






Analysing Part-of-Speech Errors in Job Interviews Among Malaysian Fresh Graduates in Malaysia: Implications for Communication Competence

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ABSTRACT

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This study examined the utilisation of parts of speech in job interviews to assess their accuracy due to a lack of English language proficiency among job applicant candidates. Data was gathered from 26 fresh graduates applying for customer service executive and officer positions across three distinct recruitment organisations. Utilizing a qualitative method, the analysis focused on identifying instances of parts of speech using [Bachman and Palmer's \(1996\)](#) framework, emphasizing the crucial role of grammar competence in effective communication. The findings highlighted prevalent errors, particularly in verbs and conjunctions, while adverbs and adjectives exhibited fewer mistakes. Additionally, the study revealed a lack of awareness among candidates regarding the importance of parts of speech in both spoken and written communication. These results underscore the urgent need for collaborative efforts among involved parties in job interviews to enhance communication skills, specifically targeting proficiency in using parts of speech. The implications stress the vital significance of mastering parts of speech in job interviews, as adept linguistic abilities significantly influence candidates' capacity to convey qualifications and skills

effectively, thus impacting their suitability for employment opportunities. Implementing measures to refine part-of-speech competence can substantially enhance candidates' abilities to articulate ideas accurately and professionally, thereby positively affecting their success in job interviews.

Contribution/Originality: This study contributes by examining the impact of English language proficiency on job interviews, focusing on parts of speech usage. It identifies prevalent errors and underscores the importance of grammar competence for effective communication, emphasizing the need for collaborative efforts to enhance candidates' linguistic abilities and interview success.

1. Introduction

In the context of Malaysia, where job market competition is fierce and English proficiency among fresh graduates is often limited, the significance of addressing language barriers in job interviews becomes increasingly pronounced. Malaysian fresh graduates frequently encounter challenges in securing employment opportunities, with their limited English proficiency posing a significant obstacle [The Sun \(2023\)](#). Many graduates struggle to articulate themselves effectively during job interviews, lacking basic grammar knowledge and fluency in spoken English. This deficiency not only impedes their ability to communicate qualifications and skills but also hampers their overall performance and suitability for prospective roles [\(Mari, Ng, Gunasagaran & Kuppusamy, 2022\)](#). Therefore, it is imperative to recognize the critical role of addressing these language barriers and equipping Malaysian fresh graduates with the necessary linguistic competencies to navigate job interviews successfully.

Furthermore, the analysis of part-of-speech errors in job interviews among Malaysian fresh graduates offers valuable insights into the specific linguistic challenges they face and their implications for communication competence. By examining the frequency and types of errors exhibited by Malaysian fresh graduates, particularly in verbs, conjunctions, adverbs, and adjectives, this study sheds light on areas requiring targeted interventions [\(Wan Hassan, Awang & Abdullah, 2022\)](#). Addressing these challenges requires a multifaceted approach that encompasses not only improving basic grammar knowledge but also enhancing overall English language proficiency and communication skills. Such efforts are essential in bridging the gap between academic knowledge and practical application, thereby better preparing Malaysian fresh graduates for the demands of the job market [\(Krishnan, Kanasan, Tailan, Sundram & Kaur, 2022\)](#).

Therefore, the analysis of part-of-speech errors in job interviews among Malaysian fresh graduates underscores the urgent need to address language barriers and enhance communication competence. By recognizing the specific linguistic challenges faced by Malaysian fresh graduates and implementing targeted interventions to improve their English proficiency and communication skills, stakeholders can better support their transition from academia to the workforce. Ultimately, equipping Malaysian fresh graduates with the necessary linguistic competencies will not only enhance their prospects in job interviews but also empower them to thrive in diverse professional environments.

2. Literature Review

2.1. Insights from [Bachman and Palmer \(1996\)](#)-Parts of Speech

Understanding the structure of language is fundamental to effective communication and linguistic analysis. In their seminal work, *language testing in practice: designing and developing useful language tests*, [Bachman and Palmer \(1996\)](#) provide valuable insights into the classification and analysis of language components, including the classification of words into parts of speech. This literature review aims to explore their contributions to the understanding of parts of speech and its implications.

[Bachman and Palmer's \(1996\)](#) classification of words into parts of speech provides a comprehensive framework for analyzing the syntactic functions of words within sentences. The traditional parts of speech include nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and interjections. [Bachman and Palmer \(1996\)](#) delineate these categories and provide clear criteria for their identification, facilitating accurate linguistic analysis.

Each part of speech serves a distinct grammatical function within a sentence, contributing to its overall structure and meaning. Nouns denote entities, while verbs express actions or states. Adjectives modify nouns, providing descriptive information, whereas adverbs modify verbs, adjectives, or other adverbs, indicating manner, time, place, or degree. Pronouns replace nouns, facilitating coherence and cohesion in discourse. Conjunctions link words, phrases, or clauses, establishing relationships between them. Prepositions indicate spatial, temporal, or other relationships between elements in a sentence. Interjections convey emotions or exclamations, adding expressiveness to language.

Despite the clarity of [Bachman and Palmer's \(1996\)](#) classification system, identifying parts of speech can sometimes be challenging due to linguistic ambiguity and contextual variability. Words may exhibit different functions depending on their usage within a sentence or discourse context. Additionally, language evolution and variation across dialects and registers further complicate parts of speech analysis. However, [Bachman and Palmer's \(1996\)](#) framework provides a solid foundation for navigating these challenges and conducting accurate linguistic analyses.

A thorough understanding of parts of speech is essential for language testing and teaching. Language assessments often include tasks that require test-takers to demonstrate their proficiency in recognizing and using different parts of speech appropriately. Similarly, language educators utilize parts of speech analysis to design instructional materials and activities that target specific grammatical structures and promote language acquisition. [Bachman and Palmer's \(1996\)](#) insights into parts of speech classification and analysis inform the development of effective language assessments and instructional strategies.

As language continues to evolve and diversify, ongoing research is needed to refine and extend our understanding of parts of speech and their functional roles in communication. Advances in computational linguistics and natural language processing offer new opportunities for automated parts of speech tagging and analysis, facilitating large-scale linguistic research and language technology development. Additionally, interdisciplinary approaches that integrate insights from linguistics, psychology, and

education can enrich our understanding of how learners acquire and use parts of speech in real-world contexts.

[Bachman and Palmer's \(1996\)](#) work on language testing provides valuable insights into the classification and analysis of parts of speech, offering a comprehensive framework for understanding the syntactic functions of words within sentences. Their contributions have significant implications for language testing, teaching, and research, serving as a foundation for further exploration and advancement in the field of linguistics. [Bachman and Palmer \(1996\)](#) provide a comprehensive description of parts of speech in their linguistic analysis, see [Table 1](#) the list of part speech.

Table 1: Parts of Speech

No	Parts of Speech	Description
	Noun	A word that typically represents a person, place, thing, or idea. It can act as the subject or object of a sentence.
	Pronoun	A word that substitutes for a noun or noun phrase. It helps avoid repetition and adds clarity to sentences.
	Verb	A word that modifies or describes a noun or pronoun by providing information about its qualities or characteristics
	Adjective	A word that modifies or describes a verb, adjective, or another adverb. Adverbs typically provide information about the manner, time, place, degree, or frequency of an action or condition.
	Adverb	A word that modifies or describes a verb, adjective, or another adverb. Adverbs typically provide information about the manner, time, place, degree, or frequency of an action or condition.
	Preposition	A word that establishes a relationship between its object (usually a noun or pronoun) and another element in the sentence. Prepositions often indicate location, direction, time, or manner.
	Conjunction	A word that connects words, phrases, or clauses within a sentence. Conjunctions serve to coordinate or join elements to form coherent and logical sentences.
	Interjection	A word or phrase that expresses strong emotion, surprise, or sudden feeling. Interjections often stand alone and are used to convey exclamations or reactions in speech or writing.

Source: [Bachman and Palmer \(1996\)](#)

[Table 1](#) reflects [Bachman and Palmer's \(1996\)](#) categorization of parts of speech and provides a brief description of each category based on their linguistic analysis. Understanding the parts of speech is fundamental in language teaching as it equips students with the necessary tools to effectively express themselves. Through learning nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, students gain a comprehensive understanding of how words function in sentences. This knowledge not only enhances their grammar skills but also improves their vocabulary and overall language proficiency. In language classrooms, teaching the parts of speech allows educators to provide structured instruction that supports students in developing strong communication skills essential for academic success and beyond.

Moreover, proficiency in the parts of speech is invaluable in professional conversation settings like job interviews. Candidates who possess a solid grasp of grammar and syntax can articulate their qualifications, experiences, and aspirations with clarity and precision. Correct usage of nouns, adjectives, and verbs enables candidates to effectively communicate their skills and accomplishments, while understanding conjunctions and adverbs helps in constructing coherent and persuasive responses. Mastery of the parts of speech not only demonstrates linguistic competence but also enhances candidates' credibility and professionalism, ultimately increasing their chances of success in securing employment opportunities.

Overall, the knowledge of the parts of speech plays a vital role in both language teaching and professional communication. By understanding how words function within sentences and mastering their usage, students are better equipped to express themselves accurately and confidently. Whether in the classroom or in job interviews, a strong foundation in the parts of speech enables individuals to communicate effectively, showcase their abilities, and achieve their language learning and career goals.

2.2. Essentials of Parts of Speech in English Language Teaching: A Scholarly Perspective

English Language Teaching (ELT) is a multifaceted discipline that encompasses various linguistic components, with parts of speech holding a central position (Halliday, 2014). Understanding the essentials of parts of speech is crucial for both educators and learners in navigating the intricacies of the English language (Biber, Johansson, Leech, Conrad, & Finegan, 1999). This scholarly perspective aims to elucidate the significance of parts of speech in ELT, emphasizing their role in facilitating effective communication and language acquisition.

2.2.1 Theoretical Foundations:

Parts of speech serve as the building blocks of language structure, delineating the functions and relationships of words within sentences (Crystal, 2008). Scholars such as Noam Chomsky have highlighted the innate human capacity for language acquisition, underscoring the role of parts of speech in linguistic competence (Chomsky, 1957). The syntactic and semantic frameworks provided by parts of speech frameworks offer insights into language production and comprehension processes (Huddleston & Pullum, 2002).

2.2.2 Pedagogical Implications:

In ELT, parts of speech are foundational elements incorporated into lesson plans and instructional materials at various proficiency levels (Thornbury, 1999). Educators employ diverse pedagogical approaches, including explicit grammar instruction, communicative activities, and corpus-based analyses, to enhance learners' understanding of parts of speech (Ellis, 2002). Integrating technology-based resources and interactive multimedia tools can foster engagement and facilitate the exploration of parts of speech in authentic contexts (Levy, 2009).

2.2.3. Cognitive and Linguistic Development:

Understanding parts of speech contributes to cognitive development by fostering metalinguistic awareness and analytical skills among learners (Bybee, 2010). Developmental linguistics research underscores the progressive acquisition of parts of speech across different developmental stages, highlighting the importance of age-appropriate instructional strategies (Tomasello, 2003). Cross-linguistic studies shed light on how learners' first language influences their acquisition and mastery of English parts of speech (Odlin, 1989).

2.2.4. Assessment and Feedback:

Formative and summative assessments play a crucial role in evaluating learners' proficiency in identifying, analyzing, and utilizing parts of speech (Brown, 2004). Feedback mechanisms, including error correction and guided practice, are integral to scaffolding learners' mastery of parts of speech concepts (Hyland & Hyland, 2006). Dynamic assessment approaches, such as diagnostic assessments and self-assessment protocols, provide insights into learners' evolving competencies and instructional needs (Poehner & Lantolf, 2013).

2.2.5. Socio-Cultural Considerations:

Socio-cultural factors influence learners' engagement with parts of speech, including linguistic backgrounds, cultural norms, and communicative contexts (Norton, 2000). Culturally responsive pedagogy acknowledges the diversity of learners' linguistic repertoires and promotes inclusive instructional practices that validate learners' linguistic identities (Gay, 2010). Collaborative learning environments foster intercultural competence and mutual respect, enriching discussions on the nuances of parts of speech usage (Kramsch & Sullivan, 1996).

The essentials of parts of speech in English Language Teaching are foundational to fostering linguistic competence, cognitive development, and intercultural communicative competence among learners. From a scholarly perspective, the integration of theoretical insights, pedagogical strategies, cognitive frameworks, assessment practices, and socio-cultural considerations enhances the efficacy and inclusivity of ELT practices, thereby empowering learners to navigate the complexities of the English language with confidence and proficiency, see Table 2, the summary of essentials of parts of speech in English language teaching.

Table 2: Essentials of parts of speech in English language teaching

No	Aspects	Scholars/Authors
	Theoretical Foundations	Halliday (2014), Chomsky (1957), Biber et al. (1999) and Crystal (2008)
	Pedagogical Implications	Thornbury (1999), Ellis (2002), Levy (2009) and Brown (2004)
	Cognitive and Linguistic Development	Bybee (2010), Tomasello (2003), Huddleston and Pullum (2002) and Odlin (1989)
	Assessment and Feedback	Brown (2004), Hyland and Hyland (2006), Poehner and Lantolf (2013)

Socio-Cultural Considerations	Norton (2000), Gay (2010) and Kramsch & Sullivan (1996)
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Table 2 provides a structured overview of the key aspects discussed in the scholarly perspective on the essentials of parts of speech in English Language Teaching, along with the scholars/authors and references associated with each aspect.

