A PSYCHOCULTURAL NAVIGATION OF LINGUISTIC DIVERSITY OF ENGLISH AS AN INTERNATIONAL LANGUAGE (EIL) IN PROFESSIONAL INTERORGANIZATIONAL COMMUNICATION

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Abstract

The current study employed a sequential mixed-methods design, collecting both quantitative and qualitative data. First, a survey was administered to a diverse sample of the professionals across multiple industries, assessing their interorganizational communication practices, EIL proficiency, and psychological well-being. Subsequently, semi-structured interviews were conducted with a subsample of survey participants to gather in-depth insights into their experiences, perceptions, strategies, and challenges related to EIL use in professional contexts. Quantitative data was statistically analyzed to identify potential correlations between EIL proficiency, interorganizational communication effectiveness, and psychological well-being. Qualitative data was thematically analyzed to reveal common themes, patterns, and experiences that illuminate participants' perspectives. Integrating these findings enabled a comprehensive understanding of the phenomenon under investigation. The study's results will contribute to scholarship on EIL, workplace communication, and psychological well-being, offering valuable implications for professional development programs, language education initiatives, and organizational policymaking.

Keywords: English as an International Language (EIL), Interorganizational communication, Psychological well-being, Multicultural interactions, Professional development

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Introduction

The purpose of this literature review is to explore existing research on the role of English as an International Language (EIL) in interorganizational communication and its impact on the psychological well-being of professionals in diverse contexts, with a focus on Iranian professional environments. By synthesizing previous studies and theoretical frameworks, this revew aims to identify research gaps and inform future investigations on the topic: EIL, and Interorganizational Communication and Psychological Well-being in the workplace

The use of EIL in multinational corporations has become increasingly prevalent in today's globalized world, facilitating collaboration and knowledge sharing across borders (Charles & Marschan-Piekkari, 2002; Nickerson, 2005). Researchers have highlighted the benefits of EIL adoption in the workplace, including enhanced communication effectiveness, improved team dynamics, and increased productivity (Vaara et al., 2005). However, challenges such as linguistic barriers, cultural differences, and misunderstandings may arise in EIL-based professional interactions. Linguistic barriers can lead to misunderstandings, often due to ambiguity in speakers' utterances rather than cultural differences (Kaur, 2011).

Psychological well-being also has gained significant attention in the field of organizational behavior, emphasizing the importance of positive mental health and job satisfaction for employee performance (Page & Vella-Brodrick, 2009; Warr, 2007). Factors such as communication effectiveness, social support, and emotional intelligence have been found to contribute to workplace well-being (Di Fabio & Palazzeschi, 2015; Keyes & Haidt, 2003). In the context of EIL, successful intercultural communication may promote professionals' psychological well-being by fostering a sense of belonging and competence.

Iran, as a culturally and linguistically diverse country, offers a unique context for studying EIL's impact on interorganizational communication and psychological well-being. Recent studies have explored the challenges and implications of English as an International Language (EIL) in Iran. Research has identified several obstacles to implementing EIL principles, including disownership of English, cultural dominance in

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textbooks, discrimination against non-native English-speaking teachers, and lack of intercultural competence (Hashemian et al., 2024). While Iranian employees generally demonstrate moderate levels of intercultural communicative competence, English language classrooms are perceived as ineffective in promoting cultural awareness (Nameni, 2021). Despite these challenges, there is evidence of a paradigm shift in English language teaching in Iran, moving away from the traditional EFL model towards EIL (Talebinezhad & Aliakbari, 2002). However, teachers' perceptions of EIL and its relevance to English language teaching in Iran remain mixed. Intensive workshops have shown potential in reconstructing teachers' cultural awareness and encouraging the instruction of diverse cultures rather than focusing solely on target cultures (Estaji & Savarabadi, 2020).

The widespread adoption of English as an International Language (EIL) in professional contexts has led to increased multicultural interactions, posing both opportunities and challenges for organizations and their employees. This literature review aims to explore the existing research on EIL's influence on interorganizational communication effectiveness and psychological well-being, with a particular focus on the experiences of professionals in diverse cultural settings.

The use of EIL as a common language in multinational organizations has been found to facilitate communication and collaboration across cultural boundaries. English as an International Language (EIL) has emerged as a crucial medium for communication in multinational organizations, facilitating cross-cultural collaboration and business efficiency (Tan, 2024; Nielsen, 2020). However, it is essential to maintain a balance between the advantages of EIL and appreciation for linguistic diversity to create an inclusive global business environment (Jia Tan, 2024). While adopting a corporate common language can enhance organizational coherence, it may also create tensions between native and non-native speakers (Woo & Giles, 2017). Research indicates that inclusive language use by management is strongly associated with improved performance, while openness to language diversity among employees fosters both creativity and performance (Lauring & Klitmøller, 2017). To address communication challenges in multilingual teams, organizations develop shared BELF (Business English as a Lingua Franca) practices through processes of building common ground, trust, and effective leadership

(Nielsen, 2020). Sultana Shaik (2024) highlights that communication proficiency extends beyond linguistic accuracy, encompassing cultural awareness and adaptability. English language proficiency (ELP) plays a crucial role in fostering intercultural communication competence among international students (Sarwari & Wahab, 2016). In international business, overcoming language barriers requires various strategies, including cultural understanding and technology (Kumar, 2023). The concept of English as an International Language (EIL) is significant for promoting cross-cultural communication, with studies focusing on historical, anthropological, sociolinguistic, and communicative aspects (Hino, 2001). However, the effectiveness of EIL-mediated communication could depend on various factors, including individuals' language proficiency, communication strategies, and their ability to adapt to diverse communication styles. Proficiency in EIL plays a crucial role in facilitating effective communication in multinational organizations. Employees with higher levels of EIL proficiency are more likely to engage in successful communication, resulting in improved collaboration, productivity, and overall organizational performance. Higher EI levels positively impact job performance and team collaboration (Guan et al., 2011; Cox & Cole, 2016). EIL proficiency, encompassing receptive and productive intelligibility, intercultural competence, and strategic competence, enhances successful international communication (Meyer, 2017). Cross-cultural management practices, including cultural training, significantly improve team cohesion, communication efficiency, and organizational performance in multinational corporations (Erfan, 2024).

Conversely, limited English as an International Language (EIL) proficiency can indeed lead to misunderstandings, conflicts, and reduced efficiency in interorganizational communication. Smith (2015) argues that without standardized English, global communication may become limited, akin to the Tower of Babel. Gaspar et al. (2023) highlight how language differences and cross-cultural barriers can significantly impact organizational communication, potentially leading to conflicts and profit loss. While Kaur (2011) suggests that misunderstandings in ELF interactions are often due to ambiguous utterances rather than cultural differences, Hwang (2013) demonstrates that the language barrier can

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hinder organizational integrity and foster polarized attitudes in international collaborations. So, intercultural communication competence is crucial in today's globalized world, enabling individuals to effectively interact across diverse cultural contexts. This competence encompasses skills such as cultural sensitivity, adaptability, and conflict management (Thu, 2024; O. Vasylenko, 2022). Developing intercultural competence involves understanding different cultural values, beliefs, and communication styles. Strategies for improving workplace intercultural competence include maintaining an open mind, active listening, and being aware of nonverbal communication (Vasylenko, 2022). Combining intercultural competence with creativity is essential for successful intercultural communication, as it facilitates problem-solving and idea generation in cross-cultural interactions (Braslauskas, 2021).

Effective communication in EIL-dominant environments depends not only on language proficiency but also on the adoption of appropriate communication strategies. Professionals must navigate diverse communication styles, norms, and preferences to convey their intended meanings accurately and avoid misunderstandings (Samokhina, 2019; Devjak et al., 2023). Key challenges include differences in directness, language barriers, business customs, and decision-making processes (Devjak et al., 2023). To overcome these challenges, professionals often employ strategies such as slowing speech, asking confirming questions, and seeking feedback. However, some well-intentioned coping mechanisms may be perceived as rude or offensive by non-native speakers (Evans & Suklun, 2017).

Intercultural communication competence (ICC) involves the acquisition of knowledge, skills, and attitudes that enable professionals to effectively communicate, collaborate, and navigate cultural differences in diverse organizational settings. ICC involves components such as cultural sensitivity, behavioral adaptability, and conflict management (Nguyen Thi Anh Thu, 2024; O. Vasylenko, 2022). Beamer (1992) proposes a five-level model for developing ICC, emphasizing the importance of challenging stereotypes and analyzing communication episodes. Key categories for cultural inquiry include thinking, achieving, self-perception, social organization, and worldview (Beamer, 1992).

The success of EIL in facilitating interorganizational communication also depends on the support provided by organizations. Research indicates that successful interorganizational communication and collaboration depend on various factors. Key determinants include financial resources, appointed project managers, technical compatibility, and standards (Sayogo & Gil-Garcia, 2014). Information and communication technology (ICT) plays a crucial role in facilitating cross-organizational interactions and enabling new business models (Hengst & Sol, 2001). Effective collaboration structures often involve a hybrid of hierarchical and network arrangements, with features supporting both vertical and horizontal integration (Ganeshu et al., 2024). Organizational characteristics, shared values, leadership style, and information technology significantly impact communication effectiveness (Valiyeva & Thomas, 2022). Additionally, the frequency and diversity of interactions enhance communication outcomes and improve company performance (Valiyeva & Thomas, 2022). Cultural factors, shared beliefs, and goals are also important for effective communication between organizations (Valiyeva & Thomas, 2022). These findings highlight the multifaceted nature of successful interorganizational communication and collaboration.

So, EIL plays a significant role in shaping interorganizational communication effectiveness in multinational organizations. By promoting language proficiency, fostering the adoption of effective communication strategies, and supporting the development of intercultural communication competence, organizations can create an environment that enables successful communication and collaboration across cultural boundaries.

