

Impact of Rajarata University, Management Graduates' English Language Proficiency On Employability

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Abstract- English language has already become the lingua franca of twenty first century and by now English is playing a pivotal role in Education sector as well as in service industry. Competency in English facilitates the graduates in entering in to both the private and public sectors. The graduate who is a master in English language will enter to the world of work-readiness with confidence.

The purpose of this study was to fathom out the impact of English language proficiency of Management graduates, Rajarata University of Sri Lanka on employability.

The research was conducted through quantitative and qualitative methods. A survey with structured questionnaire was conducted covering a sample of 80 graduates and they were asked questions about English language teaching at university, English language test at University, Attitudes towards English language and employability. The section B of the questionnaire was given to 25 Companies from small, medium, large and multi-national and questions about employer's perspective was asked.

Responses of the survey were statistically analyzed using correlation, linear regression analysis, multiple regression analysis, scatter plot and Anova test using 20.0 version of SPSS software. Hypothesis was tested on 0.05 significant level and the results were driven out of them. All the alternative hypothesis were accepted and thus the study revealed that there is a positive correlation between English language proficiency and employability.

Interviews were conducted among 10 graduates and 10 Companies and they were transcribed to gather information and it was concluded that they are on the view that there is a significant impact of English language proficiency on employability.

Recommendations were made to improve the competency level of English language among graduates and to enlighten the workplace needs.

Index Terms- English Language proficiency, Employability, Lingua Franca, Education sector

I. INTRODUCTION

Tertiary education is often viewed as a guaranteed pathway to employment. The university is perceived now as an engine of change in the economy and as a means of effecting social change, especially in the field of developing human capital".

(Noor, 2009, p.1)The key to a promising career is to develop the competency factors and English has become the vehicle in driving these competency factors.

English has become the medium of instruction in most of the Sri Lankan higher educational institutes and Rajarata University is not an exception. The curriculum for English Language Teaching at Rajarata University determines to fulfill the timely requirements of the undergraduates and it is designed according to the standards prescribed in UTEL-A benchmark table. "The benchmark determines to address the needs of the employability skills in local graduates". (Kulasingham et al., 2011,p.3)

Although English language teaching fulfills the timely requirement, as per the discussions had with the lecturers and the graduates. The fact was highlighted that the graduates encounter difficulties in coping up the work simply because they are incompetent with the English language.

II. PROBLEM STATEMENT

National university education had been able to raise the level of aspiration of most of the Sri Lankans of providing a secured path of higher employability. While promising a good career path for the graduates it is necessary to look in to the objectives of the Sri Lankan education with special reference to University education. "The university education has to respond to the social aspirations for higher education and be responsive to social changes according to the economic review". (Ariyawansa, 2008, p.91) Furthermore Ariyawansa (2008,p.92) highlights the facts that almost all the families in Sri Lanka are craving for university education with the notion that it ensure their children's employability.

The core of the problem lies with employability as the graduates have to wait for a long period of time to be employed or once they employed they find difficulties in proving a better output due to the fact that they are incompetent with English language. Wickramarachchi (2008) bring out the fact that most of the graduates, having obtained a degree with a class pass, they are unable to find a suitable employment. They leave the university without the assurance for better employment.

The current job market is getting competent and the graduates are expected to face the challenges that lie before them. Most of the glorifying and internationally recognized companies have identified English as a "global unifying language and a bonding force which is found in a variety of domains."(Wijewardene,2014,p.138) Thus the employers are on

the lookout for graduates who are able to communicate lucidly with counterparts and customers in English. As per the discussions held with Human Resource managers of some companies, it was evident that they expect the graduates to be ready for the “world of work which is the arena where they will practice all that they have assimilated in their years of study at the study”. (Wijewardene,2014,p139) They are expected to display their nonspecific qualities coupled with their subject-specific knowledge. Hence English language will be the driving force which all help them to display their colors. But unfortunately most of the management graduates fail to display their talents.

