

Journal of Educational Research & Social Science Review (JERSSR)

Undergraduate Students' Communication Problems, their Reasons and Strategies to Improve the Communication

1. **Muhammad Amin** (Corresponding Author)
Associate Professor of Education, Department of Educational Leadership and Policy Studies, Division of Education, University of Education, Lahore Email: amin@ue.edu.pk
2. **Sadia Afzal**
Lecturer of Education, Department of Educational Leadership and Policy Studies, Division of Education, University of Education, Lahore Email: sadiaafzal@ue.edu.pk
3. **Fahd Naveed Kausar**
Assistant Professor of Education, Department of Education, Minhaj University Lahore, Pakistan Email: fahdnaveed@gmail.com

Abstract



This qualitative study aimed to explore the undergraduate students' communication problems, their reasons and ways to improve the communication. Researchers purposefully selected the twenty undergraduate students' from the Education department of the one public sector University of Punjab, Pakistan. A semi-structured interview was used to collect data from the participants. All of the interviews were translated into English and verbatim transcribed. The data were analyzed after transcription using thematic analysis. Results showed that the majority of undergraduate students had trouble while communicating owing to their low vocabulary, unwillingness to speak in English, lack of fluency while speaking in English, poor or incomplete sentence structure, lack of proficiency in English language, careless attitude of teachers', their own discomfort with the English language and their inability to write in formal manner during verbal and written communication. Participants explained the reasons of such problems like uncooperative teacher's behavior towards students, lack of student participation in class activities, lack of an appropriate classroom environment, insufficient reading habits among students, In addition, they reported that education system and fear to speak in English language are the main causes to make communication difficult. Participants also highlighted the strategies to overcome these communication problems, including students' should face constructive criticism, appreciation from teachers', coordination among teachers' and students', counseling session, atmosphere of collaboration and participation in co-curricular activities to overcome communication issues. Based on the findings of the study, it is proposed that communication course must be taught to students', educate them to show positive attitude towards peer criticism and group/pair work. It is also suggested that university teachers' should encouraged their students' to bring their own dictionaries to class so that they may use them to check their work for errors.

Keywords: Communication Problems, Reasons, Strategies to Overcome Issues, Undergraduate Students'

Introduction

Life would not be possible without the ability to communicate with others. It facilitates the exchange of ideas, thoughts, feelings, and common understanding (Komba, 2008). The capacity of each individual to engage with other people varies greatly. Anderson (1972) defines communication as a dynamic process in which one person influences another's cognition through symbolic materials or processes. Effective communication entails choosing the right channel for a certain purpose, using the channels correctly, presenting information to the intended audience, and understanding messages and answers from others (Konmba, 2015). There are two different ways to talk to someone, such as verbally and non-verbally. When communicating verbally, we use phrases, voices, and words to communicate our thoughts and ideas. While the process of sending or expressing a message or information via the use of signals, body posture, behaviours, and expression is referred to as non-

verbal communication (Rawat, 2016). Verbal communication further categorized into oral communication and written communication. Oral communication, it means talking with your mouth. People talk to each other, whether they do it in person or over the phone. Speeches, presentations, and conversations are all forms of oral communication. In oral communication, communication influence by pitch, volume, speed and clarity of speaking. While written communication refers to the process of conveying message through the written signs and symbol. Written message may be printed or hand written such as letter, memo, report, email and post card. Message, in written communication is influenced by the vocabulary, grammar used, writing style, precision and clarity of the language used (Komba, 2012).

Individual's overall development, the success of the educational system, their social and cultural participation in society, their professional and business success, the improvement of organizational procedures and organizational life, and a number of 21st century emerging concerns all depend on effective and efficient communication between individuals and groups. Despite the importance of all forms of communication, it is verbal communication that plays a far greater role in the teaching and learning process (Rawat, 2016). According to the findings of a study conducted by Alyan (2013), the most significant problems that students have with their oral communication are their bad pronunciation, limited vocabulary, insufficient exposure to the target language, and L1 interference. The survey also found that students had not formed the habit of listening and reading extensively. Furthermore, the pupils appeared to lack self-confidence and were unable to organize their thoughts and meanings in a cohesive manner. Loureiro et al. (2020) studied graduate students' communication apprehension and skills. The results showed that students struggled with and were afraid of communication, especially oral communication. In addition, female students were more anxious about oral and written communication than males.

