

## The needs of graduates required by the employment industries: analysis of English language speaking course outlines at Pakistani universities

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**Abstract** - Since a syllabus is an essential teaching tool, it should contain relevant content and a well-organized curriculum based on practical skills needed at the workplace. Proficiency in spoken English can unlock a wealth of international career prospects. Despite the Higher Education Commission's efforts to improve the educational landscape, elevated levels of joblessness are hampering advancement. The primary goal of this qualitative study was to examine the functional English-speaking course outline at the BS level in private and public Pakistani universities. English language course outlines (communication and presentation skills) were collected from various private and public universities that were conveniently available to the researcher. Data from employed graduates was collected through purposive sampling techniques. Additionally, data was collected from 10 recently employed graduates through a questionnaire to explore the job needs of BS English language students in Pakistan. As the research was qualitative, data was collected using a purposive sampling technique. For reliability, the research questionnaire was validated by three subject matter experts. The syllabi need to be presented more coherently and meet most of the ideal syllabus's requirements. The English language speaking course outlines were found to focus on grammar and give little attention to speaking skills required for the workplace. The study recommends creating an efficient speaking skills-based English language course outline at the BS level for both HEC and university authorities based on the survey data collected from recently employed graduates.

**Keywords:** spoken English skill, Skills Based curriculum development, syllabus design, syllabus contents

## 1. INTRODUCTION

The Higher Education Commission is working hard to strengthen the educational system, but the necessary objectives have not been met because of the sharp increase in unemployment. The creation of the curriculum and its execution does not intellectually develop pupils or prepare them for the demands of the workplace. Google held a recent coding contest, and the results were worrying. According to a poll, Pakistan is rated 1336th. India and Bangladesh came in at positions 6 and 39, respectively. Every year, Pakistan produces between 25,000 and 30,000 computer science graduates. Despite the considerable amount, our educational system's failure was the sole reason we were ranked 1336th overall. (Ali, A., 2023). English has established itself as a societal norm and a necessary component of Pakistan's educational system. Oral English language proficiency is essential for advancing the educational system and adopting the newest scientific innovations (Ayub, 2020).

Students must master fundamental and specialized speaking abilities to express themselves in their everyday lives and future employment properly. Mastering basic and specialized facets of the English language is required to craft grammatically correct phrases and alter the degree of formality by linguistic rules (Mahsar, 2021). According to Ayub & Lodhi (2016) English is becoming more widely spoken worldwide, which brings to light both the growing need for people to speak it well and the problems that come with it. When conversing in English, English language learners commonly display feelings of stress, tension, and worry. They also regularly experience psychological hurdles when speaking English (Hashemi, 2011).

According to Mamun (2019) A curriculum is crucial to any teaching-learning endeavor. A syllabus may take many forms, but it is often a written statement of the material that will or should be taught or learned throughout a course. It serves as a crucial tool for aligning teaching and learning with the goals of a course, program, or project. According to Grunert (1997) and Pastorino (1999, cited in Parkes & Harris (2010), a course syllabus can be a highly effective learning facilitator. A strong curriculum should be unambiguous, concise, and customized for the position or job sector. The most important qualifications and experiences that make the applicant an excellent choice for the job should be highlighted. A good curriculum should include appropriate formatting, clear language, and enticing visuals. Following are the objectives of the research:

- (1) This study examined the primary English language-speaking course descriptions for the BS level at public and private universities in Pakistan.
- (2) Highlight the objectives mentioned in the course outline focusing on English speaking skills.
- (3) To know the basic speaking skills required in the workplace

Following are the research questions of the research;

- (1) How comprehensive are the English language-speaking course descriptions at private and public Pakistani universities?
- (2) What objectives are mentioned in the English-speaking course outline by private and public sector universities at the BS level?
- (3) What requirements and expectations do job industries have for English language-speaking training?

Analyzing the curriculum is crucial for English language-speaking courses as it aids in matching educational initiatives with the demands of businesses and employers.

Employers are constantly looking for employees with the necessary knowledge and abilities for various professions as the labor market changes. Therefore, analyzing the curriculum outlines is important to find areas where educational programs need to be improved. Curriculum course outline analysis supports educational justice and diversity in the workplace as it ensures that all students have equitable access and opportunity, regardless of their socioeconomic status, gender, or ethnicity. Course outline analysis aids in identifying any biases or representational gaps and allows for required changes to be made to provide a more inclusive curriculum that equips all students for successful employment.

