



INTERNATIONAL JOURNAL OF
MODERN EDUCATION
(IJMOE)

www.gaexcellence.com/ijmoe



TERTIARY STUDENTS' VOCABULARY LEARNING STRATEGIES FOR JOB INTERVIEWS

Surina Nayan^{1*}, Fazmawati Zakaria², Majdah Chulan³, Nur Asiah Syafikah Mohamad Sazali⁴, Suhaimi Nayan⁵

¹ Academy of Language Studies, UiTM Cawangan Perlis, Malaysia



surinana@uitm.edu.my



<https://orcid.org/0000-0003-0705-3255>

² Academy of Language Studies, UiTM Cawangan Perlis, Malaysia



fazmawati@uitm.edu.my



<https://orcid.org/0009-0007-3955-1917>

³ Academy of Language Studies, UiTM Cawangan Perlis, Malaysia



majdah@uitm.edu.my



<https://orcid.org/0000-0003-1187-1760>

⁴ Academy of Language Studies, UiTM Cawangan Perlis, Malaysia



asiahsyafikah@uitm.edu.my



<https://orcid.org/0009-0009-6676-3725>

⁵ Manufacturing Department Unkl, MSI, Kulim Kedah, Malaysia



suhaimin@unikl.edu.my



<https://orcid.org/0009-0001-2921-9239>

*Corresponding Author

Article Info:

Article history:

Received date: 30.06.2026

Revised date: 26.07.2026

Accepted date: 16.08.2026

Published date: 10.09.2026

Abstract:

Researchers' observations indicate that students lack vocabulary related to job employment. Thus, it is important to investigate their strategies in vocabulary learning for the job interview so that they will be better prepared for their future job interviews. The aim of the study is to investigate the vocabulary-learning techniques used by college students to get ready for and perform in their job interviews. A quantitative descriptive research design was employed for the study. 41 respondents from two different groups of degree students participated in the study. A google form with 10 questions was shared with the participants at the end of the semester. Findings show that there were negative responses in learners' vocabulary usage for job interview purposes. Most respondents claimed that they lacked adequate vocabulary preparation before attending job interviews. They also expressed difficulties using new vocabulary during interview sessions in class. Some respondents

To cite this document:

Nayan, S., Zakaria, F., Chulan, M., Sazali, N. A. S. M., & Navan, S. (2026). Tertiary Students' Vocabulary Learning Strategies for Job Interviews. *International Journal of Modern Education*, 8(31), 221-233.

expressed the need to have high level of motivation to continue learning new vocabulary related to job interviews to enhance their performance for future job interviews. The findings are significant as they will be guidelines for instructors to adapt, adopt and implement suitable measures to ensure learners are better equipped with appropriate knowledge on workplace vocabulary before they attend their job interviews upon graduation. Future research might focus on developing and evaluating vocabulary-skills-improvement programs and examining the direct effects they have on interview performance and employability.

DOI: 10.35631/IJMOE.831014

Keywords:

Interview Preparation, Job Interview Vocabulary, Motivation, Vocabulary Knowledge



© The authors (2026). This is an Open Access article distributed under the terms of the Creative Commons Attribution (CC BY NC) (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited. For commercial re-use, please contact ijmoe@gaexcellence.com.

Introduction

A job interview is a structured discussion between a prospective employee and an employer's representative, conducted to determine whether the applicant is suitable for a particular role. During the interview, the employer evaluates the candidate's education, qualifications, experience, strengths, interests, skills, and compatibility with the organization's culture, while the applicant gains insight into the position and the company (Hansen, 2019). It provides candidates with a chance to demonstrate why they are the best choice for the job. Proper preparation can reduce anxiety, build confidence, and increase the likelihood of receiving a job offer (JobStreet, 2023).

Preparation For Job Interviews

Preparing for an interview involves research, careful planning, and practice. To effectively demonstrate skills and experience while presenting a professional and positive personality, candidates must be well prepared. In addition to education and experience, interviewers assess poise, attitude, basic social skills, and communication ability (Keiling, 2025). Understanding what to expect, knowing how to prepare, and applying strategies to handle different interview situations are essential for maximizing performance and achieving success in a job interview.

