



English Majors' Application of English Language Skills in Part-Time Jobs: A Quantitative Study

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ABSTRACT

Working part-time while studying is common among Vietnamese university students, particularly English majors seeking both income and practical experience in a market with growing demand for proficient English speakers. This study examines how English majors apply their language skills in part-time jobs, focusing on the types of skills used, the frequency of their application, and the perceived benefits and challenges of using English in the workplace. Based on an online quantitative survey of 82 English majors at a university in Ho Chi Minh City, the findings reveal that the students utilized a wide range of English skills in their part-time jobs, varying usage by job context. The participants identified vital benefits, such as improved communication skills and enhanced employability, alongside challenges, including stress, competition, and navigating linguistic and cultural nuances. The study highlights the intricate relationship between academic training and real-world application, emphasizing the need for context-specific language education that bridges theoretical learning with workplace demands. It provides valuable insights into how part-time work can enhance students' language proficiency and career readiness, offering a pathway to succeed in an increasingly globalized job market.

1. INTRODUCTION

In today's globalized business environment, effective communication is vital, with English emerging as the dominant language in professional interactions worldwide. The use of English in part-time jobs by university students is an area of growing interest, reflecting the importance of English as a lingua franca worldwide. Using English at work has become an indispensable part of the student experience in many Asian countries, including Vietnam.

In Vietnam, the rapid economic growth and deeper integration into the global market have intensified the demand for English proficiency across virtually all industries. As Vietnamese students pursue their education and career goals, many take on part-time jobs to earn income and gain practical experience. Part-time employment offers Vietnamese students an opportunity to apply their academic learning in real-world settings, develop soft skills, and build professional networks. With Vietnam's burgeoning role in the global economy, English has become a significant asset in the workplace. Despite the growing importance of English proficiency in Vietnam's labor market, there is a notable gap in research concerning the specific extent and application of English skills among students engaging in part-time work.

This study aims to explore the types and extent of English skills utilized in part-time jobs held by Vietnamese students, shedding light on the market needs of language proficiency. The students' perceived benefits and challenges

related to English-skills requirements in part-time jobs can serve as a source of reference to identify areas where students may need additional support.

By examining how English is utilized in part-time roles, the study highlights the alignment (or misalignment) between students' English language education and the actual demands of the workforce. This alignment is critical for ensuring that educational institutions tailor their curricula to meet the practical needs of both students and employers, thereby enhancing graduates' employability and job readiness.

This study aims to investigate the types of English skills and knowledge that English majors exploit in their part-time jobs, focusing on the frequency with which these skills are utilized and the contexts in which they are employed. Furthermore, it seeks to understand English majors' perceptions of the benefits and challenges they encounter when using English in the workplace. By examining these aspects, the research aims to provide a comprehensive understanding of how English is integrated into the professional experiences of students pursuing this field of study. Specifically, the study addresses three central questions: (1) What types of English skills are most commonly used by English majors in their part-time jobs? (2) How frequently do the students make use of English skills in their work-related tasks? (3) What benefits and difficulties do they perceive as a result of using English in their part-time employment? The findings are expected to offer valuable insights into the practical application of English language skills in real-world job settings and highlight areas where further support or training may be needed.

2. LITERATURE REVIEW

The use of English in the workplace refers to the various ways English is utilized as a medium of communication and interaction within professional settings. This encompasses both formal and informal contexts across different types of organizations and industries.

2.1. Types of English used in the workplace

According to Goh and Burns (2012), communicating effectively in English is pivotal in building professional and productive relationships with colleagues and managers. Among various workplace tasks, writing emails, reports, and official documents in English is an essential skill, particularly in multinational environments (Hyland, 2003). These competencies help individuals demonstrate professionalism and efficiency and position them as valuable team contributors. Furthermore, Braine (1999) highlights the importance of technical and specialized terminology in English for industries such as information technology, healthcare, and finance, where precise and industry-specific language is critical for effective communication and job performance.

