

**INTERNATIONAL JOURNAL OF
EDUCATION, PSYCHOLOGY
AND COUNSELLING
(IJEPC)**www.ijepec.com**WORKING EXPERIENCE AS A BRIDGE: OVERCOMING
ENGLISH CHALLENGES IN A MALAY-SPEAKING PHD
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Article Info:**Article history:**

Received date: 30.03.2025

Revised date: 17.04.2025

Accepted date: 26.05.2025

Published date: 24.06.2025

To cite this document:

Hiew, S. S. L., & Soripin, W. H. (2025). Working Experience As A Bridge: Overcoming English Challenges In A Malay-Speaking Phd Journey. *International Journal of Education, Psychology and Counseling*, 10 (58), 830-843.

DOI: 10.35631/IJEPC.1058052.This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

A research paper addressing the current problems of Malay-speaking PhD students facing barriers in doctoral studies with the English language. The significance of this study is to determine effective solutions, such as workplace experiences, to enhance the English language and support the best experiences in educational growth. The execution of workplace experiences and skills acquired makes easy accomplishments within the progress of regulatory outcomes. The complementary outcomes of the methodological support the experiences of a qualitative study with a “thematic analysis” to support the operational analytics. Executing a thematic analysis is associated with better research-based outcomes and delivering the long-term scope for this study.

Keywords:

“Challenges with Malay-speaking Student”, “Malay-speaking Student Constraints”, “English language Barrier”, “Poor Communication English Among Malaysian Student”, “Work Experience in English Learning”, “Progress of English Learning Experiences”

Introduction

Overview/ Background of the Study

In this recent era of competitive education, a PhD student is required to learn English in progress. Through the investigation of the Malaysian population, average PhD students are facing serious language barriers and challenges in maintaining their educational journey. An investigation on the market resulted in a total of 4,560 current students being admitted to PhD education within this scenario (Noorashid, 2025). Figuring out the PhD learning expertise, a total of 23,000 holders are currently entitled in the Malaysian region. The majority of PhD students are facing drawbacks in the English language and a lack of skills to overcome their educational standard. A serious issue in the second language of Malay-speaking PhD holders is also affecting the educational progress. In terms of reading, writing, and understanding issues, there is significant damage to educational outcomes.

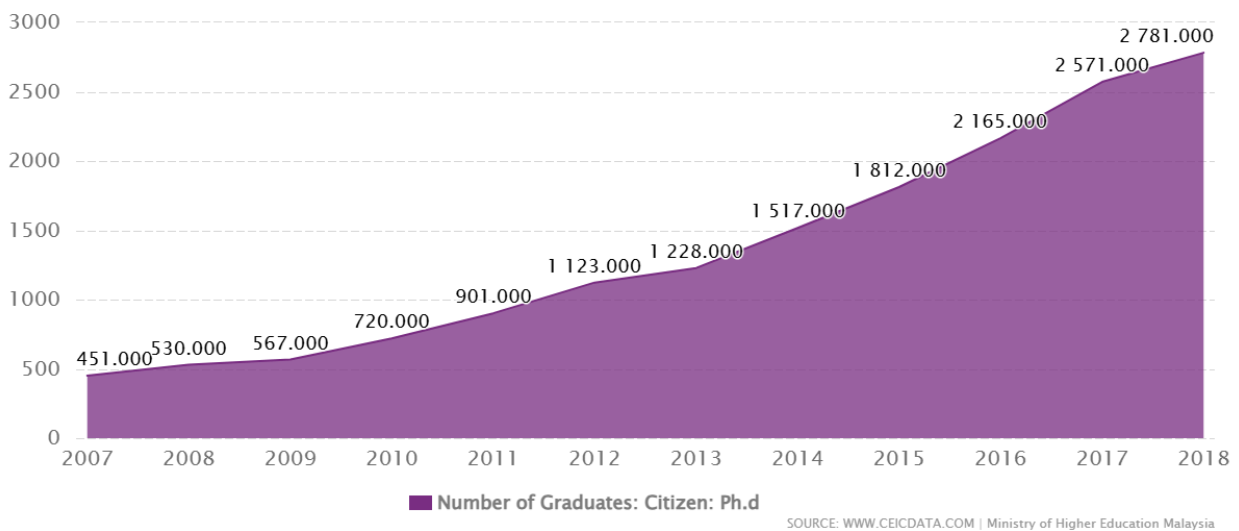


Figure 1: Number of PhD graduates in Malaysia

(Source: Ceicdata, 2024)

