

Impact of English Proficiency on Tacit Knowledge Transfer: Role of Mentoring and Communication Skills

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Abstract

This study aims to investigate the relationships among English language need, mentoring culture, language acquisition, oral communication skills, and tacit knowledge transfer in the education sector of Saudi Arabia. The objective was to understand how communication dynamics and language proficiency influence the sharing of knowledge among professionals in universities. The study's sample size was 248 participants, drawn from a variety of Saudi Arabian academic institutions. The data was gathered by means of organized surveys that were modified from established measures. To examine the hypothesised relationships, data was analysed using WarpPLS. This included confirmatory component analysis and path analysis. There are notable associations found in the results: Improving tacit knowledge transfer is a positive feedback loop that begins with an English language need and continues through improved language acquisition. Organizational knowledge sharing is amplified by employees' oral communication skills and mentoring culture, which moderate these interactions. This study reveals that knowledge transmission requires language proficiency and supporting organisational cultures. The findings highlight the need of focused language development and mentoring courses for organisational skills and learning settings. Improving communication and building a conducive education organisation culture for information sharing and professional development are practical effects. The findings can inform organisational policies and similar research.

Keywords

Tacit Knowledge Transfer, Professional Employees, Human Resource Development, Language Acquisition, Mentoring Culture, Oral Communication Skills.

1. Introduction

Particularly in today's globalised world, where effective cross-cultural communication is fundamental to professional success, the capacity to speak more than one language is essential. Business, academia, and technology all rely on English as their primary language (Shahzad; Chilba; Arslan, 2024). English-speaking workers are in demand as companies expand internationally (Hsu *et al.*, 2024). This proficiency is essential to efficient communication, cooperation, and information transfer inside and across organisations (Kumorovitzová, 2024). Language acquisition is important in organisational behaviour and human resource development since it affects employee performance and career path (Mahajne; Allasad Alhuzail, 2024). Professional language learning requires formal study, immersion, and practical application (Adesina, 2024). As they use English regularly, employees build language and cultural skills needed for international collaboration (Sitinamaluwe Parana Palliya Guruge, 2024). Individual motivation, organisational support, and the workplace demand for English competence affect this dynamic process. The need to engage with multinational clientele, understand worldwide marketplaces, and access a vast collection of professional literature makes English proficiency essential (Luthra *et al.*, 2024). Despite the importance of English, employee language acquisition outcomes vary widely. Due to individual learning capacities, linguistic exposure, and



organisational support, this variance exists (Azmir; Salim, 2024). Personal and context-specific tacit knowledge is given through sensitive, nuanced communication that needs strong language ability (Nyberg; Vasileva, 2024). Understanding how English language needs affect language acquisition and how this acquisition supports tacit information transfer is crucial for theoretical and practical breakthroughs in this sector.

Language proficiency and professional outcomes have been extensively studied empirically (Zamiri; Esmaili, 2024). But this research focused on how English proficiency affects career advancement and job performance. Because many studies have shown that English-proficient workers have greater career chances, higher wages, and more professional advancement opportunities (Das; Lakshmi, 2024). Bhatti and Alzahrani (2024) discovered that English competence predicts work effectiveness in global firms, where international clients and colleagues must communicate everyday. Hight (2024) shows that English proficiency improves employees' professional skills and organisational success. Research (Aldaheri; Guzman; Stewart, 2023) has examined how language proficiency improves team communication and collaboration as well as career outcomes. Language difficulties can cause misunderstandings, decreased cohesion, and lower team performance (Roshid; Kankaanranta, 2023). English-speaking employees can better express their ideas, give constructive comments, and have meaningful conversations, improving team chemistry and productivity (Rosa, 2023). Their research emphasises the importance of English proficiency in creating a collaborative and innovative workplace. Moreover, organisational learning and innovation depend on tacit knowledge—uncodified abilities, experiences, and insights (van Houten, 2023). Language competency allows individuals to communicate their experiences and ideas through nuanced, context-rich communication, which helps transfer tacit knowledge (Vance *et al.*, 2023). Language competency helps international teams transfer complex, context-dependent knowledge, improving problem-solving and decision-making (Gundlapally; Mechineni, 2023). Empirical research has examined language acquisition and professional development. Employees acquire English through formal and informal language acquisition (Zhou *et al.*, 2023). Dolo (2023) found that language training programmes and language-friendly workplaces improve employees' language acquisition and professional performance. This research shows the complex relationship between organisational needs, individual motivation, and language acquisition outcomes, providing a complete picture of professional language learning.

Language proficiency and professional results are well-studied, but gaps in research are still existing (Stanca; Dabija; Păcurar, 2022). Few longitudinal research have examined how language acquisition affects career development and organisational performance (Fergusson, 2022). Most research have employed cross-sectional data to examine language proficiency and professional results at one time (Rios-Ballesteros; Fuerst, 2022). However, contextual factors affecting language acquisition and knowledge transfer are understudied (Muton, 2022). Extensive research has focused on individual motivation and organisational assistance, but less on the socio-cultural and economic conditions that impact language learning (Nkhi, 2022). Language acquisition outcomes can be affected by language learning materials, English-speaking populations, and cultural attitudes towards English (Knight, 2022). Understanding these contextual elements may help explain language acquisition obstacles and opportunities in varied professional settings (Wiebe, 2022). More research is needed on how language proficiency helps transfer tacit knowledge. Studies have shown that language proficiency improves tacit knowledge transfer, although the exact mechanisms are unknown (Chaudhuri; Ghosh; Park, 2022). Investigating these systems may involve studying how language competency affects team communication, relationship-building, and trust. Such research may reveal how organisations might promote information sharing (Maqbool, 2022). Language acquisition and digital communication technology should also be studied. Digital communication tools have changed how professionals share knowledge, potentially reducing language barriers (Chan, 2021). Therefore, this research is relevant as remote work and worldwide virtual teams grow.