Using English in part-time jobs is also a significant aspect of career development for university students in countries like Japan, Thailand, and South Korea (Chinnawong & Tansuhaj, 2017; Abdul Zalil & Lim, 2022). In Japan, for instance, university students often work part-time in retail, hospitality, and food service industries, especially in urban centers where tourism and international business are growing. These roles frequently require basic to intermediate English skills to assist foreign customers, reflecting the increasing integration of English into Japan's economic landscape. Additionally, many students work as English tutors or teaching assistants at language schools, leveraging their English proficiency to support others while enhancing their skills.

In Vietnam, the experiences of university students using English in part-time jobs provide valuable insights into how language shapes professional development (Nguyen & Boonkit, 2009; Vinh & Stracke, 2020). In major cities like Hanoi and Ho Chi Minh City, where international business and tourism thrive, students commonly find employment in hospitality, retail, and customer service sectors. These roles require conversational English to interact with foreign customers and assist and navigate multicultural workplace environments. Such exposure helps students refine their spoken English, improve their comprehension of diverse accents, and become familiar with colloquial expressions.

For those working as private tutors or instructors in language centers, teaching English demands a strong foundation in grammar, vocabulary, and pedagogical techniques to deliver practical lessons and support students' language acquisition. Meanwhile, students engaged in part-time roles related to digital marketing, content creation, or virtual assistance for international clients must demonstrate proficiency in business English. These positions often involve drafting professional emails, writing reports, and producing marketing materials that adhere to global communication standards.

Technical English is equally prominent among students working in IT support, software development, or engineering-related roles, where understanding and utilizing industry-specific terminology is crucial. These experiences enhance students' linguistic capabilities and broaden their professional outlook, equipping them with the flexibility and competence required to succeed in a globalized job market.

The multifaceted use of English in part-time jobs enriches students' educational journeys by allowing them to bridge the gap between academic knowledge and real-world application. Engaging with conversational, instructional, business, and technical English equips students with critical skills for future career opportunities while addressing their immediate financial needs. This dynamic interplay between education and work experience fosters linguistic versatility and professional readiness, preparing students to thrive in an increasingly interconnected and competitive world (Batat, 2019).

2.2. Benefits of using English at work for university students

As English is the primary language of international business, many companies tend to value employees who are proficient in English. Being proficient in English can open up global career opportunities. Having work experience in an English-speaking environment is an impressive addition to a resume, demonstrating the ability to communicate effectively in a global language. In many regions, jobs that require English proficiency often offer higher wages compared to those that do not.

In customer-facing roles, English proficiency allows students to assist a diverse range of customers, enhancing their service skills. Working part time provides students with opportunities to network with colleagues and customers from various backgrounds, and thus expand their professional and personal connections. Many employers seek candidates with good English skills, especially in the hospitality, retail, and customer service sectors (Munusamy & Kaliappen, 2023).

By integrating English into their part-time jobs, students can gain a multitude of skills and experiences that benefit their academic journeys and future careers, making them more competitive and versatile in the global job market. Learning to work in a different linguistic environment makes students more adaptable and resilient in any profession.

2.3. Challenges of using English at work

Although using English in the workplace can bring many benefits to students, it also brings challenges. Students today often encounter problems in the workplace in relation to low levels of English proficiency. A lack of necessary vocabulary can cause errors and lead to problems in instructing customers to use services at part-time jobs. When working with non-native English-speaking customers, Thai personnel had difficulties with listening comprehension of foreign accents and pronunciation and cultural differences (Jeharsae, 2012). Additionally, students easily experience stress, anxiety, and lose confidence which can add to work challenges.

It has been found that there exists a mismatch of English for Specific Purposes (ESP) and English for Business Purposes (EBP) programs in higher education institutions and the demand for English use in the workplace settings (Clarice, 2021). Hilali and Mckinley (2021) addresses the effectiveness of preparing English language learners (L2) for technical writing in the workplace, focusing on engineering and business sectors. The findings reveal a mismatch between the skills taught in university English programs and the requirements of writing in the workplace, especially with globalization and rapid communication advancements in some non-English speaking countries. The study suggests a more holistic approach to English for Specific Purposes (ESP) education that connects academic learning with practical workplace demands to enhance preparedness and effectiveness in professional communication contexts.