Illustrating the PhD graduates, it is also acknowledged that potential disputes and challenges are oriented within the functional practices in this regard. Through the investigation of PhD graduates, English language practice challenges strategically affect the convenience of working conditions. A study conducted among Malaysian PhD students says that nearly 1247 students are currently working in workplaces. The support of working practices strategically improves long-term sustainability (Jeharsae & Boonsuk, 2024). The adaptability of Malaysian PhD students involves using workplace experience and skills to adopt writing, speaking and documentation of the English language. Experiencing the best approach of working skills strategically changes the dimensions of learning and experiences within this segment. On the other hand, communication skills in the workplace are the basic takeaway for PhD students to learn the English language within the operational practices (Arafat, 2024). The solutions of PhD students must have an impact on the long-term resilience for the learning and development within this standard.

Aim and Objectives

Aim:

This study aims to review the significance of working experience to Malay-speaking PhD students to overcome the drawbacks in the English Language within the English medium learning experiences within this segment.

Objectives:

- To identify the recent challenges of the English language among the Malay-speaking PhD Students.
- To analyse the impact of workplace-acquired working skills enhances the writing, speaking, and presentation skills of Malaysia.
- To illustrate the psychological and influential motivations of workplace experience on the English learning experiences for Malay-speaking PhD Students.
- To recommend doctoral students with limited English exposure to innovative strategies.

Significance of this Study

The significance of this research is to outline the strategic development and functional characteristics of Malay-speaking PhD students in recent times. Addressing the main drawbacks of PhD holders in the English language must be an impactful criterion within this standard. An important investigation of the work experience and challenges within the professional deliverables is improving the English language skills for the students. Performing the workplace-acquired skills among the PhD students and its influences on the educational purposes of this segment. After the identification of English language challenges among PhD students, it is strategically managed to underline the values of effective workplace-oriented skills for their development.

Future Scope and Limitations

An investigation of this study will be able to outline the convenience of higher education and progress for Malay-speaking PhD students in recent times. Experiencing the progress of education and identifying the main issues associated with the PhD students raised the functional deliverables of this study. Limitations of this research are the lack of availability of this study and challenges related to data interpretation. Deliverables of this study help to recommend innovative strategies to learn English among the Malay-speaking PhD students.

Literature Review

Recent English language challenges of Malay-speaking PhD students

Learning a second language for educational purposes is a serious challenge listed within the Malaysian region. Currently, the impact of the English language directly affects the qualities and increases the drawbacks for the Malay-speaking English language within this scenario. Through the effectiveness of learning and experience, it is strategically reducing the scope for higher education (Chua, 2024). The importance of English-oriented learning has been affecting the quality of education and practices to the operational sustainability. The impact of compulsory learning experience on the operational outcomes has been attributed to a loss of educational qualities. On the other hand, Malay-speaking PhD students are having a loss of confidence in English speaking and writing standards in PhD Education.

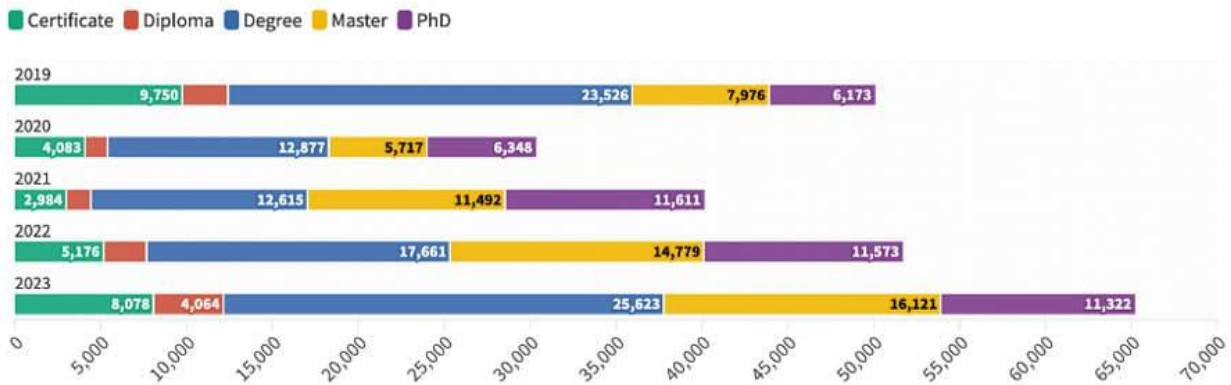


Figure 2: Malay-speaking PhD Students in Malaysia Growth Rate

(Source: ICEF, 2025)