Hence as per the discussions held with lecturers and graduates it is proved that the graduates who are in the threshold of finding

III. SIGNIFICANCE OF THE STUDY

“English language competency has become instrumental in university education today because unlike the early decades of university education, today undergraduates are expected to be trained to be employers replacing the expectation of early decades to broaden the minds of graduates or to engage in the discourse of contemporary issues”. (Jayasinghe et Wijethunga,2015,p.80) English has become life time skill that determines the career path of the graduates of management.

The study aims at a population of university graduates, with special reference to management graduates of Rajarata university of Sri Lanka. Hence the research will be an eye opening to the reader. The research assesses the expectations of employers so that the undergraduates will nurture themselves as all-rounded graduates. A graduate who is facilitated with English language will be released to the market with the help of this research.

The main objective of this study is to assess the impact of Management graduates’ English Language proficiency on employability. Hence once the output comes, the researcher can enlighten the respective university and other respective parties regarding the employability and the requirements expect by the employers.

Since the main objective of the study aims at assessing the impact of English language proficiency of management graduates on employability, the respective university will find the research an asset. The respective academics will be enlightened with the expectations of Employers and they will integrate the timely requirements of the business world in to the curriculum.

Management graduates and undergraduates from state and private universities of Sri Lanka will be enlightened by this study. Since English language proficiency is a discipline which is under estimated by most of the students, this research will become an eye opening for the students to look in to the impact which it has on employability because today English language proficiency has become a pivotal criteria when deciding if a graduate is employable or not.

a job will not get employed if they are not proficient in English. Thus the scope of the study has given space for two issues to be taken under consideration and they are as follows. Graduates of management faculty find it difficult to cope with the work once they are employed and they have to wait for a long period to be employed because of the fact that they are incompetent in English language.

Furthermore through this scope of study it is intended to assess the impact of English language proficiency on employability, increase students’ awareness of developing their professional identity and finally to integrate English language proficiency and employability within teaching and learning.

IV. OBJECTIVES

General objective

- i. Assess the impact of English language proficiency of management graduates of Rajarata University on employability

Specific objectives

- ii. Develop students’ English Language Proficiency and making English Language development a central element of their learning and teaching.
- iii. Make the undergraduates aware about the current situation and to organize some programmes which will help them to make themselves to the changes. The programmes will be conducted with the collaboration of career guidance unit.
- iv. Increase students’ awareness of the requirements of the employers since the study will be carried out with selected 25 organizations, the research will bring about different type of requirements of employers. With the findings of the research to raise the awareness of the undergraduates about the employability and what do the employers expect from Management graduates.
- v. To make the undergraduates a group who are competent in fulfilling the hourly needs of the job market.
- vi. Energise students to focus on the importance of English Language proficiency.
- vii. Enable students to develop competencies to acquire internationally intelligible English.
- viii. Refresh students to acquire proficiency, fluency and accuracy in English.

V. LITERATURE REVIEW

i. Employability

Yorke and Knight (2003) defines employability as “a set of achievements -skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations which benefits themselves , the workforce , the community and the economy.

Increasing globalization of professional jobs/careers has placed demands upon students and graduates to excel academically and also to enhance their generic skills. According to Fallows and Stevens (2000), there is a need for university wide initiative to build employability skills in particular generic skills into the higher education curriculum, in line with the Consensus Theory. They offer two key reasons: first, knowledge of academic subject is inadequate in current economic situation. Second, graduates need to gain generic skills that will enhance their employability. This demand has led universities to review and adapt their curriculum to infuse generic skills through varying means, some through direct intervention at curriculum level, while others through integrative mechanism. The focus on this review and infusion of generic skills has been at the undergraduate level.

