ORAL COMMUNICATION SKILLS AMONG ENGLISH-MAJORED GRADUATES: A SURVEY OF THOSE AT COMPANIES IN BINH DUONG PROVINCE, VIETNAM

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ABSTRACT

Background: This study examines the oral communication skills of English-majored graduates and addresses the challenges they encounter in effectively communicating in English.

Methods: A questionnaire was administered to 150 graduates from a university in Binh Duong province, yielding valuable insights into their language proficiency and practical experience since graduation. The majority of participants had less than four years of real-world experience, with varied levels of English oral communication development.

Results: Linguistic problems identified included pronunciation errors, ambiguous sentences, and inappropriate sentence structures. Non-linguistic challenges included a lack of interest, shyness, difficulty finding ideas during conversations, nervousness, feeling uncomfortable, and concern about maintaining face. Interviews with ten graduates further confirmed these issues, highlighting limited specialized vocabulary, pronunciation difficulties, and self-confidence as common challenges. Strategies proposed for addressing these challenges include dedicating more time, using subtitles while watching movies or listening to music, and engaging with foreigners for practice.

Conclusion: This research contributes to the understanding of oral communication challenges faced by English-majored graduates and provides recommendations for improving their skills.

Keywords: oral communication skill, linguistic problems, non-linguistic problems, english-majored, Vietnam.

Received: 31/06/2023
Accepted: 29/09/2023
DOI: https://doi.org/10.55909/sdgs.v11i9.1232

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HABILIDADES DE COMUNICACIÓN ORAL ENTRE GRADUADOS COM FORMACIÓN EN INGLÉS: UMA PESQUISA SOBRE AQUELES EM EMPRESAS NA PROVÍNCIA DE BINH DUONG, VIETNÃ

RESUMO

Histórico: Este estudo examina as habilidades de comunicação oral de graduados de língua inglesa e aborda os desafios que eles encontram na comunicação eficaz em inglês.

Métodos: Um questionário foi administrado a 150 graduados de uma universidade na província de Binh Duong, proporcionando informações valiosas sobre sua proficiência linguística e experiência prática desde a graduação. A maioria dos participantes tinha menos de quatro anos de experiência no mundo real, com níveis variados de desenvolvimento de comunicação oral em inglês.

Resultados: Os problemas linguísticos identificados incluíram erros de pronúncia, frases ambiguas e estruturas de frases inapropriadas. Desafios não-linguísticos incluíram falta de interesse, timidez, dificuldade em encontrar ideias durante conversas, nervosismo, sensação de desconforto e preocupação em manter a face. Entrevistas com dez graduados confirmaram ainda mais essas questões, destacando vocabulário especializado limitado, dificuldades de pronúncia e autoconfiança como desafios comuns. As estratégias propostas para enfrentar esses desafios incluem dedicar mais tempo, usar legendas enquanto assiste a filmes ou ouve música e se engajar com estrangeiros para a prática.

Conclusão: Esta pesquisa contribui para a compreensão dos desafios de comunicação oral enfrentados por graduados de língua inglesa e fornece recomendações para melhorar suas habilidades.


1 INTRODUCTION

Communication has long been an indispensable part because it plays certain roles in helping people operate their lives through the communication system (Cherry, 1966) which include language and speech. That distinguishes humans from animals most prominently (Flormata-Ballesteros, 2003). First of all, people use communication as a way to express and convey information to others, share their feelings or materials (Munsaka, 2014) in which the main means is language. Furthermore, communication also is the way people create meaningful experiences for themselves and those they interact with through interactive communication when the sender conveys information, the receiver can also respond and share their opinions (Griffin, 2015). People make certain efforts in interacting to achieve his or her communication purpose in conversations. When the listener understands the information conveyed from the speaker, that communication is an effective communication. However, like children, they often learn to speak first despite the meanings of the words they perceive, and gradually they master their native
language. Therefore, many researchers appreciate the roles of participants in oral communication to improve the effectiveness of learning foreign language. Speaking is always the most important skill when learners start learning a new language (Wyner, 2014; Timmis, 2016; Rao, 2019) and is judged upon most in real life situations (Brown & Yule, 1983).

Oral communication is an action which uses verbal explanations to communicate with other people and this course of action requires at least a communicator and a receiver (Tubbs, 2003). This is a cyclic process because the speaker gives information for the listener to receive and process information. Then the listener gives feedback to the speaker, at this point the listener becomes the speaker, and the speaker becomes the listener again. This process alternates successively changing roles in a communication (Tierney, 1998). It can be seen that in this two-way relationship, a person can be both communicator and receiver at the same time. In this study, oral communication skills are also investigated in similar terms.

