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Employability Skills in EFL Curricula: Are We Preparing Graduates for the Job Market?

Eman Mansour[1*]

[1] Zawia Language Centre, University of Zawia, Zawia, Libya.

ABSTRACT

Purpose: This study investigates the alignment between English as a Foreign Language (EFL) curriculum and the competencies required for graduate employability in English-related fields. It identifies the employability skills most valued by employers, analyses the extent to which current curricula incorporate them, and proposes recommendations for aligning curricula with labour market demands.

Materials and Methods: A mixed-methods design was used. Online surveys with Likert-scale and ranking questions were distributed through non-probability sampling to EFL graduates and employers, and semi-structured interviews were conducted with EFL instructors and curriculum developers. Quantitative data were analysed using descriptive and comparative statistics, and qualitative data using thematic content analysis, with findings triangulated.

Results: The findings reveal a substantial gap between academic preparation and workplace expectations. Graduates and employers rated linguistic and communication skills highly, whereas graduates reported low competence in teamwork, problem-solving, and critical thinking, and employers expressed dissatisfaction with graduates' teamwork and workplace problem-solving. Employers valued professionalism and work ethic and communication skills most. Most graduates considered the focus on linguistic knowledge and examinations too dominant. Instructors reported using project-based learning and role-plays, but rigid syllabi and limited class hours hinder the systematic integration of practical skills.

Conclusion: Curricular reform toward outcome-based designs is needed, emphasising applied language use, collaborative learning, and problem-solving experiences. The findings provide a localised evidence base for context-sensitive curriculum reform to enhance graduate employability. (*Open J Engl Appl Linguist 2026;1:10-20*)

Keywords: Employability skills; EFL curriculum; workplace readiness; soft skills; outcome-based education.

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*Corresponding author:
Eman Mansour
Email: e.mansour@zu.edu.ly

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INTRODUCTION

English proficiency has become a key requirement in today's globalised labour market, where effective communication and the ability to engage in multilingual professional settings are essential for career success.[1] In Libya, as in many other countries, employers increasingly expect graduates to demonstrate not only linguistic competence but also a range

of employability skills that enable them to perform effectively in modern workplaces. Such skills include critical thinking, teamwork, problem-solving, and the ability to communicate professionally in diverse contexts. However, despite the growing importance of these competencies, many EFL programmes in higher education remain focused primarily on traditional language instruction and examination performance.[2] This emphasis on theoretical knowledge limits students' opportunities to develop practical communication abilities and soft skills that are crucial for employment in sectors such as business, technology, international relations, and customer service.

This misalignment between academic preparation and workplace expectations has contributed to a persistent skills gap in the labour market, with employers frequently reporting that graduates are underprepared for real-world professional tasks. Graduates often possess adequate grammatical knowledge but lack the confidence, fluency, and applied communication skills required in everyday work situations.[3] These challenges highlight the need for a comprehensive evaluation of how well EFL curricula in Libyan higher education integrate employability-oriented outcomes.

The core problem addressed by this research is the growing skills gap between the academic training provided by EFL programmes in higher education and the practical competency demands of the job market. Despite the consensus that English proficiency is a crucial prerequisite for professional advancement, many EFL curricula remain skewed towards linguistic knowledge and examination performance, neglecting transferable employability skills such as communication, critical thinking, teamwork, and problem-solving. Graduates may therefore leave their programmes proficient in grammatical rules but inadequately prepared to deploy those skills in a dynamic and collaborative professional world.[4] Employers increasingly expect employees who can use language as a tool for complex tasks such as negotiating, presenting, collaborating, and analysing information, and the continued reliance on a purely linguistic model, without skill-oriented pedagogical practices, perpetuates this gap and hinders graduates' career prospects.

This study is therefore driven by the need to evaluate the extent to which current EFL curricula are aligned with the requirements of the contemporary labour market. Its goal is not only to measure the gap but also to inform curriculum reform that prioritises outcome-based designs and integrates employability skills alongside linguistic competence, ensuring that EFL education contributes to graduates' professional readiness and success in securing and maintaining employment.

