

Linguistic Technopreneurship in Business Success Digitalization for Small Medium Enterprises in West Java: Implication for Language Education

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Abstract

The increase in borderless digital-based business competition shows how language education is impacted by neoliberalism in this global era. We explore how linguistic technopreneurship (LT) roles is increasingly constructed as a form of linguistic entrepreneurship to exploit language-related resources to enhance one's socioeconomic value strategically. This research aims to critically examine the influence of LT toward business success digitalization for Small Medium Enterprises in West Java and its implication for Language Education. The research also focusing on the creation of novelty, namely linguistic technopreneurship (LT), which is a refinement of entrepreneurial linguistics (EL). LT is expected to be able to explain how linguistic entrepreneurship can be indexed from two different aspects, namely how to package language education and digital business success. We then discuss under what conditions the notion of linguistic technopreneurship can be applied to digital platform-based business settings and what kind of contradictions this gives rise to. The method used is quantitative, and it involves carrying out SEM analysis. A non-probability sampling technique was used to obtain a minimum of 250 Micro, Small and Medium Enterprises and Industry owners who run their businesses through digital platforms in West Java province, which is the province with the most significant number of Micro, Small and Medium Enterprises and Industries in Indonesia. The research results show that LT significantly influences the success of business

success and impact the language education practice. It can be concluded that language education is an added value for a person and influences socioeconomic success.

Keywords: Language education; linguistic technopreneurship; business performance

Introduction

Linguistic technopreneurship (LT) is an important aspect of the global economy. LT suggests that strategic use of language is not just about communication but also involves deliberate control of linguistic resources to influence organizational outcomes in digitalized based business. This refers to an entrepreneur's ability to strategically exploit language resources in various forms of presentation on digital platforms to increase the competitiveness of his/her business. Linguistic technopreneurship concept is proposed as the improvement of Linguistic entrepreneurship (LE). Linguistic entrepreneurship involves purposefully utilizing language resources to increase one's value in society (Lo Bianco, J., 2021). Linguistic entrepreneurship is a form of language commodification, as defined by Heller (2010). Thus, LT is commodification of LE in the digitalized business. In the digital era, the strategic use of language goes beyond traditional business boundaries and extends across multiple domains. As organizations undergo digital transformation, language becomes an important element of aligning business processes and goals through an effective language strategy that is critical to achieving strategic fit in business (Roelens et al., 2019). On the other hand, the exploitation of language aspects also includes various dimensions, for example, managing language to form interactions (Lazić & Jović, 2019; Luo & Shenkar, 2006; Sanden, 2014, 2016).

The competitive nature of today's business environment increasingly drives the need for businesses to articulate strategies that support organizational interests and provide them with a competitive advantage (Davidsson & Wiklund, 2007). According to Wahyuni & Sara (2020), internal factors and the role of the external environment, such as the role of government, consumer preferences and globalization, influence business performance and competitive performance. However, several studies also show that superior performance tends to be predominantly influenced by intentional internal behaviour that drives fundamental changes in the process, thereby allowing the emergence of new ideas, creativity and commitment within the organization (Covin & Miller, 2014; Isichei et al., 2020).

Ease of access to information is one of the positive impacts of technological developments, especially electronic media via the Internet (Rachmawati et al., 2019). The development of internet technology with online platforms, such as e-commerce and online media, experienced rapid growth of 52% and 48% during and after the pandemic (Jasińska-Biliczak, A., 2022). This illustrates the development of online technology, which has also been driven by people's needs during the pandemic, resulting in people switching to using e-commerce as a shopping medium to meet their needs. Even though e-commerce is experiencing rapid growth on its way, in reality only 33% of Indonesian people actively use e-commerce (Sirait, N. N., 2022), with Indonesian e-commerce users dominated by Gen Z (Huwaida, L. A et al., 2024). E-commerce is currently also being entered by MSMEs to maintain their existence in the digital era. Micro small and Medium Enterprises (MSMEs) in Indonesia have a strategic role in the economic growth where MSMEs are able to absorb 97% of the workforce in Indonesia and has a significant contribution big impact on the national economy (GDP) of 61.1%. (Abdurohim, 2023). West Java is a significant contributor to Indonesia's economy, particularly in the MSME sector. West Java is Indonesia's largest MSME-producing province. Developing MSMEs is one of the government's strategic

alternatives for reducing income inequality and poverty (Saputera, D., Ichsani, S., Wijaya, J. H., & Hendiarto, R. S., 2021).

