Common Problems in Communication of Non-English Majored Freshmen at A University in Vietnam

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ABSTRACT: *Currently, Vietnam is in the phase of opening the economy and expanding cooperation with other countries in the region and around the world. There are many foreign investors as well as international tourists who will choose Vietnam as their destination. Meanwhile, there have been many research articles and articles from the past five years showing that although Vietnamese youth learning English as an official subject at school, they rarely use it when communicating with foreigners. Communication can be said to be the most difficult skill for English learners, especially non-majors. Communication skills require learners to master many factors, especially listening and speaking skills. However, for non-major students, learning English in class is mainly about doing theoretical exercises and studying to pass the subject, so English communication is really a challenge. Therefore, students encounter many problems in learning and practicing English communication. The study, "Common Problems in Communication of Non-English Majored Freshmen at a University in Vietnam," will show the problems that the first-year non-English majors often encounter in English communication. The participants are 137 students in the classes Finance and Banking, Multimedia Communication, Construction Industry at Tay Do University in Cantho City in Vietnam. The main instruments are a questionnaire and an interview paper. The findings of the research will indicate that freshmen could face problems in linguistics, background knowledge, psychology, and environment. Thanks to the results, students will find the good ways to improve their English communication skills.*

KEYWORD: communication, problems, freshmen, student, university

INTRODUCTION

English is classified as an international language. Jenkins (2000), Modiano (1999), and Widdowson (1997) invented the term "English as an International Language." The fact that English is widely spoken in so many nations has allowed it to truly attain global significance (Crystal, 2003). There is no significant threat to English's status as the worldwide language of choice or its widespread use. Teaching English now focuses more on teaching students how to communicate in the language than on helping them become experts in structure.

According to Yao et al. (2019), internationalization has led to a rise in the usage of English as a lingua franca in many educational institutions. Transnational universities have adopted English as the language of instruction and learning in order to draw in foreign students and enhance their reputation as top educational institutions. In Vietnam, a country that is facing an era of development, opening up to globalization. Regarding the present state of English in Vietnam, according to Hoang (2020), it is the second most popular language after Vietnamese and has been the most important foreign language used there. For students, future generations of the country, learning English has become more necessary than ever.

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Communication is a daily activity, anytime, anywhere, in any field. According to Seiler and Beall (2005), communication can alternatively be described as the simultaneous sharing and imparting of meaning via symbolic exchanges. People with good communication skills will have wide relationships, easily get promoted, etc. In the 21st century, the 4.0 era, communication skills are even more necessary. Additionally, effective communication is vital for persuading and influencing others. Good English communication will help people have many opportunities in work and life.

Non-majors at universities are shown by their low learning motivation and students do not value English as subjects related to their main major. Students only study because it is a mandatory subject in the program, and they do not have many opportunities to communicate with native speakers. The students' input communication capacity is low and uneven, and the classes are large, so the overall learning effectiveness is not developed positively. In addition, passive habits in learning make them anxious and slow to react when participating in communication activities.

Conducting research is necessary for these reasons. This study is designed to provide an overview of the problems that learners encounter in learning and communicating in English as well as to support learners in overcoming obstacles.

Significance of the research

This study mainly focuses on finding out the common problems in communication of non-English majored freshmen at Tay Do University in Can Tho City such as linguistic factors, background knowledge, psychology factors and environmental factors, through those issues, the researcher expects to help students realize their problems in communicating English. Consequently, thanks to this, these English non-majoring students can find out some useful solutions to improve their communication skills.

LITERATURE REVIEW

Definition and the importance of communication skills

Definition of communication skills

Communication skills are the capacity to successfully express information both verbally and nonverbally in a clear, succinct, and acceptable manner. This includes speaking, listening, writing, and interpreting the message being conveyed. According to Femke et al. (2019), communicative competence is the ability to utilize language for tasks including creating and communicating, organizing and reflecting, feeling and acting, as well as communicating, presenting, interpreting, understanding, and perceiving knowledge. Effective communication entails not only delivering information but also ensuring that it is received and comprehended by the intended audiences. Good communication skills allow people to express their ideas, thoughts, and feelings, as well as comprehend and respond to other people's messages, encouraging mutual understanding and collaboration. These abilities are useful in a variety of situations, including personal.