Several theories underpin the relationship between English language need, language acquisition, and tacit knowledge transfer. According to Wiratmadja and Tahir (2021), social learning theory emphasises observation, imitation, and modelling. This notion suggests that employees can learn languages from fluent coworkers. Grobbelaar (2021), sociocultural theory emphasises the importance of social interaction and cultural context in cognitive development, arguing that language acquisition is heavily influenced by social context. Motivation theory, especially Folmo (2021), helps explain professional language learning. According to this theory, people learn languages for both intrinsic (their own interests) and extrinsic (their careers' advancement opportunities) reasons. This provides more evidence that employees learn English to advance in their careers and meet their professional demands. Theories from the field of knowledge management provide light on the connection between learning a new language and passing on tacit information. This study's overarching goal is to learn how the need for fluent English influences the linguistic growth of professional staff and how this, in turn, facilitates the transfer of tacit knowledge. This study fills a gap in the literature by taking a longitudinal look at the relationship between language acquisition and career progression and organisational success. How fluency in a language conveys tacit knowledge and how context influences language acquisition are the topics of this research. Topics covered include knowledge transmission, professional requirements, and language acquisition. Businesses will be able to use the data it contains to help their staff become more fluent and productive.

2. Literature Review

Communicating and advancing one's career both depend on proficiency in English. Global communication is facilitated by the

widespread use of English (**Pajusaari**, 2021). Businesses require fluency in English for communication, negotiation, and collaboration as they expand abroad. Having strong English communication skills is crucial for professionals looking to develop in their careers or take on international projects (**Johnson-Tyas**, 2021). Because most technical and professional literature is written in English, a good command of the language is typically related to access to a plethora of information and resources (**Nopas**, 2021). This accessibility allows staff to learn about industry trends, innovations, and best practices, improving their knowledge and abilities (**Molina Rodriguez**, 2021). Global firms also value English communication skills when hiring and promoting. Effective English communication skills allow individuals to interact with clients, colleagues, and stakeholders of all ethnicities, boosting competency and adaptability (**Tan**, 2021). The skills they learn expand their professional network and improve their ability to interact with different teams, creating a more inclusive and dynamic workplace (**Reyes**, 2021). English is also used for many professional training programmes, certifications, and continuing education courses, making it essential for professional development (**Shahzad et al.**, 2024). Thus, investing in English language proficiency can provide long-term rewards and prepare people to succeed in a competitive and interconnected global employment market.

The term "English language need" refers to the need for professional English fluency (**Kumorovitzová**, 2024). This is needed due to globalisation, international business, and the use of English in technical and professional fields. Effective client and coworker communication, professional literature, and worldwide networking are part of this criterion (**Adesina**, 2024). In contrast, "employee's language acquisition" is how workers learn English and become proficient. Structured language training and informal learning through workplace encounters and individual study are included (**Luthra et al.**, 2024). Employee competence, English proficiency in professional duties, and commitment to language study are utilised to assess language acquisition in this context (**Nyberg; Vasileva**, 2024). Prior empirical research has shown that professional English proficiency is essential. Studies indicate that being able to communicate in English at work is crucial (**Das; Lakshmi**, 2024). English-speaking persons enjoy more career possibilities, higher wages, and more opportunities for professional progress, as multiple studies have shown. According to **Highet** (2024), knowing English is becoming more valuable in a variety of sectors, which has an impact on professional advancement and job chances. English proficiency enhanced cross-cultural communication, which is essential for success on a worldwide scale, as found by **Roshid and Kankaanranta** (2023) found that knowing how to communicate in English at work increases productivity and job satisfaction because it makes worldwide activities, international collaboration, and information sharing easier (**Roshid; Kankaanranta**, 2023). These empirical data support the idea that professional employees' English competence needs greatly affect language acquisition. Given the professional benefits of English ability, individuals may be driven to enhance their language skills (**Gundlapally; Mechineni**, 2023). This motivation might boost time and resource investment in language learning. Employees may take language courses, use language learning technology, or seek immersion experiences to improve language acquisition (**Dolo**, 2023). Due to meetings, reports, and correspondence in English, the workplace promotes this learning process. Thus, the professional need for English drives language acquisition, forcing people to improve their skills to meet job requirements and advance their careers. According to motivation theory, setting clear, achievable goals like improving English for career benefits—can improve learning results (**Fergusson**, 2022).

H1: English language need for professional employees significantly influences the employee's language acquisition.

Employees' oral communication abilities affect their interpersonal and organisational communication efficacy (**Muton**, 2022). Communication aptitude is the natural skill or capacity to express oneself verbally. A better communicator may comprehend and use communication approaches more easily, improving their capacity to communicate ideas clearly and convincingly in professional settings (**Knight**, 2022). Second, communication attitude affects workplace verbal exchanges. Openness, engagement, and feedback improve communication outcomes (**Chaudhuri et al.**, 2022). Communication fear or avoidance can hinder teamwork and information sharing. Thirdly, communication aspiration is the desire to improve oral communication skills. Studies show that employees who want to improve their communication skills actively seek out skill development, training, and continual learning (**Chan**, 2021). By promoting efficient communication and knowledge exchange, communication aspirations boost human growth and organisational success.

Much empirical research has examined how oral communication abilities affect professional performance and information transfer (**Grobbelaar**, 2021). In the workplace, oral communication is essential for information sharing, cooperation, and problem-solving. **Pajusaari** (2021) discovered that good oral communication skills enable clear and succinct expression of ideas and instructions in teamwork and leadership (**Nopas**, 2021). Tacit knowledge, which is personal and context-specific, is best transmitted face-to-face, according to (**Nopas**, 2021). **Hsu et al.** (2024) added that excellent oral communication creates a collaborative environment where employees may exchange thoughts and learn from each other, improving organisational knowledge. These empirical results support the hypothesis that employees' oral communication skills significantly affect the correlation between tacit knowledge transfer and English competence (**Mahajne; Allasad Alhuzail**, 2024). Sharing unwritten, experiential knowledge calls both complicated communication and human connections.