With regard to written communication, Olivier & Olivier (2016) noted that some people find writing incredibly tough throughout the entire teaching-learning process in schools and colleges and universities as well as when people are seeking for a career or occupation. Writing is a typical responsibility. However, owing to the complexity of writing, students are sometimes made more worried by writing tasks. This can result in a negative attitude toward writing, which can then lead to the student avoiding writing altogether. Research study revealed that even poor learners were capable of sending understandable and successful communications. This is most likely due to the usage of communication strategies. Students should be aware of and comprehend these strategies. Weak learners would embrace the idea since it helps them to address communication challenges (Author, 2001). Verbal and nonverbal communication have been shown in research by Sutiyo (2018) to significantly impact students' academic performance. As a result of the importance of both verbal and nonverbal communication in the teaching and learning process, instructors must work to improve their ability to communicate effectively with their students.

Communication is necessary in teaching learning context because it facilitates the exchange of knowledge. At the university level, both teachers and students send and receive messages. As they teach, teachers' make and send messages, and students' do the same when they respond to their lecturers. For example, during lectures, seminars, and group discussions, the messages can be produced and transmitted verbally. In the instance of homework, assignments, term papers, tests, and examinations, the same might be done in writing (Komba, 2015).

When the desired message is transmitted without any difficulty, communication is said to be effective. Besides, an effective communication process involves both parties. That is to say, it is the responsibility of both the sender and the receiver to create an efficient communication cycle (Cscadmin, 2019). Teachers must be able to assess their students' knowledge by analysing their responses to questions. Students may feel self-conscious, not only from teachers but also with their peers, if they are unable to communicate accurately. Students who remained unable to communicate their knowledge, understandings and ideas receive worse remarks and poor grades. As a result, they have lower self-esteem and confidence (Bakar, Shah & Xu, 2020). However, in order to have a better understanding of why the communication was unsuccessful, it is necessary to define the components that work as barriers whenever the desired result is not comprehended. Hence, bearing in mind the significance of communication for students, the current study was designed to investigate the communication problems that undergraduate students face, as well as the reasons for those difficulties

and strategies they required to improve the communication in one public sector university of Punjab, Pakistan.

Research Questions

In light of the aims of the study, the following research questions have been established:

1. What are the communication problems faced by undergraduate students' and their reasons?
2. What are the strategies to improve the undergraduate students' communication?

Methodology

Researchers used the interpretive paradigm to answer the research questions for this study. Because, in this paradigm single phenomena has several interpretations not just one truth (Creswell and Poth, 2018). Researchers who take an interpretivist point of view are more likely to get a more profound comprehension of the event in question, as well as the complexities of the specific environment in which it occurs instead of trying to generalize the findings of their studies to whole population (Cresswell, 2013). The qualitative method was chosen, since it allowed the researchers to thoroughly explore the research problem from the participants' perspectives. For this study, researchers purposefully selected the twenty students from the Education department of the one public sector University of Punjab, Pakistan. After doing an extensive review of the literature, researchers devised the semi-structured interview to obtain the views of undergraduate students'. Semi-structured interviews revealed rich description of participants' responses and context (Cohen, Manion and Morrison, 2018). Moreover, Bryman & Bell (2019) explained that semi-structured interview yield credible results. Researchers followed the ethical guidelines while collecting data and this was collected till the saturation point. These semi-structured interviews were translated into English and verbatim transcribed. Researchers used the "thematic analysis" (Braun et al., 2019) to analyze the collected data. The main themes emerged during analysis process regarding communication problems, their reasons and strategies to improve communication were described below.

Data Presentation, Analysis and Findings

Participants highlighted the numerous communication problems, their reasons, and strategies to improve communication problems at undergraduate level in one Public Sector University of Punjab. These communication problems were categorized into verbal communication and written communication. The data also revealed that there were six themes that arose from the verbal communication while six that came from the written communication. In addition, eight primary themes emerged as potential causes of these communication problems and eleven themes were arose as strategies to overcome these communication problems.

Verbal Communication Problems

Participants emphasized various communication problems that they faced as;

Inadequate vocabulary

A female participant reported that "*I observed that I and my class fellows are not able to use appropriate word while communication with other students and teachers. (Respondent (R) 1)*".

Reluctance to Speak in English

Another female participant explained that "*I feel hesitation and anxiety when I speak with other people (R 5)*".

Lack of fluency

A male participant stated that "*I noted in class that majority students do not have fluency in the communication (R 2)*".

Poor sentence structure

Few participants reported that "*during presentation, students usually leave the sentences incomplete and expect others should understand what they want to say (R 4)*".