This study aims to identify the employability skills most valued by employers for English-related positions, analyse the extent to which current EFL curricula incorporate these skills, and propose recommendations for enhancing curriculum alignment with labour market demands.[5-8] The study is significant for guiding curriculum development and educational policy. By examining the alignment between EFL programmes and labour market needs, it highlights gaps in essential soft skills such as communication, teamwork, critical thinking, and problem-solving. These insights can help academic institutions design more outcome-based and skill-oriented curricula that better equip graduates for professional success. The research also benefits students and employers alike. For graduates, it clarifies the skills most valued in the workplace, enhancing their readiness and competitiveness in the job market. For employers, it identifies deficiencies in graduate preparation, providing data that can improve hiring, training, and recruitment strategies.

MATERIALS AND METHODS

This section provides a detailed description of the participants and the methods employed

to investigate the alignment between EFL curricula and employability skills, including information on the overall research design.

Sample Size

The participants comprised four groups: EFL graduates and employers, who took part in the surveys (quantitative phase), and EFL instructors and curriculum developers, who took part in semi-structured interviews (qualitative phase).

Research Design

The study employed a mixed-methods approach, combining quantitative and qualitative data for a comprehensive understanding of the alignment between the EFL curriculum and job market demands. The quantitative phase centred on structured surveys administered to two stakeholder groups: EFL graduates and employers. The Graduate Employability Survey assessed graduates' self-perceptions of their preparedness in both linguistic and core soft skills (communication, critical thinking, etc.) and gauged the perceived relevance of their coursework to their current job functions. Concurrently, the Employer Skills Survey quantified the specific competencies (both linguistic and non-linguistic) that employers prioritise when hiring EFL graduates, while also measuring their satisfaction levels and identifying any perceived skills gaps. These surveys, primarily using Likert scales and ranking questions, were distributed online using non-probability sampling to efficiently gather a broad statistical overview of the alignment landscape.

Complementing the quantitative data, the qualitative phase relied on semi-structured interviews to explore the institutional and pedagogical practices underpinning the curriculum. This phase targeted key informants: EFL instructors and curriculum developers. Interviews with instructors explored their current teaching methodologies, the extent to which they consciously integrate and assess soft skills through classroom activities (e.g., project work, debates), and their professional views on the feasibility of integrating more career-focused content. Interviews with curriculum developers focused on institutional policy, the philosophy behind curriculum design, and the structural challenges they face in formally aligning the EFL framework with external labour market demands. All interviews were audio-recorded and transcribed for subsequent thematic content analysis. This triangulation of perspectives, from graduates, employers, instructors, and developers, was intended to generate a comprehensive and reliable picture of the curriculum-to-market alignment.

Procedure of Data Collection

The data collection process involved two main stages. First, the online surveys were distributed to EFL graduates and employers, and participants were given sufficient time to complete them (Appendices A and B). The survey items covered areas such as linguistic competence, communication skills, critical thinking, teamwork, problem-solving, digital literacy, curriculum alignment, and workplace preparedness. Second, semi-structured interviews were conducted with EFL instructors and curriculum developers (Appendix C). The interview questions were designed to explore teaching methodologies, skill integration practices, institutional policy, curriculum design philosophy, and structural challenges in aligning the curriculum with labour market needs. All responses were collected and prepared for analysis.

Statistical Analysis

The study employed a multi-stage analysis process, beginning with the quantitative data from the graduate and employer surveys. Descriptive statistics established skill importance and perceived preparedness, while comparative statistics (t-tests/ANOVA) were used to quantify the difference between employer expectations and graduate self-perception. Next, the qualitative data from instructor and developer interviews underwent thematic content analysis to identify and

categorise the pedagogical and institutional barriers hindering soft skill integration. The final stage was triangulation, in which the statistical findings were cross-referenced with the qualitative narratives to explain why the gap exists and to generate targeted, evidence-based recommendations for curriculum reform.

