



## RESEARCH ARTICLE

Section: *Language and Linguistics*

# The impact of studying in English on university graduates' job readiness from their perspective

Ghadeer Talal Melibari

Umm Al-Qura University, Kingdom of Saudi Arabia

\*Correspondence: [gtmelibari@uqu.edu.sa](mailto:gtmelibari@uqu.edu.sa)**ABSTRACT**

The globalizing job market has heightened the importance of English proficiency for university graduates, positioning English as a pivotal factor in their readiness for professional careers. Therefore, the objectives of this study were to know the extent of the impact of studying in universities in the English language on the development of knowledge, cognitive, communication, personality and work skills of university graduates from their perspective. The results were as follows: More than three quarters of the sample (81.53) agreed and strongly agreed that studying in English for university graduates has an impact on developing knowledge skills. While a very small percentage of the sample (7.85) were disagreed and strongly disagree. Nearly three quarters of the sample (67.98) agreed and strongly agreed that studying in English for university graduates has an effect on developing cognitive skills. While a very small percentage of the sample not exceeding one sixth (16.01) were disagree and strongly disagree. Nearly three quarters of the sample (74.74) agreed and strongly agreed that studying in English for university graduates has an impact on developing communication skills. While a very small percentage of the sample (9.52) were disagreed and strongly disagree. Nearly three quarters of the sample (71.26) were in agreement and strongly agreed that studying in English for university graduates has an impact on developing personal skills. While a very small percentage of the sample (11.66), were in disagree and strongly disagree. Nearly three quarters of the sample (71.29) were in agreement and strongly agreed that studying in English for university graduates has an impact on developing work skills. While a very small percentage of the sample (8.63) were in disagree and strongly disagree, and 20.07 of the sample were neutral. The total average of skills was (73.35%) were in agreement and strongly agreed that studying in English for university graduates has an impact on developing total skills. While a very small percentage of the sample (10.74%) were in disagree and strongly disagree.

**KEYWORDS:** cognitive, communication, knowledge, skills, university graduates

## Research Journal in Advanced Humanities

Volume 6, Issue 1, 2025

ISSN: 2708-5945 (Print)

ISSN: 2708-5953 (Online)

**ARTICLE HISTORY**

Submitted: 20 September 2024

Accepted: 26 November 2024

Published: 31 March 2025

**HOW TO CITE**

Melibari, G. T. . (2025). The impact of studying in English on university graduates' job readiness from their perspective. *Research Journal in Advanced Humanities*, 6(1). <https://doi.org/10.58256/3y0t1215>



Published in Nairobi, Kenya by Royallite Global, an imprint of Royallite Publishers Limited

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## 1. Introduction

In today's global world and with the help of modern technology, English has become the most common and dominant language spoken and used both at the national and international levels. It has been playing a major role in many sectors as medicine, engineering, politics, economics, international relations, and higher education in particular, the most important area where English is needed. It has also become a medium of instruction at universities in a large number of countries, a basic means of second language learning / teaching, an accessing source of modern knowledge and scientific research, and a means of global communication and earn living. It is realized nowadays at the level of Higher Education in many countries around the world, in addition to EU countries as Germany, Turkey, China, Republic of Korea, Malaysia, Indonesia, Japan, Australian, India ..., the significance of providing education in English side by side with their natives. Hence, serious steps have taken to improve the quality of instruction in English at the administrative, academic, students', publications and research levels. And in order to prove English language international power, it goes beyond its tertiary. Many English language proficiency, training and degree programs are managed not only inside but also abroad for internationalization of higher education to keep it up to date (AL-Khali, 2017).

The increasing demand for English language in higher education and research over the last decades is often assumed to be "a parallel and unavoidable process resulting in improved international academic communication worldwide". (Balan, 2011) Due to the importance of English as an international language whereby education and cultures are exchanged at all levels. It comprises a major tool for obtaining academic degrees programs. Alongside with the role of internet and multimedia in global communication, English becomes nowadays popular, widely used as a means of instruction in a large number of educational institutions, language centers and universities, a pathway to accessing all fields of knowledge and academic research sources across the world and a best tool for foreign language learning/teaching. Internationalization means adopting English as an international language in Higher Education sector. In today's global world, and with the help of developing technology, English has played a major role in many sectors as medicine, engineering, business, scientific research, social sciences and humanities, and Higher Education, in particular, as medium of instruction. English for academic purposes (EAP), in addition to (GE) General English, and (ESP) English for specific purposes courses are taught to meet learners' different needs in many universities worldwide side by side with their natives, as in addition to EU (European Union) countries, such as in Germany, Turkey, China, Republic of Korea, Taiwan, Malaysia, Vietnam, Thailand, Indonesia, Bangladesh, Mongolia, Japan, Australia and India. (Motteram, 2003). Education is a process of enlightenment and empowerment through which individuals can develop their skills and abilities to developing and secure a better quality of human life. It aims at the growth of body, mind, intellect and soul. It also brings change in behavior and nurtures good qualities of citizenship like morality, honesty and humanity. And no one can deny that without education one can't perform successfully in any aspect of life. Education is normally obtained by learners themselves or by others guidance. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is obtained at different ages and levels from childhood up to the end of life. It is always a very important requirement that can't be dispensed with anytime. At the academic level, Education is "the knowledge of basic skills; academic, technical disciplines, citizenship and best processing that knowledge using inspiration, visionary ambitions, creativity, risk, and motivation". (Webb, 2000). Modern Technology have great role and English Language Teaching & Learning, due to the rapid development of human civilization, life has witnessed huge and over controlled changes in all its aspects including its educational organizations to keep pace with the changing environment. Technology has played a vital role in this revolution which is reflected throughout the use of computer applications in classroom language. In teaching and learning English, a variety of devices are employed such as radios, TVs, CD players, computers, the internet, electronic dictionaries, audio cassettes, Power point videos, Skype, DVDs, etc. (Nomass, 2012). One of the advantages of modern technology is the use of Internet and software which has started a new era in all aspects of our lives, specifically in education. As a result, both English language teaching and learning are facilitated. Students now learn faster and easier than before by using technology. Computer based effective teaching and implementation of computational tools offer powerful, interesting and new ways of providing knowledge to students (Madhavaiah, 2013)

The globalizing job market has heightened the importance of English proficiency for university graduates, positioning English as a pivotal factor in their readiness for professional careers. These dynamic

underscores the need to explore how studying in English influences various skill sets critical for job readiness. Research suggests that English-medium instruction not only enhances language proficiency but also impacts cognitive skills, perceptual skills, communication skills, and personal skills, which are integral to effective job performance (Kirkpatrick, 2018; Dearden, 2014). Studying in English can potentially foster cognitive development by promoting higher-order thinking skills and problem-solving abilities (Macaro, 2014). English-language instruction often emphasizes critical analysis and interdisciplinary approaches, which can enhance graduates' adaptability and analytical capabilities. Additionally, perceptual skills such as the ability to interpret complex information and recognize patterns are also refined through English-medium education (Miller & Doughty, 2017).