To guarantee that the curriculum is effective and relevant in fulfilling the needs of the labor market, it is crucial to examine it from the perspective of those already employed. Integrating the perspectives of employed people in the curriculum will better prepare students with the skills and information necessary for successful work. It has been noted that private universities emphasize improving speaking fluency. In this sector, private institutions provide superior services and programs. Private universities have used digital technologies and apps to execute E-learning more comprehensively than public institutions, leading to more effective English teaching and learning (Islam et al., 2022). A syllabus, as defined by syllabus design, is a statement that chooses the course's goals and objectives after considering the relevant circumstances and details, chooses the materials that will help students achieve those goals, and assigns grades for the materials and activities based on their relevance to particular skills, strategies, and tasks. Additionally, it recommends the kinds of tools for practical goal realization and instructional and evaluation strategies, all while considering stakeholder demands, logistical constraints, and potential. (Mamun, 2019).

Due to its curriculum, Pakistan's existing educational system needs to adequately educate many students to contribute positively to the country's vast development problems and productively to the economy (Aziz et al., 2014). According to Ayub & Lodhi in 2016, due to a lack of knowledge about coaching and teaching techniques, the trainers scarcely know how their instruction can assist the students in improving their communication abilities, which could result in a disastrous future filled with anxiety (Mahmood & Ghani, 2012). To address these factors, the curriculum for those courses should be specifically tailored to the course objectives and objectives, needs orientation, and teaching approach. Although students take classes, they still need help with their English (Tasnim, 2001; Haque, 2006; Mamun, 2016). According to Mamun (2016), most courses are created using the syllabi of other local and international universities, with only sporadic consultations with subject matter experts. Most of the time, analysis comes after course design. (Mamun, 2019). There seems to be a widening disparity between the quality of graduates produced and what the industry needs (NEAC, 2004). The most crucial responsibility for an institution is to educate undergraduate students for professions (Arnone, 2003).

The curriculum in Pakistan needs to prepare students for important responsibilities adequately. Education in Pakistan focuses more on theory than practice. Students need to be sufficiently equipped to handle the challenges of the modern day. New technologies and their applications, which are necessary for the job hunt, should be taught to them. The absence of technical education in Pakistan is another factor contributing to unemployment. Technical and vocational schools are decreasing, but

they are not being forced. Because of this, students do not get practical training, which causes them to be unemployed (Zafar, 2016). Consequently, curriculum development is essential for setting employment objectives and preparing students for the workforce. The substance of the curriculum and the way it is delivered are both contributing factors to the problem. Like many other nations, Pakistan must move away from rote memorization and towards an educational framework that encourages students to push themselves intellectually and creatively (Aziz et al., 2014). Many graduates are only able to speak "silent English" due to insufficient instruction, according to Huang (2006), who is referenced by Hu (2021).

## **2. METHOD**

The researcher chose the qualitative technique because of its interactive nature, which allows for intimate interaction with individuals in their natural environment. Data was collected through convenient sampling and purposive sampling techniques. English language course outlines (communication and presentation skills) were collected from various private and public universities that were conveniently available to the researcher. Data from employed graduates was collected through purposive sampling techniques.

English speaking courses outlined were collected from eight universities, four from public and four from private sector universities. course outlines were analyzed by modifying and adapting UDL (the universal design for learning and syllabus design) 10 recently inducted job holders were selected to examine the workplace's requirements and expectations regarding speaking skills. Purposive sampling was utilized to accomplish this purpose. According to Omona (2013), purposive sampling involves selecting participants with specific qualities that accurately represent the population being studied to conduct a fair study. The identification repetition generated codes to determine important information. By assembling these codes, a concept was created, and the primary wordings were assigned categories. Finally, appropriate themes that fully defined the data were produced from this code. Saldana's (2013) coding approach for questionnaire data analysis was used. The greatest way for students to benefit from the teaching-learning activities is by clearly understanding the objectives.

The course outlines for teaching Basic English to undergraduate students was assessed using various criteria such as objectives, outputs, field-based teaching techniques, and evaluation of spoken English skills. The evaluation was done by modifying "Universal Design for Learning: A Rubric for Evaluating Your Course Syllabus" and using a document analysis guide. To ensure the validity and reliability of the research, a thorough validation process was conducted for the questionnaire. This involved obtaining feedback and input from three subject-relevant specialists who thoroughly scrutinized the questionnaire to ensure that the questions were clear, unbiased, and effective in eliciting the desired responses. The specialists provided valuable insights and recommendations that were used to make necessary adjustments to the questionnaire, resulting in a more reliable and valid research instrument.