RESULTS

The results of the data analysis revealed graduates' employability skills and job preparedness, as well as employers' perspectives on the alignment between EFL curricula and workplace demands. The findings indicated a substantial gap between academic preparation and workplace expectations (Tables 1-5).

Table 1 shows that graduates generally rated themselves as strong in linguistic competence (78% High or Very High) and digital literacy (71%), and as fairly strong in communication skills (64%). By contrast, most graduates rated their teamwork (72% Very Low or Low), problem-solving (67.5%), and critical thinking (59.5%) as low. These gaps may limit graduates' readiness for workplaces that demand collaboration and analytical problem-solving. Overall, the table suggests that although graduates possess solid language-related competencies, their job preparedness could be strengthened by improving their teamwork, problem-solving, and critical thinking skills.

Table 1: Competence in employability skills of graduates.

Employability Skill	VL	L	M	H	VH
1. Linguistic Competence (Grammar, Vocabulary, Pronunciation)	5%	13%	4%	46.25%	31.75%
2. Communication Skills (Oral & Written clarity, Presentation)	11%	18%	7%	33%	31%
3. Critical Thinking (Analysing information, making reasoned judgments)	28%	31.5%	10%	25%	5.5%
4. Teamwork (Collaborating with others effectively)	42%	30%	15%	8.5%	4.5%
5. Problem-Solving (Identifying and resolving issues)	37.5%	30%	18%	6.5%	8%
6. Digital Literacy (Using relevant technology/software)	11%	15%	3%	43%	28%

Note: VL = Very Low; L = Low; M = Moderate; H = High; VH = Very High.

Table 2 shows that graduates hold generally negative perceptions of how well their EFL curriculum prepared them for employment. Most respondents disagreed or strongly disagreed that the curriculum integrated employability skills alongside linguistic knowledge (statement 1), that it prepared them to apply their language skills in professional contexts (58%), and that their academic preparation aligned with employer expectations (57%), while 85% agreed that the focus on linguistic knowledge and examination performance was too dominant. Notably, however, 60.5% agreed that they felt equipped for successful employment in an English-related field, which appears inconsistent with their critical views of the curriculum and may reflect skills gained outside the programme. Overall, the findings highlight a perceived misalignment between curriculum content and the competencies demanded in English-related careers, underscoring the need for curricular enhancement that more explicitly incorporates practical, employability-focused skills.

Table 3 illustrates the employability skills most valued by employers. Professionalism and work ethic and communication skills were rated Important or Extremely Important by all employers, with communication skills receiving the highest rating (80% Extremely Important). Linguistic competence was rated Important or Extremely Important by 80% of employers, whereas teamwork and problem-solving were each rated so by 60%, and critical thinking by only 20%, with 40% rating it Not Important. These results suggest that employers prioritise behavioural and interpersonal qualities alongside

language proficiency, underscoring the need for academic programmes to emphasise these applied skills to enhance graduates' employability.

Table 2: Curriculum alignment and preparedness.

Statement	SA	A	N	DA	SD
1. My EFL curriculum adequately integrated employability skills alongside linguistic knowledge.	2.5%	4%	0%	47.5%	54%
2. The curriculum prepared me to apply my language skills effectively in professional contexts.	17%	22%	3.5%	39.5%	18.5%
3. My academic preparation aligned well with the competencies employers expect in the workplace.	12%	20%	11%	27%	30%
4. The focus on linguistic knowledge and examination performance was too dominant.	55%	30%	0%	8%	7%
5. I feel equipped for successful employment in an English-related field.	34.5%	26%	6.5%	17%	12%

Note: SA = Strongly Agree; A = Agree; N = Neutral; DA = Disagree; SD = Strongly Disagree.

Table 3: Valued employability skills.