Communication skills, a core component of job readiness, are significantly influenced by the language of instruction. Effective communication in English equips graduates with the ability to articulate ideas clearly and engage in diverse professional environments (Galloway, 2020). Furthermore, studying in English can impact personal skills, including self-confidence and autonomy, which are essential for career success (Hoffman, 2019). This exploration aims to assess the extent to which English-medium instruction contributes to the development of these skills and thereby enhances job readiness. By examining the interplay between language of instruction and skill acquisition, we can better understand how educational practices align with the demands of the modern job market. The impact of university study in English on graduates' cognitive skills and job readiness is significant, particularly in enhancing employability and communication abilities. Research indicates that English proficiency is crucial for career advancement, especially in global contexts, where effective communication is paramount. Graduates unanimously recognize English proficiency as vital for career success, particularly in multinational companies, where it facilitates job interviews and workplace communication (Hidayat, 2024, Rido. 2020). Employers emphasize the need for strong English skills, with a focus on listening and reading in certain industries, while speaking skills are prioritized in hospitality (Prabha and Dhanalakshmi. 2022). English proficiency helps develop cognitive skills such as: such as numerical and logical reasoning, are essential for improving employability skills among graduates (Prabha and Dhanalakshmi. 2022). The development of English communication skills, including speaking and writing, enhances cognitive functions, leading to better job performance and confidence (Abbasi et al., 2022, Politton and Hadiyanti, 2019).

Studying in English is believed to not only enhance linguistic proficiency but also contribute significantly to the development of personal skills that are vital for professional success. This introduction explores how English-medium instruction affects essential personal skills such as leadership personality, adaptability, decision-making, and efficient time management, and how these skills contribute to job readiness. This study aims to investigate the impact of university education in the English language on the development of a range of essential skills among graduates. These skills include cognitive skills, perception skills, personal skills, communication skills, and work skills. With the increasing reliance on English as the primary language of instruction in many universities worldwide, it becomes crucial to understand how this educational model affects the development of these vital skills in students. This study will attempt to answer the following questions: How does university education in English affect the cognitive and perception skills of graduates? What is its impact on the development of personal and communication skills? And how does it contribute to the improvement of work skills and interaction in professional environments? Therefore, this study attempts to answer this question: "what are the impact of studying in English on university graduates' job readiness from their perspective?" This major research question was divided into the following sub-questions:

- 1- What is the impact of university study in English on university graduates in terms of developing knowledge skills?
- 2- What is the impact of university study in English on university graduates in terms of developing cognitive skills?
- 3- What is the impact of university study in English on university graduates in terms of developing communication skills?
- 4- What is the impact of university study in English on university graduates in terms of developing personal skills?
- 5- What is the impact of university study in English on university graduates in terms of developing work skills?

## 2. Literature review

### 2.1. The impact of studying in English on university graduates of developing knowledge skills

The global job market increasingly demands graduates who are not only proficient in their field of study but also possess a range of soft and hard skills that enhance their employability. One significant factor influencing these skills is the medium of instruction during their education. Studying in English, the lingua franca of the global business and academic world, has a profound impact on the readiness of university graduates for the job market. This impact extends beyond mere language proficiency to encompass a variety of essential skills. The medium of instruction plays a pivotal role in shaping the capabilities and readiness of university graduates for the workforce. English, as a global lingua franca, has become the preferred medium of instruction in many non-English speaking countries, particularly in higher education. This shift towards English-medium instruction (EMI) is often driven by the desire to enhance graduates' employability in an increasingly globalized job market. Studying in English can significantly impact a graduate's job readiness by fostering essential knowledge and skills, such as mental, ethical, and professional competencies. Furthermore, it promotes the development of analytical and critical thinking skills, research abilities, and information gathering capabilities. These skills are crucial for navigating the complexities of the modern workplace, where proficiency in English and the ability to engage with diverse perspectives are highly valued (Coleman, 2006).

Graduates with strong English skills are more confident and better prepared for the workforce, as English is increasingly the lingua franca in global business environments (Senanayake, 2019). A study indicated a positive correlation between English language proficiency and employability, highlighting its critical role in both private and public sectors (Senanayake, 2019).

The impact of studying in English on university graduates' job readiness is significant, influencing various knowledge and skill areas essential for professional success. Proficiency in English not only enhances employability but also fosters critical skills such as analytical thinking, ethical reasoning, and effective communication. This multifaceted influence is evident across several studies. Studying in English enhances mental skills by exposing students to diverse perspectives and complex texts, fostering critical thinking and problem-solving abilities (Suleman, 2017). It also promotes ethical and professional skills, as students often engage with global ethical standards and professional practices through English-language resources (Abas and Imam, 2016). Furthermore, the analytical and critical thinking skills of graduates are sharpened through the rigorous analysis of English academic literature and participation in debates and discussions (IIARI, 2022).

Studying in English Development of Key Skills, enhances analytical and critical thinking skills, as students engage with complex texts and diverse viewpoints (Othman et al., 2011). Ethical and professional skills are also cultivated through English-medium education, which often emphasizes global perspectives and ethical considerations in business practices (Saraswati, 2022). Moreover, research skills and information gathering are significantly improved when students study in English. Access to a vast array of English-language academic journals, books, and online resources enables students to conduct comprehensive research and stay updated with the latest developments in their field resources (Abas and Imam, 2016). This proficiency in English not only prepares graduates for the global job market but also equips them with the skills necessary to excel in their professional careers.

English proficiency aids in research skills and Information Gathering Skills, enabling graduates to access a broader range of academic resources and industry knowledge (Sartika and Nengsi, 2022). The ability to gather and synthesize information effectively is crucial for job readiness, and English-medium instruction supports this by providing exposure to various research methodologies (Junipitoyo et al., 2021).

The influence of studying in English extends beyond mere language acquisition. It contributes to the holistic development of students by challenging them to think critically and analytically, enhancing their ability to solve problems and make informed decisions. Moreover, it encourages ethical reflection and professional behavior, preparing students for the ethical dilemmas and professional challenges they may encounter in their careers. Research skills, developed through English-medium instruction, are indispensable for continuous learning and adaptation in a rapidly evolving job market. By equipping students with these essential skills, studying in English significantly enhances their job readiness, enabling them to meet the demands of a competitive and interconnected world (Dearden, 2014, Wilkinson, 2013).