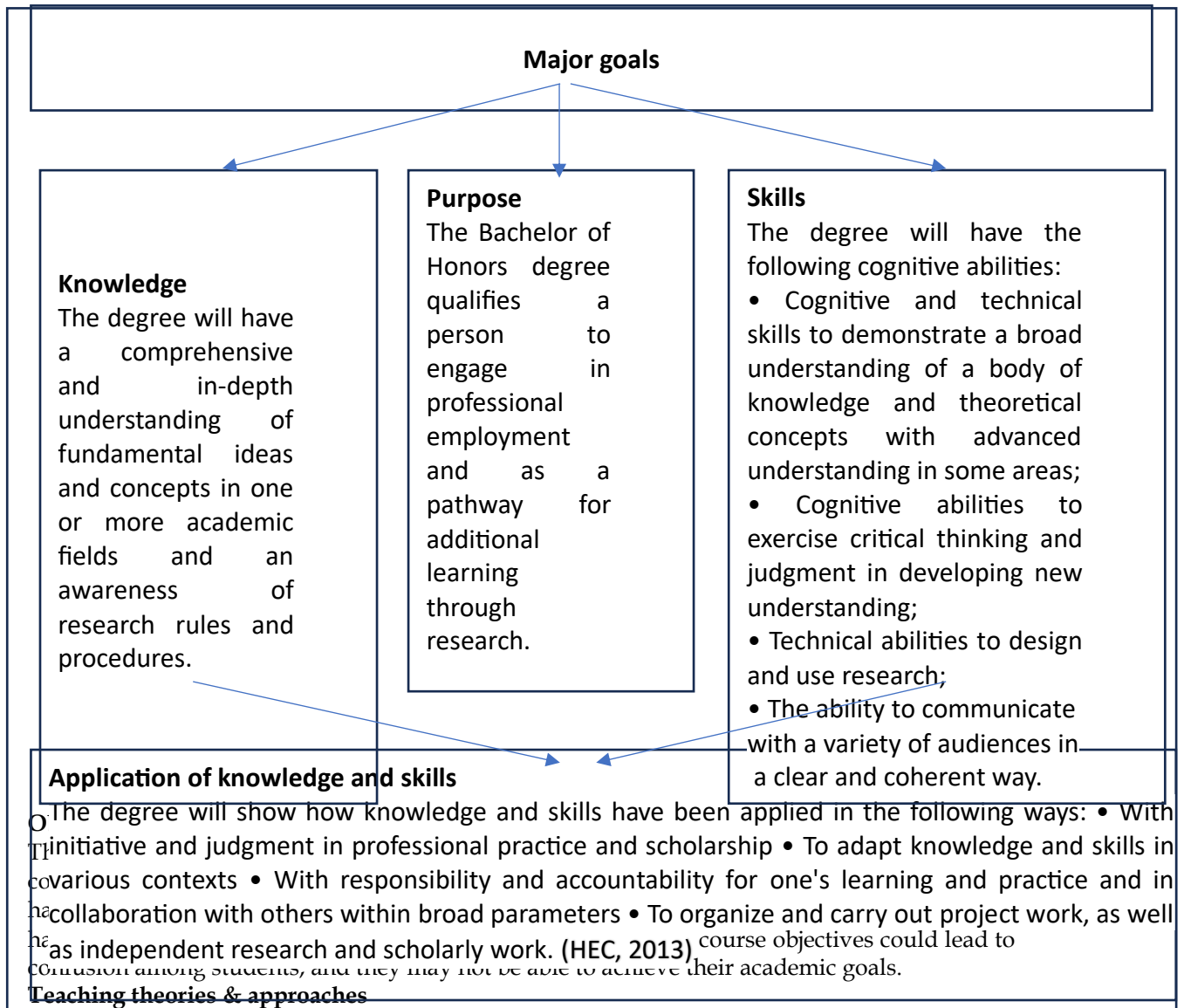
## **3. RESULTS AND DISCUSSION**

### **3.1 Results**

A study was conducted to evaluate eight different course outlines for an HEC foundational English course named Communication and Presentation Skills, which both public and private universities offer as a compulsory subject.

