exposure, could complement the analysis and provide a broader interpretative framework. Further study of these aspects would contribute to developing a more comprehensive and informed explanatory model.

Declaration of Generative AI and AI-assisted Technologies in the Writing Process

The authors wrote, reviewed and edited the content as needed and verifies that none utilised artificial intelligence (AI) tools were used. The authors take full responsibility for the content of the publication.

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Harold Angulo was responsible for methodology.
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Harold Angulo and Alexander Melendez were responsible for the data collection.
Maria Marquez and Yoselyn Mamani were responsible for the search for information for the introduction.
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Harold Angulo was responsible for the revision and editing.
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Harold Angulo and Alexander Melendez were responsible for supervision.

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