However, oral communication is a complex process because each human mind is built entirely of its world (Osho, 2012). It becomes even more difficult when the communicators do not share a common mother tongue because not only do language-related barriers exist, but there are other significant barriers that reduce the quality of communication. When talking about problems that arise in communication, language problems are the first mentioned. Linguistic factors focus on poor linguistics that leads to not speaking English. Three main factors are presented here such as vocabulary, grammar and pronunciation (Spolsky & Hult, 2008). Communication is partly influenced by context. There are many words that express the same meaning but their usage is different depending on each specific situation. The use of words in the wrong context can also cause misunderstandings. Therefore, the big cause of the inability to communicate fluently in English is because of limited vocabulary (Goktepe, 2014). Vocabulary is the core of communication since using the right vocabulary can express exactly what they want to convey, even their feelings towards something in each word (McCarthy, 1990). Whether communicating orally or in writing, people need a large number of vocabularies to express what they want to say. People still can say something by using vocabularies although they do not have grammar rules (Wilkins, 1972). In addition, grammatical difficulties are also very significant. The ability to learn good grammar will help students form complete sentences by combining words together more easily and more orderly.
(Crystal, 1980). Whereas, the English grammar system is not like any other language so combining two languages at the same time is not easy (Hatyanto, 2007). The dissimilarity in vocabulary, grammatical structure causes negative transfers for both the speaker and the listener so grammar is difficult to learn new structures for all students (Celce-Murcia, 2001). Finally, pronunciation is also a vital part of language learners. It includes a system of sounds used for communication between the communicators and receivers (Paulston & Burder, 1976) and it is the way to create sounds with definite aims (Richard & Richard, 2002). Nevertheless, pronouncing fluently is not simple with lots of people due to the differences between the sound system of two languages.

Regarding non-linguistics barriers to effective communication, anxiety is one of the factors that impedes language proficiency not only in communication but also in other skills. Anxiety is the biggest problem of almost all students during learning English (Soomro et al., 2019). Communication skill requires an environment and practice time to form a reflex to help students speak fluently. Some students who are too afraid to speak in public, cause bad effects in their learning achievement. People are shy since they are judged by the listeners and afraid of losing their face (Brown, 2001; Ur, 1996). The second barrier is having no motivation to learn and practice communication skills which leads to laziness in learning. Intrinsic interest motivation had a significantly positive impact on English achievement, whereas learning situation motivation had a significantly negative impact (Jiao et al., 2022). Creating a positive classroom environment when learning English can improve motivation and motivate students to engage in more communication (Cocca & Cocca, 2019).

Individuals who have good oral communication and foster English communication skills, receive positive evaluations for their learning outcome, working processes and into their later careers (Soomro et al., 2019). The recent trend for industries to demand for workers who are job-ready, or in other words, workers who are equipped with hard skills to do a job and soft skills, including communication skills, to immediately assimilate in the working environment (Sada et al., 2015; Vo et al., 2020). Therefore, those who asserted that the employability of graduates could be largely enhanced if the graduates grasp the English communication skills (Sulaiman & Ambotang, 2017). Regardless of its importance, teaching and developing speaking skills have been undervalued and most of the teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills (Rao, 2019). In fact, in
Vietnam, this leads to the situation where many students, even though they have graduated with a English major, still have difficulty communicating fluently with foreigners, especially in the case of working at foreign companies and affecting their work. In which, students majoring in English in Binh Duong are no exception. Therefore, to understand and address this issue, our study aims to find the oral communication problems and solutions of English-major graduates working at foreign companies. The paper focuses on those who have graduated with a major in English from Thu Dau Mot University, Binh Duong province.

2 METHODS

2.1 PARTICIPANTS

The research is carried out at foreign companies which are located in Binh Duong Province and the participants are all graduated English-majored students at Thu Dau Mot University. A total of 150 questionnaires were distributed, of which 59 males and 91 females who work at different foreign companies. All of these students are over 22 years old and are office workers who have to contact foreigners to work together daily. 10 participants are selected randomly to conduct interviews to gather information about their oral communication problems.