2.3. Significance of Parts of Speech in Job Interviews: Insights from Scholarly Perspectives

Job interviews are pivotal moments in one's career trajectory, wherein candidates strive to convey their qualifications, skills, and suitability for a particular role. While interviewees focus on various aspects such as attire, demeanor, and content, the role of parts of speech in shaping communication during interviews is often overlooked. This paper delves into the importance of parts of speech in job interviews, drawing insights from scholarly perspectives to elucidate their significance in effective communication and impression management.

Importance of Parts of Speech in Job Interviews: Verbal Communication Clarity: According to Halliday (1985), parts of speech, including nouns, verbs, adjectives, and adverbs, play a crucial role in ensuring clarity and precision in verbal communication. In job interviews, articulating one's experiences, achievements, and skills using appropriate parts of speech enhances the comprehensibility of responses, enabling interviewers to grasp the candidate's qualifications effectively (Brinton, 2000).

Perception Management: Goffman's (1959) concept of impression management highlights the strategic use of language to shape others' perceptions. During job interviews, candidates strategically employ parts of speech to construct a favorable image of themselves. For instance, utilizing strong action verbs and vivid adjectives to describe accomplishments can project confidence and competence, influencing interviewers' evaluations (Jones & Pittman, 1982).

Expressing Personality and Fit: Parts of speech serve as linguistic tools for expressing personality traits and assessing cultural fit within organizations. Through the selection of words and linguistic styles, candidates convey not only their qualifications but also their compatibility with the company's values and ethos (Swales, 1990). Employing appropriate parts of speech to align with the organization's language norms can facilitate rapport-building and increase the likelihood of cultural fit assessment (Van Leeuwen, 2008).

Negotiation and Persuasion: Job interviews often involve negotiation and persuasion, wherein candidates advocate for their suitability for the role. Parts of speech, particularly modal verbs and persuasive adjectives, aid in conveying conviction and persuasiveness in arguments (Quirk et al., 1985). Effectively utilizing these linguistic resources can influence interviewers' perceptions of the candidate's confidence and persuasiveness, thereby enhancing their candidacy (Atkinson, 1984).

Scholarly insights underscore the multifaceted role of parts of speech in shaping communication dynamics during job interviews. From enhancing verbal clarity to influencing perception management, expressing personality traits, and facilitating negotiation, parts of speech profoundly impact interview outcomes. Recognizing the

significance of linguistic choices in interview contexts empowers candidates to craft compelling narratives, thereby maximizing their chances of securing desirable employment opportunities. The summary is provided in [Table 3](#).

Table 3: Significance of Parts of Speech in Job Interviews

No	Significance of Parts of Speech in Job Interviews	Scholarly Perspectives
	Verbal Communication Clarity Perception Management	Halliday (1985) and Brinton (2000) Goffman (1959) , Jones and Pittman (1982)
	Expressing Personality and Fit	Swales (1990) and Van Leeuwen (2008)
	Negotiation and Persuasion	Quirk et al. (1985) and Atkinson (1984)

[Table 3](#) summarizes the significance of parts of speech in job interviews, highlighting their role in communication clarity, perception management, expressing personality fit, negotiation, and persuasion through scholarly perspectives.

2.4 Past Studies

The amalgamation of scholarly inquiries into language acquisition and proficiency provides a nuanced understanding applicable to the investigation of part-of-speech errors among Malaysian fresh graduates during job interviews. [Ainon Jariah et al. \(2013\)](#) and [Ting, Mahadhir and Siew-Lee \(2010\)](#) delineated prevalent grammatical inaccuracies in spoken English, emphasizing misformation, omission, and addition as recurring challenges. [Ainon Jariah et al. \(2013\)](#) specifically identified errors in verb form, word form, and article usage, whereas [Ting, Mahadhir and Siew-Lee \(2010\)](#) observed marked enhancements in grammatical precision consequent to targeted language instruction. Such revelations intimate the likelihood of analogous linguistic shortcomings among Malaysian fresh graduates during job interviews, potentially impeding effective communication and jeopardizing employment prospects.

In a parallel vein, [Simbolon's \(2015\)](#) scrutiny of grammatical errors in speaking activities spotlighted deficiencies pertaining to verb groups, article usage, prepositions, and interrogatives. This insight implies a plausible struggle encountered by Malaysian fresh graduates in analogous grammatical facets during job interviews, potentially undermining their aptitude to articulate cogent ideas proficiently and professionally.

Conversely, [Haziri, Dulaj, Neziri and Duraj \(2023\)](#) cross-linguistic analysis of parts of speech in English and Albanian elucidated disparities in grammatical taxonomy, accentuating the necessity to appreciate linguistic nuances pertinent to Malaysian fresh graduates navigating job interviews within a multilingual milieu. This comparison underscores the imperative of accommodating diverse linguistic conventions to optimize communicative efficacy.

[Ramadhani and Ovilia's \(2022\)](#) emphasis on the mastery of parts of speech in constructing English sentences cogently underscores the significance of rectifying part-of-speech errors among Malaysian fresh graduates, thereby augmenting their communication competence and self-assurance during job interviews.

Moreover, [Munthe et al. \(2023\)](#) illuminated the challenges encountered by students in utilizing parts of speech within humorous contexts, potentially reflecting hurdles Malaysian fresh graduates may confront in applying grammatical principles during job interviews, especially in endeavors to convey wit or levity.

Furthermore, [Hestiana and Anita \(2022\)](#) underscored the beneficial role of movie subtitles in enhancing vocabulary, suggesting a potential avenue for ameliorating language proficiency among Malaysian fresh graduates and, by extension, mitigating part-of-speech errors in job interviews.

[Mahant and Ghosh's \(2023\)](#) exploration of process drama's efficacy in teaching English parts-of-speech advocates for innovative pedagogical methodologies to address language deficits among Malaysian fresh graduates, potentially fostering more proficient communicators.

On the technological frontier, [Jamal and Iqbal's \(2023\)](#) investigation into AI integration in language learning proposes tailored interventions to address specific part-of-speech deficiencies among Malaysian fresh graduates, potentially optimizing their linguistic aptitude for job interviews.

To sum up, scholarly inquiries into language acquisition highlight prevalent part-of-speech errors among Malaysian fresh graduates during job interviews. Studies by [Ainon Jariah et al. \(2013\)](#) and [Ting et al. \(2010\)](#) identify challenges in verb, word, and article usage, suggesting targeted language instruction for improvement. [Simbolon \(2015\)](#) further emphasizes deficiencies in verb groups and interrogatives, while [Haziri et al. \(2023\)](#) stress the importance of understanding linguistic nuances in a multilingual context. [Ramadhani and Ovilia \(2022\)](#) underscore rectifying part-of-speech errors to enhance communication competence. Innovative pedagogical approaches and AI integration, as suggested by [Munthe et al. \(2023\)](#) and [Jamal and Iqbal \(2023\)](#), respectively, offer potential solutions to mitigate these linguistic hurdles, see [Table 4](#) the summary of past studies.

Table 4: Summary of the Past Studies

No	Authors	Objective	Findings/Implication
	Ainon Jariah et al. (2013)	Grammatical inaccuracies in spoken English among Malaysian fresh graduates	Errors in verb form, word form, and article usage
	Ting, Mahadhir and Siew-Lee (2010)	Grammatical inaccuracies in spoken English among Malaysian fresh graduates	Misformation, omission, and addition of words; enhancements in grammatical precision with targeted language instruction
	Simbolon (2015)	Grammatical errors in speaking activities	Deficiencies in verb groups, article usage, prepositions, and interrogatives
	Haziri et al. (2023)	Cross-linguistic analysis of parts of speech in English and Albanian	Disparities in grammatical taxonomy; necessity to appreciate linguistic nuances

Ramadhani and Ovia (2022)	Mastery of parts of speech in constructing English sentences	Importance of rectifying part-of-speech errors for communication competence
Munthe et al. (2023)	Challenges in utilizing parts of speech within humorous contexts	Reflection of potential hurdles Malaysian fresh graduates may face in job interviews
Hestiana and Anita (2022)	Role of movie subtitles in enhancing vocabulary	Potential avenue for ameliorating language proficiency among fresh graduates
Mahant and Ghosh (2023)	Efficacy of process drama in teaching English parts-of-speech	Advocacy for innovative pedagogical methodologies to address language deficits
Jamal and Iqbal (2023)	AI integration in language learning	Tailored interventions to address specific part-of-speech deficiencies among fresh graduates

Table 4 summarizes research on part-of-speech errors among Malaysian fresh graduates. Studies highlight prevalent inaccuracies in spoken English, emphasizing verb form, word form, and article usage. Recommendations include targeted language instruction, innovative pedagogies, and AI integration to enhance communication competence for job interviews in Malaysia's competitive market.

2.5. Research Gap

The synthesis of existing research underscores the significance of addressing part-of-speech errors among Malaysian fresh graduates during job interviews. While studies by Aion Jariah et al. (2013), Ting et al. (2010), and Simbolon (2015) elucidate prevalent grammatical inaccuracies in spoken English, Haziri et al. (2023) accentuate the importance of understanding linguistic nuances in a multilingual context. Ramadhani and Ovia (2022) further emphasize the pivotal role of mastering parts of speech in enhancing communication competence, while Munthe et al. (2023) shed light on potential hurdles faced in applying grammatical principles during interviews.

However, despite these insights, a notable research gap exists concerning the specific analysis of part-of-speech errors in job interview contexts among Malaysian fresh graduates. While existing studies offer valuable insights into language acquisition and proficiency, none directly address the intricacies of part-of-speech errors in the high-stakes environment of job interviews.

Understanding the significance of parts of speech in job interviews is crucial for Malaysian fresh graduates, as effective communication skills are vital for securing employment opportunities in Malaysia's competitive job market. Therefore, conducting a study focusing on part-of-speech errors in job interviews among Malaysian fresh graduates is imperative to identify specific linguistic challenges they face and to develop targeted interventions and strategies that enhance their communication competence and employability prospects.

Such a study would not only contribute to the existing body of knowledge on language learning and proficiency but also provide practical insights for educators, employers, and policymakers to tailor language instruction and interview preparation programs,

thereby bridging the gap between academic training and the demands of the job market for fresh graduates in Malaysia.

3. Methodology

The present study utilized a qualitative research approach, employing purposive sampling to select nine participants from a specific private institution of higher learning. Purposive sampling (Creswell, 2018) was chosen to ensure that participants had relevant experience and were suitable for the study's objectives. These nine participants were selected based on their involvement in a job interview preparation workshop, where they engaged in mock interviews.

With informed consent obtained from each participant, the mock interviews were recorded to capture authentic responses and interactions. Participants understood that the recordings would be used for research purposes, specifically for analysis related to the objectives of the present study.

Data collection involved transcribing the recorded interviews, a process overseen by the researcher to maintain accuracy. To verify the integrity of the transcriptions, experts in qualitative research methodology reviewed the transcripts, ensuring that no crucial information was omitted and that the transcription accurately reflected the spoken dialogue.

Thematic analysis was conducted on the transcribed data, categorizing parts of speech according to predefined themes and patterns. Nvivo software facilitated the thematic organisation based on the parts of speech and analysis of the data, allowing for thorough exploration of the participants' responses.

Before proceeding with the analysis, the reliability, validity, and coherence of the data were rigorously evaluated by experts in the field. This step ensured that the data accurately represented the participants' perspectives and experiences, enhancing the credibility of the study's findings.

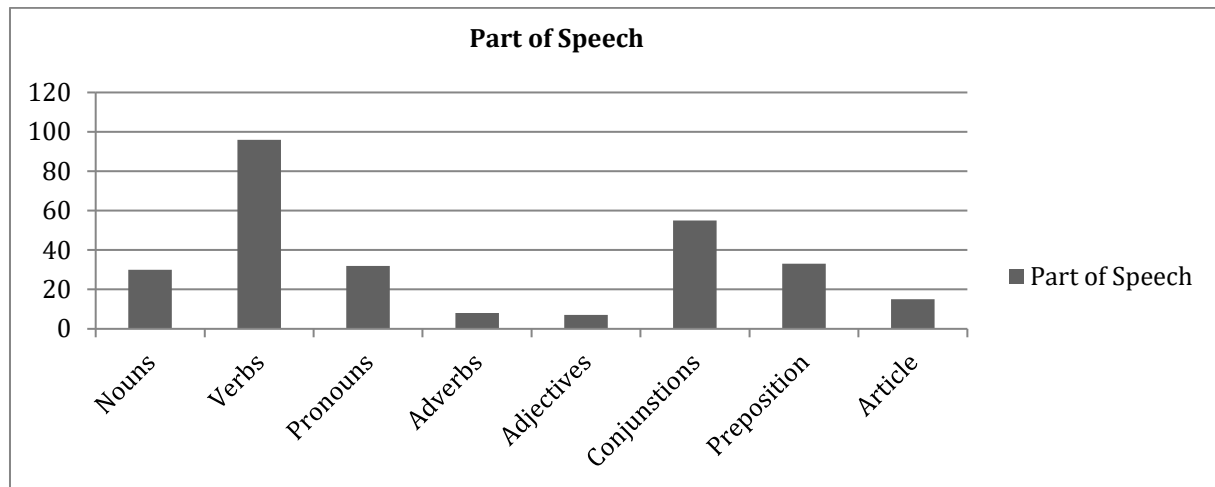
4. Analysis and Discussion

The analysis is being conducted on the parts of speech used by 9 job interview candidates. Mistakes and corrections are analyzed to identify common errors made by both interviewees and interviewers. Additionally, it is important to examine how parts of speech affect successful, unsuccessful, and reserved job interviews (see, Figure 1).