Feedback from employers indicates that they are consistently seeking employees who are not only well qualified in their respective fields but also proficient in English to ensure effective communication in the workplace (JobStreet, 2025). Although the demand for fresh graduates has increased, many remain unemployed due to inadequate language proficiency (Majid et al., 2020; Krishnan, 2019). Davies et al. (2020) observed that graduates from public universities often fail to secure jobs in the private sector because of language-related issues. They are unable

to provide specific answers to interview questions, struggle to use appropriate words and phrases, and lack the ability to engage in meaningful and effective interaction in English during job interviews (Krishnan et al., 2021).

Language proficiency is therefore a crucial skill for both job interviews and the workplace. In some interviews, emphasis is placed on speech forms and presentation style. As a result, strong language proficiency reflects an interviewee's depth of linguistic ability and can contribute significantly to successful interview outcomes (Kenayathulla et al., 2025). Therefore, to be successful in an interview, candidates must have sufficient language proficiency to construct well-structured sentences, possess a strong vocabulary, select appropriate words and phrases, and demonstrate effective presentation skills to convey their intended messages clearly to interviewers.

Vocabulary Learning Strategies for Job Interview

Recognizing the need to prepare students for the workplace and to produce graduates who are proficient in English language skills, the Ministry of Higher Education is working to revamp curricula in schools, colleges, and universities. Emphasis is being placed on integrating workplace-related skills such as creative and critical thinking, cultural competence, adaptability, professional leadership, effective communication, lifelong learning, service orientation, and social awareness (MHEM, 2019).

A growing number of studies have examined vocabulary learning approaches that extend beyond the traditional classroom setting. Hands-on learning methods have gained popularity among English for Specific Purposes instructors, as they allow learners to adapt to specific workplace environments before entering them. To support this, socio-linguistic activities that reflect real-life and workplace situations are developed through language skill scenarios, enabling learners to practice and perform effectively in a wide range of careers (Tanius et al., 2019).

According to Codreanu (2023), English for job-hunting involves political, linguistic, and diplomatic competencies. The effective use of small talk to build positive rapport between interviewers and interviewees is crucial, along with the ability to respond appropriately and remain engaged. Professional conduct largely depends on controlled language use—that is, how messages are delivered—to achieve an impressive and persuasive style that aligns closely with appropriate body language, including posture, movement, and behaviour. In addition, engaging in mock interviews and producing job-related documents such as résumés and cover letters are valuable speaking and writing activities that help strengthen learners' employability skills as well as their job application language (Zainuddin et al., 2019). Through participation in reality-inspired speaking activities, learners were able to expand their specialized knowledge, enhance their communication skills, and learn to function effectively within a learning group. They also worked on improving their interview approaches to fit into different organizational cultures and adapt to diverse working conditions and collaborative styles. According to Codreanu (2023), learners developed interview readiness at all stages: before the interview (including openings, closings, and types of questions and responses), during the interview (effective use of verbal and non-verbal communication), and after the interview (appropriate and realistic follow-up actions).

Jaikrishnan and Ismail (2021) emphasized that vocabulary forms the foundation of language learning, and that effective vocabulary learning strategies play a vital role in enhancing the efficiency and outcomes of English language acquisition. Therefore, a strong command of appropriate vocabulary is essential for engaging in meaningful and effective communication during job interviews (JobStreet 2023; Krishnan et al., 2020, 2021). One key characteristic of vocabulary learning is its multi-dimensional nature, which includes understanding word meanings, spelling, pronunciation, grammatical features, connotations, morphological forms, and semantic relationships (Ghalebi et al., 2020).

A substantial body of research has demonstrated that the use of effective vocabulary learning strategies can significantly enhance learners' English proficiency. Studies examining the relationship between vocabulary learning strategies and English proficiency also reveal that learners vary in their choice and application of these strategies (Kenayathulla et al., 2019; Jaikrishnan & Ismail, 2021; Krishnan, 2024; Krishnan et al., 2021). Ghalebi's (2021) survey research on Iranian students revealed that advanced English learners employ a wider range of vocabulary learning strategies more frequently, whereas lower-level learners do not show significant differences from higher-level learners in their use of social strategies. Similarly, Al-Bidawi (2018) investigated social strategies that involve learners interacting with one another to acquire new vocabulary. Through pair work, learners asked classmates for clarification, inferred the meanings of unfamiliar words from context, and consulted dictionaries to support their learning.