The Malaysian students of doctoral education who have only Malay-speaking qualities are the main traits of this scenario. Focusing on the challenges, nearly 6,173 students of doctoral studies in Malaysia have been facing significant issues of adaptability and speaking English. Additionally, the challenges of Malay-speaking education strategically reduce the qualities and confidence of the students in this regard (Stuparitz, 2024). Potential drawbacks in learning education are added with a lack of uncertainties and challenges within this scenario.

Significance of Workplace-Oriented Language Skills In Improving English of PhD Students

The biggest solutions adopted by the PhD students of Malaysia are engaging with the workplace orientation. An engagement of working experience is the key practice which is emphasised within the orientation of this scenario. Analysing the workplace acquired skills, including communication, writing, and thesis submission skills, for the PhD education. Conveniences of workplace experience and interactive communication also supported the best practice for long-term resilience within this scenario (Kasanneni et al., 2024). Focusing on the Malay-speaking experiences, the students are having a better experience with the performance deliverables and change management outcomes.

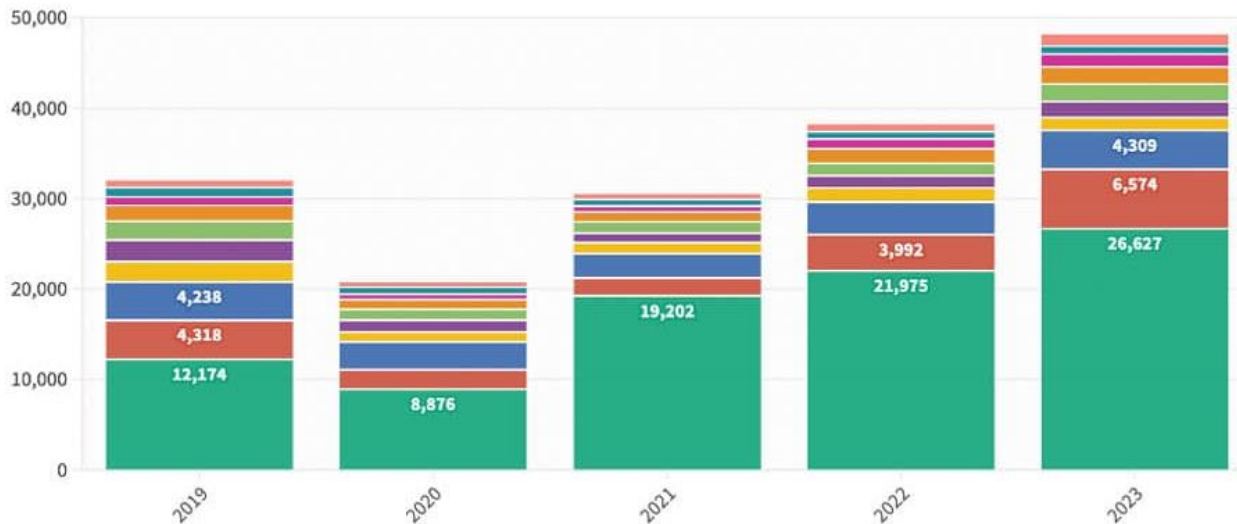


Figure 3: Malay-speaking PhD Students Are Engaged In Working Experience In Malaysia

(Source: ICEF, 2025)

A review of the PhD students and their workplace experiences must be an impactful area to be covered within the operational practices. Nearly 4,039 PhD students belonging to Malay-speaking countries are engaged in working experiences. Engaging within the workplace culture makes it familiar and convenient for educational development for the students. Acceptability of PhD students with English learning, the workplace communication directly improves the balance of learning for PhD Students as well. Influencing the confidence and quality of education must be a crucial part to be included within the solutions for learning qualities as well.