Since the organizations of today world are moving fast with the business trends, advanced technology and globalization, the employer tend to seek prospective employees who are well conversant in English language. Thus English language competency or proficiency has become a pivotal criteria in deciding if a graduate is employable or not. In a competitive business world, where flourishing organizations seek expand the branches internationally or organizations which have a wide array of sectors in international territories,” English has been elevated to a position of a common corporate language in order to bring about an economic integration and a closer networking in the global business environment.” (Wijewardene,2014,p.140).

ii. English for Employability

English has gain the status of being recognized as the global medium for business and communication. Thus a wake-up call has been given for the management graduates to be well versed in English language in order to increase the employment opportunities. Without being competent in English the graduates will not be able to communicate with counterparts and customers.

Many employers are of the view that business graduates need to improve their spoken English skills if they were to portray a positive image of the organization they represent to the business world. (Wijewardene,2016,p.55)

Focusing on English language competency specifically, studies have shown that there is a global concern about the increasing gap between the level of competency of the graduates and the level needed for employment. (Sarudin et al.2013) Many studies have been conducted in Japan, Singapore, Hong Kong,Taiwan and Korea to analyze the gap and they have taken active measures to improve the standards since English is considered as the language of business and technology. Ministry of Higher Education of Malaysia in their studies in 2012 concludes that most common problems among graduates seeking jobs were poor command of the English language which is 55.8% of the total. On the other hand Ismail Yussof and Lai, 2011 have conducted a survey in order to assess employers’ perception on Malaysian graduates. The respondents were senior Human resource Managers in the service industry and they were on the opinion that the graduates need to improve soft skills,

which included communication skills as well as English Language.

iii. English Language Teaching at Sri Lankan Universities

Wijewardene (2014,p.139) articulates the fact that employees with generic capabilities such as teamwork, oral and written English skills are very much sought after by employers. The state universities being understood the prime importance of English language proficiency, all the subject’s started to be taught in English medium. With the reforms put forward by the National Education Commission in 2009 the state universities could elevate the position of English thereby it became the medium of instruction. Gunasekara (2013) noted that “today the needs have morphed in to a mix of English for academic purposes, English for professional purposes and English for social purposes including upward mobility. (as cited in Jayasinghe and Wijethunga, 2015,p.81)

VI. METHODOLOGY

i. Conceptual Framework

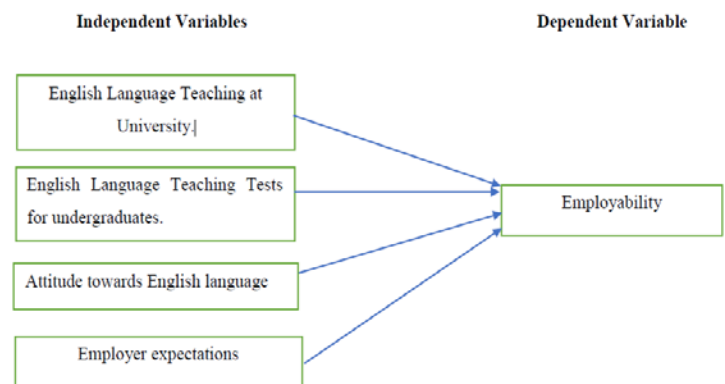


FIGURE 6.1 : CONCEPTUAL FRAMEWORK

ii. HYPOTHESIS

Null hypothesis - H_0

Alternative Hypothesis - H_a

H1	H ₀ 1- There is no relationship between English language Teaching at university and Employability
	H _a 1- There is a relationship between English language teaching at university and Employability
H2	H ₀ 2- There is no relationship between English language teaching tests for undergraduates and employability
	H _a 2- There is a relationship between English language teaching tests for undergraduates and employability
H3	H ₀ 3- There is no relationship between Attitude towards English Language and employability
	H _a 3- There is a relationship between Attitude towards English Language and employability
H4	H ₀ 4- There is no relationship between employer expectations and employability
	H _a 4- There is a relationship between employer expectations and employability

iii. Research process

The research onion is used in explaining the research methodology for the study with the research onion framework adopted from Saunders & Lewis (2012). This is presented in below figure .The approach taken in using the research onion framework is to go from the outer layer to the inner layer of the research onion.