The role of communication skills in life

Communication skills are essential in almost every part of life, affecting personal relationships, job achievement, and social interactions. Communication skill is one of the top ten soft skills perceived as the most important, alongside integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic.

Effective communication is essential for developing and sustaining healthy relationships. Individuals can share their emotions, wants, and worries while also actively listening and empathizing with others. Communication skills are vital for workplace collaboration, leadership, and professional progress. Individuals with strong communication skills can clearly explain their ideas, gracefully handle problems, and work well in teams. Effective communication is essential for academic achievement both in the classroom and in research settings. According to Richards (1990), language learners occasionally gauge their progress in language acquisition by the degree to which their spoken language proficiency has increased. Students must interact effectively with teachers and classmates, participate in class discussions, and present coherent ideas in assignments and tests. Effective communication skills are essential in research for presenting findings, publishing papers, and cooperating with others.

Communication skills are also vital for navigating social situations and connecting with others. According to Raimes (1987), communicating with others entails listening to them, reading what they have written, and even responding back. Whether in casual discussions, networking events, or public meetings, excellent communication allows people to engage with others, express themselves confidently, and build relationships. It also helps people grasp social signs, analyze nonverbal communication, and change their communication style to fit different situations. Overall, communication skills are vital for personal fulfillment, professional success, and healthy relationships. Continuous development and refinement of these skills can result in deeper connections, more possibilities, and a higher quality of life.

DuPre & Williams (2011) found that while communication ability was the most talent among graduates, it was also the most lacking in recent grads. This is a big issue for many students nowadays.

Common Problems in English Communication

Common challenges in English communication include vocabulary, communication topic, confidence, communication atmosphere, and so on. Many elements support or impede effective communication, which can be classified into four categories: linguistic factors, background knowledge, psychology factors, and environmental factors. Pronunciation, intonation, vocabulary, and grammar are among the linguistic aspects studied. Background knowledge includes pragmatic knowledge, communication topics, and behavioral skills. Confidence, motivation, and concentration are all psychology-related factors. Environmental considerations include the classroom environment, the realistic environment, and the noise. This study will focus on the aspects indicated above when it comes to students' English communication skills.

Linguistic factors

Linguistics gives useful insights into the structure, function, and usage of language, all of which are necessary for efficient communication in a variety of circumstances and interactions. The language elements that influence the oral performance of nonnative speakers have been the subject of numerous applied linguistics studies (Aida 1994). Understanding linguistic concepts can help people communicate more clearly and meaningfully. However, students' lack of language expertise remains frequent in areas such as pronunciation, intonation, and vocabulary. As a result, these issues contribute to students' inefficient English communication, particularly among non-majors.

Pronunciation

The term "pronunciation" refers to how words are uttered or articulated. It refers to the sounds, emphasis, rhythm, and intonation patterns utilized when speaking a specific language. In layman's terms, pronunciation refers to how words are uttered or sounded out when spoken aloud.

Pronunciation is important for good communication. Improper pronunciation can result in a negative image, misunderstandings, and ineffective communication.

Correct pronunciation is essential for effective communication. Mispronouncing them might result in misunderstandings and cause the communication process to break down. For students learning foreign languages, acquiring English sounds is exceedingly tough because many of them do not exist in Vietnam. That is why English pronunciation has received increased attention, and it must be taught correctly from the start of language acquisition. Hismanoglu (2006) underlines the importance of pronunciation education in foreign language teaching, citing its crucial role in communication. Teachers should prioritize teaching pronunciation in their lessons. Communication is based on the speaker's and listeners' perceptual perception, which requires understandable pronunciation.

Vocabulary

Vocabulary is one of the foundational components of any language. For language learners, vocabulary is one of the most important areas of knowledge (Cameron, 2001). A language cannot be effectively taught without its vocabulary. So, vocabulary is the spirit, or heart, of language. As the heart gives blood to the entire body, vocabulary provides key aspects for global knowledge through languages.