Differentiation Of Psychological And Influential Impact Of Work Experience To Learn English

An overview of the current report shows that workplace experience has directly changed the organisational productivity and change management outcomes. Orientation of workplace experience directly improves psychological and influential workplace sustainability. An adaptability of work experience and workplace-acquired skills helps the Malay-speaking students; it strategically raises the quality of education. Developing confidence and quality of education are entitled in this skill development forum (Mayeur-Jaouen & Jacobs-Colas, 2024). The capability of learning experience of the students is strategically increasing long-term resilience for this business. The interactive communication in the workplace makes a psychological difference for the students to learn English quickly and apply it in educational forums.

Focusing on the impact of workplace-acquired skills and confidence that is obtained from the workplace experience, it strategically changed the direction of this segment. The students are eventually raising their confidence to speak and learn English through the learning (Noorashid, 2025). On the other hand, research skills also changed the direction of learning from the English standard. The help from the working skills provided the best opportunity for the students in

accomplishing “thesis writing, submission, and vocal interview” within the operational standard of this scenario. These essential skills also support the students to learn from Scholarly articles to maintain a quality education system.

Strategies to Overcome Language Drawbacks of English among Malay-speaking PhD Students

In this latest era of digitalisation, the role of online tutorials must be an impactful area to be observed among Malaysian students. The implementation of online language learning applications and tutorials must be an impactful area to be covered within the functions of change management. The orientation of e-learning experience for language development for PhD students must be a convenient part for long-term resilience (Tan et al., 2024). In addition, face-to-face interactions in the workplace can be convenient for maintaining effective development. However, subscription-based online tutorials can be a precedent to support the best opportunity to overcome language barriers in Malaysia.

Complementary online tutorials for the students will help provide a quick learning experience and control the dynamics of the English learning experience. Maintenance of interactive communication and vocal training for students can be essential to outline within this scenario. Increasing reading skills and reviewing Scholarly articles can also be highlighted as a beneficial outcome for the Malay-speaking PhD students in recent times (Ismail et al., 2025). Connecting as a bridge, the role of classmates and group assignments will be a convenient part to be effective for long-term resilience within this scenario. The importance of group-based communications can be an elementary practice to be highlighted as a better solution within operational sustainability.

Theoretical Underpinning

A theoretical layer is an important part to be registered within the functions of the literature-based blend within this scenario. The value of theoretical interpretation makes a perfect blend for the literature-based solutions in this scenario. The “theory of Constructivism” is relevant to this segment for the learning and development outlined in this scenario (Wibowo, Wangid & Firdaus, 2025). Focusing on the layers of constructivism theory, which involves “cognitive learning, professional development, and training”, is included in the learning of the English language of Malaysian students (Nithideechaiwarachok & Chano, 2024). On the other hand, “A theory of social interactionism” is another essential element to be associated with this segment (Crosato et al., 2024). The overview of social interactions in professional language learning in the workplace for the Malay-speaking students pursuing a PhD.

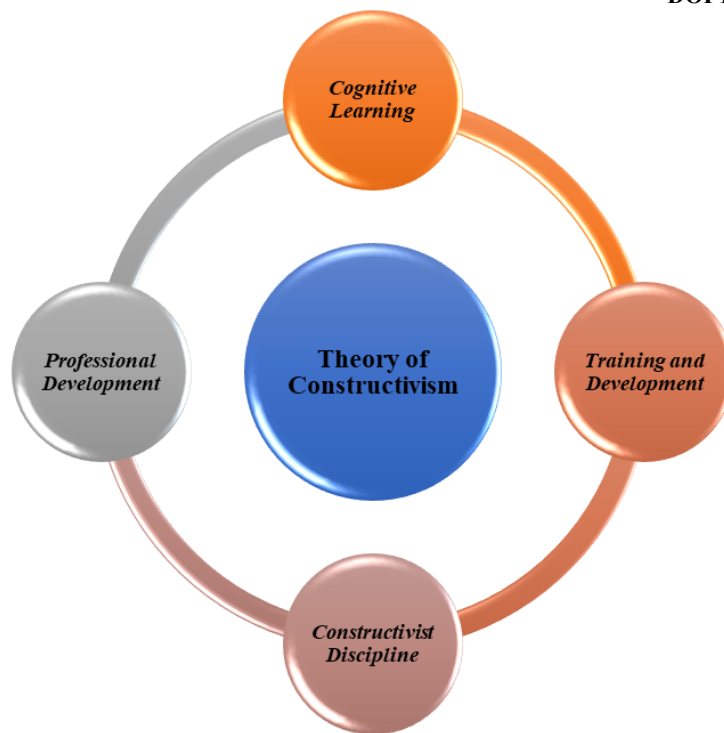


Figure 4: Theory of Constructivism

(Source: Self-Created)