Generations in the younger age range who fall into the Gen Z category dominate internet users in Indonesia (Huwaida, L. A et al., 2024). Currently, Indonesia's total population is 270.2 million people, with 27.94% being Gen Z; this number is predicted to reach its peak in 2045, which will also be Indonesia's golden age of 100 years, with a percentage of 64% dominated by Gen Z (Huwaida, L. A et al., 2024). A total of 212.9 million internet users in Indonesia make Indonesia the 4th largest in the world. It can be concluded that Indonesia is one of the most popular internet users, dominated by Gen Z users or those of a productive age worldwide. Thus, there is an increasing urgency to provide language education to Gen Z, most of whom are digital business owners and users. Southeast Asian countries, including Indonesia, Malaysia, Singapore, Thailand, the Philippines, and Vietnam, are experiencing a spike in digital adoption. This area is a hub for commerce. MSME players account for 70% of the 700 million people, with 61% under the age of 35. According to a 2020 Global Entrepreneurship Monitor (GEM) poll, entrepreneurial engagement among young individuals aged 18-34 is very high. Indonesia's millennial and Generation Z populations are active entrepreneurs, creating MSMEs (Purnama, S. A., Azzahra, D., & Priyono, B., 2023).

The urgency to analyze language education toward digital business success is the phenomena that Indonesian internet users are stated as the most impolite user in the Southeast Asia region (Kharisma, A. J., 2023). On the other hand, previous research stated that language politeness attracts the consumer, language skills and entrepreneurship education are considered important in the increasingly rapid globalization landscape (Johnstone et al., 2018). Furthermore, research (Urbain Thierry et al., 2017) generally looks at the influence of language education on young people and specifically on entrepreneurs and concludes that language education has a strong positive influence on entrepreneurship in terms of high profits when becoming self-employed. Research (De Costa et al., 2019) also reveals how the surge in interest in language skills and learning has a potentially beneficial impact. Competence in language is an economic resource that contributes not only to social and individual but also economic development.

Related to this, the new term namely linguistic entrepreneurship (LE) was first introduced by De Costa et al. (2016, 2019), which is described as "the act of aligning with the moral imperative to strategically exploit language-related resources for enhancing one's worth in the world" (2016). This special issue's four empirical investigations and two critical essays explain the relevance of this construct and look at how it is applied in various formal and informal educational environments around the world. We specifically demonstrate how linguistic entrepreneurship adds a distinctive and innovative perspective to the current body of neoliberalism research in sociolinguistics, applied linguistics, and language policy. De Costa himself emphasized the importance of language education practice and how to package it to enrich individual ability in the socioeconomic field.

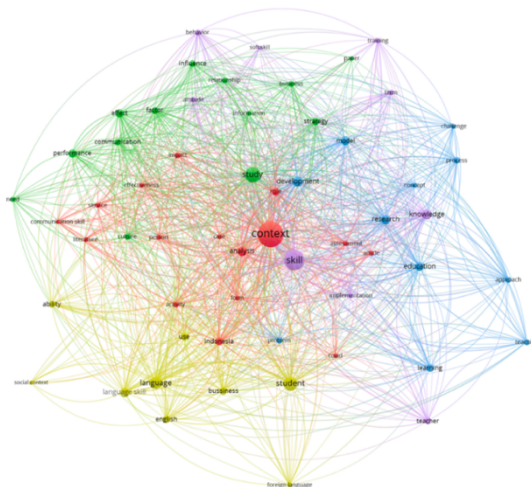


Figure 1. Network visualization of language skills in business context keyword.