## **2.2. The impact of studying in English on university graduates of developing Cognitive skills**

In today's globalized job market, the medium of instruction during university education plays a crucial role in shaping graduates' readiness for employment. Studying in English, the predominant language of international business and academia, significantly impacts the development of various cognitive skills essential for job readiness. These cognitive skills include understanding and processing information, describing problems, suggesting solutions, evaluating one's performance, and making quick and efficient decisions. Graduates with strong English skills demonstrate higher employability, as employers increasingly seek candidates who can communicate effectively in English (Senanayake, 2019). A study found that English competency significantly contributes to the job readiness of students in the hospitality sector, highlighting the importance of language skills in specific industries (Tari et al., 2020).

The impact of studying in English extends beyond language acquisition, profoundly influencing the development of essential cognitive skills that are crucial for success in the modern workplace. These cognitive skills include the ability to understand and process information, describe problems, suggest solutions, evaluate one's own performance, and make informed decisions. Additionally, the ability to effectively use senses such as sight and hearing to comprehend information and process it efficiently is enhanced through English-medium instruction (Dearden, 2014). Studying in English enhances the ability to understand and process information such as understanding and processing information, which are crucial for problem-solving and decision-making (Saraswati et al., 2022). Exposure to English-language academic materials and lectures helps students develop the capacity to comprehend complex concepts and data (Martirosyan et al., 2015). This skill is vital for analyzing information accurately and making informed decisions in professional settings. The ability to describe problems and suggest solutions is sharpened through English-medium instruction. Engaging with diverse perspectives and problem-solving methodologies in English enables students to articulate issues clearly and propose effective solutions (Tai & Zhao, 2022). This proficiency is crucial for roles that require critical thinking and innovative problem-solving. Furthermore, studying in English improves the ability to evaluate one's own performance. Access to a wide range of English-language resources allows students to benchmark their work against global standards, fostering self-assessment and continuous improvement (Bälter et al., 2023). This skill is essential for personal and professional growth. Graduates who engage in English-medium education are better equipped to evaluate their performance and adapt to workplace challenges, as they develop critical thinking skills through language immersion (Sartika and Nengsi, 2022).

Additionally, the use of senses such as sight and hearing to understand and comprehend information is enhanced through English-medium instruction. Listening to lectures and reading materials in English trains students to process auditory and visual information efficiently (Martirosyan et al., 2015). This ability is critical for effective communication and quick decision-making in the workplace.

Studying in English challenges students to engage with complex materials, often presented in diverse formats, thereby improving their ability to process and understand information quickly and accurately. This exposure helps in sharpening their problem-solving abilities, as students learn to describe problems clearly, propose viable solutions, and critically evaluate the outcomes of their actions. Furthermore, the use of English as a medium of instruction encourages students to develop their sensory processing skills, particularly in listening and visual comprehension, which are essential for effective communication and decision-making in the workplace. Overall, the cognitive skills fostered through English-medium education play a pivotal role in preparing university graduates for the demands of the global job market, enabling them to adapt quickly and perform effectively in a variety of professional settings (Hellekjær, 2010, Macaro et al., 2018).

## **2.3. The impact of studying in English on university graduates of developing Communication skills**

In an increasingly interconnected world, the medium of instruction during university education significantly influences graduates' readiness for the job market. Studying in English, the global language of business and academia, profoundly impacts the development of essential communication skills. These skills include the effective use of computer language and applications, the ability to persuade others, communication, speaking and presentation skills, participation in discussion groups, teamwork, oral communication skills, non-verbal communication skills, intercultural communication, and active listening. The impact of studying in English on university graduates' job readiness is significant, as it enhances various communication skills essential for the

workforce. Proficiency in English not only facilitates effective communication but also equips graduates with the necessary tools to navigate diverse professional environments. This overview will explore the multifaceted effects of English language education on graduates' readiness for employment. Graduates with strong English skills are more likely to secure employment in both private and public sectors, as English is increasingly recognized as the global lingua franca (Senanayake, 2019). Studying in English enhances the effective use of computer language and applications. English is the dominant language in technology and software development, and proficiency in English allows graduates to navigate and utilize various computer applications efficiently (Martirosyan et al., 2015). This skill is crucial for roles that require technical expertise and digital literacy. The ability to persuade others and communicate effectively is significantly improved through English-medium instruction. Engaging with diverse perspectives and participating in discussions in English helps students develop persuasive communication skills (Tai and Zhao, 2022). This proficiency is essential for leadership roles and positions that require negotiation and influence. Furthermore, studying in English improves speaking and presentation skills. English-language education often involves presentations and public speaking, which enhance students' confidence and ability to convey ideas clearly and effectively (Bälter et al., 2023). These skills are vital for professional success in various fields.

Participation in discussion groups and teamwork is also enhanced through English-medium instruction. Collaborative projects and group discussions in English foster teamwork and the ability to work effectively with others (Martirosyan et al., 2015). This experience is invaluable for roles that require collaboration and team dynamics. Additionally, studying in English improves oral communication skills, non-verbal communication skills, and intercultural communication. Exposure to diverse cultures and communication styles in English helps students develop a nuanced understanding of verbal and non-verbal cues, as well as the ability to communicate across cultural boundaries (Tai and Zhao, 2022). These skills are essential for global business and multicultural environments. Effective communication, including oral and written skills, is crucial for job readiness. Graduates often require improvement in these areas to meet employer expectations (Sartika and Nengsi, 2022). Skills such as persuasion, teamwork, and intercultural communication are enhanced through English language training, preparing graduates for collaborative work environments (Sartika and Nengsi, 2022, Saraswati et al., 2022).

Lastly, active listening is a critical skill developed through English-medium instruction. Listening to lectures, participating in discussions, and engaging with English-language media enhance students' ability to listen attentively and respond appropriately. This skill is crucial for effective communication and professional interactions. Internships and on-the-job training significantly contribute to graduates' readiness by providing real-world experience and developing essential soft skills (Junipitoyo et al., 2021, Bayunitri, 2014).

English-medium instruction (EMI) equips students with the ability to express ideas clearly and persuasively, a critical skill in professional settings. By engaging in discussions, presentations, and teamwork in English, students develop confidence in their oral communication abilities, which is vital for participating in and leading collaborative efforts in the workplace. Additionally, the exposure to diverse cultural perspectives through English-medium education fosters intercultural communication skills, enabling graduates to navigate the complexities of a global workforce. Active listening and non-verbal communication are also enhanced, as students learn to interpret and respond to cues effectively in a language that may not be their first. The integration of these communication skills through EMI not only prepares graduates to meet the demands of the job market but also positions them as valuable contributors to any organization (Arkoudis et al., 2012).

