

The Demands of the Employers and the need for a career-focused English-speaking curriculum at the Bachelor of Studies level (BS) in Pakistan.

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Abstract

Job searchers may improve their chances of employment by standing out in a crowded job market with a well-designed curriculum. When it comes to an employee's English-speaking ability, employers often have certain expectations and standards because of today's globalized workforce, where English has taken over as the primary language of business. This study examined how employers and unemployed graduates perceived the importance of English-speaking abilities.

The data collection process involved selecting participants from different categories

- *Namely employers and unemployed graduates*
- *Using two distinct sampling techniques, convenient and purposive*

For the employers, five were selected randomly using convenient sampling, while purposive sampling was employed to select ten unemployed graduates deemed suitable for the study. The in-depth interview was the primary data collection tool used for employers and open-ended questionnaire was the secondary tool for the unemployed graduates, and the respondents were encouraged to provide in-depth and detailed answers to the questions posed.

The results showed that the BS-level speaking curriculum offered by the Higher Education Commission (HEC) might not adequately satisfy the needs of the labor market in terms of English-speaking abilities. Therefore, universities should take the time to produce a polished document emphasizing its advantages and distinguishing its students in employment sectors.

Keywords: curriculum design, English speaking skill, employment skills, job-oriented curriculum.

1. Background

Today's labor market demands that higher education institutions provide graduates with knowledge, abilities, competencies, and qualities because they want workers with general talents. Effective spoken English is a critical factor for achieving success in any job. It involves multiple essential skills, including active listening, comprehension of instructions, relevant questioning, and participation in meetings or conversations in the English language. Higher education institutions must now provide graduates with opportunities to gain subject-specific and employability skills to prepare them for the changing demands of a global market. (Bozic Lenard et al., 2018). Employers may demand specialized business or technical English abilities from workers, depending on the nature of the job; this might include producing intricate project proposals and reports, employing difficult technical jargon, or comprehending industry-specific terminologies. Islam et al. (2022) stated that speaking is essential for efficient oral communication. Speaking is necessary for engaging in dialogues, providing descriptions, and collaborating well with listening. Speech entails creating meaning through producing, receiving,

and processing information (Florez, 1999). This research aimed to evaluate undergraduate English-speaking language course curricula from the perspectives of employers and unemployed graduates.

1. The objective of analyzing the employers' views was to identify their requirements regarding English language competency.
2. The subsequent objective was to examine the worth of having English-speaking skills for unemployed graduates.

To achieve research objectives following are the research questions:

1. How important are English speaking skills for workplace success?
2. What are the expectations and needs of Pakistani unemployed university graduates regarding English language courses?

Individuals from non-English speaking countries have experienced a correlation between enhanced English language proficiency and better employment prospects and pay. (Li et al., 2022) There seems to be a disconnect between the education system and market demand, causing many employers to complain about a "skills gap." Despite the abundance of available talent, they assert that they need help finding suitable applicants to fill positions. The industry's quick development is causing a constant rearrangement of competencies and the introduction of new abilities. To provide students with the skills they need to fulfill the shifting demands of the labor market, educational institutions must adjust to these changes (Szabó & Bartal, 2020). One possible reason is that new graduates need more confidence and effective communication skills, especially in English, which could negatively impact their employability. Employers often express that there is a gap in graduate skills, indicating that educational institutions may only sometimes provide students with adequate opportunities to develop abilities important for the labor market. Pooja (2013) argues that English instructors must establish real competencies that bridge the gap between business needs and institutional offerings. Employers normally expect candidates to speak and write English fluently and easily, i.e., to be fluent in the language. Fresh graduates must improve their communication and English skills to enhance their employability. To improve communicative capacity, which refers to the ability to operate successfully in a language in real-life circumstances, language learners should pay attention to the function, content, and correctness of language training (JobStreet.com, 2005).