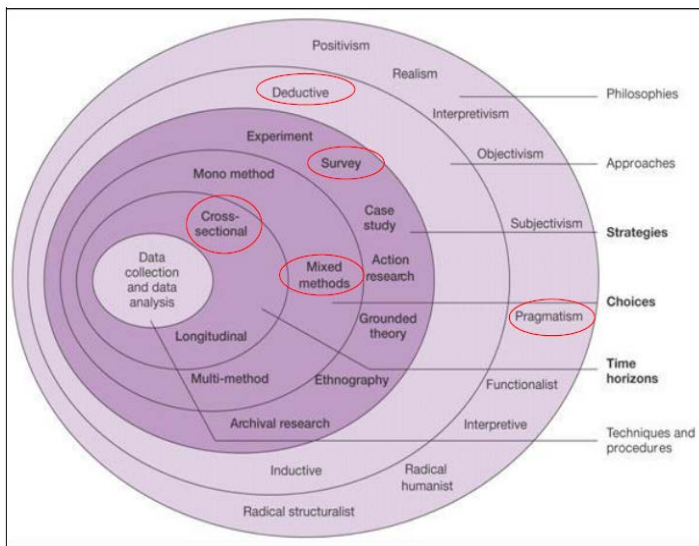


Figure 6.2 Research Onion
Source: Saunders et al (2007)

iv. Population, sample and sampling

The research will be carried out to assess the impact of English language proficiency of Management graduates, Rajarata University on employability. Thus the target audience consist of Management graduates of 2017 and selected government and

private organizations.

Simple random technique will be used to select the graduates since there are about 450 graduates from Faculty of Management studies, 80 graduates will be selected. Purposive technique will be used to select 25 employers or organizations. As Saunders et al (2009) describes, the purposive sample method or the judgmental sampling method facilitates the researcher to intentionally select the sample focusing on specific characteristics which will best enable to answer the research questions and to meet the research objectives.

v. Primary data collection

Primary data will be collected with questionnaires and interviews. Questionnaires will be distributed among 80 graduates and 25 employers to obtain quantitative results. In depth interviews will be conducted with the 25 employers to gather their ideas on English language proficiency among business graduates and how does ELP impact on employability. 20 interviews will be conducted with the graduates to find their opinions on English language proficiency. The interviews will be conducted on the basis of anonymity.

vi. Secondary data collection

Secondary data collection will be drawn from organizational records and prospectus 2015-2019, Faculty of Management studies and the Survey conducted by Ministry of Higher Education.

Data from “Graduand Employment :Rajarata University of Sri Lanka (2012) by 2012 Dr. Asoka Ramanayake, Imali Jayamanne,Nadeeka Weerasinghe, D. B. U. S.Perera, W. M. L. K. N. Wijesekara” will be used to compare between generated results with the existing records.

vii. Quantitative analysis

Likert scale type questions, pre tested questionnaires will be given in the questionnaires to generate statistics. Correlation method will be used to analyze data. The hypothesis will be tested using T-test or ANOVA.SPSS software will be used to analyze the gathered data.

viii. Qualitative analysis

In order to generate statistics, interviews and open ended questions will be used. Open ended questions will be asked through the questionnaires. Narrative analysis will be used as the method and the presentation of data will be done using tables, charts, graphs and statistical measures.