Dao (2020) examined the effects of an interaction strategy on learners through a study organized into five stages: preparation (awareness of collaborative and interaction strategies); presentation (introducing and analysing the strategies to be used); practice (learners applied the strategies through interactive activities); self-evaluation (critical self-analysis); and reflection and expansion (reflecting on strategy use and continuing to develop these practices). The findings indicated increased idea generation, greater use of the English language, and more positive group collaboration (Altalhab, 2023).

Ta'amneh (2021) explored students' attitudes and beliefs regarding vocabulary learning strategies and found that learners most frequently guessed the meanings of words from context, consulted dictionaries, and sought help from peers. Among the most used strategies were employing a bilingual dictionary and inferring word meanings from contextual usage. Similarly, Alqarni's (2018) study on first-year English language students in Saudi Arabia identified three primary strategies for learning new vocabulary: using the Internet to gather information about English words or phrases, guessing word meanings from context, and following dialogues in English-language films with Arabic subtitles. The choice of vocabulary learning strategies is critical for effective language acquisition. Such strategies not only enhance learners' memory, accelerate the development of language skills, but also improve their accuracy and fluency in real-life communication.

Literature Review

Vocabulary knowledge is one of the major elements in communication skills especially in professional settings such as job interviews and meetings. Wilkins (1972) asserts that "Without vocabulary, nothing can be conveyed". Upon graduating from higher institutions such as university or college, most of the graduates are required to go through interview sessions with potential employers before securing their dream positions. To ensure excellent communication

skill in job interviews, it demands more than just linguistics proficiency but also mastery of vocabulary or terminology related to the job scopes. Schmitt (2008) emphasizes that along with words meaning learners are also expected to be able to use the words accurately depending on the contexts. Effectiveness in communication is highly related to strong vocabulary knowledge (Surina & Krishnasamy, 2015). Therefore, it is vital to understand how learners acquire and apply vocabulary learning strategies in specific setting such as job interview sessions.

Past study carried out by Walker, Kitai and Ito (2024) in enhancing learners' job interview performance examined Japanese language learners as an elective subject at a university in Singapore. A three-week summer intensive program was conducted for the learners to prepare the intermediate Japanese learners for the job interview with Japanese employers. Strategies such as job interview practices with teacher in class and learning using Japanese language textbooks which contain wide range of sample questions and responses that are typically asked in actual Japanese job interviews. The study concluded that the strategies used had helped in enhancing the learners' job interview performance but to master it within such a short period of time was too challenging.

Vinu and Thiyagarajan (2024) conducted a cross-sectional study in India among 60 English as a Second Language (ESL) engineering undergraduate learners from advance technical course in an institution to examine the effects of the enhanced targeted vocabulary training with the performance of the learners during a group discussion job interview. The study suggested that the training had a rewarding result in increasing the learners' vocabulary and helped to boost their performance in job interviews.

Another study among English for Specific Purpose (ESP) students in Vietnam by Son and Ly (2024) investigated the most and the least commonly employed Vocabulary Learning Strategies (VLS) by the students. The students were from different majors which were business administration, accounting and tourism. Questionnaires were distributed and interviews were conducted to collect data from all 59 participants. Findings of the study asserted that the students preferred most to use metacognitive strategies followed by cognitive and memory strategies in learning vocabulary. The participants also showed a positive attitude towards technology as supporting tool during the learning process.

In our local setting Malaysia, a study by Krishnan, Jan and Zainuddin (2020) asserted that the use of appropriate lexical items by a candidate played a significant role in ensuring a higher success rate for job interview as this helped to ensure smooth communication process between the interviewers and the interviewees. The findings of the study showed that all successful candidates had used accurate lexical items to communicate with their interviewers and this helped to enhance their confidence level. On the other hand, reserved candidates used limited lexical items throughout the interview session which reflected uncertainty in relation to their personality, skills capability, experience, and self-motivation. Unsuccessful candidates used vague and evasive lexical items while answering the questions asked by the interviewers.

