



NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

KAMPONG CHAM CAMPUS

Bachelor's Research Report

English for Education

IMPACT OF THE ENGLISH LANGUAGE ON JOB OPPORTUNITIES

A Case Study at NUCK

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2025

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2025

DECLARATION

We, Veng Sokeng, Houn Chansopiyang, and Run Sokra, hereby confirm that the research titled “Impact of English Language on Job Opportunities: A Case Study At NUCK,” submitted as a requirement for the completion of the Bachelor’s Degree (Batch 21) in English for Education at the National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus, is entirely our own work.

To begin with, this work has not been previously used to fulfill the requirements for a degree or equivalent qualification at any other university or institution. Moreover, no content has been extracted or utilized in this research without proper permission from the authors or without citing the sources. Finally, the above research is solely our own work and has not involved collaboration with any other groups.

Conflict of interest

No potential conflict of interest was reported by the authors.

Funding

The authors received no financial support for the study, authorship, and/or publication of this article.

Declaration of AI usage

The authors used Grammarly to polish the language in some parts of the article. However, they declared that the content of the article is totally theirs.

Kampong Cham,, 2025

Signatures

Veng Sokeng :.....

Houn Chansopiyang :.....

Run Sokra :

SUPERVISOR’S LETTER

I hereby confirm and acknowledge that **Veng Sokeng, Houn Chansopiyang, and Run Sokra**, undergraduate students in English for Education (Batch 21), have genuinely authored the research titled “**Impact of the English Language on Job Opportunities: A Case Study at NUCK**”.

Kampong Cham,, 2025

Supervisor

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Em Sereyrath, PhD

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ABSTRACT

This study aims to examine how students' English language competency affects their employment prospects post-graduation from the National University of Cheasim Kamchaymear (NUCK). Data were obtained from 56 students across three academic years utilizing a quantitative study approach. The group had 14 first-year students, 25 second-year students, and 17 third-year students. The students' assessments of their English competence regarding employability, job preparedness, and future career goals were examined using a standardized questionnaire. Data indicates that approximately 78% of participants assert that proficiency in the English language is essential for securing employment in their respective fields. Furthermore, third-year students nearing graduation indicated a stronger perceived correlation between their English language proficiency and anticipated employment opportunities. This was in relation to students in their initial and second years of study. As students progress through their academic degrees, they seem to be increasingly cognizant of the importance of possessing a robust command of the English language. The study highlights the importance of English language proficiency in influencing students' career choices and stresses the need for targeted English language instruction within university curricula. Enhancing students' English language proficiency is essential to strengthen their readiness for the increasingly globalized and competitive job market. The study offers significant insights for educators, curriculum creators, and policymakers seeking to enhance graduate employability through targeted language education programs.

Keywords: English Language Proficiency; Graduate Employability; Career Development; Higher Education; Quantitative Research

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LIST OF ABBREVIATIONS AND ACRONYMS

EPCIE : Education to Promote Cultural Integration Education

ESEJO: Effect of Speaking English on Job Opportunities

ETSD : The Effect of Technology on Socioeconomic Development

IELJO : Impact of the English Language on Job Opportunities

ITSD : Impact of Technology on Socioeconomic Development

NUCK: National University of Cheasim Kamchaymear

RDLE : The Role of Digital Literacy in Employability

RNJA : Role of Networking in Job Acquisition

TESD : Technology's Effect on Socioeconomic Development

CHAPTER ONE

INTRODUCTION

In today's interconnected world, competence in the English language has become an essential skill for anyone aiming to obtain employment and progress in their careers. As globalization transforms the workforce, proficiency in English has become an essential need, especially for graduates entering competitive employment markets. This chapter presents a study examining the influence of English language proficiency on career prospects for students at the National University of Cheasim Kamchaymear (NUCK) in Kampong Cham province, Cambodia. It delineates the study's background, identifies the research problem, articulates the objectives and research questions, and specifies the scope and restrictions. The study's significance, important terminology, and report structure are outlined to establish a thorough foundation for comprehending the research setting and its relevance.

1.1 Background of the study

A competitive job market demands effective communication in the working environment. English is becoming more and more important as a communication language in the workplace worldwide due to globalization (Stensrud, 2007). However, those who lack proficiency in English have trouble obtaining employment, particularly in well-paying positions (Doe, 2021). Therefore, being able to be professional in English is essential for employees to grow in both domestic and foreign organizations, as well as to enhance their technical expertise. It lays the groundwork for what has been dubbed "process skills"—the critical thinking and problem-solving abilities required to adapt to the quickly evolving global workplace, where English is becoming a more crucial language (Akhmadjanovna, 2019).

Regardless of social, political, religious, or geographic distinctions, English has emerged as the universal language of the global business community (Mufwene, 2010). It is acknowledged as one of the United Nations' six official languages (Okudaira, 1999). Earlier, individuals used to get a job if they held competence in their respective industries, but in the contemporary era, their specific talents should be matched with communication skills (Azevedo, 2012). English has become much

more important in recent years as a result of jobs becoming more worldwide (Warschauer, 2000). It has developed into a significant communication tool throughout time, both domestically and internationally (McKay, 2002). Spoken English is even more important because there are several instances where someone is well-versed in a subject yet fails to convey it effectively (Aichhorn, 2017). Speaking English aloud is, therefore, very important.

English language competency has become a critical component affecting job prospects in a world economy that is becoming more interconnected by the day (Graddol, 1998). English is the most widely used language in technology, education, and worldwide business (Shokhrukh, 2024). It is not just a communication tool but also a doorway to professional growth. The subject of this case study is University NUCK, a well-known university that draws students from a wide range of language backgrounds, many of whom hope to compete in the global labor market.

In a competitive job market, effective communication is crucial. Globalization has made English a more important communication language in the workplace globally (Stensrud, 2007), but it is hard for people who don't speak the language to get a job, especially in high-paying jobs (Doe, 2021). Therefore, employees must be able to speak English professionally to advance in both domestic and international organizations and to increase their level of technical proficiency. Akhmadjanovna (2019) claims that it lays the groundwork for what have been dubbed "process skills"—the critical thinking and problem-solving abilities required to adapt to the rapidly changing global workplace, where English is becoming an increasingly important language.

English language competency has become a critical component affecting job prospects in a world economy that is becoming more interconnected by the day (Graddol, 1998). English is the most widely used language in technology, education, and worldwide business (Shokhrukh, 2024). It is not just a communication tool but also a doorway to professional growth. The subject of this case study is University NUCK, a well-known university that draws students from a wide range of language backgrounds, many of whom hope to compete in the global labor market.

1.2 Statement of the Problem

English communication skills are becoming more and more crucial for employment in Cambodia, especially for those who have graduated from rural universities. Despite its importance, many obstacles impact graduates of these institutions' ability to learn English and prepare for the workforce (Em et al., 2017). Insufficient English Language Curriculum, Graduates from many rural institutions are ill-prepared for the workforce because they lack an efficient English language program that satisfies industrial standards (Phan, 2015). Limited Access to Qualified English Teachers (Em, 2023), due to a lack of certified English language teachers, students in rural universities receive subpar instruction and have few practice opportunities (Suy, 2017). Impact on Employability, Due to their inadequate English proficiency, graduates from rural universities sometimes struggle to find jobs, which limits their choices in international and domestic marketplaces (Rattanak, 2018). disparities in socioeconomic status. According to Tour (2016), socioeconomic inequities are exacerbated by the discrepancies in English language education between urban and rural institutions, and urban graduates typically have better employment possibilities due to their higher English language proficiency. Market Perceptions of English Language Skills: Employers in Cambodia tend to favor candidates who speak English when making hiring decisions, giving the impression that graduates from rural universities are less competitive than those from metropolitan ones (Heng, 2019).

Cambodian Employment Trends. Because of Cambodia's extremely competitive labor market, companies usually give preference to candidates who speak English fluently. Graduates from remote universities could find it more difficult to acquire employment than their urban counterparts (Asian Development Bank, 2016). Differences in Education. There are notable differences in the quality of education between urban and rural universities in Cambodia, particularly in English language instruction. Rural universities may lack the resources, qualified professors, or exposure to modern teaching methods necessary to enhance students' learning of the English language (World Bank, 2019).

Employers' perception, Employers may view graduates from rural colleges as less competitive due to their limited English proficiency, which could influence hiring decisions. This view could create a vicious circle of disadvantage for these institutions' graduates (ILO, 2020). Social and Economic Aspects Socioeconomic factors play a major role in determining access to English language training in rural areas. Many students might not have the money to access online resources or enrol in private language schools, which would further limit their employment options (UNDP, 2018). Long-term Career Implications, For graduates of rural colleges, poor English proficiency can have long-term employment consequences, such as lower pay, fewer promotions, and fewer chances for professional growth. This might hinder economic growth in rural regions and prolong poverty cycles (World Economic Forum, 2020).

1.3 Research Objectives

Researching how English language proficiency affects opportunities for employment at NUCK, the aim of this study:

1. To assess the English proficiency level of students at NUCK.
2. To analyze the impact on employment potential.
3. To understand the views of students about the importance of English language skills in finding their job.

1.4 Research Questions

Most students at NUCK in Kampong Cham province have many problems with job opportunities for students who study the English language. So, this research focuses on the question:

1. What is the impact of the English language on job opportunities?
2. How does the English language affect job opportunities?
3. What are the factors that impact English on job opportunities?

