

# Development of Graduate Employability Skills Through Speaking Strategies

Umayangana Alawatte  
Center for Communication Skills Development  
SLTC Research University  
Padukka, Sri Lanka  
umayanganaa@sltc.ac.lk

**Abstract**—With the socio-economic changes in the modern world, employers look for practical skills in an employee rather than cognitive skills. Having a college degree with higher achievements is no more considered as an assurance to secure a job without having proper applied skills. In order to survive in a competitive job market, the employees need to have mastered both professional and communication skills during their undergraduate programmes. In an undergraduate language learning classroom, subtle communication skills can be significantly improved by using the four skills of language such as reading, writing, listening and speaking. Out of all the skills, speaking strategies used in the classroom can be considered as an effective method of developing these communication skills. This study aims at finding the strategies that can be used to develop undergraduate soft skills and the method of transforming those soft skills into employability skills. Through a qualitative approach by collecting responses of 20 university teachers in both public and private higher education institutes in Sri Lanka chosen through simple random sampling, this study illustrates the results analysed through thematic analysis about the key speaking strategies that drive soft skill development and the manner in which the soft skills are translated to employability skills.

**Keywords**—Graduate employment, soft skills, employability skills, speaking strategies

## I. INTRODUCTION

In the emerging business and corporate world, high skilled employees are mostly sought out by employers. In the way towards their professional excellence, soft skills play a key role as much as the hard skills are considered as a prerequisite in performing the job responsibilities. Similar to the rest of the world, Sri Lankan employers are no exception in seeking the best talents who are equipped with both hard skills and soft skills from higher education institutions across the country. While all graduates fulfil the basic, fundamental requirements for being eligible to secure a job with their degree certifications, there is a considerable minority of graduates who can comply with the value sets and organizational profiles of the employers. It is the “soft skill gap” that marks the borderline of graduates being employable or unemployable.

The ESL (English as a Second Language) curriculum of Sri Lanka comprises of developing competence pertaining to the four skills of language: Reading, Writing, Listening and Speaking while the eight (08) National Goals and the seven (07) competencies designed towards achieving the National Goals, aim at producing a competent individual with an apt language proficiency. At university level, the graduate profiles of each higher education institute provide a

comprehensive overview of the profile of a skilled graduate, graduating with a respective degree along with the mastery of hard skills and soft skills. However, only a significant number of graduates become employable by meeting the requirements of the organizations while recent studies have shown a vast disparity between the employer expectations and graduate competence due to the soft skill gap.

As a solution to the concurrent soft skill gap, this study intends to find mechanisms of developing employability skills of undergraduates by using speaking strategies performed in ESL classrooms. As a productive skill, speaking involves the development of soft skills in an individual along with the personality development and development of cognitive skills.

### A. Graduate and Employment Statistics

According to the latest statistics of the University Grants Commission, in 2021, the graduate output consists of 76.6% of Bachelor Degree holders and 23.4% of Postgraduate Degree holders which is a total of 36,012. In addition to that, 7,802 Open University graduates and 6,802 graduates from the External Degrees have also graduated in the year 2021, making a total of 50,616 graduates excluding the graduates of private universities. Unfortunately, more than 50% of the graduates (25,704) have stayed unemployable during the year. Out of the number of unemployed graduates, 43.9% have graduated with an Art degree whereas the rest graduated with other degrees. Thus, the unemployment of graduates remains as a significant concern in the public and private sector of Sri Lanka as the graduates lack skills and expertise to be eligible in securing a job.

In 2021, the employed population in Sri Lanka is categorised under three major industry groups namely, Agriculture (27.3%), Services (46.7%) and Industries (26.0%), while the majority of employed population in all three industries contribute as employees and own account workers while the minority is either an employer or a contributing family member. Furthermore, Sri Lanka Labour Force Survey (2021) shows the highest percentages of employed population in occupations such as elementary occupations, skilled agricultural, forestry and fishery workers, craft and related trades workers, services and sales workers respectively while a lesser percentage of employed population engaged in occupations where they serve as Professionals, Managers, Senior Official and Legislators and Clerical Support workers.