In a Thai context, Suraprajit (2020) attempted to look at strategies used by 66 Thai ESL prospective employees during who participated in a job interview session at a higher educational institution there. The interview was conducted fully in English by the employers asking the potential employees a few unstructured open-ended questions. All the questions were general questions that were usually being asked during job interview. Results of the study

revealed that the Thai prospective employees used strategies such as code-switching, asking for repetition and message abandonment.

Alharthi (2014) examined VLS in English as a Foreign Language (EFL) context by focusing on the role of VLS in memorization of English vocabulary. The participants of the study involved 41 Arabic learners of English pre and post completion of a bachelor's degree program. Questionnaires and semi-structured interviews were used to identify the VLS patterns used. The results of the study showed that the use of repeating an English item with its Arabic translation led to more attrition in receptive word knowledge. Note taking strategies by writing an English word alongside with its definition and synonyms was identified as a positive predictor of learners' retention in receptive and productive word knowledge.

To sum up, learners of a targeted language (TL) from all over the world have their own strategies in learning vocabulary especially for a specific context such as job interview. The strategies used are such as practicing using the TL, using textbooks, advanced vocabulary training, cognitive strategies, metacognitive strategies, code-switching, asking for repetition, message abandonment, repeating the words or items and notes taking. Review of these studies also acknowledge that it is too difficult to master vocabulary knowledge for a specific purpose in such a short period of time. Accurate vocabulary use is critical in certain contexts as it can help to enhance the communication process by helping the learners of a TL to express their thoughts or ideas effectively and at the same time help with their performance in such situations.

Method

The purpose of the study is to investigate vocabulary learning strategies adopted by tertiary students aged 20 in preparing for and performing in job interviews. 41 respondents participated in the survey (61% male and 39% female). Since this study aimed at giving a descriptive overview of respondents' use of English vocabulary learning and application strategies for job interview preparation, a sample size of 40 respondents was deemed sufficient. This sample size enables fundamental descriptive statistical analysis and is suitable for a small-scale study with constrained time and resources (Sekaran & Bougie, 2019). Convenient sampling was employed as participants were readily accessible, available and they were also willing to participate in the survey, cost effective, time efficient and less expensive (Creswell, 2014).

Research Objective

To examine the extent to which respondents use English vocabulary learning and application strategies in preparing for job interviews.\

Research Question

To what extent do respondents use English vocabulary learning and application strategies to prepare for job interviews?

A quantitative descriptive research design was employed for the study. A google form with 10 questions was shared with the respondents. The 10 questions were developed based on previous work by Oxford (1990), Schmitt (1997) and Nation (2001). The framework was adapted to suit the context of job interview preparation. It focuses on how learners acquire,

practice, and apply professional vocabulary for interview performance. Dörnyei (2005) L2 motivation theory concept was also reflected in the survey especially with regards to learners' motivation to enhance their language skills to do well in job interviews.

Participants were given a week to respond. Google Forms was used to automatically capture responses. The questionnaire consists of 2 sections. Section 1 is on demographic information (age, gender and program enrolled) and section 2 is on participants vocabulary learning strategies for job interview (10 items).

Table 1: The 10 Questions Shared With The Respondents:

No	Question
1	I practice using formal English when speak or write as to prepare for the interviews
2	I read information on job descriptions, company websites or linked profiles to learn appropriate vocabulary before attending interviews
3	I learn and review professional job-related vocabulary which relates to career goals
4	I take part in any mock interviews using professional vocabulary
5	I incorporate newly learned vocabulary in job interview responses
6	I practice speaking aloud and use new vocabulary to improve pronunciation and fluency for interviews
7	I adjust the usage of vocabulary based on the situation encounter during interviews
8	I use English language media to learn vocabulary
9	I prepare and memorize useful vocabulary commonly used in job interviews
10	I motivate myself to continue learning new vocabulary to improve my performance in future job interviews

The respondents were students who enrolled in their English for Professional Correspondence class. The lecturers from two different groups instructed the respondents to participate in the study at the end of the semester after the syllabus had been covered and all assessments were completed. Respondents were informed that data were strictly used for academic purposes. Data were collected from the google form (on-line questionnaire) were then extracted and analyzed.