#### **2.4. The impact of studying in English on university graduates of developing Personal skills**

As universities worldwide increasingly adopt English as the medium of instruction, understanding the impact of this linguistic choice on graduates' job readiness becomes crucial. Studying in English is believed to not only enhance linguistic proficiency but also contribute significantly to the development of personal skills that are vital for professional success. Many studies found English-medium instruction affects essential personal skills such as leadership personality, adaptability, decision-making, and efficient time management, and these skills contribute to job readiness. Graduates with strong English language skills report better career prospects, particularly in international contexts, highlighting a gap between employer expectations and graduates' capabilities (Hidayat, 2024). English learning motivation directly influences career decision-making self-efficacy, which in turn affects career preparation behaviors, indicating that motivation plays a crucial role in job readiness (Cha and Im, 2023).

Leadership personality, characterized by the ability to inspire and guide others, is often shaped by the communicative and collaborative demands of English-language education (Kirkpatrick, 2018). English-medium instruction typically involves participation in group projects and presentations, which can foster leadership qualities by encouraging proactive problem-solving and team management (Miller and Doughty, 2017). Adaptability, another crucial personal skill, is nurtured through the exposure to diverse perspectives and learning environments that English-medium instruction provides (Macaro, 2014). The necessity to navigate different cultural and academic contexts in English can enhance graduates' flexibility and openness to change traits that are highly valued in the global job market (Galloway, 2020). Decision-making skills are also influenced by the critical thinking and analytical approaches emphasized in English-language education. The process of making informed decisions often involves evaluating complex information and considering multiple viewpoints, which are skills refined through English-medium instruction (Hoffman, 2019). Efficient time management, essential for balancing academic and professional responsibilities, can be honed through the structured demands of English-language coursework and its associated deadlines and assessments (Kirkpatrick, 2018). Graduates who effectively manage their time are better prepared to meet the multifaceted challenges of the workplace.

The job readiness framework emphasizes the importance of personal intelligence, including communication skills, which are critical for effective workplace interactions (Sartika and Nengsi, 2022). Psychological capital, characterized by resilience and optimism, significantly impacts work readiness, suggesting that personal attributes are vital for navigating job markets (Saraswati et al., 2022).

The employability of business English graduates is multi-dimensional, encompassing professional knowledge and personal traits, underscoring the need for comprehensive skill development in higher education (Tong and Gao, 2022).

## **2.5. The impact of studying in English on university graduates of developing work skills**

In today's increasingly interconnected world, the language of instruction in higher education plays a pivotal role in shaping graduates' readiness for the job market. As universities around the globe adopt English as the medium of instruction, understanding its influence on key work skills becomes essential. The impact of studying in English on university graduates' job readiness is significant, influencing various work skills, including creativity, self-learning, and community service. Research indicates that English proficiency is crucial for career advancement, particularly in global contexts, as it enhances communication skills and employability (Hidayat, 2024). Graduates often face gaps in essential skills such as teamwork and critical thinking, which are vital for workplace success (Yen et al., 2023). The capacity to provide creative ideas and drive innovation in the workplace is significantly influenced by the learning environment. English-medium instruction often fosters a dynamic academic atmosphere that encourages critical thinking and problem-solving (Macaro, 2014). This environment can enhance graduates' ability to generate novel solutions and contribute creatively to their fields (Miller and Doughty, 2017). Furthermore, psychological factors and social support play a critical role in enhancing work readiness, suggesting that a supportive environment can bolster graduates' confidence and resilience (Saraswati et al., 2022). Additionally, motivation for learning English correlates with improved career decision-making and preparation behaviors, indicating that language skills directly impact job readiness (Cha and Im, 2023).

Achievement within one's professional domain is closely linked to the skills acquired during academic training. English-language education frequently emphasizes goal-setting, strategic planning, and performance evaluation, which can translate into a stronger ability to set and achieve career objectives (Galloway, 2020). The rigorous demands of English-medium coursework may also prepare graduates to meet professional challenges with greater efficacy (Hoffman, 2019). Self-learning, a critical component of lifelong professional development, is another area influenced by English-medium instruction. Exposure to a wide range of resources and research in English can foster independent learning habits and a proactive approach to knowledge acquisition (Kirkpatrick, 2018). Graduates trained in English are often better equipped to pursue continuous personal and professional growth through self-directed learning. Community service, which reflects a commitment to social responsibility and ethical engagement, can also be impacted by English-language education. English-medium institutions often emphasize the importance of global perspectives and social impact, encouraging graduates to contribute to their communities both locally and internationally (Dearden, 2014). This emphasis on broader societal engagement can enhance graduates' sense of responsibility and ability to serve effectively.

### **3. Methodology**

#### **3.1. Sampling Procedure**

A random sample of university graduates who studied in English at the university was selected to apply the graduates' opinion scale on the extent of the impact of studying in English on university graduates' job readiness from their perspective. The sample number was 70 graduates of universities or colleges where the study is in English.

#### **3.2. Study design**

Data were collected by questionnaire prepared to achieve the objectives of the research. The questionnaire was used as a main tool to collect data from the university graduates, as a good means through which information, data and facts to achieve the objectives of the research (Abdul Hafeez and Hussein, 2000). The process of preparing the questionnaire consisted of three stages:

##### **3.2.1. The first stage**

The questionnaire was prepared in its initial form in light of the literature on the impact of studying in English on university graduates' job readiness from their perspective. It consisted of 61 items distributed over five axes the axis dealt with the five skills related to university graduates, which are: knowledge skills, cognitive skills, communication skills, personal skills, and work skills. The first axis included a set of questions revolving around of the impact of studying in English on university graduates in terms of developing knowledge skills (8 items). In the second axis the participants were asked about the impact of studying in English on university graduates in terms of developing cognitive skills (7 items). In the third axis the participants were asked about the impact of studying in English on university graduates in terms of developing communication skills (14 items). In the fourth axis the participants were asked about the impact of studying in English on university graduates in terms of developing personal skills (14 items). In the fifth axis the participants were asked about the impact of studying in English on university graduates in terms of developing work skills (18 items).

##### **3.2.2. Second Stage**

To ensure the validity of the questionnaire, the axes and items of the scale were presented to experts and specialists in order to identify the degree of their approval of their content and the amendments required to come out with their final version before presenting them to the respondents in the light of the approval scale consisting of (5) levels: strongly agree, agree, neutrality, disagree and Strongly disagree

##### **3.2.3. Third stage**

Preparation of the questionnaire in its final form: Measurement the stability of the questionnaire. Stability is the degree of internal consistency of the items and is assessed on respondents outside the original sample. To measure the stability of the scale of the impact of studying in English on university graduates' job readiness from their perspective by internal consistency using the Cronbach's  $\alpha$  coefficient (Loas et al 1996), a preliminary test was conducted for it pre-test on a sample of twenty university graduates randomly selected outside the original sample and necessary modifications were introduced, where the value of the Cronbach's  $\alpha$  coefficient for the questionnaire as a whole was high (0.768), indicating a degree of stability and reliability in terms of collecting data.