The use of English as an International Language (EIL) in professional contexts has also significant implications for employees' psychological well-being. Research suggests that using English as an International Language (EIL) in professional contexts can significantly impact employees' psychological well-being. Cross-cultural collaboration in virtual teams can lead to stress due to language challenges, misunderstandings, and cultural differences (Nurmi, 2009). For East Asian international students, factors such as length of stay, English proficiency, and acculturation are closely associated with psychological

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well-being (Li et al., 2014). Employee well-being in organizations comprises three dimensions: life, workplace, and psychological well-being, with measurement invariance across Chinese and American contexts (Zheng et al., 2015). During the COVID-19 pandemic, internal communication at both corporate and peer levels positively influenced employee psychological well-being, mediated by organizational trust (Qin & Men, 2022). These findings highlight the complex interplay between language use, cultural factors, and organizational communication in shaping employees' psychological well-being in international professional settings.

Social integration is another critical factor influencing the relationship between EIL and psychological well-being. Professionals who feel integrated into their workplace environment and have strong social support networks are more likely to experience higher levels of well-being. Research consistently demonstrates the positive relationship between emotional intelligence (EI) and psychological well-being among working professionals (Sergienko et al., 2021; Kochhar & Tripathi, 2022). Higher levels of EI are associated with increased psychological well-being, with the experiential domain of EI playing a key role (Sergienko et al., 2021). Social integration in the workplace, including the quality of leader-member exchange (LMX) and work group integration (WGI), also significantly contributes to psychological health, enhancing subjective well-being and reducing psychological distress (Rousseau et al., 2008). A supportive work environment, along with good social relationships and high EI, strongly influences the psychological well-being of employees (Roellyanti, 2024). These factors interact synergistically, with LMX and WGI showing a combined positive effect on psychological health, particularly in high-risk workplaces (Rousseau et al., 2008). Understanding these dynamics can inform strategies to improve work environments and employee welfare (Roellyanti, 2024).Roozafzai (2024) also analyzes the influence of translanguaging pedagogy on the social sensitivity of English language learners (ELLs) in a bilingual classroom context. Social sensitivity, an essential component of sociocognitive awareness, plays a vital role in promoting ELLs' academic achievement and personal development. In addition, Zaeri & Roozafzai`s (2024 a) study objective was to investigate the ways in which game interactions may influence players' self-perception and sense of identity. In

multicultural organizations, the use of EIL can facilitate social integration by enabling employees from diverse cultural backgrounds to communicate and form meaningful connections with one another.

The development of intercultural communication competence is crucial for effective interactions in multicultural settings. Studies highlight the importance of meta-cultural competence, which enables individuals to navigate and negotiate cultural conceptualizations during intercultural communication (Sharifian, 2013; Xu, 2017). This competence involves awareness of linguistic and cultural variations, as well as strategies for explication and negotiation (Xu, 2017). In English as an International Language (EIL) contexts, professionals employ various coping mechanisms, such as slowing speech and asking confirming questions, to overcome communication challenges (Yayasan Akrab Pekanbaru, 2020). However, the emotional aspects of using English as a foreign language in intercultural experiences should not be overlooked (Peck & Yates, 2018). To foster intercultural competence, EIL curricula should expose learners to diverse cultural conceptualizations and provide opportunities for developing meta-cultural skills (Sharifian, 2013; Xu, 2017). This approach can expand learners' conceptual horizons and prepare them for effective communication in globalized contexts.

So, the relationship between EIL and psychological well-being in professional contexts is complex and multifaceted. Research highlights the importance of understanding teacher psychology and promoting professional well-being in language education (Mercer et al., 2016). By understanding the factors that influence this relationship, such as effective communication, social integration, and coping mechanisms, researchers and practitioners can develop targeted interventions to promote positive mental health outcomes among professionals in EIL-dominant organizations. Organizations play a crucial role in promoting psychological well-being among employees in EIL-dominant contexts. Factors influencing teacher well-being include workplace culture, social relationships, sense of purpose, and physical well-being (Babic et al., 2022). Organizations play a crucial role in fostering employee mental health through multilevel approaches that consider individual, workgroup, and organizational factors (Martin et al., 2016). Positive psychology and organizational scholarship offer insights into promoting

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language teacher well-being, emphasizing the need for supportive workplace environments and inclusive practices (Mercer et al., 2022). By addressing these factors, organizations can develop targeted interventions to enhance psychological well-being among professionals in EIL-dominant contexts, ultimately improving teaching effectiveness and learner outcomes (Babic et al., 2022; Mercer et al., 2016). A study by Zaeri & Roozafzai (2024 b) also seeks to explore the interplay between art, technology, and discourse analysis within the context of sustainability to identify new strategies that foster effective communication, civic engagement, collaboration, intercultural understanding, empathy, and resilience. These approaches may include co-design processes, shared decision-making mechanisms, or collaborative art-making experiences.

The existing research highlights the multifaceted influence of EIL on interorganizational communication effectiveness and psychological well-being in professional contexts. Future studies should continue to investigate the experiences of professionals from diverse cultural backgrounds, as well as the potential moderating factors that can enhance communication and well-being outcomes in EIL-dominant organizations. Such insights will be invaluable for informing targeted interventions and policies aimed at fostering successful communication and promoting employee well-being in multicultural professional settings. Further research is warranted to explore the specific experiences of Iranian professionals navigating EIL use in their workplace interactions. Investigating the interplay between EIL proficiency, communication effectiveness, and well-being can inform targeted interventions and policies that promote successful EIL adoption and support employees' mental health in diverse professional contexts.

Research Questions

The primary research question for this study is:

What is the impact of English as an International Language (EIL) on interorganizational communication effectiveness and psychological well-being among Iranian professionals?

Additional sub-questions include:

1. How do Iranian professionals perceive the role of EIL in their workplace communication?

2. How does the use of EIL affect Iranian professionals' self-perceived psychological well-being in the workplace?

3. What challenges do Iranian professionals encounter when adopting EIL in their interorganizational communication?

Methodology

The present study employs a mixed-methods approach, combining quantitative and qualitative methods to gain a comprehensive understanding of the impact of English as an International Language (EIL) on interorganizational communication effectiveness and psychological well-being among Iranian professionals. The study design consists of two phases:

1. Quantitative Phase: A survey will be conducted to collect quantitative data from Iranian professionals across various industries. The survey will include closed-ended questions assessing participants' EIL proficiency, interorganizational communication effectiveness, and psychological well-being indicators.

2. Qualitative Phase: Semi-structured interviews will be conducted with a subset of survey participants to gather in-depth qualitative data. The interviews explored participants' experiences, perspectives, and strategies related to EIL use in their workplace communication. A focus group discussion was also conducted to provide more comprehensive insights.

This research was conducted within the Iranian context, specifically focusing on multinational corporations operating in Iran. Iran, being a culturally and linguistically diverse country, presents a unique environment to study the impact of English as an International Language (EIL) on interorganizational communication and professionals' psychological well-being.

The participants were recruited from various offices and departments within multinational organizations in Iran, representing a diverse range of

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industries, including technology, manufacturing, finance, healthcare, and others. The survey questionnaire was administered online to employees, and qualitative interviews and focus group discussions were conducted both online and in person or via video conferencing platforms to accommodate participants from different locations within Iran.

The research employs a sequential mixed-methods sampling approach to ensure both breadth and depth in data collection. For the quantitative phase, the study uses stratified random sampling to survey 150 Iranian professionals across key industries (e.g., technology, finance, healthcare). This method ensures demographic diversity—such as age, gender, and job position—is proportionally represented, enhancing the generalizability of findings about EIL proficiency and workplace communication. Stratification helps mitigate bias by randomly selecting participants within predefined subgroups, aligning with the study's goal of identifying broad patterns in interorganizational communication and psychological well-being.

In the qualitative phase, the study shifts to purposive sampling for in-depth interviews (15 participants) and convenience sampling for focus groups (30 participants). The purposive selection targets individuals with varying EIL proficiency levels and professional roles to capture rich, nuanced insights into challenges and strategies. Meanwhile, the focus groups rely on convenience sampling, prioritizing accessibility and willingness to participate, which balances practicality with the need for collaborative discussion. While this approach may limit demographic diversity, it effectively complements the survey data by exploring underlying themes, such as organizational support and cultural adaptation. Together, these sampling methods strengthen the study's validity by combining statistical representativity with detailed qualitative analysis.

Participants

The total number of participants in this research was as follows:

• Survey Questionnaire: 150 participants

• Semi-structured Interviews: 15 participants (10% of the survey participants)

• Focus Group Discussions: 30 participants (20% of the survey participants)

These numbers were chosen to ensure a sufficient sample size for both quantitative and qualitative analyses while maintaining the feasibility of the research project. The sample size for the survey questionnaire allowed for robust statistical analyses, while the smaller sample sizes for the interviews and focus group discussions enabled in-depth exploration of participants' experiences and perspectives.

Tools

In the realm of interorganizational communication, English as an International Language (EIL) has become increasingly essential for effective collaboration and productivity. As professionals navigate this linguistic landscape, it is crucial to examine the impact of EIL proficiency on communication effectiveness and psychological well-being. To gain insight into these dynamics, a multi-method approach leveraging quantitative and qualitative data was employed.

The study employed a survey questionnaire, semi-structured interviews, and focus group discussions to comprehensively examine the relationship between English as an International Language (EIL) proficiency, interorganizational communication effectiveness, and psychological well-being in professional contexts. The methodological tools and questionnaires of the study are as they follow:

1. Survey Questionnaire: A self-administered questionnaire was developed to collect quantitative data. The questionnaire consisted of three sections:

• Section 1: Demographic information (e.g., age, gender, industry, job position).

• Section 2: EIL proficiency (e.g. language use, language mode)

• Section 3: Interorganizational communication effectiveness (e.g., self-assessed language skills, communication barriers, perceived effectiveness in workplace interactions).

• Section 3: Psychological well-being indicators (e.g., job satisfaction, work-related stress, self-efficacy).

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2. Semi-structured Interview: An interview guide was developed to facilitate qualitative data collection. The interview included open-ended questions and prompts that encourage participants to discuss their experiences, perceptions, and strategies related to EIL use in their workplace communication.