Findings and Discussion

Based on the findings, Question 1 (I practice using formal English when speaking or writing to prepare for interviews) indicates 24.4% of the respondents did not use formal English in speaking and writing when preparing for their interviews. Only 9.8% respondents practice their speaking and writing in English for their job interview purposes. For Question 2 (I read information on job descriptions, company websites or linked profiles to learn relevant vocabulary before interviews), 29.3% of the respondents did not do any reading on their applied job before attending the interview. For Question 3 (I learn and review professional or job-related specific vocabulary that is relevant to my field or career goals), 26.8% of the respondents did not learn and review specific vocabulary related to their career goals, whereas 12.2% learned and reviewed vocabulary relevant to their field. For Question 4 (I take part in mock interviews or role play exercises using professional vocabulary in real context), 31.7% of the respondents use professional words when they engaged in mock interview. For Question 5 (I incorporate newly learned vocabulary into my responses during job interview), 31.7% were

confident using new vocabulary when giving their responses during the interview, while 9.8% did not use them.

For Question 6 (I practice speaking aloud and using new vocabulary to improve my pronunciation and fluency for interviews), 29.3% did not practice speaking aloud and use new vocabulary to enhance their pronunciation as well as fluency before the interview. For Question 7 (I adjust my vocabulary usage based on the tone or formality of the interview), only 9.8% of the respondents use vocabulary based on the tone or formality of the interview while 39% did not. For Question 8 (I use English language media-books, articles, podcasts, videos) to learn new words related to interviews), 31.7% of the respondents did not learn new vocabulary related to their interview using English books, articles, podcasts, or videos, however, only 2.4% used it. For Question 9 (I prepare and memorize useful phrases or vocabulary useful phrases, or vocabulary commonly used in job interviews), 39% of the respondents did not prepare themselves to use useful phrases or words that are commonly used in job interview. For question 10 (I motivate myself to continue learning new vocabulary in order to improve my performance in future job interviews), 26.8% of the respondents did not motivate themselves to learn new words before they attended the interview, but 17.1% believe self-motivation is important to continue learning new words to improve their performance for future job interviews.

It was revealed by the study that there were negative responses in the students' vocabulary usage for their job interview purpose. Most students claimed they did not prepare themselves well in terms of their vocabulary usage before they attend their job interview. As Vinu and Thiyagarajan (2024) stated having vocabulary knowledge is an essential element to determine a person's ability to master the language and communication process. Perhaps, the students feel there were difficulties in learning vocabulary such as they did not comprehend well in the language structure including the use of prefixes, suffixes and word roots, pronunciation, and the appropriate meaning of the words. This is in line with the study by Kanchanokchon et al. (2023) who found that some students at Ammartpanichnukul School, Krabi in Thailand struggled with pronouncing words, writing, and spelling, and determining the appropriate word meaning and idiomatic words or expressions. Therefore, it is important for teachers to teach students pertaining to word parts like affixes, prefixes, infixes, circumfixes, and roots. Those who learn the word parts not only can analyze unknown words but also guess the word meaning quickly. In fact, they even can speed up their reading which includes new vocabulary items for them.

As a matter of fact, there were students who expressed confident using new vocabulary when they gave responses during the interview. In addition, the result from a study by Vinu and Thiyagarajan (2024) reveals when students undergo training, it will help them to be more confident in expressing their ideas and enhance their job interview proficiency. Besides that, 17.1% of students believe having self-motivation is significant for continuation of learning new words to enhance their performance for future job interviews. However, speaking English during job interview is not an easy task. This is true as Jaemjedrio et al. (2015) found some Thai applicants may face some problems like how to respond to the interview questions and the English usage during the interview session. According to Somsai and Intaraprasert (2011), some could not understand the message clearly because of their limited linguistics knowledge and unfamiliarity with an English accent. Therefore, they needed repetition from the interlocutors.