2.2 DATA COLLECTION AND PROCEDURE

The research collected data via a mixed-methods approach, utilizing both online questionnaires and interviews to collect data. The online questionnaires were designed to be completed within approximately 10 minutes, and participants were provided with the researcher's contact information should they have any inquiries during the survey completion process. Furthermore, a random selection method was employed to choose 10 out of the total 150 participants for the interview phase. To accommodate participants’ schedules, interview times were arranged flexibly. During the interviews, participants were provided with a clear explanation of the purpose and content of the discussion. The interview questions primarily focused on exploring communication errors made by participants, analyzing the underlying causes, and suggesting potential solutions. These interviews were conducted exclusively in English, with both the interviewer and respondents utilizing English as the language of communication. All participant responses were recorded for subsequent analysis and coded for privacy and security. The
Social Sciences Statistics Program (SPSS) was used for data analysis, and descriptive statistics were utilized to provide an overview of participants' characteristics.

2.3 MEASUREMENT

2.3.1 The Questionnaire

For this research, a questionnaire design which incorporates both closed-ended and open-ended questions has been chosen. This approach allows for the acquisition of general information through closed-ended questions, followed by the use of open-ended questions to explore participants' attitudes in more depth (Ruel et al., 2015). The questionnaire design for this research will be centered around two main focal areas: linguistic and psychological factors, utilizing a combination of closed-ended and open-ended questions.

The survey consists of 16 closed-ended items, divided into two categories: linguistics and non-linguistics. The linguistic questionnaire, comprising 10 items with Cronbach’s alpha was .634. It includes vocabulary (4 items), grammar rules (3 items), and pronunciation (3 items). The non-linguistic questionnaire, with 6 items, has Cronbach’s alpha was .625 and focuses on participants’ feelings during oral communication. Respondents rated their agreement with the items using a 5-point Likert-type scale from 1 (strongly disagree) to 5 (strongly agree). Participants have 10 minutes to complete the survey.

2.3.2 Unstructured Interviews

For the purpose of this research, the unstructured interview approach is chosen as it aims to delve deeply into the problems and solutions of oral communication (Dawson, 2019). Interviewees will provide responses to three open-ended questions: (i) What are the challenges you encounter in English oral communication in your workplace? (ii) What are the factors contributing to these challenges? (iii) How do you address these obstacles in English oral communication at your workplace? Throughout the interview process, the obtained results will be diligently recorded with the consent of the participants. Once the interview is completed, the recorded data will be analyzed accordingly.
3 RESULT

A questionnaire was administered to 150 graduates from Thu Dau Mot Universities, who are currently employed in various companies in Binh Duong province. The purpose of the questionnaire was to investigate the interviewees’ language proficiency. Valuable and reliable data were obtained from the participants. Findings revealed that the participants had different amounts of practical experience and English oral communication development since graduation. The majority (74%) had less than four years of real-world experience, with 24% graduating one year ago and 20% graduating two years ago. Besides, the others graduated quite a long time ago, about 5 to 8 years. Additionally, to evaluate their oral communication ability, 80% rated their oral communication ability as average, while the remaining 20% believed they could have performed better. Regarding English practice, 54% rarely practiced, 18% practiced occasionally, 16% never dedicated time to learning English, and only 12% practiced regularly.

3.1 STUDENTS’ PROBLEMS IN ORAL COMMUNICATION

The questionnaire consisted of 16 items aimed at identifying the challenges encountered by graduate students in their oral communication. Table 1 presents the linguistics problems, while Table 2 presents the non-linguistics problems.

Among the findings in Table 1, the statement with the highest agreement was the eighth statement, which received 80.7% agreement (M=4.04; SD=0.919). This indicated that participants recognized pronunciation errors as a common and significant issue in communication. The tenth statement also garnered a high level of agreement, with 80% of participants agreeing (M=4.07; SD=0.875). This emphasized the importance of correctly pronouncing ending sounds. The fourth statement received a high level of agreement, with 76.7% of participants acknowledging the potential disruption caused by ambiguous sentences if not clearly understood (M=3.95; SD=1.028). The ninth statement received 74% agreement (M=3.97; SD=0.965), emphasizing the significance of pronunciation as a communication error. The fifth statement received 73.4% agreement (M=4.05; SD=1.045), highlighting the importance of selecting appropriate sentence structures for effective expression of ideas. The first statement received high agreement, with 72.9% of participants recognizing the significance of vocabulary for achieving fluent communication (M=4.00; SD=1.087). The seventh statement received 66.6% agreement...
(M=4.01; SD=1.102), indicating that participants recognized the propensity for mistakes when using long sentences during communication. Despite graduating with an English major, the sixth statement revealed that word order still posed challenges, with 60.7% agreement (M=3.73; SD=1.129) and 18.6% disagreement. The third statement received low agreement, with 52.6% of participants not perceiving words with multiple meanings as a major obstacle (M=2.44; SD=0.894). The second statement had the lowest agreement, with only 12.6% of participants finding phrases and phrasal verbs acceptable in their work-related communication (M=2.59; SD=0.876).