Employers play a crucial role in determining the effectiveness of a program in preparing students for the workforce. To fully understand the importance of a strong curriculum in the workplace, it is essential to conduct interviews with employers. From their interviews, educational institutions can learn more about the skills and knowledge required for successful employment. Employers know the abilities, expertise, and competencies necessary for certain jobs within their sector. Therefore, their input can help universities ensure that their curricula align with industry standards and specifically cater to employer demands. Incorporating feedback from graduates who are not working can also provide a feedback loop for ongoing development. The curriculum can be improved, better able to meet the changing demands of the labor market, and ensure that graduates are job-ready.

Employer interviews are needed to confirm that a strong curriculum meets the standards and demands of the labor market. Educational institutions can ensure that their curriculum meets market demands, stays current and relevant, fills skill gaps, improves job readiness, and creates beneficial relationships for their students' future employment by asking businesses for their opinions. Evaluating the curriculum is vital for employment as it aids in identifying any possible flaws and allows informed modifications. Additionally, unemployed graduates can provide

insightful critiques and may point out discrepancies between the skills they learned in school and the ones employers seek. This input can help identify gaps in the curriculum and enable it to match the demands of businesses better. The marketing industry demands employees with competence in English, communication and presentation, Internet marketing, and software proficiency. (Kovacs & Vamosi, 2022).

1.2 Theoretical framework

The elements of curriculum design were derived from the work of Anderson and Rogan (2011). These parts are 1) curriculum vision, 2) operationalization of curriculum vision, 3) curriculum delivery, and 4) curriculum evaluation. The association between employability and curriculum design are described utilizing the human capital theory by Schultz (1963). according to Schultz (1963), the human capital theory outlines the importance of education in grooming individuals and the economy. Students could be trained to make them constructive employees via good instruction, increasing employability growth. The human capital theory rotates with this study; once the Pakistani educational management at the graduate level is dedicated to equipping quality education to produce human capital, the outcome of universities will be enhanced. Misni et al. (2020) stated that Kennedy and Juliet (2013) emphasize education's role in heightening an individual's skills through the human capital theory that describes that with the help of employability skills, graduates could focus and enhance the economy at the workplace. Misni et al. (2020) stated four essential parts of curriculum delivery: promoting a deep learning approach, conceptual and long-lasting understanding development, and creating critical thinking via problem-solving techniques for graduates (Anderson & Rogan, 2011). The components of curriculum design were adapted from the work of Anderson and Rogan (2011). These components are curriculum vision, operationalization of curriculum vision, curriculum delivery, and curriculum evaluation. The relationship between employability and the curriculum design variables are explained using the human capital theory posited by Schultz (1963). The components or variables of curriculum design were adapted from the work of Anderson and Rogan (2011). These components are curriculum vision, operationalization of curriculum vision, curriculum delivery, and curriculum evaluation. The relationship between employability and the curriculum design variables are explained using the human capital theory posited by Schultz (1963).

Literature Review

Teachers can maintain a vital role in the educational operation as they are accountable for carefully composing and giving lectures, transferring practical learning, and utilizing various instructional strategies to satisfy the individual needs of each student. Effective teaching techniques are important in developing effective learning. It is also necessary to realize that some learners may need extra help Kamal (2019) and Ayub et al. (2024). The instructor must be professional in that language and allow linguistic and cultural differences. Instructional resources must be up-to-date, and the teacher must know the age, educational level, proficiency level, goals, linguistic and cultural context, and handicaps of their students. (Bharathi, 2016) The success of the curriculum may be significantly impacted by the caliber of English language teachers and their pedagogical strategies. Students' developing strong spoken English skills might be hampered if instructors need proper training in speaking skills instruction or a current understanding of best practices. Students may not be exposed to true English as it is used in professional contexts if the curriculum largely uses antiquated or fake language resources. Students' capacity to adjust to the linguistic requirements of the work sector may be hampered by a lack of exposure to genuine materials, real-life situations, and native speakers. Different