Many linguists have provided various definitions, conceptions, and understandings of vocabulary. According to the definitions above, vocabulary refers to the total number of words required to transmit concepts and the speaker. As a result, vocabulary acquisition is critical, and having a large vocabulary is one of the most effective formulas for learning a second language, particularly English, which is currently one of the most popular languages. Without words, learning a language is nearly impossible; in fact, words are the foundation of human communication. Acquisition of vocabulary is a key component of teaching a language, according to both teachers and students (Walters, 2004).

A learner or instructor should have a diverse vocabulary command for effective communication. It is tough to explain thoughts when lacking a diverse vocabulary. Each language has a vocabulary. We cannot produce any international language without vocabulary. Without vocabulary, no information can be communicated. Therefore, vocabulary is a big barrier for students in English communication. Some of the most typical issues that students face with vocabulary include limited exposure, trouble learning new terms, a lack of context, an overreliance on translation, confusion between words with similar meanings, the same pronunciation.

Students may not have received adequate exposure to the target language in authentic circumstances, limiting their exposure to new vocabulary words. Besides, some students struggle to remember new vocabulary words after encountering them. Without good retention measures, they may forget the words soon after learning them.

Learning vocabulary words out of context might make it difficult for students to understand their meaning and application in real-life circumstances. Students may rely too heavily on translation to understand new words, rather than trying to understand them in context. This can hinder their ability to think and communicate fluently in the target language. Students may become confused by terms that have similar spelling or pronunciation but have different meanings. For example, "accept" and "except" can be confused, as can "affect" and "effect."

Addressing these vocabulary issues necessitates a comprehensive strategy that involves exposure to actual language input, active participation in vocabulary learning activities, experience utilizing terms in context, and the use of successful vocabulary learning tools. By carefully addressing these issues, children can increase their vocabulary acquisition and overall language ability.

Grammar

The structure of sentences is determined by the way words are arranged. Languages are made up of a set of norms and conventions known as grammar. Grammar is the body of structural principles that determine how words, sentences, and clauses are put together in a given natural language. Ur (1996)

argued that" Grammar is sometimes defined as the way words are put together to make correct sentences".

The rules guiding a group of speakers' language use can sometimes be referred to as "grammar". Consequently, there are various interpretations of what is meant by "English grammar." It could be referring to all of English grammar, or the grammars of all language speakers. The grammar of a language is its system of sounds, structures, and meanings. Every language has a grammar, and every language has a unique grammar. Communicating in the same language is possible because speakers of that language are innately familiar with its grammatical rules. English grammar is already familiar to learners who are native speakers of the language. In order to construct coherent sentences, they are able to identify the various word combinations, their meanings, and the sounds that English words create.

It would have greater significance than finding out how to do it. To provide meaningful learning, grammar instruction must be connected to the conversation element. Learning to speak will not be the same as learning to pass an exam. The key elements are perseverance and method. English is a requirement for education; without it, learners risk falling behind. Students need to communicate in order to become employable in the future, especially when learning English. Still, there's a difference between speaking and understanding English. While learning grammar, students may not be particularly good communicators. However, Matthiessen (2014) say that understanding a language is how to use the language and structure it in spoken and written.

Lexico-grammar learning can be useful in oral communication when it is combined with communicative approaches and translation-based grammar instruction. It encourages students to acquire a language so that its structure and usage have significance.

Background knowledge

Although background information is widely acknowledged as a crucial component of learning, it is rarely addressed outside of assessments in real-world settings (Fisher & Frey, 2009). Communication is a vast field that overlaps with many other disciplines and areas of knowledge. Therefore, besides linguistic factors, external factors such as pragmatic knowledge, communication topic or behavioral skills are also largely related to communication effectiveness in general and of non-major students in particular. The following part of the essay will explore the issues mentioned above in depth.