An interpretation of social interactive theory engaged a presence of communication and provided the best opportunity for the students to learn English. Raising quality standards for the students with social interaction strategically mobilises the learning practices of change management and provides the best opportunity in the practices (Crosato et al., 2024). Outlining the progress of learning discipline and training for the students must be significant for a quick learning experience in this segment. The Performance research and quality management in learning have been identified from the deliverable outcomes.

Research Methodology

Research Philosophy

An outline of a research methodology is the technical part initiated with a research philosophy. Among the three elements of research philosophy, “Positivist Philosophy” is expected to be the best practice within this standard. The convenience of using positivist philosophy entitled with Malay-speaking students and their language barriers to English. The doctoral educational barriers within the English language for the Malay-speaking student can be evaluated within a positivist philosophy (Zhu & Ang, 2025). Using real-life databases and an objective-oriented dataset has been enlisted in this scenario. The values of positivist philosophy avoid hypothetical conclusions and fictional details oriented to the Malay-speaking students within this business.

Research Approach

Following the methodological layer, the significance of “research approach” is covered in three functions, such as “Inductive, Deductive, and Abductive”. Among these research approaches, this study has been supported by the “Deductive Approach” to support mobility and

convenience in this scenario. A key focus of this research is to draw a conclusion from the existing research-based evidence from this scenario (Abbasi, Azeem & Ting, 2025). Analysing the deductive approach, a time-convenient practice of data collection can be included within the operational support of the research outcomes. Especially, the role of the deductive approach helps to draw findings from the objective-based outcomes and helps to give prominent details to this study.

Research Design

A layer of research methodology followed by a “research design” including the structural outcomes of this scenario. Focusing on the convenient practices of research design, it will be entitled with an “exploratory design” to explore a wide range of sources for this study. Focusing on the research design with an exploratory estimate of a linear relationship and a wide range of sources in a limited research (Antunes, 2025). The values of exploration in-depth literature can be effective in disclosing a wide range of databases for this study. For example, existing past experiences of Malay-speaking students and their limitations of the English language have been distributed within this scenario. The exploratory design also supported more convenience the time effectiveness in the research methodology.

Data Collection Method

Finding and data synthesis required an exquisite data collection process followed by a research design. This study follows a “secondary qualitative method”, including a secondary process of data synthesis. Maintenance of the qualitative data collection process allowed a wide range of sources, such as Scholarly articles, websites, and Newspaper Articles, to be the main attributes within this scenario. Descriptions from scholarly sources such as “MDPI, Google Scholar, ProQuest, JSTOR, and Semantic Scholar” are used in this standard (Ariffin et al., 2025). The resilience of executing qualitative design of data synthesis further supported the best experience and quality of research evidence. An interpretation of qualitative design managed within the scenario can be supported with detailed research-based evidence in this scenario.

Data Analysis Method

An analysis of data interpretation solutions is structured with a “Thematic Analysis” to review the detailed analysis of existing databases. Findings derived from the data synthesis solutions include a thematic analysis, accumulated theme-based evidence and objective-based findings. The review and interpretation of thematic analysis help to find the challenges with English language learning experiences for Malay-speaking doctoral students in Malaysia. A blend of theory-based evidence and existing literature supports the main element of the data interpretation method. Covering a detailed data synthesis method can be elementary and convenient to define the best outcomes from the qualitative results. Execution of thematic analysis is required to construct objective-based themes to understand the best opportunities and outcomes for this study.

Ethical Considerations

Finally, the last stage of a research method is to establish the ethical balance and standards for this study. Focusing on the key ethical disclosure, the “General Data Protection Act (GDPR)” must be an essential standard to be maintained within this scenario (Sarabdeen & Mohamed Ishak, 2025). On the other hand, following the standards of academic integrity can be crucial to be entitled for this study. The key significance of GDPR must be attributed to data protection and data confidentiality extracted from the publicly available sources as well. The significance

of avoiding biases and copyright challenges in the data interpretation must be considered as a major solution within this scenario (Franke et al., 2024). The key significance of supporting data authenticity and peer review of data is also considered to be a beneficial part of this ethical consideration in this study.