3. MATERIALS AND METHODS

3.1. Research method

The study adopts a quantitative method to obtain data to answer the research questions. Surveys provide a systematic approach to collecting data from a large number of participants, enabling researchers to identify patterns and relationships within the data (Creswell, 2014). The use of quantitative surveys as a research instrument enables the researcher to produce generalizable results and facilitate statistical analysis. This method's structured format enhances reliability and validity, allowing for precise measurement of variables and comparison across different groups. Additionally, with acknowledged convenience of administration and analysis, quantitative surveys are a

practical choice for studies aiming to gather broad and representative insights into the research problems being investigated.

3.2. Research setting and participants

The research was conducted at the faculty of foreign languages in a public university in Ho Chi Minh City, Vietnam in the 2nd term of 2024. The faculty houses approximately 1,000 students in its Business English program which focuses on developing students' English proficiency in preparation for professional opportunities in local and international environments. The participants were 82 English majors of different year groups. The selection of English majors is suitable for the research objectives since this cohort is more likely to use English for part-time jobs.

3.3. Research instruments

The study employs the questionnaire as a research tool. The questionnaire was self-developed by the researchers with reference to the literature. To ensure the validity of the research instrument, the questionnaire was pilot tested with a small group of three English majors to gather their feedback on the clarity and relevance of the question items. Ambiguous items were reworded or rewritten for ease of comprehension of the content. Then, the questionnaire was reviewed by two colleagues to ensure that the items were relevant and representative of the construct being measured.

The questionnaire was structured into two sections: personal information and survey questions. The first section includes 5 closed-ended questions focusing on general information on the English majors' experiences of using English in part-time work including the extent and frequency of English use. The second part comprises 10 questions in total asking the participants about their perceived benefits and challenges related to using English at work. The questions used a 5-point Likert scale from 1 to 5 (strongly disagree, disagree, neutral, agree, strongly agree) corresponding to the students' degree of agreement on each item.

3.4. Data collection and analysis

Data collection was executed online using Google Forms and the participants were sent links through online group chats, personal messages and social network sites to complete the survey. Purposeful sampling was adopted as this technique allows the researchers to select student participants who possess specific characteristics relevant to the study (e.g. they work part-time and use English for the jobs). The data were analyzed using Microsoft Excel 2016 and were converted into percentages and decimal statistics for reporting the results. The survey results were visually presented using pie charts and tables.

4. RESULTS AND DISCUSSION

4.1. Demographic information

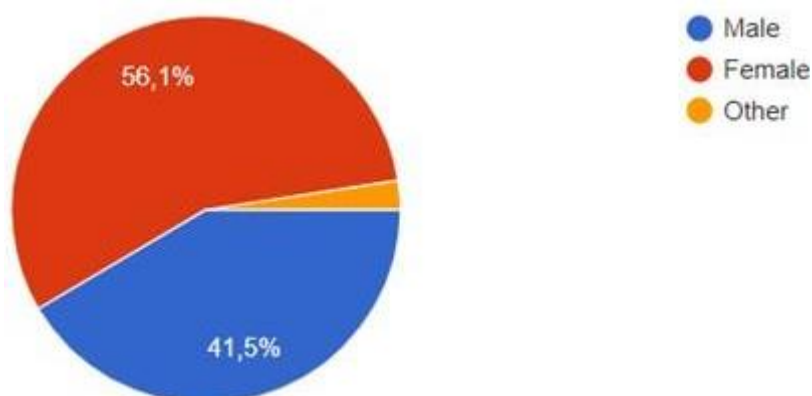


Figure 1. Participants' genders

In total, 82 English majors completing the survey. More than half of the participants were female (56.1%) while male students accounted for less than half (41.5%), and the remaining identified themselves as other genders (2.4%).