Mixed Language

Only 5% of the participants stated that "*students generally use both English and Urdu in speaking. Even they use both languages within single sentence (R 3)*".

Social Media Language

A small number of the participants were of the view that "*In communication with teachers and university management personnel and giving formal presentations students use slang language (R 6)*".

Written Communication Problems

Six themes have been identified in written communication from the data. These includes;

Lack of command in English Language

Participants pointed that command and understanding over language is very necessary to write something.

Yes! Students are unable to understand the meaning of the words. So it is impossible to convey it in written form. Writing requires command over language (R9).

Careless attitude of teachers'

Five participants' pointed that teachers show less interest in teaching, so, students also get relaxed which leads to communication problem in written form.

Teachers show careless attitude towards teaching. Learning process cannot perform by teachers properly in verbal as well as written practices which resulted in poor performance of the students. I have experienced a lot in my institutions that teachers have no interest in teaching and they are reluctant to perform their duties (R2).

Consider English language uncomfortable

Few participants' reported that communicate in a formal way are very awkward for us.

In written our formal communication is very bad because we feel awkward to communicate our fellows in formal way so parameters of communication changed (R10).

Unable to write in formal way

Participants explained that we have not been taught written communication skills, so, we are unable to write in a formal way.

My written communications skills are very weak because no one in the class taught me how to communicate in a formal way so I am unaware from many thing which I should know but unfortunately not. That's why I also face problems in verbal and non-verbal communications (R3).

Communication subject

A female student pointed that we have no course regarding communication in our syllabus from early classes, so it made things difficult.

My written communications skills are weak because I have no subject in my curriculum regarding communication. (R9).

Similarly, another female student also reported that

I had been never taught since my early classes about communication in different ways so I faced problems in written communication today as I unable to write a single official letter (R4).

Official correspondence

A male participant mentioned that we face problem while writing official letters or even though writing E-mail to teachers etc.

Whenever I wrote official letters or E-mail to my teacher or other senior respectable person of my university I always face difficulties because from my early classes I had not been taught to write official letters or my teacher did not told me about important points so no in my graduation I faced this problem a lot then I search Google etc., For this purpose but still no teacher, university are teaching this type of communication. (R15)

Reasons for Communication Problems

Non- trained teachers and staff

Three participants reported due to non-trained staff communication problems occur.

In my opinion causes of these problems is unprofessionalism, lack of communication, lack of training staff and teachers and teacher behavior. Public sector is not allocating budget to train their staff and student so these problems exist (R7).

In the same way, two more participants also stated;

No Proper management, no proper training of teachers, teachers did not know how to provide independent communication to students. No training session for staff is available (R8 & 6).

Teacher Behaviour

One female participant stated that "Major causes of these problems are teacher's behavior towards students which is not cooperative".

Lack of student Participation

Few participants indicated that *"In class, student's participation and engagement is very important to learn communication practically"* (R9).

Class environment

A small number of participants pointed that they have no proper environment in class to perform or learn communication skills.

We have no environment for better communication in class. We just focus on copy paste system we just read content from book but we have no environment to perform or to do a practical work (R11).

Check and balance

Almost 40% participants explained that university administration has not proper check and balance on teachers, non-teaching staff which raises communication problems.

No check and balance of teachers and non-teaching staff. So they get more relaxes and did not focus on new thing. They even don't pay attention to students (R14).

Education system

Few participants stated that our education system is the main cause to make communication difficult.

Our education system is the main cause of all these problems where no specific rules and where no respect for students, no proper devotion on students, no communication skills (R20).

Lack of reading habits

Very few of the participants were of the view that

Students do not have proper reading habits, so I think lack of reading is a major reason while communication (R11).

Fear to speak in English

One male participant reported that

In my view, fear of speaking in English is a huge problem. Students feel reluctant to speak in English not in front of teacher but also with their friends. We have no environment for students to better communication.

Strategies to Overcome the Communication Problems

Face constructive criticism

Participants reported that students should face criticism in class to gain confidence and for better communication.

Student needs to become more confident and less shy or scared. I learned it very late that when you learn something learn it with your heart and don't take any criticism as something bad or negative. Criticism is also a chance to learn and makes you strong. While facing awkward situations, we learn to request true questions and right questions deliver us the right answers. This is how learning a good communication continues (R6).

Appreciation from teachers

Majority of the participants pointed appreciation of students makes them more active and relax in communication.

Teacher should encourage communication and feedback from students. They should also encourage and appreciate the one who open up a discussion in classroom. It will become motivation to many other students (R7).