Upon scrutinizing the breakdown of parts of speech usage, Figure 1 shows a detailed narrative emerges, shedding light on the candidates' linguistic strategies and communication styles. Verbs emerge as the cornerstone of expression, constituting a substantial 98 % of the discourse. This dominance of verbs suggests a proactive approach in articulating past experiences, responsibilities, and achievements. Their prevalence underscores the candidates' inclination towards action-oriented language, indicative of their readiness to engage and contribute effectively in professional settings. Conjunctions follow closely behind, comprising approximately 22% of the count. This significant presence of conjunctions suggests a deliberate effort by the candidates to structure their responses coherently, linking ideas and concepts seamlessly. It reflects

their ability to convey complex thoughts logically and persuasively, thereby enhancing the clarity and persuasiveness of their discourse.

Figure 1: The use of Parts of Speech by Nine Candidates



Nouns, while fundamental in denoting specific entities and experiences, contribute to around 10% of the discourse. This moderate usage suggests a balanced approach by the candidates in providing concrete examples and references without overwhelming the conversation with excessive detail. It showcases their ability to convey information concisely while still ensuring relevance and specificity in their narratives.

Pronouns and prepositions each account for approximately 9% of the discourse, indicating their significance in personalizing narratives and establishing relationships between elements in sentences. The consistent usage of pronouns reflects the candidates' efforts to connect with their experiences on a personal level, fostering a sense of authenticity and relatability in their storytelling. Meanwhile, the strategic deployment of prepositions facilitates the seamless articulation of spatial, temporal, and relational aspects, enhancing the overall coherence and fluidity of their discourse.

Adjectives and articles, though representing smaller fractions (around 8% and 4% respectively), wield considerable influence in adding descriptive nuances and specificity to the language employed by the candidates. Their selective use underscores the candidates' discernment in choosing words that evoke vivid imagery and convey precise meaning, thereby enhancing the richness and depth of their narratives.

In summary, this comprehensive analysis illuminates the candidates' adeptness in leveraging a diverse array of linguistic elements to craft compelling narratives during job interviews. Their strategic utilization of verbs, conjunctions, nouns, pronouns, prepositions, adjectives, and articles reflects not only their linguistic proficiency but also their ability to tailor communication strategies to effectively convey their qualifications, experiences, and suitability for the desired roles. The breakdown of the individual parts of speech is presented below.

4.1. Analysis of Nouns

R11 564: In this excerpt, the interviewee starts by expressing the difficulty of finding a job nowadays. The correction involves repositioning the noun "job" after the article and

before the adjective, ensuring proper grammatical structure. This indicates a tendency to misplace nouns in the sentence structure, potentially affecting clarity and fluency.

R11 578: The interviewee mentions dependency on a situation, but the correction highlights the need to position the noun "situation" after the preposition "on." This reflects a pattern of noun misplacement after prepositions, which could lead to confusion or ambiguity in communication.

S12 594: The interviewee claims to easily adjust to any environment, but the correction suggests using a noun that better fits the verb "cope." This indicates a tendency to select nouns that may not align precisely with the intended action, potentially affecting the coherence of the statement.

S17 791: This excerpt discusses the challenges at the beginning of a project, but the correction involves adding the article "the" before the noun "project." This highlights a tendency to omit articles, which can impact the clarity and specificity of the description, particularly in formal or technical contexts.

U20 916: The interviewee mentions working part-time, but the correction suggests using "part-time work" to match the noun with the context of employment. This indicates a need for precision in selecting nouns to accurately convey the intended meaning, particularly when describing roles or responsibilities.

The analysis reveals patterns of noun misplacement, omission of articles, and imprecise noun selection in the interview responses. These linguistic errors can impact the clarity, coherence, and formal correctness of the discourse. They may reflect a need for further language proficiency development or awareness of grammatical structures and conventions in written and spoken communication. Additionally, these errors could be addressed through targeted language learning strategies and practice activities focusing on noun usage and sentence structure.

Table 5 presents instances of misplaced or inappropriate nouns, verbs, and conjunctions in interview transcripts, highlighting errors such as noun-verb misplacement and incorrect word choices.

Table 5: Nouns

Interview	Line	Mistake and corrections
R11	564	You now... sir (.) nowadays not easy to get a job sir. (<i>As you know sir, it is not easy to get a job nowadays sir</i>) (2 Verb and noun misplace)
R11	564	↓. I do not sir (<i>I don't know how to describe my feeling sir</i>) (laughs) sometimes I feel so sad where my life leads to (laughs) hmmm. (Verb and noun misplace)
R11	578	Sir...that depends sir (<i>that's depend on the situation sir</i>)...oh no how could I simply scold them (Noun Misplace)
S12	594	I easily adjust (verb) to any environment (laughs). (<i>I easily can cope with the situation</i>) (Not suitable verb and noun)
S12	594	I am a team player. (<i>I like to work as a team</i>) (Not suitable noun)

S12	598	it was a friendly and fun atmosphere (<i>It was very friendly and fun vibes there</i>) and I actually enjoyed going into work each morning (<i>Actually, I'm very enjoy went to work every morning</i>) (Not suitable noun) (Verb and Conjunction misplace)
S14	663some honest and some not and I could not do much (.) (<i>.....some of them are honest and the others not....</i>) (Pronoun and Noun misplace)
S14	665	it is so hard to say Mr. I would say survival and cukup makan je (<i>I would say I'm survived and it was only enough for my basic expenses</i>) (Verb misplace) (Not suitable verb and noun)
S16	737	Well...perseverance...not giving up when things get tough and (.) always focused on(to) the end goal in sight...good research skills(.) excellent writing and communicative(communication) skills and conceptualising design for marketing materials...sorry (.) if its(if it is) only one (.) then it would be the first (laughs). (wrong preposition, wrong nouns)
S16	743	Well...I am saying the reality Mr (.) when you ask for help from one of your own teammates and they completely shut you out for no reason(reasons) (wrong nouns)
S16	745	I say that was a great feeling and the biggest failure would be to not(cannot) handling the dysfunctional group dynamics... in a professional way...I (was) supposed the best way was to handle it up front_(confront) them for what they ↓ were doing or not doing right_but there wasn't much time to deal with it because the event was more important. Sometimes you just have to deal with it (.) whether you like it or not. (wrong preposition, wrong noun and wrong verb)
S16	751	As...everyone would say...I want this job as it better fits my current description (.) soon to be an(a) MA graduate(graduated) and I really enjoy doing research work and hope that this will be a training ground for me to join the corporate word(world). (wrong noun)
S16	755	Hmm...my goals=my goals...what...yaa (.) for the future are(noun) to become a highly respected consultant in a consultation business on(in) communication and engagement skills and a part-time translator. (wrong preposition, wrong noun)
S16	759	(laughs) you are funny Mr...the nest(last) boss is the current boss I am working for right now and also my previous boss as I have learnt a great deal from them...there is no worst boss (.) only a misunderstood boss...once you get to be in their shoes (.) you will understand why they do(done) the things they do. (wrong verb, wrong noun)
S16	763	(laughs) the high level of trust placed upon you to complete the impossible deadlines and (.) tasks on short notice and...the encouragement given to complete the (.) arduous tasks that lay(give) in front of you. (wrong noun)
S17	777	Yaar...my responsibilities are to organise teaching lessons(lesson) well and yaar (.) I have to make the students acquire better English on bar with world standard like queen English...where the students can pursuit his(their) interest of(in) academic studies in an excellent stat...in their respective field(fields) (.) such as Engineering (.) science (.) law or literature. Economies(economy) (.) management etc...so much so that they can benefit the country and the world in general...yes.

		(wrong noun, pronoun and preposition)
S17	791	...the beginning of project...hmmm is always having some problems which involve(involve) planning (.) organisation(organizing) (.) financial constraints and discouraging response(responding) from people... posing a difficult work situation....however (.) I shall not be discouraged with my patience ↑ (.) interest and my conviction of how things can be (.) worked systematically (.) and these(this) definitely will take a lot of time (.) planning (.) organisation to realise my dream(.) knowing very well that my aim is achievable in time with my great effort...where there is a will (.) there is a way.
S18	825	(wrong verb, noun and adverb) Oh...yes=yes sure sir...accounting(accountant) _which basically meant accounting(accounts) transfers between upstream and downstream accounting...what I liked most about this section of financial accounting is the opportunity to understand upstream accounting(.) which I found fascinating (.) I worked in downstream accounting throughout my career at XXX and working with a team from upstream accounting gave me a broader comprehension of petroleum accounting and (laughs) what I did not like was the pretentious attitude of upstream accounting staff who felt superior to downstream... accounting staff and (.) so=so I made every effort to form good relationships and was congratulated on(for) my greater sense of diplomacy.
S18	835	(wrong preposition and noun) Well..._ring=during those early days of employment (.) I handled stress and pressure by delving into reading...I found great comfort in losing myself in the world of books which created a lifelong habit(habits) of reading
U19	873	(wrong noun) Hmm...(I) like learning new things with new people (.)(and) Dislike _...little job scope.
U20	916	(missing noun, missing conjunction) Yes...=yes (I worked) part time (but) just for a few months sir...
U20	918	(no noun, verb and conjunction) (I worked with) Customer service in (.) maxis and they pay for hours.
U21	969	(no noun and verb) (I am) Sorry again...
U21	973	(no noun) Well..._ (I) think they only can take maximum about two years.
U22	1003	(no noun) Here...(This company) got vacancy.
S26	1120	(no noun) there was this one time when I was given a task to invite participants to join an event happening on a holiday season...I was completely under pressure because most people are having their holiday...and it would seem impossible to get anyone to join...what I did was I calmed myself down...I try to seek help from the president and vice-president to get more members (.) I persuaded many people to join (.) nicely (.) and accepted their rejection calmly.(wrong preposition, wrong noun and wrong verb)
S26	1124	Oh yes...recently (.) I have been facing a decision to pick in between my

		family needs and my own need(needs)...due to my responsibility for my family...I have chosen my parental needs even though I have to abandon my own decision which makes me sad...however (.) it turned out well...after all...who knows better than us...if not our parents.(wrong noun)
S26	1139	Maybe 2 to 3 working days...we will inform you through e-mail and (or)phone calls...?(IS) that ok? (wrong verb, wrong noun)
S27	1162	(laughs) in my opinion (.) becoming an excellent leader is very challenging...especially when you are going to administrate a whole new group (.) In this case (.) I need to study more on how to approaching(approach) the employees...and also the ways(way) to keep calm in some unexpected scenarios...(laughs) to be honest...nobody is perfect in the world. (Wrong verb, noun)
S27	1178	Okay. That is(those are) all from me. Thank you for sparing your time to have me here today. (Wrong verb and nouns)

4.2. Verbs

The analysis highlights several instances of verb-related mistakes within the interview dialogue, each identified by the interview line number. These errors encompass incorrect verb forms, missing verbs, and verb misuse. Such mistakes can hinder comprehension and suggest a lack of attention to detail in verbal expression during interviews. Errors like using "am" instead of "was" and "didn.t" instead of "didn't" demonstrate a lack of adherence to verb conjugation rules. These inaccuracies suggest a need for interviewees to review verb forms to ensure grammatical correctness in their speech. Instances of missing verbs, as seen in lines like R1 7 and R1 15, result in incomplete sentence structures. This omission can lead to confusion or ambiguity in communication during interviews. It underscores the importance of including verbs to convey thoughts effectively and coherently.

Verb-related mistakes can impact the clarity and coherence of communication during interviews. These errors may distract interviewers and hinder the interviewee's ability to effectively convey their qualifications and experiences. Errors like using "got" instead of "do" (R1 34) and "is" instead of "are" (R1 27) indicate a tendency to misuse verbs. Such mistakes reflect a need for interviewees to refine their understanding of verb usage rules to avoid grammatical inaccuracies in their speech. The frequency of verb-related errors underscores the importance of attention to detail in verbal expression during interviews. Interviewees should focus on refining their language skills, particularly in verb usage, to present themselves professionally and effectively communicate their suitability for the job.