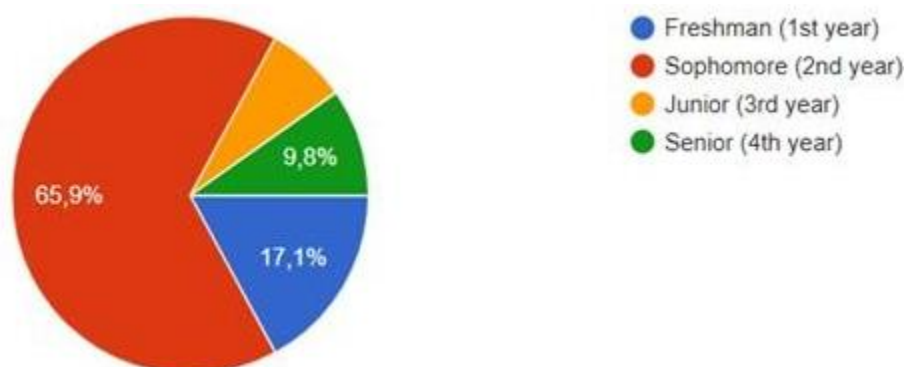


Figure 2. Participants' year groups

Figure 2 illustrates the distribution of participants across different academic year groups, revealing a notable disparity in representation. The second-year students (sophomores) constituted the majority of the sample, accounting for 65.9% of the respondents. This overwhelming proportion suggests that sophomores were either more accessible, more willing to participate, or better aligned with the study's focus than other year groups. First-year students (first-year students) comprised 17.1% of the participants, representing the second-largest group in the sample. Meanwhile, third-year students (juniors) and fourth-year students (seniors) were underrepresented, contributing only 9.8% and 7.2% of the total respondents, respectively.

The significant dominance of sophomore participants may reflect specific factors, such as their level of engagement with part-time jobs or academic programs, which could align with the study's objectives. Conversely, the limited representation of juniors and seniors might be attributed to their increased academic workload, reduced availability, or lesser participation in part-time employment. Understanding these disparities is crucial for interpreting the study's findings and identifying potential limitations related to the sample's composition.

4.2. English majors' experience of working part time

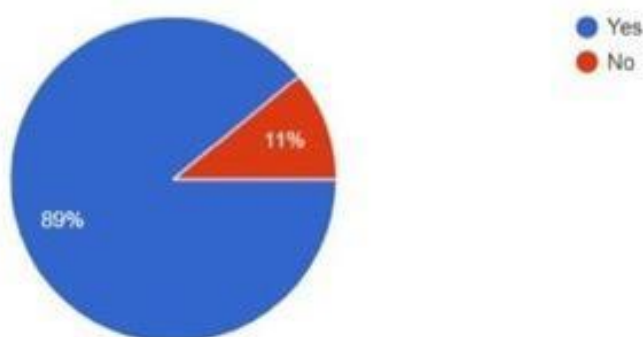


Figure 3. Participants' part-time working

Figure 3 provides a clear overview of the participants' engagement in part-time employment. The data reveals that a significant majority, accounting for 89% of English majors, reported working part-time while pursuing their studies. In contrast, only 11% of participants indicated they did not engage in part-time employment. This high percentage of students working part-time suggests a strong tendency among English majors to balance academic responsibilities with professional experiences. It highlights the importance of part-time work as a practical avenue for students to apply their language skills in real-world contexts, gain financial independence, and develop workplace competencies. Such involvement might also reflect a growing demand for flexible job opportunities that accommodate students' schedules. On the other hand, the minority of students not participating in part-time work could be attributed to various factors, such as heavier academic workloads, lack of suitable job opportunities, or personal priorities. These students might prioritize academic excellence or other extracurricular activities over part-time employment.

Overall, the data underscores the significance of part-time work as an integral component of many English majors' academic and professional journeys. Further investigation could explore how this dual engagement impacts their academic performance, skill development, and overall career readiness.

4.3. Types and frequency of English use in English majors' part-time jobs

The table below illustrates different types of English skills utilized by students in their part-time jobs, along with the frequency of use for each skill.