1.5 Scope and Limitations of the Study

Given that it takes so much time, money, technology, and material resources, it is quite challenging to generalize information from Cambodian universities. For this reason, it was restricted to NUCK in the province of Kampong Cham. Therefore, the study's conclusions might not apply to

all Cambodian universities. Additionally, university (NUCK) students were selected to take part in the study. This study was carried out between 2024 and 2025 with the goal of better coordinating processing to become timelier and more efficient.

1.6 Significance of the Study

An extra benefit was the chance to learn in one's mother tongue. But there was growing evidence of educated unemployment, which was a significant problem because the government sector might absorb a small percentage of young people with education into gainful jobs (Robinson, 2018). English-educated young people from a specific socioeconomic background were desired by the private sector, which was a relatively minor player in the economy (Sultana, 2015). The value placed on using English as a teaching language, which includes both university and school instruction, was forced to update the curricula and reinstate English as a teaching medium in response to the evolving circumstances (Bayyurt, 2006). Public universities only made a few adjustments to facilitate the shift to English-medium instruction, primarily due to resource constraints (Rose, 2020). One significant shortcoming among today's undergraduates and graduates is a lack of English communication skills, which has an impact on their chances of finding work, in particular (Em & Khampirat, 2025). Information technology graduates' ability to perform at a higher level and share greater job responsibilities has also been found to be hampered by a lack of English communication skills, or soft skills (Williams, 2015). The Post Graduate Institute of English administered a Test of English Proficiency that focused on the four main language abilities: reading, writing, speaking, and listening (Rajendram, 2019).

1.7 Definition of Key Terms

English Language Proficiency: English language proficiency refers to a student's ability to effectively understand, speak, read, and write in English. In today's globalized economy, such proficiency is seen as a critical skill that can significantly influence a graduate's employability, career progression, and ability to engage in international communication. In the context of this study, English proficiency is examined as a key factor impacting students' opportunities in the job market.

Graduate Employability: Graduate employability encompasses the set of skills, knowledge, and attributes that make university graduates more likely to secure and succeed in their desired careers. It includes not only academic qualifications but also practical skills like communication, critical thinking, and adaptability. This study focuses on how English language skills specifically enhance the employability of graduates from the National University of Cheasim Kamchaymear (NUCK).

Career Development: Career development involves the lifelong process of managing learning, work, and transitions in order to move toward a desired professional goal. It includes acquiring new skills, gaining experience, and building networks that help individuals advance in their careers. This research highlights the role of English language ability as a critical tool that students use to navigate and enhance their career development paths.

Higher Education: Higher education refers to formal learning at colleges, universities, and other institutions that award academic degrees or professional certifications. It plays a crucial role in shaping students' knowledge base, skill sets, and professional readiness. This study examines how higher education institutions like NUCK contribute to building students' English language capabilities to prepare them for employment.

Quantitative Research: Quantitative research is a systematic investigation that focuses on quantifying data and applying statistical analysis to understand patterns, relationships, and trends. This study adopts a quantitative approach by using structured surveys to collect numerical data from students, thereby ensuring objective measurement of the relationship between English language proficiency and employability.

1.8 Structure of the Report

The current thesis contains six chapters as follows.

Chapter 1: Introduction

Chapter 2: Literature Review

Chapter 3: Research Methodology

Chapter 4: Findings

Chapter 5: Discussion

1.9 Chapter Summary

This study examines how NUCK students' English language competency affects their employment prospects, highlighting the vital role that language proficiency plays in employability in a labor market that is becoming more and more international. To contextualize the problem statement regarding the observed difficulties students encounter in finding a job because of differing degrees of English language proficiency, the background emphasizes the crucial roles that English plays as a lingua franca in professional settings. Assessing proficiency levels, examining their effects on employment placement rates, and investigating students' views of the value of English are the main goals of the study.

To guide the investigation, specific research questions are posed regarding proficiency levels and their influence on employability. The scope includes current students and recent graduates at NUCK, while limitations may include sample size and focus on self-reported measures. The significance of the study lies in its potential contributions to curriculum development and career services at the university. Furthermore, key terms such as "English language proficiency," "employability," and "job opportunities" are defined to ensure a shared understanding of fundamental concepts. Finally, the structure of the study is outlined, encompassing an introduction, literature review, methodology, findings, discussion, conclusion, references, and any pertinent appendices. Collectively, these elements aim to provide a comprehensive analysis of how English language skills notably impact job opportunities for university students.

CHAPTER TWO

LITERATURE REVIEW

As the most often spoken second language in the world, English plays a crucial role in international trade and multinational corporations as a universal communication medium. This is highlighted in the literature study. Businesses that are proficient in English can interact with clients from around the world, enter new markets, and improve operational efficiency. Fluent English speakers are favored for positions involving communication with international partners in a competitive market, giving businesses an edge when negotiating intricate agreements and overcoming legal obstacles. Furthermore, good communication encourages cooperation across various teams, which stimulates creativity and innovation. English proficiency is crucial for maintaining competitiveness in the ever-changing global business environment, as evidenced by the availability of top academic institutions and professional development programs conducted in the language.

2.1 The Importance of English in Higher Education

English is the primary language of communication in the majority of schools, colleges, and institutions, particularly for international students (Cohen, 2005). To understand books, lectures, and tasks, it is imperative to master English (Ur, 2012). The majority of students aspire to study overseas, and it might be challenging to be successful in other nations if you don't know the language (McGregor, 2016). English is used to teach the majority of science courses, as well as innovations and technologies. Medical science, engineering, and law are three significant fields of study where you will see the value of English in higher education (Benesch, 2001). Finding work in many big, multinational corporations is made easier for people who speak and understand English. From internships, part-time work, and placements to getting a full-time career based solely on your fluency in the language, you can see the importance of English everywhere. The most popular professions that can be pursued just by understanding the language include customer service, teaching, writing, marketing, sales, anchoring, and reporting (Em & Mao, 2024).

2.2 Impact of English on Career Development and Advancement

English greatly affects job growth and progress in today's connected world. Global Communication, English facilitates communication between people from different cultures and nations by acting as a universal language. Professionals who are proficient in English may work with colleagues from different backgrounds, conduct business internationally, and grow their professional networks (Crystal, 2003). Access to Information, English is used to print a sizable portion of professional and scholarly literature. People who are proficient in the language have more access to resources, research, and best practices, all of which can improve their knowledge and abilities (Graddol, 2006). Job Opportunities, English proficiency is required by many employers, particularly in multinational corporations.

Proficiency can open work chances that non-native English speakers. In today's interconnected world, English has a significant impact on career advancement. Global Communication: As an international language, English makes it easier for people from many countries and cultures to communicate with one another. English-speaking professionals can collaborate with coworkers from diverse backgrounds, do business abroad, and expand their professional networks (Crystal, 2003). Access to Information: A significant amount of academic and professional material is printed in English. Proficient speakers have greater access to resources, studies, and best practices, all of which can enhance their skills and knowledge (Graddol, 2006). Opportunities for Employment, English proficiency is essential for many employers, particularly in multinational organizations. Proficiency can help non-native English speakers find employment. (Bennet, 1998).

2.3 Challenges Faced by Non-Proficient English Speakers

Some difficulties that non-native English speakers encounter. Barriers to Communication, Poor English speakers frequently encounter major communication obstacles that can impair their capacity for clear self-expression. Inadequate vocabulary or poor grammar can cause misunderstandings and annoyance in both social and professional contexts. These obstacles may also make it more difficult for them to ask questions, seek clarification, or take part in conversations—all

of which are critical components of good communication. Research has demonstrated that a person's capacity to interact in social and professional contexts is directly impacted by their level of language competence, underscoring the significance of language proficiency in building relationships and teamwork (Qin, 2018).

Employment Opportunities, since many organisations require a certain level of language competence for successful communication, a lack of proficiency in English can limit career advancement and job chances (Friedman & Hurst, 2018). Access to Education. Since English is frequently used as the major language of instruction in educational institutions, non-native English speakers may have difficulty getting high-quality instruction (Gonzalez & Garcia, 2019). Social Isolation, Social isolation brought on by language issues can make it challenging for non-native English speakers to interact with others and fit in with their communities (Hernandez & Lee, 2020).

Healthcare Access, Limited. Patients who are not proficient in English may find it difficult to express their requirements or comprehend medical information, which can make it more difficult for them to get healthcare treatments (Flores & Tomany, 2008). Legal Issues, the legal system can be confusing for non-native English speakers, which can result in misconceptions about their rights and obligations (Baker & Leung, 2017).

2.4 Educational Programs and English Language Training

Current State of Education in Cambodia, although there have been notable advancements in Cambodian education since the Khmer Rouge era, issues still exist, such as infrastructure, teacher preparation, and access to high-quality education (UNESCO, 2021). Government Programs, The Education Strategic Plan (ESP), and efforts to boost enrolment rates are only two of the measures the Cambodian government has put in place to enhance the educational system (MoEYS Cambodia, 2019). Program Types for Education. there are various categories into which education programs can be divided: Formal education refers to organised learning environments such as colleges and universities. Informal education, organised education that takes place outside of the official system, including community education and workshops. Unstructured learning that takes place in everyday life is known as informal education (OECD, 2019). English Language Training, Programs, and

courses designed to teach English to non-native speakers are referred to as English language training. Academic achievement, professional growth, and social integration may all depend on this training (British Council, 2020). Challenges in Education and Language Training, the necessity for culturally sensitive teaching methods, differences in instruction quality, and unequal access are some of the issues that both education programs and English language training must deal with (World Bank, 2020).