#### **3.3. Data collection and Quantitative Processing.**

After completing data collection, the 'data were transformed by giving them values according to the scale used with each variable.

#### **3.4. Statistical analysis**

Data was tabulated and analyzed using Statistical Package for Social Sciences (SPSS) (IBM SPSS, 2017). Arithmetic mean, standard deviation, and percentages of frequencies were calculated were employed to explain and interpret the results.



## 4. Results and Discussion

The globalizing job market has heightened the importance of English proficiency for university graduates, positioning English as a pivotal factor in their readiness for professional careers. This dynamic underscore the need to explore how studying in English influences various skill sets critical for job readiness. Research suggests that English-medium instruction not only enhances language proficiency but also impacts cognitive skills, perceptual skills, communication skills, and personal skills, which are integral to effective job performance (Kirkpatrick, 2018; Dearden, 2014).

### 4.1. The impact of studying in English on university graduates in terms of developing knowledge skills

As shown in Table 1, the following percentages showed that 62.7, 68.7, 52.2, 40.3, 62.7, 35.8, and 55.2% of the sample agreed that they strongly agreed that their study in English at the university provided them with a high level of general culture, good knowledge of theories and applications in the field of specialization, development of mental abilities, understanding of ethical and professional responsibilities, proficiency in the English language, and development of analytical and critical thinking skills, research skills, and information gathering skills, respectively. While 35.8% of the sample strongly disagreed that their study in English at the university created a gap between the cognitive skills they acquired at the university and those required in the labor market. By comparing the averages, we find that the results showed that there are significant differences between the averages of the statements that explain the extent of the impact of studying in English on university graduates in terms of developing knowledge skills, as 50.38% were strongly agreement, followed by 31.15% who were in agreement, and then 10.63% who were neutral. While there are no significant differences between those who disagree (4.86%) and those who strongly disagree (2.99%). We conclude from these results that more than three quarters of the sample (81.53%) agreed and strongly agreed that studying in English for university graduates has an impact on developing knowledge skills. While a very small percentage of the sample (7.85%) were disagreed and Strongly disagree that studying in English for university graduates has an impact on developing knowledge skills, and 10.63% of the sample were neutral (Table 1).

Many studies have shown that the results of this study agree with the results of this study, that studying in English develops the knowledge skills of university graduates such as the study of Al-Zuoud and Gaudel, (2020) which confirmed that the studying in English significantly enhances the knowledge and skills of university graduates, impacting their employability and performance in the labor market. This educational approach fosters critical thinking, analytical skills, and proficiency in the English language, which are essential for navigating modern workplaces. English language teaching (ELT) integrates core skills development such as communication, problem-solving, and critical thinking, which are vital for employ ability. Graduates with strong English skills are better equipped to meet labor market demands, enhancing their general culture and mental abilities (Klimentova & Klimentova, 2022). Proficiency in English correlates with higher wages and better job opportunities in Labor Market, with graduates earning up to 60% more than their peers who studied in their native language (Nocito, 2018). Critical thinking and analytical skills developed through English studies are crucial for informed decision-making in professional settings (Starodubtseva, 2023).

**Table 1: The impact of university study in English on university graduates of developing knowledge skills.**

NO	Item	strongly agree %	agree %	neutrality %	disagree	Strongly disagree
1	My university studies in English provided me with a high level of general culture	62.7	28.3	6	3	0
2	My university studies in English provided me with good knowledge of theories and applications in my field of specialization	68.7	23.8	6	1.5	0
3	My university studies in English contributed to developing mental abilities and intellectual skills	52.2	31.3	13.5	1.5	1.5

4	My university studies in English helped me understand the ethical and professional responsibilities in my specialization	40.3	37.3	16.4	3	3
5	My university studies in English helped me master the English language	62.7	29.8	3	4.5	0
6	My university studies in English created a gap between the cognitive skills I acquired at university and those required in the labor market	8.4	13.9	14.4	25.5	35.8
7	My university studies in English contributed to developing analytical and critical thinking skills	35.8	34.3	19.4	7.5	3
8	My university studies in English contributed to developing research and information gathering skills	55.2	31.3	10.5	1.5	1.5
	Mean	50.38 <sup>a</sup>	31.15 <sup>b</sup>	10.63 <sup>c</sup>	4.86 <sup>d</sup>	2.99 <sup>d</sup>

Means with the same letters(s), in each column, are not significantly different at P=0.05,

#### 4.2. The impact of studying in English on university graduates in terms of developing cognitive skills

The results in table 2 showed that the sample members agreed that their study in English at the university provided them with a high level of their ability to identify and describe problems and suggest solutions for them and increased their ability to collect and analyze data and information and propose alternatives to solve problems and contributed to developing the ability to pay attention to details and focus on the tasks assigned to them without distraction and contributed to developing sensory discrimination skills (the ability to use the senses such as sight and hearing to understand environmental information accurately) and contributed to developing the skills of understanding, comprehension and information processing and provided them with the skills of the ability to process information quickly and efficiently and make decisions based on that information with the following percentages: 40.3, 40.3, 38.9, 37.2, 47.7 and 43.3% respectively. While 34.3% and 20.9% percent of the sample strongly disagreed and disagreed that their study of English at university created a gap between the cognitive skills they acquired at university and those required in the labor market, respectively.

The results showed that there were significant differences between the averages of the statements that illustrated the extent of the impact of studying in English on university graduates in terms of developing cognitive skills, as 37.51% agreed, followed by 30.51% who strongly agreed, and then 16% who were neutral. While there were no significant differences between those who strongly disagreed (7.04%) and disagreed (8.97%). From these results we conclude that nearly three quarters of the sample (67.98%) agreed and strongly agreed that studying in English for university graduates has an effect on developing cognitive skills. While a very small percentage of the sample not exceeding one sixth (16.01%) were disagree and strongly disagree that studying in English for university graduates has an effect on developing cognitive skills, and 16% of the sample were neutral.