Table 1. Types and frequency of English used in part-time jobs

Skills	Frequency of English use				
	Never	Rarely	Sometimes	Often	Always
Listening	3.1%	4.6%	35.4%	26.2%	30.8%
Writing	6.2%	21.5%	27.7%	26.2%	18.5%
Speaking	0%	6.2%	27.7%	26.2%	40.0%
Reading	3.1%	10.8%	21.5%	38.5%	26.2%
Translation	0%	9.2%	24.6%	32.3%	33.8%
Interpreting	6.2%	20.0%	23.1%	24.6%	26.2%

Table 1 shows the types and frequency of use of English in part-time jobs of the English majors. Overall, the students were required to use several English skills and knowledge at work to different extents.

With regard to listening, about a third of those surveyed (30.8%) indicated that they always utilized listening skills while working part-time, while a similar number of students sometimes or often did so. A small proportion of participants (less than 5%) rarely or never utilized listening skills at work.

Writing in English was reported to be used less often than other skills, with about a third of the surveyed students (27.7%) indicating that they sometimes and often were asked to write in English. About one fifth reported they always utilized writing in their part time work. About a third of students never or rarely wrote in English for part time work. This suggests that writing may not be required a lot in part-time jobs. In terms of speaking, about 40.0% of the students reported they were always required to speak English and more than half were sometimes and often. Only a small number of students rarely spoke English while working part time. This indicates the importance of oral English communication in the English majors' part time work. As for reading, more than 60% participants reported to often and always read in English at work while less than 15% said they never and rarely did so.

With translation and interpreting skills, more than 50% reported to utilize these skills on a regular basis. About 10% of students indicated that they rarely did translation jobs while working part time and twice as many (20%) were rarely assigned interpreting jobs.

Overall, the results show that English majors used a variety of English skills in their part-time jobs. Speaking and listening skills were required more often while reading, writing, translating, and interpreting skills were required to a lesser extent. These findings underscore the importance of English proficiency in facilitating effective communication and job performance of English majors' part time work.

4.4. English majors' perceived benefits of using English in part-time jobs

Table 2. Perceived benefits of using English in part-time jobs

Benefits of using English in part time jobs	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean score
Using English in part time work can increase your salary.	1.6%	1.6%	18.8%	51.6%	26.6%	3.80
offer more chances to be promoted in your job.	1.6%	1.6%	10.9%	46.9%	39.1%	4.20
help you gain new information and	3.1%	0%	14.1%	46.9%	35.9%	4.10

knowledge about the jobs.						
help improve personal abilities and values.	1.6%	1.6%	10.9%	50%	35.9%	4.20
help you connect with talented people.	1.6%	0%	18.8%	50%	29.7%	4.10

The survey results in Table 2 offer valuable insights into the multifaceted benefits of using English in part-time employment, as perceived by English majors. The high mean scores across all dimensions indicate a widespread acknowledgment among students of the critical role English plays in their professional and personal development. These findings warrant further discussion, as they provide a foundation for understanding the practical implications of English proficiency in real-world contexts.

Firstly, the perception that using English can increase salary potential and enhance promotion opportunities highlights the economic value of English in the workplace. English, often considered a global language, is highly sought after in many industries, particularly in roles that involve international communication, customer service, or collaboration with global teams. These results suggest that students view English proficiency as a competitive advantage, which aligns with broader labor market trends emphasizing language skills as a key factor in employability and upward mobility.

Secondly, the recognition of English as a tool for acquiring new knowledge and information about jobs suggests that it serves as a gateway to understanding broader industry practices, accessing resources, and keeping up with global trends. This aligns with the idea that English facilitates professional learning, particularly in fields where the primary sources of information—research papers, training materials, and industry updates - are predominantly in English. Students likely experience firsthand how English enables them to expand their expertise and adapt to new workplace challenges.

The findings also emphasize the role of English in fostering personal growth and improving individual capabilities, such as communication, problem-solving, and confidence in professional settings. This highlights the importance of soft skills development alongside technical competencies, as English helps students build transferable skills that are beneficial across different career paths.

The benefit of networking and connecting with talented individuals further underscores the social value of English proficiency. In a globalized economy, English acts as a common language that enables students to form professional relationships, collaborate with colleagues, and even create mentorship opportunities. These connections are critical for career growth and can provide students with insights, guidance, and support in navigating their professional journeys.