industries may need to have distinct demands addressed by the curriculum. Certain industries may have specific language requirements, such as those for technical terminology, effective professional communication, or customer-focused language. Students may have difficulties reaching the job market if the curriculum needs to consider these demands. Both learners and instructors play crucial roles in acquiring language learning and teaching skills, especially speaking. Language instructors are reliable for creating and executing engaging activities that foster student participation and enhance their speaking skills in the classroom. These activities may surround group dialogues, discussions, presentations, and role-playing practices. However, it is of supreme significance that the Higher Education Commission (HEC) supplies complete guidelines in undergraduate educational policies specifying the appropriate roles of teachers and students (Ayub et al., 2024). Forey (2004) discovered that students' interpretations of workplace materials often differed significantly from those of the researcher/teacher and the material writers. It is possible that the evaluation procedures used within the program need to gauge pupils' speaking prowess adequately. Assessments may need to accurately measure students' competency and fluency in spoken English, which is crucial for many career responsibilities if they are largely focused on writing tests or sparse spoken assignments. Therefore, language and communication training programs in tertiary institutions still need to be shaped, and many actions and interventions can help shape them in a concrete and constructive direction, especially in preparing graduates for work. (Forey, 2004) Although businesses often have no problem with workers from different linguistic origins, they could prefer people with neutral or comprehensible accents to promote clear communication. When communicating ideas properly and preventing misconceptions, the proper pronunciation is crucial. Due to a competitive labor market, good communication skills are necessary for the job. English communication skills are becoming more important in the workplace due to globalization (Erlang et al., 2012). English is often a deciding factor in job prospects with better salaries and organizations looking for greater production (Casale & Posel, 2011). Conversely, those who lack English proficiency need help securing employment, particularly well-paying employment (Leslie & Lindley, 2001). Earning losses are caused by poor English proficiency (Dustmann & Fabbr, 2003). Thus, for workers to grow in domestic and foreign firms and expand their technical knowledge and abilities, they must be proficient in English. It offers a foundation for what has been referred to as "process skills" problem-solving and critical thinking abilities required to deal with the quickly evolving business environment where English plays an increasingly significant role. The labour economy relies heavily on language abilities, the relationship between English language proficiency and it affects success, failure, and performance in the job market. Casale and Posey's (2011) In conclusion, the preceding research shows that a strong command of the English language significantly impacts the labour market, particularly in nations where English is the primary language. English proficiency is linked to greater pay across a variety of situations, according to studies. English language proficiency is a key deciding criterion for landing a job, earning a better income, and obtaining other benefits in the labour market. In this sense, being fluent in English has been referred to as human capital (Dustmann & Fabbr, 2003). So, while giving oral presentations, individuals must be more certain (Yasin et al., 2010). According to Singh and Singh (2008) research conducted in the Klang Valley, graduates and employers agree that communication skills and English proficiency are crucial for graduate employment. According to a study conducted in Canada by (Finch et al., 2013), employers hiring recent graduates place the greatest value on soft skills and the least on academic reputation. The other categories are problem-solving skills, functional skills, pre-graduation skills, and academic reputation.