Results and Findings

Theme 1: English Language Barriers Impact The Quality Of Education Among Malay-Speaking Students

A data synthesis using thematic review covered with objective-based themes to determine the solutions for the data interpretation. An interpretation of thematic analysis headlined with a barrier to the English language, a second language for the Malay-speaking students in recent times. Focusing on the inconsistencies and language barrier also affects the quality of education for Malaysian doctoral students. A limitation of vocabulary, poor confidence, and grammatical errors are the main concerns about the challenges within the English language among Malaysian PhD students (Kee & Kuek, 2025). Linguistic barriers directly affected the quality of education, including assignment gaps and poor thesis submission for the Malay-speaking students in recent times. These issues further affect their confidence level and lower self-esteem in the Malaysian context. The language barrier is also listed as a major drawback of poor higher educational practices. Those students who speak the Malay language face significant constraints for them to learn English quickly and supporting their educational standards. A PhD-level deductions are listed with a lack of consistency and possible drawbacks of operational inconsistencies within this scenario.

On the other hand, linguistic difficulties also affected the communication skills of the Malay-speaking students in Malaysia. Poor pronunciation and inconsistencies with the accent of English are two viable challenges found in the evaluation of operational deliverables. A cultural gap is another important reason that supports the productivity of learning and experiences within the operational controls of Malaysian students (Carstens, 2024). Differentiated by the cultural standards, the Malay students are affected by a lack of confidence in the viva examination. Poor understanding of English pronunciation and a limited stock of vocabulary hindered their ability to learn English quickly. Poor self-esteem and self-confidence also affect their psychological strengths in Malaysia. The Malay-speaking students are facing poor linguistic support to establish a mitigation strategy against the English language barrier within this scenario.

Theme 2: Work Experiences Improved Significant English And The Quality Of Communication In Learning

An evaluation of the next theme of this study, experiencing the workplace involvement culture among the Malay-speaking students to learn English and behavioural confidence. The majority of the PhD students are engaged in a work culture in Malaysia to optimise their behavioural growth and confidence in their educational standard. In the era of global language, the compulsory learning of the English language is an important factor in completing doctoral education in professional standards (Amin & Rahman, 2025). The Malay-speaking communities are having serious challenges due to the insufficient knowledge and skills relevant to the performances in Malaysia. The lack of vocabulary and pronunciation issues makes it difficult for Malay-speaking students to maintain the growth and resilience of learning English in recent times. These challenges have been sufficient to damage doctoral educational qualities

in recent times (Joll, Salae & Aree, 2025). In order to take precautionary measures and make themselves familiar with English culture, workplace engagement is the latest culture observed within Malaysia. The organisational culture and interactive communication gradually supported the students with confidence and social interactions.

A medium of communication in the workplace culture has provided the best opportunities for students to learn English in recent times. The value of work experience makes us familiar with the English conversation between workers and customers to improve the vocabulary of PhD students in Malaysia. Gradually, the growth of self-confidence and self-esteem provided a quick learning opportunity for the student to learn English. Removal of linguistic fear and constraints within the organisational practices must be an elementary operation that is registered with poor function of operational deliverables (Uni, 2024). The English learning and quick capture of linguistic terms have been improved among the Malay-speaking PhD students in recent times. Interactive learning is the best approach, according to Malaysian students, to capture the best opportunity in PhD education in recent times.

Theme 3: Work-Acquired Skills Improved The Quality Of English Language Learning For Malaysian Education

Analysing the significance of workplace engagement of the students who are pursuing their PhD, it strategically changes their self-confidence. The primary functions of engaging in a workplace diversity workplace and multi-layered workers are to remove the behavioural shyness among students. Additionally, teamwork makes it more comfortable for the student to adapt to conditions in a workplace (Zubaidi, Asnawi & Amir, 2025). The workplace acquired skills, including “interpersonal skills, communication skills, self-development and adaptability” are essential to learn English for the students. Communication skills are the biggest opportunity for students who have acquired them from the workplace to establish a strong English knowledge for a PhD. Learning from the other workers and customers, including pronunciation, behavioural strength and creative thoughts, makes the difference in establishing a beneficial outcome for the operational standards. Maintenance of the quality of education has also been enriched using the derived and collaborative education in the workplace.