However, while the findings present a positive outlook, they also raise questions about the challenges students may face in order to fully leverage these benefits. For instance, students who are less confident in their English skills might not experience these advantages to the same extent, which could limit their professional development. This highlights the need for targeted interventions, such as workplace-focused language training or mentorship programs, to bridge the gap and ensure that all students can benefit equally.

Overall, the data affirms the vital role of English proficiency in enhancing work-related opportunities, professional learning, and personal development for English majors engaged in part-time jobs. These findings underscore the importance of integrating practical, workplace-relevant English skills into academic curricula, as well as supporting students through additional training and resources to help them fully capitalize on the advantages English can offer in their professional lives. Future research could further explore the specific challenges students face in applying English at work and investigate strategies to overcome these barriers.

4.5. English majors' perceived challenges of using English in part-time jobs

Table 3. Perceived challenges related to using English in part-time jobs

Challenges related to using English in part-time jobs	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean score
Using English in a part-time work can cause pressure and stress.	6.3%	17.2%	39.1%	23.4%	14.1%	3.20

make it difficult for students to express ideas naturally in English.	3.1%	17.2%	28.1%	37.5%	14.1%	3.40
result in competition among colleagues with higher levels of English proficiency.	1.6%	15.6%	32.8%	29.7%	20.3%	3.50
cause students to experience problems in communication due to cultural differences	4.7%	10.9%	28.1%	40.6%	15.6%	3.50
cause students' lack confidence when speaking English.	6.3%	12.5%	32.8%	34.4%	14.1%	3.40

Table 3 provides an overview of the challenges the surveyed English majors faced when using English in their part-time jobs. The data reveals that while the students recognized the advantages of applying English in professional settings, they also encountered significant obstacles. These challenges, measured through a Likert scale, demonstrated the nuanced experiences of students navigating the use of English in real-world contexts.

One of the notable challenges was the pressure and stress associated with using English in part-time work (Mean = 3.20). A considerable portion of students agreed that speaking or writing in English under work conditions could be demanding, potentially due to performance expectations or fear of making mistakes. This stress might also arise from the need to meet workplace standards, especially in roles where English is a primary mode of communication. Such pressure could hinder students' ability to perform effectively and may even impact their overall work satisfaction.

The difficulty in expressing ideas naturally in English was another prominent challenge, with a mean score of 3.40. This indicates that many students struggled with fluency and articulation, which could limit their ability to convey their thoughts clearly and confidently. These difficulties may stem from a lack of practice in conversational English or unfamiliarity with specific workplace jargon, highlighting the need for targeted training to improve practical communication skills.

Competition among colleagues with higher levels of English proficiency also emerged as a significant challenge (Mean = 3.50). This suggests that the students felt a sense of inadequacy or faced pressure to match the abilities of their more proficient peers. Such competition, while potentially motivating for some, might create an environment where students felt undervalued or insecure about their own skills, ultimately affecting their workplace dynamics and self-esteem.

Cultural differences were another key challenge, with a mean score of 3.50. Communication barriers arising from differing cultural norms, idiomatic expressions, or varying expectations in professional behavior could make workplace interactions more complex. These issues highlight the importance of cultural competence as an integral part of English language training, equipping students to navigate diverse environments with greater ease.

Finally, a lack of confidence when speaking English was highlighted, with a mean score of 3.40. Many students reported feeling uncertain or hesitant when using English at work, which could stem from fear of judgment or limited exposure to real-world practice. This lack of confidence might inhibit their ability to participate fully in workplace interactions or take on more challenging roles that require English proficiency.

Overall, the findings underscore that while the English majors recognized the value of using English in part-time jobs, these benefits came with substantial challenges. Addressing these issues requires a multifaceted approach, including workplace-specific English training, opportunities for real-world practice, and strategies to build confidence and resilience in professional settings. Institutions could also consider offering workshops on cultural awareness and effective communication to better prepare students for the demands of diverse work environments. Future research could explore these challenges in greater depth, examining how they vary across job types or levels of English proficiency, and identify targeted interventions to support students in overcoming these obstacles.