Communication is one of the soft talents that has gotten increased attention in the context of employability. Employers in the Gulf States have stated that essential communication skills include "making presentations, participating in technical discourse, confidently explaining and justifying actions, processes, and decisions to coworkers and line managers, and communicating effectively across a multi-cultural/multi-national workforce" (Thomas et al., 2016). The National Association of Colleges conducted a study of 219 businesses in the US and found that although communication skills were the most in-demand among graduates, they were also the most underdeveloped among recent grads (DuPre & Williams, 2011). According to Pattanaoichet and Chinokul (2011), most public relations companies in Thailand only hire local university graduates if they are confident in their ability to communicate in English. A competitive employment market demands employees with strong communication abilities. Due to globalization, English communication skills are becoming increasingly important in the workplace (Erling et al., 2012). In addition, English is a determining factor for higher-earning career opportunities and more effective businesses (Casale & Posel, 2011). On the other hand, it might be challenging for those who need more English language proficiency to acquire work, particularly well-paying ones (Leslie & Lindley, 2001). Failures result from English proficiency deficiencies (Dustmann & Fabbr, 2003). Thus, Employees must be proficient in English to progress and improve their professional knowledge and abilities in domestic and international enterprises. It offers a foundation for what has been dubbed "process skills"—the problem-solving and critical thinking abilities necessary to cope with the quickly changing global working environment, in which English plays an increasingly significant role. Globalization has a huge impact on the labour market by causing the movement and mobility of skilled labour from one place to another, one country to another, and one region of the globe to another. Foreign migration from poor to developed nations is a key factor in the "globalization of human capital" (Khadria, 2001). Instructors must improve their oral English communication skills in Pakistan because teachers sometimes need to improve spoken English grammar and pronunciation. This emphasizes the importance of emphasizing English language proficiency in educational institutions and training academies. This holistic approach ensures students and educators have the necessary language skills for success (Ayub & Lodhi, 2016; Ayub & Khaleel, 2024). To summarize the previous studies, proficiency in English has a profound impact on the job market, especially in a country where English is the primary language of the host country. Additionally, studies have shown that proficiency in the English language is linked to greater pay in several contexts. To facilitate students' successful transition into the workforce and promote sustained learning at the university level, it is recommended that English language speaking techniques be integrated into all aspects of the curriculum, including learning objectives, materials, and assessment procedures. This approach should prioritize practical, job-oriented communication skills to better prepare students for their careers post-graduation. Furthermore, it is essential to prioritize the professional development of English language teachers, focusing on specific approaches for teaching English as a foreign language (Ayub & Khaleel, 2024).

Methodology

In order to determine if the BS-level curricula provided English-speaking specific skills at the initial stage, the data was gathered from 5 employers. In qualitative research, employer's review analysis sheds light on the expectations of jobs industries from universities. This study adopted a case study approach as it is only related to English language speaking skills. The researcher chose the qualitative technique because of its interactive nature, which allows for intimate interaction with individuals in their natural environment. Data from the employers was collected

through convenient sampling. The interviews were conducted in person, over the phone whenever possible. 5 employers were selected for the data collection. Data from unemployed graduates was collected through purposive sampling techniques. 10 unemployed graduates were selected who had attended functional English language courses at universities. Data was gathered through an open-ended questionnaire as another qualitative method for data gathering. The identical questions—what do unemployed graduates believe employers want and what are companies seeking—were posed to both unemployed graduates and employers, with a little change in viewpoint.

Five steps of data analysis proposed by Hsieh and Shannon (2005) were followed, which are: converting text into a narrative, identifying units of analysis and themes, developing rules for the coding system, applying the coding system to all data, and revising it if necessary; and verifying and selecting final data. To ensure the validity and reliability of the research, a comprehensive validation procedure was conducted for the questionnaires. Three subject-relevant professionals were consulted to guarantee that the questions were objective, straightforward, and capable of eliciting the intended responses. The feedback provided by these specialists was used to modify the questionnaire to make it a more legitimate and dependable research tool. Their insightful comments and suggestions were taken into account during the modification process. The research establishes the study's validity and reliability by describing the methodology, design, data collection, and data analysis methods in detail.

1. Analysis & Results

In the conducted study, the researcher interviewed a total of five participants who were employers, of which three were female and two were male. Their ages ranged from 39 to 65 years, and they had work experience ranging from 13 to 40 years, as depicted in Table 1. Additionally, open-ended questionnaires were given to ten unemployed graduates, of which six were male and four were female, and their ages ranged from 22 to 28 years, as shown in Table 2. During the interviews and questionnaires, the participants expressed various stressors categorized into five major themes. The first theme was English language skills, which included communication difficulties, understanding technical terms, and lack of proficiency in the language. The second theme was employment and organizational skills, which included issues with time management, prioritization, and the pressure of meeting deadlines. The third theme was interview skills, which included anxiety and nervousness during the interview process and difficulty in articulating their thoughts. The fourth theme was underdeveloped country, which included challenges associated with inadequate infrastructure, lack of opportunities, and inadequate resources. Finally, the fifth theme was the education system, which included issues with pedagogy, inadequate curriculum, and lack of practical experience. To better understand these themes,

researcher used codes, categories and themes, along with participant quotes, to provide a comprehensive description of each theme.