Recommendations

From the findings, it can be concluded that most Malaysian students are lack of appropriate vocabulary and new phrases before attending for their job interview. Therefore, it is crucial for English instructors to develop and implement vocabulary learning strategies to meet the needs of students to learn and enhance their English skills (Kanchanokchon et al., 2023).

Instructors may introduce interview-focused vocabulary modules for job interviews in English that include self-introduction phrases and specific terms used in industries. This can be included in the student career pack program before they leave university.

Besides conducting regular mock interview sessions where students will practice more on common interview questions and prepare for the feedback, lecturers may also provide vocabulary lists with contexts: phrases on how to react during interviews are stressed so that retention and confidence are enhanced by context-based learning. Next, students should be encouraged to watch interview simulations on social media for their exposure to Professional English. They will get tips on dos and don'ts from the videos they watch that can guide them to be better prepared for their future job interviews.

Furthermore, students should also be encouraged to have more exposure to Professional English as they will learn more new vocabulary that relates to their job prospects and their future career. Besides that, university should also make effort in collaborating with industries. People from the industries especially HR professionals should be invited to university to conduct workshops on professional communications and highlight real interview expectations. Learners themselves should also make effort in doing practices on their own with their peers with the guidance from the lecturers. These learners can do practices in their group on topics that relate to job interviews such as practicing introducing themselves, correcting each other's mistakes and role playing the scenario. By doing these, anxiety can be reduced, and this will increase confidence level among them.

Conclusions

The study investigated tertiary students' vocabulary learning strategies for job interview. Findings show that the respondents lack the necessary language and professional expressions before attending job interviews. This will have a substantial impact on students' ability to express themselves clearly, respond to inquiries with assurance, and successfully demonstrate their credentials. Many students found it difficult to articulate their ideas, which undermined their confidence and had a damaging effect on the results of interviews. These findings show how important vocabulary expertise is in forming first impressions and general communication in professional settings. Thus, to better prepare students for future employment opportunities, organized interview preparation, vocabulary development, and hands-on speaking should be devoted more in class and outside class time to practicing and reinforcing exercises related to vocabulary and phrases used for interviews.

In conclusion, adapted questionnaire from the theories of Oxford (1990), Schmitt (1997), Nation (2001), and Dörnyei (2005) provide a solid foundation for the modified framework for preparing for job interviews. Strategic vocabulary learning, consolidation, and contextual application are incorporated through formal practice, simulated interviews, and real-world practicing materials. While using social and metacognitive techniques (techniques that assist

students in considering, organizing, monitoring, and assessing their own learning process), learners gain an understanding of word form, meaning and usage. This process is further supported by motivation, which strengthens learners' dedication and professional identity.

Despite limitations related to sample size and participant scope, this study emphasizes the value of vocabulary development in preparing students for the workforce. Students' confidence, communication skills, and chances of success in job interviews can all be improved by strengthening their language skills. Future studies might concentrate on creating and assessing vocabulary-skills-improvement programs and investigating how they directly affect employability and interview performance.

Acknowledgements: The authors would like to express their sincere gratitude to participants from UiTM Arau Perlis for their invaluable responses for the survey.

Funding Statement: This research does not receive any financial support from any institution.

Conflict of Interest Statement: The authors declare that there is no conflict of interest regarding the publication of this paper. All authors have contributed to this work and approved the final version of the manuscript for submission to the International Journal of Modern Education (IJMOE).

Ethics Statement: Informed consent was obtained from all participants prior to data collection. Participation was voluntary, and respondents were assured of confidentiality and anonymity. The data collected were used solely for academic purposes.

Author Contribution Statement: All authors contributed significantly to the development of this manuscript. [Author 1] was responsible for the conceptualization, methodology, and overall supervision of the study. [Author 3] handled data collection, analysis, and interpretation of results. [Author 2, 4 and 5] contributed to the literature review, recommendations, drafting, and critical revision of the manuscript. All authors read and approved the final version of the manuscript prior to submission.