Excellent oral communication abilities enable workers to express difficult concepts and experiences, therefore facilitating the efficient and effective implicit knowledge transmission (**Sitinamaluwe Parana Palliya Guruge**, 2024). Employees with excellent oral communication abilities can help to reduce cultural and linguistic gaps in global businesses where English is the language of the day, therefore facilitating accurate and easy information flow (**Azmir; Salim**, 2024). Distribution of tacit knowledge such

as creative practices and contextual problem-solving solutions across the company depends on this competency. Empirical data implies that by lowering English competency challenges, oral communication abilities can convey tacit information (**Zamiri; Esmaeili, 2024**). English proficiency is essential in worldwide professional contexts, although non-native speakers may struggle. Strong oral communicators can overcome these problems by paraphrasing, active listening, and non-verbal clues to ensure clarity and understanding (**Bhatti; Alzahrani, 2024**). This moderating impact is crucial because it implies that having a need for English competence is not enough; oral English communication enhances the seamless transfer of tacit knowledge. According to the social exchange hypothesis, good communication builds trust and understanding, which improves information sharing (**Aldaheri et al., 2023**). Thus, professional development programmes should prioritise oral communication skills since they can boost the influence of English proficiency demands on tacit knowledge transmission.

H2: Employees oral communication skills significantly moderates the relationship of English language need for professional employee's tacit knowledge transfer.

Empirical study shows that mentoring culture in organisations helps transfer information and grow professionals (**Anwar; Channa; Shah, 2023**). Sharing explicit and tacit knowledge is structured in mentoring, where experienced personnel mentor less experienced ones. **Johnson-Tyas (2021)** found that coaching, role modelling, and psychological support in mentoring relationships improve personal and professional growth. **Folmo (2021)** discovered that mentoring is particularly effective at transferring tacit knowledge because mentors offer their firsthand experiences and insights that are difficult to record (**Wiratmadja; Tahir, 2021**). Mentoring helps mentees learn through observation, imitation, and direct feedback, anchoring key knowledge in organisational culture (**Nkhi, 2022**). The empirical data support the hypothesis that mentoring culture considerably moderates the link between English competence and tacit knowledge transfer.

A strong mentoring culture can boost English language ability by organically and regularly transferring tacit information (**Nkhi, 2022**). When mentoring is established in the organisational culture, mentors can utilise their English skills to explain complicated ideas and give nuanced feedback, helping mentees grasp and apply tacit knowledge (**Nkhi, 2022**). In multinational firms where English is the main language, this is crucial. By means of language, mentors can overcome linguistic and cultural barriers to let mentees enhance their English and grasp of professional procedures and organisational norms (**Rios-Ballesteros; Fuerst, 2022**). Empirical data points to a strong mentoring culture's ability to assist and set the framework for successful learning, therefore improving the link between English proficiency and tacit knowledge transfer (**Stanca et al., 2022**). Professional success depends on people practicing English communication and getting constructive feedback in a safe environment found in mentoring relationships (**Zhou et al., 2023**). Through careful guidance, mentors can also help mentees fill in knowledge gaps and grasp tacit information. This tailored approach can help to solve problems with English competency, therefore facilitating more efficient and simple transmission of tacit knowledge (**Vance et al., 2023**). Social learning theory, which stresses learning by observation and interaction with others, holds that encouraging a strong mentoring culture in companies might help to limit the efficiency of English proficiency in conveying tacit knowledge (**Rosa, 2023**).

H3: Mentoring culture significantly moderates the relationship of English language need for professional employee's tacit knowledge transfer.

Empirical research show that in professional environments, especially for information transmission, language acquisition is absolutely vital (**Molina Rodriguez, 2021**). Effective communication and information flow in multilingual settings depend on language acquisition. Job involvement and contribution have been shown to increase language competency (**Reyes, 2021**). According to **Stanca et al. (2022)** increasing language proficiency enhances cognitive academic language competency, qualities required for comprehending and presenting difficult professional subjects. Language learning improves employees' capacity to acquire and use tacit knowledge often conveyed via subtle, context-specific communication (**Rosa, 2023**). These results help to explain why language acquisition significantly moderates the correlation between tacit knowledge transfer and English proficiency. Since professional settings call for it, employees pick English to be able to share knowledge (**Gundlapally; Mechineni, 2023**). Their English will help them to understand and express implicit knowledge, which calls for context and subtle cues. Language acquisition suggests that English competency is inadequate without language skills since it moderates the necessity of it (**Highet, 2024**). Learning English helps staff members appreciate it and apply it for implicit knowledge absorption and communication. This concept is supported by language acquisition, which increases employees' capacity in worldwide and different working environments. Language competency, according to **Zamiri and Esmaeili (2024)**, deepens professional interaction so that staff members may work on creativity and problem-solving. Language competency, according to **Luthra et al. (2024)**, enables workers to acquire and evaluate complex, context-specific knowledge a necessary component of cross-border tacit knowledge transfer. Language acquisition mediates the relationship between English proficiency and tacit knowledge transfer, emphasising its relevance (**Mahajne; Allasad Alhuzail, 2024**). Employees learn English and improve their ability to share and use tacit knowledge, enhancing organisational performance and learning outcomes. According to **Shahzad et al. (2024)** sociocultural theory, language is crucial to cognitive growth and knowledge formation through social interactions.

H4: Language acquisition significantly mediates the relationship of English language need for professional employee's tacit knowledge transfer.

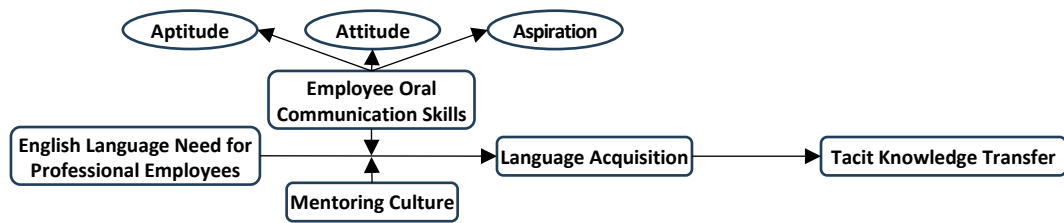


Figure 1: Research Framework.