Demographics of the participants.

Table 1: Demographics of the participants (employers)

Participants Code	Gender	Age (Years)	Educational Background	Work Experience (Years)	Position
Employer 1	Male	65	Doctor	40	CEO of Lab
Employer 2	Female	47	PhD Doctor	21	Associate Professor
Employer 3	Female	57	PhD Doctor	29	Assistant Professor

Employer 4	Female	39	M Phill	13	HOD of Univerity department
Employer 5	Male	45	MBA	18	Marketing manager

Table 2: Demographics of the participants (unemployed graduates)

Participants code	Gender	Age (years)	Educational background	Work experience (years)
Unemployed 1	Male	26	Graduation in bio chemistry	3
Unemployed 2	Male	28	Bachelor of Laws (L.L.B.)	1
Unemployed 3	Male	23	Bachelor of Business Administration (B.B.A.)	1
Unemployed 4	Male	22	Bachelor in Urdu literature	no
Unemployed 5	Female	21	Bachelor of Laws (L.L.B.)	no
Unemployed 6	Female	24	Graduation in bio science	1
Unemployed 7	Male	28	Bachelor of Science (B.Sc.)	2
Unemployed 8	Female	22	BS(Hons) CS Computing	no
Unemployed 9	Male	21	Bachelor in tourism and hospitality management	no
Unemployed 10	Female	25	Bachelor of Arts	2

Table 3: Themes and codes generated for data analysis

	Themes	Category of codes	An employer's Lens	An unemployed Lens
1	English Language skills	Speaking	According to 80% need more fluency	According to all Graduate lacking
		Listening		
		Writing	According to 40% graduates lacking	According to 20% graduates lacking
		reading		
2	Employment & organizational skills	Teamwork	All were in favor fresh graduates must required	According to 60% lacking due to lack of English-speaking skill
		Presentation	All were in favor fresh graduates must required	According to 80% lacking
		Problem solving	All agreed employees need	According to 90% universities did not focus
3	Interview skills	Confidence	According to 80% graduates lacking	According to 50% they need
		Relevancy	According to 80% graduates lacking	According to 80% they can't answer relevant
		Communication skills	According to 60% graduates should focus	All feel deficiency
4	Under developed Country	Economic crises	According to 40% economic crises also effect employability	According to 50% economic crises is the reason
		Lack of vacancies	According to 60% there	According to 60% there

			are shortage of vacancies	is lack of vacancies
5	Education system	Curriculum	According to 80%	According to 90% its fault of curriculum
		Critical thinking	According to 80% graduates required	According to 100% critical thinking is not focused
		Job oriented	All felt deficiency	According to 70% syllabus was not job oriented
		Long lasting learning	According to 60% curriculum should focus on developing long lasting learning	According to 50% universities should focus on long lasting learning

1 English Language Skills

When asked about the proficiency of graduates in the four English language skills - speaking, listening, writing, and reading, four employers mentioned that the graduates need more fluency in speaking, while only 2 employers had a concern with writing skills.

On the other hand, when six unemployed individuals were asked about their English language skills, they admitted to lacking fluency in speaking. Additionally, four of them mentioned that even after graduation, graduates still need to gain proficiency in speaking and writing skills. It was discovered that unemployed graduates were more concerned with their English-speaking abilities than all language skills. Through their responses to the questionnaire, many unemployed graduates suggested fundamental speaking exercises like open-ended classroom discussions, speaking tasks to understand specifics, and highlighting independent speaking about various subject matters in class, which they believed were crucial for speaking.

2 Employment and Organizational Skills

teamwork

Teamwork is an essential skill in today's globalized world, where English proficiency is crucial. According to feedback from unemployed graduates and employers, good English skills are necessary for effective communication and teamwork. Six unemployed individuals reported feeling embarrassed during job meetings due to their lack of English-speaking skills. Employers agreed that most business contracts, especially international ones, are in English. Therefore, English language proficiency substantially influences employability.