4.5. Discussion

The study's findings reveal that the surveyed English majors in Vietnam were required to employ a diverse range of English skills and knowledge in their part-time jobs, with the degree of application varying based on the role and

specific workplace context. These results align with previous research (Hilali, 2021; Nguyen & Boonkit; Vinh & Stracke, 2020), underscoring the multifaceted nature of English usage in professional environments.

The study indicates that English majors utilize core language skills—speaking, listening, reading, and writing - at different levels depending on the demands of their roles. Among these, communication skills, mainly listening and speaking, are employed more extensively than others. This emphasis on oral communication highlights the importance of tailored language training that addresses job-specific requirements and reflects real-world needs (Clarice, 2021; Hilali & McKinley, 2021). For example, students in customer service or hospitality roles may rely heavily on conversational English, while those in administrative or clerical positions may prioritize writing and reading comprehension.

The findings underscore the critical need for educational programs to adapt to the practical demands of part-time employment. To enhance the relevance of language education, English language curricula should be restructured to reflect the skills most commonly required in various job roles. Incorporating specialized training, such as business English, professional writing, and customer service communication, could better prepare students for workplace challenges (Chan, 2017).

Educational institutions might also benefit from integrating experiential learning into their programs. Role-playing activities, for instance, could simulate real-world scenarios like customer interactions or professional correspondence, providing students with hands-on practice and building their confidence. Considering the high demand for speaking and listening skills in specific part-time roles, curricula should emphasize conversational English and listening comprehension. Communicative teaching methods, which focus on interactive and practical language use, can effectively address these needs.

The extent and nature of English skill use in part-time jobs significantly affect students' career readiness (Goh & Burns, 2012; Clarice, 2021). English majors who successfully apply their language skills in professional contexts will likely demonstrate enhanced job performance and professional competence. This practical experience reinforces their academic learning and bridges the gap between theoretical knowledge and real-world applications.

Furthermore, roles that demand advanced English skills, such as those in international business, communication, or customer relations, may offer students more significant opportunities for career advancement. For instance, students who excel in such positions can leverage their experience to secure higher-level roles or pursue specialized career paths in industries requiring strong language proficiency. These opportunities underline the importance of aligning academic training with market demands to ensure students are well-equipped for their future careers. By incorporating job-specific training and real-world scenarios, such programs can better prepare English majors for the diverse needs of part-time employment. The findings also suggest that practical language use in part-time jobs enhances students' immediate job performance and positions them for long-term career success. This alignment of education with workplace realities is essential for fostering a generation of competent and adaptable professionals in a globalized economy.

5. CONCLUSION

The findings from this study highlight the diverse and context-specific nature of English skill usage among English majors in their part-time jobs. This variability underscores the importance of understanding how different skills are applied across various roles and workplace contexts to design more effective educational programs. Such insights are crucial for enhancing students' career readiness, improving job performance, and facilitating their smooth transition from academia to the professional world. Addressing these findings can help educational institutions, employers, and policymakers better prepare students to meet the demands of the modern workforce.

Several recommendations are proposed for future research and practice to build on these findings. First, further studies should investigate the specific English skill requirements across various industries and job roles. By examining how language skills are applied in different contexts, researchers can provide a more precise and nuanced understanding that informs the development of tailored educational curricula. Second, fostering collaboration between employers and educational institutions is essential to bridge the gap between academic training and workplace needs. Joint efforts could focus on creating targeted training programs that address the specific language demands of various job sectors. For instance, developing sector-specific modules like customer service communication, technical writing, or business English would equip students with practical and job-relevant language

skills. Lastly, implementing robust feedback mechanisms is vital for ensuring continuous improvement in educational programs. Institutions should create platforms where students can regularly share their experiences regarding language skill usage in their jobs. This feedback would enable educators to refine curricula, align training with evolving industry needs, and ensure that students are equipped with the skills most valued by employers. In conclusion, the study highlights the need for a proactive and collaborative approach to language education that aligns closely with workplace realities. By addressing these recommendations, stakeholders can enhance the effectiveness of English language training, better prepare students for diverse career pathways, and support their success in an increasingly competitive global workforce.

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