The results of bibliometric analysis (Fig. 1) showed that topic LE has not been discussed much. In the previous years, business skill was close related to some context such as development, strategy, model. Etc. However, holistic definition of LE is can be better stated after bibliometric analysis is provided. This research introduces Technopreneurship Linguistic (TL) as a more appropriate term to be applied in digital business. TL is intended to demonstrate how linguistic entrepreneurship may be measured from two perspectives: language education and digital company success. This study intends to critically investigate the factors relating to the urgency of appropriate language management in the field of digital entrepreneurship. The method utilized is quantitative, with SEM analysis. A non-probability sampling technique was used to identify at least 250 Micro, Small, and Medium Enterprises and Industry owners who run their businesses through digital platforms in West Java province, which has the highest number of Micro, Small, and Medium Enterprises and Industries in Indonesia

Literature review

Linguistic technopreneurship

The concept of linguistic technopreneurship refers to an entrepreneur's ability to strategically exploit language resources in various forms of presentation on digital platforms to increase the competitiveness of his business. This concept was formed from the idea that it has become an important aspect of the global economy, especially during the era of capitalism (Heller, 2010). This suggests that strategic use of language is not just about communication but also involves deliberate control of linguistic resources to influence organizational outcomes.

In the digital era, the strategic use of language goes beyond traditional business boundaries and extends across multiple domains. As organizations undergo digital transformation, language becomes an important element of aligning business processes and goals through an effective language strategy that is critical to achieving strategic fit in business (Roelens et al., 2019). On the other hand, the exploitation of language aspects also includes various dimensions, for example, managing language to form interactions (Lazić & Jović, 2019; Luo & Shenkar, 2006; Sanden, 2014, 2016).

In marketing strategy, some research has shown that language can influence consumers' risk perceptions, attitudes and behavioural intentions (Alcántara-Pilar et al., 2017). Consumers' language preferences during service can carry emotional connotations, impacting their response to marketing communications (Farias & Torres, 2022; Holmqvist, 2011). The language used in advertising can act as an implicit signal about a product that can shape consumer perceptions, attitudes and behaviour (Hornikx & van Meurs, 2017; Puntoni et al., 2009)

To achieve a successful business in the context of marketing in the digital era, entrepreneurs need to exploit language resources in various ways, one of which is the accommodation process. This is postulated in Speech Accommodation Theory (SAT) as a sociolinguistic framework that focuses on how individuals adjust their speech patterns to be harmonized with the person they are speaking to (Hu, 2022). According to this theory, speakers need to unify or differentiate their speaking styles based on the communicative needs of their interlocutors (Lockwood & Song, 2016). This shows how an individual carries out the accommodation process by adapting how they speak to be more similar to their interaction partner (Rusbult et al., 1991).

Apart from the accommodation process as part of exploiting language resources, the use of persuasive language is also important. This is because persuasive language has become increasingly recognized as a powerful tool for increasing sales. Research shows that persuasive language can have a significant impact on increasing sales in a variety of contexts. This argument is supported by several studies that highlight the importance of the power of language and nonverbal immediacy in increasing the persuasive power of salespeople (Gadzhiyeva & Sager, 2017). Additionally, the use of persuasive language in online marketing has been emphasized as an important factor in influencing consumer decisions (Septianasari et al., 2021)

Additionally, applying persuasive selling techniques has proven effective in increasing customer acceptance of products, even products that may initially encounter resistance, such as sustainable but unfamiliar menu items in restaurants (Cai et al., 2021). By using persuasive tactics, businesses can overcome consumer reluctance and drive sales. Furthermore, the use of persuasive language in various communication channels, including sales emails, has been studied to understand its impact on influencing consumer behaviour (Ahangar & Zeynali Dastuyi, 2017).

Referring to the theoretical arguments as presented, the ability to exploit strategic resources from the language aspect is important. This is supported by various empirical findings showing that language plays an important role in business plan modelling (Francesconi et al., 2013), business alignment (Hinkelmann & Pasquini, 2014) and organizational mechanisms for successful strategic planning (Lee & Bai, 2003). These research findings prove that deliberate exploitation of language aspects in business operations can significantly impact productivity and performance.

Linguistic technopreneurship and business digitalization

Language Education in Entrepreneurship, according to (Johnstone et al., 2018), will improve communication across space and time and language skills as support in exchanging information, which influences good relationships and trust. The emphasis on education is the main factor driving entrepreneurial performance and makes it easier to make appropriate policies in the world of entrepreneurship (Urbain Thierry et al., 2017). Research (De Costa et al., 2019) shows that investing in the appropriateness of language in an organization is a rational choice that can gain benefits in the future. Therefore, it is the organisation's responsibility to assign and carry out careful and ongoing checks regarding how they make language policy choices when serving customers. To improve oneself, research (Phyak & Sharma, 2021) shows that language education

in the idea of linguistic entrepreneurship is an act of aligning oneself with the morals that must be possessed to exploit language resources strategically.