Addressing verb-related mistakes in interview dialogue is crucial for enhancing clarity, coherence, and professionalism. Interviewees should strive to improve their understanding of verb forms, inclusion, and usage to effectively convey their qualifications and experiences during interviews. Clear and accurate verb usage is essential for making a positive impression during interviews. By paying attention to detail in their verbal expression, interviewees can make a positive impression and increase their chances of success in job interviews.

Table 6 outlines various errors related to verb usage in interview transcripts, such as missing verbs, wrong verb forms, and misplacement of verbs, affecting clarity and accuracy in communication.

Table 6: Verbs

Interview	Line	Mistake and corrections
R1	2	Last time I am (was) working as a production supervisor in XXX for two months after my studies. Then I stopped...(wrong verb)
R1	7	Really (.) then you did not state in your resume. Oh...how old is (are) your children?(wrong verb)
R1	8	(laughs) sorry, ...they are 1...and 3 month (months) years old.(wrong verb)
R1	15	So you don't have experience in a ... you know you apply (are applying) for warehouse job right? (missing verb and wrong verb)
R1	20	But (.) we (are) just a consultant for food companies and we also sell metal sheet ↓ (.) raw materials... stoking(missing verb)
R1	25	Ahh okay that a good la ... actually I have two; I have two posts here. One is (in) the warehouse and one is in logistic (.) and I think your experience as (a) production supervisor is a no problem...you can learn. Because its (.) how good are you in computer?(Are you) Okay with computer (.) (You have) no problem? (wrong verbs)
R1	27	No problem ahh ...because this is a computerise warehouse. And I think about the product you can learn la ...no problem. So...actually our product ah (.) we sell it (the) fans for company and you know we are consultant for the raw materials too (.) then (.) the main raw material ah metal sheet like you said (.) and then we have motors. So (is) my warehouse (.) I am looking a person to take care of my warehouse (wrong verbs)
R1	29	So you got (have) to do ah...inventorying from the beginning. Because it's not really well maintain la. Okay so (.) I will teach you la how to go to (through) the system (.) if let say you success la. Okay (.) so ...where are you staying? (wrong verb and preposition)
R1	34	Ya got. (I do) (wrong verb)
R1	37	What (are) you comfortable with (.) you don't (didn.t) tell (the) salary which you want to reduce for the job. What are you comfortable? (wrong verb and conjunction)
R1	44	...(Does this company has)any allowance? (missing verb, conjunction and verb)
R1	45	Oh allowance ahh ↓ ...actually this company doesn't (has it). Because this is a XXX company. Okay we work just according to the time la .No. There is no like other company like (where) you work 24 hours around the clock and then they give you ah...phone allowance those allowance. Here we don't have (it). Because (in) here they believe that by 5.30 you should finish your work. No problem la. Only one in a while you overtime. So basically (.) (we) don't have any additional allowance but you work in the (at) night we give you meal allowance and those kind of things la okay? And ahh ...now are you working? (wrong verb and preposition)
R1	47	You are working now. Then if let say I give you an offer (.) how long (do) you need? (missing verb)
R1	53	Cannot (it be) earlier? You don't have any annual leave with you? (missing verb)
R1	55	Owhh finish (.) So (.) I cannot promise anything yet. I will call you tomorrow. Let me talk to my boss today and (I) will call you tomorrow okay?

R2	73	(missing verb) Because when I do documentation I don't ... physically go at and all those things. So (.) when they transfer me ...(it) took me a while la to get use to it.
R2	80	(wrong verb) Now ... now in your current company you (are) still working right?
R2	118	(missing verb) So (.) then only better. See if (you) can't reduce (it,it is) means okay. You don't have to force yourself la.
R2	120	(missing verb and pronoun) So currently you (are) working? You need to tender a resignation right?
R2	121	(missing verb) Ahh... basically its one month butahh (<i>Malay language</i>)...But I have another two weeks. If (it is) really urgent maybe I can deduct from my annual ...
R2	122	(missing verb) Oh yes (.) you got annual leave right? Okay (.) so I feel you what I need to talk to my director also. I think you okay (.) can fit in. Because already working here in logistic department and some more same (.) similar product. So don't have problem learning the product la...so I try to ... the only thing (is) about salary la.
R2	124	(missing verb) I (will) talk to my boss. Tomorrow I will call you. Then you can come.
R2	127	(missing verb) Ahh... no maybe later la I (will) ask.
R3	142	(missing verb) Hmm...why you (.) why you (are) not keen to do same field? Like looking for another tuition centre to work?
R3	146	(missing verb) Oh okay. So actually... (.) I am the HR manager here ↑. So what I don't know...ahhh...I will see whether you can fit in. What I am looking for (.) I (am) also looking for someone to take care the consulting but I also need someone who can handle auditing...so are you ↑ good in computers?
R3	148	(missing preposition and wrong verb) Before this (where) you work (.) got some basic experience ahh in this (.) I mean clerical job. So you can fit in. No problem and ahh...is (are) you comfortable? You know working with people. Do you (.) have any problem ... communicating with people all?
R3	151	(missing verb) Especially admin. So I think I can work here if I (am) given a chance to work ↓.
R3	153	(missing verb) No. Since I am single I plan to rent a room in XXX. So that I (can) cut cost and then (.) I can come to the office whenever they needed me here.
R3	164	(missing verb and pronoun) so if you really think can prove (you can) (.) learn the job fast (.) I can strongly recommend you to the management to give you high salary but beginning I don't think so (.) they will give XXX salary.
R3	165	(missing verb) I think XXX will be nice for me (laughs) ...and then I am sure I can do a better job and I (am) also very confident=confident that (laughs) I can sustain here (.) in this company
R3	168	(missing verb) But I think salary=salary (is) also important. You should feel comfortable working here. You know I don't want then because. Then because you want to work here you go for low salary and then you don't feel happy la.

		So then ↑ (.) I think it is okay. We will work on XXX. Now are you still working or (you have) left the tuition centre? (missing verb and pronoun)
R3	169	Now (I have) left the tuition center ↓. So past two weeks looking for a new job↑. (missing verb and pronoun)
R4	180	I think you were working for 2 months in XXX as HR clerk. Okay I think you should be smart. This is just basics; la ...but never mind maybe you can tell me what you (are) working now (.) currently here. You no more working right? Or you are working ↑? (missing verb)
R5	265	We are looking for people who (is) well-versed in communication skills and creating a good conversation especially when approaching clients and during auditing. Have you ever gone through such experiences? (missing verb)
R5	273	Tell...me (.) do (are) you able to travel as this job requires lot of travelling (.) visiting lots of companies and follow up work. (wrong verb)
R5	275	Alright (.) I will talk about your interest in our organisation...I mean to the director and we will get back to you once you are short listed. About the transport (.) we can arrange. Nothing to be worries about it. As long as you could travel and (are) willing to work extra hours. (missing verb)
R5	281	Yes...Do not worry ok...wait (.) do (are) you able to travel? (wrong verb)
R5	283	Do(Are) you able to travel? (wrong verb)
R6	301	(laughs) I think so. I think I will got a job...no la sir...just kidding (.) nanti marah pula (Malay language) (laughs). (no verbs)
R6	310	Are are...you enjoying working there? (.) Hopefully...yes (no verb)
R6	335	If I deserve ↓ no problem. I stay here till my retirement (laughs) but it also depends on the company' welfare. (no verbs)
S7	379	So far no, I think. But you know Maxis record all our conversation so if there is anything they would tell me. Let me recall, so far no la sir. I am very sure. (no adverb and verb)
S8	419	Hmm...I feel I was lack of computer skills because I seldom use a computer. But this is the time to start or learn and of course I can improve it and getting better (laugh) I think so (laughs). Yes...I see how. (no verb and adverb)
S8	429	Actually, I am have finished my degree already. Hmm... And I never work before. So I got no any experience. Of course (.) I did not have expect my salary will be that high. I expect that salary will be around XXX-XXX. (misplace verbs)
R9	488	Do you mean customers ? (no verbs)
R10	525	Sir, for me the best way is just listen to them and then it will be easy to handle them. Trust me sir... (no verbs and pronouns)
R11	560	What do I do? oh (.) yaa (.) I lepak (Malay language) (<i>only spend my time and hang out</i>) with my friends sir. Verb misplace
R11	564	You now... sir (.) nowadays not easy to get a job sir. (<i>As you know sir, it is not easy to get a job nowadays sir</i>) (2 Verb and noun misplace)
R11	564	↓. I do not sir (<i>I don't know how to describe my feeling sir</i>) (laughs) sometimes I feel so sad where my life leads to (laughs) hmmm. (Verb and noun misplace)
R11	570	actually I don't understand your questions sir...but correct me if am

		wrong (<i>you can correct me if I'm mistaken</i>) (Pronoun and verb misplace)
S12	594	I easily adjust (verb) to any environment (laughs). (<i>I easily can cope with the situation</i>) (Not suitable verb and noun)
S14	665	it is so hard to say Mr. I would say survival and cukup makan je (<i>I would say I'm survived and it was only enough for my basic expenses</i>) (Verb misplace) (Not suitable verb and noun)
S14	677	actually...I gained experience and but failure...hmmm what... I did not have the necessary backing and protection to report the wrong doing to the authority. (<i>I gained experiences but I'm failed to report the wrong doing to the authority because of did not have necessary back up and protection for the action</i>) (2 consecutive conjunction)(Not suitable verb)
S15	708	hmm after analysing (analyze) what each of them said (.) I turned to discuss the issue with project managers (.) I personally thought that empathising(empathize) both my team members and project managers via confrontation could effectively (.) solve the matter rather than allowing anger from...my member to spread directly to project manager which could then affect the team's harmony. (Wrong verb)
S16	745	I say that was a great feeling and the biggest failure would be to not(cannot) handling the dysfunctional group dynamics... in a professional way...I (was) supposed the best way was to handle it up front_(confront) them for what they ↓ were doing or not doing right_but there wasn't much time to deal with it because the event was more important. Sometimes you just have to deal with it (.) whether you like it or not. (wrong preposition, wrong noun and wrong verb)
S16	747	Mr...for me success is when you supersede(superside) your own expectations and that of others...yes=yes. (wrong verb)
S16	759	(laughs) you are funny Mr...the nest(last) boss is the current boss I am working for right now and also my previous boss as I have learnt a great deal from them...there is no worst boss (.) only a misunderstood boss...once you get to be in their shoes (.) you will understand why they do(done) the things they do. (wrong verb, wrong noun)
S17	781	(laughs) I would like to start at reasonable compensation...where I can afford a reasonable living and I would aim hire(higher) income in terms of years' service and performance...yes. (wrong verb)
S17	783	Well (.) the major challenges will be to organise well the (.) classroom and make the students learn eagerly the lessons well and... ensure(ensuring) they can read (.) listen (.) speak (.) write enormously well in their English (wrong verb)
S17	789	Usually I talk to friends and asking(asks for) their opinions...about certain problems or stress or pressure or it can open up your purview on the subject or...leading to some solution (.) (wrong verb)
S17	791	...the beginning of project...hmmm is always having some problems which involve(involve) planning (.) organisation(organizing) (.) financial constraints and discouraging response(responding) from people... posing a difficult work situation....however (.) I shall not be discouraged with my patience ↑ (.) interest and my conviction of how things can be (.) worked

		systematically (.) and these(this) definitely will take a lot of time (.) planning (.) organisation to realise my dream(.) knowing very well that my aim is achievable in time with my great effort...where there is a will (.) there is a way. (wrong verb, noun and adverb)
S17	799	Ya...well...this job in this organisation can widen my exposure in different environments(.) whereby I can improve further myself and in turn(turns) (.) in the hope that I will bring some benefits to the society at large yes...I can. (wrong verb)
S17	813	Well...human capital investment is an important factor in any organisation...my plan is...wait(waits)... the first two years _try(trying) to learn from the present system as much as possible as to(for) how to run a(an) organisation in a good way... third and fourth year after the 2 years training...try to put forward to (.) my superior my suggestion or proposal for the organisation well-being and advancement...in good faith (.) and (in) the fifth year (.) try to organise team work and try to put forward my opinions or ideas to my superior... in a more organised (.) (wrong verb, conjunction, article, and adjective)
S18	821	Well...having grown up on a small farm in XXX (.) I have a (.) great appreciation for hard-work (.) and I am resilient to changing conditions so commonly afflicting farming(farms) productivity...and while (.) taking instructions from my parents and older siblings. (wrong verb)
S18	831	(laughs) hmmm...possessing and keeping a positive attitude and always looking for a...workable solution to a situation (.) even if it might be challenged by my colleagues or the supervisor ↓ (.) and finding ways to consult is a valuable tool and often open (.) doors to creating(creates) a better solution for the whole... (wrong verb)
S18	841	Mr (.) for me(my) success is the ability to know yourself...your strengths and weaknesses and...the ability to develop new skills(.) new strengths(.) and new direction and to refrain from making judgments about a(the) work situation or an individual without any prior knowledge that would ascertain the reality of that situation...and success is having a real interest in life...a curiosity about it that keeps one learning (.) developing and taking it to action=action...yes an action making(makes) a difference...no matter how large or how small. (wrong pronounce, articles and verb)
S18	849	Well...working closely with the company and want(wanting) to serve. (wrong verb)
U19	869	Sir...I am once a student of TESL (.) (I) love reading (to read) English books and enjoy listening to all types of music genre in all languages. Hence (.) I am teaching English in one of the(a) private tuition centers. (missing pronoun, wrong verb and misuse of article)
U19	885	Generally...I (.) discussing (usually discuss) with the (with people) people involve. (wrong use of verb, wrong article)
U19	891	I am not but I want work (to work) and study...oh yaa...(and) looking for a full time job. (wrong use of verb, no conjunction)
U19	903	Oh yes...language (.) music and movies. (I love language, music and movies) (missing pronoun and verb)
U19	907	(I love to) Travel the world (because)...I like vacations (missing pronoun, verb and conjunction)