Pragmatic knowledge

Pragmatic knowledge in communication refers to understanding how language is utilized in context to achieve communicative objectives effectively. It entails interpreting the meaning of statements beyond their literal or grammatical substance, taking into account the context, speaker intentions, and societal standards. According to Jung (2002), in addition to using cultural knowledge, one must be able to perform speech actions, communicate and interpret non-literal meaning, carry out discourse and etiquette functions, and execute speech acts in order to be pragmatically competent.

Pragmatics is crucial for both language production and perception. Interlocutors need pragmatic knowledge to make and perceive appropriate speech acts for each occasion. Having pragmatic skill is essential for effective communication.

Communicative competence includes both verbal and pragmatic competencies. The ability to identify language rules and create right sentences differs from the ability to utilize language appropriately in different settings.

While pragmatic communication expertise is vital for students, developing and using this skill set may provide a number of obstacles. Students may struggle to perceive implicit meanings, conversational implicates, and indirect speech acts, resulting in misunderstanding or misinterpretation of messages. Students may fail to utilize language effectively in different social contexts, such as formal versus informal settings, resulting in over- or under-formality in communication.

Students may be unaware of cultural differences in communication norms and practices, resulting in unintended breaches of etiquette or cultural misunderstandings. Students may have a limited set of communication styles or methods, making it difficult for them to adjust to new audiences, circumstances, or societal standards.

Addressing these problems necessitates targeted training, practice, and feedback in pragmatic skill development. Teachers can give students opportunity to participate in structured activities, role-playing, and real-life scenarios that will help them develop and use pragmatic knowledge in communicating effectively. Furthermore, creating a friendly and inclusive learning atmosphere in which students feel comfortable experimenting with language and receiving constructive feedback is critical to their pragmatic growth.

Communication topic

The ability to communicate effectively, interact meaningfully with people, and positively impact conversations, relationships, and initiatives in a variety of contexts is made possible by having a solid understanding of a subject. One of the elements that affects learners' speaking abilities in English as a Foreign Language (EFL) contexts where English is not the primary language is topic management (Du-Babcock, 1999).

English communication skills among students, particularly those acquiring the language as a second language, heavily rely on topic knowledge. However, learners may run into a number of issues with topic knowledge when communicating in English.

Students might not have the vocabulary needed to talk in English about difficult or specialized subjects. This may result in an inability to communicate concepts precisely and clearly and a reliance on broad or ambiguous language. In English discussions or debates, students with little subject understanding could be reluctant to contribute actively. Their decreased involvement and connection with peers may stem from a lack of confidence in their capacity to make significant contributions to conversations. If students lack adequate subject expertise, they could use poor English communication techniques

including making unwarranted generalizations, giving out unrelated details, or depending solely on phrases they have learned without considering their context.

Inaccurate or incomplete topic knowledge can lead to miscommunication and misunderstanding in English communication. Students may struggle to convey their ideas clearly or may misinterpret others' contributions, resulting in breakdowns in communication. Students may become frustrated and disengaged when they have trouble comprehending or participating in English conversation on a particular subject. Students might not be motivated to work on improving their English communication skills if they don't feel that the material is relevant or interesting to them.

The development of students' topic knowledge and English communication skills at the same time is necessary to address these obstacles, and it will require targeted support and training. Instructors may help students fully engage with English communication within certain topics by offering scaffold learning opportunities, vocabulary-building activities, and real-world tasks. To further overcome these obstacles, it is crucial to provide a welcoming and inclusive learning environment where students feel free to express themselves and take chances when speaking English.

Behavioral skills

In communication, behavioral skills are the aptitudes and characteristics that allow people to communicate effectively, establish trusting bonds with others, and communicate ideas coherently. These abilities include understanding and adjusting to various social circumstances, as well as verbal and nonverbal communication. Communication abilities of the individual and the interaction partner's communicative behavior are both necessary for successful communication (Hatton, 1998).