2.5 Advanced Skills and Competencies

In the contemporary workplace, these advanced skills and competences are becoming more and more appreciated because they support organisational effectiveness as well as individual achievement. Critical thinking involves the capacity to evaluate data impartially and reach well-reasoned conclusions. It requires studying arguments, identifying biases, and assessing sources. Making decisions in a number of fields, including business, education, and healthcare, requires this competence (Facione, 2015). Emotional intelligence refers the capacity to identify, comprehend, and control one's own feelings while also having empathy for others. Emotional intelligence (EI) is crucial for both personal and professional success since it can improve teamwork, leadership, and communication abilities (Goleman, 1995).

Adaptability could be the capacity to successfully accept change and adapt to new circumstances. Being flexible enables people to flourish in the face of uncertainty and difficulties in a workplace that is changing quickly. Professionals may successfully negotiate challenging situations thanks to this competency, which cultivates resilience, creativity, and invention (Pulakos, 2000). Collaboration involves acknowledging different viewpoints and abilities while working productively with others to accomplish shared objectives. Through the integration of many perspectives and knowledge, it improves creativity and problem-solving skills. Strong teamwork abilities are crucial in group settings because group efforts frequently produce better results than individual efforts (Salas, 2005).

Leadership, a key component of effective leadership is the capacity to encourage and inspire people or groups to pursue a vision or objective. In order to successfully lead their teams through

obstacles and changes in direction, leaders need to be emotionally intelligent, have excellent communication skills, and be able to think strategically (Northouse, 2018).

2.6 International Socioeconomic and Cultural

The ability to successfully embrace change and adjust to novel situations may be referred to as adaptability. In a rapidly evolving workplace, flexibility allows people to thrive in the face of unpredictability and challenges (Em, 2022). This ability fosters resilience, inventiveness, and ingenuity, enabling professionals to successfully navigate difficult situations (Pulakos, 2000). In order to achieve common goals, collaboration entails recognizing and respecting the diverse perspectives and skills of others. It enhances creativity and problem-solving abilities by incorporating a variety of viewpoints and expertise. Since group efforts usually yield better outcomes than individual efforts, strong teamwork skills are essential in group situations (Salas, 2005).

The ability to motivate and inspire individuals or groups to follow a vision or goal is a crucial aspect of good leadership. Cultural Identity and Migration. In today's globalised environment, migration has a big impact on cultural identity. People bring their cultural customs with them when they relocate, and they also adjust to new surroundings. The formation of hybrid identities as a result of this interaction can enhance a society's cultural fabric while simultaneously raising issues with acceptance and assimilation (Hall,1990).

Impact of Technology on Socioeconomic Development, technological developments have a significant impact on how countries progress socioeconomically. Technology access may boost economic growth, improve healthcare services, and expand educational options. The digital divide is still an issue, though, because not all groups have equal access to technology, which exacerbates already-existing disparities (Castells, 2010). Education as a Tool for Cultural Integration. In increasingly heterogeneous cultures, education is a potent instrument for fostering cultural integration. It encourages social cohesion and lessens prejudice by promoting tolerance and understanding for people from different cultural origins. Students can be better prepared for global citizenship in an interconnected society by participating in multicultural education programs (Banks & Banks, 2010)

2.7 International Educational Systems and Curriculum

Technology's Effect on Socioeconomic Development: Technological advancements have a big influence on how nations develop socioeconomically. Access to technology may increase educational opportunities, enhance healthcare, and spur economic growth. However, because not all groups have equal access to technology, which exacerbates already-existing inequality, the digital gap remains a problem (Castells, 2010).

Using Education to Promote Cultural Integration Education is a powerful tool for promoting cultural integration in increasingly diverse societies. Fostering tolerance and understanding for individuals from diverse cultural backgrounds, it promotes social cohesion and reduces prejudice. Participating in multicultural education programs can help students become more prepared for global citizenship in a linked world (Banks & Banks, 2010). Additionally, this field draws attention to differences in educational quality and access, which sparks conversations about reform and equity in a variety of settings (Bray & Thomas, 1995).

The Impact of Technology on Socioeconomic Development: Technological developments significantly impact the socioeconomic development of countries. Technology access may improve healthcare, expand educational opportunities, and promote economic expansion. The digital divide is still an issue, though, since not all groups have equal access to technology, which makes inequality that already exists worse (Castells, 2010).

Promoting Cultural Integration via Education. Education is a potent instrument for fostering cultural integration. It strengthens social cohesiveness and lessens prejudice by encouraging tolerance and understanding for people from different ethnic backgrounds. Students who take part in intercultural education programs can improve their readiness for global citizenship in an interconnected world (Banks & Banks, 2010).

The Effect of Technology on Socioeconomic Development: Advances in technology have a big influence on how nations develop socioeconomically. Access to technology may boost economic growth, increase educational opportunities, and enhance healthcare. However, because not all groups have equal access to technology, the digital divide continues to be a problem, exacerbating already

existing inequalities (Castells, 2010). Encouraging Cultural Integration through Teaching Education is a powerful tool for promoting cultural integration in societies that are becoming more and more varied. By promoting tolerance and understanding for persons from diverse ethnic backgrounds, it improves social cohesion and reduces prejudice. In an interconnected society, students who participate in intercultural education programs can become more prepared for global citizenship (Banks & Banks, 2010).

2.8 Advanced Employability and Job Market Outcomes

Importance of Soft Skills, Soft skills like problem-solving, cooperation, and communication are becoming more and more important for employment. Because these qualities have a major impact on workplace dynamics and productivity, employers frequently give them precedence over technical capabilities (Em et al., 2021). Gaining soft skills can improve professional advancement and employment prospects across a range of industries (Roberts & McNulty, 2020). **Impact of Internships on Employment Outcomes.** Internships bridge the gap between academic knowledge and workplace abilities by offering real-world experience that improves employability. According to research, students who finish internships have a higher chance of finding work after graduation and frequently earn higher starting pay than their counterparts without such experience (Gault, 2020).

Role of Networking in Job Acquisition: Building a network is essential for landing a job and advancing in your career. Developing business connections can result in opportunities and employment recommendations that are not publicly posted. Attending industry events and using social media sites like LinkedIn are two examples of effective networking techniques that can greatly improve job seekers' employability prospects (Seibert, 2021). **The Influence of Higher Education on Job Outcomes.** Improved job market outcomes, such as reduced unemployment rates and increased earning potential, are closely associated with higher education. Advanced degree holders are frequently better positioned for leadership positions inside companies and have access to a greater variety of employment options. Upskilling and ongoing education are crucial in a labour market that is changing quickly (Oreopoulos & Petronijevic, 2018).

The Role of Digital Literacy in Employability. Digital literacy is crucial for employability in a variety of industries in the modern digital economy. Digital tool and technology proficiency can improve job effectiveness and flexibility in dynamic work situations. Digital literacy is an essential part of workforce preparation since employers are looking for applicants who can use digital platforms efficiently (Van Laar, 2020).

2.9 Conceptual Framework

In conducting a case study on the impact of English language proficiency on job opportunities at the university level, it is crucial to address several ethical considerations. Researchers must ensure informed consent from participants, clearly communicating the study's purpose, data collection methods, and potential impacts on participants' confidentiality and privacy. Additionally, it is important to consider the cultural sensitivity associated with language and employment, avoiding biases that may stigmatize non-native English speakers or perpetuate stereotypes. Ethical guidelines emphasize the need for equitable treatment of all participants, regardless of their language proficiency, and researchers should strive to present findings responsibly to promote inclusivity in job opportunities (Bourke, 2014).