3. Methodology

The educational sector in the Kingdom of Saudi Arabia was the focus of this research, which sought responses from university employees. To ensure national university representation, 248 participants were recruited using stratified random sampling. Faculty, administrative workers, and other university educators participated. Structured questionnaires were used to collect data on language competency, communication skills, mentorship culture, tacit knowledge transfer, and language learning. The questionnaire scales were developed from validated measures from organisational behaviour and educational research to ensure cultural relevance and suitability for Saudi Arabia.

The questionnaire measuring scales were carefully chosen and adapted to test crucial constructs:

Table 1: Questionnaire Information.

Construct Name	No of Items	Adopted from
English language need for professional employees	08	(Lin <i>et al.</i> , 2021)
Language acquisition	13	(Al Zoubi, 2018)
Mentoring culture	06	(Anwar, 2024)
Employees oral communication skills	14	(Idrus; Salleh; Lim Abdullah, 2011)
Tacit knowledge transfer	11	(Anwar, 2024)

Data analysis was done using WarpPLS, a structural equation modelling software. The research model hypothesised direct and indirect effects, hence SEM was employed to analyse complex interactions between numerous variables simultaneously. The analysis used numerous statistical methods. Sample demographics and critical variables summarised using descriptive statistics. Confirmatory factor analysis (cfa) to evaluate study measuring scale validity and reliability. Path analysis was used to evaluate the links between English language need, mentorship culture, language acquisition, oral communication, and tacit knowledge transfer. Mediation and moderation analyses examined how language learning mediates and mentorship culture and oral communication skills moderate correlations. The study's relationships and hypotheses were rigorously examined using this method, revealing the dynamics of language proficiency, communication skills, mentoring dynamics, and knowledge transfer in Saudi Arabian universities. The study strengthened its findings' validity and reliability by employing established scales and advanced statistical methods in data analysis, presenting useful implications for organisational practices and suggesting further research in similar circumstances.

4. Results

Table 2 details the reliability and validity metrics for this study's primary variables. Cronbach's alpha coefficients represent each variable's measurement scales' internal consistency and reliability. Most conceptions have coefficients above 0.7, indicating strong dependability. English language need for professional personnel, mentorship culture, tacit knowledge transfer, and language acquisition have Cronbach's alphas of 0.755 to 0.842, indicating excellent internal consistency. In the study's framework, employees' oral communication skills are very reliable, exceeding 0.9 in one instance and nearing 1.0 in another. Composite reliability coefficients illuminate latent construct reliability. These coefficients, 0.777–0.875, confirm the measurement model's dependability. Variables with high composite reliability values accurately measure their intended constructs. In factors like tacit knowledge transfer and employees' oral communication skills, composite reliability exceeds 0.9, indicating good internal consistency and dependability across assessments.

Table 2: Variables Reliability and Validity.

Cronbach's Alpha Coefficients						
English Language Need for Professional Employees	Mentoring Culture	Tacit Knowledge Transfer	Language Acquisition	Employees Oral Communication Skills	Employees Oral Communication Skills	Mentoring Culture
0.77	0.755	0.842	0.759	0.924	1	1
Composite Reliability Coefficients						
0.833	0.831	0.875	0.777	0.934	1	1
Average Variances Extracted						
0.4	0.455	0.391	0.326	0.505	1	1
Full Collinearity VIFs						
2.995	4.138	2.653	2.678	5.362	11.818	10.579

Average variances extracted (AVE) assess latent construct variance relative to measurement error. AVE values above 0.5 suggest decent convergent validity, meaning the variables accurately assess their constructs. Most variables in this study had satisfactory AVE values, but employees' oral communication skills stand out with perfect variance extraction and high values in others. This shows how well these measures capture oral communication skill variance in the study's

environment. Variance Inflation Factors (VIFs) show multicollinearity in full collinearity. Collinearity is acceptable at VIF values below 10. Employees' oral communication skills have higher VIF values in the second instance, but otherwise the variables have low collinearity. This shows collinearity difficulties that need further analysis.

Table 3 shows the confirmatory factor analysis (CFA) results for combined and cross-loadings of measured variables. This study examines how each observed factor variable (indicator) loads onto its latent construct (factor) and whether it overlaps with other constructs. Loadings show the strength and direction of each indicator's link to its latent concept. English language need for professional staff (ELN) indicators have moderate to significant loadings (0.245 to 0.762), supporting their congruence with the construct. Mentoring culture (MC), tacit knowledge transfer (TKT), and language acquisition (LA) indicators have different but significant loadings, highlighting their contributions to their constructs. Cross-loadings evaluate how each indication connects to concepts other than its intended one. Minimal cross-loadings indicate that indicators mostly measure the constructs they represent, assuring construct validity. Formative indicators (As1-As4, Ap1-Ap5, At1-At5) have unique loadings, indicating that they contribute to construct formation rather than reflecting it.

Table 3: Confirmatory Factor Analysis.