The communicative social context (i.e. the communication behaviour of interaction partners) also influences successful communication (Hatton, 1998). Despite their differences, verbal and nonverbal communication are connected in a number of ways (Richmond & McCroskey, 2004). Nonverbal behavior can be used to reinforce verbal communication (e.g., a nod of agreement), replace it (e.g., an eye roll in place of a contemptuous statement), complement it (e.g., reddening when speaking to a scary person), accent it (e.g., a pat on the back after a joke), or contradict it (e.g., wiping tears away while asserting that one is fine).

Psychology factors

In addition to linguistic considerations, Psychology is another aspect that has a direct and substantial impact on students' communication skills. Despite having studied English for many years, most students, particularly non-majors, are unable to interact. According to MacIntyre (2002), attitudes by themselves are insufficient to sustain motivation, and researchers must examine the emotions that students go through when learning a language in order to comprehend the distinctions between engaged and disengaged learners. As a result, this section will cover aspects that affect students' psychological variables in future communication, such as confidence, motivation, and concentration.

Confidence

Confidence is one of the most important components in your success when learning English for daily communication. Even if you have a large vocabulary, superb pronunciation, and good listening abilities, if you have a "fear" of speaking English, everything becomes meaningless. Many Vietnamese people face hurdles due to a lack of confidence and "fear". Some people have received an international English certificate, but when standing in front of their supervisor, they feel ashamed and unable to speak.

Lack of confidence in English communication is frequently caused by a fear of making mistakes, or a worry of not knowing where to begin. At the same time, it is possible that students avoid "being" talked to in English since they do not practice often. Over time, this anxiety becomes a habit, preventing people from speaking or hiding when people meet people who speak English.

However, the challenge is caused by one's own psychology rather than external forces. Overcoming this difficulty is entirely up to each individual. Think optimistically, gain confidence, and conquer your limitations in order to communicate more comfortably.

Motivation

The underlying motives or causes that push people to communicate with one another are referred to as motivation in communication. These reasons can differ greatly based on the situation, the rapport between the communicators, and the wants or aspirations of the individual.

The teacher-student relationship has an impact on classroom communication. In terms of the four communication dimensions challenging, nonverbal support, understanding and friendly, encouragement and praise. Armstrong and Hope (2016) found a favorable association between teacher communication and student motivation. Collaboration and open communication might be hampered by an authoritarian teaching style or a lack of chemistry between the instructor and the students.

Motivation is a key factor in differentiating language learners who are fluent from those who are just acquiring a few words in a foreign language. Motivation affects a lot of factors that help in language learning. For instance, motivation can encourage students to use study aids and engage with native speakers more.

Concentration

In communication, concentration is the capacity to give one's entire attention to the message being communicated, whether it be through spoken, written, or nonverbal means. It is focusing entirely on the speaker or the message, not getting sidetracked by ideas or distractions from within. Concentration may be another essential component of effective listening (Behrens, 2010). Improved comprehension of the material and more effective communication are made possible by concentration. Focus is important for communicating in a lot of different contexts. Difficulty in concentration can be a significant challenge for students in communication. There are many factors that lead to students' lack of concentration in communication including objective and subjective factors.

The ability to concentrate can help students communicate better. Concentration helps students grasp what others say in English communication. Therefore, practicing good concentration greatly supports students' communication ability. Students must highlight specific areas of a tape-script to obtain information relevant to their replies. This type of exercise allows learners to focus more effectively while still being appropriate for long and challenging listening passages. As a result, the lecturer should only assign this work when it is required of the learners.

Environmental factors

Students' lack of exposure to English communication is an issue that deserves to be addressed. As a result of a lack of exposure to English communication in the curriculum and in everyday life, students' opportunities to speak in English are limited. Only of portion students are able to interact in English on a regular basis because they attend international schools or join English groups. As a result, this part will address environmental issues such as the classroom setting, the realistic environment.

Classroom environment

The classroom environment can provide numerous difficulties to efficient communication. This is due to the fact that English education in schools concentrates mostly on grammar and reading comprehension, with little emphasis on English conversation.