Coordination among teacher & students

Few participants explained that

In education we should focus on communication because education is a transmission of information from one person to another person. Teachers and students should be comfortable in environment that they could communicate better as they both are the main stakeholders of the society; they both work in harmony they can build up a better society (R7).

Communication sessions

Very few of the participants pointed that communication sessions is necessary for better communication.

Yes, all the problems have solution to arrange communication sessions in particular universities and departments, conversation sessions for the students so that their

communication skills enhance or to overcome English language students should communicate in English. They have particular society that encouraging students to speak. (R8)

Explore new ways

Few participants explained that “students should explore the new ways to communicate with everyone and increase their knowledge for their confidence” (R 2).

Train non-teaching staff

Some of the participants said that university administration must “Train your non-teaching staff that how to communicate with students and teachers in university” (R 9).

Proper rule & regulations regarding communication

50% of the participants were of the view that there must be proper set procedure and students, teachers and staff in university premises should follow the rules and regulations for better communication.

University should have proper plan set, code of conduct that everyone should follow. Make rules and regulation that students and teachers should follow (R10).

Use of one language

Almost 30% of the participants indicated that every teacher should use only one language during communication with students.

Teacher should use one language to deliver their lecture and communicate students in a good way, should fluent in their language which understandable for students. Teacher should know the level of student's understandings (R9).

Student's counseling

25% of the participants stated that student counseling is very important for better communication.

Students counseling should be active immediately. Counseling of students is very important if we want to avoid communication problems (R11).

Co-curricular activities

Majority of the participants explained that co-curricular activities make students confident and it's also important for better communication.

I think all problems' solution is in co-curricular activities. So, we should create environment for this purpose. I saw many students who are very confident and good in communication they all take part in co-curricular activities. They speak well in English and in Urdu. So, for better communication students should take part in co-curricular activities etc. (R10).

Cooperation with each other's

Six participants pointed that cooperation is must to overcome communication problems.

I am giving all options answer I just one word that is cooperation, develop proper organizational atmosphere, understand and listen each other's problems and try to solve (R12).

Discussion and Conclusion

According to the findings of the study, the majority of the undergraduate students' faced difficulties while communicating due to their limited vocabulary, reluctance to speak in English language, fluency when speaking in English, poor or incomplete sentence structure, use of both Urdu and English language in a single sentence and frequent use of social media language during verbal communication. Literature clearly indicated that the leading element of learners' difficulties in speaking was their little or poor vocabulary (Aziz & Kashinathan, 2021). Moreover, the findings of this study also related to the research study conducted by Alyan (2013) which highlighted the problems related to oral communication that students faced such as their poor pronunciation, small vocabulary, lack of exposure to the target language and L1 interference. In addition, Soomro, Siming, Hyder & Shah (2019) found that pupils hesitate to participate in oral task due to fear that their class teachers or fellows will assess their performance based on English proficiency. More than half of the participants also described the problems they experienced when communicating in writing like lack of proficiency in English language when they trying to draft something, their teachers' careless attitude towards teaching. A small number of participants also explained that their own discomfort with the English language while writing and their inability to write in formal manner because they have not been taught written communication skills as a subject. In addition, few undergraduate students reported that they faced difficulties because of non-availability of communication course in their

syllabus. At the same time, they also mentioned that they are unable to do official correspondence due to incompetence in written communication. Research study evidenced that writing skills is necessary for students in order to advance academically (Pineda, Santagata & Jenkins, 2011). According to the findings of a significant body of research, writing in the context of learning a second or foreign language is a complicated, challenging, and time-consuming endeavor. Moreover, Tahaine (2010) stated that writing is a crucial ability for university students since they are required to utilize it for a variety of purposes, including taking notes, composing essays and other written work, responding to written inquiries, and producing compositions.

Undergraduate students also discussed the reasons why they faced such communication problems, including due to non-trained teacher and staff, teacher behavior teacher's uncooperative behavior towards students, lack of student participation in class activities, lack of an appropriate classroom environment to perform or learn communication skills, no proper check and balance on students, teachers, non-teaching staff from administration, education system is the main cause to make communication difficult, lack of reading habit among students, fear to speak in English language. Emotional, psychological, practical, and social impediments to communication were studied by Collins (1997). He explored that classroom discussion and effective small group activities are the key to classroom communication as well necessary to empower students. Gholipour (2007) also indicated that a successful educator in the field of teaching should be aware of the power of words and its impact on the audience and avoid using words habitually without thinking. Literature showed that students who studied English as a second language perform poorly in class (Yahaya, Yahaya, Lean, Bon, and Ismail, 2011). However, other causes were also reported that create hurdles while communication for example the excessive use of one's mother tongue in class; poor reading habits and lack of motivation (Nation, 2003). Research studies also explained that majority of the students have common physiological issues like classroom nervousness, shyness, and anxiety which create hurdles when they speak in class (Nijat, Atifnigar, Chandran, Selvan, and Subramonie, 2019).