U20	916	Yes...=yes (I worked) part time (but) just for a few months sir... (no noun, verb and conjunction)
U20	918	(I worked with) Customer service in (.) maxis and they pay for hours. (no noun and verb)
U20	922	Hmm... as I checked the computer last month (so) ...that is how I got (I know)...sir. (no conjunction, wrong verb)
U20	929	...You got what I meant it? (You got what I mean?) (wrong verb)
U21	941	...they put (chose) me as (a) customer representative (wrong verb, no article)
U21	944	And (.) are you enjoying (enjoy working) there? (misuse verb)
U21	949	Accreditation for food company...auditing (doing audit) (.) (and) good manufacturing practices and so on.... (wrong verb and no conjunction)
U21	951	(You) We handle....not you also (do the) ISO and SOP I guess... (wrong pronoun, no verb)
U21	955	Hmm...up with my parents. (I live with my parents) (no pronoun and verb)
U21	965	Oh yaa...sorry...I would=would...hmm I can put myself in a good company and contribute (produce) good productivity for the company. (wrong verb)
U21	967	(I think in) 10 years (.) if I stay (I am staying) here (.) maybe... (laughs) I do not know what to say...sorry. (no pronoun and verb)
U22	993	(laughs)...I spend (spent) half of the year for travelling (travelling) with my parents after graduated (.) then...what else...I usually go for dancing. (misuse verb)
U22	1001	Mr...frankly speaking (speak) I do not have once...I am the person who just follows (follow) the flow... (misuse verb)
U22	1011	...(I will) using (use) right words in the right situation with humble and polite...you (I) can communicate well...here you go ↓. (no pronoun, wrong verb, wrong pronoun)
U23	1038	...I cannot (focus)...during studies time...yes tell me about it. (no verb)
S26	1112	I have been a big fan of this company since I was little...of course... I have seen and did some research of this company through the internet. That is how I came (come) across this company.(wrong verb)
S26	1120	there was this one time when I was given a task to invite participants to join an event happening on a holiday season...I was completely under pressure because most people are having their holiday...and it would seem impossible to get anyone to join...what I did was I calmed myself down...I try to seek help from the president and vice-president to get more members (.) I persuaded many people to join (.) nicely (.) and accepted their rejection calmly.(wrong preposition, wrong noun and wrong verb)
S26	1139	Maybe 2 to 3 working days...we will inform you through e-mail and (or) phone calls...?(IS) that ok? (wrong verb, wrong noun)
S27	1148	Yes (.) first of all (.) my name is XXX... This year (.) I am XXX years old (.) and... I came(come) from XXX (.) my first education was in the Centre for Foundation of University of Malaya (.) then I continue(continued) my study on Accounting in UUM (.) and then... I got my first degree recently.(wrong verb)
S27	1162	(laughs) in my opinion (.) becoming an excellent leader is very

		challenging...especially when you are going to administrate a whole new group (.) In this case (.) I need to study more on how to approaching(approach) the employees...and also the ways(way) to keep calm in some unexpected scenarios...(laughs) to be honest...nobody is perfect in the world. (Wrong verb, noun)
S27	1165	Would you mind share(sharing) some of your experiences on that particular situation? (wrong verb)
S27	1166	Yes...sometimes my instructor in university gave me abundant of works that should be completed within a very short period (.) then... after that... when I sent the completed task back to the instructor (.) he would complained my work(.) and sometimes may insult me (.) in that situation...I would say sorry to him and promise(promised)him to be better next time...if the pressure inside myself is too high...I would try using various of methods to reduce my pressure (.) because work in an optimum stress will lead to a highest result of work. (Wrong verb)
S27	1173	Ok...it seems like our session is going to finish soon... so (.) how much salary that you expected (expect)for your first job? (wrong verb)
S27	1178	Okay. That is(those are) all from me. Thank you for sparing your time to have me here today. (Wrong verb and nouns)

4.3. Pronouns

The transcription reveals several instances of pronoun errors made by the interviewees. These errors encompass a range of issues, including misplacement, omission, incorrect usage, lack of agreement, inconsistency, and improper references.

Interviewee 1, in Line 6, incorrectly states, "So (.) and I am married got two kids ↑." The correct phrasing should be "So I am married and got two kids." Similarly, in Line 43, the same interviewee states, "I think that should be okay la (it) should not be a problem," where the correction is "I think that should be okay. It should not be a problem."

Additionally, Interviewee 4, in Line 198, uses an incorrect pronoun, stating "So your (you) man power daily for the job..." The correct phrasing should be "So your manpower daily for the job..." Furthermore, Interviewee 6, in Line 295, fails to include necessary pronouns, saying "Yes sir. I am So sorry, for the late sir because of Heavy traffic jam," which should be corrected to "Yes sir. I am sorry for being late due to heavy traffic."

Improper pronoun references are also evident in Interviewee 6, Line 321, where the interviewee states, "Yes=yes with my parents which is father and mother and two siblings," which should be revised for clarity to "Yes, I live with my parents, my father, mother, and two siblings.". Moreover, inconsistencies in pronoun usage contribute to the overall lack of clarity in communication during the interviews. Interviewee 6, Line 319's response, "I have a qualification and I think I can work better," could be improved by ensuring consistent pronoun usage throughout.

Lastly, Interviewee 14, Line 663's statement, ".....some honest and some not and I could not do much," lacks proper agreement between pronouns and nouns, requiring correction to "some of them are honest and the others not..".

Addressing pronoun errors in speech is essential for enhancing the clarity and coherence of communication during interviews. By rectifying misplacements, omissions, incorrect usages, lack of agreement, inconsistencies, improper references, and overuse

of pronouns, interviewees can improve the effectiveness of their verbal communication and convey their messages more clearly and professionally.

Table 7 outlines instances of pronoun errors in interview transcripts, detailing mistakes such as missing, misplaced, or incorrect pronouns, along with corrections for improved clarity and grammatical accuracy.

Table 7: Pronouns

Interview	Line	Mistake and corrections
R1	6	So (.) and I am married got two kids ↑. (I am married and got two kids) Married after my studies. (I got married after my studies) (misplace conjunction and missing pronoun)
R1	43	I think that should be okay la (it) should not be a problem. Ah ... and ah I got (have) to talk to my boss first. Ahh ... (The) important thing (is that) you must learn. You must learn the job fast ahh. You should learn the job fast and initially you can work with the production people la ... learn the products and everything and ahh ... can fully take over the warehouse la. Okay. So (is there) anything else you want to ask me? (wrong pronoun and conjunction)
R1	44	...(Does this company has)any allowance? (missing verb, conjunction and verb)
R2	118	So (.) then only better. See if (you) can't reduce (it, it is) means okay. You don't have to force yourself la. (missing verb and pronoun)
R3	136	Okay ahhh...XXX you didn't write what job you applying for? Ahh...I don't know what to offer for you (.) but maybe you can tell little bit about yourself. What are you doing before? Because here your resume (you) state working in tuition centre. Are you a teacher or what ::: ? (missing pronoun)
R3	164	. So if you really prove yourself then after 6 months then after that we have yearly salary adjustment. You know (.) so if you really think can prove (you can) (.) learn the job fast (.) I can strongly recommend you to the management to give you high salary but beginning I don't think so (.) they will give XXX salary. (missing verb and pronoun)
R3	168	But I think salary=salary (is) also important. You should feel comfortable working here. You know I don't want then because. Then because you want to work here you go for low salary and then you don't feel happy la. So then ↑ (.) I think it is okay. We will work on XXX. Now are you still working or (you have) left the tuition centre? (missing verb and pronoun)
R3	169	Now (I have) left the tuition center ↓. So past two weeks looking for a new job↑. (missing verb and pronoun)
R4	195	So (.) sometimes cannot(they) perform. So we have to plan for that la. (missing pronoun)
R4	198	So your (you) man power daily for the job (.) what do the workers do? Daily job? (wrong pronoun)
R5	243	Hai (.) you are XXX (.) (You) called us and told us that you (will) be late. (missing pronoun and verb)
R5	254	Well...ya=ya (My)highest educational background is (in) Degree in Information Technology from UiTM.

		(wrong pronoun and preposition)
R6	295	Yes sir. I am So sorry, for the late sir because of Heavy traffic jam. Good afternoon sir.
		(no pronouns and prepositions)
R6	309	I will Answering (.) phone calls... what else (.) handling problems and listen to their complaints. (no pronouns)
R6	319	I have a qualification and I think I can work better.I like to listen to the complaints but sometime terrible which I do not like it but what do to (.) I must be listened to them otherwise; the recording would show that I am careless worker. Customer always right even though they do mistakes (.) (laughs).So (.) I think I would be able to perform better in your company as your company deal with customers too and No customer (.) no profit (.) (laughs). That is the fact. (pronouns and conjunctions)
R6	321	Yes=yes with my parents which is father and mother and two siblings. (pronouns)
R6	331	I can put myself in a good company and contribute good productivity for the company. I will expose my fantastic services and willing to work for the company as much as I could (no pronouns)
R6	333	Yes...so hard (.) At least for 5 years (.) if I stay here (.) maybe... I will (.) contribute more and more.(no pronouns)
R6	346	You are welcome.(laughs)I think your hand phone one digit is missing. (no pronouns)
S7	369	I am sorry sir as for time being I do not have. (no pronouns and conjunctions)
S7	373	Yes sir, that's all I can say. The motive of getting a new job and new environment. (no pronouns)
S7	383	That is a good question (laughs) Well, I am qualified and my qualification plays an important roles, my willingness and of course my interest and also good money too (laughs) (no pronouns and conjunctions)
S8	397	Hi XXX! Nice meeting you. I am glad to see you over here. (no pronouns)
S8	411	Do not worry I was---+just simply pulling your legs (laughs). (misplace pronouns)
S8	431	Sure, well, I should be polite to customers and give them the good service. Even I the customer is wrong but ałswe could not blame them .ya...that is all (laughs) (no conjunctions and no pronouns)
R9	450	I will try sir (laughs). (no pronouns)
R9	460	(laughs) This is a super good question sir. Even now I am stress for getting a job. Hmmm...well...stress it depends because like me I always listen to songs and I think it is a good way to resolve. (no pronouns and conjunctions)
R10	525	Sir, for me the best way is just listen to them and then it will be easy to handle them. Trust me sir... (no verbs and pronouns)
R10	529	Yes...sir...as I mentioned it depends on the situation and...what are the issues (.) sir. (Pronouns)
R10	543	Yes sir, I hope to hear from you. (no pronouns)
R11	552	You are welcome (.) please sir ↓...feel free (laughs). (<i>I'm feel free to answer your question.</i>) Pronoun misplace
S14	663some honest and some not and I could not do much (.) (<i>.....some of them are honest and the others not....</i>) (Pronoun and Noun misplace)

4.4 Adverbs

R2 (Line 61): The interviewee mentions their work experience but fails to include an adverb before the verb "work." The correction would be "I am currently working for export documentation in XXX." R6 (Line 302): The interviewer asks if the interviewee has any work experience. There's no adverb in the question, which would typically be expected. Perhaps the interviewer should have asked, "Do you have any previous work experience?" S7 (Line 379): The interviewee states they have no working experience. Here, an adverb is missing from "so far." The sentence should be something like, "So far, no, I think." S8 (Line 419): The interviewee discusses their lack of computer skills. An adverb is missing before the verb "improve." The corrected sentence might be, "And of course, I can improve it and get better."

R10 (Line 522): The interviewee mentions the importance of trying. Here, an adverb is missing before "try." A corrected version could be, "Well, yeah, hmm, you should always try because there's no harm in trying, I guess." S12 (Line 602): The interviewee discusses negotiating repayment schedules. There's a misplaced adverb in the original sentence. The corrected version would be, "I was able to negotiate repayment schedules satisfactorily with multiple vendors."

S17 (Lines 791-801): There are several mistakes in this passage, including incorrect verb forms, misplaced adverbs, and missing adverbs. Corrections are needed throughout the passage to improve clarity and grammatical accuracy.

The analysis seems to focus on identifying instances where adverbs are either missing or misused in interview transcripts. It's likely part of a broader examination of language proficiency or interviewee communication skills. The conclusion suggests that overall, interviewees were able to use adverbs correctly in most cases, with only a few mistakes observed.