With limited time, teachers may struggle to guarantee that all students have the opportunity to participate and speak properly. Students may be hesitant to speak in front of a large audience, resulting in a lack of engagement and participation. Furthermore, students' learning styles and preferences vary, which might influence how they receive and process information. A one-size-fits-all approach to communication may not be beneficial for all learners, necessitating that teachers modify their communication tactics to meet various learning needs.

Mother tongue interference is another difficulty that English language learners encounter. According to Mohtar et al. (2015), learners who have shown a desire to learn English have been located. However, the environment did not support the use of English outside of the classroom. The students conversed in their mother tongue during recess. It is believed that adding more interactive classroom activities will facilitate their ability to converse in English with one another. Suliman's (2014) research indicates that learners still produce speech in their mother tongue.

Among other things, the learners' incapacity to speak in English clearly demonstrates the influence of their native tongue.

Addressing these problems demands proactive communication tactics, such as developing friendly and inclusive classroom environments, employing interactive teaching methods, giving linguistic support to students, and decreasing reduce distractions and cultivate strong relationships between teachers and students.

Every speaking exercise in the classroom should allow students to share whatever is on their minds as well as what they find fascinating and essential to say. It's preferable if teachers allow their learners to use English to communicate what they understand.

Realistic environment

A realistic environment in communication is a setting or scenario that is very similar to real-life communication circumstances. It gives users an immersive and authentic experience that reflects the complexities and volatility of communication in everyday situations. The lack of a realistic atmosphere might have a significant impact on students' communication skills.

Participants may struggle to comprehend the context of communication activities if they are not in a realistic situation. This lack of context can make it difficult to properly engage with the subject and comprehend practical communication skills applications. Realistic surroundings frequently elicit feelings and reactions similar to those felt in real-life situations. On the contrary, without a practical practice environment, authentic emotional responses cannot be produced, making it difficult for participants to exercise emotional management, empathy, and conflict resolution skills in real-life communication.

In general, a lack of real-life situations might impede the development of communication skills by reducing context, engagement, authenticity, emotional engagement, transferability, problem-solving abilities, and cultural competency, and feedback and reflection chances.

3. RESEARCH AIM – RESEARCH QUESTION –HYPOTHESIS

Research aim

This study aim to investigate the common problems such as linguistic factors, background knowledge, psychology factors, environmental factors in communication of non-English majored freshmen at Tay Do University in Can Tho City. Thanks to the results, students can be conscious of obstacles in English communicating and select better methods to improve their English communication skills effectively. At the same, teachers are able to base on this study to find out good solutions which help much in their teaching methods.

Research question

This study is conducted in order to answer the question:

What problems do Non-English Majored Freshmen encounter in English communication?

Hypothesis

According to first-year students not majoring in English at a Tay Do University in Cantho, communicating in English is the most difficult part of learning English. Therefore, based on relevant references and research questions, the author hypothesizes that first-year students who do not major in English have difficulty studying English because of factors related to language, background knowledge,

psychological factors and environmental factors. Through these problems, students can recognize their own shortcomings and overcome them. From there, they will be more motivated to communicate in English.

RESEARCH METHODOLOGY

Research design

The research is carried out to answer the research questions and to test hypothesis. Both quantitative and qualitative instruments are used to find out the common problems in communication of non-English majored freshmen at Tay Do University. The questionnaires are delivered to students in order to survey their opinions. Also, to make the research more reliable, some students are randomly selected to answer the interview questions. Finally, the data from the questionnaires and interview papers will be analyzed and concluded.

Participants

The research is undertaken with the participants of 137 non-major freshmen from three classes as Finance and Banking, Multimedia Communication, Construction Industry at Tay Do University. Generally, the participants are between the ages of 18 and 20 years old. All have been exposed to English in high school. However, their backgrounds are quite similar because they have not had many opportunities to practice English communication. Therefore, when entering university, their English communication skills are still limited, so they encounter more difficulties in real-life communication. Students will be given questionnaires and interviews focusing on difficulties when communicating in English to collect data for research.

Instrument

In this research, the questionnaire and interview paper are two main instruments. The questionare is used to gather student's background information and survey the causing obstacles in students' communicating English. Furthermore, the interview paper is also designed to get detailed information about student's problem clearly.