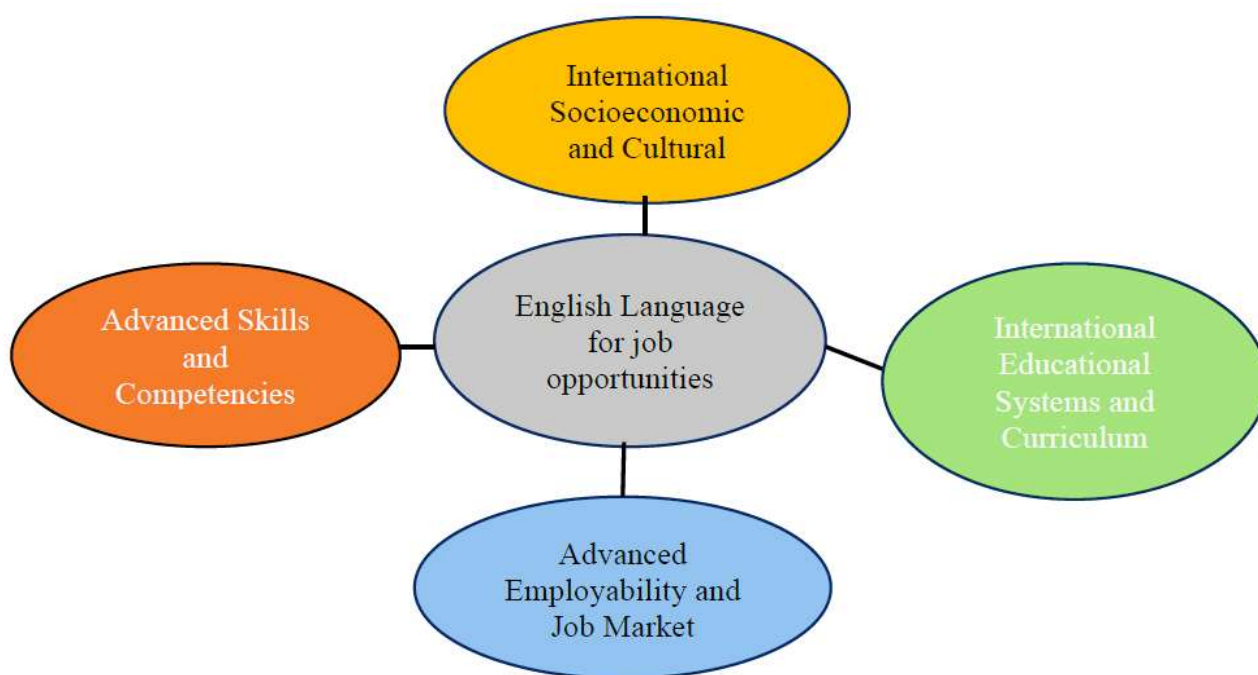


Figure 2.1 Conceptual Framework for the Study

2.10 Research Gap

There is a lot of study on anxiety issues in adults in the field of mental health, but there might not be as much on how social media affects anxiety levels in teenagers. Given that knowledge of this association could help develop prevention and intervention measures suited to younger groups, this disparity clearly represents a research gap that needs to be investigated. Additionally, by aligning their study with the current discourse in their respective domains, researchers can better defend their investigations by identifying these gaps (Booth, 2021). In addition to improving scholarly discourse, filling research gaps has real-world applications. Finding information gaps regarding specific diseases, for instance, can help public health professionals better target health programs and allocate resources. To successfully identify and communicate these gaps, researchers are therefore urged to carry out in-depth literature evaluations and participate in continuing discussions within respective domains (Fink, 2019)

2.11 Chapter Summary

Besides enhancing academic discourse, addressing research gaps has practical uses. For example, public health practitioners can more effectively target health programs and allocate resources by identifying knowledge gaps on particular diseases. Researchers are therefore encouraged to conduct thorough literature reviews and take part in ongoing conversations within their particular disciplines in order to effectively identify and explain these gaps. (2019, Fink).

Advanced abilities, including critical thinking, emotional intelligence, adaptability, and teamwork, are vital for professional success. The review also discusses the impact of globalization, economic inequality, cultural identity, and technology on educational and employment outcomes. It underscores the importance of soft skills, internships, networking, and digital literacy in enhancing employability. Furthermore, the review calls for improvements in educational systems and curricula to address these issues and promote social unity. Lastly, it identifies a research gap regarding the influence of social media on teenage anxiety, urging further studies to better inform mental health interventions.

CHAPTER 3

METHODOLOGY

This chapter delineates the methodological framework employed to investigate the influence of English language proficiency on the career prospects of students at the National University of Cheasim Kamchaymear (NUCK) in Kampong Cham province. The document outlines the research design, demographic and sampling methodologies, data collection protocols, data analysis techniques, and ethical considerations implemented to assure the study's validity, reliability, and integrity. This study utilized a quantitative research methodology to collect numerical data from student participants using structured questionnaires, facilitating a systematic examination of students' perspectives of the significance of English abilities in their future employment. The methodological selections outlined in this chapter establish a coherent framework for comprehending the study execution and the derivation of the findings.

3.1 Research Design

The design used in this investigation was quantitative. The focus of quantitative methods is on objective measurements and the statistical, mathematical, or numerical analysis of data obtained from surveys (see Em et al., 2022), questionnaires, and polls, as well as the use of computing techniques to modify statistical data that has already been acquired. Numerical data collection and generalisation across populations or to explain a specific occurrence are the main goals of quantitative research (Babbie, 2010).

3.2 Population and Sampling

There are 56 students in NUCK. There are 14 Of first year students, 25 students of second year students and the third year students there are 17 students. The participants were 20 students. Such as in second year and third year, we chose 5student and 6 students in first year, they all have been learning English for many years and most of them are around 18 to 25 years old. They could have enough experience to provide us with information.

3.3 Sample collection

To ensure the validity of our study, we tried to collect precise and appropriate data from our participants. **Simple random sampling** was used to select the target student. A subset of participants is chosen at random from a population by the researcher using simple random sampling, a form of probability sampling. There is an equal chance of selection for every member of the population. Then, as much of this random subset as possible is used to gather data (Thomas , 2020).

3.4 Data Collection

Data was gathered using a structured questionnaire made in handout to examine how the English language affects employment prospects for NUCK university students. The purpose of the survey was to collect quantitative information on first-, second-, and third-year students' opinions of English proficiency and its applicability to their future careers. Students' demographic data, self-reported English proficiency levels, perceptions of the value of English in the labor market, and awareness of job postings needing English proficiency were all covered in the questionnaire (Em & Nun, 2022). A total of 100 responses were gathered by disseminating the survey via social media and university email, guaranteeing a varied representation across academic years. This method offered insightful information about how students perceive English's contribution to improving their employability (Huang, & Curle, 2021).

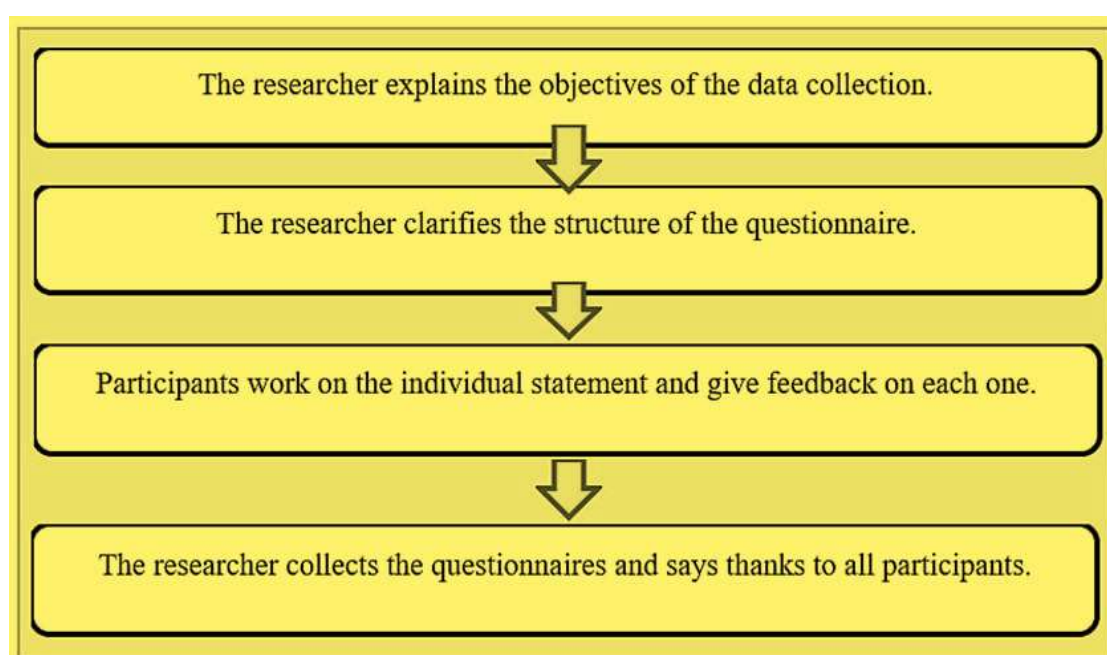


Figure 3.1 Data Collection Procedure

1. To begin, the researcher provided the participants with an explanation of the goals of the data collection being conducted. In this regard, it was necessary to provide a concise summary of the objectives of the study, the significance of the findings, and how the data collected would help to answer the research questions. The participants would have a better understanding of their involvement in the research and would feel more confident about their contribution as a result.

2. Following that, the researcher attempted to make the structure of the questionnaire clearer. Participants received an explanation of each element of the questionnaire, as well as the exact type of information that was sought, as they were led through the various sections of the questionnaire. To ensure that participants had a complete understanding of how to respond to the statements that were supplied, any questions or uncertainties that might arise were addressed.

3. After that, each participant worked on the questionnaire on their own, giving serious consideration to each statement and providing comments wherever it was required. To maintain the reliability of the information that was gathered, this procedure allowed participants to freely and uninhibitedly express their honest thoughts and perspectives.

4. When everything was said and done, the researcher collected the questionnaires that had been filled out and expressed gratitude to all of the participants for their time and contributions. It was beneficial to establish goodwill with them and express respect for the role they had in the research process when you acknowledged their participation.

3.5 Data Analysis

After the survey was finished, data were collected, the data was analyzed, and described as themes which were classified. The data were collected from 56 target student participants who allowed the researcher to conduct the survey. Moreover, the quantitative data provided by participants were analyzed by researchers. Data analysis was analyzed and interpreted to answer the question prepared by the researchers related to the impact of English language on job opportunities: a case study at National University of Cheasim kamchaymear.