## B. Employability Skills

In the aftermath of the COVID-19 pandemic, the higher education institutions are undergoing an unprecedented pressure unlike the previous years, in terms of producing quality graduates who are competent in knowledge, skills and attitudes that fit workplaces. According to previous literature, communication skills, interpersonal skills, teamwork and leadership skills and problem-solving skills have been notable among the widely prominent soft skills required by modern day workplaces although “soft skills” have different skill sets depending on countries and subject disciplines. In a study conducted in Sri Lanka by recording employers’ perspective on valued skills and attributes expected by students of Commerce and Management discipline, with reference to five large scale organizations varying from local to Multi-National Corporations (MNC), four key elements have been highlighted. The skill categories include workplace skills, people skills, applied knowledge and personal knowledge. The study concludes by underlining that those skills are opted by employers as the prerequisites of employability skills [1].

A recent study discusses ten factors that are essential in graduate employability including highest significance recorded in communication skills ( $F = 21.34$ ,  $P < 0.001$ ) while team work skills ( $F = 11.26$ ,  $P < 0.001$ ) were the next priority. Other employability skills involved stakeholder management skills, decision making skills, cross cultural competency, core business skills, personal and behavioural skills, digital competencies, domain knowledge and customer orientation respectively from the highest significant employability skill dimension to the lowest significant employability dimension [2].

Among the notable employability skills needed in graduates, communication skills play a significant role. A framework formed by a group of researchers containing a taxonomy of employability skills is classified into four components: cognitive skills, methodological skills, social skills and subject-specific skills. The study further shows that the knowledge and content learned through studies should be applied to solve practical problems while this approach enhances the subject-specific understanding along with improving creative thinking, analytical, problem solving, decision making, communication and management skills [3].

Apart from that, a research study conducted by Boston University and University of Michigan’s School of Business have concluded that employees with a training in their soft skills are 12% more efficient and productive than the employees without a proper training in soft skills whereas another study conducted by Stanford Research Institute and Carnegie Mellon Foundation proved that a long term success in a job resulted in a proper capacity of soft skills (75%) whereas the rest of the 25% was from technical skills. With the reference to the importance of soft skills in a long term professional career, it is highlighted that the communication skills are its fundamental attribute [4].

## C. Communication Strategies for Employability Skill Improvement

Reference [4] discusses how hard skills and soft skills have its unique potentials in work environments. Hard skills help the individuals to acquire a job whereas soft skills help in assuring the employability. Under communication skills that is vital in soft skill development, verbal and written communication are integral components. Competence in verbal communication is included in the correct use of grammar, tonal variations and language eloquence, while non-verbal communication traits such as correct posture, appearance, head and eye movements and body contact also reflect an individual’s character. Furthermore, the researcher concludes in the research that English language skills have become an integral component in bridging the gap between undergraduate communication skills and employability. The study further provides methods of enhancing the soft skills of undergraduates through project based learning, classroom activities and teaching methods.

The role of language in developing communication skills in a way that the undergraduates become competent in their soft skills is undeniable. In order to communicate with the supervisors, managers and subordinates effectively without any misunderstanding or misinterpretation, verbal communication skills are essential. As much as the receptive skills of language (reading and listening) contribute in improving the soft skills, the productive skills (speaking and writing) are also equally important. In an academic environment, the foundation for effective soft skills training should be laid in order to groom the undergraduates to fit into their future workplace. Thus, techniques used in classroom environment in language learning can be directly applied to develop communication skills of undergraduates to become employable in their future workplaces.

## D. Speaking Strategies

In any language, speaking is considered as a basic skill as it is acquired ever since the birth of child which starts from cooing and babbling of sounds. Until a child reaches an age, where he/she is able to develop other skills pertaining to reading, listening and writing, they continue to acquire the words that they hear in their surroundings. This is applicable to a first language acquisition or a second language acquisition. While English language is known as the global link language due to the universality of the language, in Sri Lanka, English is taught as its second language. Majority of children in urban areas of the country are exposed to the language from early childhood while a considerable minority has their first encounter with the language at primary level of education.

In an ESL (English as a Second Language) classroom, an equal weightage is given in improving the four skills of language. While other skills focus on improving basic grammar, vocabulary, writing structures and comprehension skills, much of the soft skills are improved through speaking skills. Researchers have shown findings about the use of speaking strategies that enhance soft skills in undergraduates through the language curriculum and other subject-integrated modules at higher education institutes. Those strategies involve the use of role plays, classroom presentations, task-

based practical work and reflections on learning experience as tools for developing undergraduate employability skills [5].