Once the relevant authorities have given their approval, the curricula are printed and sent to universities and institutions that grant degrees for them to adopt and implement. Final versions of the curricula are also posted on the HEC website. Every university prepares its syllabus by focusing on the targets of the HEC. The universities and other institutions are required to submit reports on how they are utilizing the curriculum. If there is an accreditation body available, it helps the Curriculum department in overseeing the implementation process (HEC, 2013).

Table 1 HEC curriculum at BS level



Moreover, the evaluation scrutinized the teaching methodologies and approaches to enhance spoken English. It was observed that only four of the eight-course outlines had proper and effective teaching methodologies and approaches. This finding is a cause for concern since students need to receive the best education in spoken English.



### Language skills

Furthermore, while most course outlines included communication skills, only five had an English-speaking focus. Among those, only 2 private university outline contained listening skills, and three private and one public university included speaking skills. However, these outlines should have offered targeted techniques for improving these abilities. More emphasis should be placed on developing speaking and listening skills to help students' overall English proficiency.

The evaluation report also highlighted that 6-course outlines excessively emphasized grammar, with skill development receiving relatively little attention. This finding is significant since it means that students may be unable to use English effectively in real-life situations. Even in the foundational English course named Communication and Presentation Skills, English-speaking practices have yet to be given attention. This lack of focus on English-speaking practices in an English language course is a significant concern and could make students unable to communicate effectively in English.

In conclusion, the evaluation report highlighted shortcomings in the basic English language course outlines. Private and public universities should consider these findings and make the necessary changes to improve the quality of education in spoken English and skill development.

### Language skills

After analyzing the eight-course outlines, it was observed that only four of them provided specific descriptions to promote communication skills with an emphasis on acquiring grammar. While writing skills were given some attention, speaking and listening skills needed more weight in the learning objectives.

### Assessments

Out of the eight-course outlines, six included an assessment component that covered various aspects such as homework, in-class exams, midterm evaluations, and final exams.

However, it was noted that only one of these assessments included listening skill ratings, and two summaries had scores for speaking activities from in-class speaking exercises. The assessment segments mainly focused on evaluating reading and writing abilities, with written exams giving more importance to grammar evaluation.

### Teacher and students' roles

Furthermore, it was observed that only three private and two public universities provided a clear description of the proper role of instructors. This lack of proper guidance on the role of instructors may lead to consistency in teaching quality and student learning outcomes. Therefore, universities must provide clear guidelines to instructors to ensure a consistent and effective learning experience for students.

### Job oriented syllabus

In conclusion, the course outlines the need to adequately address English language speaking skills and development plans for the requirements of job industries. Although reading and writing abilities were present, they needed to be accompanied by the proper development tactics. Table 1 shows the number of language abilities in each criterion of the evaluation tool for the English foundational course Communication and Presentation Skills outlines of both private and public universities.

Table 2 public and private universities syllabus

UDL syllabus design	Private university (communication & presentation skills)	Public universities (communication & presentation skills)	HEC course outline (communication & presentation skills)
objectives	3	2	Properly defined

Description	2	2	Properly described
Instructor information	3	2	
English speaking goal	2		Clearly given
Communication skills	3	4	Given & focused
Listening skill	2		
Speaking skill	3	1	
Course Assignments	4	3	
teaching method/approaches	3	1	No
Focus on learning grammar	2	4	
Theoretical learning	3	1	No
Learner roles/activities	3		No
Course assessment	4	2	

### Findings From Survey

Ten recent graduates were surveyed with an open-ended questionnaire about what they expected to learn regarding English language speaking skills in their new jobs and that needed to be added at universities. The questionnaire contained eight primary questions, and the answers were classified and categorized using Saldana's (2013) proposed techniques. Even After graduation, many graduates still find job interviews to be a torturous experience. For a significant number of recent graduates, the process of participating in a job interview is a considerably challenging and demanding experience. It requires a combination of relevant knowledge, skills, and personal qualities that must be demonstrated effectively in a high-pressure environment. Based on the codes created from the responses, most of the graduates believed that speaking English well could significantly boost their confidence during presentations and teamwork discussions in the workplace.