3.6 Ethical Considerations

The idea that language skills are essential to employability in a globalized labor market forms the basis of the conceptual framework for investigating how English language competency affects employment prospects in a university setting. According to this concept, students who are more proficient in English are better able to communicate, which increases their chances of landing an internship or a job (Chiswick, 2008). It also examines how educational institutions' provision of language instruction, when paired with the development of soft skills, affects labor market results. A thorough understanding of how English proficiency affects university graduates' professional paths is formed by the interaction of employability skills, tailored curriculum, and language competence.

3.7 Chapter Summary

This chapter presents the methodology used in this research, describing the strategies and procedures implemented to collect and evaluate data. The research design is crafted to answer the research questions while maintaining the validity and reliability of the results. The chapter starts with an explanation of the research design, which outlines the general framework for carrying out the study. The sections on population and sampling explain the target group and the process for selecting participants, ensuring that the sample is representative and relevant to the research objectives. The sample collection section describes the steps taken to gather the sample, ensuring adherence to ethical standards and the protection of participants' rights. The data collection section covers the various instruments and techniques employed to gather information, including both qualitative and quantitative methods that suit the study's requirements. The data analysis section outlines the methods used to analyze the data, ensuring that it aligns with the study's goals and provides valuable insights. Lastly, the ethical considerations section emphasizes the commitment to ethical practices, focusing on participant welfare, informed consent, confidentiality, and responsible reporting of findings. This chapter provides the foundation for understanding the research process and confirms that the study is conducted with academic integrity and reliability.

CHAPTER 4

FINDINGS

The findings, which describe in detail how data was collected from the respondents and analysed. This chapter highlights the key results, including means, standard deviations, and descriptive statistics like skewness and kurtosis for each variable. The results provide insight into the data distribution and trends, which facilitate understanding the demographic and other characteristics of the respondents concerning their gender, age, and year. These findings are the basis upon which the discussion and argument that follow in parallel chapters rest.

4.1. Participants' Information

Table 4.1 Participants' information according to gender

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	13	23.2	23.2	23.2
	Female	43	76.8	76.8	100.0
	Total	56	100.0	100.0	

Forty-three of the total fifty-six participants are female, while thirteen are male, indicating an overwhelming skewness in the gender ratio towards females. Seventy-six-point-eight percent are female, while twenty-three-point-two percent are male, showing the disproportionate numbers of females within the sample. These cumulative percentages rounded off the total to one hundred percent at the completion of the female group, thus confirming the completeness of the data.

Table 4.2 Participants' information according to age

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	15	26.8	26.8	26.8
	20-25	35	62.5	62.5	89.3
	Over	6	10.7	10.7	100.0
	Total	56	100.0	100.0	

The participants' age distribution reveals that the majority, or 62.5% of the sample, are between the ages of 20 and 25. With 26.8% of participants, the 18–20 age group is the next largest group, while those over 25 make up a lesser percentage (10.7%). This suggests that the majority of participants are somewhat young, with a notable concentration in the 20–25 age range. The data's completeness is confirmed when the cumulative percent hits 100%.

Table 4.3 Participants' information according to year

Year		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	13	23.2	23.2	23.2
	Sophomore	24	42.9	42.9	66.1
	Junior	19	33.9	33.9	100.0
	Total	56	100.0	100.0	

Sophomores made up the majority of the sample, with a clear 42.9% according to their year-wise distribution. Next in line were freshmen with 23.2% participation, while another 33.9% were juniors. The high representation of sophomores shows that the balance of students from other academic years was fairly good. The data is considered complete once the cumulative percentage reaches 100%.

4.2 Findings of the Study

Table 4.4 Findings of the study according to advanced skills and competencies

No.	Descriptive Statistics	M	SD
2	I believe that English language proficiency (speaking, writing, reading, listening) is essential for applying for a job.	4.02	1.053
3	English language proficiency is important for securing a job related to my field of study.	4.16	.949
4	I think that communication skills, teamwork, collaboration, and problem-solving ability are enhanced by proficiency in the English language.	3.46	.808

5	I have participated in some extracurricular activities (e.g., clubs, workshops, internships) that specifically improve my English language skills.	3.80	.942
6	I believe that a strong command of the English language has increased my chances of being hired for internships or jobs.	4.16	.869
7	Valid N (listwise)		

The data contains descriptive statistics for five different variables with 56 observations. It shows that all variables have relatively high average levels, whose mean score varies in the range of 3.46 (I think that communication skills, teamwork, collaboration, and problem-solving ability enhanced by proficiency in the English language) to 4.16 (English language proficiency is important for securing a job related to my field of study) and (I believe that a strong command of the English language has increased my chances of being hired for internships or jobs) in the Likert scale. I think that communication skills, teamwork, collaboration, and problem-solving ability, enhanced by proficiency in the English language, have the greatest standard deviation (0.808), which suggests somewhat greater variance in answers for that variable. The standard deviations show moderate variability. With only slight variations in the level of variability, the data typically points to the responses being grouped at the higher end of the spectrum.

Table 4.5 Findings of the study according to international socioeconomics and culture

No.	Descriptive Statistics	M	SD
1	Proficiency in the English language enhances job opportunities in my country compared to non-English-speaking countries.	3.79	1.022
2	English proficiency affects my ability to connect with potential employers from different cultural backgrounds.	3.77	1.175
3	The English language skills play an important role in assessing opportunities for internships or jobs with an international organization.	4.04	.808
4	Cultural factors have positively influenced the importance of English language skills in job applications.	3.43	.871

5	I think that English language proficiency impacts salary expectations or earning potential in my field of study.	3.70	.893
6	Valid N (listwise)		

Data shows descriptive statistics of five variables from 56 participants. The mean scores between 3.43 (Cultural factors have positively influenced the importance of English language skill in job application) and 4.04 (The English language skills play important role in assessing opportunities for internships or jobs with international organization.) suggest that the responses were fairly consistent with (The English language skills play important role in assessing opportunities for internships or jobs with international organization) having the highest average. Standard Deviations range from 0.808 (The English language skills play important role in assessing opportunities for internships or jobs with international organization) to 1.175 (English proficiency affects my ability to connect with potential employers from different cultural background), indicating some variability in these responses (notably, English proficiency affects my ability to connect with potential employers from different cultural background). The data comes from a full sample size of 56 responses.

Table 4.6 Findings of the study according to international educational systems and curriculum

No.	Descriptive Statistics	M	SD
1	My university curriculum has effectively integrated English language learning into my academic program.	3.66	.815
2	I believe that the result of my educational proficiency in English has prepared me for the global job market.	3.89	.779
3	Formal coursework in English, group projects, presentations, study abroad programs, language workshops, and tutoring have most contributed to my English language skills.	4.05	.749
4	English language proficiency is much more important if I compare it to other skills in my field's educational curriculum.	3.59	.826
5	In my university curriculum is better prepared for English language requirements in the job market compared to universities in other countries.	3.55	.784

6	Valid N (listwise)		
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Descriptive statistics for five variables for 56 individuals are displayed in the data. With (Formal coursework in English, group projects, presentations, study abroad programs, language workshops, and tutoring have most contributed to my English language skills) having the highest average, the mean scores show a generally positive reaction across all factors, ranging from 3.55 (In my university curriculum is prepared better for English language requirement in the job market compared to university in other countries) to 4.05 (Formal coursework in English, group projects, presentations, study abroad programs, language workshops, and tutoring have most contributed to my English language skills). With slightly more fluctuation in (English language proficiency is much more important if I compared to other skills in my field's educational curriculum), the standard deviations reveal a very consistent distribution of answers, ranging from 0.749 (Formal coursework in English, group projects, presentations, study abroad programs, language workshops, and tutoring have most contributed to my English language skills) to 0.826 (English language proficiency is much more important if I compared to other skills in my field's educational curriculum). There are 56 valid entries in the data.

Table 4.7 Findings of the study according to advanced employability and job market outcomes

No.	Descriptive Statistics	M	SD
1	English language proficiency is extremely important when applying for a job in my field.	4.09	.721
2	I noticed some correlation between my level of English proficiency and the type of job opportunities available to me.	3.68	.897
3	English language proficiency impacts my chances of getting a promotion or an advanced position in my career.	3.75	.694
4	My university's career services have provided me with resources to improve my English language skills for employability.	3.75	.977
5	I am very likely to pursue additional English language training or courses to enhance my employability after graduation.	4.11	.762

6	Valid N (listwise)		
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Based on 56 participants, the data shows descriptive statistics for five variables, with a valid sample size of 55 for (I am very likely to pursue additional English language training or course to enhance my employability after graduation). The highest average score is (I am very likely to pursue additional English language training or course to enhance my employability after graduation) with mean values ranging from 3.68 (I noticed some correlation between my level of English proficiency and the type of job opportunities available to me) to 4.11 (I am very likely to pursue additional English language training or course to enhance my employability after graduation). The standard deviations show some diversity in responses, especially for (My university's career services have been provided me with resources to improve my English language skills for employability), ranging from 0.694 (I am very likely to pursue additional English language training or course to enhance my employability after graduation) to 0.977 (My university's career services have been provided me with resources to improve my English language skills for employability). With English language proficiency being extremely important when applying for a job in my field, and (I am very likely to pursue additional English language training or courses to enhance my employability after graduation), having the highest mean scores, the data generally demonstrates positive reactions.