VII. ANALYSIS

Quantitative Analysis

i. English language teaching at University and Employability

The following table illustrates the correlation of English language teaching at university and employability

Descriptive Statistics			
	Mean	Std. Deviation	N
Mean_English Language Teaching at University	4.2754	.90128	80
Mean_Employability	8.7125	.89575	80

Correlations			
		Mean_English Language Teaching at University	Mean_Employability
Mean_English Language Teaching at University	Pearson Correlation	1	.206
	Sig. (2-tailed)		.067
	N	80	80
Mean_Employability	Pearson Correlation	.206	1
	Sig. (2-tailed)	.067	
	N	80	80

Table 6.1 Correlation of English language teaching at University and Employability

According to the table, the correlation coefficient value in the coefficients table (0.206) gives a positive value which indicates a low degree of correlation. This would mean that the increase in one variable may increase the other variable. This could be further elaborated that higher the quality of English language teaching at university higher the employability rate. Once the graduates are given a firm foundation of quality English language teaching, they will have higher opportunity of employability.

ii. English Language Test and Employability

Descriptive Statistics			
	Mean	Std. Deviation	N
Mean_English Language Test	3.8630	.56356	80
Mean_Employability	8.7125	.89575	80

Correlations			
		Mean_English Language Test	Mean_Employability
Mean_English Language Test	Pearson Correlation	1	.255
	Sig. (2-tailed)		.022
	N	80	80
Mean_Employability	Pearson Correlation	.255	1
	Sig. (2-tailed)	.022	
	N	80	80

*. Correlation is significant at the 0.05 level (2-tailed).

Table 6.2 English language Test and Employability

According to the table, the correlation coefficient value in the coefficients table (0.255) indicates a positive value which indicates a low degree of correlation. This would mean that the increase in one variable may increase the other variable. This could be further elaborated that higher the quality of English language test for undergraduates higher the employability rate.

iii. Attitude towards English language and Employability

Descriptive Statistics			
	Mean	Std. Deviation	N
Mean_AttitudeTowardsEnglish	3.5659	.45609	80
Mean_Employability	8.7125	.89575	80

Correlations			
		Mean_AttitudeTowardsEnglish	Mean_Employability
Mean_AttitudeTowardsEnglish	Pearson Correlation	1	.261
	Sig. (2-tailed)		.019
	N	80	80
Mean_Employability	Pearson Correlation	.261	1
	Sig. (2-tailed)	.019	
	N	80	80

*. Correlation is significant at the 0.05 level (2-tailed).

Table 6.3 Correlation of Attitude towards English language and Employability

According to the table, the correlation coefficient value in the coefficients table (0.261) Indicates a positive value which indicates a low degree of correlation. This would mean that the increase in one variable may increase the other variable. This could be further elaborated that higher the attitude towards English language higher the employability rate.

iv. Employer expectations and Employability

Descriptive Statistics			
	Mean	Std. Deviation	N
Mean_Employer	3.6293	.48135	25
Mean_Employability	8.7125	.89575	80

Correlations			
		Mean_Employer	Mean_Employability
Mean_Employer	Pearson Correlation	1	.205
	Sig. (2-tailed)		.326
	N	25	25
Mean_Employability	Pearson Correlation	.205	1
	Sig. (2-tailed)	.326	
	N	25	80

Table 6.4 Correlation of Employer expectations and Employability

According to the table, the correlation coefficient value in the coefficients table (0.205) a positive value which indicates a low degree of correlation. This would mean that the increase in one variable may increase the other variable. This could be further elaborated that when the management graduates fulfil the expectations of employers more and more the employability rate increases.

v. Relationship between English language teaching at university and Employability

H01- There is no relationship between English language teaching at university and Employability

Ha1- There is a relationship between English language teaching at university and Employability

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	7.837	.481		16.293	.000	6.880	8.795
	Mean_English Language Teaching at University	.205	.110	.206	1.859	.067	-.014	.424

a. Dependent Variable: Mean_Employability

Table 6.5 Coefficients Table: English language teaching at university and Employability

According to the table 6.5, it is identified that the perceived access to English language teaching at university and employability relationship is significant at 0.067 which is less than in the significant level of 5% (0.05). Hence the null hypothesis was rejected and the alternative hypothesis was accepted. Hence it could be concluded that there is a significant positive relationship between English language teaching at university and employability.