Most of the undergraduate participants also emphasized the strategies to overcome these communication problems such as students should face constructive criticism in class to improve their self- confidence and their ability to communicate effectively, appreciation of students makes them more active and relax in communication. Participants also consider that there should be coordination among teachers and students as well holding communication sessions is necessary for better communication. Dornyei (2001) stated that teacher should assist students in maintaining and improving their self-confidence by encouraging them to view competence as a malleable characteristic of SLA (second language acquisition) growth.

They also desired that opportunities should be provided to students to explore the new ways to communicate and teacher should use only one language during communication with students in class. Communication skills are vital for attracting learners' attention, motivating them, and engaging them in the teaching-learning process (Pal, Halder and Guha, 2016). Results also reported that training should be given to non-teaching staff and there must be roper rule & regulations regarding communication. Maleki (2007) believed that communication strategy training should be included in school curricula for learners. Some participants explained that they need counseling regarding communication, collaborative atmosphere and encouragement from teachers' to participation in co-curricular activities. Pal, Halder and Guha (2016) explained that within the classroom the major cause of communication problem is not the source(teacher) but the other element of the process as curriculum, class environment and the student himself or herself.

Conclusion

The results showed that the majority of undergraduate students had trouble while communicating owing to their low vocabulary, unwillingness to speak in English, fluency while speaking English, poor or incomplete sentence structure, and frequent usage of social media terminology during verbal communication. Many participants also highlighted the problems they had while communicating in writing, such as, lack of proficiency in English language, careless attitude of teachers', their own discomfort with the English language and their inability to write in formal manner because they have not been taught written communication skills as a subject. At the same time, they also mentioned that they are unable to do official correspondence due to incompetence in written communication.

Undergraduate students also discussed why they had such communication problems, including non-trained teacher and staff, teacher's uncooperative behavior towards students, lack of

student participation in class activities, lack of an appropriate classroom environment to perform or learn communication skills, no proper check and balance on students, teachers, non-teaching staff from administration. In addition, they reported that education system, lack of reading habit among students and fear to speak in English language are the main cause to make communication difficult.

Participants also highlighted the strategies to overcome these communication problems, such as students should face constructive criticism in class to improve their self-confidence, appreciation from teachers, coordination among teachers and students as well holding communication sessions is necessary for better communication. They also desired that opportunities should be provided to students to explore the new ways to communicate, training for non-teaching staff and proper rule & regulations regarding communication. Some participants explained that they need counseling session, atmosphere of collaboration and co-curricular activities to overcome communication issues.

Based on the findings of the study, it is proposed that communication course should be taught to students during early semester. Students who do not have a positive attitude towards peer criticism and group/pair work, highlight the necessity of providing proper guidance and training to students' on these practices. Furthermore, there is also need to update books in library regarding communication and students were required to study at least one book on communication skills during their course of study. It is strongly recommended that university teacher should encouraged their students to bring their own dictionaries to class so that they may use them to check their work for errors.