Previous research also shows that language education is closely related to socioeconomic life. Elo, M., Kothari, T., & Ivanova-Gongne, M. (2022) research shows that linguistic variety is a crucial multi-layered resource and socioeconomic link that allows culturally different marketplaces to engage and spans geographic divides. Individuals with many languages and migrant ties may create alternate corporate communication methods, such as translanguaging and mode-shifting.

However, some experts argue that globalization and digitalization precede all other considerations. Pašalić and Marinov's (2008) study, *The English Language and Globalization*, highlights the impact of globalization and English as a lingua franca on economics. As a result, they add, many organizations now need their staff to have "a good command of English". They go on to say that "a fair knowledge of English has become a prerequisite for professional and social promotion in Croatia". According to Simeunović (2008), the English language significantly impacts the economy, particularly in the legal and business sectors.

Performance of business is the result of work achieved by someone or groups within the organization, according to authority and responsibility, in an effort to achieve organizational goals legally, without violating the law, and by morals and ethics (Ghifary, 2013). Business performance is the sum of the results of operations conducted within the organization (Prasetyo and Harjanti, 2013). According to Voss and Voss (2000), it is the measurement of effort performance levels such as sales turnover, buyer numbers, profitability, and sales growth. Organizational performance, often known as business or company performance, is a measure of a firm's success in fulfilling its goals. Good corporate performance demonstrates the success and efficiency of the organization's actions. Fairoz et al. (2010) defined business performance as the achievement of corporate goals through successful strategies and approaches. According to Schneider et al. (2003) and Eshlaghy and Maatofi (2011), an organization's productivity and efficiency are achieved by pleasing employees and being responsive to both psychological and socio-emotional requirements in a complete manner.

Chung et al. (2012) defines digital company performance as profit levels, sales growth, product quality, service quality, customer retention rate, new products that succeed in the digital market, and return on investment. Agarwal et al. (2003) measure business performance in two dimensions. The first dimension is financial performance or marketing performance, which includes utilization rates, profitability, and market share, whereas the second component is subjective performance. Subjective performance is a performance measurement based on customer and employee satisfaction, which includes service quality, customer contentment, and employee job satisfaction. According to Turner's theory (2011), this study divides firm performance into three dimensions: company innovation, profitability, and cost-cutting outcomes.

Research method

Sources of data

The sample in this study consisted of micro, small and medium business owners who run their businesses via digital platforms in the province of West Java, Indonesia. West Java Province was chosen with the consideration that according to data from the Central Statistics Agency in 2022, West Java is the province with the largest number of Micro, Small and Medium Enterprises in Indonesia with 792,435, followed by East Java with 746,732, and Central Java with 569,896. Based on this data, non-probability sampling techniques were then used to obtain a minimum of

250 Micro, Small and Medium Business and Industry owners who run their businesses through digital platforms. The number of 250 respondents was determined by referring to the rule of thumb analysis with SEM (Hair et al., 2018). Apart from that, some literature also states that 250 respondents is an ideal number for generalizing to the population.

Procedures of data collection

Bibliometric analysis was conducted to better position research and help discover research novelty. The data source was taken within period 2013 – 2023. The total documents found during the last 10 years were 616 documents. The procedures continue by preparing research instrument (questionnaire). The data collection procedure is carried out online via the Google Forms platform. The Google form link containing the survey to measure the variables studied was distributed via email and Whatsapp contact numbers of respondents, where we got the emails and contact numbers of respondents from the relevant agencies that supervise and develop MSMEs in West Java. Basically there were 300 respondents surveyed in this research, but only 250 respondents were willing to respond, and the remaining 50 respondents did not provide any response after being contacted three times and reminded to fill out the survey. On the other hand, variables were measured using instruments designed with a numerical scale of 1 to 7 points by the recommendations of Nunnally & Bernstein (1994), which stated that scales tend to produce interval data if anchoring techniques are used. This measuring instrument was adapted from several previous studies as long as modifications were needed, such as adaptation of the tool used.