vi. Relationship between English language test at university and Employability

H02- There is no relationship between English language teaching tests for undergraduates and employability

Ha2- There is a relationship between English languages teaching tests for undergraduates and employability.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	7.145	.679		10.520	.000	5.793	8.498
	Mean_English Language Test	.406	.174	.255	2.331	.022	.059	.752

a. Dependent Variable: Mean_Employability

Table 6.6: Coefficients Table: English language test at university and Employability

According to the table 6.6, it is identified that the perceived access to English language tests for undergraduates and employability relationship is significant at 0.022 which is less than in the significant level of 5% (0.05). Hence the null hypothesis was rejected and the alternative hypothesis was accepted. Hence it could be concluded that there is a significant positive relationship between English language tests for undergraduates and employability.

vii. Relationship between Attitude towards English language and Employability

H03- There is no relationship between Attitude towards English Language and employability

Ha3- There is a relationship between Attitude towards English Language and employability

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	6.885	.772		8.922	.000	5.349	8.421
	Mean_AttitudeTowardsEnglish	.512	.215	.261	2.387	.019	.085	.940

a. Dependent Variable: Mean_Employability

Table 6.7 : Coefficients Table: Attitude towards English language and Employability

According to the table 6.7, it is identified that the perceived access to attitude towards English language and employability relationship is significant at 0.019 which is less than in the significant level of 5% (0.05). Hence the null hypothesis was rejected and the alternative hypothesis was accepted. Hence it could be concluded that there is a significant positive relationship between employer expectations and employability.

viii. Relationship between Employer expectations and Employability

H04- There is no relationship between employer expectations and employability

Ha4- There is a relationship between employer expectations and employability

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	7.104	1.524		4.662	.000	3.952	10.256
	Mean_Employer	.418	.416	.205	1.003	.326	-.444	1.279

a. Dependent Variable: Mean_Employability

Table 6.8 : Coefficients Table: Employer expectations and Employability

According to the table 6.8, it is identified that the perceived access to employer expectations and employability relationship is significant at 0.326 which is less than in the significant level of 5% (0.05). Hence the null hypothesis was rejected and the alternative hypothesis was accepted. Hence it could be concluded that there is a significant positive relationship between employer expectations and employability.

Qualitative analysis

10 Companies and 10 students were selected in order to conduct the interviews and they were recorded and they were transcribed as follows in order to reach the conclusion.

i. English language teaching at university

Majority of the respondents have declared that English language at Faculty of Management studies is really good and they are satisfied with the teaching. They said that the lecturers are well trained and they are most of the times very flexible with the students, giving them opportunity to ask questions and to clear the doubts. The respondents were on the view that the teaching style is very good and may be that they are keep on training themselves with the latest methods. And they highlighted the fact that there are so many students who are lagging behind when it comes to English language and their performance on other subjects too are fairly low since English is the language they have to use when writing for the examination. So they suggested to have small groups of students where the lecturer can pay individual attention and can do lot of activities with the students.

ii. English language test for undergraduates

The students came up with the view that it is really good to have three papers with different aspects. (Writing, listening and speaking). And also they appreciated that they had General English for first year and Business English for second and third years. All the lessons and activities were based on business flavor and they said that their knowledge helped them to co up with the work once they are hired by the organizations.