Focusing on the basic constraints and challenges of students, it is associated with poor vocabulary and a lack of understanding of English pronunciation. Improvisation and learning for others make an easy and comfortable learning opportunity for clear pronunciation. Self-learning is the basic experience associated with a quality of educational practice, which is associated with better solutions to this scenario. Using the workplace experiences and performing skills, the vocational education must be enriched within the professional standards of PhD students in Malaysia (Nursyazwani, 2025). Nearly 4,069 PhD students are currently working as employees to learn and assess their English learning progress. The students are getting opportunities with their self-development practices to achieve long-term support in English learning. Group work in the workplace is considered a bridge to make connectivity with English communication and learning opportunities (Uni, 2024). Focusing on the key benefits of using English learning skills helps them to complete their assignments, submit their thesis and participate in the viva examination in PhD education.

Theme 4: Psychological And Motivational Skills Raised From Work Experiences For Malay-Speaking Students

The significance of employment and workplace-acquired tasks among the Malay-speaking PhD students directly influences their confidence. The basic outcomes of workplace-centric skills help the student with their psychological behaviour. Experiencing a strong emotional intelligence and changes in their creative sense of the student makes a more valuable impact on the performance measurement outcomes. Progress and productivity within psychological behaviour are further entitled to better recognition and changes to the operational outcomes (Sudarman, Suryadi & Putra, 2025). Changes within the behavioural confidence, including taking risks, maximised the quality of performance management outcomes. Adaptability is the best skill that helps students learn English in this Malaysian region. The workplace communication and teamwork using the English language must be a convenient part to be attributed to develop the knowledge of students.

The significance of using workplace experience is associated with dynamic knowledge development practices for students. Availability of enough resources and interactive communication make it easier for the students to achieve English language command in their professional life. The risk-taking ability also makes it easier for them to learn English as well.

Theme 5: Online Tutorial, Mobile Application And AI-Driven Learning Experience Effective For English Language Learning

The recommendations with innovative strategies for English learning opportunities among students, digital literacy is the most essential weapon within this standard. The focus of this operational standard requires supporting “online tutorials and mobile applications teaching” in English must be an important area. Learning from active listening and visionary skills from mobile applications must provide the best opportunity for the PhD students of Malaysia (Nursyazwani, 2025). Covering the self-development skills using self-learning criteria must have an impact on the long-term resilience of the students. The conveniences of online learning make it easier and effective for the student to learn quickly.

On the other hand, the personalised learning experience in online subscription-based solutions can be effective in deriving the best opportunities within this segment. Focusing on personalised learning with the effectiveness of online learning mobility further embedded within the online tutorials as well (Zubaidi, Asnawi & Amir, 2025). Value of personalised learning experience removes fear and shyness from the students to make them have a better English learning experience among Malay-speaking PhD students in Malaysia.

Conclusion

In a conclusive remark of this research paper, it has been evident that PhD students of Malaysia are facing serious issues due to the compulsory education in English. The Malay-speaking students are having serious disputes of communication disputes and disputes within the learning and progress. From the evidence of this study, it has been justified that a lack of consistency and challenges with English learning are further associated with poor productivity as well. Inconsistencies and challenges within the English experience damage the opportunities and self-confidence among Malay-speaking students. Additionally, the latest trend of engaging with the workplace for the development of English education and communication must be a significant bridge for the students. The Malaysian students are provided with working experiences to learn English and gain command of the literature.

Analysing the links with research objectives, thematic analysis is the perfect combination of this research. An experiential discussion of this study has outlined that theme 1 is linked with objective 1. However, theme 2 is also linked with objective 2 as they are supporting the same statement. On the other hand, both themes 3 and 4 are aligned with the third objective of this study. Finally, the last objective is referred to as linked to the last theme. From the evaluation, it must be declared that this study is a successful standard with quality metrics.

Acknowledgements

I acknowledge the valuable members who constantly helped me to complete this research paper. First of all, I would like to thank my professors for giving me this exquisite and unconventional research topic to write a paper. I would like to thank my mentors and classmates who gave enough effort to complete this research as well. On the other hand, my parents are equally knowledgeable as they are tireless and give financial contributions to complete my work with sufficient resources.

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