References

- Abd Majid, M. Z., Hussin, M., Norman, M. H., & Kasavan, S. (2020). The employability skills among students of public higher education institution in Malaysia. *Malaysian Journal of Society and Space*, 16(1), 36–45.
- Al-Bidawi, S. A. (2018). Vocabulary learning strategies (VLSs) preferred by Saudi EFL students. *English Language Teaching*, 11(12), 211-220.
- Alharthi, T. (2014). Role of Vocabulary Learning Strategies in EFL Learners' Word Attrition. *International Journal of English Language and Linguistics Research*, 2(3), 13–28.
- Alqarni, Ibrahim R. (2018). Awareness-Raising of Vocabulary Learning Strategies: Does It Make a Difference? *Arab World English Journal (AWEJ)*, 9(3), 98-110. <https://dx.doi-org/10.24093/awej/vol9no3.7>.
- Altalhab, S. (2023). Vocabulary Learning Strategies Used by Saudi University Students in Pair Work. *International Journal of Education & Literacy Studies*, 11(1), 44-49. www.ijels.aiac.org.au.
- Codreanu, F. (2023). English for job interview as practiced in the classroom and beyond, *ATN: Languages for Specific Purposes*, vol.23, 29-40. <https://www.researchgate.net/publication/377694707>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage Publications.
- Dao, P. (2020). Effect of interaction strategy instruction on learner engagement in peer interaction. *System*, 91, 102-244.
- Davies, A., Fidler, D., & Gorbis, M. (2020). *The polarisation of job opportunities in the US labour market*. Center for American Progress and The Hamilton Project.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2021). A study of vocabulary learning strategies among high and low Iranian English vocabulary learners. *Cogent education*, 8(1), 1834933.
- Ghalebi, R., Sadighi, F., & Bagheri, M.S. (2020). Vocabulary learning strategies: A comparative study of EFL learners. *Cogent Psychology* 7(1), 1-12.
- Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, 8(3), 207–217. <https://doi.org/10.1037/ppm0000185>.
- Hansen, K. (2019). What do employers really want? Top skills and values employers seek from job-seekers. *Quintessential Careers [Msg 12]*. http://www.quintecareers.com/job_skills_values.html.
- Jaemjedrio, S., Dispany, E., Tantanapornchai, Y., & Charunrochana, J. (2015). A study of English communication problems during an employment interview. In *Proceedings of the 7th International Conference on Humanities and Social Sciences: ASEAN 2015: Challenges and Opportunities* (pp. 27–39).
- Jaikrishnan, S., & Ismail, H. H. (2021). A review on vocabulary learning strategies used in learning English as a second language. *International Journal of Academic Research in Business and Social Sciences*, 11(9), 297-309.
- JobStreet. (2023). How to prepare for a job interview: A guide for success. <https://my.jobstreet.com/career-advice/article/how-to-prepare-job-interview-guide-success>.