Questionnaire

In this research, the questionnaire includes 8 questions 33 statements and it is classified into following group:

Question/Statement	Summary of question's/ Statement's content
A. From 1 to 8	Students' personal background
B. From 9 to 17	Problems related to linguistics factors

C. From 18 to 26	Problems related to background knowledge factors
D. From 27 to 35	Problems related to psychology factors
E. From 36 to 41	Problems related to environmental factors

In group A there are 8 questions that investigate the student's background of communicating English. Students are required to choose the answer that best suits their opinion. In some cases, they will give their specific answer (question 1, question 2 and question 3) and choose more than one answer (question 4 to question 8).

The remaining group includes 33 statements related to students' difficulties in English communication designed on the basis of a 5-level scale including strongly disagree (1), disagree (2), neutral (3) , agree (4), strongly agree (5). In this part, students must circle a number next to each sentence in the answer sheet to show the level of difficulty in communicating in English.

Interview

In other to make the study more specific and objective, the interview papers are delivered to 15 English non-majored freshmen who are randomly selected in three classes Finance and Banking, Multimedia Communication, Construction Industry including 5 questions that mention difficulties in communicating English.

Data analysis

After the data collection, data from the questionnaire will be analyzed by using SPSS software (description test, reliability test). Data from the interview papers is mainly explained by using the qualitative analysis method. All the collected data will be compiled and calculated.

EXPECTED OUTCOMES

Communicating in English is always a problem that hinders students, especially non-majors. Therefore, to improve English communication ability, students need to focus on improving many factors such as linguistic factors, background knowledge, psychological factors, and environmental factors.

Linguistic factors

Many communication barriers in English arise from linguistic factors such as pronunciation, vocabulary and grammar. First of all, mispronouncing words will make communication difficult for both the speaker and listener. Ineffective communication is due to lack of vocabulary, which is the second biggest problem. Third, one of the concerns when communicating in English is that even if students have a complete vocabulary and good pronunciation, they may still have difficulty speaking grammatically.

Background knowledge factors

Communication, particularly in English, is greatly influenced by one's background knowledge, particularly when it comes to pragmatic knowledge, communication topics, and behavioral skills. The aforementioned elements for learners with scant prior knowledge. Students must possess fundamental understanding of using communication in appropriate life contexts in addition to language skills. Furthermore, having a broad knowledge base will help with efficient communication. The actions that accompany the words throughout a communication process are also very important to effective communication.

Psychology factors

Psychological issues are the primary obstacles that students face. One could argue that a significant portion of the influence that communication has on students comes from confidence. Due to a lack of practice and confidence in their skills, many students experience anxiety and fear when speaking English with others. The lack of agreement to attempt learning new, relevant teachings is the second reason for the drive to increase practical ability. A lack of motivation can cause many students to lose interest in activities that as well. Third, both the speaker's and the listener's concentration are necessary for effective communication. Additionally, there are a lot of other things in the environment that have an impact on students, like friends, study spaces, and the ways in which professors educate. Despite being outside variables, these also have a significant impact on how well students practice their English.

Environmental factors

An essential component of English communication is the communication environment. This will typically be a practical setting as well as a classroom. Students' time and opportunities for English practice are limited in the classroom setting. Instead than practicing much, students mostly concentrate on acquiring theories. Regarding the real world, learners hardly ever get the chance to practice real-life scenarios like interacting with strangers and experiencing reality. More opportunities for students to engage in authentic communication will enhance their English language proficiency than merely acquiring theoretical knowledge in the classroom.

In summary, non-English major students at Tay Do University still encounter some difficulties related to linguistic, background knowledge, psychology and environment to communicate well in English. However, the benefits of communication skills cannot be denied in many different aspects, creating many advantages and great opportunities for those who know how to take advantage of them, especially for students. Through this research, it is hoped that non-English majored freshmen will recognize the factors that make it difficult for them to perfect and promote their English communication skills.

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