Data analysis, validity, and reliability

The measurement model testing approach employed for data analysis was SEM-AMOS, followed by Macro-PROCESS for mediation analysis. The use of macro-PROCESS analysis for mediation analysis was based on the advice of Zhao et al. (2010), who noted that Hayes' (2018) technique was very up-to-date and could cover the flaws of the Baron & Kenny analysis technique. The measurement model was tested using confirmatory factor analysis (CFA), the multifactor approach, and AMOS. The results show that $\chi^2 = 2,9195$, $df = 41$, $RMSEA = 0,07$, $CFI = 0,8$, $GFI = 0.09$. According to Hair et al. (2018), an RMSEA value of less than 0.08 shows that the model fits the data and meets the Goodness of Fit (GOF) criterion. Table 1 shows the CR, AVE, and correlation coefficients between variables.

Table 1. CR, AVE, and correlation between variables

Variable	CR	AVE	LT	LE	BP
LT	0,667	0,290	1		
LE	0,608	0,359	.744	1	
BP	0,682	0,417	.800	.871	1

The measurement model testing procedure used for data analysis was SEM-AMOS, after which Macro-PROCESS was applied to conduct the mediation analysis. The use of macro-PROCESS analysis for mediation analysis was based on the recommendations of Zhao et al. (2010), who stated that the technique introduced by Hayes (2018) was very up-to-date and able to cover the shortcomings of the Baron & Kenny analysis technique.

Results

The proposed hypothesis uses a transmission and segmentation approach so that hypotheses 1, 2, and 3 are tested using a segmentation approach and hypothesis 4 using a

transmission approach. The transmission hypothesis focuses on the single statement that the mediator (M) mediates the relationship between X and Y without exploring hypotheses linking X to M and M to Y (Memon et al., 2018).

Table 2 displays the findings of the macro PROCESS analysis (Hayes, 2018). Language education has a significant direct effect on business performance (p -value < 0.05). This indicates that the first hypothesis (H1) is accepted. The range between Lower-Level Confidence Interval (LLCI) and Upper-Level Confidence Interval (ULCI) is 0.10 to 0.25, which reinforces this condition. This is consistent with Hayes' (2018) proposal that the proposed hypothesis should not be rejected if the LLCI and ULCI values are not less than 0.

Table 2. Mediation analysis results

Model	Effect	SE	P	t	95% CI
Direct					
LE → BP	0.17	0.04	0.000	4.68	0,10 to 0.25
Indirect (mediation)					
LE→LT	0.28	0.05	0.000	5.48	0.18 to 0.38
LT→BP	0.36	0.04	0.000	8.20	0.28 to 0.45
LE→LT→BP	0.15	0.03	-	-	0.16 to 0.21

The second hypothesis (H2) regarding the positive influence of language education on linguistic technopreneurship was tested and also accepted as indicated by a p -value coefficient of 0.000 (< 0.05) and LLCI with ULCI reaching 0.18 to 0.38. Apart from that, the third hypothesis (H3) regarding the relationship between linguistic technopreneurship and business performance shows positive results because the p -value is 0.000 (< 0.05) and LLCI with ULCI values in the range of 0.28 to 0.45. Based on the findings and results of the analysis carried out, it is known that the Linguistic Technopreneurship (LT) variable is the most important variable in improving Business Performance (effect 0.36).

The mediation hypothesis was tested in line with that developed by Baron & Kenny (1986) regarding the application of four conditions to determine the mediation effect. The results as presented in Table 2 show that there is an indirect influence of language education on business performance through linguistic technopreneurship which is shown by an influence of 0.15 with SE = 0.03, LLCI = 0.16, and ULCI = 0.21, and this means that the fourth hypothesis (H4) is also accepted.

Discussion

Research results show that language education significantly affects linguistic technopreneurship. This result is in line with the previous research that claimed that linguistic entrepreneurship promotes socioeconomic mobility and performance. Linguistic entrepreneurship discusses the emotive or affective dimension. Some desires appear idealistic, while others are practical. Articles by Li and De Costa, 2018 (on Chinese professors) and Phyak and Sharma (on Indigenous Nepali students), 2021 highlight the commodification of English proficiency among certain communities due to perceived economic benefits. In the instance of Nepali English-medium private schools, even English appears to be commodified as desirable. South Korea and Singapore emphasize languages other than English. Sohn and Kang's (2016) study investigates the South Korean government's efforts to integrate *damunhwa* moms (mothers from multicultural families) into the domestic labor market, as well as the mothers' desire for economic integration via their bilingual skills. Starr and Kapoor (2021) describe a situation in Singapore where studying

Mandarin in supplementary programs is integrated into a neoliberal accountability framework. This system requires parents to ensure their children attain competitive exit test scores, which determine socioeconomic success. The parents prioritize their children's competitiveness over regular conversation in Mandarin. Private supplementary programs exploit parents' aspirations and fears.