Presentation Skill

In addition to English proficiency, confidence plays a vital role in communicating effectively during presentations. Confident professionals can interact with coworkers and clients clearly and efficiently, making it a critical trait for fresh graduates. All employers responded that many recently employed individuals require more teamwork. Presentation skills are equally important, and it is usually discouraged in the workplace to use languages other than English. Eight unemployed individuals highlighted that confidence during presentations, effective communication in English, and the ability to engage in teamwork conversations are critical for employment.

Problem-Solving Skill

Problem-solving skills are also necessary in today's job market, as employment sectors are full of challenges. All employers responded that graduates require problem-solving skills. However,

nine unemployed individuals reported that universities only focused on exams and did not teach practical skills such as problem-solving. Therefore, they needed to be taught and practised problem-solving skills at universities to make them more employable.

3 Job Interview Skills

English is the most commonly used language in the employment world. According to four employer respondents, most job interviews are conducted in English. Additionally, two employer respondents favoured code-switching and mixing languages. Fluency in English can create a good first impression and increase the chances of getting hired. Thus, interviews in English can be stressful for those who need to be proficient in the language.

Communication Skills

Seven respondents who were currently unemployed stated that they needed better communication skills in English, which are crucial for job interviews. Three employers responded that graduates with good communication skills are more likely to be selected for a job. Fresh graduates usually need to gain this skill, which can be a disadvantage.

Confidence

Five unemployed respondents said they lost confidence during the interview because they lacked English speaking skills. Four employers replied that fresh graduates need more confidence in speaking English.

Relevancy

All unemployed respondents favoured that universities need to develop practical and critical skills. As a result, they could not reply to relevant questions and answers during interviews. Four employers replied that fresh graduates still need to be able to reply to relevant answers to critical questions. Employers believe that interviews are a significant opportunity for fresh graduates to make a lasting impression and pave the way for a successful career.

4 Underdeveloped Country

Lack of vacancies

According to 3 employers, Pakistan's most pressing problem is the country's high unemployment rate. The problem is widespread worldwide and constitutes one of its most difficult challenges. A major contributor to this problem is the lack of investment and free vacancies due to an unpredictable environment caused by terrorism, floods, and the absence of resources. Compared to other developing countries, Pakistan has one of the lowest rates of industrial growth due to the inadequate collection of tax revenue, scarcity of energy and skilled workers, and a need for clear policies on the part of the government. All unemployed reply that Pakistan has very few vacancies for graduates. 6 got employed on and off but are still waiting to be re-employed.

Economic Crises

According to 5 unemployed graduates, Pakistan faces a major issue of high unemployment after COVID-19, but the problem is not unique to Pakistan. However, Pakistan should cover this gap because the root causes and consequences of this problem in Pakistan can be attributed to the country's education system, which focuses less on technical skills and hands-on experience. Two employers believe the country needs more job opportunities, and unemployment persists due to poor economic policies.

5 Curriculum

According to respondents, the education system in Pakistan needs to be more unified and prioritize general education rather than just producing skilled labour for the market. The lack of

cohesion within the system causes it to fail to meet the demands of the labour market. The curriculum plays a significant role in achieving educational goals. The education system in Pakistan requires more attention and resources to guide its population towards responsible political and social practices. Nine unemployed graduates believe that the educational curriculum in Pakistan needs a major overhaul to meet the requirements of the modern world.

Critical Thinking Skill

All unemployed were replied that at universities, teachers usually follow a traditional approach that focuses on memorizing communication skills' rules without considering their practical application. The teaching methodology primarily revolves around lectures, which do not promote active learning or critical thinking nor give a chance for discussion among students. Consequently, students must take notes and memorize test information to determine their grades. As a result, students' grades are more determined by their ability to memorize information than their understanding and application of the concepts. This approach does not promote critical thinking, essential for long-lasting learning. Four employers believe that fresh graduates need more critical thinking skills, as they rely solely on memorized knowledge from textbooks and limit their thinking to what is covered in the syllabus. They cannot apply their knowledge to real-life situations and think outside the box. As a result, employers are seeking graduates who can think critically and solve problems creatively.