Table 8 outlines instances of adverbs being used incorrectly or omitted in various interview responses. Each entry includes the source of the mistake (identified by a code), the line number in the interview transcript where the mistake occurred, and a description of the error along with the correction.

Table 8: Adverbs

Interview	Line	Mistake and corrections
R2	61	(.) Actually I am (a) fresh graduate. But I have two months of working experience in Admin. I am work for export documentation in XXX. (missing adverb)
R6	302	(laughs)...Do you have any working experiences? I hope you do ↑. (no adverbs)
S7	379	So far no, I think. But you know Maxis record all our conversation so if there is anything they would tell me. Let me recall, so far no la sir. I am very sure. (no adverb and verb)
S8	419	Hmm...I feel I was lack of computer skills because I seldom use a computer. But this is the time to start or learn and of course I can improve it and getting better (laugh) I think so (laughs). Yes...I see how. (no verb and adverb)

R10	522	(laughs)...well ya...hmmm you should always try because no harm of trying I guess. (no adverb and conjunctions)
S12	602	I was able to satisfactorily ↑ negotiate repayment schedules with multiple vendors (<i>I was able to negotiate satisfactorily on repayment schedules with multiple vendors</i>) (Verb, adverb and preposition misplace)
S17	791	...the beginning of project...hmmm is always having some problems which involve(involves) planning (.) organisation(organizing) (.) financial constraints and discouraging response(responding) from people... posing a difficult work situation....however (.) I shall not be discouraged with my patience ↑ (.) interest and my conviction of how things can be (.) worked systematically (.) and these(this) definitely will take a lot of time (.) planning (.) organisation to realise my dream(.) knowing very well that my aim is achievable in time with my great effort...where there is a will (.) there is a way. (wrong verb, noun and adverb)
S17	801	Hmm...I can be a potential to your organisation to carry out your projects in a systematic way with confidence as...I have the necessary training before and your organisation is likely (be)able to follow your schedule of target in your project as in the team-work (.) as my point of view. (miss adverb)

4.5. Adjectives

In the provided excerpts from interviews, various mistakes related to the use of adjectives have been highlighted, along with their corresponding corrections. For instance, in line 298, the interviewee's response lacked descriptive information about themselves, where the inclusion of adjectives could have provided a clearer depiction. Similarly, in line 313, although the use of "as well as" is acceptable, the absence of an adjective to describe the company's nature left the statement ambiguous. Line 320 exhibited a probable typo and a missing adjective, possibly concerning the interviewee's location. Furthermore, in line 334, the incorrect form of the verb "plan" and the absence of adjectives could have been rectified for better clarity. The interviewee's explanation of their tendency to get angry easily in line 881, while using the correct adjective "angry," could have been expressed more fluently by avoiding the repetition of similar terms. Additionally, in lines 1095 and 1099, errors such as incorrect verb forms, missing conjunctions, and improper pronoun usage were identified, necessitating adjustments for coherence and grammatical accuracy. Overall, rectifying these mistakes contributes to enhanced clarity and fluency in interview responses, underscoring the importance of adhering to proper grammar and word choice for effective communication.

Table 9 highlights errors in adjective usage in interview transcripts. Mistakes include missing adjectives, wrong usage, and absence of conjunctions. Corrections aim to improve clarity and grammatical accuracy.

Table 9: Adjectives

Interview	Line	Mistake and corrections
R6	298	Please say something about you (no adjective)

R6	313	Mmm... audit I guess and Issuing...as well as certification company...which is mainly for food company. (no conjunctions and adjective)
R6	320	Yes (.) you are right (.) customers are always right in any circumstances. So=so (.) Where you are staying in XXX? (wrong adjective)
R6	334	Did you planning to stay with us for 5 years(.) if you can...we are welcoming you. (no adjectives)
U19	881	(laughs) ...well...it should be my anger (.) sometimes I can get easily irritated thus anger comes in. (I can get angry and irritated easily)
		(wrong use of adjective)
R25	1095	Would you spending your time doing some research about the areas related to business?
		(wrong adjective)
R25	1099	We...first of all...I will apologise to the customer first and ask the customer tell me about the reason to return the product...since the customer does not have the receipt about the product or any evidence that demonstrates the product was bought in our company...I would explain the reason why service department unable to follow what the request from that customer...I would also try to help the customer gain their rights under a reasonable condition after discussing with my superior...yes...as simple as this.(wrong adjective, miss conjunction, and wrong pronoun)

4.6. Conjunctions

In the provided excerpts from interviews, numerous mistakes related to the use of conjunctions are highlighted, along with their corresponding corrections. Instances such as in line 6 of interview R1 demonstrate misplaced conjunctions, as seen with the incorrect placement of "and" before "I am married," coupled with the absence of a necessary pronoun. Similarly, in line 43 of the same interview, the erroneous use of "and" without a preceding pronoun indicates a lack of proper conjunction usage. These errors not only disrupt the flow of speech but also hinder effective communication, illustrating the importance of understanding conjunctions' roles in conveying ideas clearly and coherently.

Continuing the analysis, line 49 of interview R1 showcases another oversight where a missing conjunction before "ahh" affects the dialogue's smoothness. Furthermore, in line 68 of interview R2, the absence of a conjunction before "the" results in a grammatically incomplete sentence, impacting comprehension. Throughout these instances, the significance of accurate conjunction usage in facilitating effective communication becomes apparent. Addressing such mistakes ensures that ideas are conveyed smoothly and comprehensibly, enhancing the overall quality of the interviews and the interviewees' language proficiency.

Concluding the analysis, further examples such as those found in lines 299 and 303 of interview R6 emphasize the detrimental impact of missing conjunctions and articles. Additionally, in line 319 of the same interview, the absence of pronouns and conjunctions creates ambiguity and disrupts coherence. Likewise, in line 325, the absence of pronouns and conjunctions leads to incomplete sentences, diminishing the interviewees' effectiveness in conveying their thoughts. These instances collectively

underscore the importance of proper conjunction usage in facilitating clear and coherent communication, highlighting areas for improvement in the interviewees' language proficiency.

Table 10 displays errors in conjunction usage within interview transcripts. Mistakes range from missing conjunctions to incorrect placement. Corrections aim to enhance clarity and grammatical accuracy in the statements.

Table 10: Conjunctions

Interview	Line	Mistake and corrections
R1	6	So (.) and I am married got two kids ↑. (I am married and got two kids) Married after my studies. (I got married after my studies) (misplace conjunction and missing pronoun)
R1	43	I think that should be okay la (it) should not be a problem. Ah ... and ah I got (have) to talk to my boss first. Ahh ... (The) important thing (is that) you must learn. ... can fully take over the warehouse la. Okay. So (is there) anything else you want to ask me? (wrong pronoun and conjunction)
R1	44	...(Does this company has)any allowance? (missing verb, conjunction and verb)
R1	49	One month notice la ...ahh okay after I let you know(.) you take one month notice la right ? So(.) today is a (the) ... fifth right (missing conjunction)
R2	68	So you know what (the) system does right? (missing conjunction)
R2	70	Same la ↓. So (.) (the) product shouldn't be a problem for you la. (missing conjunction)
R6	299	Well my name is XXX; graduated from UKM...I did marketing in UKM but I am more into marketing. Actually, I have no working experience at all...and recently I attended two interviews butit was a different (.) field= (.) ya. (no conjunctions and article)
R6	303	Yes sir=yes sir (.) I would say it is because I am still fresh (.) sir. (no conjunctions)
R6	319	I have a qualification and I think I can work better. I like to listen to the complaints but sometime terrible which I do not like it but what do to (.) . I must be listened to them otherwise; the recording would show that I am careless worker. Customer always right even though they do mistakes (.) (laughs).So (.) I think I would be able to perform better in your company as your company deal with customers too and No customer (.) no profit (.) (laughs). That is the fact. (pronouns and conjunctions)
R6	325	I am Really (.) sorry sir...I may overlooked (laughs) and I was also rushing too. Yes (.) I can start anytime- but at least one week notice need to be given to the current (.) company=company. (no pronouns and conjunctions)
S7	358	Could you please tell me about your education background too...and which university? (no conjunctions)
S7	369	I am sorry sir as for time being I do not have. (no pronouns and conjunctions)
S7	371	Well (.) I saw there are vacancies for many posts as your company is expanding to a few branches. So...I am very much interested and (.)_ tried (.) here. (wrong conjunctions)
S7	375	Sure, we must ensure the good relationship with customer and fulfill the

		customer's request keeping promises and be a good listener. That is all I would say and that is the most important thing I guess (laughs). (no conjunctions)
S7	381	I will just listen to them because that is the best solution. (no conjunctions)
S7	383	That is a good question (laughs) Well, I am qualified and my qualification plays an important roles, my willingness and of course my interest and also good money too (laughs) (no pronouns and conjunctions)
S7	390	We will talk about it later as I need to talk to my CEO and normal working hours but sometimes you need to work extra time if it is required. (no conjunctions)
S8	415	Sir, well (.) hmm...hmmm for me people are just people. I always face difference types of customers and I would like to see the situation first. (conjunctions)
S8	427	Well because I can bring more profits to your company. I can do well in our company. Hmm...and I have the qualification. Of course (.) I can let your company customer will be increased. I still can let all customers to have a good service if I work in your company (no conjunctions)
S8	431	Sure, well, I should be polite to customers and give them the good service. Even I the customer is wrong but als we could not blame them .ya...that is all (laughs) (no conjunctions and no pronouns)
R9	460	(laughs) This is a super good question sir. Even now I am stress for getting a job. Hmmm...well...stress it depends because like me I always listen to songs and I think it is a good way to resolve. (no pronouns and conjunctions)
R9	466	Currently...I am doing part time like job handling customers care line and I am looking for a permanent job. I like marketing job a lot. I saw your company got a walk in interview so (.) I am interested...ya I like marketing job. (no conjunctions and no article)
R9	472	Hmm...I think I have already mentioned before that I am very much interested and you company conduct walk in interviews. So it is easy to access. (laughs) and I read your company background too.(no conjunctions)
R10	513	Oh ya...basically I sell some clothes for girls and children and mainly blouses.(no conjunctions)
R10	517	Sir, I am looking for consultant job. I do not have experiences in consulting...but I can learn sir. Hmmm, I obtained degree in Management and I hope my qualification could help for this job. (no conjunctions)
R10	522	(laughs)...well ya...hmmm you should always try because no harm of trying I guess. (no adverb and conjunctions)
S12	598	I enjoyed ↓ the people I worked with. (<i>I enjoy with the people I worked with</i>) (Conjunction Misplace)
S12	598	it was a friendly and fun atmosphere (<i>It was very friendly and fun vibes there</i>) and I actually enjoyed going into work each morning (<i>Actually, I'm very enjoy went to work every morning</i>) (Not suitable noun) (Verb and Conjunction misplace)
S13	639	I would love to help you achieve the organisation's goal (.) yaar and with (<i>....love to help you achieve the organisation's goal with my little experience.....</i>) my little experience on my past experience (2 consecutive conjunction)
S14	677	actually...I gained experience and but failure...hmmm what... I did not have the necessary backing and protection to report the wrong doing to the authority. (<i>I gained experiences but I'm failed to report the wrong doing to the authority because of did not have necessary back up and</i>

		<i>protection for the action)</i> (2 consecutive conjunction)(Not suitable verb)
S16	733	things that you don't necessarily(need) find in text books (.) what I am trying to say is(.) I enjoyed the practical (in) aspect of the job...for example(.) dealing with people(.) handling difficult clients(.) talking to the media(.) the power of persuasion...all the essential skills needed to survive in the corporate world...what I did not like it was the lack of commitment and support from my own(my) team members (wrong adjective, miss conjunction, and wrong pronoun)
S16	741	(laughs)...by taking a breather once in a while_walk away from your work station for 1-2 minutes)_splashing my face with cold water to keep calm or(as) to wash away the pain...go running to distress the body. (wrong conjunction)
S16	753	Mr. I am=I am highly capable of(for) multi-tasking duties yet(but) still delivering them efficiently and effectively...I don't retract on challenges and look(and looking) forward to growing with your company as a member of your team (laughs)/ (wrong preposition, wrongs conjunction)
S17	787	(laughs) as far as I am concerned (.) I do not have many weak points in the sense that I can mix around and willing to listen to (.) others to improve myself...sometimes (.) I push hard for(on) students to accept my good ideas which can create some complications. (wrong conjunction)
S17	797	Still...I am Still there and I am looking for a full time...another reason would be why I am leaving my present job...is (.) to widen my exposure in different environments or(and) situations (.) as to learn more to cope with this changing world and in the hope that I can bring certain benefits to others in future (laughs) (wrong conjunction)
S17	813	Well...human capital investment is an important factor in any organisation...my plan is...wait(waits)... the first two years _try(trying) to learn from the present system as much as possible as to(for) how to run a(an) organisation in a good way... third and fourth year after the 2 years training...try to put forward to (.) my superior my suggestion or proposal for the organisation well-being and advancement...in good faith (.) and (in) the fifth year (.) try to organise team work and try to put forward my opinions or ideas to my superior... in a more organised (.) (wrong verb, conjunction, article, and adjective)
S18	819	Yes sir...I am XXX. I am so sorry sir for(as) My name is XXX (.) a jobless Malaysia citizen (.) born and raised in XXX (.) presently living in XXX. (wrong conjunction)
S18	823	..._ from the field of accounting and finance for(in) three month but(and) I am a part time basis...Now I am looking for a full time job three moths (wrong preposition and conjunction)
S18	857	I admired my current supervisor at XXX for these two reasons...the first ↓(.) his open door policy where he invited his employees to come in and...discuss anything on(in) their mind about work...oh yaar (.) he never violated that trust and kept a very professional but(and) open attitude during his career (wrong preposition and conjunction)
U19	873	Hmm..._(I) like learning new things with new people (.)and) Dislike _...little job scope. (missing noun, missing conjunction)
U19	877	Mr...hmmm...miscommunication between me and the (my) parents but (and) it was solved by talking to the manager and asking him what he thinks...yes.