References

- Aziz, A., A. & Kashinathan, S. (2021). ESL Learners' Challenges in Speaking English in Malaysian Classroom. *International Journal of Academic Research in Progressive Education and Development*, Vol. 10(2), pp. 983–991.
- Alyan, A., A. (2013). Oral Communication Problems Encountering English Major Students: Perspectives of Learners and Teachers in Palestinian EFL University Context. *Arab World English Journal*, Vol. 4(3), pp. 226-238.
- Anderson, K.E. (1972). *Introduction to Communication: Theory and practice*. Menlo Park, CA: Cummings Publishing Company
- Bakar, A., Shah, K. & Qingyu, X. (2020). The Effect Of Communication Barriers on Distance Learners Achievements. *Revista Argentina de Clínica Psicológica*, Vol. 29 (5), pp. 248-264
- Braun, V., Clarke, V., Hayfield, N., & Terry, G. (2019). Thematic analysis. In P. Liamputtong (Ed.), *Handbook of Research Methods in Health Social Sciences* (pp. 843-860). Singapore: Springer Nature Ptv Ltd.
- Bryman, A., & Bell, E. (2019). *Social Research Methods* (5th Ed.). Oxford University Press.
- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. London. SAGE.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th Ed.). New York, NY: Routledge.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (4th ed.). Los Angeles: Sage.
- Collins, J. (1997). Barriers to Communication in Schools. (Presentation paper). British Educational research Association Annual Conference, University of York.
- Cscadmin. (2019). The Importance of Communication Skills for Academic Success. Retrieved from <https://childsuccesscenter.com/blog/importance-of-communication-skills-for-academic-success/>
- Dornyei, Z. (2001). *Teaching and Researching Motivation*. London: Pearson Education Limited.
- Fashiku, C., O. (2017). Effective Communication: Any Role in Classroom Teaching-Learning Process in Nigerian Schools? *Bulgarian Journal of Science Education Policy*, Vol. 11(1), pp. 171-187.
- Gholipour, A. (2007). Pathology of teacher-student relationship from the perspective of teachers and secondary students in the city of Parsabad. *Ardbil, Persian*.
- Komba, S., C. (2015). The Perceived Importance of Communication Skills Course among University Students: The Case of Two Universities in Tanzania. *African Journal of Teacher Education*. Vol. 4(2), pp-1-12.
- Komba, S., C. & Kafanabo, E.J. (2012). Investigation of the Predictive Validity of Communication Skills Examination on University Students' Overall Academic Performance In Tanzania. *International Journal of Education*, Vol. 4(4), pp. 248-266.

- Komba, S. (2008). The Impact of Communication Skills Course on Students' Development of Communicative Abilities. Unpublished M.A. Education Dissertation. University Of Dar Es Salaam, *Tanzania*.
- Loureiro, M., Loureiro, N. and Silva, R. (2020). Difference of Gender in Oral and Written Communication Apprehension of University Students. *Education Sciences*, Vol. 10(12), pp.1-20.
- Maleki, A. (2007). Teachability of Communication Strategies: An Iranian experience. Vol 35 (4), pp. 583-594.
- Nation, P. (2003). The Role of the First Language in Foreign Language Learning. *Asian EFL Journal*, Vol. 5(2), pp. 1-13.
- Nijat, N., Atifnigar, H., Chandran, K., Selvan, S., & Subramonie, V. (2019). Psychological Factors that Affect English Speaking Performance among Malaysian Primary School Pupils. *American International Journal of Education and Linguistics Research*, Vol. 2(2), pp. 64-76.
- Olivier, L., Olivier, J. (2016). Exploring Writing Apprehension amongst Afrikaans-Speaking First-Year Students. *Read. Writ.* Vol.7 (10), pp. 32-43.
- Pal, N., Halder, S. and Guha, A. (2016). Study on Communication Barriers in the Classroom: A Teacher's Perspective. *Online Journal of Communication and Media Technologies* Vol. 6 (1), pp. 103-118.
- Pineda, G. C., Santagata, R., & Jenkins, J. (in press). "Writing What Matters to Me": Voicing Latinx Youth Concerns through Theatre Scriptwriting. In (Eds.) K. Freebody, C.D. J. Rajendran, & S. Busby. *Routledge Companion to Theater and Young People*. New York, NY: Routledge.
- Rawat, M., D. (2016). Importance of Communication in Teaching Learning Process. *Scholarly Research. Journal for Interdisciplinary Studies* Vol. 4(4), pp. 3058-3063.
- Sutiayatno, S. (2018). The Effect of Teacher's Verbal Communication and Non-Verbal Communication on Students' English Achievement. *Journal of Language Teaching and Research*, Vol. 9(2), pp. 430-437.
- Soomro, M., A., Siming, I., A., Hyder, S. and Shah, S., H., R. (2019). An Investigation of Anxiety Factors during English Oral Presentation Skills of Engineering Undergraduates in Pakistan. *International Journal of English Linguistics*, Vol. 9(3), pp. 203-210.
- Tahaineh, Y. S. (2010). Arab EFL University Students' Errors in the Use of Prepositions. *MJAL*, Vol. 2(1), pp. 76-112
- Yahaya, A., Yahaya, N., Choon Lean, O., Bon, T. A., & Ismail, S. (2011). Factors Contributing to Proficiency in English as a Second Language among Chinese Students an Johor Bahru. *Elixir Online Journal*, Vol. 41, pp. 5837-5848.