Table 1. Descriptive statistics of students' linguistics problems in oral communication

<table>
<thead>
<tr>
<th>Linguistic problems in oral communication</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I don't know the meaning of some words that lots of foreigners say.</td>
<td>4.00</td>
<td>1.087</td>
</tr>
<tr>
<td>2 I usually have troubles in using phrasal verbs or phrases.</td>
<td>2.59</td>
<td>0.876</td>
</tr>
<tr>
<td>3 It's difficult for me to use words which has various meanings.</td>
<td>2.44</td>
<td>0.894</td>
</tr>
<tr>
<td>4 I'm often confused with ambiguous sentences.</td>
<td>3.95</td>
<td>1.028</td>
</tr>
<tr>
<td>5 I don’t know which structure is suitable for my expressing ideas.</td>
<td>4.05</td>
<td>1.045</td>
</tr>
<tr>
<td>6 Word order is one of my problems.</td>
<td>3.73</td>
<td>1.129</td>
</tr>
<tr>
<td>7 It's hard for me to say a long sentence.</td>
<td>4.01</td>
<td>1.102</td>
</tr>
<tr>
<td>8 I usually make mistakes about pronunciation than the other skills.</td>
<td>4.04</td>
<td>0.919</td>
</tr>
<tr>
<td>9 I can't pronounce some words correctly even though I've learned already.</td>
<td>3.97</td>
<td>0.965</td>
</tr>
<tr>
<td>10 Ending sounds cause pronunciation troubles for me.</td>
<td>4.07</td>
<td>0.875</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>3.685</strong></td>
<td><strong>0.992</strong></td>
</tr>
</tbody>
</table>

(Scales: 1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree)
Source: Prepared by the authors (2022)

In Table 2, the fourteenth statement received the highest positive response (M=4.17; SD=0.849), with 86% of participants reporting that they were no longer interested in English. The thirteenth statement also received a positive response (M=4.04; SD=0.919), with 80.7% of participants having difficulties in oral communication because of their shyness. The sixteenth statement received 74% agreement (M=3.97; SD=0.965) and the participants had difficulty finding ideas to continue the conversation. The eleventh statement received a highly positive response (M=4.05; SD=1.045), with 73.4% of participants responding that nervousness in communication leads to a lack of confidence in oral communication. The fifteenth statement received 68.6% agreement (M=3.75; SD=1.181) and feeling uncomfortable was found when the participants had to use English in oral communication. The twelfth statement received a highly positive response (M=4.01; SD=1.102), with 66.6% of participants agreeing that the communicator wants to maintain face with others' criticism.
Table 2. Descriptive statistics of students’ non-linguistics problems in oral communication

<table>
<thead>
<tr>
<th>Non-linguistic problems in oral communication</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Communicating in English makes me nervous.</td>
<td>4.05</td>
<td>1.045</td>
</tr>
<tr>
<td>12 Every time I say something wrong, I lose face and want to end the conversation.</td>
<td>4.01</td>
<td>1.102</td>
</tr>
<tr>
<td>13 I feel shy to express my opinions.</td>
<td>4.04</td>
<td>0.919</td>
</tr>
<tr>
<td>14 I do not have motivation in learning English.</td>
<td>4.17</td>
<td>0.849</td>
</tr>
<tr>
<td>15 I feel uncomfortable when I must use English in communication.</td>
<td>3.75</td>
<td>1.181</td>
</tr>
<tr>
<td>16 I get tired of finding ideas to say something.</td>
<td>3.97</td>
<td>0.965</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>3.9</strong></td>
<td><strong>0.978</strong></td>
</tr>
</tbody>
</table>

Source: Prepared by the authors (2022)

3.2 RESULTS FROM THE INTERVIEWS

The study involved conducting interviews with ten graduates in their spare time. The participants were asked three questions related to oral communication problems. The research questions focused on identifying the common problems faced by graduates, the possible causes of these problems, and suggested solutions.