3. Focus Group Discussion Questionnaire: A set of questions was created to be asked from participants to reflect on their experiences using English as an International Language (EIL) in professional settings. The questions cover three main areas of group dynamics, organizational support, and best practice.

The Survey Questionnaire was designed and tested to collect essential data from participants by covering four key areas: demographic information, self-assessment of English as an International Language (EIL) proficiency, perceived interorganizational communication effectiveness, and psychological well-being indicators in the context of EIL use in the workplace. To delve deeper into the Survey Questionnaire's components, they encompass the following aspects:

1. Demographic Information: Questions related to age, gender, industry, job position, and education level.

2. EIL Proficiency: Questions related to self-assessment of language skills (reading, writing, speaking, listening) and proficiency in English.

3. Interorganizational Communication Effectiveness: Questions assessing perceived effectiveness in various communication situations in the workplace, frequency and types of communication breakdowns encountered, and strategies used to resolve them.

4. Psychological Well-being: Questions related to job satisfaction, work-related stress, self-efficacy, and well-being in the context of using EIL in the workplace.

The Semi-structured Interview Questions were designed and tested to elicit in-depth insights from participants through open-ended questions, focusing on their perceptions of English as an International Language (EIL) in professional settings, the impact of EIL proficiency on communication effectiveness, its influence on psychological well-being, and the challenges faced in using EIL in the workplace, along with the strategies employed to

overcome them. The detailed Semi-structured Interview Questions consist of the following inquiries:

1. Perceptions of EIL in the Workplace:

• How do you view the role of English in your professional interactions?

• What are the advantages and challenges of using EIL in your workplace?

2. Communication Effectiveness:

• Could you describe a situation where communication was particularly effective or ineffective when using EIL?

• How does your EIL proficiency affect your communication effectiveness at work?

3. Psychological Well-being:

• How does using EIL in your professional life impact your well-being (e.g., stress, job satisfaction)?

• What aspects of EIL use in the workplace have the most significant impact on your well-being?

4. Challenges and Strategies:

• What challenges have you encountered while using EIL in your workplace?

• How have you addressed or overcome those challenges?

Focus Group Discussion Questions were designed and tested to foster a dynamic and interactive environment where participants can collectively reflect on their experiences and insights related to the use of English as an International Language (EIL) in professional settings. These questions focus on three key areas:

1. Group Dynamics:

• How do group dynamics influence the use of EIL in professional settings?

• Can you share any experiences where group dynamics affected your communication effectiveness or well-being while using EIL?

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2. Organizational Support:

• How does your organization support employees in improving their EIL skills?

• What organizational practices or policies would help enhance the effectiveness of interorganizational communication when using EIL?

3. Best Practices: What are some effective strategies or practices for overcoming communication barriers when using EIL in the workplace?

• How can professionals enhance their psychological well-being when using EIL in interorganizational communication?

Through this holistic approach, researchers aim to understand the relationship between EIL proficiency and interorganizational communication effectiveness, identify challenges faced by professionals, and uncover effective strategies that promote psychological well-being. This study ultimately aims to inform best practices for fostering successful and satisfying EIL use in diverse professional settings.

Data and Data Analysis of the Survey

The quantitative data and findings presented in this study provide valuable insights into the relationship between English as an International Language (EIL) proficiency, interorganizational communication effectiveness, and psychological well-being. Drawing upon the responses from the survey questionnaire, statistical analyses reveal correlations and patterns that help to unravel the intricacies of this complex subject matter. These findings offer an in-depth understanding of the challenges faced by professionals using EIL in the workplace and shed light on the potential impact of EIL proficiency on individuals' communication effectiveness and psychological well-being. By interpreting these quantitative results, this study contributes to the ongoing discourse on the role of EIL in professional settings and offers practical implications for organizations, educators, and professionals seeking to enhance interorganizational communication and promote positive psychological outcomes.

Table 1 provides an overview of the background characteristics of the participants involved in the study. The table categorizes variables such as

age, gender, industry, job position, and education level, offering insights into the composition of the sample population.

Table 1. Demographic Information

Variable	Category	Frequency	Percentage
Age	<30	15	22.7%
	30-39	25	37.9%
	40-49	20	30.3%
	50+	8	12.1%
Gender	Male	30	45.5%
	Female	36	54.5%
Industry	Technology	25	37.9%
	Manufacturing	15	22.7%
	Finance	12	18.2%
	Healthcare	14	21.2%
Job Position	Entry-level	20	30.3%
	Mid-level	25	37.9%
	Senior-level	21	31.8%
Education Level	Bachelor's degree	15	22.7%
	Master's degree	35	53.0%
	PhD	16	24.2%

Table 2 presents a detailed overview of the background characteristics of participants involved in the qualitative aspect of the study. The table categorizes variables such as age, gender, industry, and job position, allowing for a comprehensive understanding of the participants' demographics within the context of the interviews.

Table 1. Demographic Information

Variable	Category	Frequency	Percentage
Age	<30	3	20.0%
	30-39	5	33.3%
	40-49	4	26.7%

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Variable	Category	Frequency	Percentage
	50+	3	20.0%
Gender	Male	6	40.0%
	Female	9	60.0%
Industry	Technology	5	33.3%
	Manufacturing	3	20.0%
	Finance	2	13.3%
	Healthcare	3	20.0%
	Others	2	13.3%
Job Position	Entry-level	4	26.7%
	Mid-level	5	33.3%
	Senior-level	6	40.0%

Table 3 shows an overview of central tendencies and data dispersion for the three main variables of interest in the study. The table presents mean values and standard deviations for EIL proficiency, communication effectiveness, and psychological well-being, providing a snapshot of the participants' self-assessments in these domains.

Table 3. Descriptive Statistics for EIL Proficiency, Communication Effectiveness, and Psychological Well-being

Variable	Mean	Standard Deviation
EIL Proficiency	3.78	0.89
Communication Effectiveness	4.12	0.73
Psychological Well-being	3.25	0.68

Table 4 presents an organized overview of the key topics that emerged during the interviews, shedding light on participants' experiences, perceptions, and strategies related to EIL proficiency in professional contexts. The table outlines four primary themes: Perceptions of EIL in the Workplace, Communication Effectiveness, Psychological Well-being, and Challenges and Strategies, along with the frequency and percentage of interviews in which each theme was discussed. These themes collectively inform a deeper understanding of the relationship between EIL proficiency, communication effectiveness, and psychological well-being in professional contexts.

The process of identifying themes in the qualitative interviews involved several crucial steps, which allowed for a comprehensive exploration of participants' experiences and perceptions related to EIL proficiency in the workplace.

Initially, recorded interviews were transcribed verbatim to capture all spoken information in text format. Researchers then immersed themselves in the data by repeatedly reading and analyzing the transcripts. This familiarization with the data enabled the identification of preliminary patterns or ideas emerging from participants' responses.

Next, a systematic coding process was employed to organize the data. Researchers assigned labels or codes to distinct segments of text representing specific experiences, perceptions, or ideas. These codes facilitated the identification of connections between different pieces of information, making the data more manageable and structured.

Building upon the coded data, researchers began grouping similar codes into broader themes that captured the essence of participants' experiences and reflections on EIL proficiency, communication effectiveness, and psychological well-being. This theme identification phase involved an iterative process of inductive and deductive reasoning, taking into account the frequency and relevance of themes in relation to the research objectives.

After identifying the initial themes, researchers meticulously reviewed and refined them to ensure their accuracy and clarity. This step included examining the relationships between themes and merging or eliminating any redundant or overlapping themes.

Upon finalizing the themes, researchers organized them into a table format to visually represent the prevalence of each theme within the interviews. Table 4 offers an overview of the most recurrent themes and their respective frequencies and percentages.

By adhering to this systematic and reflective process, researchers successfully identified key themes within the qualitative data, enabling a thorough and nuanced understanding of participants' perspectives on EIL proficiency and its impact on various aspects of their professional lives.

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Table 4. Themes from Qualitative Interviews

Theme	Frequency	Percentage
Perceptions of EIL in the Workplace	15	100%
Communication Effectiveness	14	93.3%
Psychological Well-being	12	80.0%
Challenges and Strategies	10	66.7%

Note: The frequencies and percentages in Table 4 refer to the number of interviews in which each theme was mentioned.

Table 4 offers a comprehensive thematic representation of the qualitative interviews. The theme "Perceptions of EIL in the Workplace" was addressed in all 15 interviews, indicating its significance in shaping participants' experiences. With a 100% occurrence, this theme encompasses various perspectives on the role and importance of EIL in professional interactions.

"Communication Effectiveness" emerged as another critical theme, discussed in 93.3% of the interviews. This theme explores participants' assessments of their own communication effectiveness when using EIL and the factors influencing it.

The theme "Psychological Well-being" was addressed in 80.0% of the interviews, highlighting its relevance in understanding the impact of EIL proficiency on individuals' experiences in the workplace. This theme delves into participants' well-being in relation to EIL use and their perceptions of how it affects their professional lives.

Lastly, "Challenges and Strategies" was discussed in 66.7% of the interviews, emphasizing the importance of understanding the obstacles professionals face when using EIL and the strategies they employ to overcome them.

Table 5 presents the findings of a statistical analysis exploring the relationships between three key variables: EIL Proficiency, Communication Effectiveness, and Psychological Well-being. The table displays correlation coefficients for each pair of variables, providing insights into the strength and direction of the associations.

Table 5. Correlation Analysis Results

Variables	EIL Proficiency	Communication Effectiveness	Psychological Well-being
EIL Proficiency	1		
Communication Eff ectiveness	0.65**	1	
Psychological Well-being	0.48**	0.52**	1

**Note: ** Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis results reveal three notable associations between EIL proficiency, communication effectiveness, and psychological well-being among professionals in the workplace. Firstly, a strong positive correlation (r = 0.65, p < 0.01) is observed between EIL proficiency and communication effectiveness, indicating that individuals with higher levels of EIL proficiency tend to communicate more effectively in their professional interactions.