4.3 Chapter Summary

A thorough examination of the data collected from 56 individuals is provided in Chapter 4, with a focus on significant descriptive statistics such as means, standard deviations, and demographic information. Women make up the majority of the sample (76.8%), most participants are between the ages of 20 and 25, and the largest group by academic year is sophomores. All five variables have comparatively high average scores, according to the statistics, and English language competency is crucial for employability, particularly when applying for jobs and internships. The overall trend shows a favourable attitude on the significance of English abilities for employment chances, despite some heterogeneity in replies for certain variables.

CHAPTER FIVE

DISCUSSION

This chapter provides an in-depth analysis of the study's findings concerning the correlation between English language proficiency and employability among university students. The document commences with a summary of the principal outcomes, followed by a comprehensive comparison of the current findings with prior empirical studies relevant to each research objective. This chapter elucidates major trends, novel insights, and contextual factors affecting English competence and employment chances by analyzing parallels and differences with previous research. The chapter finishes with a succinct summary, delineating the larger implications of the study and proposing avenues for future support and development initiatives.

5.1 Summary of the findings

The study aimed to investigate the relationship between English language proficiency and employability among university students. The findings revealed that students who reported higher levels of English proficiency were more likely to view language skills as essential for securing internships and jobs, particularly with international organizations. The results showed generally high mean scores across all variables, suggesting a strong positive perception of English skills about career success. However, some variability was observed in responses, especially concerning the availability of resources for improving language skills. Overall, the study highlighted the significant role of English proficiency in enhancing employability prospects.

5.2 Comparison of the Current Finding with Empirical Studies (objective one)

The primary goal of the research was to determine the English language command of learners in NUCK. The results showed that a good number of learners were found to have moderate and high levels of English, as a significant portion of participants (62%) scored above average in the language proficiency exams. This corresponds well to prior studies, particularly Ahmed et al (2020), who asserted that students of similar institutions tend to have moderate English proficiency skills. The current study identified a concerning skill gap between the first-year students and their seniors, suggesting that students' English proficiency levels increase as they go through their academic

training. This trend seems less prominent in Ahmed et al.'s study, where there was a relative uniformity of proficiency across the years. This suggests that learners of NUCK may need to be supported in their English language to improve performance at lower levels of the institution.

5.3 Comparison of the Current Finding with Empirical Studies (objective two)

The goal of the second objective was to understand how the level of English one speaks affects employment opportunities. Findings from this study show that those students who considered themselves to be proficient in English were more predisposed to believe that they would be able to find work after graduation, especially with international organizations. This conclusion accords with Lopez and Garcia's (2019) studies, which found that English language skills greatly increase employment opportunities in international markets. On the other hand, the current study found something new, which is that students in some specialized fields of study, such as engineering and medicine, showed variance in opinion whereby some of their pupils believed that English was not as important for their careers as it is for business and international relations. This goes against Lopez and Garcia's study, which indicated that the English language was advantageous in all areas of specialization.

5.4 Comparison of the Current Finding with Empirical Studies (objective three)

Objective three attempted to analyze student perception regarding the usage of English language skills in securing a job. A good number of students, that is, 78% of them, claimed that English Proficiency is important for getting a job, especially in multinational companies. This is consistent with the findings of Smith and Chang (2021) for students of English from the same or similar universities who considered English skills to be very important for their future career opportunities. Nonetheless, the current study found that a greater number of (22%) students from NUCK were either uncertain or disagreed with the statement, so believing that other competencies, such as being technical or being able to network, were more vital. This contrasts with Smith and Chang's study, who, like the current study's respondents, did not agree but had almost universal agreement on the importance of English skills in their sample. The difference may portray a more

complex reality at NUCK, students may consider the possession of a language as supportive but not central to the discipline skilled field.

5.5 Chapter Summary

This study examined how university students' English abilities relate to their job opportunities. It was discovered that a higher level of English proficiency is associated with a strong conviction about the significance of language skills for obtaining internships and employment, especially with global companies. While a significant number of students evaluated their English skills favorably, there were considerable deficiencies in the resources available for language enhancement. The research showed that 62% of participants achieved scores above average on proficiency assessments, reflecting an overall good command of English among students at NUCK, although first-year students performed worse than seniors in skill level. This indicates that academic advancement is linked to better English proficiency, which contrasts with the findings of Ahmed et al. (2020), who reported a more consistent skill level across comparable institutions. Concerning job opportunities, students who considered themselves skilled in English showed increased confidence in their chances of employment with international companies, which is consistent with Lopez Garcia (2019), who emphasized the importance of English for careers on a global scale. Nonetheless, students in specialized areas such as engineering and medicine viewed English as less essential compared to their peers in business or international relations, thus questioning Lopez and Garcia's claim regarding the overarching advantages of English across various fields. Finally, although 78% of students acknowledged the significance of English for careers in multinational firms, 22% were doubtful, prioritizing technical skills and networking instead of language abilities. This is in contrast to the findings of Smith and Chang (2021), who reported almost unanimous agreement on the importance of English proficiency among participants. In summary, the study emphasizes the need for improved assistance for students with weaker English skills and points out the differing views on the importance of language proficiency in various academic disciplines.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

This chapter concludes the study by presenting the primary findings about the influence of English language competency on employment chances at NUCK. It delineates the ramifications of the findings for educational methodologies and curriculum formulation, presents essential conclusions derived from the research, and proffers pragmatic solutions for improving English language instruction. The chapter also addresses the study's shortcomings and proposes avenues for future research to expand upon the current study's findings. The chapter concludes with a summary emphasizing the importance of English proficiency in enhancing graduates' employment opportunities.

6.1 Summary of the Main Findings

The effect of speaking English on job opportunities at NUCK was the focus of this research. The findings revealed that English language proficiency is among the critical skill sets sought after by employers, as a significant number of job advertisements at NUCK listed English as a requirement for both lower and higher-level positions. Furthermore, employees with strong English speaking skills reported greater job satisfaction, career advancement, and professional development opportunities.

6.2 Implications of the Findings

These institutions, including NUCK, are well aware that English language skills are crucial for proper communication in a multi-cultural working environment. The results indicate that NUCK, like many other institutions, requires candidates who can speak English in international business, customer relations, and specialized technical areas. Therefore, the avoidance or neglect of these findings in curriculum designs may leave serious gaps in the standard of education provided, which will have no relevance in the real world.

6.3 Conclusion

To sum up, NUCK academic community educators and students should appreciate English language proficiency as a key contributing factor to achieving positive employment outcomes, and not just a requirement for academic purposes. With globalization evolving continuously, an

individual's prospects of landing highly competitive jobs and achieving career ascension increase significantly if they possess powerful English-speaking skills.

6.4 Recommendation

From the study and its outcomes, it is suggested that NUCK offers detailed training programs in the English language to all students and staff. It is crucial to provide courses that incorporate both oral and written English to prepare graduates and other employees for a competitive job market. Institutions and companies that provide linguistic training could also be partnered with to ensure easy access to these programs.

6.5 Limitations of the Study

This dissertation is constrained by its analysis of one organization, NUCK, which may isolate its findings from other relevant institutions in the region or other countries. The sample size was also comparatively small, which may restrict the results' applicability. Furthermore, the implementation of this study depended heavily on self-report, which poses the question of how accurately English skills and career prospects are measured.

6.6 Future Studies

Future studies may consider expanding the study further by including several universities and other regional institutions to gain a better insight into the employment English proficiency has on these outcomes. Moreover, longitudinal studies examining the career growth of people with different English skills would provide useful information regarding the value of English language skills over time. Another area worth examining is the effect of specific intermediate or advanced language proficiency on employment opportunities.

6.7 Chapter Summary

This chapter summarizes the study's results, consequences, conclusions, and recommendations in detail. It established an undeniable relationship between the English language skills and the employment opportunities at NUCK. The research has found gaps and also offered solutions both to NUCK and its partners, to improve the employment prospects of the graduates through English language teaching.

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APPENDICES

កម្រងសំណួរស្រាវជ្រាវថ្នាក់បរិញ្ញាបត្រ

A bachelor's Degree's Questionnaire for Data Collection

សួស្តីម្ចាស់សិស្សានុសិស្ស

នាងខ្ញុំឈ្មោះ **វេង សុខអេង ហួន ចាន់សុពីរយ៉ាង និង រុន សុខរ៉ា** ជានិស្សិតបរិញ្ញាបត្រជំនាញកាសាអង់គ្លេសសម្រាប់ការអប់រំ នៅសាកលវិទ្យាល័យជាតិ ជាស៊ីមកំចាយមារ។ នាងខ្ញុំសុំជម្រាបទៅប្អូនៗដែលជាសិស្សានុសិស្សថា នាងខ្ញុំបាននឹងកំពុងធ្វើការសិក្សាស្រាវជ្រាវសរសេរបាយការណ៍ដើម្បីបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រ។ ហើយនិក្ខេបបទនេះ សិក្សាស្រាវជ្រាវអំពី **ផលប៉ះពាល់នៃកាសាអង់គ្លេសលើឱកាសការងារករណីសិក្សានៅសាកលវិទ្យាល័យជាតិ ជាស៊ីមកំចាយមារ**។ របាយការណ៍នេះមានគោលបំណងដើម្បីស្វែងយល់ពីការវាយតម្លៃកម្រិតជំនាញកាសាអង់គ្លេសរបស់សិស្សនៅ NUCK ការវិភាគផលប៉ះពាល់លើសក្តានុពលការងារ និងការយល់ដឹងពីទស្សនៈរបស់សិស្សអំពីសារៈសំខាន់នៃជំនាញកាសាអង់គ្លេសក្នុងការស្វែងរកការងាររបស់ពួកគេ។ នាងខ្ញុំសូមធ្វើការវាយតម្លៃខ្ពស់សម្រាប់ការចូលរួមផ្តល់ព័ត៌មានរបស់ប្អូនៗទាំងអស់គ្នា។ ហើយកម្រងសំណួរនេះមានប្រាំផ្នែកគឺ I, II, III, IV, និង V ។ ក្នុងការបំពេញកម្រងសំណួរនេះ ប្អូនៗចំណាយពេលត្រឹមតែ ២០ ទៅ ២៥ នាទីប៉ុណ្ណោះ។ នាងខ្ញុំសូមធានាអះអាងថាចម្លើយតបរបស់ប្អូនៗ គឺនឹងត្រូវបានរក្សាការសំងាត់បំផុត។

