

Towards Integrating Workplace Language Needs and Curricular Provisions at Tertiary Institutions

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Tertiary education is a long-term personal and institutional investment that should bring many rewards. Employability must be stressed and tertiary education should guarantee employability. Competency factors which empower the graduate are related to knowledge and skills; the main vehicle for the acquisition of these competencies is language. Given this premium on language use, there is the urgency to ensure that all graduates are competently trained to meet workplace language needs. It has been generally recognized that many graduates are disadvantaged as they lack appropriate English language skills to function effectively and efficiently in the workplace. A study was conceptualized to address in part the problem of employability specifically the lack of language and communication skills among Malaysian public university graduates. It provides insights into language and communication needs of the workplace sector which could lead to a rethink about matching workplace needs and curricular provisions for language and communication training at tertiary level.

Key words: English language proficiency, employability, workplace needs