### III. METHODOLOGY

This study intends to find answers for the following research questions:

*(i) What are the unique speaking strategies which can be used to improve soft skills of undergraduates?*

University teachers can implement various strategies to develop competences related to soft skill development of undergraduates. With the use of emerging technologies and digital tools, speaking related tasks can be taught in an advanced and a creative way. Moreover, it should be noted that the traditional methods of teaching speaking lessons for the undergraduates are outdated as the modern generation of learners have vastly different expectations and approaches towards learning skills of a language. Thus, the respondents of this study share an in-depth understanding about their students with the experience they have gathered through modern teaching strategies.

*(ii) How do the speaking strategies transform an undergraduate to be successfully employable?*

The soft skills embedded in the speaking strategies directly help the undergraduates to develop their communication skills which in return increase the probability of them being employable in a relevant profession in future. Each speaking strategy comprise of at least one significant soft skill and most of the soft skills are applicable to the modern-day workplaces and thus, are included among the 21st century skills.

#### A. Participant Profile

For this study, 20 university teachers from nine (09) higher education institutes of Sri Lanka, both in public and private sector, teaching introductory, intermediate, academic and business English programmes for undergraduates pursuing multi-disciplinary study programmes were selected through simple random sampling. All the university teachers had an experience with one or more years of teaching undergraduates at the same university while eight (08) teachers had their minimum level of education with a Bachelor's degree with English as a compulsory subject in the degree programme whereas the rest had a Master's degree in either English, Linguistics or Teaching English as a Second Language.

#### B. Instruments

As this study uses a qualitative research approach that involves getting opinions and views of the participants, an online questionnaire is shared among the participants after affirming their voluntary, active participation in the data submission. In order to avoid any breach of privacy and an honest contribution in providing accurate information, the participants' preference to take part in the study was recorded.

#### C. Data Collection Procedure

As primary research data, data collected through the online questionnaire were considered. The questionnaire framework consisted of two parts including fifteen (15) comprehensive questions in which eight (08) questions targeted at deriving speaking strategies and seven (07) questions aimed at re-directing those speaking strategies into employability skill transformation. As secondary research data sources, information found through extensive literature from credible research articles, government statistics reports and journal articles were used for the study.

#### D. Data Analysis Procedure

By using an inductive approach to analyse the data collected through primary and secondary sources, this study entails the thematic analysis to find answers for the research questions by deriving common themes after decoding the similar phrases in the detailed responses provided by the respondents. All the codes that were related to the research questions are thus, incorporated into a common theme. The derived themes were then transferred in a visual thematic map in order to ease the process of drawing links between each theme. Although many themes were highlighted, the themes which lacked data to support arguments were discarded.

### IV. RESULTS

The responses for all the questions in the questionnaire provided by the 20 respondents were carefully evaluated and key words, phrases and ideas were coded in order to derive common themes. In a separate data sheet, the responses of the participants pertaining to each question were clearly tabulated so that similarities and contrasts can be drawn by comparing the 20 responses. Afterwards, common ideas and views were highlighted by using a unique colour coding system in order to link the relationships between each highlighted component.

#### Soft Skills through Speaking Strategies

Although a considerable number of soft skills can be mastered through other skills of a language, speaking skills are an integral component in any language that caters to developing many soft skills. As today's undergraduate population consists of individuals belonging to Generation Z, the traditional teaching and learning approaches are transformed into a modern and computer-assisted learning and a teaching method. Therefore, traditional teaching approaches like audio-lingual method, oral drills or loud reading which involved practicing pronunciation, tonal variations and intonations through constant repetitions are replaced by modern approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Total Physical Response (TPR) and the Silent Way that indirectly encourage the students to participate in practical language tasks. Creative and interactive activities embedded in these indirect teaching approaches not only engage the students in classroom activities by physically being active, but also the tasks allow the students to be autonomous with the minimum intervention of the teacher. The role of the student is therefore, to be an active participant in the activities despite being a mere listener and a follower like in a traditional classroom.

Usage of creative digital tools in conducting speaking related tasks was a priority inside modern classrooms as they created a lively and an interactive work environment for the undergraduates. The higher education institutes have advanced resources and more digital tools unlike in school classrooms and those tools are effectively used to cater to the undergraduate learning expectations. Interactive speaking activities that involved projecting a clue in the board with a picture or a video clip related to the lesson, for the students to interpret and present their opinion, giving speech topics followed by a video, to be delivered in the form of both prepared and impromptu speeches and showing an inspirational video to get their interpretive thoughts are among many strategies to be used in enhancing soft skills. These activities not only create an enthusiasm among the undergraduates in learning and acquiring soft skills, but also, they arouse curiosity to explore more about the subject.