* Combined Loadings and Cross-loadings *								
	English Language Need for Professional Employees	Mentoring Culture	Tacit Knowledge Transfer	Language Acquisition	Employees Oral Communication Skills	Type (a)	SE	P value
ELN1	0.725	0.014	0.216	-0.142	-0.376	Reflect	0.056	<0.001
ELN2	0.734	-0.144	-0.136	0.166	-0.394	Reflect	0.056	<0.001
ELN3	0.762	-0.07	-0.02	0.022	-0.219	Reflect	0.056	<0.001
ELN4	0.729	0.096	-0.023	0.032	-0.722	Reflect	0.056	<0.001
ELN5	0.245	1.051	-0.482	0.528	0.779	Reflect	0.061	<0.001
ELN6	0.518	-0.121	0.045	-0.091	0.616	Reflect	0.058	<0.001
ELN7	0.565	-0.147	-0.009	-0.098	0.966	Reflect	0.058	<0.001
ELN8	0.611	-0.053	0.123	-0.139	0.323	Reflect	0.057	<0.001
MC1	-0.373	0.709	0.097	-0.076	0.569	Reflect	0.056	<0.001
MC2	0.098	0.523	0.146	-0.182	0.852	Reflect	0.058	<0.001
MC3	0.12	0.774	-0.024	-0.063	0.216	Reflect	0.056	<0.001
MC4	-0.266	0.737	-0.012	0.055	-0.798	Reflect	0.056	<0.001
MC5	-0.119	0.655	-0.225	0.2	-0.095	Reflect	0.057	<0.001
MC6	0.639	0.617	0.049	0.043	-0.591	Reflect	0.057	<0.001
TKT1	-0.004	0.266	0.67	0.292	-0.375	Reflect	0.057	<0.001
TKT2	0.173	0.154	0.594	0.538	-0.075	Reflect	0.057	<0.001
TKT3	0.175	0.191	0.699	0.192	-0.453	Reflect	0.056	<0.001
TKT4	-0.038	0	0.584	0.943	0.365	Reflect	0.057	<0.001
TKT5	-0.119	-0.127	0.635	-0.25	0.264	Reflect	0.057	<0.001
TKT6	-0.057	-0.289	0.612	-0.24	0.269	Reflect	0.057	<0.001
TKT7	-0.002	-0.344	0.46	-0.575	0.316	Reflect	0.059	<0.001
TKT8	-0.018	-0.038	0.561	-0.265	0.073	Reflect	0.058	<0.001
TKT9	-0.065	-0.063	0.705	-0.427	-0.066	Reflect	0.056	<0.001
TKT10	-0.011	0.007	0.669	-0.255	-0.02	Reflect	0.057	<0.001
TKT11	-0.039	0.112	0.654	-0.015	-0.09	Reflect	0.057	<0.001
LA1	0.188	0.096	-0.023	0.03	-0.722	Reflect	0.063	<0.001
LA2	-0.512	1.051	-0.482	0.087	0.779	Reflect	0.063	<0.001
LA3	0.003	-0.147	0.116	-0.094	1.16	Reflect	0.062	<0.001
LA4	0.032	0.288	0.074	-0.149	0.749	Reflect	0.062	<0.001
LA5	0.109	0.174	0.08	-0.119	0.777	Reflect	0.062	<0.001
LA6	0.011	-0.099	0.083	0.734	-0.01	Reflect	0.056	<0.001
LA7	-0.04	0.16	-0.178	0.667	-0.312	Reflect	0.057	<0.001
LA8	0.046	-0.022	0.311	0.709	0.101	Reflect	0.056	<0.001
LA9	-0.142	0.136	-0.034	0.785	0.018	Reflect	0.055	<0.001
LA10	-0.067	-0.345	0.218	0.724	0.447	Reflect	0.056	<0.001
LA11	0.142	0.018	0.268	0.684	0.046	Reflect	0.056	<0.001
LA12	0.007	-0.022	-0.34	0.733	0.362	Reflect	0.056	<0.001
LA13	0.094	0.112	-0.206	0.74	-0.305	Reflect	0.056	<0.001
As1	-0.087	-0.064	-0.122	0.078	0.673	Formative	0.057	<0.001
As2	-0.044	-0.002	-0.04	0.096	0.679	Formative	0.056	<0.001
As3	-0.293	0.142	-0.191	0.108	0.684	Formative	0.056	<0.001
As4	-0.209	-0.233	-0.07	0.014	0.669	Formative	0.057	<0.001
Ap1	-0.024	0.103	0.017	0.047	0.711	Formative	0.056	<0.001
Ap2	0.239	0.153	0.025	-0.038	0.653	Formative	0.057	<0.001
Ap3	0.211	0.233	0.149	-0.042	0.759	Formative	0.056	<0.001
Ap4	0.061	-0.221	0.038	-0.033	0.815	Formative	0.055	<0.001
Ap5	-0.187	0.101	0.112	-0.153	0.758	Formative	0.056	<0.001
At1	-0.022	-0.224	0.033	-0.12	0.748	Formative	0.056	<0.001
At2	0.137	0.104	0.048	-0.071	0.691	Formative	0.056	<0.001
At3	0.293	-0.178	0.021	-0.068	0.665	Formative	0.057	<0.001
At4	0.203	0.213	0.016	0.152	0.701	Formative	0.056	<0.001
At5	-0.271	-0.108	-0.075	0.062	0.718	Formative	0.056	<0.001

Table 4 shows model fit statistics, revealing the structural equation model (SEM)'s overall efficacy and effectiveness.

The model is strong in describing interactions among constructs, as evidenced by a substantial average path coefficient of 0.245 ($P < 0.001$). The average R-squared (0.353) and adjusted R-squared (0.347) values show that the model explains 35% of the variance in the dependent variables, indicating moderate explanatory power. This shows that the factors explain a lot of the variation in the outcomes of interest. According to suggested thresholds, average block VIF (2.562) and average whole collinearity VIF (5.746) indicate acceptable multicollinearity. The Tenenhaus GoF (Goodness of Fit) rating of 0.454 suggests a decent fit for a complex model. Sympson's paradox ratio, R-squared contribution ratio, statistical suppression ratio, and nonlinear bivariate causality direction ratio all reach or surpass criteria, confirming the model's validity and reliability. English language need for professional employees has an R-squared coefficient of 0.69, indicating its contribution to explaining variance in the dependent variables. Q-squared coefficients improve model prediction accuracy, with mentorship culture and other variables having large values.

Table 4: Model Fit statistics.