However, the students knew their poor English-speaking abilities and wanted to improve them. Although they had studied functional English courses related to communication and presentation skills, they still needed to be made aware of how to improve their speaking skills. The responses to the questionnaire revealed that the students' speaking skills needed improvement, which could be achieved if university teachers focused on speaking practice and encouraged students to have enough confidence to speak well in English. Many students suggested fundamental speaking exercises, such as open-ended classroom discussions, speaking to native speakers, and independent speaking about various professional skills matters in class, which they believed were crucial for improving English speaking and would help graduates perform well in the workplace. The students emphasized the need to practice listening and speaking tasks to improve fluency and comprehension. They indicated they were focused on preparing written tasks with much effort at home instead of performing any task speaking task in the classroom. Among the language skills, employed graduates emphasized sharpening speaking and writing abilities most significantly. The students were compelled to practice writing exercises taught at the university instead of any field-based experience. According to the data, they were most motivated to improve this ability since they knew that exams would be written and that good writing would result in higher grades.

Table 3 language and employment skills

Themes	Codes	Recently employed demand	HEC claims
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Language skills	Speaking	poor English-speaking abilities	This course aims to enhance professional progress and future development by focusing on acquiring effective presentation abilities and developing interactive and interpersonal communicative skills. This course provides a range of strategies, techniques, and drills that are valuable and effective in enhancing learners' communication and presentation abilities. HEC Content: <ul style="list-style-type: none"> <li>● Understanding the purpose of Communication</li> <li>● Analyze the Audience</li> <li>● Communicating with words as well as with body language</li> </ul>
	Writing	Too much focus	
	Reading	Focused in universities	
	Listening	Need to practice	
Employment skills	Presentation	Need to improve	The objective of the course is to assist students in identifying the fundamental elements of a presentation. It also aims to cultivate the necessary awareness, knowledge, skills, and attitudes to deliver impactful academic presentations and communicate clearly. HEC Content: <ul style="list-style-type: none"> <li>○ Presentation skills</li> <li>○ Delivering your presentation</li> <li>○ Speaking with Confidence</li> <li>○ Communicating Effectively</li> <li>○ Job Interviews and Communicating Skills</li> <li>○ Communication in a Team</li> </ul>
	Teamwork		
	Interview	Many graduates still find job interviews to be a harrowing experience.	

### Problem solving skill

(1). Reduced productivity: During a recent survey, eight employees were concerned about the skills that are necessary to overcome work challenges. In response, all of them emphasized the importance of strong problem-solving skills. According to them, the ability to identify problems, analyze situations, and find effective solutions is crucial to succeed in any work-related challenge or obstacle.

They further explained that problem-solving skills help them approach challenges with a positive attitude and confidence, which, in turn, allows them to learn from their mistakes and grow as professionals. They also highlighted the importance of creativity, critical thinking, and communication skills in problem-solving.

The employees emphasized that strong problem-solving skills are necessary for them to be able to fulfil their job requirements effectively, which could lead to missed opportunities, lost time, and decreased job satisfaction. Therefore, they emphasized the need for employers to provide training and resources to help employees develop and enhance their problem-solving skills.

(2). Increased stress levels: Seven graduate employees who have recently joined the company need help with the demands of their new roles. They often feel overwhelmed and stressed when they encounter complex tasks or unforeseen issues. Due to their limited problem-solving skills, which makes it difficult for them to find effective solutions to problems. Their lack of experience in the workplace also adds to their stress and anxiety. These factors are negatively impacting their overall well-being, affecting their productivity and ability to succeed in their roles.



(3). Limited career growth: The group of five employers expressed their worries during a recent meeting about their perceived lack of problem-solving skills. They were aware that employers across all industries highly value the ability to solve problems and that it can play a significant role in their career advancement. They discussed the importance of developing this skill and how it can positively impact their professional growth.

(4). Decreased innovation and creativity: As per the feedback given by eight employees, it has been observed that workers frequently require assistance to think outside the box and come up with creative ideas. This challenge has been identified as a significant obstacle that hampers their ability to produce innovative solutions for various problems.

**Lack of practical knowledge**

(1) Ineffectiveness in tasks: Employees who need more practical expertise may face several detrimental effects at work. Seven graduates reported that carrying out their job responsibilities in an efficient manner took much work due to a lack of practical knowledge. They need help to apply abstract ideas or abilities to real-world situations, which results in errors, inconsistencies, and inefficiencies in their work.