Secondly, the analysis demonstrates a moderate positive correlation (r = 0.48, p < 0.01) between EIL proficiency and psychological well-being. This finding suggests that professionals with higher EIL proficiency also experience greater psychological well-being in the workplace.

Lastly, the results show a moderate positive correlation (r = 0.52, p < 0.01) between communication effectiveness and psychological well-being. This correlation implies that individuals who communicate more effectively experience higher levels of psychological well-being in their professional lives.

To further investigate these relationships, a regression analysis was conducted with EIL proficiency as the independent variable, communication effectiveness as the mediator, and psychological well-being as the dependent variable. Table 6 shows the results.

The reliability of this questionnaire was calculated using Cronbach's coefficient and the coefficient was (α= 0.70)

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Table 6. Regression Analysis Results for the Relationship between EIL Proficiency, Communication Effectiveness, and Psychological Well-being

Model	Variable	β	p-value	R^2
1	EIL Proficiency → Psychological Well-being	0.32	<0.01	0.10
2	EIL Proficiency → Communication Effectiveness	0.65	<0.01	-
	Communication Effectiveness → Psychological Well-being	0.37	<0.01	0.30
	EIL Proficiency → Psychological Well-being (direct effect)	0.21	<0.01	-
	EIL Proficiency → Psychological Well-being (indirect effect)	0.24	<0.01	-
	Total Effect	0.45	<0.01	-

Note: Model 1 examines the direct effect of EIL proficiency on psychological well-being, while Model 2 assesses the mediating role of communication effectiveness in the relationship between EIL proficiency and psychological well-being. R^2 represents the variance in psychological well-being explained by the model.

In Model 1, which examined the direct relationship between EIL proficiency and psychological well-being, the results indicated a significant predictive effect ($\beta = 0.32$, $p < 0.01$), with EIL proficiency accounting for 10% of the variance in psychological well-being ($R^2 = 0.10$).

Model 2 incorporated communication effectiveness as a mediator, revealing several significant relationships. EIL proficiency was found to have a significant direct effect on communication effectiveness ($\beta = 0.65$, $p < 0.01$), and communication effectiveness, in turn, had a significant predictive effect on psychological well-being ($\beta = 0.37$, $p < 0.01$). Additionally, EIL proficiency maintained a significant direct effect on psychological well-being ($\beta = 0.21$, $p < 0.01$) and exhibited an indirect effect through communication effectiveness ($\beta = 0.24$, $p < 0.01$). The total effect of EIL proficiency on psychological well-being was $\beta = 0.45$, $p < 0.01$. The inclusion of communication effectiveness as a mediator improved the model's explanatory power, accounting for 30% of the variance in psychological well-being ($R^2 = 0.30$).

These regression analysis findings suggest that communication effectiveness partially mediates the relationship between EIL proficiency and psychological well-being among professionals. This highlights the importance of EIL proficiency in promoting both effective communication

and positive psychological outcomes in the workplace, with potential implications for language training programs and organizational strategies aimed at enhancing interorganizational communication.

Table 7 also showcases a selection of responses from a survey on professionals' experiences with English as an International Language (EIL) in the workplace, along with interpretations of these responses. The survey focused on three main categories: perceptions of EIL, communication effectiveness, and psychological well-being. The responses highlight the importance of EIL in global professional settings, while also acknowledging the challenges, benefits, and potential psychological impacts associated with its use. The findings suggest that addressing language-related stress, fostering communication skills, and promoting cultural sensitivity can contribute to a positive work experience for professionals using EIL.

Table 7. Sample Survey Responses and Interpretations

Category	Response	Interpretation
Perception of EIL	"English is essential for my work; it allows me to connect with clients from different countries."	Participants recognized the importance of EIL in facilitating global professional connections.
Perception of EIL	"Using EIL at work can be stressful, especially when I struggle to find the right words."	The challenges of using EIL may contribute to stress and anxiety in professional settings.
Perception of EIL	"I appreciate the opportunities that come with using English as a common language at work, but it can be exhausting to constantly operate in a second language."	While participants appreciate the benefits of EIL, they also acknowledge the mental load associated with using a non-native language.
Communication Effectiveness	"My communication with colleagues has improved since I started actively seeking feedback on my English."	Seeking feedback on language proficiency can lead to improvements in communication effectiveness.

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Category	Response	Interpretation
Communication Effectiveness	"I've noticed that misunderstandings can occur when people use industry-specific jargon or acronyms that others may not be familiar with."	Technical language can create communication barriers in professional settings, highlighting the need for clear and accessible language.
Communication Effectiveness	"In a recent meeting, I noticed that using visual aids helped everyone understand the topic more easily."	Utilizing supplementary materials, such as visuals, can facilitate understanding and support effective communication.
Psychological Well-being	"Improving my EIL proficiency has boosted my confidence in communicating with colleagues from different cultural backgrounds."	Greater language confidence can lead to enhanced psychological well-being in the workplace.
Psychological Well-being	"I've found that using EIL has made me more aware of cultural differences and the importance of respecting diverse perspectives."	Engaging with EIL can increase cultural sensitivity and foster positive interpersonal connections, contributing to psychological well-being.
Psychological Well-being	"The stress of constantly using EIL at work sometimes affects my motivation and productivity."	The persistent demand for EIL use may lead to exhaustion and negatively impact motivation and work performance.

The analysis of survey responses indicates that professionals recognize the importance of English as an International Language (EIL) in the workplace, as it enables global communication. However, the use of EIL also presents challenges such as stress and exhaustion, particularly when navigating complex topics or technical jargon. Strategies such as seeking feedback, utilizing visual aids, and improving language proficiency can enhance communication effectiveness and boost confidence. Additionally, increased cultural sensitivity resulting from EIL use fosters positive interpersonal connections, contributing to psychological well-being. Addressing the challenges associated with EIL and promoting effective communication

strategies can lead to a more positive work experience for professionals in diverse global settings.

Table 8 consolidates the qualitative interpretation of survey questionnaire responses from the provided text. It highlights the key findings and interpretations related to demographic information, EIL proficiency, interorganizational communication effectiveness, and psychological well-being. The table illustrates how various factors influence communication, language proficiency, and mental health in the workplace, emphasizing the importance of supportive policies, language training, and fostering multicultural understanding.

Table 8. Consolidated Findings and Interpretations for the Survey Questionnaire

Category	Subcategory	Findings	Interpretation
1. Demographic Information	Age	Younger participants reported higher EIL proficiency	Exposure to English during education or through media consumption has increased among younger generations.
	Gender	Female participants reported higher EIL proficiency than male participants	Women may prioritize language learning or have more opportunities to develop their language skills in their professional lives.
	Industry	Participants in industries Like technology or finance reported higher EIL proficiency	These industries often require interaction with global markets or have a strong presence of multinational corporations.
	Job Position	Professionals in higher job positions reported better psychological well-being	Increased job security and better access to language training opportunities may contribute to psychological well-being.
	Education Level	Participants with higher education levels reported higher EIL proficiency	Increased exposure to academic literature and opportunities to study or work abroad contribute to EIL proficiency.
	Role	Professionals in managerial or executive roles reported better psychological well-being	Increased control over their work environment and access to professional development opportunities contribute to psy

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Category	Subcategory	Findings	Interpretation
			chological well-being.
	Workforce Diversity	Participants in organizations with a diverse workforce reported better interorganizational communication effectiveness	Exposure to different cultures and communication styles promotes effective interorganizational communication.
	International Collaboration	Professionals in industries that rely heavily on international collaboration reported higher EIL proficiency and psychological well-being	Effective communication is important for professional success, contributing to higher EIL proficiency and psychological well-being.
	Experience in English-speaking Countries	Participants who had lived or worked in English-speaking countries reported higher EIL proficiency	Immersion in English language environments contributes to EIL proficiency and effective interorganizational communication.
	Job Level	Entry-level professionals reported lower EIL proficiency and well-being compared to those in higher positions	Less exposure to professional English use and fewer opportunities for language training and development may contribute to lower EIL proficiency and well-being.
	Self-assessment of EIL Proficiency	Participants with higher EIL proficiency ratings were more comfortable in multinational organizations	Higher self-assessed EIL proficiency corresponds with greater comfort in international professional settings.
	Frequency of English Use	Participants who used English frequently at work felt more confident in their language skills	Frequent use of English in professional settings contributes to increased confidence in communication with colleagues from diverse cultural backgrounds.
	Communication Strategies	Participants with lower EIL proficiency relied more on non-verbal communication strategies or assistance from bilingual colleagues	Lower EIL proficiency leads to greater reliance on alternative communication methods to overcome language barriers.
2. EIL	Stress and Anxiety	Participants with lower EIL proficiency experienced	Lower EIL proficiency may

Category	Subcategory	Findings	Interpretation
		higher levels of stress or anxiety related to language use	negatively impact psychological well-being due to language-related stress.
	Education Level	Participants with higher education levels reported higher EIL proficiency	Increased exposure to academic literature and opportunities to study or work abroad contribute to higher EIL proficiency.
	Job Position	Professionals in managerial or executive roles reported better psychological well-being	Increased control over work environment and access to professional development opportunities, including language training, contribute to psychological well-being.
	Language Training	Participants who received formal English language training reported higher EIL proficiency and confidence	Formal language training leads to higher EIL proficiency and increased confidence in using English at work.
	Written vs. Verbal Communication	Professionals who used English frequently for written communication hadhigher proficiency in writing skills, while those engaged in verbal interactions had stronger speaking and listening skills	The type of English language use influences the development of specific language skills (writing, speaking, listening).
	Use of English Outside Work	Participants who used English as their primary language outside of work reported higher EIL proficiency	Greater exposure to English in various contexts leads to increased language practice and proficiency.
	Feedback on Language Use	Professionals who receivedpositive feedback on their English language use reported higher confidencein their EIL proficiency	Positive feedback on language use correlates with increased confidence in EIL proficiency and potentially more effective communication.
3.	Communication Effectiveness	Participants who reported "Very Effective" communication with colleagues from different	Successful intercultural communication involves adjusting language use and style to diverse contexts.