Model Fit					
Average path coefficient	0.245				P<0.001
Average R-squared	0.353				P<0.001
Average adjusted R-squared	0.347				P<0.001
Average block VIF	2.562	acceptable if ≤ 5	ideally ≤ 3.3		
Average full collinearity VIF	5.746	acceptable if ≤ 5	ideally ≤ 3.3		
Tenenhaus GoF	0.454	small ≥ 0.1	medium ≥ 0.25	large ≥ 0.36	
Sympson's paradox ratio	0.75	acceptable if ≥ 0.7			ideally = 1
R-squared contribution ratio	0.999	acceptable if ≥ 0.9			ideally = 1
Statistical suppression ratio	1	acceptable if ≥ 0.7			
Nonlinear bivariate causality direction ratio	1	acceptable if ≥ 0.7			
R-squared Coefficients					
English language need for professional employees	Mentoring culture	Tacit knowledge transfer	Language acquisition	Employees oral communication skills	
		0.69	0.017		
Q-squared Coefficients					
		0.675	0.023		

Table 5 shows the correlation matrix of this study's important factors. Correlations show linear relationships between variables. Professional employees' English language demand is moderately to strongly positively correlated with mentorship culture ($r = 0.632$), tacit knowledge transfer ($r = 0.045$), language learning ($r = 0.020$), and oral communication abilities ($r = 0.766$). Mentoring culture also correlates strongly with English language need ($r = 0.759$) and employees' oral communication abilities ($r = 0.786$), demonstrating interdependencies. Tacit knowledge transfer has a weak positive connection with mentorship culture ($r = 0.021$) and language learning ($r = 0.787$), suggesting some overlap in knowledge transfer parameters. Language acquisition moderately positively correlates with mentoring culture ($r = 0.079$) and employees' oral communication skills ($r = 0.571$), showing its function in enabling organisational communication and mentoring. Employee oral communication abilities are strongly correlated with English language need ($r = 0.710$), mentoring culture ($r = 0.786$), and language learning ($r = 0.031$), highlighting their importance in professional communication and information transmission.

Table 5: Correlation Statistics.

	1	2	3	4	5
English language need for professional employees	0.632				
Mentoring culture	0.759	0.674			
Tacit knowledge transfer	0.045	0.021	0.626		
Language acquisition	0.02	0.079	0.787	0.571	
Employees oral communication skills	0.766	0.786	0.019	0.031	0.71

Path analysis yields significant paths, coefficients, standard errors, z-values, p-values, and confidence ranges in Table 6. These data reveal the study's essential factors' direct and moderating impacts. The path analysis shows that professional employees' English language need positively impacts language acquisition ($\beta = 0.216$, $SE = 0.110$, $z = 2.231$, $p < 0.001$). A higher perceived requirement for English language proficiency among employees is linked to better language acquisition. This association appears stable and statistically significant (0.441, 0.759), emphasising the importance of English language skills in professional settings.

Table 6: Path Analysis.

	OIM Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
English language need for professional employees significantly influences the employee's language acquisition.	0.216	0.110	2.231	0.001	0.441	0.759
Employees oral communication skills significantly moderates the relationship of English language need for professional employee's tacit knowledge transfer.	0.166	0.079	3.115	0.000	0.560	0.846
Mentoring culture significantly moderates the relationship of English language need for professional employee's tacit knowledge transfer.	0.223	0.114	2.313	0.002	0.213	0.352
Language acquisition significantly mediates the relationship of English language need for professional employee's tacit knowledge transfer	0.334	0.082	3.230	0.000	0.581	0.878

Professional employees' oral communication abilities mitigate the link between English language demand and tacit knowledge transfer ($\beta = 0.166$, $SE = 0.079$, $z = 3.115$, $p < 0.001$). This shows that employees with better oral communication skills improve knowledge transfer procedures impacted by English language competence demands. Communication proficiency facilitates organisational knowledge exchange, as shown by the confidence interval (0.560, 0.846). Mentoring culture significantly moderates the connection between professional English language demand and tacit knowledge transfer ($\beta = 0.223$, $SE = 0.114$, $z = 2.313$, $p = 0.002$). This indicates that a supportive mentoring culture boosts English language proficiency demands' impact on tacit knowledge transmission. The confidence interval (0.213, 0.352) emphasises the relevance of organisational support systems for employee knowledge exchange. Language acquisition is a significant mediator between professional employees' English language demand and tacit knowledge transfer ($\beta = 0.334$, $SE = 0.082$, $z = 3.230$, $p < 0.001$). Improved language acquisition skills mitigate the positive effect of English language competence needs on tacit knowledge transfer. This mediation impact is robust (0.581, 0.878), demonstrating the importance of language skills development in organisational knowledge transmission.

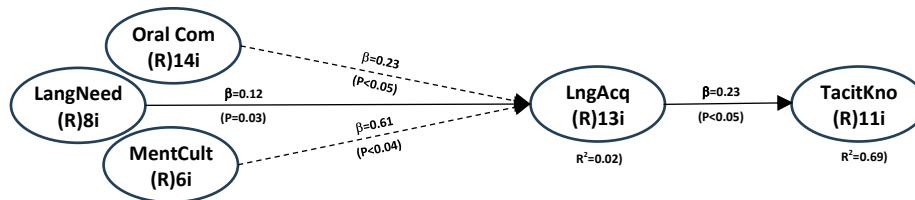


Figure 2: Structural Model for Path Analysis.

5. Discussion

In a globalised workplace, English language proficiency goes beyond communication to affect organisational efficiency and knowledge management. This study examines the complex links between English proficiency, language acquisition, mentoring culture, and professional employee tacit knowledge transfer. By studying these processes, study discover how human and organisational elements create an environment for ongoing learning and information dissemination. Acceptance of study hypothesis highlights the complicated interaction between these variables and gives actionable information for organisations seeking to gain a competitive edge through strategic language and mentorship programmes. This section based on findings clarifies how all of these factors interact to enhance organisational success and professional growth.