*(I) Audio-Visual Tools*

All participants shared their experiences in using digital tools to conduct speaking sessions. Among the methods they used to conduct speaking sessions through digital tools were, picture presentations, videos, game-based learning platforms, interactive presentations, question and answer sessions and guest lectures. Those methods were coded by extracting the ideas in their responses while a common theme of audio-visual tools was identified.

Using audio-visual tools is an efficient way of maximising the output of students as the students are inspired by modern lecture delivery methods. The students' enthusiasm and active participation can be encouraged by allowing them the chance to showcase their speaking competency by using digital tools. While the teachers use these creative tools to achieve the intended learning outcomes, the students gradually improve their soft skills over the course of the lecture duration.

Unlike in traditional classrooms where communication skills are improved by word drills, repeated pronunciations and speeches, audio-visual tools are more appealing to the learners. The speech extracts from the respondents identified as Kamalini, Thushara, Prathiba and Kelum<sup>1</sup>, it was clear that they have implemented a student-centred approach in developing the speaking skills.

TABLE 1. AUDIO-VISUAL TOOLS

Extracts	Codes	Theme
Usually, I take the advantage of using the digital resources to initiate speaking activities. I show a video or a picture related to the lesson and get the students to speak. - Kamalini -	<ul style="list-style-type: none"> <li>•Interpretive thoughts</li> <li>•Picture descriptions</li> </ul>	Audio-Visual Tools

As I mostly teach the Gen Z students, they like to listen to speeches or watch videos on forums like TedTalks or Toastmasters and speak about them, so I show them an inspirational video. I also use apps like Kahoot to follow up their understanding of the task. - Thushara -	<ul style="list-style-type: none"> <li>•Prepared and impromptu speeches</li> <li>•Game-based learning platforms</li> </ul>	
I use presentations as a strategy to develop speaking skills of students. I have also used guest lecture sessions (both online and physical). - Prathiba -	<ul style="list-style-type: none"> <li>•Class presentation</li> <li>•Guest lectures</li> </ul>	
I always ask the students an ice-breaker question like "What is happening around the world these days?" and then show them a video or an article related to the question so that they can express their views/ideas about it. - Kelum -	<ul style="list-style-type: none"> <li>•Q and A sessions</li> </ul>	

<sup>1</sup> Pseudonyms are assigned for the respondents to ensure their privacy

*(II) Guided Learning Tools*

Although all the respondents have disregarded traditional approaches of teaching in delivering speaking tasks, the majority of the respondents incorporate some effective case practices of traditional teaching into modern teaching. For speaking strategies such as group discussions, storytelling, information gap identification, scavenger hunts, dramas and role plays, a minimal level of teacher's intervention is needed to a certain extent. The teacher's role is that of a facilitator or a mentor, rather than being an active participant in instructing and directing the students. The principal behind these speaking strategies is that, student-centered learning is encouraged with a minimum supervision of the teacher.

TABLE 2. GUIDED LEARNING TOOLS

Extracts	Codes	Theme
I like to create a competitive yet a challenging environment for the students. I usually group them and give them a task where everyone has to speak. - Madhuri -	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Story telling</li> </ul>	Guided Learning Tools
After introducing the concept and guiding the students with vocabulary related to the lesson, I introduce them an interesting game or an activity along with some clues for them to complete the task by communicating with each other. -Thushara -	<ul style="list-style-type: none"> <li>• Information gap activities</li> <li>• Scavenger hunt</li> </ul>	

<p>I give instructions for the students to create a mini-drama or a role play based on the lesson as I can evaluate their competency through a practical task like that. - Pawan -</p>	<ul style="list-style-type: none"> <li>• Dramas</li> <li>• Role play</li> </ul>	
--	---	--

<sup>2</sup> Pseudonyms are assigned for the respondents to ensure their privacy

In order to develop soft skills through speaking strategies, the students should be given the maximum advantage to interact in the classroom. The teacher needs to strategically design the tasks in allocating more time for the learners to engage in activities.

The responses of Madhuri, Thushara and Pawan<sup>2</sup> showed the positive changes implemented in teaching strategy in order to encourage the independent learning with a minimal supervision of the teacher. Those approaches helped to make the learners inquisitive as they explore innovative forms to develop their competencies in speaking.