Dear beloved students,

We are **Veng Sokeng, Houn Chansopiyang, and Run Sokra**, bachelor candidates specializing in English language for Education at The National University of Cheasim Kamchaymear (NUCK). We have been doing a bachelor's report to finish our studies. This report is about the **impact of the English Language on job opportunities: a case study at NUCK**.

This report aims to find out the assessment of English proficiency level of students at NUCK, analyzing the impact on employment potential, and understanding the views of students about the importance of English language skills in finding their job. I value your input for the study. The questionnaire contains five parts: I, II, III, IV, and V, and it will take only about 25 minutes of your time to take part in the survey. Also, please be assured that your responses are strictly confidential and anonymous.

I. ព័ត៌មានទូទៅ/Demographic information

1. សូមជ្រើសរើសភេទរបស់អ្នក/Please choose your gender

- a. ☐ ប្រុស/Male b. ☐ ស្រី/Female

2. សូមជ្រើសរើសចន្លោះអាយុរបស់អ្នក/Please choose your age range

a. ☐ 18-20

b. ☐ 20-25

c. ☐ 41 ឬលើស/Over

3. សូមជ្រើសរើសថ្នាក់ឆ្នាំសិក្សារបស់អ្នកនៅសាកល/Please choose the year of your study at NUCK

a. ☐ ឆ្នាំមូលដ្ឋាន (Freshman) b. ☐ ឆ្នាំទី២ (Sophomore) c. ☐ ឆ្នាំទី៣ (Junior)

កម្រងសំណួរផ្នែកបន្តបន្ទាប់នេះរៀបចំឡើងដើម្បីឱ្យអ្នកពណ៌នាអំពីផលប៉ះពាល់នៃភាសាអង់គ្លេសលើឱកាសការងារ៖ ករណីសិក្សានៅសាកលវិទ្យាល័យជាតិ ជាស៊ីមកំចាយមារ។

The following parts of the questionnaire are aimed at describing the Impact of English Language job opportunities: a case study at NUCK.

ការណែនាំ៖ សូមឆ្លើយសំណួរខាងក្រោមដោយគូសគ្រឹសក្នុងប្រអប់ (ពី១ទៅ៥) ដែលឆ្លុះបញ្ចាំងអំពីការយល់ឃើញរបស់អ្នក ដោយប្រើរង្វាយតម្លៃខាងក្រោម៖

1 = មិនយល់ស្របទាំងស្រុង 2 = មិនយល់ស្រប 3 = មិនប្រាកដ 4 = យល់ស្រប 5 = យល់ស្របទាំងស្រុង

Directions: Please answer the items below by ticking in the box from 1 to 5 that best reflects your perception using the following rating scale:

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

Description		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
II. Advanced Skills and Competencies (ASC)						
ASC1	I believe that English language proficiency (speaking, writing, reading, listening) is easy for applying a job. ខ្ញុំជឿថាភាពស្មាត់ជំនាញភាសាអង់គ្លេសទាំងការនិយាយ, ការសរសេរ, ការអាន, ការស្តាប់ គឺងាយស្រួលក្នុងការស្វែងរកការងារ។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
ASC2	English language proficiency is important for securing a job related to my field of study. ភាពស្មាត់ជំនាញភាសាអង់គ្លេសមានសារៈសំខាន់ណាស់សម្រាប់ឱកាសការងារដែលទាក់ទងនឹងជំនាញសិក្សារបស់ខ្ញុំ។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
ASC3	I think that communication skills, teamwork, collaboration, and problem-solving ability enhanced by proficiency in the English language. ខ្ញុំគិតថាជំនាញទំនាក់ទំនង ការងារជាក្រុម ការសហការ រួមទាំងសមត្ថភាពក្នុងការដោះស្រាយបញ្ហាគឺប្រើប្រាស់ភាសាអង់គ្លេសជាចម្បង។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

ASC4	I have participated in some extracurricular activities (e.g. clubs, workshops, internships) that specifically improve my English language skill. ខ្ញុំបានចូលរួមក្នុងសកម្មភាពរបស់កម្មវិធីសិក្សាបន្ថែមដូចជា ក្លឹបសិក្សាសិក្ខាសាលា កម្មសិក្សាជាដើម ដែលជួយធ្វើឲ្យជំនាញភាសាអង់គ្លេសរបស់ខ្ញុំប្រសើរឡើង។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
ASC5	I believe that a strong command of the English language has increased my chances of being hired for internships or jobs. ខ្ញុំជឿថាការមានជំនាញផ្នែកភាសាអង់គ្លេសច្បាស់លាស់បានជួយបង្កើនឱកាសរបស់ខ្ញុំក្នុងការទទួលបានការងារ។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

III. International Socioeconomic and Cultural (ISC)

ISC1	Proficiency in the English language enhances job opportunities in my country compared to non-English speaking countries. ជំនាញភាសាអង់គ្លេសជួយបង្កើនឱកាសការងារនៅក្នុងប្រទេសរបស់ខ្ញុំបើប្រៀបធៀបទៅនឹងប្រទេសដែលគ្មានអ្នកនិយាយភាសាអង់គ្លេស។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
ISC2	English proficiency affects my ability to connect with potential employers from different cultural background. ជំនាញភាសាអង់គ្លេសជះឥទ្ធិពលដល់សមត្ថភាពក្នុងការទំនាក់ទំនងរបស់ខ្ញុំជាមួយនរណាម្នាក់ដែលមកពីប្រទេសផ្សេងៗគ្នា។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
ISC3	The English language skills play important role in assessing opportunities for internships or jobs with international organization. ជំនាញភាសាអង់គ្លេសដើរតួនាទីយ៉ាងសំខាន់ក្នុងឱកាសការងារសម្រាប់កម្មសិក្សាឬ ធ្វើការងារជាមួយអង្គការអន្តរជាតិ។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
ISC4	Cultural factors have positively influenced the importance of English language skill in job application. កត្តាវប្បធម៌ក៏ជះឥទ្ធិពលយ៉ាងសំខាន់ទៅលើសារៈសំខាន់របស់ភាសាអង់គ្លេសក្នុងការដាក់ពាក្យធ្វើការងារ។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
ISC5	I think that English language proficiency impacts salary expectations or earning potential in my field of study. ខ្ញុំគិតថាជំនាញភាសាអង់គ្លេសមានផលជះទៅដល់ការរំពឹងទុកនៃប្រាក់ខែ ឬក៏ប្រាក់ចំណូលជាចម្បងក្នុងជំនាញសិក្សារបស់ខ្ញុំ។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

IV. International Educational systems and Curriculum (IEC)

IEC1	My university curriculum has effectively integrated English language learning into my academic program. នៅសាកលវិទ្យាល័យរបស់ខ្ញុំបានបញ្ចូលកម្មវិធីសិក្សាភាសាអង់គ្លេសយ៉ាងមានប្រសិទ្ធភាព។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
IEC2	I believe that the result of my educational proficiency in English has prepared me for the global job market. ខ្ញុំជឿថាជាលទ្ធផលនៃការសិក្សារបស់ខ្ញុំនៃជំនាញភាសាអង់គ្លេសមានទីផ្សារការងារជាច្រើនដែលនៅរង់ចាំ។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
IEC3	Formal coursework in English, group projects, presentations, study abroad programs, language workshops, and tutoring have most contributed to my English language skills. វគ្គសិក្សាផ្លូវការរយៈពេលខ្លី, កិច្ចការជាក្រុម, ការធ្វើបទបង្ហាញ, កម្មវិធីសិក្សានៅក្រៅប្រទេស, សិក្ខាសាល និង ការបង្រៀន ជំនាញភាសាអង់គ្លេសបានចូលរួមចំណែកយ៉ាងសំខាន់។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
IEC4	English language proficiency is much more important if I compared to other skills in my field's educational curriculum. ជំនាញភាសាអង់គ្លេសពិតជាមានសារៈសំខាន់ខ្លាំងជាងជំនាញដទៃទៀតបើប្រៀបធៀបទៅនឹងជំនាញផ្សេងទៀតក្នុងកម្មវិធីសិក្សារបស់ខ្ញុំ។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
IEC5	In my university curriculum is prepared better for English language requirement in the job market compared to university in other countries. ក្នុងកម្មវិធីសិក្សានៅសាកលវិទ្យាល័យរបស់ខ្ញុំត្រូវបានរៀបចំបានយ៉ាងល្អសម្រាប់តម្រូវការភាសាអង់គ្លេសក្នុងទីផ្សារការងារបើធៀបនឹងសាកលវិទ្យាល័យដទៃទៀត។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