		(misuse of article, wrong conjunction)
U19	891	I am not but I want work (to work) and study...oh yaa...(and) looking for a full time job.
		(wrong use of verb, no conjunction)
U19	907	(I love to) Travel the world (because)...I like vacations
		(missing pronoun, verb and conjunction)
U20	916	Yes...=yes (I worked) part time (but) just for a few months sir...
		(no noun, verb and conjunction)
U20	922	Hmm... as I checked the computer last month (so) ...that is how I got (I know)...sir.
		(no conjunction, wrong verb)
U21	937	Ya...It's me...Ooohh...Sorry...sorry... My name is XXX. My highest qualification now is Degree in marketing (and)...I am looking for a full time job Mr. XXX (.) basically that is about me.
		(no conjunction)
U21	949	Accreditation for food company...auditing (doing audit) (.) (and) good manufacturing practices and so on....
		(wrong verb and no conjunction)
U21	975	If there is no promotion (or)...if the person not promoted to another Level
		(no conjunction)
U22	985	Mr. XXX...I am not fine...(and a little bit) nervous...well(.) thank you
		(no conjunction)
U22	1007	(laughs) (Me for example) example me... (laughs) sure not...well...sure (because) (.) customers are always right (.) so maintain a good reputation with them.
		(misuse pronoun, no conjunction)
U23	1028	(.) I would like to be an accountant. (so) That is why I am here...
		(no conjunction)
U23	1032	(laughs) stress (and)...pressure...we (I)...I would prefer to work under control and the (should not have the) kind of work pressure or stress...I can manage I guess...yes I can.
		(no conjunction, wrong pronoun, misuse article)
R25	1098	What are the actions will you take to stop this(the) argument with customers? (wrong conjunction)
R25	1099	We...first of all...I will apologise to the customer first and ask the customer tell me about the reason to return the product...since the customer does not have the receipt about the product or any evidence that demonstrates the product was bought in our company...I would explain the reason why service department unable to follow what the request from that customer...I would also try to help the customer gain their rights under a reasonable condition after discussing with my superior...yes...as simple as this.(wrong adjective, miss conjunction, and wrong pronoun)
S26	1126	I would describe myself as a person who is kind and occasionally perfectionist...a person can be kind but not necessarily good (.) likewise a good person can be nice to you but not necessarily kind (.) it depends on the situation...for example...I can do all the great stuffs to my friend (.) but deep in my heart(.) I did not really mean what I did ...to make matters worse (.) being kind to them as somewhat an obligation for them without having the intention to do so... I would only be kind to the people who I find inappropriate to avoid conflicts (.) besides...I am aware that being too much of a perfectionist can be a bad thing...being not perfectionist...can also be a good thing...If we are always perfectionist...expecting everything to be perfect and achieve success in life or what not...I can say that we won't go far in life (.) this is because we think we can do it (.) yes...we think we can do it (.) but the truth is...we can'tthis is based on my

experience....that is why (.) I would describe myself as a person who is occasionally perfectionist. (wrong preposition, wrongs conjunction)

4.7. Prepositions

In interviews R1, R2, R3, and R4, candidates displayed errors in their use of prepositions. For instance, in R1, the candidate incorrectly stated, "So you got (have) to do ah...inventorying from the beginning," and later in the same interview, another mistake was made with, "Here we don't have (it). Because (in) here they believe that by 5.30 you should finish your work." Similarly, in R2, the candidate's question, "Okay. So what is that ... where do you stay (at)?" contained a prepositional error, as did the statement in R3, "Before this (where) you work (.) got some basic experience ahh in this (.) I mean clerical job." Additionally, in R4, there was a similar mistake in the inquiry, "Hmmm...so where do you stay (at)?"

Interviewees in R5, R6, and R9 also exhibited similar errors in their use of prepositions. In R5, the candidate stated, "My highest educational background is (in) Degree in Information Technology from UiTM," while in R6, an error was made with, "Yes sir. I am So sorry, for the late sir because of Heavy traffic jam." Furthermore, in R9, there was an error in the statement, "Hmm (laughs) sounds like tricky...question (laughs) but I would say to know what the nature of the company is."

Moreover, candidates in interviews S12, S15, and S16 encountered similar issues. In S12, the statement, "I was able to satisfactorily ↑ negotiate repayment schedules with multiple vendors," contained a prepositional error. Similarly, in S15, errors occurred in both lines 705 and 717. In line 705, there was a mistake with, "We organised EcoExplorace and Electronic Waste Collection Campaign so as to educate the campus community on environmental issue," while in line 717, the candidate said, "Having other backup plan in term of sudden change of plan is also important so as to prevent myself." Additionally, in S16, errors were found in lines 737, 739, 745, and 753, with prepositional mistakes evident throughout the interview transcript.

Table 11 outlines errors in preposition usage within interview transcripts. Mistakes include missing prepositions, incorrect prepositions, and misplacement of prepositions. Corrections aim to enhance clarity and grammatical accuracy in the statements.

Table 11: Prepositions

Interview	Line	Mistake and corrections
R1	29	So you got (have) to do ah...inventorying from the beginning. Because it's not really well maintain la. Okay so (.) I will teach you la how to go to (through) the system (.) if let say you success la. Okay (.) so ...where are you staying? (wrong verb and preposition)
R1	45	Oh allowance ahh ↓ ...actually this company doesn't (has it). Because this is a XXX company. Okay we work just according to the time la .No. There is no like other company like (where) you work 24 hours around the clock and then they give you ah...phone allowance those allowance. Here we don't have (it). Because (in) here they believe that by 5.30 you should finish your work. No problem la. Only one in a while you overtime. So basically (.) (we) don't have any additional allowance but you work in the (at) night we give you meal allowance and those kind of things la okay?

		And ahh ...now are you working? (wrong verb and preposition)
R2	96	Okay. So what is that ... where do you stay (at) ? (missing preposition)
R3	148	Before this (where) you work (.) got some basic experience ahh in this (.) I mean clerical job. So you can fit in. No problem and ahh...is (are) you comfortable? You know working with people. Do you (.) have any problem ... communicating with people all? (missing preposition and wrong verb)
R4	236	Hmmm...so where do you stay (at)? (missing preposition)
R5	254	Well...ya=ya (My)highest educational background is (in) Degree in Information Technology from UiTM. (wrong pronoun and preposition)
R6	295	Yes sir. I am So sorry, for the late sir because of Heavy traffic jam. Good afternoon sir. (no pronouns and prepositions)
R9	492	Hmm (laughs) sounds like tricky...question (laughs) but I would say to know what the nature of the company is and what the company needs. That's all that I have and I am the person who is leaning by mistakes...sir...tell me what is lacked in me so I will improve and show you. (no prepositions, pronouns)
R9	492	Hmm (laughs) sounds like tricky...question (laughs) but I would say to know what the nature of the company is and what the company needs. That's all that I have and I am the person who is leaning by mistakes...sir...tell me what is lacked in me so I will improve and show you. (no prepositions, pronouns)
S12	602	I was able to satisfactorily ↑ negotiate repayment schedules with multiple vendors (<i>I was able to negotiate satisfactorily on repayment schedules with multiple vendors</i>) (Verb, adverb and preposition misplace)
S15	705	we organised=organised EcoExplorace and Electronic Waste Collection Campaign (.)so as to(as to) educate the campus community on environmental issue (wrong preposition)
S15	717	having other backup plan in term of sudden change of plan is also important (.) so as to(to) prevent myself_ (.)_ another word (.) early preparation is how one can avoid stress and pressure. (wrong preposition)
S16	737	Well...perseverance...not giving up when things get tough and (.) always focused on(to) the end goal in sight...good research skills(.) excellent writing and communicative(communication) skills and conceptualising design for marketing materials...sorry (.) if its(if it is) only one (.) then it would be the first (laughs). (wrong preposition, wrong nouns)
S16	739	complete tasks that is more important and of(for) more value to the company first...because time is money in the business world I guess. (wrong preposition)
S16	745	I say that was a great feeling and the biggest failure would be to not(cannot) handling the dysfunctional group dynamics... in a professional way...I (was) supposed the best way was to handle it up front_(confront) them for what they ↓ were doing or not doing right_but there wasn't much time to deal with it because the event was more important. Sometimes you just have to deal with it (.) whether you like it or not. (wrong preposition, wrong noun and wrong verb)
S16	753	Mr. I am=I am highly capable of(for) multi-tasking duties yet(but) still

		delivering them efficiently and effectively...I don't retract on challenges and look(and looking) forward to growing with your company as a member of your team (laughs)/ (wrong preposition, wrongs conjunction)
S16	755	Hmm...my goals=my goals...what...yaa (.) for the future are(noun) to become a highly respected consultant in a consultation business on(in) communication and engagement skills and a part-time translator. (wrong preposition, wrong noun)
S17	777	Yaar...my responsibilities are to organise teaching lessons(lesson) well and yaar (.) I have to make the students acquire better English on bar with world standard like queen English...where the students can pursuit his(their) interest of(in) academic studies in an excellent stat...in their respective field(fields) (.) such as Engineering (.) science (.) law or literature. Economies(economy) (.) management etc...so much so that they can benefit the country and the world in general...yes. (wrong noun, pronoun and preposition)
S17	811	(laughs) you must be kidding Mr...my two good things about my superior are he or she can listen to others' viewpoints in a difficult work situations (.) to a certain extent and he will bring out... his own good ideas... for(in) open discussion or debate that will create a harmonious team-work. (wrong preposition)
S18	823	..._ from the field of accounting and finance for(in) three month but(and) I am a part time basis...Now I am looking for a full time job three moths (wrong preposition and conjunction)
S18	825	Oh...yes=yes sure sir...accounting(accountant) _which basically meant accounting(accounts) transfers between upstream and downstream accounting...what I liked most about this section of financial accounting is the opportunity to understand upstream accounting(.) which I found fascinating (.) I worked in downstream accounting throughout my career at XXX and working with a team from upstream accounting gave me a broader comprehension of petroleum accounting and (laughs) what I did not like was the pretentious attitude of upstream accounting staff who felt superior to downstream... accounting staff and (.) so=so I made every effort to form good relationships and was congratulated on(for) my greater sense of diplomacy. (wrong preposition and noun)
S18	829	Mr...(laughs) (.) It is a common to every career ...no matter what profession is the bridge between the employees with university degrees versus (to)those who come up in the rank (miss preposition)
S18	857	I admired my current supervisor at XXX for these two reasons...the first ↓(.) his open door policy where he invited his employees to come in and...discuss anything on(in) their mind about work...oh yaar (.) he never violated that trust and kept a very professional but(and) open attitude during his career (wrong preposition and conjunction)
U20	911	Hello! Welcome...How are you...ok...it seems you were late...we need (to) go quickly...so (.) tell me your...Educational background? (missing preposition)
U22	989	My name is XXX...this year I am XXX (.) I live (in) XXX (.) and my hobbies are jogging and dancing. (no preposition)
R25	1082	Could you introduce about yourself (.) please? (wrong preposition)
R25	1089	As far (as) I am concerned...my strengths would be to communicate

		with customers very well due to my language proficient...just now I mentioned...so far (.) I have not met any unsatisfied customers about my performance...but (.) I improve my skills and try to give a better service to customers (wrong preposition)
R25	1094	Would you spending your time doing (to do)some research about the areas related to business?(wrong preposition)
S26	1120	there was this one time when I was given a task to invite participants to join an event happening on a holiday season...I was completely under pressure because most people are having their holiday...and it would seem impossible to get anyone to join...what I did was I calmed myself down...I try to seek help from the president and vice-president to get more members (.) I persuaded many people to join (.) nicely (.) and accepted their rejection calmly.(wrong preposition, wrong noun and wrong verb)
S26	1125	how would you describe(like to) yourself?(wrong preposition)
S26	1126	I would describe myself as a person who is kind and occasionally perfectionist...a person can be kind but not necessarily good (.) likewise a good person can be nice to you but not necessarily kind (.) it depends on the situation...for example...I can do all the great stuffs to my friend (.) but deep in my heart(.) I did not really mean what I did ...to make matters worse (.) being kind to them as somewhat an obligation for them without having the intention to do so... I would only be kind to the people who I find inappropriate to avoid conflicts (.) besides...I am aware that being too much of a perfectionist can be a bad thing...being not perfectionist...can also be a good thing...If we are always perfectionist...expecting everything to be perfect and achieve success in life or what not...I can say that we won't go far in life (.) this is because we think we can do it (.) yes...we think we can do it (.) but the truth is...we can't ...this is based on my experience....that is why (.) I would describe myself as a person who is occasionally perfectionist. (wrong preposition, wrongs conjunction)
S26	1135	What (how much)do you expect for your salary ↓?(wrong preposition,)
S27	1177	Normally...4 to 5 working days...we will in(at)11form you through e-mail and phone calls. (Wrong prepositions).