Long-Lasting Learning

Five unemployed graduates stated that universities must focus more on practical learning in their respective fields for long-lasting learning. This is because universities only focus on good grades through cramming and prioritize something other than practical learning. Universities need to provide more fieldwork and professional learning opportunities to students. Three employer respondents attribute the problem of educated unemployment to an inadequate education system. They suggest that Pakistan's education system should be revised to meet international standards for the long-lasting learning of graduates.

Jobs Oriented Skill

All employer respondents agreed that universities should provide graduate fieldwork practice and job-oriented skills to help students succeed professionally. The seven unemployed graduates stated that they should be actively permitted to communicate their thoughts in actual classroom circumstances. However, the teachers have yet to provide them with opportunities to develop practical skills. They were mostly listeners in the classroom instead of participants.

4 Discussion

Despite the widespread use of English as a global language, Pakistani institutions in the 21st century still need to be improved. The teaching of English in universities needs to be updated to engage students effectively. Moreover, technology in language learning still needs to be fully integrated into the curriculum, leaving students needing access to modern tools that could significantly improve their language proficiency. As a result, many Pakistani students need help to communicate effectively in English, which can limit their opportunities for education and

employment both nationally and internationally. (Saleem, et al., 2023). Klafke R. et al. (2019) that the academic knowledge and abilities taught in business education must catch up to those used in business. They emphasize that business education has advanced considerably more slowly than the actual business field and markets.

Employers' perspectives on the importance of English proficiency However, graduates' high jobless rate is partly a result of their poor communication and English proficiency. Strong communication abilities in the workplace relate to the capacity for accurate information transmission and reception and the capacity for audience reading to avoid and settle disputes (Kermode, 2017). Employers are well-informed about their industries' latest developments, technology, and trends. By conducting interviews with employers, the researcher obtained valuable information about whether the curriculum aligns with the industry's most recent innovations and best practices. The data collected from unemployed graduates can help educational institutions keep their curricula current, ensuring graduates have the necessary knowledge and skills to succeed in their careers after graduation. It is required that University educators should serve as a compilation of students' necessary skills to enhance their preparedness for various career sectors. According to Kovacs & Vamosi (2022), care should be taken when creating and updating curricula to guarantee that graduates of business programs may find employment. Data provided that at the time of the interview, Employers can evaluate graduates' job readiness by conducting interviews to assess whether they possess the necessary abilities, professionalism, and flexibility to thrive in an office environment. Effective communication is one of the top abilities for employers. In addition to integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic, Robles (2012) finds that communication is among the top 10 soft skills that business executives in the United States consider most crucial. Similar results were seen in Australia, where employers felt that despite good academic performance, many graduates lacked general skills, such as conversational skills (Crebert et al., 2004). Unemployed graduates provided feedback that their education could have prepared them for the unique business requirements of the industry. Now, educational institutions should adapt and enhance the English-speaking curriculum in response to employers' requests for specific soft skills or technical competencies that require sufficient attention in the curriculum to sufficiently prepare students for the workforce. By learning from their experiences, teachers have to examine and modify the curriculum to ensure it remains current and relevant. The capacity to communicate in English is a key determining element for landing a job, earning more money, and gaining other advantages in the labour market. English fluency has been regarded as human capital to this extent (Dustmann & Fabbr, 2003). Since it is thought to be a potent tool for raising the calibre of human capital, universities and national governments worldwide are placing an increasing emphasis on developing graduates' employability. (Tran et al., 2022)