As the sample of relations of language education to Linguistic entrepreneurship found in China and Singapore (De Costa, P. I., 2010). Learning Mandarin or publishing in English serves a purpose beyond communication and academic inquiry, diverging from traditional education and research purposes. Mandarin enrichment facilities in Singapore, particularly for children of Chinese heritage, promote academic benefits as well as emotional and behavioural benefits. Starr and Kapoor note that Mandarin competence as a heritage language in Singapore is seldom discussed in terms of everyday use. The Traditional and Modern Traditional centres, which primarily target educated Chinese Singaporean parents who speak English, aim to alleviate their concerns about their children's Mandarin test performance, which is mandatory for Chinese Singaporeans in school. Learning Mandarin is often driven by test scores or parental happiness with their child's commercial endeavours.

In terms of digitalization, innovation is needed in linguistic entrepreneurship. Digital innovation is increasingly crucial for all industries and functional units (Tumbas et al., J. (2018). Organizations increasingly use digital technology to foster innovation, frequently beyond traditional IT departments' capabilities. Organizations digitize products (Bresciani et al., A. (2021), integrate software into physical products (Rauschnabel, P. A. (2021), and use "big data" for customer profiling (Di Vaio, A., Palladino, R., Pezzi, A., & Kalisz, D. E. (2021)). Among those things, unfortunately, the ability in linguistic is lack of attention. To address this tendency, as well as a novel role, the dimension of digital adaptive was added to an existed dimension of linguistic entrepreneurship that is emotive and effective.

Hypothesis 2 that Linguistic technopreneurship significantly influences business performance is in line with the prior research stated that linguistic technopreneurship involves utilizing language skills and cultural understanding in business ventures which plays an important role in influencing business performance. Research shows that entrepreneurial success is closely related to an entrepreneur's competence, including ability in a linguistic context (Utomo et al., 2019; Suparto, Lao, & Salim, 2023). Competencies such as language proficiency can directly impact business performance by improving communication, negotiation, and building relationships with stakeholders (Barazandeh et al., 2015; Mitchelmore & Rowley, 2010). Additionally, the ability to navigate diverse linguistic contexts can improve market understanding and effective international business expansion (Rae & Woodier-Harris, 2012), which results in better business performance (Dai & Liang, 2022).

In addition, the impact of entrepreneurship education on linguistic abilities and business performance is quite significant. Entrepreneurship education can help individuals, especially international students, develop the linguistic skills necessary for cross-cultural communication and business success (Rae & Woodier-Harris, 2012). This highlights the importance of linguistic competence in the entrepreneurial context, where effective communication and understanding of cultural nuances are critical for business growth and sustainability.

Additionally, the role of language in digital entrepreneurship is becoming increasingly important. In the digital era, where businesses operate globally, linguistic entrepreneurship can facilitate effective digital marketing strategies, customer engagement, and international collaboration (Morales, 2023). The ability to communicate well in multiple languages can give

entrepreneurs a competitive advantage in reaching diverse markets and building strong business relationships.

Research (Brannen et al., 2014; Kulkarni, 2015; Roy Sekhar and Vyas, 2016) agrees that there is an influence and connection between ideology, cultural concepts as well as a person's language and entrepreneurial education abilities on the success of both academics and professional practitioners. Research (Phyak & Sharma, 2021) reveals how language education plays a role and influence as a driver of a competitive market economy and is a force for creating human success and prosperity. Ideas related to entrepreneurship in language education have a relationship that can influence success and increase a person's self-worth (De Costa et al., 2016). Further research (De Costa et al., 2019) describes the competence of increasing skills and competence of language education as an economic resource that has an influence and contributes not only to improving a person's material welfare but will also improve the community economy and development more broadly. Research (Johnstone et al., 2018) found that someone who has skills, abilities and education in a language will have an influence on creating contacts in their business who also with these language skills will infiltrate the entire series of business processes. So it can be concluded that language education has a strong and positive influence in the field of entrepreneurship which ultimately brings big profits (Urbain Thierry et al., 2017)