The same results of this study are consistent with many studies such as Liu & Wei, (2023) study, which showed that the studying in English significantly enhances cognitive skills, including problem identification, data analysis, and decision-making. Research indicates that language learning fosters critical thinking and creativity, as evidenced by improved academic performance in various subjects, with participants reporting notable gains in sciences and mathematics after engaging in international education. Additionally, older adults learning English demonstrated enhancements in cognitive flexibility and episodic memory, suggesting that language acquisition can maintain cognitive functions (Brouwer et al., 2024,). Furthermore, cognitive-linguistic skills developed through writing in English contribute to better comprehension and information processing abilities (Vališ et al., 2019 and Issa & K.C, 2021). Overall, the evidence supports the notion that English language study cultivates essential cognitive skills, leading to improved attention to detail and sensory discrimination. Conversely, while the benefits of English language learning are evident, some studies indicate that the cognitive enhancements may not be as pronounced across all demographics, suggesting a need for further research to explore these variances

Table 2: The impact of university study in English on university graduates of developing cognitive skills

NO	Item	strongly agree %	agree %	neutrality %	disagree	Strongly disagree
1	My university studies in English increased my ability to identify and describe problems and suggest solutions for them	34.3	40.3	14.9	7.5	3
2	My university studies in English increased my ability to collect and analyze data and information and propose alternatives to solve problems	38.8	40.3	13.4	6	1.5
3	My university studies in English contributed to developing my ability to pay attention to details and focus on the tasks assigned to me without distraction	31.3	38.9	16.4	10.4	3
4	My university studies in English contributed to developing sensory discrimination skills (the ability to use the senses such as sight and hearing to accurately understand environmental information).	29.9	37.2	22.4	9	1.5
5	My university studies in English created a gap between the cognitive skills I acquired at university and those required in the labor market	10.4	14.9	19.5	20.9	34.3
6	My university studies in English contributed to developing the skills of understanding, comprehension and processing information around me	37.3	47.7	9	4.5	1.5
7	My university studies in English provided me with the skills to process information quickly and efficiently, and make decisions based on that information.	31.3	43.3	16.4	4.5	4.5
	Mean	30.47 <sup>b</sup>	37.51 <sup>a</sup>	16.00 <sup>c</sup>	8.97 <sup>d</sup>	7.04 <sup>d</sup>

Means with the same letters(s), in each column, are not significantly different at  $P=0.05$ ,

#### 4.3. The impact of studying in English on university graduates in terms of developing communication skills

As shown in table 3 the following percentages that 44.8, 31.3, 55.4, 46.3, 44.8, 41.8, 43.3, 29.9, 41.8, 41.8, 44.8, 53.7, and 35.8% that the sample members agreed that they strongly agreed that their study of English at the university contributed to their mastery of the use of computer language and its applications effectively and provided them with the ability to communicate and the skills of speaking and dialogue in their field of specialization and provided them with the ability to prepare reports efficiently in their field of work and provided me with the ability to present and participate in discussion groups and group work and helped them communicate with customers in their current job and contributed to the development of oral communication skills (speaking clearly and in an organized and understandable manner for others) and It contributed to the development of intercultural communication skills (the ability to interact effectively with people from different cultural backgrounds, and to understand and respect cultural differences) and contributed to the development of written communication skills (the ability to write reports, correspondence and emails in a clear and professional manner) respectively. While 53.7% and 35.8% of the sample agreed that their study of English at university contributed to the development of their effective communication skills and contributed to the development

of their transparency and honesty skills (the ability to communicate honestly and transparently, which builds trust between the employee, his colleagues and managers). 28.4 percent of the sample disagreed that their study of English at university created a gap between the communication skills they acquired at university and those required in the labor market.

By comparing the averages, we find that the results showed that there are significant differences between the averages of the statements that explain the extent of the impact of studying in English on university graduates in terms of developing communication skills, as 39.14% were strongly agreement, followed by 35.6% who were in agreement, then 15.78% who were neutral. While the disagree (6.10%) and strongly disagree (3.42%). We conclude from these results that nearly three quarters of the sample (74.74%) agreed and strongly agreed that studying in English for university graduates has an impact on developing communication skills. While a very small percentage of the sample (9.52%) were disagree and strongly disagree that studying in English for university graduates has an impact on developing communication skills, and 10.78 % of the sample were neutral.

Studying in English significantly enhances communication skills, which are crucial for professional success. Mastery of English facilitates effective use of computer language, improves oral and written communication, and fosters participation in discussions and customer interactions. Many studies have shown the same results as the current study, which indicates that the English proficiency is linked to better career opportunities and economic development, as it allows individuals to engage with global markets and technologies (Greculescu et al., 2014 and Agarwal et al., 2024). Furthermore, English education promotes transparency and honesty in communication, essential traits in professional environments (Abilasha & Ilankumaran, 2018). The development of these skills is particularly vital in technical fields, where clear communication can influence project outcomes and team dynamics (Tretyakova et al., 2023). However, it is important to recognize that while English proficiency is beneficial, it may also create disparities among individuals from different educational backgrounds, potentially limiting access to opportunities for those less proficient in the language (Paul, 2022).

Table 3: The impact of university study in English on university graduates of developing communication skills

NO	Item	strongly agree %	agree %	neutrality %	disagree	Strongly disagree
1	My university studies in English contributed to developing my skills in effective communication	35.8	53.7	9	1.5	0
2	My university studies in English contributed to my mastery of using computer language and its applications effectively	44.8	43.3	7.5	3	1.5
3	My university studies in English contributed to developing my skills in persuasion and influence (the ability to convince others of your point of view or ideas in an effective way).	31.3	29.9	29.9	7.5	1.5
4	My university studies in English provided me with the ability to communicate and develop speaking and dialogue skills in my field of specialization	55.4	32.8	7.5	3	1.5
5	My university studies in English provided me with the ability to prepare reports efficiently in my field of work	46.3	34.3	11.9	4.5	3
6	My university studies in English provided me with the ability to present and participate in discussion groups and teamwork	44.8	32.8	14.9	3	4.5
7	My university studies in English helped me communicate with clients in my current job	41.8	40.3	13.4	3	1.5



8	My university studies in English created a gap between the communication skills I acquired at university and those required in the labor market	11.9	14.9	19.4	28.4	25.4
9	My university studies in English contributed to developing oral communication skills (speaking clearly and in an organized and understandable manner for others)	43.3	35.8	19.4	1.5	0
10	My university studies in English contributed to developing non-verbal communication skills (understanding and using body language, facial expressions and gestures to communicate effectively with others)	29.9	29.9	28.4	9	3
11	My university studies in English contributed to developing intercultural communication skills (the ability to interact effectively with people from different cultural backgrounds Different, and understanding and respecting cultural differences).	41.8	41.8	14.9	1.5	0
12	My university studies in English contributed to developing my written communication skills (the ability to write reports, correspondence and emails in a clear and professional manner)	41.8	35.8	14.9	6	1.5
13	My university studies in English contributed to developing my active listening skills: (the ability to listen attentively to others, understand what they say, and respond appropriately to what is said)	44.8	37.3	10.4	4.5	3
14	My university studies in English contributed to developing my transparency and honesty skills (the ability to communicate honestly and transparently, which builds trust between the employee, his colleagues and managers).	34.3	35.8	19.4	9	1.5
	Mean	39.14 <sup>a</sup>	35.60 <sup>b</sup>	15.78 <sup>c</sup>	6.10 <sup>d</sup>	3.42 <sup>e</sup>

Means with the same letters(s), in each column, are not significantly different at P=0.05,