5 Conclusion & Recommendation

Employer interviews provided that educational institutions should build and solidify company partnerships. Institutions should create collaborations, internships, and employment possibilities via these encounters for their students. This partnership improves graduates' employability and makes it easier for companies to provide continuing feedback and insights so that the curriculum may be improved over time. Good English-speaking skills and a broad command of the language can significantly increase a student's chances of succeeding in job interviews when students can effectively express their knowledge more confidently. Therefore, including practical communication skills in the curriculum can improve general communication abilities, help

individuals become more self-assured communicators, and ultimately lead to a higher chance of finding employment after graduation. Graduates who are not employed provided deep insight into employability skills related to the English-speaking skills that need to be added or given more priority in the curriculum. This input may help curriculum developers include additional real-world speaking practice opportunities for skill development, such as group discussion, oral tasks, or interview skills. English is crucial in Pakistan and should be considered in education. Research is needed to identify English instruction in abroad and Pakistani teaching approaches. Ayub, S. (2020). Feedback from graduates who are not working showed how an English language-speaking curriculum is badly needed for experiential learning and real-world applications. This input enables educators to close the knowledge gap between theory and practice, better preparing graduates for the profession's demands. In conclusion, recommendations from jobless alums are very helpful in identifying a curriculum's flaws or deficiencies to help educational institutions modify the curriculum to suit the labor market's needs better and increase graduates' employability. Giving input from jobless graduates resulted in more thorough, relevant, and efficient English language-speaking courses that better promote successful employment outcomes. Teaching or testing English is required at educational institutions. (Ayub & Lodhi, 2016)) Public and private university both students lack speaking skill, but private universities prioritize developing speaking fluency. Private universities offer higher curricula and facilities. Private institutions use digital technology and apps for E-learning, resulting in more effective English learning and teaching than public universities. (Islam et al., 2022). In 2018, before executing HEC's undergraduate policy 2023, the content list included English-speaking topics regarding job industries. Presently, institutes have autonomy in devising and adhering to curricula as per the undergraduate policy 2023. Nevertheless, HEC is still directed to provide a content list. Results from the study show that private institutes frequently possess more significant flexibility and aid in adeptly implementing the educational guidelines specified by the Higher Education Commission (HEC) (Ayub & Mohammed, 2024). The analysis of curricula becomes even more significant in the context of high unemployment resulting from a lack of available job opportunities and prolonged economic instability. It enables decision-makers, educational institutions, and companies to collaborate and identify potential growth areas and employment prospects in various sectors. Additionally, it enables proactive adjustments to changing economic conditions, leading to a more robust and adaptable workforce. Educational institutions can help create a competent workforce that meets the requirements of the current job market by adapting their curricula to meet the identified needs. Furthermore, analyzing curricula can be a valuable tool to bridge the skills gap and help educators understand the specific skills and abilities that employers are looking for, thereby narrowing the gap between what graduates offer and what the labor market requires. Educators can gain insights into the precise skills and competencies that employers need. The gap between education and employment regarding English-speaking abilities can be closed by incorporating more interactive and practical language activities, exposing students to authentic English materials, implementing efficient assessment techniques, and improving teacher training programs. Whether their education effectively prepared them for the unique business requirements they wanted to work in how well the program combines possibilities for experiential learning and real-world applications. This input enables educators to close the knowledge gap between theory and practice, better preparing graduates for the profession's demands. Gathering comprehensive and structured information through further research relevant to the job industry would be highly advantageous for universities to equip students with essential workplace skills. By accessing

such information, universities could identify the crucial skills and knowledge required by specific industries and incorporate them into their curriculum. And would enable students to gain a deeper understanding of the practical application of the skills they learn in the classroom, thereby enhancing their employability in the future. Educational institutions in Pakistan can significantly enhance the enthusiasm of graduates for the workforce and their possible consequences on the economy by focusing more on creating and running curricula specially tailored to career needs. A curriculum audit thoroughly analyzes whether the academic strategy works with its instructional agenda (curriculum) regarding strategy, performance, and evaluation in alignment with appropriate measures. This audit assesses the functional application of the curriculum in classrooms and the deep investigation it experiences. Therefore, providing the curriculum with specified criteria is a basic aspect of the educational framework (Jabbar, 2017; Ayub & Mohammed, 2024). Presently, the English-speaking curriculum in universities is more focused on theoretical aspects than practical application. As a result, students may need help communicating effectively in real-world situations. Therefore, universities must provide students ample opportunities to practice speaking in English. Students can develop their language skills more practically and efficiently by incorporating interactive activities and role-playing exercises into the curriculum.

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