### (III) Peer Learning Activities

Among the speaking strategies used to develop soft skills of undergraduates, pair work and group work are opted by many respondents. As a mechanism of improving student participation, evaluating their performance and testing whether the learning outcomes are met, activities that aim at developing peer interaction are chosen. Through these activities, the students get the chance to use their creativity in producing a unique output by following the general guidelines given by the teacher. Therefore, the output of each pair or the group is vastly different from that of the others and the students who observe another pair/group activities have the chance to assess their peers while understanding the new vocabulary related to the subject. Debates are among another strategy that involves mutual interaction and coordination among group members to improve speaking skills as the language needs to be spontaneously in use while in debates. Through interviews and mock interviews which can be done as role plays where one student takes the role of the interviewer while the other takes the role of the interviewee in asking questions pertaining to a specific subject, soft skills can be enhanced. Teachers can practise techniques in facilitating the scaffold learning of students by gradually reducing the support given to them while letting the students to develop themselves with their peers' assistance. This strategy drives positive instincts among the students as their independent learning is encouraged. Peer assessment is another strategy that provides the opportunity for the students to learn from each other as the students receive a performance evaluation from their peers. The evaluation can be done through a question and an answer session allocated for few minutes at the end of the tasks. As the common theme that draws the connection between each response, activities that encourage peer interaction is recorded through the participant response analysis.

### Soft Skill to Employability Skill Transformation

As a result of the globalisation, workplaces have also changed the way they operate, in catering their products and services. It has been a challenge to the organizations to find the best talents to drive their sustainability, while they also have some higher expectations about the employees that they are going to recruit. Among the mostly requested skillsets by employees, is the communication skills. Through the previously discussed speaking strategies, there are soft skills that can be directly recognised as higher order employability skills. When the students engage in speaking activities in the classroom, communication skills are developed along with the soft skills like creative thinking, logical thinking, leadership and teamwork.

In the way towards developing an undergraduate with the relevant skillsets needed for the future world of work, university teachers have a role to play. For that, the language teachers need to assess the soft skills that can be improved through each teaching strategy. Through the responses recorded through the questionnaire used for this study, some key soft skills that can be transformed into employability skills were identified.

#### (I) Digital Skills

Digital skills are an integral part of having an individual equipped with essential employability skills. Speaking strategies such as presentations, dramas and role plays develop the competency in Information and Communication Technology (ICT) and computer skills as the students explore the available resources in developing their work. With the development of Artificial Intelligence used in multi-disciplinary areas to fulfil tasks, the students can resolve their confusions or gather insights relevant to the subject areas. Other important digital skills such as the basic knowledge in designing and graphics are also required in presenting the output of a speaking activity by using audio-visual tools.

As many workplaces require the basic digital literacy in their job specifications to perform tasks, classroom speaking activities that integrate these skills can be advantageous. The post-pandemic work environment entirely transcended the traditional work setup even by replacing jobs that could be easily handled with digital tools. Having a basic understanding on technical support tasks and digital marketing through creative tools, are other skills that can be developed through the speaking strategies. These skills indirectly contribute in an individual's future workplace whether they become employees in an organization or establish their own organization, as they are some of the basic 21st century skills mastered by an individual.

#### (II) PR (Public Relations) Skills

Many speaking strategies used in a classroom help in an individual's personality development process. When individuals have an outgoing personality, they develop a certain level of confidence to interact with others. Soft skills help to develop confidence and autonomy which is deliberately imbued through speaking strategies. Prepared and impromptu speeches along with individual and group presentations improve the students' confidence by

eliminating their fear of public speech or appearance. Leadership and teamwork is tested by group activities in the classroom where the students have to delegate the responsibilities among themselves to bring a quality output. Social skills such as ethics, integrity, empathy, emotional balance and networking is shown through dialogues, role plays and debates as they bring the students' honest opinions on their perception, cultural understanding, values and attitudes. These character traits are reflected through an individual, starting from the job screening process while those traits indirectly impact on routine practices in a workplace.

*(III) Learning and Development Skills*

Storytelling helps an individual's capacity building while it awakens their critical and analytical mindset. Moreover, storytelling activities which are done by associating them with real-life tasks and situations improve the logical reasoning which is also an important employability skill. Communication skills such as attentive listening and clear articulation are improved through interviews as interview facing techniques are also mastered as soft skills. Language games improve collaboration with peers while debates and dialogues on controversial topics improve conflict resolution and problem-solving skills.