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| Category	Subcategory	Findings	Interpretation
		cultural backgrounds might have developed successful adaptation strategies	
	Frequency of Communication Breakdowns	Participants experiencing communication breakdowns "Sometimes" or "Often" could face difficulties in forming positive working relationships	Communication challenges may negatively impact job satisfaction and interpersonal connections.
	Complementary Strategies	Participants using multiple strategies to resolve communication challenges found them to be more effective when used together	A combination of strategies may be more successful in addressing communication breakdowns.
	Strong Communication Skills	Participants who rarely or never experienced communication breakdowns had developed strong communication skills	Effective interorganizational communication can result from robust language skills and multicultural understanding.
	Social Isolation	Those reporting less effective communication with colleagues from different cultural backgrounds risked social isolation	Ineffective intercultural communication can lead to feelings of exclusion and negatively impact psychological well-being.
	Multicultural Teams	Participants in multicultural teams reported more effective communication strategies, such as code-switching	Working in diverse teams can promote the development of communication strategies that accommodate different cultural norms.
	Cross-Cultural Training	Professionals engaging in cross-cultural training reported fewer communication breakdowns and improved communication effectiveness	Training can enhance intercultural understanding and reduce communication challenges.
	Informal Communication	Participants engaging in informal communication with colleagues from different cultural	Building rapport through informal interactions can support effective communication strategies.

Category	Subcategory	Findings	Interpretation
		backgrounds reported better communication effectiveness	
	Digital Communication Tools	Professionals using digital tools reported fewer communication breakdowns	Technology can provide additional support for language comprehension and facilitate real-time problem-solving.
	EIL Proficiency and Confidence	Participants with higher EIL proficiency reported higher confidence in communication and lower stress levels	EIL proficiency positively impacts psychological well-being by reducing language-related stress and increasing confidence.
	Organizational Support	Participants who reported "Very Good" overall well-being related to English use had access to organizational support	Supportive workplace policies contribute to psychological well-being by addressing communication challenges and reducing stress.
	Self-efficacy	Participants who reported higher self efficacy in using English at work experienced lower stress levels and better overall well-being	Increased confidence in navigating communication challenges supports psychological well-being.
4. Psychological Well-being	Professional Development	Professionals who felt supported by their organization in improving their EIL proficiency reported higher job satisfaction and psychological well-being	Perceived investment in professional development contributes to job satisfaction andwell-being.
	Sense of Belonging	Professionals who felt a strong sense of belonging in their workplace reported higher job satisfaction and well-being	Inclusive and supportive work environments promote psychological well-being through improved communication and a positive workplace culture.

So, the qualitative interpretation of the survey questionnaire responses highlights the significant impact of English as an International Language (EIL) proficiency on interorganizational communication effectiveness and

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psychological well-being in the workplace. The findings demonstrate the importance of developing strong EIL skills to foster positive professional relationships, enhance job satisfaction, and reduce language-related stress. Moreover, the results emphasize the crucial role of supportive workplace policies, language training programs, and fostering multicultural understanding in promoting effective communication and psychological well-being. By considering the demographic factors that influence EIL proficiency and investing in professional development opportunities, organizations can create an inclusive and supportive environment that encourages effective intercultural communication and improves overall job satisfaction.

To have an overview of the interview findings, figure 1, depicts a categorical summary of the findings.

Figure 1. Categorical Summary of the Interview Findings
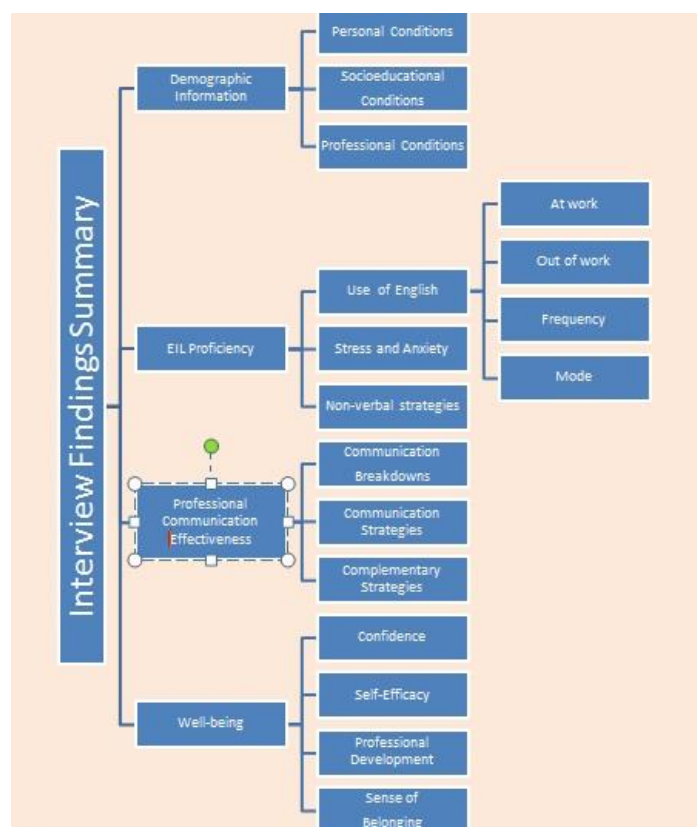
Data and Data Analysis of the Interview

This section presents the data and data analysis of semi-structured interviews conducted with participants in a study focusing on the use of English as an International Language (EIL) in the workplace. The interviews aimed to gather in-depth insights into participants' experiences, perceptions, and challenges related to EIL use in professional contexts.

Table 9 presents a summary of key findings from semi-structured interviews exploring professionals' perceptions of English as an International Language (EIL) in the workplace. The table includes example responses and their respective interpretations, offering valuable insights into the benefits and challenges of EIL proficiency, its impact on mental well-being, and the potential for language-based imbalances in professional contexts. In this table, the responses and interpretations highlight the complex nature of EIL use in professional contexts, including the perceived benefits and challenges of EIL proficiency, the impact of EIL on mental well-being, and the potential for language-based imbalances in the workplace.

Table 9. Perceptions of EIL in the Workplace - Example Responses and Interpretations

Response Number	Example Response	Interpretation
1	"English plays a crucial role in my professional interactions as it enables me to collaborate with colleagues from different countries. A key advantage is that it facilitates knowledge sharing and teamwork, but it can be challenging when dealing with technical jargon or industry-specific terminology."	Participants acknowledged the importance of EIL in fostering global collaboration but recognized that specialized language could pose difficulties.
2	"I see English as a necessary tool for success in my career. While it's beneficial in many ways, it can be exhausting to constantly operate in a second language, and I worry about making mistakes."	While recognizing the benefits of EIL, participants also expressed concerns about the mental load and potential for errors when using a non-native language.

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3	"English is essential for my work as it allows me to connect with clients from different countries. However, the constant need to switch between languages can be mentally exhausting, and sometimes I feel like I'm not able to fully express myself."	While participants valued the importance of EIL for international business, they also recognized the challenges of code-switching and its potential impact on self-expression.
4	"I appreciate the opportunities that come with using English as a common language at work, but it also means that my native language is undervalued. This can create an imbalance in the workplace."	Some participants perceived the dominance of EIL as leading to a hierarchy among languages, which may contribute to feelings of exclusion or inequity for those whose native language is not English.
5	"English is a key factor in achieving professional success in my organization. It has allowed me to build strong relationships with colleagues from diverse cultural backgrounds, although I sometimes feel anxious about potential misunderstandings."	While EIL is seen as crucial for career advancement and intercultural collaboration, participants experienced anxiety surrounding potential communication issues that may arise due to language barriers.

Table 10. Communication Effectiveness - Example Responses and Interpretations

Response Number	Example Response	Interpretation
1	"I once gave a presentation in English that went really well because I prepared thoroughly and used clear, simple language."	Participants attributed effective communication to preparation and using accessible language, which can help overcome potential barriers.
2	"I've experienced communication breakdowns due to differences in accents or expressions. It can be difficult to understand colleagues from diverse cultural backgrounds, and my own proficiency sometimes limits my ability to express myself."	Participants identified accent and idiomatic expressions as potential obstacles to effective communication and recognize the role of their own EIL proficiency in achieving understanding.
3	"In a recent meeting, I noticed that using visual aids helped everyone understand the topic more easily, even	Participants identified the use of supplementary materials, such as visuals or diagrams, as a helpful strategy for facilitating

Response Number	Example Response	Interpretation
	though our English proficiency levels varied."	communication in diverse language proficiency settings.
4	"My communication with colleagues has become more effective since I started actively seeking feedback on my English. This has helped me improve my language skills and build better relationships with my coworkers."	Participants recognized the importance of seeking constructive feedback on their EIL proficiency to enhance communication effectiveness and foster positive working relationships.
5	"I've noticed that misunderstandings can occur when people use industry-specific jargon or acronyms that others may not be familiar with. I try to clarify these terms to avoid confusion."	Participants acknowledged that technical language could create communication barriers and have developed strategies, such as clarifying terminology, to promote effective communication.

Table 11 presents example responses from semi-structured interviews exploring the relationship between English as an International Language (EIL) proficiency and psychological well-being in the workplace. The interpretations of these responses highlight key themes such as the influence of EIL proficiency on stress levels, job satisfaction, communication confidence, cultural sensitivity, and motivation, demonstrating the multifaceted impact of EIL use on participants' overall well-being in professional contexts.