_Oral Communication Challenges:_ The findings confirm that graduates majoring in English commonly face oral communication challenges, such as limited specialized vocabulary, pronunciation difficulties, and self-confidence issues. Five participants cited inadequate specialized vocabulary, making it challenging to articulate their ideas effectively in spoken communication. Body language was often employed to aid comprehension. Pronunciation was a specific concern for three participants, while two respondents reported a lack of confidence during communication.

_Underlying Causes of Oral Communication Challenges:_ The interviewees identified several factors contributing to their oral communication challenges. A majority of participants (six out of ten) cited lack of time as a key barrier, primarily due to their demanding full-time employment. Four respondents expressed that the absence of an English-speaking environment within their workplaces hindered their daily practice, as their primary mode of communication was through email.

_Recommended Strategies for Addressing Oral Communication Challenges:_ All participants highlighted the importance of dedicating more time and effort to improving oral communication skills. Proposed strategies included watching English movies and listening to English music with subtitles to enhance vocabulary and pronunciation. Additionally, participants underscored the value of interacting with foreigners as an opportunity to practice and further develop English skills outside of work hours.
4 DISCUSSION

The findings obtained from questionnaires and interviews are in complete alignment. According to the questionnaire, the main issues encountered by participants in oral communication are vocabulary, grammar, and pronunciation. Beyond linguistic difficulties, participants expressed a lack of motivation and anxiety during communication as notable challenges. The interviewees echoed the same problems faced during communication, and also provided their analysis of the main reasons for these communication errors.

English-majored graduates must enhance their vocabulary, including unlearned specialized words, phrases, and phrasal verbs. It is challenging for them to accurately articulate their ideas without a wide-ranging vocabulary. The causes of vocabulary deficiency can be attributed to a lack of practice, limited exposure to authentic English, and students’ poor memory (Perlow et al., 1997; Yanagi & Baker, 2016). Survey results indicate that only a mere 12% of participants dedicate time to practicing oral English communication. Failure to utilize and engage with the language for extended periods can result in vocabulary deterioration (Bot & Stoessel, 2000). Furthermore, study habits in educational institutions differ from those in professional settings, particularly the corporate world. Each field of work possesses its own specialized lexicon that is rarely covered in college curricula. Additionally, word meanings vary depending on context, necessitating exposure to various communication environments to reinforce the associations between terms and their respective contexts. Phrases and phrasal verbs also pose significant challenges for learners. Participants require assistance in memorizing an extensive array of said phrases and phrasal verbs over a prolonged period. It is practically impossible to remember every single phrasal verb, thus learners must invest time in committed memorization. Given that memory capacities differ among individuals, preventing word forgetfulness without consistent practice and study is indeed challenging. To mitigate vocabulary difficulties, it is essential for individuals to dedicate time to practice (Doganay et al., 2013). Despite the limited time office workers have for studying, learners should establish a specific daily English communication learning schedule and make it a habitual practice. Learning vocabulary from colleagues is one way to bridge the gap between the academic and work environments. Additionally, to improve memory retention, individuals should utilize sticky notes to jot down commonly-used words and phrases that can be placed on their work desks or at home. Adopting a phrase-
based approach to vocabulary learning, rather than focusing on individual words, proves to be an effective way to enhance fluency (Kang, 1995).

With regards to grammar, participants also require assistance in identifying and selecting appropriate sentence structures, sentence types, and word orders. Choosing the correct sentence type for a specific context often causes confusion. In English, sentence structures are utilized to express various concepts such as simple sentences, compound sentences, conditional sentences, and more. Each sentence type has distinct grammatical properties, making it challenging for communicators to select the appropriate structures with reasonable proficiency. Communicators tend to apply Vietnamese logical reasoning when attempting to translate word-for-word. However, the English and Vietnamese language systems are dissimilar. Employing the word-for-word method would result in sentences with incorrect structures and word orders. To address grammar issues, communicators should strive to slow down their communication speed. Speaking at a slower pace provides individuals with more time to contemplate rearranging words, word orders, and sentence structures in the most appropriate manner. Engaging in conversations with native English speakers is another effective way to practice and improve fluency. Such exchanges help individuals develop reflexes for expressing ideas during conversations.