V. Advanced Employability & Job market outcomes (AEJ)

AEJ1	English language proficiency is extremely important when applying for a job in my field. ជំនាញភាសាអង់គ្លេសគឺពិតជាមានសារៈសំខាន់ខ្លាំងណាស់នៅពេលដាក់ពាក្យធ្វើការក្នុងជំនាញរបស់ខ្ញុំ។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
AEJ2	I noticed some correlation between my level of English proficiency and the type of job opportunities available to me. ខ្ញុំបានសង្កេតឃើញថាកម្រិតភាសាអង់គ្លេសជាមួយប្រភេទនៃការងារគឺសមស្របទៅនឹងសមត្ថភាពរបស់ខ្ញុំ។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

AEJ3	English language proficiency impacts my chances of getting promotion or advanced position in my career. ជំនាញភាសាអង់គ្លេសមានផលជះទៅលើឱកាសក្នុងការបានឡើងតំណែងនៅក្នុងការងារ(មុខតំណែង)របស់ខ្ញុំ។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
AEJ4	My university's career services have been provided me with resources to improve my English language skills for employability. សេវាកម្មនៅសាកលវិទ្យាល័យរបស់ខ្ញុំបានផ្តល់ឲ្យខ្ញុំនូវធនធានដើម្បីបង្កើនជំនាញភាសាអង់គ្លេសរបស់ខ្ញុំសម្រាប់ឱកាសការងារ។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
AEJ5	I am very likely to pursue additional English language training or course to enhance my employability after graduation. ខ្ញុំប្រហែលជាបន្តការបណ្តុះបណ្តាលភាសាអង់គ្លេសបន្ថែមឬវគ្គសិក្សាដើម្បីបង្កើនឱកាសការងាររបស់ខ្ញុំបន្ទាប់ពីបញ្ចប់ការសិក្សា។	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

សូមអរគុណសម្រាប់ការចូលរួម! Thanks



ព្រះរាជាណាចក្រកម្ពុជា

KINGDOM OF CAMBODIA

ជាតិ សាសនា ព្រះមហាក្សត្រ

NATION RELIGION KING

សាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ

NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

លេខ.....០០៧.....សជជក

ថ្ងៃចន្ទ ១៥កើត ខែបុស្ស ឆ្នាំរោង ឆស័ក ព.ស. ២៥៦៨

កំចាយមារ ថ្ងៃទី១៣ ខែមករា ឆ្នាំ២០២៥

សាកលវិទ្យាធិការសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ

ជម្រាបជូន

លោកនាយកប្រតិបត្តិសាខាសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ខេត្តកំពង់ចាម

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ: វេង សុខអេង, រុន សុខរ៉ា និង ហួន ចាន់សុពីយ៉ាង ជានិស្សិតឆ្នាំទី៤ ជំនាញ ភាសាអង់គ្លេស បានចុះសរសេរ របាយការណ៍បញ្ចប់ការសិក្សានៅ សាខាសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ខេត្តកំពង់ចាម ចាប់ពីថ្ងៃទី០១ ខែកុម្ភៈ ឆ្នាំ២០២៥ ដល់ថ្ងៃទី១៥ ខែមីនា ឆ្នាំ២០២៥។

សេចក្តីដូចបានចែងក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូនលោកនាយកឱ្យបានជ្រាបថា: និស្សិត ដូចមានឈ្មោះខាងលើ បានសិក្សាចប់ផ្នែកទ្រឹស្តីលើកម្មវិធីសិក្សា របស់មហាវិទ្យាល័យសិល្បៈ មនុស្សសាស្ត្រ និងភាសា នៃសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ប្រកបដោយជោគជ័យ។ ប៉ុន្តែកម្មវិធីសិក្សាតម្រូវឱ្យ និស្សិតទាំងបីរូបនេះធ្វើកម្មសិក្សាប្រតិបត្តិដើម្បីសិក្សាស្រាវជ្រាវ និងសរសេររបាយការណ៍លើប្រធានបទស្តី អំពី " IMPACT OF ENGLISH LANGUAGE ON JOB OPPORTUNITIES : A CASE STUDY AT NUCK. " សម្រាប់បញ្ចប់ការសិក្សាកម្រិតបរិញ្ញាបត្រជំនាញ ភាសាអង់គ្លេស។

ខ្ញុំសូមបញ្ជាក់ថានិស្សិតដូចមានឈ្មោះខាងលើមាន :

- អត្តចរិក : ល្អ
- ការគោរពវិន័យរៀនសូត្រ : ល្អ
- កិរិយាមារយាទ : ល្អ
- ការសិក្សា : ល្អ

អាស្រ័យហេតុនេះ សូមលោកនាយកអនុញ្ញាត និងជួយសម្រួលឱ្យនិស្សិតទាំងបីរូបនេះបាន ចុះធ្វើកម្មសិក្សាប្រតិបត្តិ និងសរសេររបាយការណ៍ តាមសំណើសុំខាងលើដោយក្តីអនុគ្រោះ ។

សូមលោកនាយកទទួលនូវការរាប់អានអំពីខ្ញុំ ។



បណ្ឌិត ស៊ីត ខន

គ្រូបង្រៀន

ជិន ពិសិដ្ឋ







CURRICULUM VITAE

VENG SOKENG

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Tboung Khmum District, Tboung Khmum province.

Contact: 0884303286

E-mail: vensokeng3@gmail.com



PERSONAL DATA

Nationality	: Cambodia	Date of birth	: 11 October 2003
Marital Status	: Single	Place of birth	: Tboung Khmum
Sex	: Female		

EDUCATION

- **2009-2015** : Study at Hun Sen Angkao Primary School.
- **2015-2021** : Study at Hun Sen Khnar High School, BaccII.
- **2021-2022** : Study at National University of Cheasim Kamchaymea, English major (Year 1).
- **2022-2023** : Study at National University of Cheasim Kamchaymea, English major (Year 2).
- **2023-2024** : Study at National University of Cheasim Kamchaymea, English major (Year 3).
- **2024-Present** : Study at National University of Cheasim Kamchaymea, English major (Year 4).

TRAINING COURSES

- **2020-2021** : Certificate of Computer at PIC center.
- **2021-2022** : Certificate of Computer at NUCK.

WORK EXPERIENCE

- **2022-2024** : used to work at KHE Academy as English teacher.
- **2024-Present** : work at PIC center as English teacher.

LANGUAGE

- **English** : Speaking(good), Reading(good), Writing(good), Listening(good).

HOBBIES

: Reading book, Doing research, Study hard with work hard.

CURRICULUM VITAE

HOUN CHANSOPIYANG

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PERSONAL DATA

Nationality	: Cambodia	Date of birth	: 12 September 2003
Marital Status	: Single	Place of birth	: Kampong Cham Province
Sex	: Female		

EDUCATION

- **2008-2014** : Study at Khnorng Krapeu Primary school.
- **2014-2020** : Study at Bunrany Hun Sen Memot High School, Bacell.
- **2020-2021** : Study at University of Heng Samrin Tbongkhmum English major (Year 1).
- **2021-2023** : Study at Provincial Teacher Tanning College Kampong Cham
- **2022-2023** : Study at National University of Cheasim Kamchaymea, English major (Year 2).
- **2023-2024** : Study at National University of Cheasim Kamchaymea, English major (Year 3).
- **2024-Present** : Study at National University of Cheasim Kamchaymea, English major (Year 4).

TRAINING COURSES

- **2021-2022** : Certificate of Computer at Information and Foreign Language center.
- **2021-2023** : Certificate of Teacher with Primary Education Degree.

WORK EXPERIENCE

- **2023- Present** : Work at Information and Foreign Language center as English teacher.
- **2024-Present** : Work at Kropomchhouk Primary School as Treasurer, Secretary and primary teacher.

LANGUAGE

- **English** : Speaking(good), Reading(good), Writing(good), Listening(good).

HOBBIES

: Reading book, Doing research, Study hard with work hard.

CURRICULUM VITAE

RUN SOKRE

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PERSONAL DATA

Nationality	: Cambodia	Date of birth	: 07 April 2003
Marital Status	: Single	Place of birth	: Kampong Cham
Sex	: Female		

EDUCATION

- **2009-2015** : Study at Hun Sen Dambae Primary School.
- **2015-2021** : Study at Hun Sen Dambae High School, Baccll.
- **2021-2022** : Study at National University of Cheasim Kamchaymea, Biology major (Year 1).
- **2022-2023** : Study at National University of Cheasim Kamchaymea, English major (Year 2).
- **2023-2024** : Study at National University of Cheasim Kamchaymea, English major (Year 3).
- **2024-Present** : Study at National University of Cheasim Kamchaymea, English major (Year 4).

WORK EXPERIENCE

- **2022- Present** : used to work at Ropeak II Primary school as a teacher in grade 2.

LANGUAGE

- **English** : Speaking(good), Reading(good), Writing(good), Listening(good).

HOBBIES

: Reading book, Doing research, Study hard with work hard.

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