(2) Limited adaptability: six employees were concerned about their limited adaptability to changing circumstances and trends in the industry. They felt that practical knowledge could help them adjust better to new technology or changing job requirements. Without practical knowledge, they felt overburdened, uneasy, and less able to contribute efficiently to their duties.

(3) Decreased confidence: A lack of practical knowledge can also lead to decreased confidence, causing nine workers to feel uncertain about their abilities. Lack of confidence affected their motivation, job satisfaction, and overall productivity. They were less willing to take on additional tasks or responsibilities due to their lowered self-esteem.

Table 4 real-life job challenges

Global theme	Theme	codes	An employee's lens	HEC curriculum
Real-life job challenges	Problem solving skill	Reduced productivity	Seven graduates reported that carrying out their job responsibilities in an efficient manner took much work due to a lack of practical knowledge.	Only mentioned Communicating with Customers. Need more practical and field-based knowledge.
		Increased stress levels		
	Limited career growth			
	Decreased innovation and creativity			
Practical knowledge	Ineffectiveness in tasks	Limited adaptability	six employees were concerned that practical knowledge could help them adjust better to new technology or changing job requirements.	

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Decreased confidence:	nine workers were uncertain that Lack of confidence affected their motivation, job satisfaction, and overall productivity.
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### 3.2 Discussion

We must remember that English is an integral component of life in Pakistan. Additionally, when establishing education and teaching, this component must be considered. More studies should be done to determine the extent of English instruction in foreign nations and to distinguish between English teaching methods in the Pakistani context. Ayub (2020). After examining the English curriculum, the researcher discovered that speaking skills are covered more in private universities as compared to public. Course outlines of private universities were more well designed as compared to public universities. According to Islam et al (2022) private university students have better English-speaking skills than public university students because private universities prioritize developing speaking fluency by offering higher-quality curricula, facilities, and e-learning resources that leverage digital technology and apps. As a result, private universities are more successful in teaching and learning English than public universities, which have been slower to adopt e-learning due to limited access to digital equipment and applications. Private colleges have started to offer students an alternative. Private education relies primarily on tuition fees paid by students, whereas public institutions nearly exclusively depend on government financial transfers (Soares, 2016). As a result, private institutions of higher learning have invested in and hired highly qualified professors with experience in the workforce and a minimum level of specialization. In contrast, public institutions continued to employ professors who were devoted to research but needed more real-world experience (Naidorf, 2015) despite their high titration (PhD) (Klafke et al., 2019).

It was observed that instructional theories were neglected part in the course outline of universities. Whether in a private or public university, both types of universities should have a positive attitude in theory in teaching style. Additionally, they should be able to adjust the curriculum or approach to fit the teaching style. Klafke et al (2019). It was observed that universities should define the proper roles of students and teachers in course outlines. The HEC course outline was well-defined and designed but needed teaching theories, approaches and proper field-based experience. By regularly reviewing and updating the English language-speaking curriculum, HEC can better prepare students for the dynamic job market, increasing their chances of finding work. Reviewing the HEC curriculum outline ensures that it includes current information and instruction directly related to the skills and abilities companies seek, making graduates qualified and sought-after job applicants. By proper evaluation of the university curriculum, HEC can find flaws in the curriculum, such as out-of-date or irrelevant information, inadequate teaching strategies, or a lack of appropriate practical application of knowledge. By spotting these holes, essential updates and improvements may be implemented, ensuring that graduates have the most current and employable abilities.

Reviews from working people provide practical perceptions of the applicability and usefulness of the program. Professionals who have completed the program may provide insight into how well the subject relates to recent technological developments, business processes, and upcoming trends. The opinions of those in the workforce are

also a great resource for input on how useful and feasible the program is. They may reveal if the abilities and information learned via the curriculum result in job prospects. With this knowledge, educators may improve the curriculum and tailor it to the requirements of both students and businesses. To know the challenges the employed persons face, universities can design educational programs that include chances for work-based learning, internships, or real-world applications by carefully examining the curriculum. It makes them more employable and guarantees a seamless transition from the classroom to the working world.

A lack of problem-solving skills can have significant consequences for employees. These challenges include difficulty in decision-making, lack of innovation, and poor time management. In order to tackle these challenges effectively, HEC and universities ought to invest in training and development programs that concentrate on improving problem-solving skills. By equipping graduates with the essential tools and resources to enhance and strengthen their problem-solving abilities, universities can encourage a more productive and efficient work environment.