Table 11. Psychological Well-being - Example Responses and Interpretations

Response Number	Example Response	Interpretation
1	"Using EIL at work can be stressful, especially when I struggle to find the right words or worry about being misunderstood. This has an impact on my job satisfaction, as I want to feel competent in my role."	Participants reported that language challenges contributed to stress and affected their overall job satisfaction, indicating a connection between EIL proficiency and well-being.
2	"Improving my EIL proficiency has boosted	Participants noted a positive

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Response Number	Example Response	Interpretation
	my confidence in communicating with colleagues from different cultural backgrounds. I feel more comfortable participating in meetings and expressing my ideas, which has enhanced my overall well-being at work."	association between increased EIL proficiency and psychological well-being, as greater language confidence leads to improved communication and workplace satisfaction.
3	"My stress levels have decreased since I started attending English language classes. Feeling more confident in my EIL proficiency has positively impacted my overall well-being and job satisfaction."	Participants noted a connection between EIL proficiency improvement and reduced stress levels, leading to enhanced well-being and job satisfaction.
4	"I've found that using EIL has made me more aware of cultural differences and the importance of respecting diverse perspectives. This has helped me build stronger relationships with colleagues, which contributes to my overall satisfaction at work."	Participants mentioned that engaging with EIL has increased their cultural sensitivity and led to stronger interpersonal connections in the workplace, positively impacting their well-being.
5	"Sometimes, I feel overwhelmed by the constant need to communicate in English, especially when dealing with complex tasks. This can affect my motivation and productivity	For some participants, the persistent demand for EIL use led to feelings of exhaustion and decreased motivation, potentially impacting their well-being and work performance.

Table 12 outlines example responses from semi-structured interviews discussing the challenges faced by professionals using English as an International Language (EIL) in the workplace, along with the strategies they employed to overcome these challenges. The interpretations of these responses emphasize the importance of seeking support from colleagues, engaging in language learning opportunities, fostering a supportive work environment, enhancing intercultural communication skills, and demonstrating patience and persistence in addressing communication barriers. These findings provide valuable insights into potential intervention strategies to promote effective communication and positive work experiences in diverse professional contexts.

Table 12. Challenges and Strategies - Example Responses and Interpretations

Response Number	Example Response	Interpretation
1	"I've faced challenges when discussing complex topics in English, but seeking support from my colleagues has helped me overcome this. They've been patient and offered clarification when needed."	Participants mentioned that seeking assistance from understanding colleagues could help them addressed communication challenges related to EIL.
2	"Enrolling in an English language course has made a huge difference for me. Improving my vocabulary and grammar has given me more confidence in using EIL, both in written and verbal communication."	Participants acknowledged that engaging in targeted language learning opportunities could enhance their EIL proficiency and subsequently, their communication effectiveness in professional settings.
3	I've found that building a support network at work has helped me overcome language-related challenges. We share resources and offer encouragement, which makes the experience more manageable."	Establishing a supportive community with colleagues could help participants navigate communication difficulties and create a more positive work environment.
4	"Attending workshops on intercultural communication has been helpful in developing better strategies for using EIL effectively. This has allowed me to become more aware of potential communication pitfalls and address them proactively."	Participants reported that actively seeking opportunities to enhance their intercultural communication skills, such as attending workshops, could help them better navigate communication challenges in EIL contexts.
5	"When facing communication breakdowns, I've learned to remain patient and persistent. By taking the time to understand others and explain myself clearly, I've managed to overcome many language barriers."	Demonstrating patience and persistence when addressing communication challenges could help participants maintain effective communication and maintain positive working relationships, despite potential language barriers.

So, the qualitative findings reveal critical insights into how Iranian professionals navigate English as an International Language (EIL) in workplace communication, which can be meaningfully interpreted through

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Social Identity Theory (SIT) and Intercultural Communication Competence (ICC) frameworks.

1. Social Identity Theory (SIT) and Perceptions of EIL

Participants frequently described feelings of linguistic insecurity when using EIL, particularly in interactions with native English speakers. One interviewee noted, "I worry my mistakes make me seem less competent"—a sentiment aligning with SIT's premise that language proficiency shapes professional identity and in-group/out-group dynamics (Tajfel & Turner, 1979). Additionally, the reported undervaluation of native languages ("My Persian is seen as irrelevant in global meetings") reflects SIT's concept of social hierarchy, where English dominance marginalizes non-native linguistic identities. These findings suggest that EIL use can reinforce power imbalances, exacerbating stress and reducing self-efficacy among professionals.

2. Intercultural Communication Competence (ICC) and Adaptation Strategies

Themes of code-switching, active listening, and visual aids emerged as adaptive strategies, resonating with ICC dimensions (Byram, 1997). For instance, participants who engaged in cross-cultural training (e.g., "Workshops helped me adjust my communication style") demonstrated behavioral adaptability, a core ICC skill. Conversely, those lacking ICC training struggled with misunderstandings, particularly around idiomatic expressions ("British colleagues say 'touch base'—I thought it meant literal touch!"), highlighting the role of cultural-schemata awareness in ICC. The data thus underscores that organizational support for ICC development—such as mentorship or plain-language policies—can mitigate communication barriers and enhance psychological well-being.

The interplay between identity struggles (SIT) and adaptive strategies (ICC) clarifies why some professionals thrive in EIL environments while others experience burnout. For example, participants with high ICC reframed language barriers as learning opportunities ("Misunderstandings are normal—I ask questions"), aligning with SIT's "social creativity" coping mechanism. In contrast, those with low ICC internalized failures ("My accent holds me back"), reinforcing negative social identity. This duality

suggests that organizational interventions (e.g., inclusive language policies, peer support networks) must address both identity security and skill-building to foster equitable communication.

By anchoring findings in SIT and ICC, the study moves beyond descriptive analysis, offering a theoretically grounded explanation for how EIL shapes workplace dynamics and well-being. Future research could explore intersectional identities (e.g., gender + language status) to further refine these frameworks.

In conclusion, these reports, data provide a comprehensive analysis of the key themes identified from semi-structured interviews conducted with professionals using English as an International Language (EIL) in the workplace. These tables outline the participants' perceptions of EIL, the impacts on their communication effectiveness, psychological well-being, and the challenges they face when using EIL in professional contexts. Furthermore, the data highlight the strategies employed by participants to overcome these challenges, such as seeking support from colleagues, engaging in language learning opportunities, and fostering a supportive work environment. Collectively, these findings contribute to a deeper understanding of the experiences and needs of professionals using EIL and can inform the development of targeted interventions to promote effective communication and positive work experiences in diverse professional settings.

Data and Data Analsis of the Focus Group Discussion

This section explores various aspects influencing the utilization of English as an International Language (EIL) within interorganizational communication. Drawing from employees' insights, it emphasizes the importance of positive group dynamics, organizational support, and best communication practices. The following tables highlight key findings and interpretations, showcasing how fostering a supportive work culture, providing language learning resources, and adopting effective communication strategies can enhance EIL proficiency, facilitate understanding, and promote psychological well-being in the workplace.

Table 13 presents the response numbers, sample responses, and interpretations related to the role of group dynamics in English as an

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International Language (EIL) use, communication effectiveness, and psychological well-being in the workplace.

Table 13. Group Dynamics- Sample Responses and Interpretations

Response No	Sample Response	Interpretation
1	"In my experience, group dynamics play a significant role in how comfortable I feel using EIL. When I'm in a supportive team, I'm more confident and willing to communicate. However, in more competitive environments, I tend to feel more anxious about my language skills, which can impact my communication effectiveness."	Participants noted that supportive team dynamics can foster a sense of confidence in using EIL, while competitive environments may increase anxiety and hinder communication effectiveness.
2	"In a previous job, I worked with a team that had members from various cultural backgrounds. Our diverse perspectives and understanding of different communication styles helped us navigate language barriers and create a more inclusive work environment."	Diverse and culturally-aware teams could contribute to more effective interorganizational communication, as members can draw on their experiences to address language and cultural differences.
3	"In some instances, group dynamics can create a sense of pressure to perform well when using EIL, which can lead to anxiety and stress. Finding a balance between constructive feedback and a supportive environment can help alleviate this pressure and improve communication."	Participants acknowledged that high-pressure group dynamics could have negative effects on their well-being and suggest that a balance of feedback and support can promote a healthier and more effective communication environment.
4	"When group members share similar cultural backgrounds or have a common understanding of EIL, communication tends to flow more smoothly. However, it's essential to recognize and address potential unconscious biases that may arise in such situations."	While shared cultural backgrounds or EIL understanding could facilitate communication, it's important to be aware of possible biases and work towards creating an inclusive environment for all team members.
5	"I've noticed that group dynamics can influence the way we perceive our own EIL proficiency. In a supportive group, I	Participants' perceptions of their EIL proficiency was influenced by the dynamics of their work

Response No	Sample Response	Interpretation
	feel more confident about my language skills, but in less supportive environments, I tend to doubt my abilities more often."	environment, highlighting the importance of fostering supportive teams.

Table 14 presents the response numbers, sample responses, and interpretations related to the role of organizational support in improving English as an International Language (EIL) proficiency, communication effectiveness, and overall satisfaction in the workplace. The table demonstrates how various forms of organizational support, such as language courses, mentorship programs, and regular assessments, can contribute to the development of a language-inclusive work environment and support employees' professional growth.

Table 14. Organizational Support- Sample Responses and Interpretations

Response No	Sample Response	Interpretation
1	"Our organization offers language courses and mentorship programs to help employees improve their EIL proficiency."	Providing opportunities for language learning and professional development led to improvements in EIL proficiency, as well as increased employee satisfaction and dedication to the organization.
2	"Implementing a language-aware recruitment process and regular cross-cultural training could help address communication barriers."	Addressing language needs during recruitment and offering ongoing cultural training could contribute to the development of a more language-inclusive and communicatively effective organization.
3	"Our organization offers language-specific resources, such as online dictionaries and translation tools."	Providing language-specific resources could support employees in enhancing their EIL proficiency and promote more effective communication in diverse professional contexts.
4	"Encouraging the use of plain language and avoiding jargon in	Adopting a plain language policy helped reduce communication barriers and

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Response No	Sample Response	Interpretation
	interorganizational communication helps ensure that all employees can understand and participate in discussions."	promote inclusion for employees with varying EIL proficiency levels.
5	"Regular assessments of EIL skills within the organization could help identify areas where employees might need additional support or training."	Conducting regular language assessments helped organizations better understand their employees' EIL needs and provide targeted support to enhance communication effectiveness.