Employability Skill	EN	NI	M	I	EI
1. Linguistic Competence (Accuracy in all English skills)	20%	0%	0%	40%	40%
2. Communication Skills (Clarity, professionalism, adapting to audience)	0%	0%	0%	20%	80%
3. Critical Thinking (Analysing workplace issues, decision-making)	0%	40%	40%	20%	0%
4. Teamwork (Collaborating with colleagues/clients)	0%	20%	20%	60%	0%
5. Problem-Solving (Handling unexpected challenges)	0%	40%	0%	40%	20%
6. Professionalism/Work Ethic (Punctuality, responsibility, motivation)	0%	0%	0%	40%	60%

Note: EN = Extremely Not Important; NI = Not Important; M = Moderate; I = Important; EI = Extremely Important.

Table 4 reflects employers' views on graduates' preparedness and the degree to which the curriculum aligns with workplace requirements. All employers agreed or strongly agreed that there is a noticeable gap between academic preparation and workplace expectations, and that EFL curricula should shift toward outcome-based designs; 80% strongly agreed with each of these statements, indicating a desire for more practical, job-oriented training. All employers also agreed that graduates possess strong linguistic competence, yet 60% agreed that graduates struggle to apply their language skills effectively in professional contexts, which suggests that language proficiency alone is insufficient without contextualised, real-world application. Notably, 60% of employers disagreed that graduates are well prepared for successful employment in English-related fields, highlighting a lack of confidence in the current curriculum's ability to prepare graduates for career success.

Table 5 presents employers' ratings of graduates' preparedness in specific areas. All employers rated graduates as prepared or very prepared in linguistic competence, and 80% did so for communication skills in a professional setting and for critical thinking and practical application. In contrast, 80% rated teamwork and collaboration as weakly or very weakly prepared, pointing to a clear gap between curricular emphasis and the interpersonal skills demanded in professional environments. Ratings for problem-solving in the workplace were mixed, with 40% weak or very weak, 40% moderate, and 20% very prepared. Overall, employers emphasise the need for curricular reform that prioritises collaborative learning and problem-solving experiences to better equip graduates for workplace realities.

Table 4: Graduates' preparedness and curriculum alignment (employer perspectives).

Statement	SD	DA	N	A	SA
1. There is a noticeable gap between academic preparation and workplace expectations.	0%	0%	0%	20%	80%
2. EFL graduates generally possess strong linguistic competence.	0%	0%	0%	60%	40%
3. EFL graduates generally struggle to apply their language skills effectively in professional contexts.	0%	20%	20%	40%	20%
4. EFL curricula should shift toward outcome-based designs to enhance job readiness.	0%	0%	0%	20%	80%
5. EFL graduates are well prepared for successful employment in English-related fields.	0%	60%	0%	40%	0%

Note: SD = Strongly Disagree; DA = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

Table 5: General view on EFL graduates.

Area of Preparedness	VP	P	M	WP	VW
1. Linguistic Competence	80%	20%	0%	0%	0%
2. Communication Skills in a professional setting	60%	20%	20%	0%	0%
3. Critical Thinking and practical application	40%	40%	20%	0%	0%
4. Teamwork and collaboration	0%	20%	0%	40%	40%
5. Problem-Solving in the workplace	20%	0%	40%	20%	20%

Note: VP = Very Prepared; P = Prepared; M = Moderate; WP = Weakly Prepared; VW = Very Weakly Prepared.

The qualitative findings of this study reveal a nuanced picture of the integration of employability skills within the EFL curriculum. While skills such as communication, teamwork, critical thinking, and problem-solving are acknowledged in curricular objectives, their practical incorporation into classroom activities is largely inconsistent and dependent on individual teacher initiative. Teachers reported employing a variety of instructional strategies, such as project-based learning, role-plays, collaborative tasks, debates, and case studies, to help students develop these skills. Despite these efforts, structural constraints, including limited class hours, rigid syllabus frameworks, large class sizes, and a lack of targeted resources, often restrict the systematic implementation of employability-focused activities. Student engagement in real-world tasks and interactive activities was generally positive, with learners showing higher motivation and participation when tasks were clearly connected to professional contexts. However, participants noted that students often struggle with applying their language skills in authentic workplace scenarios, highlighting a gap between theoretical knowledge and practical readiness. Specific areas of deficiency included problem-solving, decision-making, digital literacy, and the ability to apply critical thinking in professional situations. These gaps suggest that while students may achieve linguistic proficiency, they require more structured opportunities to develop and practise applied skills in realistic professional contexts.