The first hypothesis, that professional employees' English language need considerably affects language acquisition, is supported by theoretical and empirical evidence. This study suggests that the professional need for English competence motivates employees to learn the language. According to motivation theory (Wiebe, 2022), professional progression and organisational demands push employees to learn English. The findings support past findings that professional language needs are strongly linked to English proficiency (Chan, 2021). This shows that organisational context is crucial to language learning behaviours, since a clear, practical requirement for English competence increases employee engagement. The data also show that employees' language acquisition is influenced by workplace exposure and practice as well as immediate professional needs. This fits with social learning theory (Chan, 2021), which emphasises social interactions and modelling in learning. Professionals acquire and improve their language abilities through daily contacts, meetings, and cross-functional projects. Workplaces are ideal for formal and casual language learning, allowing employees to practise and enhance their English. This supports the premise that English-language-friendly workplaces improve language acquisition results for employees and the company.

The second hypothesis, that employees' oral communication abilities considerably modify the association between English competence and tacit knowledge transfer, illuminates the complex interaction between language proficiency and information sharing. This theory shows that while English competence drives language acquisition, tacit knowledge transmission relies greatly on employees' oral communication skills. Tacit information is personal and context-specific, hence it must be communicated verbally (Wiebe, 2022). The findings imply that English-proficient individuals with high oral communication skills are better at sharing tacit knowledge inside the organisation. According to social exchange theory (Vance et al., 2023), good communication fosters trust and understanding, which enable information transfer. Moderate oral communication abilities require substantial language training utilising advanced approaches. As part of language development, organisations should train workers communication skills to enable them express complicated ideas, give constructive feedback, and have meaningful interactions. Employee performance, teamwork, and innovation improve. Interpersonal and nuanced oral communication abilities are necessary for linguistic competency and practical application, especially in tacit information transmission.

The third hypothesis, that mentoring culture moderates English proficiency and tacit knowledge transfer, shows how organisational culture affects language learning and information sharing. Mentoring helps employees learn languages and teach through structured support, role modelling, and feedback. Mentors were crucial to linguistic competency and tacit information transfer in this study. Mentees can learn tacit information and professional English communication from

tutors. Mentoring fosters personal and professional growth and information sharing, according to **Vance et al.** (2023). The results show that a strong mentorship culture improves and contextualises professional language acquisition. Mentors can fill learning gaps and impart tacit knowledge by customising their advice. This personalised method reduces the need for English competence because mentors can utilise their own expertise to bridge cultural and linguistic limitations. Mentoring may help students apply tacit knowledge through context-rich interactions, supporting **Zhou et al.** (2023) sociocultural theory of cognitive development. Thus, organisations should encourage mentorship to help mentees learn languages and transfer information.

Language learning in professional settings is stressed by the fourth hypothesis, which claims that language acquisition greatly influences English proficiency and tacit knowledge transmission. The findings suggest that English competency stimulates language learning, which transfers tacit information. Language acquisition mediates knowledge transfer, showing that while English competency is a catalyst, language acquisition is the process. English proficiency helps employees grasp and communicate tacit knowledge, which is typically complex, context-specific, and hard to codify. This complements **Roshid and Kankaanranta** (2023) research on cognitive academic language competency and **Chan** (2021) work on language acquisition and professional capacities. Language acquisition also improves employees' professional contacts, which helps convey tacit knowledge. As they improve their English, employees can join in discussions, offer their knowledge, and learn from others. Social learning theory states that people learn through observation and social interactions. The findings also support knowledge production paradigm, which emphasises effective communication in information exchange. Companies should assist their employees' continual language acquisition with comprehensive language training classes. This will empower them to share what they know with others. Individual and organisational performance, as well as creativity, are all enhanced by this approach.

Courses in language acquisition and mentoring can facilitate the transfer of tacit information, and this research highlights the importance of English language fluency in the workplace. Assumption acceptance reveals that English promotes language acquisition, which in turn improves information transfer. The effect is moderated by mentoring culture and oral communication abilities, highlighting the importance of a workplace that fosters growth. When you create an environment like this, you can be confident that your staff are fluent in English and have the ability to share tacit knowledge, which increases innovation and competition. Knowledge management success can be attributed to these results, which emphasise strategic staff development.

Finally, this research provided insight into the capabilities of the Saudi Arabian educational system in the areas of language learning, communication, mentoring, and knowledge transfer. A thorough WarpPLS investigation uncovered numerous intriguing connections: Help with the implicit flow of information among university teachers is necessary for English language acquisition. These encounters were reduced thanks to the employees' oral communication abilities and mentorship culture, which highlights their usefulness in improving knowledge sharing and organisational language proficiency. Language learning and skill growth are cornerstones of effective knowledge management in schools. Among the tangible outcomes are company policies that support language instruction, mentoring, and fruitful communication. Through improved communication and collaboration amongst experts, such programmes boost organisational resilience and innovation while also enhancing individual abilities. This study also illuminates the complex relationship between language proficiency, communication dynamics, and knowledge transfer in a given cultural and organisational environment. The study integrates theoretical ideas with empirical evidence to improve organisational strategies for communication effectiveness and employee learning and development. To confirm and extend these findings across varied educational and organisational settings, longitudinal studies, cross-cultural comparisons, and experimental treatments may be explored. Addressing these insights can improve educational results, organisational success, and professional progress in Saudi Arabia and beyond's dynamic higher education landscape.

5.1. Implications of the Study

This study contributes to various organisational and language learning theories, which are significant. The findings show that English language proficiency is crucial to individual and organisational success. Since a perceived requirement for English competence strongly influences language acquisition among employees, the study supports theories of language learning in professional contexts and shows how organisational expectations shape individual skill development. Second, the identification of employees' oral communication skills and mentoring culture as regulators of English language need and tacit knowledge transfer expands knowledge management theories. Effective communication skills and supportive mentorship contexts may enhance language proficiency's impact on organisational knowledge sharing and transfer. This supports socio-cultural theories that emphasise social interactions and support mechanisms for learning and knowledge distribution. Language acquisition facilitates tacit knowledge transfer, supporting organisational behaviour and HRM theories. The study reveals that language skill gains moderate the link between language proficiency demands and knowledge transfer effectiveness, suggesting that language development initiatives may strategically improve organisational capabilities. This supports ideas that highlight the dynamic link between people competencies, organisational contexts, and knowledge development.