- JobStreet. (2025). How to attract potential employers. <https://my.jobstreet.com/career-advice/article/how-to-attract-potential-employers>.
- Jobstreet-survey JobStreet. (2014). Tops five reasons fresh graduated don't get hired. JobStreet Survey. [http://www.digitalnewsasia.com/digital-tops-five-reasons-fresh-graduated-don't get hired](http://www.digitalnewsasia.com/digital-tops-five-reasons-fresh-graduated-don-t-get-hired).
- Kanchanokchon Woodeson, Pongsakorn Limna, & Nalin Nga-Fa. (2023). Banlamthap School, Krabi, Thai Students' Vocabulary Learning Difficulties and Teachers' Strategies: A Qualitative Case Study of Ammartpanichnukul School, Krabi in Thailand. *Advance Knowledge for Executives (AKE)* 2(1), 1-9.
- Keiling, H. (2025, December 6). How to prepare for an interview in 11 steps. Indeed. <https://www.indeed.com/career-advice/interviewing/how-to-prepare-for-an-interview>
- Kenayathulla, H. B., Ahmad, N. A., & Idris, A. R. (2019). Gaps between competence and importance of employ ability skills: Evidence from Malaysia. *Higher Education Evaluation and Development*, 13, 97–112.
- Krishnan, I. A. (2024). Exploring the language use and social interaction strategies by fresh graduates job interviews for 21st century workplace. Thesis. https://ir.upsi.edu.my/sw_inc/doc.php?t=p&did=13415&id=13102748
- Krishnan, I. A., Govindasamy, M., Ramalingam, R., Ching, H., & Kausalya, M. (2020). Preparedness for the world of work among Malaysian diploma students in a local institution. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5, 56–70. <https://doi.org/10.47405/mjssh.v5i4.388>
- Krishnan, I. A., Hee, S. S., Ramalingam, S., & Maruthai, E. (2019). An investigation of communication skills required by employers from the fresh graduates. *Pertanika Journal of Social Sciences*, 27, 1507–1524.
- Krishnan, I. A., Jan, J. M., & Zainuddin, S. Z. B. (2020). Use of lexical items in job interviews by recent graduates in Malaysia. *Higher Education, Skills and Work-Based Learning*, ahead-of-print(ahead-of-print). <https://doi.org/10.1108/heswbl-10-2019-0146>
- Krishnan, I. A., Ramalingam, S., Kaliappen, N., Uthamaputhran, S., Suppiah, P. C., & Paramasivam, S. (2021). Graduate employability skills: Words and phrases used in job interview. *Australian Journal of Career Development*, 30(1), 24-32. DOI: 10.1177/1038416220980425
- Ministry of Higher Education Malaysia (2019). The nation al graduate employability blue print 2018-2023. Ministry of Higher Education Malaysia, Putra Jaya Malaysia. <https://masurimasooded770.files.wordpress.com/2014/03/>
- Nation, I.S.P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Newbury House.
- Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy* (pp. 199–227). Cambridge University Press.
- Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329–363.
- Sekaran, U., & Bougie, R. (2019). *Research methods for business: A skill-building approach (8th ed.)*. Wiley.
- Somsai, S. & Intaraprasert, C. (2011). Strategies for coping with face-to-face oral communication problems employed by Thai university students majoring in English. *GEMA OnlineTM Journal of Language Studies*, 11(3), 83-96.

- Son, L. H., & Ly, T. M. (2024). An Investigation of Vocabulary Learning Strategies of ESP Students. *International Journal of TESOL & Education*, 4(1), 1–17. <https://doi.org/10.54855/ijte.24411>
- Suraprajit, P. (2020). Job Interview: An Analysis of Communication Strategies Used by Thai Prospective Employees. *Theory and Practice in Language Studies*, 10(9), 1025. <https://doi.org/10.17507/tpls.1009.03>
- Surina Nayan, & Krishnasamy, H. N. (2015). A preliminary study on vocabulary learning strategies used by the students from the Faculty of Accountancy. *International Journal of Languages, Literature and Linguistics*, 1(1), 10–14. <https://doi.org/10.7763/IJLLL.2015.V1.3>
- Ta'amneh, M. A. A. A. (2021). An analysis of various vocabulary learning strategies used by EFL university students. *Journal of Applied Linguistics and Language Research*, 8(3), 77-88.
- Tanius, E., Johari, E. T. H., Yulia, A., Heng, C. S., & Pazim, K. H. (2019). The employability skills performance of business graduates in Malaysia: Do employers, graduates and academicians speak the same language? *International Journal of Asian Social Science*, 9, 11–17.
- Vinu T. & Thiagarajan K. (2024). Enhancing communication skills through vocabulary development for group discussions in job interviews: a study in English as a second language. *Bodhi International Journal of Research in Humanities, Arts and Science*, 9(1). 100-104.
- Walker, I., Kitai, & Ito, A. (2024). Bridging the Gaps: Enhancing Learners' Job Interview Performance Focusing on "Clarification Questions." *Electronic Journal of Foreign Language Teaching*, 21(2), 119–139. <https://doi.org/10.56040/isza2123>
- Wilkins, D.A. (1972). *Linguistics in language teaching*. Great Britain. London: Edward Arnold.
- Zainuddin, S. Z., Pillai, S., Perlag, F. D., & Phillip, P. (2019). English language and graduate employability. *Education Training*, 61, 79–93. <https://doi.org/10.1108/ET-06-2017-0089>