DISCUSSION

The Discussion section interprets the main findings of the study rather than restating the results. The findings of this study are consistent with previous research on the employability skills gap in EFL contexts.

The current academic and professional environment is characterised by a fundamental consensus: the success of higher education graduates is no longer measured solely by their academic achievement or linguistic competence, but rather by their capacity to apply a broad spectrum of transferable, non-

technical skills in the workplace.[9] This study, therefore, positions itself within the critical discourse concerning the employability skills gap, which multiple international studies describe as a pervasive and persistent issue across various disciplines, including EFL. The literature, including Coetzee, Ferreira, and Potgieter, defines employability not just as the initial ability to secure a job, but as the sustained capacity to maintain, adapt, and progress within a professional career.[4] This shift demands that universities, and specifically EFL programmes, move beyond the traditional paradigm focused narrowly on linguistic mastery to embrace a holistic, career-oriented model.

Research on employer expectations, such as that by Eva, Afroze, and Sarker, consistently reveals a prioritised set of soft skills: critical thinking, problem-solving, teamwork, adaptability, and effective communication.[5] While English language proficiency is a critical prerequisite, it functions merely as the vehicle; the soft skills are the driving force behind professional efficacy. For instance, in global business environments, employers require EFL graduates to use their language skills strategically for complex tasks such as cross-cultural negotiation, persuasive presentation, and high-level analytical report writing.[6] The problem articulated in the literature, such as by Nazarova, is that traditional EFL curricula, steeped in academic practices like grammar memorisation and literary analysis, often fail to provide students with authentic, applied practice in these professional competencies.[7] This overemphasis on theoretical knowledge creates a skills mismatch, where graduates, despite being linguistically proficient, are deemed inadequately prepared for the collaborative and demanding realities of the job market. Evidence of this deficiency is supported by the perceptions of both employers and graduates in the present study.

The academic community widely agrees that integrating soft skills into EFL teaching is essential; however, the literature points to significant barriers in achieving this. Firstly, the conceptualisation and assessment of soft skills within a linguistic framework remain challenging, leading to inconsistent integration across programmes.[8] Secondly, educators often lack the specific pedagogical training required to effectively develop and evaluate these competencies. While teachers may report integrating soft skills, the focus often remains on basic communication and collaboration, neglecting the deeper development of complex skills like leadership or research analysis. To overcome these institutional and pedagogical hurdles, researchers advocate a move toward outcome-based pedagogies. Key recommendations include the extensive use of Project-Based Learning (PBL), Task-Based Language Teaching (TBLT), and other methodologies that simulate real-world professional tasks, thereby embedding skill development directly within the language learning context. Furthermore, Work-Integrated Learning (WIL) and industry partnerships are highlighted as crucial for providing students with practical exposure and for ensuring that curriculum content remains aligned with evolving professional standards.[10]

In synthesising this literature, it is clear that the skills gap is a global phenomenon demanding localised solutions. While the general deficiencies and desired pedagogical shifts are well documented, the current research contributes empirical data relevant to the local context. By soliciting perspectives from key stakeholders, namely EFL graduates, employers, instructors, and curriculum developers, this study moves beyond general observations to describe the nature of the curriculum-to-market misalignment in the region under investigation. This localised evidence base can inform practical and context-sensitive recommendations for curriculum reform that enhance graduate employability and narrow the gap between academic preparation and professional expectations.

Recent studies have consistently highlighted the limitations of EFL programmes in developing employability skills among university students.