This research affects language competency and knowledge management improvement efforts in businesses. A

perceived demand for English language skills boosts employees' language acquisition, hence specialised language training programmes are vital. Projects aiming at language development can satisfy operational language requirements and boost staff involvement and professional development. Second, recognising employees' mentoring culture and oral communication skills can help to improve cooperation and information exchange as knowledge transfer agents. Training in communication increases employees' interpersonal and speaking skills, therefore enhancing knowledge flow. Those with linguistic difficulties can gain from a supportive mentorship culture, which also improves organisational learning and creativity. By means of language acquisition as a mediator between language demand and knowledge transmission, it is suggested that enhancing language abilities will increase organisational performance. Programmes for language acquisition that provide continuous learning and skill development can enable companies to build a more agile workforce capable of using many points of view to innovate and meet needs of global communication.

5.2. Limitations and Future Research Directions

Further research could address this study's limitations. Self-reported measures were used to collect most data, which may introduce technique bias and overestimate variable relationships. To analyse constructs more thoroughly and fairly, future research should include supervisor ratings or objective performance metrics. Second, the research focused on one organisation or industry, which may limit its applicability to other cultures or companies. Future study should examine how organisational culture, industry demands, and socio-cultural factors affect language competency, communication skills, mentoring dynamics, and knowledge transfer across industries and locales. Third, language learning was examined as a mediator between English language need and tacit knowledge transfer, but not other mediators or moderators. Future research should analyse individual motivation, cognitive variables, and organisational support mechanisms to better understand how language competency affects organisational results.

The findings and limitations suggest numerous intriguing research options. Firstly, longitudinal research could examine the temporal dynamics of language competency, communication skill improvement, and information transfer effectiveness. Longitudinal designs would reveal causal links and developmental trajectories between these constructs and organisational environments. Second, comparative research across organisational sectors and cultures could improve knowledge of language skills and communication dynamics. Researchers could determine how organisational culture, industry demands, and national settings affect language management and knowledge sharing tactics. Thirdly, experimental or intervention research could assess if language training, communication, or mentoring programmes improve organisational outcomes. By measuring language competency, communication efficacy, and knowledge transfer after controlled interventions, researchers can make evidence-based recommendations for organisational practices and policy creation. In conclusion, addressing these limitations and pursuing these future research topics can advance organisational behaviour, human resource management, and cross-cultural communication theory and practice. Scholars may improve organisational effectiveness and promote inclusive and adaptive workplaces in a globalised society by broadening the scope and methodological rigour of these research topics.

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Appendix 1

English language Need for Professional Employees

1. Expressing the needs of English Learning of government officials in their future environments.
2. Reporting the importance of English for government officials.
3. Providing opportunities to exposure in giving effective training.
4. Presenting English skills they needs in their workplace language.
5. Focusing on practice in language skills more related to officials' specialized areas of study.
6. Identifying the needs of effective specialized ways of course contents in relation to the workplace.
7. Stating issues of the government officials' English skills.
8. Emphasizing writing and speaking skills than other two skills.
9. Stating problems facing in the use of English in the workplace.

Language Acquisition

1. Practicing English language outside the classroom in many contexts improves my English language level.
2. Having more exposure to English language develops my proficiency in English language.
3. Doing English homework assignments and project work expands my English language.
4. Encouraging myself to speak English even when I am afraid of making a mistake.
5. Exposing to English language helps me to get good marks in exams and a good job.
6. Watching English TV programmes, videos, or movies facilitates English language acquisition.
7. Watching a lot of English TV programmes, videos, or movies without subtitles in my own language helps me to understand English language better.
8. Using social media (Facebook, Whatsapp, Twitter, Instagram ...) facilitates English language acquisition.
9. Surfing the internet helps me in learning English language.
10. Communicating in English outside the classroom makes English language acquisition easy.
11. Using English in real life situations increases my English fluency.
12. Using English in real life situations increases my English fluency.
13. Travelling to English speaking countries develops English language acquisition.
14. Applying variety of techniques in the classroom by the teacher increases language acquisition.

Mentoring Culture

1. Our organization promotes a culture of knowledge-sharing.
2. Senior employees actively engage in mentoring junior colleagues.
3. New ideas and perspectives are encouraged and respected.
4. Learning from others' experiences is valued in our workplace.
5. Collaboration and teamwork are fundamental in our culture.
6. Mentoring relationships are recognized and rewarded.

Employees Oral Communication Skills

1. I do a good job of participating in class discussion conducted fully in English.
2. I am good at learning speaking skills.
3. I have no problem learning speaking skills.
4. I do not have any problem speaking in English when I should.
5. I always think I am good at speaking in English.
6. I feel confident about my ability to speak clearly.
7. I can motivate myself to speak in English.
8. I can speak fully in English well with my Malay lecturers.
9. I am good at communicating with the international students and lecturers.
10. I can learn and use new English words in my conversation easily.
11. My speaking ability does not worry me.
12. I am able to keep speaking in English even when my friends tease me.
13. When I decide to say something in English, I go ahead and do it.
14. It is not difficult for me to concentrate while speaking in English with others.

Tacit Knowledge Transfer

1. I receive valuable tacit knowledge through informal discussions.
2. I acquire crucial information through workplace interactions.
3. I believe tacit knowledge is crucial for my job performance.

4. I absorb implicit knowledge from experienced colleagues.
5. I actively seek tacit information from mentors and peers.
6. I feel confident in applying tacit knowledge in my tasks.
7. I effectively transfer tacit information to new team members.
8. I am aware of the unwritten rules and norms in our organization.
9. I feel empowered with the tacit knowledge I possess.
10. I believe tacit knowledge sharing enhances organizational productivity.
11. I can efficiently utilize tacit knowledge to solve work-related challenges.