Moreover they were on the opinion that the content of the test helped them a lot once they get in to the field of study. The respondents held the notion that these tests are good benchmarks to evaluate the level of the English knowledge but then again they said that some students get nervous and panic when it comes to speaking tests. This can happen because the students do not get a chance often to speak in the class since they have large number of groups in departments. Even though they were given one hour per week to do speaking tasks due to the large number of students one may not get enough time to speak out and do the tasks. So they said that once they were given tasks to be done at the examination, they may not do it up to the expected standard. So there are pros and cons in these tests as well.

iii. Attitude towards English language

The respondents accepted that they were not that confident when they first came in to the university and they were not that familiar with English language at first because most of the students said that even though they had good results for Ordinary level English subject, most of the students got C and S passes for English in Advanced level examination and they abhorred the subject and the attitude was a very minus one in the initial part. But once they got touch with the interactive sessions in English lecture they have felt that there was an attitudinal change and the lecturers were very flexible with their attitudes. No of course the respondents have a positive attitude towards English language and they were happy about that because they could improve a lot because of their positive attitude and they said that they could grab opportunities that came their way and they could even get promotions since they were functioning smoothly with the flow of the workplace.

iv. Employer expectations

The respondents were Managers of 10 Companies and they held the notion that they evaluate the management graduates from the moment they enter to the organization, from the initial parts of the interviews they will start evaluating the graduates and they of course expect a moderate level of English language proficiency from the graduates because they are with the expectation that they will build up their level of English knowledge and competency in their career life. They did not highlight many weak points but they said that management graduates are fresh for the workplace and they get little bit of time to adapt to the environment and to take responsibilities. Apart from that there is nothing to be emphasized as the weak points.

They were on the opinion that English knowledge is a must in the workplace and it is very important in the workplace. Most of the graduates are thorough with the theories but when it comes to the workplace it is not that they are applying the theories, they may apply but it will be one out of thousand theories. So they have to use their practical hands on work with the aid of English language competency. IF they can do it they can flourish in the organization and if not, one may have a bad effect on his or her career life.

v. Employability

The respondents were the graduates and they declared that they had many obstacles once they were hired by the organizations because it was their first job and the workplace is obviously an unfamiliar one and they were not that confident in communicating with peers in English language. Most of the students who are in multi- national Companies declared that they encountered problems since they have to deal with different kind of people around the world and the middle language is English.

The respondents accepted that if they are competent in English language they will definitely have opportunities to climb up the

career ladder and they were on the view that English is a must when you work especially in private sector. Furthermore they said that writing, reading, speaking and listening skills are important to do daily chorus in the workplace.

VII. CONCLUSIONS AND RECOMMENDATIONS

i. Conclusions

Several statistical analysis methods were used under quantitative data analysis. Overall mean of each independent variable was measured, the correlation analysis, scatter plot diagrams, for hypothesis testing, regression analysis and multiple regression analysis were used and the data collected through closed ended questions were analyzed.

Overall measure of mean of each independent variable had positive mean interpreting that all the respondents agree with the statements. Furthermore all the independent variables had positive relationships with dependent variable and thus alternative hypothesis of the study were accepted while the null hypothesis were rejected.

Correlation analysis and scatter plot diagrams proved that all the independent variable have positive relationships with dependent variable which is employability. This mean that change in an independent variable may result in dependent variable as well. Thus the researcher could accept all the alternative hypothesis which were built in the initial phase of the proposal and all the null hypothesis could be rejected.

Independent variables and the dependent variable were tested afterwards through a set of closed ended questions which were raised in the questionnaire section A and B. Majority of the respondents agreed with the statements but the respondents from the Company did not agree with the statements and they were on the view that the Companies are not providing in-house and outside the Company English language programmes. Apart from that statement all the other statements proved that there is a positive relationship between independent variables and dependent variable.

Qualitative data analysis consists of open ended questions which were raised in the questionnaire and the interviews. Section A of the questionnaire was given to 80 sample of graduates and section B to 25 Companies and interviews were held with randomly selected 10 graduates and randomly selected 10 Companies. Through the data gathered, it was proved that all the independent variables have positive relationships with dependent variable which again proved the alternative hypothesis. All the graduate respondents accepted that there is an impact of English language proficiency on employability and all the respondents from the Companies too highlighted the fact that there is an impact of English language proficiency on employability.