The research results also bring the impact for language education. Increased investment value foreign countries in Indonesia in line with hope for development cooperative relations between Indonesia with foreign countries, especially within economic field. this development emphasized that the need for workers that master foreign languages are increasing. The world of education must try respond to this need with develop language and entrepreneurial skills as a combination to equip graduates. Learning objectives of education language is equipping students with language that can be applied in the world of business and international trade, for then applied in communication verbal and written in the business world (Limuria, R., & Sutandi, S., 2018). The business which is currently utilizing digital platforms demands that the world of education equip students with more specific language skills which are included in the concept of linguistic entrepreneurship. Technopreneurship linguistics can support business and economy, and meet needs stakeholders and learners will source human power who have skills language in the digital realm and meet stakeholder needs.

Language skills play an important role in the success of SMEs, especially in the context of internationalization. Research has highlighted the importance of foreign language skills among employees for the export success of SMEs (Rižnar & Puntar, 2023). In addition, the role of language skills in the international orientation of decision makers in successfully internationalized SMEs has been emphasized (Knowles et al., 2006). Language management strategies, including language training for staff and the use of professional translators, have been associated with increased export success (Rižnar & Rybnicek, 2017)

Webster et al.'s research (2005) recognized training and education as effective ways to reduce small business failure. This is further supported by the findings of Walker et al., (2007), who acknowledged the low level of formal education of small business owner-managers and their limited participation in skills development and training activities. The findings indicate that there is potential where language education can help have a significant impact in the development of small businesses.

The relationship between language education and business practices is an important aspect that has been explored in various studies (Alhassan, 2019). highlights the importance of addressing the language needs and skills that business students need to function effectively in business content

courses. This emphasizes the importance of language programs in equipping business students with the necessary skills. Additionally, Xie & Curle (2020) found that business English proficiency was a significant predictor of success in the English Intermediate Teaching (EMI) study, indicating the important role of language education in business-related academic activities. Additionally, research conducted by “Benefits of Foreign Language Skills in Foreign Businesses in Thailand” (2019) shows the significant impact of language proficiency on business performance and customer relations, further emphasizing the relevance of language education in the business context. Furthermore, Knowles et al. (2006) stated that language skills contribute to international business success by increasing the availability of market information, negotiation skills, and understanding of trading partners' business cultures.

MSME has use social media to survive in digital era. Social media refers to online platforms that allow users to interact, share content, and build social networks. This includes various types of platforms, such as social networks (e.g. Facebook, Twitter, Instagram), video sharing platforms (e.g. YouTube, TikTok), blogs, forums and instant messaging applications. Social media provides communication tools that allow individuals to interact with other people, both personally and in community groups. Users can create personal profiles, share thoughts, opinions, photos, videos, as well as follow and participate in discussions with other users. Overall, social media has changed the way people communicate, use language, interact, and share information in society. In a broader context, social media has a significant impact on culture, politics, business and social dynamics in the digital era (Greenhow, C., & Chapman, A., 2020).

The contradiction that gave birth to the emergence of linguistic technopreneurship is related to the richness of information and accuracy. Social media provides access to a variety of information, but it is difficult to distinguish the accuracy and truth of the content circulating which can be detrimental to the business itself. The spread of fake news or unverified information can harm users by reinforcing misconceptions and influencing their views. This clearly emphasizes the increasing importance of linguistic technopreneurship. Another thing that has emerged as a contradiction to the spread of social media is Freedom of Speech and Hatespeech. although on the one hand the LT concept teaches freedom of speech, again language education needs to limit this. Social media provides space for freedom of expression, but also allows hate speech to emerge. Anonymity and lack of supervision can reinforce disrespectful behavior, harassment, or insults. In this context, LT has significant implications for the implementation of language education.

Conclusion

The research results show that linguistic technopreneurship significantly influences business success. As the mediator variable, it also bring the impact in language education. The research also shows that language education is an added value for a person and influences socioeconomic success. In the context of Digitalization which is characterized by technology, LT is more appropriate to be applied as the improvement of entrepreneurship linguistic. In addition, technopreneurship linguistics can support business and economy, and meet needs stakeholders and learners will source human power who have skills language in the digital realm and meet stakeholder needs.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

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