#### 4.4. The impact of studying in English on university graduates in terms of developing personal skills

The results in Table 4 show that the sample members agreed that they strongly agreed that their study in English at the university contributed to their enjoyment of a leadership personality and the development of their leadership skills and provided them with the ability to think independently and propose alternatives in what serves their work and motivated them to work, develop and learn continuously in their field of work and provided them with the ability to adapt to modern technology and their work environment and contributed to the development of their teamwork skills with the following percentages: 35.8, 41.8, 50.7, 44.8, 28.4 and 38.8% respectively. While the sample members agreed that they agree that their study of English at the university has given them the ethics of loyalty to the institution in which they work and has contributed to forming a good relationship with their colleagues at work and has given them the skills to work effectively as members of work teams and has given them how to manage stress and the ability to deal with pressures in the workplace in a positive and productive

way without affecting performance and has given them self-confidence (confidence in personal abilities and the ability to make decisions and initiatives when needed) and has given them the ability to be disciplined (the ability to adhere to deadlines, rules and organizational policies, and maintain professional behavior at all times) and has contributed to developing efficient time management skills and has contributed to developing skills to adapt to changes and new situations, and openness to different ideas and ways to accomplish tasks with the following percentages: 41.8, 47.8, 37.3, 43.3, 41.8, 41.8, and 44.8% respectively. While the percentage of those who strongly disagreed and agreed was 28.4% for each of the sample that their study in English at university created a gap between the personal skills they acquired at university and those required in the labor market, respectively. Comparing the averages, we find that the results showed that there are significant differences between the averages of the statements that explain the extent of the impact of studying in English on university graduates in terms of developing personal skills, as 38.28% were in agreement, followed by 32.98% who were strongly in agreement, and then 17.17% who were neutral. While there are no significant differences between disagree (7.27%) and strongly disagree (4.39%). We conclude from these results that nearly three quarters of the sample (71.26%) were in agreement and strongly agreed that studying in English for university graduates has an impact on developing personal skills. While a very small percentage of the sample (11.66%), were in disagree and strongly disagree that studying in English for university graduates has an impact on developing cognitive skills, and 17.17% of the sample were neutral. Many studies have shown the same results as the current study, which indicates that the studying in English significantly enhances personal skills, contributing to leadership qualities and fostering independent thinking. This educational approach equips students with essential tools for continuous learning, adaptability to modern technology, and improved teamwork skills. For instance, courses like ‘Leadership and Communication in Science, Industry and Education’ emphasize the development of leadership through English, preparing graduates for impactful roles in various fields (Sysoeva & Shabashova, 2023). Additionally, English proficiency is crucial for effective business communication, enabling professionals to navigate global markets and enhance their career opportunities (Khan, 2022). Furthermore, experiential learning initiatives, such as global leadership workshops, promote intercultural communication and self-awareness, further boosting confidence and teamwork abilities (Bletscher et al., 2017). However, the global demand for English remains a significant factor in personal and professional development.

Table 4: The impact of university study in English on university graduates of developing personal skills

NO	Item	strongly agree %	agree %	neutrality %	disagree	Strongly disagree
1	My university studies in English contributed to my enjoyment of a leadership personality and the development of my leadership skills	35.8	34.3	22.4	4.5	3
2	My university studies in English gave me the ethics of loyalty to the institution in which I work	26.9	34.3	23.9	10.4	4.5
3	My university studies in English contributed to my formation of a good relationship with my colleagues at work	35.8	41.8	16.4	4.5	1.5
4	My university studies in English gave me the skills to work effectively as a member of work teams	35.8	47.8	9	4.5	3
5	My university studies in English provided me with the ability to think independently and propose alternatives in what serves my work	41.8	29.9	19.4	6	3

6	My university studies in English motivated me to work, develop and learn continuously in my field of work	50.7	38.8	7.5	3	0
7	My university studies in English provided me with the ability to adapt to technology Modern and my work environment	44.8	44.8	9	1.5	0
8	My university studies in English created a gap between the personal skills I acquired at university and those required in the labor market?	4.5	17.9	20.9	28.4	28.4
9	My university studies in English taught me how to manage stress: and the ability to deal with pressures in the workplace in a positive and productive way without affecting performance.	26.9	37.3	23.9	9	3
10	My university studies in English taught me self-confidence (confidence in personal abilities and the ability to make decisions and take initiatives when needed)	37.3	43.3	13.4	4.5	1.5
11	My university studies in English contributed to developing teamwork skills:	38.8	37.3	13.4	6	4.5
12	My university studies in English taught me the ability to be disciplined: (the ability to adhere to deadlines, rules and organizational policies, and maintain professional behavior at all times).	23.9	41.8	23.9	7.5	3
13	My university studies in English taught me to develop efficient time management skills	25.4	41.8	22.4	6	4.5
14	My university studies in English taught me to develop the skills of adapting to changes and new situations, and being open to different ideas and ways of accomplishing tasks.	32.8	44.8	14.9	6	1.5
	Mean	32.94 <sup>b</sup>	38.28 <sup>a</sup>	17.17 <sup>c</sup>	7.27 <sup>d</sup>	4.39 <sup>d</sup>

Means with the same letters(s), in each column, are not significantly different at  $P=0.05$ ,

#### 4.5. The impact of studying in English on university graduates in terms of developing work skills

The results in Table 5 show that the sample members from the following percentage that 35.8, 35.8, 34.3, 43.3, 38.8, 41.8, 41.8, 35.8, 31.3, 43.3, 32.8, 35.8, 34.3, and 40.3 % that the sample members agreed that they agree that their study in English at the university gave them the ability to achieve the required goals and outputs on time without sacrificing quality, and gave them the ability to develop clear plans and organize work in a way that facilitates achieving goals efficiently, and gave them the ability to use available resources efficiently to achieve goals without waste or extravagance, and helped them understand the nature of the work of the institution in which they work, and helped them to present creative ideas that improve and develop work, and gave them the ethics of accepting additional work assignments at work, and provided them with the ability to develop practical solutions to improve the performance of the institution in which they work, and gave them the ethics of participating effectively in the work of the institution in which they work, and gave them the ethics

of respecting deadlines and job discipline, and provided them with appropriate professional capabilities. To work and gain them the basics of safety and security in their field of work and gain them the skills of creativity and innovative thinking in their field of work and gain them positive ethics towards serving the community and contributed to developing negotiation and conflict resolution skills, respectively. While 47.8, 37.3, 38.8 and 41.8% of the sample strongly agreed that their study in English at university helped them to enhance their chances of getting a job after graduation and provided them with the ability to carry out the tasks they were assigned and provided them with the ability to accomplish in their field of work and gained them scientific research and self-learning skills.