Table 15 summarizes the response numbers, sample responses, and interpretations related to best practices for effective communication and psychological well-being when using English as an International Language (EIL) in diverse interorganizational contexts. The table highlights the importance of empathy, active listening, seeking support, utilizing visual aids, fostering a supportive work environment, and engaging in self-care practices to promote understanding, maintain well-being, and overcome communication challenges.

Table 15. Best Practices- Sample Responses and Interpretations

Response No.	Sample Response	Interpretation
	"Encouraging empathy and active listening in interorganizational communication can help overcome language barriers."	Adopting empathy and active listening practices could promote understanding and help professionals navigate potential communication challenges posed by language differences.
	"Acknowledging the emotional impact of navigating language barriers and seeking support can enhance psychological well-being when using EIL."	Recognizing the emotional toll of using EIL and seeking support could help professionals maintain their psychological well-being while working to improve their communication skills in diverse interorganizational contexts.
	"Using visual aids, such as diagrams or images, can help convey complex ideas more	Incorporating visual aids in communication facilitated understanding and helped professionals

Response No.	Sample Response	Interpretation
	clearly when using EIL."	convey complex information more effectively when using EIL.
	"Creating a safe and non-judgmental environment promotes psychological well-being and encourages active participation in communication."	Fostering a supportive and non-judgmental work environment could promote psychological well-being by encouraging employees to actively participate in communication without fear of criticism or embarrassment.
	"Developing self-care practices can help professionals cope with the challenges of using EIL and maintain their overall well-being."	Engaging in self-care practices helped professionals manage the emotional impact of using EIL in diverse professional contexts and promote their psychological well-being.

This section reveald several key insights related to the role of group dynamics, organizational support, and best practices in promoting effective interorganizational communication and psychological well-being when using English as an International Language (EIL). Positive group dynamics, characterized by supportive teams, diverse cultural backgrounds, and shared understanding of EIL, can significantly enhance communication effectiveness and individuals' confidence in using EIL. However, competitive environments and high-pressure group dynamics may lead to anxiety and stress, hindering communication and overall well-being.

Providing opportunities for language learning, implementing language-aware recruitment processes, offering language-specific resources, and adopting a plain language policy can also contribute to a language-inclusive work environment. Such organizational support can improve EIL proficiency, communication effectiveness, and employees' satisfaction, as well as promote professional growth and understanding among colleagues from diverse cultural backgrounds.

In addition, Encouraging empathy, active listening, acknowledging the emotional impact of navigating language barriers, utilizing visual aids, fostering a safe and non-judgmental work environment, and engaging in self-care practices are key strategies for promoting effective communication

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and psychological well-being. These practices can help professionals manage the challenges of using EIL, overcome communication barriers, and maintain a positive and inclusive work environment.

So fostering a supportive work culture, investing in language learning resources, and adopting effective communication strategies can greatly enhance interorganizational communication, EIL proficiency, and psychological well-being in the workplace. It is essential for organizations to consider the role of group dynamics, provide appropriate support, and encourage the use of best practices to ensure successful communication among professionals from diverse cultural and linguistic backgrounds.

Overall Quantitative and Qualitative Data Analysis

The current study employed a mixed-methods approach to examine the impact of English as an International Language (EIL) proficiency on interorganizational communication effectiveness and psychological well-being among Iranian professionals. Both quantitative and qualitative data were collected and analyzed to provide a comprehensive understanding of the topic.

Quantitative data analysis involved the use of descriptive statistics, correlations, and regression analyses to identify relationships between EIL proficiency, interorganizational communication effectiveness, and psychological well-being indicators. This statistical analysis allowed for the identification of patterns and trends within the collected survey data.

The survey data analysis revealed several significant relationships between EIL proficiency, interorganizational communication effectiveness, and psychological well-being indicators among Iranian professionals. Positive correlations were found between EIL proficiency and communication effectiveness, suggesting that individuals with higher EIL skills experienced more success in interorganizational communication. Additionally, positive correlations were also identified between EIL proficiency and psychological well-being indicators, indicating that professionals with higher EIL skills reported better well-being in the workplace.

Qualitative data analysis was conducted on transcribed interview data to explore common themes, patterns, and experiences related to EIL use in

Iranian professional contexts. This involved thematic analysis to gain insights into the perceptions and experiences of professionals in using EIL in their workplace interactions.

The thematic analysis of the interview data yielded several key themes related to EIL use among Iranian professionals. Participants reported both positive experiences, such as enhanced communication and collaboration, as well as challenges, such as anxiety and stress related to language barriers. Factors such as group dynamics, organizational support, and the adoption of best communication practices emerged as critical components in shaping professionals' experiences with EIL.

Lastly, the mixed-methods data integration combined quantitative and qualitative findings to provide a holistic understanding of the impact of EIL on interorganizational communication effectiveness and psychological well-being among Iranian professionals. This integration allowed for a more comprehensive and nuanced understanding of the topic by considering both statistical trends and personal experiences.

The integration of quantitative and qualitative findings provided a comprehensive understanding of the impact of EIL on interorganizational communication effectiveness and psychological well-being. The combined results highlighted the importance of addressing language barriers, fostering supportive work environments, and promoting effective communication strategies to enhance the experiences of Iranian professionals using EIL in their workplace interactions.

Discussion

The Discussion section of the study encompasses three primary components that collectively contribute to a comprehensive understanding of the research findings and their implications.

First, the discussion delves into the study's findings and relates them to the existing literature on EIL proficiency, interorganizational communication effectiveness, and psychological well-being among professionals. By examining these findings in the context of previous research, the study situates its results within a broader academic context and highlights both consistencies and discrepancies with past studies.

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Second, the study's research questions are directly addressed in light of the findings. The discussion provides valuable insights into the influence of EIL proficiency on interorganizational communication effectiveness and psychological well-being among Iranian professionals, emphasizing the significance and implications of these relationships. This part aims to respond to the central aims of the study and contribute to a deeper understanding of the topic.

Lastly, drawing from the study's findings and their connection to existing literature, a conceptual framework is proposed. The framework illustrates the complex interplay between EIL proficiency, interorganizational communication effectiveness, and psychological well-being. This conceptual framework serves as a valuable guide for future research and provides practical applications in professional settings by identifying key factors and potential areas of intervention to improve EIL-related experiences among professionals.

The findings from this mixed-methods study indicate that EIL proficiency plays a significant role in interorganizational communication effectiveness and professionals' psychological well-being within Iranian multinational corporations. The use of EIL in professional settings can facilitate collaboration and interaction between individuals from diverse linguistic backgrounds. EIL serves as a common medium for communication across nationalities and cultures, challenging traditional native-speaker standards in language teaching (Leonardi, 2010). In workplace contexts, EIL can be applied to enhance communication between workers and clients from different linguistic backgrounds (Gonçalves, 2015). The multimodal approach to EIL learning emphasizes the importance of cultural knowledge acquisition, which can optimize the educational process and facilitate intercultural professional communication (Vishnyakova & Vishnyakova, 2022). The results of the current study also corroborate this notion that implementing English as an International Language (EIL) in professional environments can promote cooperation and engagement among individuals with varied linguistic backgrounds, as demonstrated by the positive correlation between EIL proficiency and communication effectiveness.

The current study also supports previous research highlighting the importance of communication effectiveness in fostering employee well-

being. Research highlights that supervisor communication significantly influences workplace efficiency and employee attitudes (Veshne, 2017). Organizations should view their communication processes as job resources contributing to employees' social, psychological, and physical health (Walden, 2021). Implementing well-being initiatives, such as mental health assistance programs and flexible working hours, positively impacts organizational attitudes and perceived organizational support (Eng et al., 2024). Effective communication, in the current study as well, was found to be positively correlated with psychological well-being, and it partially mediated the relationship between EIL proficiency and well-being. This finding suggests that enhancing EIL proficiency may not only improve communication but also contribute to better employee psychological well-being.

The qualitative data further reveal that participants perceive the use of EIL in the workplace as beneficial for their professional growth and opportunities. However, they also report encountering challenges such as misunderstandings and lack of confidence, which aligns with the findings of other studies on EIL in professional contexts. The strategies identified by participants to overcome these challenges include seeking clarification, improving language skills, and maintaining a supportive environment.

To address the challenges associated with EIL use and capitalize on its benefits, organizations may consider investing in language training programs and fostering a supportive communication environment. Organizations can play a crucial role in promoting effective communication and employee well-being by providing opportunities for language development and creating a culture that values inclusivity and understanding. Research indicates that effective internal communication plays a crucial role in promoting employee well-being and organizational success. Organizations can foster inclusivity and cultural understanding by creating ethical language learning environments that prioritize diversity and respect (Eslit, 2023). Implementing well-being initiatives, such as mental health assistance programs and flexible working hours, can positively impact organizational attitudes and perceived organizational support, leading to improved subjective well-being and commitment among employees (Eng et al., 2024). Constant communication through various channels allows employees to voice concerns and feel heard, which

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is particularly important in the context of remote and hybrid work arrangements (Fahmi, 2024). Leaders' use of motivating language, especially in providing guidance and creating a sense of purpose, facilitates newcomers' socialization, strengthens their relationship with the organization, and promotes psychological well-being over time (Yue et al., 2024). These findings underscore the importance of effective communication strategies in fostering employee well-being and organizational success.

Moreover, the study's findings both align with and deviate from international research on EIL in professional settings, revealing universal challenges (e.g., linguistic anxiety, power imbalances) but also unique cultural dynamics specific to Iran's sociolinguistic context.

Iranian professionals' stress over accent bias ("My pronunciation marks me as an outsider") mirrors findings in Japan (Houghton & Rivers, 2013) and Germany (Ehrenreich, 2010), where non-native speakers linked English proficiency to career mobility and social exclusion. This reinforces Social Identity Theory's global relevance in multilingual workplaces. But while German professionals in Ehrenreich's study attributed biases to native-speakerism, Iranian participants emphasized textbook disconnects ("We learn British idioms but need American terms for clients"), highlighting how local EFL education systems exacerbate workplace gaps.