4.8. Article

In the analysis of the provided interview lines, numerous mistakes in the use of articles were identified across different candidates' responses. These errors encompassed instances of missing articles or incorrect article placement. For instance, in R6, there was a notable omission of the article "a" in the phrase "butit was a different field." Similarly, S7 exhibited a lack of proper articles in expressions like "Sir, for time being," which should be "Sir, for the time being." Additionally, in R9, there was a need for correction in the phrase "part time like job handling customers care line," where "a" was missing before "part-time job" and "the" was omitted before "customer care line."

Continuing the analysis, in S17, the correction highlighted the need for the article "an" before "English language center," indicating a consistent pattern of oversight in article usage. Moreover, in U19, the phrase "I am once a student" required correction to "I was once a student," rectifying the improper use of the article "a." Additionally, U21 showcased an instance where "for two month in handling" needed to be corrected to "for two months handling," emphasizing the importance of accurate article usage in conveying intended meaning. Lastly, in U23, the correction addressed the omission of "the" before "kind of work pressure," underscoring the significance of precise article placement in effective communication.

Overall, the analysis underscores the prevalence of various errors related to the use of articles throughout the interview lines. While these mistakes ranged from missing articles to incorrect usage, the candidates generally demonstrated some proficiency in employing articles correctly, albeit with occasional lapses.

Table 12 highlights errors in the usage of articles (definite article “the” and indefinite articles “a” and “an:”) within interview transcripts. Mistakes include missing articles, incorrect article choices, and misplaced articles. Corrections aim to improve grammatical accuracy and clarity in the statements.

Table 12: Article

Interview	Line	Mistake and corrections
R6	299	Well my name is XXX; graduated from UKM...I did marketing in UKM but I am more into marketing. Actually, I have no working experience at all...and recently I attended two interviews but it was a different (.) field= (.) ya. (no conjunctions and article)
S7	385	Sir, for time being I do not have money for rental. About travelling...I have a motorbike. So no problem but I am thinking about relocate (.) yes I can consider if the company pays me well and give me all the necessary facilities. Yes, I would consider. Why not sir? (no article)
R9	466	Currently...I am doing part time like job handling customers care line and I am looking for a permanent job. I like marketing job a lot. I saw your company got a walk in interview so (.) I am interested...ya I like marketing job. (no conjunctions and no article)
S17	775	_yes... (I am) dedicated person_ finished my internship but now I play football for the club as well as teaching part time in one of the English language centers(spelling) while looking for a full time job. (wrong article)
S17	779	I like my current part time job as it can train me to do things systematically...then (.) however (.) the range of exposure is (a)bit small (.0 I would say and I wish to join a bigger organisation to have more exposure to various environments in the future. (miss article)
S17	813	Well...human capital investment is an important factor in any organisation...my plan is...wait(waits)... the first two years _try(trying) to learn from the present system as much as possible as to(for) how to run a(an) organisation in a good way... third and fourth year after the 2 years training...try to put forward to (.) my superior my suggestion or proposal for the organisation well-being and advancement...in good faith (.) and (in) the fifth year (.) try to organise team work and try to put forward my opinions or ideas to my superior... in a more organised (.) (wrong verb, conjunction, article, and adjective)
U19	869	Sir...I am once a student of TESL (.) (I) love reading (to read) English books and enjoy listening to all types of music genre in all languages. Hence (.) I am teaching English in one of the(a) private tuition centers. (missing pronoun, wrong verb and misuse of article)
U19	877	Mr...hmmm...miscommunication between me and the (my) parents but (and) it was solved by talking to the manager and asking him what he thinks...yes. (misuse of article, wrong conjunction)
U19	885	Generally...I (.) discussing (usually discuss) with the (with people) people involve. (wrong use of verb, wrong article)

U19	897	That is (a) funny question...of course la sir...what you...I would say...to keep on learning and be a progressive employee. (missing article)
U19	899	(laughs)...will I get a (the) job...tot sure. (wrong article)
U21	939	No sir...I am jobless...and looking for a job...but I worked for two month in handling...complaints department in one of the electronic service companies. (one of electronic service companies.) (wrong article)
U21	941	...they put (chose) me as (a) customer representative (wrong verb, no article)
U23	1032	(laughs) stress (and)...pressure...we (I)...I would prefer to work under control and the (should not have the) kind of work pressure or stress...I can manage I guess...yes I can. (no conjunction, wrong pronoun, misuse article)
U23	1034	Generally...facing problems is common... but it has to be solved in a (in dignity manner) dignity manner (.) having meetings and get ideas from other experts and finally can find an amicable solution...sure can. (misuse article)

5. Discussion

The analysis of the interview transcripts provides valuable insights into the linguistic proficiency and communication skills demonstrated by the candidates. It illuminates the prevalence of errors across various parts of speech, ranging from verbs to pronouns, adverbs, adjectives, conjunctions, prepositions, and articles. These errors, which include misplacements, omissions, and incorrect usage, significantly impact the clarity, coherence, and overall effectiveness of communication during job interviews.

Verb-Related Mistakes, the analysis uncovers a concerning trend of verb-related mistakes scattered throughout the interview transcripts. From incorrect verb forms to missing verbs and misuse, these errors present substantial barriers to effective communication during job interviews. For instance, instances where candidates incorrectly conjugate verbs or omit them altogether can lead to confusion and hinder comprehension. This underscores the fundamental need for candidates to review and reinforce their understanding of verb conjugation rules and forms. Clear and precise verb usage not only facilitates accurate conveyance of thoughts but also enhances the perception of competence and professionalism in the eyes of prospective employers. Addressing these verb-related mistakes is imperative for ensuring clarity, coherence, and overall effectiveness in verbal communication during job interviews.

Pronoun errors emerge as another prominent issue highlighted in the analysis of the interview transcripts. These errors encompass misplacements, omissions, incorrect usage, lack of agreement, inconsistency, and improper references, all contributing to communication challenges. When pronouns are used incorrectly or inconsistently, it can lead to confusion regarding the intended meaning of statements, thereby impacting the clarity and professionalism of the candidate's communication. Rectifying these errors is paramount for enhancing clarity and coherence in verbal expression, ensuring that messages are conveyed accurately and professionally. Candidates must pay careful attention to pronoun usage to avoid undermining their credibility and effectiveness during job interviews.

Furthermore, the analysis underscores various issues related to the use of adverbs, adjectives, conjunctions, prepositions, and articles in the interview dialogue. Errors in these areas can disrupt the flow of conversation, impede fluency, and introduce ambiguity or confusion into communication. For example, missing adverbs or misused adjectives may fail to provide necessary context or descriptive nuance, while improper conjunction usage can lead to disjointed or fragmented speech. Addressing these mistakes is essential for improving overall language proficiency and ensuring that ideas are conveyed clearly and coherently during job interviews. Candidates must focus on refining their usage of these linguistic elements to enhance the effectiveness of their verbal communication and increase their chances of success in securing employment opportunities.

The analysis underscores the critical importance of meticulous attention to detail in verbal expression and the ongoing development of language proficiency. By identifying and rectifying errors across various parts of speech, candidates can significantly enhance their communication skills and increase their effectiveness in job interviews. Additionally, targeted language learning strategies and practice activities focusing on specific areas of improvement are invaluable tools for refining linguistic proficiency and effectively conveying qualifications and experiences during interviews.

6. Implication of the Study

The study titled "Analyzing Part-of-Speech Errors in Job Interviews Among Malaysian Fresh Graduates in Malaysia: Implications for Communication Competence" holds significant implications for diverse stakeholders within the Malaysian job market, education sector, and recruitment processes.

Undergraduates and Fresh Graduates: The study sheds light on prevalent linguistic errors often observed among fresh graduates during job interviews. Recognizing these errors empowers undergraduates and fresh graduates to concentrate their efforts on refining these areas, thereby augmenting their communication skills and bolstering their prospects in job interviews. Understanding the pivotal role of linguistic proficiency in securing employment, these individuals can prioritize language acquisition and seek out resources or training programs to address identified weaknesses.

Job Seekers: Armed with insights gleaned from the study, job seekers gain awareness of common linguistic pitfalls and can actively mitigate them during job interviews. Appreciating the importance of lucid and coherent verbal expression, job seekers can tailor their preparatory strategies to encompass targeted practice on verb conjugation, pronoun usage, and other identified areas of concern, thereby enhancing their interview performance.

Teachers/Instructors and Course Modules: Educators can leverage the study's findings to inform curriculum development and instructional methodologies, ensuring that language proficiency and communication skills are adequately emphasized in educational programs. Course modules can be adapted to incorporate focused exercises and assessments aimed at enhancing students' mastery of various parts of speech, better equipping them for job interviews and professional communication in the workplace.

Employers and Recruitment Agents: The study equips employers and recruitment agents with a deeper understanding of the linguistic hurdles faced by fresh graduates

during job interviews. This understanding can inform recruitment practices, aiding in the establishment of realistic expectations regarding candidates' communication abilities. Employers may opt to provide additional support or training to new hires to address identified communication gaps, ultimately facilitating smoother onboarding and integration into the workplace.

Higher Learning Institutions: Higher learning institutions can leverage the study's findings to evaluate the efficacy of their language programs and pinpoint areas for enhancement. By integrating the study's implications into institutional policies and practices, these institutions can better equip students with the requisite communication competencies for success in the job market and beyond. Overall, the study underscores the critical importance of linguistic proficiency and effective communication skills in the realm of job interviews among Malaysian fresh graduates. Addressing identified weaknesses and implementing targeted improvement strategies can empower stakeholders at various levels to enhance graduates' employability and success in the competitive job market, see [Table 13](#).

[Table 13](#) presents the stakeholders involved and the implications of the study for each group within the context of Malaysian job interviews among fresh graduates

Table 13: Summary of the Implication

No	Stakeholders	Implications
	Undergraduates and Fresh Graduates	-Awareness of prevalent linguistic errors in job interviews - Focus efforts on refining communication skills - Prioritize language acquisition and seek training programs to address weaknesses
	Job Seekers	- Gain awareness of common linguistic pitfalls -Actively mitigate errors during interviews -Tailor preparatory strategies to address identified weaknesses
	Teachers/Instructors and Course Modules	- Inform curriculum development and instructional methodologies - Emphasize language proficiency and communication skills in educational programs - Incorporate focused exercises and assessments
	Employers and Recruitment Agents	- Understand linguistic hurdles faced by fresh graduates -Establish realistic expectations regarding candidates' communication abilities - Provide additional support or training as needed
	Higher Learning Institutions	-Evaluate efficacy of language programs -Pinpoint areas for enhancement - Integrate implications into institutional policies and practices - Better equip students for job market success

7. Conclusion

In conclusion, the analysis of part-of-speech errors in job interviews among Malaysian fresh graduates underscores the critical importance of linguistic proficiency and effective communication skills in securing employment opportunities. The study has

provided valuable insights into the prevalence of errors across various linguistic elements such as verbs, pronouns, adverbs, adjectives, conjunctions, prepositions, and articles. These errors significantly impact the clarity, coherence, and overall effectiveness of communication during job interviews.

The implications drawn from this study have far-reaching significance for stakeholders within the Malaysian job market, education sector, and recruitment processes. Undergraduates and fresh graduates are empowered to focus their efforts on refining linguistic skills, thereby enhancing their prospects in job interviews. Job seekers can actively mitigate common linguistic pitfalls armed with insights from this study, thus improving their interview performance. Educators can adapt curriculum and instructional methodologies to emphasize language proficiency and communication skills, better preparing students for the job market. Employers and recruitment agents gain a deeper understanding of candidates' communication abilities, aiding in recruitment practices and onboarding processes. Higher learning institutions can evaluate and enhance their language programs to better equip students for success in the competitive job market.

While this study provides a comprehensive analysis of part-of-speech errors in job interviews among Malaysian fresh graduates, further research is warranted to delve deeper into specific linguistic challenges and their impact on employment outcomes. The studies could explore the effectiveness of targeted language learning interventions on improving communication skills and employability. Additionally, longitudinal studies tracking graduates' career trajectories based on their linguistic proficiency and communication skills could provide valuable insights into the long-term implications of addressing these challenges.

In essence, addressing linguistic challenges identified in this study through targeted interventions and continued research efforts can contribute to enhancing graduates' employability and success in the job market, ultimately benefiting both individuals and the Malaysian economy as a whole.

Ethics Approval and Consent to Participate

The consent was obtained from all parties involved in this study, and they mutually agreed to participate

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