Idris and Rajuddin found that foreign-language departments often provide theoretical knowledge with limited opportunities for students to practise leadership, decision-making, and real-world communication.[11] Similarly, Rafik and Omar, focusing on the Libyan context, reported that employers prioritise practical competencies such as professional communication, teamwork, digital literacy, and problem-solving; however, graduates frequently lack these skills due to curriculum designs that emphasise linguistic content over workplace readiness.[12] Together, these studies reveal a persistent mismatch between academic training and job-market expectations. Complementing these findings, Smith and Turner demonstrated that integrating outcome-based education into university curricula can significantly enhance students' critical thinking and communication abilities.[9] Their research showed that programmes aligned with explicit skill-based learning outcomes produce graduates who are better prepared for professional demands. When viewed collectively, these studies suggest that traditional EFL curricula are not adequately equipping students for employment, but adopting outcome-based and skill-oriented models may provide an effective pathway for closing the employability gap.

The present findings are broadly consistent with this literature. Graduates and employers both rated graduates' linguistic competence highly, while teamwork was the weakest area according to graduates (72% low) and employers (80% weakly or very weakly prepared), and problem-solving was also a concern. Employers valued professionalism and communication skills most, and 85% of graduates considered the curriculum's emphasis on linguistic knowledge and examinations too dominant. Two results warrant caution: employers rated graduates' critical thinking more favourably than graduates rated themselves, and most graduates nevertheless reported feeling equipped for employment. These differences may reflect differences between self-assessment and employer expectations, or the very small employer sample.

The implications of these findings for EFL curriculum development in Libyan higher education are significant. The study underscores the need for curricular reform toward outcome-based designs, emphasising applied language use, collaborative learning, and problem-solving experiences to better equip EFL graduates for the demands of the labour market. Academic institutions should design more outcome-based and skill-oriented curricula that integrate employability skills alongside linguistic competence. Employers' prioritisation of professionalism and communication skills should inform curriculum design, ensuring that graduates develop these behavioural and interpersonal qualities alongside their language skills, and the weak teamwork skills reported by graduates and employers call for more collaborative learning tasks. Furthermore, the structural constraints identified by instructors, including rigid syllabi, limited class hours, large class sizes, and a lack of targeted resources, must be addressed through institutional policy and resource allocation to enable the systematic integration of employability-focused activities.

A limitation of this study is that it relied on self-reported survey data from graduates and employers, which may be subject to response bias, and that the employer sample appears to be very small, so employer percentages should be interpreted with caution. Future research could incorporate objective measures of graduate employability, such as employment rates and employer satisfaction metrics, to provide more robust evidence of the effectiveness of curriculum reform. Additionally, the sample was limited to a specific region, which may limit the generalisability of the findings. Future studies could include participants from a wider range of institutions and regions to provide a more comprehensive understanding of the employability skills gap in EFL contexts. Longitudinal studies tracking graduates' career progression could also provide valuable insights into the long-term

impact of curriculum alignment on employability outcomes.

CONCLUSION

The findings revealed a substantial gap between academic preparation and workplace expectations. Graduates generally perceive themselves as strong in linguistic competence and communication skills, a perception supported by employers. However, graduates self-report low levels in essential applied skills, including teamwork, problem-solving, and critical thinking. This deficiency is reinforced by employer perspectives, which highlight dissatisfaction with graduates' readiness in teamwork and collaboration and mixed ratings for workplace problem-solving. Employers rated professionalism and work ethic and communication skills as the most valued employability skills. Most graduates perceive the focus on linguistic knowledge and examination performance as too dominant and the curriculum as not adequately preparing them for professional contexts. Qualitative analysis corroborates that while teachers employ strategies such as project-based learning and role-plays, the systematic incorporation of practical skills is hampered by structural constraints including rigid syllabi and limited class hours. The study underscores the need for curricular reform toward outcome-based designs, emphasising applied language use, collaborative learning, and problem-solving experiences to better equip EFL graduates for the demands of the labour market. The findings provide a localised evidence base for formulating practical and context-sensitive recommendations for curriculum reform. It is recommended that academic institutions integrate employability skills alongside linguistic competence, that employers' prioritisation of professionalism and communication skills inform curriculum design, and that structural constraints be addressed through institutional policy and resource allocation to enable the systematic integration of employability-focused activities.

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CONFLICT OF INTEREST

The author declares no conflict of interest concerning the research and publication of this article.