Factors like relevance and interest need to be considered before implementing speaking strategies. The delivered content needs to be relevant, interesting and encouraging to the audience in order to grasp the intended outcome. The teacher needs to instil a sense of personal development being in progress while the students engage in tasks that provide them the opportunity to develop their crucial soft skills.

Through speaking strategies that help in students' learning and development, other language components such as basics of grammar, pronunciation and vocabulary are also developed. By integrating timely relevant occurrences around the world in creative speaking tasks such as debating and interviewing, above soft skills can be developed to a greater extent. The respondents<sup>3</sup> have also implemented such creative strategies to improve the speaking skills of students.

TABLE 3. LEARNING AND DEVELOPMENT TOOLS

Extracts	Codes	Theme
Challenging tasks motivate the students in exploring new arenas. Therefore, I give them treasure hunts where they can collectively complete the task through clear arguments, conversations and reasons.  - Malini -	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Analytical thinking</li> <li>• Logical reasoning</li> </ul>	Learning and Development Skills

I give them practical tasks. For example, if they want to improve their telephone skills, I ask them to contact a hotel, restaurant, bank or any other institution to make an actual inquiry. - Nalin -	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> </ul>	
By taking examples from home news or world news where a problem/conflict is concerned, the students can be given the chance to investigate how the situation has been managed or how it can be managed. - Kamani -	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Problem solving</li> </ul>	

<sup>3</sup> Pseudonyms are assigned for the respondents to ensure their privacy

V. CONCLUSION

Based on the findings after analysing primary and secondary data sources, it was evident that soft skills play a key role among the employability skills sought out in an individual. Compared to the hard skills that are gained through the subject knowledge of core modules related to a specific degree, soft skills are unique in such a way that it involves a great exposure, consistent practice and a positive attitude to develop those skills. Any graduate can become employable with the lack of soft skills but they can not secure their employability. Malperformance, demotivation and turnover are the repercussions of not being equipped with soft skills.

In a language learning classroom, soft skills are indirectly improved by incorporating those skills in to the main spheres of language learning. Unlike in other three skills such as reading, writing and listening, speaking skills give more focus to the soft skill development aspect. These skills are embedded in the speaking component while some strategies are used to signify the relevance of soft skills in future work environments. Such strategies involve the use of audio-visual tools such as presentations, videos, picture/poster presentations, game based learning platforms, speeches, guest lecture sessions and Q and A sessions, guided learning tools such as group discussions, storytelling, treasure hunts, dramas and role plays along with peer learning activities such as debates, interviews, scaffold learning techniques and peer assessments.

Furthermore, it was evident that these strategies develop soft skills which are mandatory employability skills. Thus, a relationship was drawn in transforming these soft skills into skills that help graduates to become employable by securing their long-standing employability. As a result, digital skills such as literacy in IT, computer skills, designing and graphics, PR skills such as confidence, leadership, teamwork and social skills together with learning and development skills like critical thinking, analytical thinking, logical reasoning, collaboration, conflict resolution and problem solving are noted among the key employability skills.

Interestingly, all of these skills are among the essential 21st century skills that an individual should be equipped with.

#### REFERENCES

- [1]. K.W.D.D. Fonseka., D.P. Kodikara., I.K.A.H.E. Kodituwakku, H.V.N. Senadeera, M.A.C.M. Silva and H.M.N.S.B. Herath, "Employers' Perception of Employability Skills of Students of Commerce and Management Discipline: A Qualitative Approach", 2015.
- [2]. R. Mahajan, P. Gupta and R. N. Misra, "Employability skills framework: a tripartite approach," *Education+Training*, 64(3), pp.360-379, 2022.
- [3]. A. Ornellas, K. Falkner and E. Edman Stålbrandt, "Enhancing graduates' employability skills through authentic learning approaches," *Higher education, skills and work-based learning*, 9(1), pp.107-120, 2019.
- [4]. R.P.C.R. Rajapakse, "Importance of soft skills in improving employability of graduates of National Universities in Sri Lanka—a literature search," *EPRA International Journal of Research & Development (IJRD)*, 1(9), pp.100-103, 2016.
- [5]. M. Bhatti, M. Alyahya, A. Alshiha, M.G. Qureshi, A.S. Juhari and M. Aldossary, "Exploring business graduates employability skills and teaching/learning techniques," *Innovations in Education and Teaching International*, 60(2), pp. 207-217, 2023.