By comparing the averages, we find that the results showed that there are significant differences between the averages for the statements that explain the extent of the impact of studying in English on university graduates in terms of developing work skills, as 37.38% agreed, followed by 33.91% who strongly agreed, and then 20.07% who were neutral. While the disagree (7.38%) and strongly disagree (1.25%)

We conclude from these results that nearly three quarters of the sample (71.29%) were in agreement and strongly agreed that studying in English for university graduates has an impact on developing work skills. While a very small percentage of the sample (8.63%) were in disagree and strongly disagree that studying in English for university graduates has an impact on developing work skills, and 20.07% of the sample were neutral. The results of the current study are similar to the results of many studies that studying in English at universities the studying in English significantly enhances various work skills, including goal achievement, resource management, and creative problem-solving. Graduates proficient in English are better equipped to develop clear work plans and meet deadlines, which are crucial in today's competitive job market. Research indicates that studying in English increases employability, with graduates experiencing an 11.2 percentage point rise in international job opportunities and a 60% wage increase compared to their peers (Nocito, 2018). Furthermore, English proficiency fosters negotiation and conflict resolution skills, essential for effective teamwork and community service (Hatos & Abrudan, 2023, Wigati et al., 2020). The ability to communicate in English also enhances professional image and collaboration in international business settings (Khatamova, 2020).

Table 5: The impact of university study in English on university graduates of developing work skills

NO	Item	strongly agree %	agree %	neutrality %	disagree	Strongly disagree
1	My university studies in English helped me enhance my job opportunities after graduation	47.8	32.8	16.4	3	0
2	My university studies in English gave me the ability to achieve the required goals and outputs on time without sacrificing quality.	34.4	35.8	20.9	9	0
3	My university studies in English gave me the ability to develop clear plans and organize work in a way that facilitates achieving goals efficiently.	31.3	35.8	23.9	9	0
4	My university studies in English gave me the ability to use available resources efficiently to achieve goals without waste or extravagance	32.8	34.3	20.9	10.4	1.5
5	My university studies in English helped me understand the nature of the work of the institution I work for	34.3	43.3	11.9	10.4	0
6	My university studies in English provided me with the ability to carry out the tasks I am assigned to efficiently	37.3	37.3	19.4	6	0
7	My university studies in English helped me to present creative ideas that improve and develop work	32.8	38.8	20.9	7.5	0



8	My university studies in English gave me the ethics of accepting additional work assignments at work	25.4	41.8	20.9	10.4	1.5
9	My university studies in English provided me with the ability to develop practical solutions to improve the performance of the institution I work for	37.3	41.8	16.4	4.5	0
10	My university studies in English gave me the ethics of participation Effectively in the work of the institution in which I work	32.8	35.8	26.9	3	1.5
11	My university studies in English provided me with the ability to accomplish in my field of work	38.8	38.8	17.9	3	1.5
12	My university studies in English provided me with the ethics of respecting appointments and job discipline	25.4	31.3	28.4	10.4	4.5
13	My university studies in English provided me with the professional capabilities appropriate for my work	34.3	43.3	17.9	3	1.5
14	My university studies in English provided me with the basics of safety and security in my field of work	29.9	32.8	22.4	11.9	3
15	My university studies in English provided me with the skills of creativity and innovative thinking in my field of work	32.8	35.8	22.4	7.5	1.5
16	My university studies in English provided me with the skills of scientific research and self-learning	41.8	38.8	16.4	3	0
17	My university studies in English It gave me positive ethics towards serving the community.	31.3	34.3	20.9	10.4	3
18	My university studies in English contributed to developing negotiation and conflict resolution skills.	29.9	40.3	16.4	10.4	3
	Mean	33.91 <sup>a</sup>	37.38 <sup>a</sup>	20.07 <sup>b</sup>	7.38 <sup>c</sup>	1.25 <sup>d</sup>

Means with the same letters(s), in each column, are not significantly different at P=0.05,

#### 4.6. The Average total skills levels for the impact of studying in English on university graduates' job readiness from their perspective

The total average of the responses of the study sample of graduates for all five skills, namely knowledge, cognitive, communication, personal and work skills, was calculated for the five criteria, namely strongly agree, agree, neutral, strongly disagree and disagree, and compared to each other. It is clear from the results in Table 6 and figure 1 that university graduates who studied in English acquired of the skills of knowledge, cognitive, communication, personal skills and work skills at high levels, as the total average for total skills were 37.37, 35.98, 15.93, 6.92 and 3.82% of the sample members were strongly agree, agree, neutrality, disagree strongly and disagree, respectively. From the results of this study, as in Table 6, the analysis of the total averages for all skills that nearly three quarters of the sample (73.35%) were in agreement and strongly agreed that studying in English for university graduates has an impact on developing total skills. While a very small percentage of the sample (10.74%) were in disagree and strongly disagree that studying in English for university graduates has an impact on developing total skills, and 15.93% of the sample were neutral.

Table 6. Average total skills levels for the impact of studying in English on university graduates' job readiness

from their perspective

Skills	strongly agree %	agree %	neutrality %	disagree	Strongly disagree
Knowledge skills	50.38	31.15	10.63	4.86	2.99
Cognitive skills	30.47	37.51	16.00	8.97	7.04
Communication skills	39.14	35.60	15.78	6.10	3.42
Personal skills	32.94	38.28	17.17	7.27	4.39
Work skills	33.91	37.38	20.07	7.38	1.25
Average Total Skills	37.37	35.98	15.93	6.92	3.82

Figure 1. Average total skills levels for the impact of studying in English on university graduates' job readiness from their perspective

### Recommendations

Based on the findings of this study, the following recommendations are suggested:

- 1. Enhance English-Medium Curriculum:** Universities should consider strengthening English-medium programs by incorporating practical and interactive activities that foster knowledge, cognitive, communication, personal, and work skills. This can help further improve students' skill acquisition and readiness for the global job market.
- 2. Offer Support Programs for Non-English Speakers:** To ensure inclusivity and address challenges faced by students less proficient in English, universities could provide additional support such as language workshops, tutoring, and language labs. This support can help bridge language gaps and enhance skill development for all students.
- 3. Emphasize English in Professional Skill Development:** Courses specifically focused on developing work-related skills (e.g., teamwork, communication, and project management) should be conducted in English to prepare graduates for professional environments where English proficiency is often advantageous.
- 4. Encourage Research and Communication Skills in English:** Universities should encourage students to participate in research and presentations in English, enhancing their academic and professional communication skills. This focus can contribute to stronger critical thinking and cognitive skill development in a second language context.
- 5. Regular Assessment and Feedback:** Institutions should implement regular assessments and feedback mechanisms to monitor the impact of English-medium education on skill development. Gathering feedback from students and graduates can help universities refine their programs and address any areas where skill development in English could be further supported.

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