Secondary data which were taken from Grandaut Employment :Rajarata University of Sri Lanka (2012) by 2012 Dr. Asoka Ramanayake, Imali Jayamanne, Nadeeka Weerasinghe, D. B. U. S.Perera, W. M. L. K. N. Wijesekara

proved that there is an impact of English language proficiency on employability.

The study was carried out in order to find out whether there is a relationship between the independent variables and the dependent variable. Through several analysis conducted throughout the research concluded that there is a positive relationship between the independent variables which include English language teaching at University, English language tests for undergraduates, attitudes towards English language, Employer expectations and the dependent variable employability

Furthermore the research highlight that there is a trivial negative impact as well. Some graduates came up with the view that the quality of teaching style should be improved since most of the students enter the university with "C" or "S" pass for English subject in Advanced level Examination. They highlighted that since there are large group of numbers in one department, the students should be categorized in to groups for a successful acquisition of second language.

Graduates as well as respondents of the Companies highlighted some suggestions that could be implemented for a successful second language acquisition as well as for a smooth functioning in the workplace.

ii. Recommendations

Majority of the graduates are on the view that teaching methods used at the university to teach English are effective, learning process is suitable for current job environments, practical knowledge about the business world is acquired through coursework but 6% of the total has said that the teaching should be improved. As for the recommendations, it is said that there are so many students from every department who are lagging behind when it comes to English language, since happens mainly due to their knowledge about English and they have entered the university with C or S passes for English in Advanced level examination. Nevertheless the medium of instruction is English and they have to master the language if they are to have good performance even in the other subjects. Thus it is recommended that student centered activities should be implemented and students should be categorized according to their level of English language and the number of students per group should be minimal as it will give an opportunity for the lecturer to pay individual attention to the student.

When analysing the grades received for First year General English and third year Business English majority of the students have improved their English language competency but 13.75% out of total are not satisfied with their competency and they have come up with recommendations that more speaking activities should be done because at the workplace speaking in English is a must specially in private sector. Even though at the university they are given one hour per week to do speaking activities due to the large number of students per department, they get a rare chance to speak up. So it is suggested that they have to be given presentations to do and an interactive session throughout the lecture hour is expected from the lecture where students get an opportunity to speak up and get rid of their inhibition they have

to a second language.

Moreover the respondents agreed with the statements that competency in English is equally or more important than academic knowledge and skills associated with the bachelor degree, English is a must when participating for business meetings, it is difficult to communicate with counterparts and customers without English language competency and English is a must to present the presentations. Most of the students are satisfied with their level of English language but 26.25% of the total declared that they are not satisfied with their level of English language competency and as recommendations, they offered that soft skills programmes should be implemented at university in order to brush up their soft skills, participate for an interview with confidence and other skills which are mandatory in workplace should be improved through some programmes. The undergraduates who are in the threshold of graduation should be provided with these kinds of programmes and the University can MOU s with Companies which flourish in the job market and they can implement programme where both parties will get benefit at the end of the day.

When analysing the responses of the Companies, majority agreed that competency in English is important in the Company, English language competency is equally or more important than academic knowledge and skills associated with the bachelor degree. Moreover they were on the opinion that four skills of English language are really important in the workplace. Companies are not ready to employ the graduates without the minimum English language competency required by the Organization. Majority of the Companies accepted that newly recruited employees are not that prepared to perform work in English and they always feel inhibition when it comes to speaking. Companies will be evaluating the English language competency from the first step of the fresh graduates and they are using several methods such as interview, written essay, prompts/tasks, impromptu speech, oral presentations, and response to questions. But they declared that most of the Companies do not provide in-house English language training for the employees and it is 64% out of the total and English language programmes outside the organizations were not implemented and it is 76% out of the total. Thus as far as recommendations concerned, Companies should conduct a performance appraisal of soft skills and communication of the employees and they should be sent to trainings in order to brush up their skills and competency.

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