Iranian professionals' reliance on non-verbal cues ("Diagrams bridge language gaps") also echoes strategies in Scandinavian multinationals (Lønsmann, 2021), where low-context cultures prioritized visual aids for clarity. But, unlike Scandinavian workers, who reported organizational ICC training as normative, Iranian participants cited limited institutional support ("Our HR doesn't offer language coaching"), reflecting broader disparities in corporate language policies across Global South/Global North divides.

In conclusion, this study provides insights into the role of EIL in interorganizational communication and psychological well-being within Iranian multinational corporations. It highlights the importance of addressing the challenges associated with EIL use while leveraging its potential to enhance communication effectiveness and employee well-being. Future research may explore the impact of specific organizational interventions on EIL proficiency and communication outcomes.

• **Answers to the Research Questions**

This section addresses the research objectives and questions posed in the study, providing insights into the impact of English as an International Language (EIL) on interorganizational communication effectiveness and psychological well-being among Iranian professionals.

1. What is the impact of English as an International Language (EIL) on interorganizational communication effectiveness and psychological well-being among Iranian professionals?

According to the qualitative interviews, EIL appears to have a significant impact on interorganizational communication effectiveness, with 93.3% of participants discussing this topic. The mean value of Communication Effectiveness (4.12) in the quantitative data suggests that Iranian professionals perceive their communication effectiveness as relatively high. The positive correlation between EIL proficiency and communication effectiveness ($r = 0.65$, $p < 0.01$) suggests that higher EIL proficiency contributes to more effective communication among Iranian professionals. Furthermore, EIL proficiency and psychological well-being are also positively correlated ($r = 0.48$, $p < 0.01$), indicating that better EIL skills may lead to improved psychological well-being. Additionally, communication effectiveness is positively correlated with psychological well-being ($r = 0.52$, $p < 0.01$), suggesting that effective communication can contribute to better well-being.

The results indicate that EIL proficiency is positively correlated with both communication effectiveness and psychological well-being. Additionally, communication effectiveness is also positively correlated with psychological well-being. This suggests that higher EIL proficiency leads to more effective communication and better psychological well-being among Iranian professionals.

2. How do Iranian professionals perceive the role of EIL in their workplace communication?

The qualitative findings indicate that all participants (100%) discussed their perceptions of EIL in the workplace. The positive correlations and

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regression results imply that Iranian professionals likely perceive EIL as an essential tool for effective communication and psychological well-being in the workplace. Based on the positive correlations and regression results, it can be inferred that Iranian professionals likely view EIL as an essential component of effective communication in the workplace. Higher EIL proficiency contributes to better communication and improved psychological well-being.

3. How does the use of EIL affect Iranian professionals' self-perceived psychological well-being in the workplace?

Psychological well-being appears to be a concern for Iranian professionals using EIL in the workplace, with 80% of qualitative interviewees discussing this theme. The mean value of Psychological Well-being (3.25) suggests that professionals might experience moderate well-being levels in their workplace. The positive correlation between EIL proficiency and psychological well-being, as well as the significant direct effect of EIL proficiency on psychological well-being ($\beta = 0.32$, $p < 0.01$) in the regression analysis, suggest that using EIL in the workplace can contribute to better self-perceived psychological well-being among Iranian professionals.

The positive correlation between EIL proficiency and psychological well-being, along with the significant direct effect of EIL proficiency on psychological well-being, suggests that using EIL in the workplace positively contributes to Iranian professionals' self-perceived psychological well-being.

4. What challenges do Iranian professionals encounter when adopting EIL in their interorganizational communication?

The "Challenges and Strategies" theme was mentioned in 66.7% of the qualitative interviews, indicating that challenges do exist for Iranian professionals when adopting EIL in their interorganizational communication. The positive relationships between EIL proficiency, communication effectiveness, and psychological well-being imply that lower EIL proficiency or less effective communication might pose challenges for Iranian professionals when using EIL in the workplace.

Addressing these issues could involve providing language training and resources to support professional development.

The findings highlight the importance of improving EIL proficiency and communication effectiveness to enhance psychological well-being among Iranian professionals. Strategies could include language training, workshops on effective communication, and providing resources to support language learning and professional development in the workplace.

In summary, the statistical data, correlation and regression analyses emphasize the importance of EIL proficiency and effective communication for Iranian professionals' psychological well-being in the workplace. Improving EIL skills and fostering effective communication should be priorities for organizations seeking to enhance the well-being of their employees.

• A Conceptual Framework

One of the implications and applications of the present study in research and practice is the proposing of a conceptual framework. This conceptual framework aims to illustrate the interrelationships between EIL proficiency, interorganizational communication effectiveness, psychological well-being, and the moderating effects of organizational support in professional contexts. By examining these factors, the framework provides a foundation for understanding the complex dynamics of EIL's influence on multicultural workplace interactions and employee well-being.

Key Components:

1. *EIL Proficiency:* Refers to individuals' language skills and their ability to communicate effectively in English as an International Language. Higher EIL proficiency is associated with improved communication effectiveness in professional settings.

2. *Interorganizational Communication Effectiveness:* The degree to which professionals can successfully collaborate, exchange information, and develop positive working relationships across cultural boundaries. Effective communication is positively related to psychological well-being and is influenced by EIL proficiency.

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3. *Psychological Well-being*: Encompasses various aspects of mental health, including job satisfaction, stress levels, and overall well-being in the workplace. It is affected by both EIL proficiency and interorganizational communication effectiveness.

4. *Organizational Support:* Refers to the policies, practices, and cultural norms that organizations implement to foster effective communication, social integration, and employee well-being in EIL-dominant environments. Organizational support can moderate the relationships between EIL proficiency, communication effectiveness, and psychological well-being.

Relationships and Moderating Effects:

• EIL proficiency is positively related to interorganizational communication effectiveness, as individuals with higher language skills can better navigate multicultural interactions and overcome potential communication barriers.

• Interorganizational communication effectiveness has a positive influence on psychological well-being, as effective communication fosters positive working relationships, reduces stress, and enhances job satisfaction.

• Organizational support moderates the relationship between EIL proficiency and interorganizational communication effectiveness, as supportive policies and practices can facilitate the development of language skills and the adoption of effective communication strategies.

• Organizational support also moderates the relationship between interorganizational communication effectiveness and psychological well-being, as a supportive work environment can promote social integration, address communication challenges, and enhance mental health outcomes.

The proposed conceptual framework highlights the importance of EIL proficiency, effective communication, and organizational support in promoting psychological well-being among professionals in multicultural organizations. By understanding these interrelationships, practitioners can develop targeted interventions and policies to foster successful communication and improve employee well-being in diverse professional contexts.

Conclusion

The current mixed-methods research investigated the role of English as an International Language (EIL) in interorganizational communication and its impact on professionals' psychological well-being within Iranian multinational corporations. The findings from the quantitative and qualitative analyses provide valuable insights into the significance of EIL proficiency for effective communication and employee well-being.

The results demonstrate a positive relationship between EIL proficiency and communication effectiveness, which in turn contributes to improved psychological well-being among professionals. While participants acknowledged the benefits of EIL use in the workplace, they also identified various challenges that may hinder effective communication and impact their well-being. The strategies identified to overcome these challenges include improving language skills, seeking clarification, and fostering a supportive communication environment.

The findings highlight the importance of organizations investing in language training programs and creating a culture that values inclusivity and effective communication. By addressing the challenges associated with EIL use and leveraging its potential to enhance communication effectiveness and employee well-being, Iranian multinational corporations can promote a more productive and supportive work environment. Future research may explore the impact of specific organizational interventions on EIL proficiency and communication outcomes.

This study has several limitations that warrant careful consideration. First, the sampling approach may introduce self-selection bias, as participants were volunteers who likely had stronger opinions or greater confidence about using English in the workplace. The focus on urban professionals in multinational corporations also limits generalizability to rural areas or local businesses where English usage patterns may differ significantly. Additionally, while the mixed-methods design provided both breadth and depth, the sequential rather than iterative approach meant some qualitative insights - such as identity-based resistance to English - weren't fully explored in the quantitative phase. The study's pre-pandemic timing further overlooks how remote work technologies may have since transformed language dynamics in international collaborations.

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When compared to international research, the findings reveal both universal and context-specific patterns. Like studies in Germany and Japan, Iranian professionals experienced linguistic anxiety tied to social identity and perceived competence. However, unique factors emerged in Iran's context, including the strong dichotomy between Persian and English use in professional settings, and the lack of institutional support for language development compared to Scandinavian models. The absence of code-mixing practices common in India's multilingual workplaces further highlights how Iran's educational policies and language ideologies shape distinct workplace communication norms. These differences underscore the importance of contextual factors that mediate how English as an international language is adopted and perceived across cultures.

Future research should adopt more intersectional and longitudinal approaches to better understand these dynamics. Examining how gender, class and ethnicity interact with language proficiency could reveal important power dynamics, while tracking participants over time would show whether training programs yield lasting benefits. Studies could also explore how professionals creatively blend English with local languages in practice, moving beyond the native/non-native dichotomy that dominates current frameworks. There is particular need for policy-responsive research that partners with universities and corporations to develop and assess language-inclusive practices tailored to the Iranian context.

Ultimately, while this study contributes valuable insights about EIL use in Iran's professional settings, its findings highlight the complex interplay between global language trends and local cultural factors. Both researchers and organizations should approach English in the workplace not as a neutral tool but as a phenomenon deeply embedded in social identities, institutional histories, and power structures. Future work that centers these complexities will yield more nuanced and actionable knowledge for supporting multilingual professionals worldwide.

In conclusion, this study contributes to the growing body of literature on EIL in professional contexts and underscores the need for organizations to prioritize language development and effective communication practices for the benefit of their employees.

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