Pronunciation presents two difficulties: ending sounds and mispronunciations. The disparity between the English and Vietnamese language systems gives rise to numerous challenges. An example of an ending sound mistake is the various pronunciations of the “-ed” ending sound. The Vietnamese language system lacks ending sounds for words, hence the reason for this mistake. This may be attributed to the lack of emphasis on pronunciation during English language learning. School exams primarily focus on written tests, limiting opportunities for students to practice pronunciation. When students are unaware of mispronouncing a word, they may continue making the same error in the future. To improve pronunciation, English learners should consider enrolling in pronunciation classes for instruction. Additionally, practicing speaking in front of a mirror at home to adjust mouth and body movements is an effective technique for those unable to attend pronunciation classes. Social networking platforms offer numerous free tools and applications that can support listening and speaking skills.

Survey results and interview responses indicate that most individuals lack confidence and fear criticism from others. The fear of receiving criticism results in a
reluctance to communicate and a fear of losing face. To address this issue, learners need not place excessive pressure on themselves to engage in flawless conversations with English speakers. Instead, communicators should focus on listening and maintaining control over the conversation. At the same time, to reduce anxiety when communicating with strangers or situations where it is necessary to speak in public, students must hone and train themselves to improve their presentation skills from the time they were at school (Tran et al., 2021).

Lack of motivation poses the biggest challenge for English communicators (Fareh, 2010). The absence of motivation is generally due to individuals being preoccupied with their full-time jobs. Habits and environments significantly impact an individual’s language proficiency (Seraj & Hadina, 2021). Once work is completed, individuals often have other concerns that diminish their interest in language training and study. To overcome this motivational hurdle, learners can listen to English music while performing household chores. Additionally, learners can try to verbalize their actions in English while engaged in various activities.

Regarding anxiety, participants acknowledge that their biggest obstacle is a lack of ideas to continue a conversation. Failure to generate ideas stems from various reasons, including lack of concentration during exchanges, inadequate subject-specific knowledge, and disinterest in the topic being discussed (Ibnina, 2017). To address this issue, learners should develop a habit of practicing English to enhance both their specialized knowledge and passion for the language.

5 CONCLUSION

This study aims to investigate the main oral communication difficulties of graduate students majoring in English. In terms of language barriers, vocabulary and phrasal verbs play an important role in communication. Students have difficulty remembering the meaning of words because the meanings of words and phrasal verbs are very diverse. Grammar is also a difficult part because there are many complex sentence structures that make it difficult to use. Regarding pronunciation, there are many pronunciation errors due to the differences in the two language systems, especially final sounds. On the non-linguistic barriers, the main psychological factors that play a role are anxiety, shyness, and lack of motivation. This emphasizes that students need to make
efforts to care for their emotions and cultivate motivation to maximize their communication abilities for life and work.

LIMITATIONS

This research on oral communication skills among English-majored graduates has limitations to consider. The sample size of 150 graduates from a single university may limit generalizability. Reliance on self-reported data introduces potential biases. The study focused primarily on linguistic and non-linguistic challenges, overlooking other influential factors. The effectiveness of proposed strategies was not extensively evaluated. The small number of interview participants may not capture diverse perspectives. Future research should address these limitations by including larger and more diverse samples, employing mixed-methods approaches, and thoroughly evaluating recommended strategies to enhance oral communication skills among English-majored graduates.

IMPLICATIONS

Our findings provide additional insights and help people understand the need to pay attention to and propose timely and appropriate solutions to overcome barriers in oral communication among English-major graduates. The research highlights the importance of regular practice, self-correction, and setting specific learning goals for students. For students, regular practice is crucial in improving their oral communication abilities. They can engage in self-recording and self-correction to identify and address pronunciation, intonation, and sentence structure weaknesses. Additionally, taking English courses or participating in live classes with experienced instructors can provide valuable guidance and interactive opportunities for improvement. Creating a supportive environment that encourages experimentation and confidence-building is essential for learners to enhance their language proficiency. For teachers, assisting students in setting specific learning goals and utilizing technology such as online learning apps and video call services can greatly support the development of oral communication skills. Incorporating real-life communication opportunities, such as discussions, presentations, and group interactions, into the curriculum is key. Regular assessment and feedback are important to track
progress and identify areas for improvement. The research should also consider the curriculum itself, ensuring it includes specialized vocabulary relevant to diverse professional contexts. By addressing these implications, researchers can contribute to enhancing the oral communication skills of English-majored graduates through evidence-based approaches and effective instructional strategies.
REFERENCES