Due to the globalization of English and the economy's flow, the workplace language environment is changing. However, more research needs to be done on how English is becoming more popular in the labour market, particularly in emerging countries. It is crucial to understand the necessity for candidates to speak English fluently, given the strain language instructors are under to meet corporate demands and prepare graduates for the workforce (Doan & Hamid, 2021). Additionally, the experiences of those in the workforce provide light on curricular topics needing more development or attention. Using their comments, teachers may pinpoint areas where students need more assistance or where the curriculum can be broadened to incorporate more relevant material. It was marked that a lack of practical knowledge creates too much stress among recently employed graduates; universities should focus on providing staff members with opportunities to teach real-world skills. HEC can do it through workshops, mentoring, simulations, on-the universities, and hands-on experiences. This ensures that graduates are educated and sufficiently prepared to face the demands and difficulties of the labour market. The labour market pressures have shaped English language teaching (ELT) policies and curricula in emerging cultures, emphasizing the need to prepare students as skilled workers who can participate in the economy and advance their countries (Ali & Hamid, 2023).

#### **4. CONCLUSION**

The course outlines were examined, and it was discovered that they could have effectively encouraged the growth of English language speaking proficiency at the BS level in private and public Pakistani universities. The course outlines encouraged content-based teaching, grammar practice, and assessments, mainly composed of written assignments, class tests, and exams rather than speaking tactics, which are crucial for the workplace. Analysis of the undergraduate functional English course outline revealed the absence of jobs-oriented techniques, which may cause a student's inability to work effectively after graduation.

According to survey results, undergraduate English language students desired to gain confidence in using the language. However, teachers mainly focus on grammar compared to the speaking skills required for jobs. The job holders admitted they needed to learn and practice to strengthen their English language speaking abilities. Jobs holders expressed their hopes for more extraordinary performance at the university level, active

engagement in class, and submission of standardized tasks. They understood they could speak English better, although all the courses were in English.

For the successful promotion of students after graduation and extended lasting learning at the university level, it is advised that jobs-oriented English language speaking techniques should be focused within all objectives, learning outcomes, material, and assessment procedures of the curriculum. Second, English language teacher professional development should reconsider the training's inclusion of specific approaches and focus more on acquainting teachers with methods for teaching English as a foreign language. In Pakistan, even language instructors lack oral proficiency, especially in the early grades, and they experience discomfort due to their lack of proficiency in spoken English grammar, pronunciation, accent, and other norms. The English language must be taught appropriately or tested, even in training academies (Ayub & Lodhi, 2016).

Teacher training programs in Pakistan should be based on something other than the conventional language teaching model. English language teachers can receive professional development to accomplish this goal at all levels (Ahmed, 2016). The study's generalization could apply to doctoral research. FLA, particularly in oral competency, is highly challenging and multifaceted, necessitating purposeful improvement and greater exploration. For this reason, there is a strong need for additional research using a range of approaches and methodologies (Ayub & Lodhi, 2016).

A quality education should indicate how to have a good career and an exciting job. Thus, it is distressing that undergraduate students are rushing to finish their degrees. A decent education should lead the road to a prosperous and bright future. However, undergraduate students' hasty graduation rates are disheartening. Since the selected material is often not up to par, a more suitable evaluation mechanism should be built to update the curriculum. Curriculum engineers must improve because the syllabus must create established workplace goals and a curriculum that teaches students problem-solving techniques while engaging them in activity-based learning.

Managing the curriculum can be challenging because of insufficient training on curriculum implementation and the need for clear curriculum guidelines. Data analysis indicates that teachers are crucial in improving English language speaking skills by maintaining high standards. Therefore, their capacity is essential in implementing the HEC curriculum successfully. Classroom observation is the best opportunity to gather information to know more reasons for lacking English language speaking skills. Classroom analysis can provide insights into whether curriculum and teaching methodologies are appropriately implemented to enhance speaking skills and whether teachers prioritize students' development of English language speaking skills required in job industries.

#### **Credit authorship contribution statement**

Sadia Ayub: Conceptualization, Methodology, Validation, Investigation, Writing – original draft, Writing – analysis-review & editing, Visualization.

Badriah Khaleel: Conceptualization, Methodology, review & editing, Visualization.

#### **Declaration of competing interest**

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

#### **Acknowledgement**

Both authors have contributed to all activities related to the submission.

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