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APPENDIX

Appendix A: Teachers' Interview.

Part 1: Self-Perceived Competence in Employability Skills.

Please rate your competence in the following skills (1 = Very Low, 5 = Very High).

Skill	1	2	3	4	5
Linguistic competence (grammar, vocabulary, pronunciation)	☐	☐	☐	☐	☐
Communication skills (oral and written clarity, presentation)	☐	☐	☐	☐	☐
Critical thinking (analysing information, making reasoned judgments)	☐	☐	☐	☐	☐
Teamwork (collaborating with others effectively)	☐	☐	☐	☐	☐
Problem-solving (identifying and resolving issues)	☐	☐	☐	☐	☐
Digital literacy (using relevant technology and software)	☐	☐	☐	☐	☐

Part 2: Curriculum Alignment and Preparedness.

Please indicate your level of agreement with the following statements (1 = Strongly Disagree, 5 = Strongly Agree).

Statement	1	2	3	4	5
My EFL curriculum adequately integrated employability skills alongside linguistic knowledge.	☐	☐	☐	☐	☐
The curriculum prepared me to apply my language skills effectively in professional contexts.	☐	☐	☐	☐	☐
My academic preparation aligned well with the competencies employers expect in the workplace.	☐	☐	☐	☐	☐
The focus on linguistic knowledge and examination performance was too dominant.	☐	☐	☐	☐	☐
I feel equipped for successful employment in an English-related field.	☐	☐	☐	☐	☐

Appendix B: Employer Skills Survey (Abridged)

Part 1: Valued Employability Skills.

Please rate the importance of the following skills when hiring EFL graduates (1 = Extremely Not Important, 5 = Extremely Important).

Skill	1	2	3	4	5
Linguistic competence (accuracy in all English skills)	☐	☐	☐	☐	☐
Communication skills (clarity, professionalism, adapting to audience)	☐	☐	☐	☐	☐
Critical thinking (analysing workplace issues, decision-making)	☐	☐	☐	☐	☐
Teamwork (collaborating with colleagues and clients)	☐	☐	☐	☐	☐
Problem-solving (handling unexpected challenges)	☐	☐	☐	☐	☐
Professionalism and work ethic (punctuality, responsibility, motivation)	☐	☐	☐	☐	☐

Part 2: Graduates' Preparedness and Curriculum Alignment.

Please indicate your level of agreement with the following statements (1 = Strongly Disagree, 5 = Strongly Agree).

Statement	1	2	3	4	5
There is a noticeable gap between academic preparation and workplace expectations.	☐	☐	☐	☐	☐
EFL graduates generally possess strong linguistic competence.	☐	☐	☐	☐	☐
EFL graduates generally struggle to apply their language skills effectively in professional contexts.	☐	☐	☐	☐	☐
EFL curricula should shift toward outcome-based designs to enhance job readiness.	☐	☐	☐	☐	☐
EFL graduates are well prepared for successful employment in English-related fields.	☐	☐	☐	☐	☐

Part 3: General View on EFL Graduates' Preparedness.

Please rate graduates' preparedness in the following areas (1 = Very Weakly Prepared, 5 = Very Prepared).

Area of Preparedness	1	2	3	4	5
Linguistic competence	☐	☐	☐	☐	☐
Communication skills in a professional setting	☐	☐	☐	☐	☐
Critical thinking and practical application	☐	☐	☐	☐	☐
Teamwork and collaboration	☐	☐	☐	☐	☐
Problem-solving in the workplace	☐	☐	☐	☐	☐

Appendix C: Semi-Structured Interview Guide (Instructors and Curriculum Developers).

1. How do you currently integrate employability skills into your English language teaching?
2. Which instructional strategies (e.g., project-based learning, role-plays, debates) do you use to develop soft skills?
3. What challenges do you face in systematically incorporating employability-focused activities?
4. How do institutional policies and curriculum frameworks support or hinder the integration of employability skills?
5. What professional development or resources would help you better integrate employability skills?
6. How can EFL curricula be redesigned to better align with labour market demands?